

## **Accreditation Report**

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

**“Computer Hardware and Software Engineering” (Bachelor/Master), “Journalism” (Bachelor/Master), “Information Systems” (Bachelor/Master), “Logistics” (Bachelor), “Restaurant Business and Hospitality” (Bachelor), “Tourism” (Bachelor/Master), “Translation Studies” (Bachelor)**

### **I     Procedure**

**Date of contract:** 7 June 2021

**Date of the submission of self-assessment report:** 15 Juli 2021

**Date of site visit:** 3-5 November 2021

**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.

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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, heads of the study programmes, study programmes 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 professional practice and a 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 Programs: 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 Turan 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

### ***Journalism - Bachelor, 6B03201 (5B050400)***

Location	Almaty, Kazakhstan
Date of introduction	2005
Faculty/ department	Faculty of Humanities and Law
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	100
Number of students currently enrolled	345
Average number of graduates per year	70
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

### ***Journalism - Master, 7M03201/7M03206***

Location	Almaty, Kazakhstan
Date of introduction	2010
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	15
Number of students currently enrolled	13
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	850000 KZT/800000 KZT per year



**Translation Studies - Bachelor, 6B02301 (5B020700)**

Location	Almaty, Kazakhstan
Date of introduction	2009
Faculty/ department	Faculty of Humanities and Law
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	90
Number of students currently enrolled	295
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

**Information Systems - Bachelor, 6B06101 (5B070300)**

Location	Almaty, Kazakhstan
Date of introduction	2003
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	70
Number of students currently enrolled	197
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
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**Information Systems - Master, 7M06101/7M06103**

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	20
Number of students currently enrolled	34
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	850000 KZT/800000 KZT per year

**Computer Hardware and Software Engineering - Bachelor, 6B06102 (5B070400)**

Location	Almaty, Kazakhstan
Date of introduction	2003
Faculty/ department	Faculty of Digital Technologies and Arts
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	100
Number of students currently enrolled	78
Average number of graduates per year	54
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	600000 KZT per year
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**Computer Systems and Software - Master, 7M06102**

Location	Almaty, Kazakhstan
Date of introduction	2008
Faculty/ department	Faculty of Digital Technologies and Arts
Standard period of study (semesters)	2/4
Number of ECTS credits	60 ECTS/120 ECTS
Number of study places	15
Number of students currently enrolled	13
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	850000 KZT/800000 KZT per year

**Tourism - Bachelor, 6B11101 (5B090200)**

Location	Almaty, Kazakhstan
Date of introduction	1992
Faculty/ department	Faculty of Humanities and Law
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	70
Number of students currently enrolled	187
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
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***Tourism - Master, 7M11101, 7M11102***

Location	Almaty, Kazakhstan
Date of introduction	2000
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	15
Number of students currently enrolled	12
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	850000 KZT/800000 KZT per year

***Restaurant Business and Hospitality - Bachelor, 6B11102 (5B091200)***

Location	Almaty, Kazakhstan
Date of introduction	2004
Faculty/ department	Faculty of Humanities and Law
Standard period of study (semesters)	8/6 or 4
Number of ECTS credits	240 ECTS
Number of study places	80
Number of students currently enrolled	225
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
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***Logistics - Bachelor, 6B11301 (5B090900)***

Location	Almaty, Kazakhstan
Date of introduction	2009
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	50
Number of students currently enrolled	161
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

### 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.

## **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.

All members of the collegiate bodies of the university have the right to vote, to express their opinions freely, to make proposals, etc. Decisions on training, educational, scientific activities, as well as personnel issues and etc. are discussed and made at these events. The university has a practice of creating working groups, commissions for the purpose of planning, implementing and monitoring all processes at the level of departments, faculties and the university as a whole.

Academic Policy of the Turan University determines the order of organization of the educational process. The document includes regulations and rules, including requirements for the



development of educational programs, conducting current, intermediate and final controls; organizing the passage of practical training by students, assessing the knowledge of students; final certification, etc.

Each year, based on the University Strategy and in accordance with the Quality Assurance Policy, Quality Goals are approved for all activities and units Strategy reflects consistency with the program documents of the country and the region and includes 5 blocks reflecting the development 19 of unique educational programs and innovative learning technologies, the formation of the scientific and innovative ecosystem of the university, the implementation of the vectors of internationalization of the university, the character education and meaningful activities, the modernization of marketing activities and the promotion of educational products. Each of them reflects the interaction with stakeholders in the relevant areas of activity.

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Turan University adequate concepts on gender equality and the promotion of equal opportunities.

### 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 educational 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 degrees) and additional hours of a foreign language (8 ECTS for Bachelor and 4 ECTS for Master degrees) 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).

### **Journalism (Bachelor/Master)**

The content of the Journalism programmes (Bachelor/Master) is guided by the principles and content of the Model curricula for journalism education developed and recommended by UNESCO. It is implemented in the disciplines, topics, and assignments.

Facilities and equipment designated for students of Journalism include a TV studio and a laboratory of media linguistics. The Journalism programmes benefit from partnerships with UNESCO Almaty Cluster Office (Kazakhstan), local TV channels, newspapers, news websites, etc.

Graduates are prepared to be employed at the editorial offices of news agencies and print media, television, radio, news portals and Internet resources, press services of government agencies, corporations and public organizations, advertising agencies, SMM-agencies, production studios, analytical and educational Centres, international organizations, and cultural institutions.

The revision of the content of existing as well as the introduction of new disciplines is carried out for the programmes in Journalism (Bachelor/Master) on an annual basis.

### **Journalism (Bachelor)**

The main objective of this study programme is to foster the development of an intellectual, culturally and ethically competent workforce to carry out professional activities associated with the modern mass media. The full-time programme takes 4 years to complete, and students are awarded 240 ECTS and the academic degree of Bachelor of Social Sciences in Journalism.

Per annum, students take courses worth 60 ECTS. The first year of studies consists of general required modules (41 ECTS), the entrepreneurial module (5 ECTS) with Introduction to enterprise and Organization of business, and the major modules with Introduction to Journalism (5 ECTS), Academic internship (1 ECTS), and History of the Kazakh Journalism (3 ECTS). The second year also includes general required modules (9 ECTS), the entrepreneurial module (10 ECTS) of Business Legislation, Legal regulation of business activities, Marketing analysis, and Marketing tools in entrepreneurship, the English or Turkish language module (5 ECTS), and major modules (36 ECTS). The latter are Creative thinking, Legal basics of media, Fact checking, Media ethic, Practical Internship-I, Genres in modern journalism, TV and Radio journalism, Professionally oriented foreign language, and Professional Kazakh or Russian. The third year incorporates general modules of choice (5 ECTS) with Logic and critical thinking and Public Process Management, the entrepreneurial module (10 ECTS) with Business Financing, Business insurance, Business analysis, Producing on TV, the English or Turkish language-II module (5 ECTS), and major modules (30 ECTS for mandatory disciplines, and 10 ECTS for the

rest of them). The major modules include Lingvo security of media text, Production of newspapers, journals and media design, Language and the style of mass communication, Art of journalism, Practical Internship-II, Masterclass on journalism, as well as Art Journalism, Myths in the information field, Art products as a means of propaganda, and Bestsellers of world literature. Over the course of the last year of studies, students are offered mandatory major modules (22 ECTS) with Organization of PR projects, Analytical journalism, Business journalism, Practical Internship-II, Pregraduation Internship, and major modules (26 ECTS) with Blogging, Speech culture and stylistic, Journalist's personal branding, Storytelling, International journalism, International relations and media, Infographics and visualization, The art of interview, Investigative journalism, and Data-journalism, as well as the Final examination (12 ECTS).

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

The primary aim of this Master programme is to train intellectually advanced personnel with a high cultural and ethical level for the modern mass media and educational settings. Studies extend over 2 years and students gain 120 ECTS and the academic degree of Master of Social Sciences in Journalism.

