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FOR THE STUDY PROGRAMME

**6B04102 STATE AND LOCAL GOVERNMENT**  
**- BACHELOR OF BUSINESS AND MANAGEMENT -**

*AT THE NP JSC "CASPIAN UNIVERSITY OF TECHNOLOGY AND ENGINEERING  
NAMED AFTER SH. YESSENOV"*

**THE ACCREDITATION IS VALID UNTIL 30<sup>TH</sup> OF SEPTEMBER 2032.**

*BAYREUTH, 12 SEPTEMBER 2024*

A handwritten signature in blue ink, appearing to read 'S. Kempgen', is written over a horizontal dotted line.

PROF. DR. SEBASTIAN KEMPGEN  
CHAIRMAN OF THE BOARD

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**7M04102 STATE AND LOCAL GOVERNMENT**  
**- MASTER OF ECONOMICS MANAGEMENT -**

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**7M04104 BUSINESS ADMINISTRATION (MBA)**

**- MASTER OF BUSINESS ADMINISTRATION -**

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**7M04107 BUSINESS ADMINISTRATION (EMBA)**

**- MASTER OF BUSINESS ADMINISTRATION -**

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FOR THE STUDY PROGRAMME

**6B11101 TOURISM**

**- BACHELOR IN THE FIELD OF SERVICES -**

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FOR THE STUDY PROGRAMME

**6B11103 HOTEL AND RESTAURANT MANAGEMENT**

**- BACHELOR IN THE FIELD OF SERVICES -**

AT THE NP JSC "CASPIAN UNIVERSITY OF TECHNOLOGY AND ENGINEERING  
NAMED AFTER SH. YESSENOV"

**THE ACCREDITATION IS VALID UNTIL 30<sup>TH</sup> OF SEPTEMBER 2030.**

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FOR THE STUDY PROGRAMME

**7M04109 FINANCIAL MANAGEMENT**  
**- MASTER OF ECONOMICS MANAGEMENT -**

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FOR THE STUDY PROGRAMME

**8D04103 ECONOMICS**

**- DOCTOR OF PHILOSOPHY (PHD) -**

*AT THE NP JSC "CASPIAN UNIVERSITY OF TECHNOLOGY AND ENGINEERING  
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FOR THE STUDY PROGRAMME

**6B03105 INTERNATIONAL RELATIONS OF CASPIAN STATES**

**- BACHELOR OF SOCIAL STUDIES -**

*AT THE NP JSC "CASPIAN UNIVERSITY OF TECHNOLOGY AND ENGINEERING  
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FOR THE STUDY PROGRAMME

**6B11302 TRANSPORT BUSINESS AND LOGISTICS**

**- BACHELOR IN THE FIELD OF SERVICES -**

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И ОБЕСПЕЧЕНИЯ КАЧЕСТВА

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ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

**6B04102 ГОСУДАРСТВЕННОЕ И МЕСТНОЕ УПРАВЛЕНИЕ**

**- БАКАЛАВР БИЗНЕСА И УПРАВЛЕНИЯ -**

НАО «КАСПИЙСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ И ИНЖИНИРИНГА ИМЕНИ Ш.ЕСЕНОВА

**АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 30 СЕНТЯБРЯ 2032.**

*БАЙРОЙТ, 12 СЕНТЯБРЯ 2024*

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ПРОФЕССОР, ДР. СЕБАСТЬЯН КЕМПГЕН  
ПРЕДСЕДАТЕЛЬ АККРЕДИТАЦИОННОЙ КОМИССИИ

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ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

**7M04102 ГОСУДАРСТВЕННОЕ И МЕСТНОЕ УПРАВЛЕНИЕ**

**- МАГИСТР ЭКОНОМИЧЕСКИХ НАУК -**

*НАО «КАСПИЙСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ И ИНЖИНИРИНГА ИМЕНИ Ш.ЕСЕНОВА*

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ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

**7M04104 ДЕЛОВОЕ АДМИНИСТРИРОВАНИЕ (МВА)**

**- МАГИСТР ДЕЛОВОГО АДМИНИСТРИРОВАНИЯ -**

*НАО «КАСПИЙСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ И ИНЖИНИРИНГА ИМЕНИ Ш.ЕСЕНОВА»*

**АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 30 СЕНТЯБРЯ 2030.**

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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

**7M04107 ДЕЛОВОЕ АДМИНИСТРИРОВАНИЕ (EMBA)**

**- МАГИСТР ДЕЛОВОГО АДМИНИСТРИРОВАНИЯ -**

*НАО «КАСПИЙСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ И ИНЖИНИРИНГА ИМЕНИ Ш.ЕСЕНОВА»*