Each year, students take courses worth 60 ECTS. The first year of studies includes general required modules (12 ECTS), general module of choice (5 ECTS) with Project management based on PMI PMBOK standard and Agile-based project management, mandatory major modules (10 ECTS) with Research practical training-I and Contemporary media technologies, major modules (28 ECTS) with Technology of Master's research, The stability of the media, Lingua conflictology, Journalism research methods, Intellectual nation and humanitarian technologies, Verbal aggression and speech manipulation, Actual problems of modern journalism, as well as Scientific and research work of Master's Degree Student including the process of writing the research paper-I (1 ECTS) and Scientific and research work of Master's Degree Student including the process of writing the research paper-II (4 ECTS). The final year comprises general required module (4 ECTS), mandatory major modules (10 ECTS) with Research practical training - II and Teaching practice, major modules (15 ECTS) with Career foresight, International information conflicts, Global journalism, Strategic media management, and Effective brand management, Scientific and research work of Master's Degree Student including the process of writing the research paper-III (1 ECTS) and Scientific and research work of Master's Degree Student including the process of writing the research paper-IV (4 ECTS), and Final examination (12 ECTS).

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

The goal of this programme is to train intellectually advanced personnel with a high cultural and ethical level for the modern mass media. Graduates need 1 year to complete the entire

course, they receive 60 ECTS and are awarded the academic degree of Master of Social Sciences in Journalism.

The 1-year programme includes general required modules (6 ECTS), general module of choice (4 ECTS) with Project management based on PMI PMBOK standard and Agile-based project management, mandatory major modules (15 ECTS) with Technology of Master's project, Contemporary media technologies, and Practical Internship, major modules (10 ECTS) with Verbal aggression and speech Manipulation, Career foresight, Strategic media management, and Effective brand management, as well as Experimental and research work of Master's Degree Student including the process of writing the research paper (13 ECTS), and Final examination (12 ECTS).

### **Translation Studies (Bachelor)**

The programme benefits from partnerships with UNESCO Almaty Cluster Office (Kazakhstan), British Council, InterPress, Peoples' Friendship University of Russia (Russia), Zhejiang University (China), Association of Translators, Interpreters, and Translation Companies (Kazakhstan), etc.

Graduates are prepared to be employed as managers for work with foreign partners, translators in commercial structures and state enterprises, assistants to the heads of an international company, teachers of foreign languages, guide interpreters, etc.

The revision of the content of existing as well as the introduction of the new disciplines is carried out for the programme in Translation Studies (Bachelor) on an annual basis.

The purpose of the Translation Studies programme is to shape highly qualified translators who are able and willing to solve professional tasks independently, responding adequately to the conditions of a dynamically developing multilingual and multicultural world. The full-time programme takes 4 years to complete, and students are awarded 240 ECTS and the academic degree of Bachelor of Linguistics in Translation Studies.

Each year, students take courses worth 60 ECTS. The first year of studies includes general required modules (46 ECTS), entrepreneurial module (5 ECTS) with Introduction to enterprise and Organization of business, and mandatory major modules (9 ECTS) with Introduction in linguistics, Lexic, phonetic and grammatical aspects of foreign language, and Academic internship. The second year courses comprise of general required modules (9 ECTS), entrepreneurial module (10 ECTS) with Business legislation, Legal regulation of business activities, Marketing analysis, and Marketing tools in entrepreneurship, mandatory major modules (32 ECTS) with Host foreign language, Professionally oriented foreign language, Professional Kazakh or Russian, Creative thinking, Bases of theory of the studied language, Host foreign language in cross-cultural communication, and Practical Internship, as well as major modules (9 ECTS)



with Second foreign language-I and Second foreign language-II. The third year includes the entrepreneurial module (10 ECTS) with Business analysis, Translation services, Business financing, and Business insurance, the general module of choice (5 ECTS) with Logic and critical thinking and Public process management, mandatory major modules (30 ECTS) with Theory of translation, Literature of the target language, Speech culture and stylistic, Practice of written speech, Practical Internship-II, and Oral translation practice, as well as major modules (15 ECTS) with Second foreign language-III, Second foreign language-IV, Practice of oral and written communication in the foreign language, Second foreign language-V, and Literary reading. The last year of studies involves mandatory major modules (12 ECTS) with Practical Internship-III and Pregraduation internship, major modules (16 ECTS) selected from Professional translation programs, Translator's language Identity, Consecutive interpretation, Simultaneous interpretation, Informative translation, Second foreign language-VI, Second foreign language - V (oral speech), Second foreign language-V (written speech), plus Specially-professional foreign language and Globalization and intercultural communication, Foreign language in the social-humanitarian and natural-scientific direction (5 ECTS) with Foreign language in the social-humanitarian and natural-scientific direction and Foreign language in financial and economic direction, as well as Final examination (12 ECTS).

### **Tourism (Bachelor/Master)**

The programmes benefit from partnerships with Varna Free University (Bulgaria), Kastamonu University (Turkey), Academy of Tourism in Antalya (Turkey), Caspian Academy Company (Turkey), University of Economy in Bydgoszcz (Poland), Kazakhstan Tourism Association, Kazakhstan Rafting Federation, local tour operators.

Graduates are prepared to be employed at tour operators, travel agencies, and other organisations providing services in the field of tourism.

The revision of the content of existing as well as the introduction of new disciplines is carried out for the programme in Tourism (Bachelor/Master) on an annual basis.

### **Tourism (Bachelor)**

The two major objectives of this study programme are a) to train service professionals who successfully carry out their professional activities, navigate the large sector of the tourism industry, and are able to respond promptly to tourism market trends and consumer demands, and b) to train tourism professionals capable of providing a range of recreational services, from itinerary planning and guest accommodation to creating a unique tourism product and satisfying consumer demand for tourism services. The full-time programme takes 4 years to complete, and students are awarded 240 ECTS and the academic degree of Bachelor of Services in Tourism.

Each year, students take courses worth 60 ECTS. The first year of studies consists of general required modules (35 ECTS), the entrepreneurial module (5 ECTS) with Introduction to the enterprise and Organization of business, Socio-political module (8 ECTS), Tourist and sports training (4 ECTS), and mandatory major module (8 ECTS) with The basis of tourismology, Geography of Kazakhstan, and Academic internship. The second year also has some general required modules (9 ECTS) and the entrepreneurial module (10 ECTS) with Marketing analysis, Marketing tools in entrepreneurship, Legal regulation of business activities, and Business Legislation. Additionally, sophomores take mandatory major modules (41 ECTS) with Technique and tactics of active kinds of tourism, History of tourism, Professionally oriented foreign language, Professional Kazakh or Russian, Tourism management, Tourism marketing, Geography of the international tourism, and Practical Internship. During their third year at the university, students take general module of choice (5 ECTS) with Logic and critical thinking and Public process management, mandatory major modules (12 ECTS) with Tourism guide and Practical Internship, as well as major modules (43 ECTS) with English, Chinese/Turkish, Cross-cultural communication in service, Promotional activities in service, Medical tourism, Local lore studies and museology, Basics of Entrepreneurship in Tourism, Practical tourism of Kazakhstan, Recreation and balneology, Global hospitality industry, Technology sales services in the tourist industry, System of reserving and booking in tourism, and Electronic system of reserving and booking in tourism and service. Over the course of the last year, undergraduates have to take entrepreneurial module (22 ECTS) with Personal efficiency of an entrepreneur, Reporting of business entities, Business analysis, Leadership and teambuilding, Practical Internship, Pregraduation internship, and Practical Internship, major module (26 ECTS) with Cartography and toponimica of tourism, Ecological tourism, English language, Chinese/Turkish, Academic writing in English, Technology of diploma research, as well as selection of either Internal and outbound tourism or Tour operating combined with Transport services in tourism, and Final examination (12 ECTS).

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

The primary goals of this programme are a) to train specialists in the tourism industry to provide the development of competitive tourism sector, focused on the preservation of historical and cultural heritage, health and spiritual development of the nation, satisfaction of consumer demand for tourism and sanatorium-resort services for citizens of Kazakhstan and foreign visitors, and b) to train specialists to carry out scientific, pedagogical and research activities aimed at the promotion of tourist services to the domestic and foreign markets. Studies extend over 2 years and students gain 120 ECTS and the academic degree of Master of Science in Tourism.



Each year, students take courses worth 60 ECTS. The first year of studies includes general required modules (12 ECTS), general module of choice (5 ECTS) with Project management and Project management based on PMI PMBOK standard, mandatory major module (3 ECTS) with Research practical training, major module (35 ECTS) with Modern researches of industry of tourism, Teaching methodology in the higher education, Technology of Master's research, Psychology service and sales in tourism, Geoinformation technologies in tourism, Economy of tourism, Environmental economy, and Methodology of recreational estimation of territories, and Scientific and research work of Master's Degree Student including the process of writing the research paper (5 ECTS) with Scientific and research work of Master's Degree Student including the process of writing the research paper-I and Scientific and research work of Master's Degree Student including the process of writing the research paper-II. The second year comprises of general required modules (4 ECTS), Teaching practice module (4 ECTS), major module (20 ECTS) with Methodical bases of the development of research projects, and a selection from Marketing research in tourism, Sociological research in tourism, Conceptology of sustainable development of tourism, or Creation of Kazakh tourist brand, Scientific and research work of Master's Degree Student including the process of writing the research paper (19 ECTS), Formatting and Defending Master's Research Paper (12 ECTS).

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

The principal aims of this programme are a) to train specialists in the tourism industry to provide the development of competitive tourism sector, focused on the preservation of historical and cultural heritage, health and spiritual development of the nation, satisfaction of consumer demand for tourism and sanatorium-resort services of citizens of Kazakhstan and foreign visitors, and b) to train specialists to carry out scientific, pedagogical and research activities aimed at the promotion of tourism services to the domestic and foreign markets. Graduates need 1 year to complete the entire course, they receive 60 ECTS and are awarded the academic degree of Master of Science in Tourism.

The 1-year programme includes general required modules (21 ECTS), major module (14 ECTS) with a selection from Marketing research in tourism, Sociological research in tourism, Methodology of recreational estimation of territories, Geoinformation technologies in tourism, Project management based on PMI PMBOK standard, or Agile-based project management, Design and defense of MA dissertation (12 ECTS), as well as Experimental research work of Master's Degree Student including the process of writing the research paper conducted on-the-studies (13 ECTS).

### **Restaurant Business and Hospitality (Bachelor)**

The programme benefits from partnerships with Kazakhstan Association of Hotels and Restaurants, Saint Petersburg State University of Economics (Russia), Varna Free University (Bulgaria), University of Economy in Bydgoszcz (Poland), Academy of Tourism in Antalya (Turkey), Caspian Academy Company (Turkey), Rahat Palace Hotel, etc.

Graduates are prepared to be employed as heads of departments of a hotel enterprise, managers of the operations department, auditors of hospitality enterprises, senior supervisors, senior administrators at hospitality enterprises, managers (senior managers) of hospitality enterprises, supervisors, room reservation operators, administrators at hospitality enterprises, support staff in the entertainment industry.

The revision of the content of existing as well as the introduction of new disciplines is carried out for the programme in Restaurant Business and Hospitality (Bachelor) on an annual basis.

The purpose of the Restaurant Business and Hospitality programme is to train service professionals who can successfully navigate the large tourism, restaurant and hotel business sector and are prepared to provide services ranging from developing a business plan for opening a restaurant and hotel business to analysing business operations and developing ways to improve the efficiency of restaurant and hotel operations. The full-time programme takes 4 years to complete, and students are awarded 240 ECTS and the academic degree of Bachelor of Services in Restaurant Business and Hospitality.

Each year, students take courses worth 60 ECTS. The first year of studies includes general required modules (30 ECTS), entrepreneurial module (5 ECTS) with Introduction to the enterprise and Organization of business, socio-political knowledge module (8 ECTS) with Sociology, Political science, Cultural studies, and Psychology, tourist and sports training (4 ECTS), mandatory major module (8 ECTS) with Mathematics, Academic internship, Academic writing, and Fundamentals of hospitality industry. Sophomores also study general required module (9 ECTS), entrepreneurial module (10 ECTS) with a selection from Marketing analysis, Marketing tools in entrepreneurship, Legal regulation of business activities, or Business legislation, mandatory major module (41 ECTS) with Economics of hospitality enterprises, Basics of entrepreneurship in restaurant and hotel business, Professionally oriented foreign Language, Professional Kazakh/Russian, Management of hotels and restaurants, Restaurant and hotel marketing, Accounting and audit in restaurant and hotel business, and Practical internship. In their third year at the university, students have to take general module of choice (5 ECTS) with either Logic and critical thinking or Public process management, mandatory major module (12 ECTS) with Technology of service in restaurants and hotels and Practical internship, major module (43 ECTS) with either English or Chinese/Turkish, Brand management of companies of restaurant and hotel business or Sanitation and hygiene and Safety at the enterprises of

restaurant and hotel business, Cross-cultural communication in service or Promotional activities in service, Global hospitality industry or Tradition and culture of food of people of the world and Modern systems and concepts of food, Organization of production at the enterprises of restaurant and hotel business and Technology of cooking of restaurant production or Electronic system of reserving and booking in tourism and service, as well as Practical tourism of Kazakhstan or Recreation and balneology. During their last year of studies, students are offered entrepreneurial module (10 ECTS) with a selection from Personal efficiency of an entrepreneur or Reporting of business entities, Business analysis or Leadership and teambuilding, mandatory major module (12 ECTS) with Practical internship and Pregraduation internship, major module (26 ECTS) with either Infrastructure and logistics in the service sector or Technology sales services in the tourist industry, English or Chinese/Turkish, Academic writing in English or Technology of diploma research, and Quality control in the service sector or Certification and standardization in service, as well as Final examination (12 ECTS).

### **Logistics (Bachelor)**

The programme benefits from partnerships with a dozen of local logistics companies. Graduates can hold positions of warehouse administrators, warehouse managers, warehouse shift managers, heads of monitoring service, heads of container yard, container transportation engineers, transport service managers, container transportation organization specialists, heads of passenger transportation service, passenger transport infrastructure development specialists, passenger transportation organization specialists, transport logistics specialists, logistics managers, multimodal transportation specialists, engineers for the organization of cargo transportation in the supply chain, specialists in supply chain data management, production logistics managers, heads of transport service, leading specialists in supply planning and procurement, heads of the postal logistics department, postal communication engineers, postal communication logistics specialists, heads of a motor transport company, logistics managers of a motor transport company, road transport managers heads of an air freight forwarding company, international air freight forwarders, managers for air transportation, heads of a freight forwarding company on railway transport, specialists in the field of freight forwarding activities on railway transport, etc.

The revision of the content of existing as well as the introduction of new disciplines is carried out for the programme in Logistics (Bachelor) on an annual basis.

The purpose of the Logistics programme is to train competitive specialists in logistics process management with knowledge and skills in modelling and automation of logistics processes, efficient functioning of production, sales, information and transport systems, elaboration and implementation of logistics development strategy. The full-time programme takes 4 years to

complete, and students are awarded 240 ECTS and the academic degree of Bachelor of Services in Logistics.

### **Information Systems (Bachelor/Master)**

The programmes benefit from partnerships with Varna Free University (Bulgaria), University of Bielsko-Biala (Poland), Lodz University of Technology (Poland), SEZ Innovation Park Tech-Garden (Kazakhstan), etc.

Graduates are prepared to be employed as system administrators, technical support specialists, database developers, web content managers, software developers, network managers, database support technicians, knowledge base engineers.

The revision of the content of existing as well as the introduction of new disciplines is carried out for the programmes in Information Systems (Bachelor/Master) on an annual basis.

### **Information Systems (Bachelor)**

The purpose of the Information Systems programme is to train highly qualified specialists for innovative sectors of the country's economy in the cutting-edge telecommunications technologies, with theoretical, practical and scientific knowledge, skills and abilities that meet the needs of the domestic and international markets for intellectual and engineering labour, capable of rapidly adapting to constantly changing social and economic conditions in the light of the development prospects of the information and communications sectors. The full-time programme takes 4 years to complete, and students are awarded 240 ECTS and the academic degree of Bachelor of Information and Communication Technologies in Information Systems.

### **Master, 2-year scientific and pedagogical programme**

The primary goal of this programme is to train highly qualified specialists for innovative sectors of the country's economy in the cutting-edge telecommunications technologies, with theoretical, practical and scientific knowledge, skills and abilities that meet the needs of the domestic and international markets for intellectual and engineering labour, capable of rapidly adapting to constantly changing social and economic conditions in the light of the development prospects of the information and communications sectors. Studies extend over 2 years and students gain 120 ECTS and the academic degree of Master of Engineering Science in Information Systems.

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

The goal of this programme is to train highly qualified specialists for innovative sectors of the country's economy in the cutting-edge telecommunications technologies, with theoretical, practical and scientific knowledge, skills and abilities that meet the needs of the domestic and global markets of intellectual and engineering labour, capable of rapidly adapting to constantly

changing social and economic conditions in the light of the development prospects of the information and communications sectors. Graduates need 1 year to complete the entire course, they receive 60 ECTS and are awarded the academic degree of Master of Engineering and Technology in Information Systems.