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ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

**6В11101 Туризм**

**- БАКАЛАВР В ОБЛАСТИ УСЛУГ -**

*НАО «КАСПИЙСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ И ИНЖИНИРИНГА ИМЕНИ Ш.ЕСЕНОВА»*

**АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 30 СЕНТЯБРЯ 2031.**

*Байройт, 12 сентября 2024*

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ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

**6В11103 РЕСТОРАННОЕ ДЕЛО И ГОСТИНИЧНЫЙ БИЗНЕС**  
**- БАКАЛАВР В ОБЛАСТИ УСЛУГ -**

*НАО «КАСПИЙСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ И ИНЖИНИРИНГА ИМЕНИ Ш.ЕСЕНОВА»*

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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

**7M04109 ФИНАНСОВЫЙ МЕНЕДЖМЕНТ**

**- МАГИСТР ЭКОНОМИЧЕСКИХ НАУК -**

*НАО «КАСПИЙСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ И ИНЖИНИРИНГА ИМЕНИ Ш.ЕСЕНОВА»*

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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

**8D04103 ЭКОНОМИКА**

**- ДОКТОР ФИЛОСОФИИ (PHD) -**

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ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

**6B03105 МЕЖДУНАРОДНЫЕ ОТНОШЕНИЯ ПРИКАСПИЙСКИХ ГОСУДАРСТВ  
- БАКАЛАВР СОЦИАЛЬНЫХ ЗНАНИЙ -**

*НАО «КАСПИЙСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ И ИНЖИНИРИНГА ИМЕНИ Ш.ЕСЕНОВА»*

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ACQUIN

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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

**6В11302 ТРАНСПОРТНЫЙ БИЗНЕС И ЛОГИСТИКА**  
**- БАКАЛАВР В ОБЛАСТИ УСЛУГ -**

*НАО «КАСПИЙСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ И ИНЖИНИРИНГА ИМЕНИ Ш.ЕСЕНОВА»*

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## **Accreditation Report**

Programme Accreditation at the

**CASPIAN STATE UNIVERSITY OF TECHNOLOGY AND ENGINEERING**

**NAMED AFTER SH. YESSENOV**

**Aktau, Republic of Kazakhstan**

**State and local government (Bachelor), State and local government (Master) , Business administration (MBA), Business administration (EMBA), Tourism (Bachelor), Restaurant and hotel business (Bachelor), Financial management (Master), Economics (PhD), International relations of the Caspian states (Bachelor), Transport business and logistics (Bachelor)**

### **I Procedure**

**Date of contract:** 24 March 2023

**Date of the submission of self-assessment report:** 6 March 2024

**Date of site visit:** 12-16 April 2024

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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. For PhD study programmes the Salzburg Recommendations are considered additionally. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

**Content**

<b>I</b>	<b>Procedure .....</b>	<b>1</b>
<b>II</b>	<b>Introduction .....</b>	<b>5</b>
	1 Short profile of HEI .....	5
	Master of Business administration (MBA) .....	8
	Master of Business Administration (EMBA) .....	9
	Bachelor Tourism .....	10
	Bachelor in Restaurant and hotel business.....	11
	Master of Financial management.....	12
	PhD in Economics.....	13
	Bachelor of International Relations of the Caspian States.....	14
	Bachelor of Transport business and logistics.....	15
<b>III</b>	<b>Implementation and assessment of the criteria.....</b>	<b>16</b>
	1 ESG Standard 1.1: Policy for quality assurance.....	16
	1.1 Implementation.....	16
	1.2 Assessment.....	18
	1.3 Conclusion.....	19
	2 ESG Standard 1.2: Design and approval of programmes .....	19
	2.1 Implementation.....	19
	2.2 Assessment.....	29
	2.3 Conclusion.....	39
	3 ESG Standard 1.3: Student-centred learning, teaching, and assessment .....	39
	3.1 Implementation.....	40
	3.2 Assessment.....	40
	3.3 Conclusion.....	41
	4 ESG Standard 1.4: Student admission, progression, recognition, and certification .....	41
	4.1 Implementation.....	41
	4.2 Assessment.....	44
	4.3 Conclusion.....	45
	5 ESG Standard 1.5: Teaching staff .....	45
	5.1 Implementation.....	45
	5.2 Assessment.....	46
	5.3 Conclusion.....	47
	6 ESG Standard 1.6: Learning resources and student support .....	47
	6.1 Implementation.....	47
	6.2 Assessment.....	50
	6.3 Conclusion.....	50
	7 ESG Standard 1.7: Information management.....	50
	7.1 Implementation.....	50
	7.2 Assessment.....	52