### **Computing and Software (Bachelor/Master)**

The programme benefits from partnerships with Lublin University of Technology (Poland), University of Bielsko-Biala (Poland), Institute of Engineering Thermophysics (Ukraine), National Aviation University (Ukraine), Astana International University (Kazakhstan), etc.

Graduates are prepared to be employed as IT specialists, heads of departments, project managers, heads of the computing software development team, freelance IT specialists work or owners of IT companies.

The revision of the content of existing as well as the introduction of new disciplines is carried out for the programme in Computing and Software (Bachelor/Master) on an annual basis.

### **Computing and Software (Bachelor)**

The purpose of the Computing and Software programme is to train highly qualified specialists for innovative sectors of the country's economy in the cutting-edge telecommunication technologies with theoretical, practical and scientific knowledge, skills and abilities that meet the needs of domestic and global markets of intellectual and engineering labour, capable of rapidly adapting to constantly changing social and economic conditions in the light of the prospects for development of the information and communication sectors. The full-time programme takes 4 years to complete, and students are awarded 240 ECTS and the academic degree of Bachelor of Information and Communication Technologies in Computing and Software.

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

The primary goal of the Computing and Software programme is to train highly qualified specialists for innovative sectors of the country's economy in the cutting-edge telecommunication technologies with theoretical, practical and scientific knowledge, skills and abilities that meet the needs of domestic and global markets of intellectual and engineering labour, capable of rapidly adapting to constantly changing social and economic conditions in the light of the prospects for development of the information and communication sectors. Studies extend over 2 years and students gain 120 ECTS and the academic degree of Master of Engineering Science in Computing and Software.

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

The principal aim of this Master programme is to train highly qualified specialists for innovative sectors of the country's economy in the cutting-edge telecommunication technologies with theoretical, practical and scientific knowledge, skills and abilities that meet the needs of domestic and global markets of intellectual and engineering labour, capable of rapidly adapting to constantly changing social and economic conditions in the light of the prospects for development of the information and communication sectors. Graduates need 1 year to complete the entire course, they receive 60 ECTS and are awarded the academic degree of Master of Engineering and Technology in Computing and Software.

## **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).

All stakeholders in the educational process - learners, Teaching staff, employers, business community representatives and graduates, as well as students - actively participate in discussions on the content of modular educational programmes, catalogues of educational modules and the scope of disciplines, which are responsible for its quality.

The expert group noticed in the discussions that there is still potential for improvement: The university should focus more on fundamental research to incorporate the resulting research findings into the teaching of the study programmes.

### **Study specific assessment**

#### **Journalism (Bachelor/Master)**



The curriculum for the bachelor's and master's degree in journalism is very coherent. The basics are followed by specific subjects that are oriented towards the digital world and current requirements. For example, it is to be commended those modules such as fact checking, data journalism and infographics and visualization exist. The focus of the courses is on practice. Nevertheless, theoretical subjects such as media ethics are available.

The curriculum includes an understanding of journalism that is common in the western world, as the investigative journalism module is also a component. International journalism also gives a broader perspective.

According to the university, the curriculum has been adapted to the requirements of the journalistic market. The course also includes a module on public relations. This also makes sense, since journalism students should also know the mechanisms of action of PR.

The module structure is coherent for both the bachelor's and the master's.

Quality assurance takes place by involving all stakeholders in the further development of the curriculum.

### **Translation Studies (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 stuff) 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 translation studies 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.

The language training is very good and so is the language certificate that students obtain in another language relevant to the job market: French, German, Turkish, Chinese. Turan University fully succeeds in training qualified translators who are able and willing to solve professional tasks independently, responding appropriately to the conditions of a dynamically developing multilingual and multicultural world.

### **Tourism (Bachelor/Master)**

Both the BA and MA "Tourism" programmes cover tourism-specific content and embed the subject-specific content in general business and management areas. Furthermore, methodologically oriented subjects as well as additional qualifications such as language skills or project management enrich the programmes.



Specifically, the BA programme "Tourism" offers a very broad overview of different areas of tourism, from tourism history to tourism marketing to tourism management, while also addressing general business qualifications such as reporting/accounting or leadership. Combined with the general modules, the methodologically oriented modules and the electives, the result is a limited knowledge of specific areas relevant to the profession in the tourism industry. The included modules do not follow a logically comprehensible structure, but seem rather erratic. Possible structural elements such as sectoral ones that relate to the targeted professional field (e.g. destination management, tour operator management, travel management, guiding, etc.) or management-related ones (product development, marketing, sales, quality management, etc.) could be considered. In addition, a predefined combination of electives could offer the possibility to further sharpen the students' profile and thus increase their chances on the job market. The included internship phases could be a good opportunity for students to get several insights into different work environments, while the relatively short duration of each internship phase could lead to a cursory experience. Therefore, one could think about combining the internship phases or even introducing a follow-up system where students do not return to the same company only once.

The MA Tourism program shares with the BA program the erratic selection of module content, very specific aspects such as branding are introduced, while other courses seem to address very basic concepts: "The course "Conceptology of Sustainable Development of Tourism" builds the students' understanding.

A more stringent and sensibly designed module sequence of the curriculum is recommended for the Bachelor's and Master's programmes.

Also, the specific tourism-related qualification goals of the MA program could be sharpened: With regard to optional knowledge deepening, it is therefore recommended to introduce study focuses within the MA program that deal with market research and branding or with assessing the impact of tourism in terms of sustainability, including the GIS modules and the course "Methodology of Recreation Assessment of Areas".

### **Restaurant Business and Hospitality (Bachelor)**

The main objective of the study programme is to form a highly qualified specialist who is able and ready to independently solve professional tasks that ensure the development of a competitive branch of the hospitality industry in the Republic of Kazakhstan, focused on meeting consumer demand for tourist and health resort services of citizens of Kazakhstan and foreign guests.

The objectives and learning outcomes of the study programme are adapted to the needs of the market and the professional field in general. The skills a graduate should have after finishing the programs are starting points of the training contents. The outcomes fit to the expectations one can expect from undergraduates.

After graduation, students to undertake positions manager in Restaurant Business and Hospitality. The graduates are qualified to able to analyse the market and business processes, to use modern management methods to achieve business goals in the Restaurant Business and Hospitality spheres.

The quality of the programme is improved continuously by inviting employers to take active part in the discussion and development of new modules. The process of developing and approving the programmes follows standardized specifications and is subject to a comprehensible quality management system. Not only are national and international experts involved in this process, but also graduates are asked to give feedback on points to improve.

Moreover, graduates can adapt to solve socio-economic problems of the region's development and improvement of the environment. They can professionally use digital technologies, tools, basic methods, theories in solving professional problems.

In addition to subject specific knowledge, students are also able to acquire soft skills and improve their foreign language competencies.

Overall, students are well-prepared for the labour market. The curriculum suits well the defined objectives. Students acquire practical skills through several mandatory internships as well as during practices at the university. All necessary subjects are covered through curriculum.

The peer-review propose the following recommendation: The practical parts should be strengthened in the study programme: More international internships should be offered and more practical partners abroad should be identified. In terms of further development, the study program should therefore also be offered as a dual study program. The study program should also be offered as a master's program.

### **Logistics (Bachelor)**

The main objective of the study programme is to provide conditions for obtaining high-quality professional education, professional competence of Logistics Experts, methods of scientific knowledge and analysis of the scientific and theoretical foundations for the implementation of abilities in the research and pedagogical sphere. The Logistics EP is implemented in three languages (state, Russian, English). The specialty "Logistics (by industry)" is included in the classifier "Transport services" of specialties of higher and postgraduate education of the Republic of Kazakhstan. In order to implement the strategic objectives of the transport market, at the initiative of the leadership of the University "Turan" in 2017, it was decided to implement the EP "Logistics" in English. The training of qualified specialists with knowledge and skills in

organizing the work of the transport complex in the modern logistics system of goods movement and its interaction with the logistics infrastructure of the commodity market and the transport services market implies the need to speak not only English, but also other foreign languages. In the conditions of increasing globalization and integration processes, foreign companies, including logistics companies, come to work in Kazakhstan. Kazakhstan is turning into a leading logistics HUB of the Central Asian region, through which transport routes run from East to West, therefore, the need for specialists who speak English is increasing. For the demand and competitiveness of graduates of the University "Turan" both in the domestic and foreign markets, we offer an educational program "Logistics" in English.

Program duration is 4 years, and it sums up to 240 ECTS. The structure of the programme consists of four cycles of disciplines: general education disciplines (GED) (56 ECTS), basic disciplines (BD) including modules such as Physical Training and History (112 ECTS credits), major disciplines (MD) (60 ECTS) and a final state assessment (12 ECTS credits).

The educational program reflects the broad spectrum of skills needed as registration of shipping documents, packing and storage of goods, loading and unloading of vehicles, etc. In activities related to the selection and justification of logistics strategy, the application of modern logistics concepts and technologies, the development of optimal management solutions in the functional areas of logistics, the selection of information systems and software products, modelling and optimization of logistics business processes and issues of creating an effective logistics system of the company.

Turan University as an innovative and entrepreneurial university emphasizes the education of competencies for industry professionals. Thus, the Educational Program Logistics is perfect match since logistics as a cross function is vital for every branch or industry. With the growing importance of the Silk Road, Kazakhstan will gain more importance as a logistic hub.

External experts such as Vice-President of the European Logistics Association or the Head of the Department of International Business and Marketing of the Grodno State conduct the lessons. Representatives of the relevant employers' associations actively participate in the development of the EP.

At the same time, the curriculum has a very good structure. The structure of the program does reflect the defined objectives. However, it is a very complex setup which is not self-explaining. Three different course types General Education Disciplines (GED), Basic Disciplines (BD), Major Disciplines (MD) substructured by mandatory and electives. Thus, a discrepancy between entrepreneurial claim resp. practical relevance and scientific obligation could be stated. Although the practical part (three practical internships plus pregraduation internship) must be pointed out as constructive.

### **Computer Hardware and Software Engineering (Bachelor/Master)**

The learning objectives for the Bachelor and Master programmes are closely oriented toward the labour market and current trends as well as societal environment. The formal institutional approval process of the study programmes is well-structured. External stakeholders have been integrated into the course development of both study programmes. The curricula have a self-contained module sequence and a sensibly designed curriculum. The teaching and learning forms used are also appropriate.

The Bachelor's programme "Computer Hardware and Software Engineering" (Bachelor) trains highly qualified specialists for innovative sectors of the country's economy in the field of the latest information and communication technologies, who have very good theoretical, practical and scientific knowledge, skills and abilities and can serve needs of the domestic and international labor market.

The main objective of the "Computer Hardware and Software Engineering" programme, which is to provide graduates with the knowledge and initial practical experience necessary to enter the professional world, is fully met.

In the Master's programme, students are provided with in-depth knowledge at a sufficiently high level to prepare students equipped with practical experience, for the job market as IT specialists, project managers, freelancers or company founders.

### **Information Systems (Bachelor/Master)**

The bachelor degree programme aims to train computer scientists, focusing on the development and operation of information systems. Both theoretical basics and practical skills are to be taught. Graduates of the programme should be generally familiar with moral-ethical and legal norms of the working world. Specifically with regard to information technology, they should be able to independently analyse, design and develop information technology systems. The focus of the training is placed on software design and development (occupational profile "programmer") on the one hand and project management (occupational profile "project manager") on the other, and rather less on hardware-related topics of technical informatics. The subject-specific qualification goals of the degree programme cover a broad range of topics: mathematical basics, soft-ware development, system analysis and modelling, networks, databases, operating systems, software architecture, information security, business information systems, process management, project management. The structure of the study programme according to the documents provided by the university appears to be suitable for achieving the qualification objectives. Both from a didactic-pedagogical and a content-related point of view, the degree programme basically meets the qualification objectives. In terms of subject matter, some canonical contents may be expected for the education of computer scientists:

Number systems, Boolean algebra, discrete mathematics, numerics, programming, algorithms, data structures, computer architectures, databases, operating systems, multimedia technology, and information theory. The curriculum maps this basic set of subject knowledge to an appropriate extent and also contains further subject-specific modules that focus on information systems and their management. The programme is designed as an eight-semester Bachelor of Science. Since the Kazakh higher education system apparently prescribes a certain number of cross-curricular basic subjects (history, foreign languages, sport, etc.), the comparatively long duration of study seems appropriate. The subject-specific modules mostly build on each other in a reasonable way throughout the course of study.

The qualification goals of the individual modules stated in the module handbook contribute to the overall qualification of the students according to the goals of the study programme. There appear to be two specialisations, although their exact designations are not clearly evident in the documents. One specialisation is aimed more at training (web) software developers and the other more at training project and company managers in the IT environment. Students apparently choose one of the specialisations with the start of the third semester. With up to nine modules per semester, the student workload is not light. However, this is adequately compensated by partially small modules (e.g., Sociology, 2 SWS, 2 ECTS credits). The main modules (e.g., programming, mathematics) correspond to international standards in scope (4 - 6 SWS, 120 - 180 hours workload) and arrangement in the course of study. The attendance and independent study times are also appropriately distributed. The programme can be studied in the standard period of study. The forms of teaching essentially comprise lectures, exercises/laboratories, projects and extramural internships. The type of teaching forms and their distribution in the curriculum correspond to the requirements of the educational objectives. The recommended literature is largely in Russian. The internationally common, mostly English-language literature canon is not represented. It would be desirable to update the selection and topicality of the literature.

The study programme has a predominantly recognizable goal (training of computer scientists with a focus on information systems), which can basically be achieved with the study program in the form presented. Some improvements in content and structure are recommended: In view of the course "Object-oriented programming" in the 4th semester, this course seems very late in the 7th semester and possibly overlapping in content. It could be considered to swap the module with "Programming of Robot Systems" in the degree program. This seems to make sense especially with regard to the design of the module "Development of mobile applications."

Attention should always be paid to consistent transparency and comprehensibility in the module handbook: Course content could be presented in a more competency-oriented manner. Editorial inconsistencies could be improved: It is often referred to as "trimesters", although all

modules are divided into semester units, e.g. the module "Google Analytics", "Data Mining", etc.

The module "Programming of robot systems" does not seem to be connected to the other modules in terms of content and should rather be offered at a later point in the curriculum.

In principle, programming training starts quite late in the program (4th semester). Consideration should be given to whether this can be brought forward to the third semester. For example, specialization modules such as e-commerce could be offered later in the degree programme.

The master degree programme aims to train computer scientists, focusing on the design and implementation of information systems and the analysis and planning of business processes. Both theoretical basics and practical skills are to be taught. Graduates of the degree programme should generally be able to analyse problems with scientific methods and solve them independently as well as in a team. Specifically with regard to computer science, they should be able to independently analyse and design information technology systems and to control their development, further development, operation and replacement in a leading position. The focus of the training is placed strongly on software and business management issues and rather less on hardware-related topics of technical informatics. The subject-specific qualification goals of the degree programme cover a broad range of topics: system analysis, optimisation, system theory, data analysis and data mining, modelling and optimisation of information processes, information security, project management, machine learning, model checking. In general, great emphasis is placed on modelling and modelling languages over the course of the training. The structure of the study programme according to the documents provided by the university appears to be fundamentally suitable for achieving the qualification goals. Both from the didactic-pedagogical and the content-related points of view, the degree programme appears to fundamentally meet the qualification objectives. The programme is designed as a four-semester Master of Science. The sample course of studies maps the qualification goals well. With up to seven modules per semester, the student workload is not low. However, this is adequately compensated for by partially small modules (e.g., Scientific research with 1 ECTS credit). The programme can be studied in the standard period of study. The forms of teaching essentially comprise lectures, exercises/laboratories, projects and extramural internships. The type of teaching forms and their distribution in the curriculum correspond to the requirements of the educational objectives. The recommended literature is largely in Russian. The internationally common, mostly English-language literature canon is not represented. The topicality and relevance of the Russian-language literature cannot be assessed within the scope of this report. With regard to the selection and possibly also the topicality of the literature, an

update and orientation towards the international literature canon would be desirable. In particular, the various practical phases in the 3rd and 4th semesters contribute to preparing graduates for the professional requirements.

The programme has a predominantly recognisable objective (training of computer scientists with a focus on information systems and information process management), which can basically be achieved with the programme in the form presented. Some improvements in content and structure are desirable: - Neither the module handbook nor the overview of the course of study (curriculum, graphic presentation) meet the requirements for such documents.

Attention should always be paid to consistent transparency and comprehensibility in the module handbook: Course content could be presented in a more competency-oriented manner. Editorial inconsistencies could be improved.

### 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.

Teaching staff of the departments carried out the following measures to introduce innovations into the educational process: when studying disciplines, various types of lectures are used, such as problem lecture, multimedia lecture, lectures with pre-planned errors, lecture-discussion; various approaches, techniques, technologies, methods and types of practical exercises are used: creative tasks, work in small groups, learning in cooperation, role and business games, case studies, master classes, situational analysis, discussions; the following active and innovative teaching methods have been introduced: method of analysis of specific situations; method of discussion; lecture-conversation, lecture-visualization, brainstorm; project



method; problem and game technologies, technologies of collective and group activity, simulation methods of active learning, creative learning, innovative educational project activities, workshops, lecture-press conference. The selected content, forms and methods of studying the offered courses contribute to the successful formation of the competencies necessary in the future professional activities of graduates. The main forms and methods of learning are presented in the Educational and Methodological Complex of the Discipline for each discipline, which are fixed in the Local Management System "Canvas".

Following teaching methods are applied in the master's degree programmes: lecture press conference, seminar on the materials of scientific research, project method, contextual learning, critical thinking.

For the organization of the educational process in a distance format, the University has developed a Regulation on the organization of the educational process using distance educational technologies.

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 program, 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 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 (current control). This is based on the system of rating assessment of students' knowledge in the context of one 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 tests, which are approved at a meeting of the department.

Choice of educational trajectory by students, order registration of students, questions about the organization of internship and other issues related to the organization of the educational process are described in the Academic Policy Turan University. Individual trajectory of learning for each student forms under the guidance of an adviser. IEP undergraduates and doctoral students form together with the supervisor.

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.

### **3.2 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 thresh-

old 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.

Monitoring of the effectiveness and efficiency of the application of innovations and the use active teaching methods, their impact on the educational process is carried out on a regular basis at the level of each department. The main criterion is current, midterm, final control. The progress of students, their satisfaction with the educational process is assessed; reviews of employers, are taken into account. Using the example of the work of the department of Information Technologies, we will demonstrate the effectiveness of the application of innovations and the use of active teaching methods, their impact on the educational process. Within the framework of teaching the discipline "Algorithms, data structures and programming", "Object-oriented programming", "Programming Technology", the latest Google WorkSpace technologies are actively used: online classes, online testing, online verification, performing tasks in a real-time system (using Google multitasking performance). As a result, there is an increase in scores in the discipline, an increase in the creative activity of students.

An important element of the Student-Centred learning system is the regular monitoring of students' satisfaction with the quality of the educational process, which is carried out through a questionnaire. The results of monitoring are considered and discussed at meetings of departments and faculties, where measures are taken to eliminate deficiencies. In addition, in the process of feedback, the wishes and needs of students are taken into account and decisions that are implemented when drawing up the educational programme. A significant number of practice-oriented courses have been introduced at all educational programme: journalism skills, the art of interviews, a workshop on journalism, the publication of newspapers and magazines, storytelling, blogging, practical tourism of Kazakhstan, geoinformational technologies in tourism, etc. Active practitioners or teachers with practical experience in practice are involved in teaching these disciplines and elective courses. Also, students have the opportunity to test in practice the knowledge, skills, abilities and create materials for the newspaper

"STUDiYa", "Turan Channel" TV channel (<https://www.youtube.com/c/TuranChannel/videos>), the laboratory of media linguistics problems Turan Lingua, projects of the business incubator

The advancement of students along the educational path is controlled by the adviser. If necessary, students have the opportunity to use it to correct the educational path. The final decision on changing the path and the Innovative and Entrepreneurial programme is made by the Education programme manager (head of department) and approved by the dean. The results of monitoring student learning outcomes are discussed at meetings of the Educational and Methodology Bureau of Faculty and at meetings of the Educational Bureau. Corrective action is taken if necessary.

During the implementation of the Education Programme, the student's educational achievements is monitored, a mechanism for their adequate assessment has been created. For this purpose, teachers regularly check the fulfilment of control tasks for self-study. The time and forms of student education control are indicated in the syllabuses. To ensure that the procedures for assessing student learning outcomes are consistent with the planned results and objectives of the program, included a section "Policy for assessing learning outcomes".

Various forms of control are envisaged to check educational achievements. Control and assessment of student learning outcomes are based on a grade-rating system (GRS) and provide for the following distribution of points in percentage: 60% of the total points in the discipline are allocated to the current and midterm control, and 40% to the final control. Academic achievements are assessed in points on a 100-point scale corresponding to the internationally accepted letter system (positive marks, in descending order, from "A" to "D", "unsatisfactory" – "FX", "F") and with the corresponding numerical equivalent on a 4-point scale.

The monitoring results are recorded in the teacher's log and taken into account when assessing the midterm control. In addition, the monitoring results are taken into account when adjusting the content of disciplines, namely: clarification and selection of tasks, methods of presenting educational material, determining the importance and proportion of sections and topics, the time allocated for their development, etc. Rating system and constant monitoring of the assessment educational achievements of students, as a result of feedback, provide an intensification of the educational process, control of the development of educational disciplines by students, an increase in academic performance and academic motivation of students and teaching staff.

According to the results of current and midterm control in the department of the registrar's office, academic ratings of the current progress of students are compiled. Each student can

receive reasoned information about his/her academic ranking. The final control (interim assessment) is carried out in the form of an exam (mainly computer testing, oral and written surveys of students, project defence).

According to the Regulations on the procedure for current monitoring of progress, midterm and final assessment of students at Turan University, a student who does not agree with the result of the final control submits an appeal no later than the next business day after the exam. The registrar's office considers the application and makes a decision on the appropriateness of the appeal. For the period of the examination session (midterm assessment), an appeal commission is created by order of head of the university from among the teachers whose qualifications correspond to the profile of the disciplines appealed. The analysis of appeals is carried out by the Educational and Methodological Bureau of the Faculty. Recommendations on the organization of the educational process of the disciplines appealed are recorded in the minutes of the meetings. Among the main ones are proposals for adjusting tasks, methods of presenting educational material, and improving the control system.

The use and development of innovative teaching technologies of teaching staff is monitored through the program Rating of teaching staff, departments, faculties, and in the future by visiting classes by independent experts. For students at the university, it is provided in open access, where information about the activities of the university and for applicants is posted. Experts note that master's degree students seem to be actively involved in the research and laboratory work of the teaching staff. Experts would suggest also involving bachelor students into research and laboratory work of the teaching staff, in order for them to get familiarized with research already in their bachelor studies. In this context, skills in statistical evaluation of the experiments could be taught to the Bachelor students. Such efforts could attract even more students for further research work during their Master or PhD studies.

Assessment methods are clearly communicated to the students in advance. The examination methods are mostly written (tests) exams. Assessment methods seem to be appropriate but could be more varied. Students receive continuous support from the teachers in preparing for exams. During the interviews, students stated that the regulations concerning the examinations are clear to them. Also, students confirmed that a formal procedure for student appeals is in place and is appropriate.

The experts got an impression that the students are also actively involved in this process and that their needs are taken into consideration. The methods of learning and teaching are clearly tailored towards achieving the defined learning outcomes. Teachers take use of a variety of pedagogical methods. 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 University has a Career and Leadership Centre (CLC), the purpose of which is to help increase the competitiveness of university graduates in the labour market by creating conditions for adaptation to practical activities, development of career skills and leadership qualities. CLC and the Turan-Zerde Alumni Association monitor not only the employment of graduates, but also the development of their professional careers. The support of graduates in their professional self-realization mainly consists in inviting them to all events related to employment

University has a specific strategic plan from 2016-2020 with a certain mission which is very important. University started when Kazakhstan became independent and that's what mission is based on. The market is changing, and the pandemic changed the market as well. University to reacted to that. University thinking about the internal and international factors than included to strategy of 2020. Administration University included five key areas: study programmes are as unique as possible, to take part in the globalization, to make sure that the education is students-centred, to make sure that the students are competitive on the market, and to promote the brand of our university. The most important point is that study programs are globally competitive.

### 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.

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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 Centre 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 Centre 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 recognition process at Turan is regulated based on the principles of the Lisbon Convention and national regulations. The university cooperates with the national certificate Centre for advanced training of tourism industry professionals in Kazakhstan (<https://kaztour-association.com/sertifikacionnyj-centr-industrii-gostepriimstva/uchebnye-centry/>): Certification Centre of the hospitality industry KTA and KAGiR.

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) 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, 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.

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.

The university has academic mobility programmes. It should be noted that international academic mobility must be developed for the bachelor study program "Restaurant Business and Hospitality". In addition the university should the number of students enrolled in academic mobility (participation in foreign summer schools, internships and summer studies abroad) bachelor study program "Restaurant Business and Hospitality".

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, skills development and self-improvement, and free access to university resources for teaching staff. 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 legislation. Recruitment is based on an analysis of the needs of study programmes and is conducted by the members of the Competition Commission appointed by 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's 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 under 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 TS.

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 upon the basis of the Standard Qualifications for Teaching Positions and periodically updated per the requirements. The teaching staff is assessed regularly in terms of their competencies in the field of educational, methodological, research, and other activities. Guest lectures by representatives of practice are conducted.

Bachelor and Master classes are taught by teaching staff with a mix of qualifications, e.g., Tourism and Journalism at Master level are taught exclusively by Doctors of Sciences or Candidates of Sciences (PhD) whereas "Computer Hardware and Software Engineering" at Bachelor level involves one Doctor of Sciences and 12 Candidates of Sciences (PhD), which make up 62%, the rest being teaching staff with Master degrees and one intern.

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. 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 EMW, 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. 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 at Turan University have undergone internships and studies in foreign universities.

Research support is an important policy area. The incorporation of the results of the scientific research 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's management believes that the improvement of educational activities requires the continuous improvement of TS. This is reflected in the University's Development Strategy 2021-2024, which provides for the development of TS through in-house training and the strengthening of the skills of existing staff. Additional effort is made to involve highly qualified personnel from Kazakhstan, CIS, and abroad. The university has a system for promoting the professional and personal development of teachers and employees, which includes moral and material incentives.

Turan University has developed "Rules on the procedure for competitive replacement of positions of teaching staff and researchers" on the basis of the Labour Code of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan "On Education" and the Charter of the University.

Recruitment is based on an analysis of the needs of educational program, which leads to a call for applications for vacant posts. For this purpose, a system of hiring teachers and working with staff has been developed and approved in accordance with the "Rules for competitive replacement of vacant positions" approved by the Ministry of Education and Science of the

Republic of Kazakhstan, as well as in accordance with the main priorities of the University's strategy. (<https://turan.edu.kz/en/vakansii/main-vak/>).

Positions of the teaching staff include dean, deputy dean, head of the department, professor, associate professor, senior lecturer, assistant (teacher). The positions of the scientific staff of the university include director (of scientific directions), deputy director (of scientific directions), head (of a scientific laboratory, scientific centres), scientific secretary, leading re-searcher, senior researcher, researcher, junior researcher.

The competition for the positions of staff is conducted on the basis of an analytical summary of the results of the candidates' activities in the form of testing and/or interviews, while the knowledge is checked in accordance with the standard qualification characteristics for each position to determine the level of professionalism.

The implementation of the study programmes is provided by teaching staff who have an education corresponding to the profile of the discipline taught and are systematically engaged in scientific and (or) scientific and methodological activities.

Teachers of modules and disciplines of the profile cycle, as a rule, have an academic degree of candidate, Doctor of Science, Doctor of PhD and (or) experience in the relevant professional field. Turan University has a highly qualified teaching staff – 399 total teachers (full time 330), including 46 Doctors of Science, 201 candidates of Science + PhD, 121 masters of Science and administrative staff.

Teachers continuously improve their knowledge and skills at seminars, courses, round tables, conferences. They take advanced training courses at universities and research centres in Kazakhstan, as well as abroad. Teachers have the opportunity to improve their skills by studying in the master's and doctoral programmes. Every year, a plan for improving the teaching staff of the department is formed, monitoring the passage of advanced training courses by the Institute for Advanced Training of Turan University is carried out.

## **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. Recruitment and distribution of responsibilities is carried out in accordance with the qualification requirements put forward to the Teaching staff by the legislative acts of the Republic of Kazakhstan. The formation and implementation of the personnel policy is based on the following principles:

a democratic approach to the management of Teaching staff and university employees; a combination of the interests of the management staff and the managed subsystem; accessibility of management; compliance with parity value; creating conditions and an atmosphere of initiative and creativity; stimulating the activities of Teaching staff; personal improvement of personnel. The personnel policy implemented in accordance with the main priorities of the university's strategy is defined in the "Personnel management" procedure. Turan University announces a competition for the positions of teaching staff after the expiration of the employment contract, as well as for vacant positions. The competition for the vacant positions of teaching staff, as well as information about vacant positions, is announced through the media, determined in accordance with the established procedure, as well as the university's media (website, newspaper). Implementation of the directions of the Road Map of the transformation of the university in-to Innovative and Entrepreneurial University, active introduction of distance learning technology, innovative teaching methods have led to an increase in short- and medium-term refresher courses for university staff. For example, in 2020-2021 academic year, 131 faculty members completed advanced training courses within the School of Art of Teaching on topics in the amount of 36 hours: Methods of teaching students' entrepreneurship; Inclusion at the university: organization and support of the educational process. In order to improve professional competencies in the context of each EP, the annual work plan of the departments provides for employees to undergo internships. Young teachers under the age of 35 to successfully realize their entrepreneurial potential by taking part in the competition of business projects "Turan Innovations", which has been organized annually since 2016. In order to realize the scientific potential of young scientists of Turan University in 2018, the Council of Young Scientists was established. At the university, the procedure for encouraging employees is determined by the regulation "On the rating system for assessing the TS activities". The regulation is aimed at strengthening the connection between the remuneration of employees and their personal labor contribution and the end result of the university's work as a whole, which contributes to the personnel retention. Annually, according to the final scores of the TS ranking, the University management increases the official salary and awards prizes.

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 university has a system for promoting the professional and personal development of teachers and employees, which includes moral and material incentives. Moral incentives include commendation, literacy, presentation of State and departmental awards, etc. Financial incentives include a system of rewards for the personal contribution and performance of teachers and staff. Bonuses are paid to employees based on the results of their work for the academic year, successful enrollment campaign, assessment, accreditation, scientific results, birthday and anniversaries, official state and professional holidays. Other mechanisms for motivating employees to work more effectively and creatively are the assignment to courses, seminars, conferences and internships, including in countries far abroad. There is also a system of financial support of initiative teachers, such competitions as «The Best Teacher», «The Best Scientist», «The Best Edward-Curator» etc. The University also provides funds for the publication of textbooks, teaching aids and monographs of its teachers. University TS are published free of charge in the scientific journal "Vestnik of Turan University".

The questionnaire of students was conducted in February 2021, 79-82% of students took part in the context of each EP. The questionnaire of students of accredited EP included questions about satisfaction with the quality of teaching, the composition of TS. The students highly appreciated the competence of the teachers. The questionnaire showed a sufficient degree of satisfaction of students with the professionalism of teachers, the quality of their knowledge, the

available qualifications and professional competence – 41.2 %. Also, 52.5% of students consider the teaching qualities of the TS to be good. There are also answers with a satisfactory assessment of this quality of teachers, they make up 6.3 %, according to the surveyed students. These survey results show student satisfaction with teachers who have practical experience in the hospitality industry and basic education in the service sector.

Regarding research, the expert group would like to make the following general recommendation for all study programs, in order to further increase research performance in terms of quantity and quality: The university should intensify the participation of teachers in research projects on a paid basis.

### 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.

Automated control system to accept applications from applicants, 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, to plan and supervise the teaching process, to issue diplomas, to monitor the availability of library materials, to check with Platonus, and many other functions depending on the level of access and functional responsibilities of the employee.

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 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 Centres, 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.

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, transcripts,

The planning for the next year starts annually. The first step is taken in March/April of the previous year, it will be discussed which what kind of disciplines are offered in a later stage. Students are able to decide how much credits they want to study next semester. The standard is 30 credits per semester for students to complete their studies in 4 years. If its to much the students can opt for the 25 CP version.

Students fill out surveys about the semester. There is information about exam performance, course specific questions and there is an option that the feedback is being discussed during the study in the psychological council and rectory. If the student is dissatisfied with their grade, they have to submit the request on the same day of the exam. During the pandemic there were additional 24 hours. Afterwards a decision is made by a specific commission about the new content of the exam.

University has a specific analysis which is conducted in order to find this out. The Turan University has heads of department, that decides who may staff is needed, analysed the quality of the work and record the working hours. Teaching staff feels that they are socially and financially well off. They can commute by using the university transports. The transportation options are scheduled. The staff also feels appreciated by their leadership.



Lots of other departments can also be engaged for a period. The new disciplines are being suggested, discussed, and then introduced. 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 is equipped with Turan electronic library that provides access to electronic resources. The library receives necessary periodicals for study programmes undergoing accreditation.

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 computers,



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, 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 re-sources 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 re-sources 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.

The expert group confirms that 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 centre 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 Centre, 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 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 Centre 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.

Study

#### **Study specific assessment “Journalism” (Bachelor/Master)**

The technical equipment for the bachelor's and master's degree in journalism seems to be adequate. A television studio, sufficient cameras for television and video journalism and special equipment for new digital forms are available. According to the university, the facilities are also sufficient for the number of students.

The teachers would still like a virtual studio. This is certainly a very worthwhile acquisition for journalism courses, but this cannot be assumed for every course and is also not absolutely necessary (especially because the trend is also towards smaller solutions, as shown in the example of mobile reporting).

As usual in journalism courses, the students work very intensively in projects. The necessary software programs are also available for this purpose.

Current scripts are made available to students on their own e-learning platform (this is like Moodle). According to the university, the students also have optimal access to current literature on media innovations and new journalistic forms of presentation. On this e-learning platform the students also can up- and download their assignments.

The students receive support in their projects in particular from the lecturers with practical experience and from numerous cooperations with media companies organized by the university. This seems absolutely sufficient.

#### **Study specific assessment “Journalism” (Bachelor/Master)**

Improving the infrastructure, e.g. in terms of setting up a bar, should provide students with more opportunities to practice hands-on learning elements.

### 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://turandeu.kz-services-students-Iteach/>).

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) 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.

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/>). 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.

### 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, and 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, 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 EP, 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://turkmen.edu.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, the majority of the students evaluate the quality of studies at the university 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 QS Emerging Europe and Central Asia ranking. International accreditation plays a significant role in the further development and internationalisation strategy.

## 10.2 Assessment

As far as the legal framework of quality assurance is concerned, the programs are carried out in accordance with the rules and guidelines. For the programs to be accredited, a regular assessment of the study and training outcomes from the point of view of employers and of the required training outcomes from the point of view of the graduates of the program is carried out. For this purpose, the deaneries of the departments implementing the study programs conduct surveys of employers and graduates (questionnaires, interviews, sociological surveys, etc.). The procedures for external evaluation of the quality of individual study programs 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 to provide its own degree programs in accordance with the ESG. The university has undergone institutional accreditation. The results of the accreditations are incorporated into the structuring of Turan University's business processes. Of particular importance is the collaboration with external stakeholders such as partner universities, graduates, industry and employers to gain momentum for continuous internal quality development.

The quality management ensures very well that the general quality assurance measures and instruments are constantly updated and transparent. The university fulfills all mandatory aspects of external quality assurance: the various organizational units and levels are sufficiently in place and were explained in detail during the interviews with the university. Both internal and external quality assurance of the university's measures take into account all legal requirements and benefit from each other to advance the quality development of the study programs. External quality assurance extends to all necessary organizational levels such as financial operations and educational offerings. The internal and external quality assurance mechanisms for continuous program development are well developed, and the cyclical operation of program quality assessment is effective. The quality of the surveys and the processing of the results can be rated as very good. No specific problems in the cyclical external quality assurance were reported for all study programs.

The follow-up activities of the university's external quality assurance in preparing the next procedure are generally well thought out. The results of the external evaluation and recognition of the quality of the study programs (reports, expert opinions, etc.) are published on the University's 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 „Computing and Software” (Bachelor/Master), „Journalism” (Bachelor/Master), „Information Systems” (Bachelor/Master), „Logistics” (Bachelor), „Restaurant Business and Hospitality” (Bachelor), „Tourism” (Bachelor/Master), „Translation Studies” (Bachelor) 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 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 recommendations „Computing and Software” (Bachelor/Master), „Journalism” (Bachelor/Master), „Information Systems” (Bachelor/Master), „Logistics” (Bachelor), „Restaurant Business and Hospitality” (Bachelor), „Tourism” (Bachelor/Master), „Translation Studies” (Bachelor).

### General recommendations

1. The university should focus more on fundamental research to incorporate the resulting research findings into the teaching of the study programmes.
2. The university should intensify the participation of teachers in research projects on a paid basis.

### Recommendations for study programme “Restaurant Business and Hospitality” (Bachelor)

1. A consecutive master's degree programme should be offered.
2. The university should expand the range of programmes for academic mobility.
3. The university should increase the number of students enrolled in academic mobility, e.g. through participation in foreign summer schools, internship or studies abroad.
4. The practical parts should be strengthened in the study programme: More international internships should be offered and more practical partners abroad should be identified.
5. The study programme should therefore also be offered as a dual study program.
6. Improving the infrastructure, e.g. in terms of setting up a bar, should provide students with more opportunities to practice hands-on learning elements.

### Recommendation for study programmes “Tourism” (Bachelor/Master)

1. A more stringent and sensibly designed module sequence of the curriculum is recommended for the Bachelor's and Master's programmes.

### Recommendation for study programme “Tourism” (Master)

1. It is recommended to introduce study focuses within the MA program that deal with market research and branding or with assessing the impact of tourism in terms of sustainability.

### Recommendation for study programme “Information Systems” (Bachelor)

1. The module "Programming of Robot Systems" should be offered at a later point in the curriculum.
1. Programming training should already begin in the third semester.



## **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 focus more on fundamental research to incorporate the resulting research findings into the teaching of the study programmes.
- The university should intensify the participation of teachers in research projects on a paid basis.

### **6B06102 Computer Hardware and Software Engineering (Bachelor)**

The study programme „6B06102 Computer Hardware and Software Engineering” (Bachelor) is accredited without any conditions. The accreditation is valid until 30. September 2030.

### **7M06102 Computer Hardware and Software Engineering (Master)**

The study programme „7M06102 Computer Hardware and Software Engineering” (Master) is accredited without any conditions. The accreditation is valid until 30. September 2030.

### **6B03201 Journalism (Bachelor)**

The study programme „6B03201 Journalism” (Bachelor) is accredited without any conditions. The accreditation is valid until 30. September 2030.

### **7M03201, 7M03206 Journalism (Master)**

The study programme „7M03201, 7M03206 Journalism” (Master) is accredited without any conditions. The accreditation is valid until 30. September 2030.

### **6B06101 Information Systems (Bachelor)**

The study programme „6B06101 Information Systems” (Bachelor) is accredited without any conditions. The accreditation is valid until 30. September 2030.

### **7M06101 Information Systems (Master)**

The study programme „7M06101 Information Systems ” (Master) is accredited without any conditions. The accreditation is valid until 30. September 2030.

### **6B11301 Logistics (Bachelor)**

**The study programme „6B11301 Logistics " (Bachelor) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

**6B11102 Restaurant Business and Hospitality (Bachelor)**

**The study programme „6B11102 Restaurant Business and Hospitality " (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 consecutive master's degree programme should be offered.
- The university should expand the range of programmes for academic mobility.
- The university should increase the number of students enrolled in academic mobility, e.g. through participation in foreign summer schools, internship or studies abroad.
- The practical parts should be strengthened in the study programme: More international internships should be offered and more practical partners abroad should be identified."
- The study programme should therefore also be offered as a dual study program.
- Improving the infrastructure, e.g. in terms of setting up a bar, should provide students with more opportunities to practice hands-on learning elements.

**6B11101 Tourism (Bachelor)**

**The study programme „6B11101 Tourism" (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 more stringent and sensibly designed module sequence of the curriculum is recommended for the Bachelor's and Master's programmes.

**7M11101, 7M11102 Tourism (Master)**

**The study programme „7M11101, 7M11102 Tourism" (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 more stringent and sensibly designed module sequence of the curriculum is recommended for the Bachelor's and Master's programmes.
- It is recommended to introduce study focuses within the MA program that deal with market research and branding or with assessing the impact of tourism in terms of sustainability.

**6B02301 Translation Studies (Bachelor)**

The study programme „6B02301 Translation Studies" (Bachelor) is accredited without any conditions. The accreditation is valid until 30. September 2030.