7.3	Conclusion.....	52
8	ESG Standard 1.8: Public information .....	52
8.1	Implementation.....	52
8.2	Assessment.....	53
8.3	Conclusion.....	53
9	ESG Standard 1.9: On-going monitoring and periodic review of programmes.....	53
9.1	Implementation.....	53
9.2	Assessment.....	54
9.3	Conclusion.....	55
10	ESG Standard 1.10: Cyclical external quality assurance .....	55
10.1	Implementation.....	55
10.2	Assessment.....	56
10.3	Conclusion.....	56
<b>IV</b>	<b>Recommendation to the Accreditation Commission of ACQUIN .....</b>	<b>57</b>
1	Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version.....	57
2	Accreditation Recommendation.....	60
<b>V</b>	<b>Decisions of the Accreditation Commission of ACQUIN .....</b>	<b>62</b>



## **II Introduction**

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

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

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. They are completed with criteria for structured doctoral programmes (Salzburg Recommendations). 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, the Salzburg Recommendations, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programme(s).

### **1 Short profile of HEI**

The Caspian University of Technology and Engineering, named after Sh. Yessenov, was founded in 1976. Its operations are governed by a Charter approved on May 25, 2020, by the Committee of State Property and Privatization of the Ministry of Finance of the Republic of Kazakhstan. The university is officially registered with the Department of Justice of the Mangystau Region in Aktau city and holds a state license, issued on December 14, 2012, under number 12019076, allowing it to conduct educational activities in higher and postgraduate education.

The organizational structure of the university includes 5 faculties, the Maritime Academy, the School of Higher Education, 19 departments, a maritime training center, a military department, a college, and 27 structural divisions.

The totally Number of students is 7258, including bachelor's 6,722, master's 515, doctoral 22, including by sources of funding: state educational grant (at the expense of public funds) 1,901 people (bachelor's - 1,619, master's - 415, doctoral - 22). At the expense of own funds 5357, at the expense of the local executive body, enterprises, funds - 209.

The teaching staff of the university is 370, including 284 full-time, 54 part- time/production workers, 13 invited foreign professors, 19 invited republican teachers and professors.

The Full-time administrative staff is 291, including administrative and management personnel - 122 (President-Rector, vice-presidents, lawyer, heads of structural divisions, specialists) , junior service personnel - 106 (cleaners, gardeners, drivers, janitors, agronomist, electricians), educational support staff - 47 (department specialists, laboratory assistants), "Military" department - 16 (12 teachers, 4 specialists, instructor, engineer).

## General Information's about the study programmes

### Bachelor programme State and local government

Date of introduction	2004
Faculty/ department	Business and Law
Standard period of study (semesters)	7
Number of ECTS credits	240
Number of study places	25-230
Number of students currently enrolled	73 (1st year - 12, 2nd year - 16, 3rd year - 24, 4th year -21)
Average number of graduates per year	21
Form of study	Fulltime

### Master programme State and local management

Date of introduction	2018
Faculty/ department	Business and Law
Standard period of study (semesters)	4
Number of ECTS credits	120
Number of students currently enrolled	10 (1st course -5, 2nd course -5)

Average number of graduates per year	7
Form of study	full-time

**Master of Business administration (MBA)**

Date of introduction	2019
Faculty/ department	Business and Law
Standard period of study (semesters)	4
Number of ECTS credits	120
Number of study places	25
Number of students currently enrolled	16
Average number of graduates per year	6
Form of study	full-time

**Master of Business Administration (EMBA)**

Faculty/ department	Business and Law
Standard period of study (semesters)	2
Number of ECTS credits	60
Number of study places	30
Number of students currently enrolled	33
Average number of graduates per year	15
Form of study	full-time

**Bachelor Tourism**

Date of introduction	2008
Faculty/ department	Tourism and languages
Standard period of study (semesters)	8
Number of ECTS credits	240
Number of study places	unlimited
Number of students currently enrolled	117 (1st year-48, 2nd year-16, 3rd year-26, 4th year-27)
Average number of graduates per year	17
Form of study	full-time

**Bachelor in Restaurant and hotel business**

Date of introduction	2019
Faculty/ department	Tourism and languages
Standard period of study (semesters)	8
Number of ECTS credits	240
Number of study places	30
Number of students currently enrolled	54 (1st year - 28, 2nd year - 15, 3rd year -9,)
Average number of graduates per year	17
Form of study	full-time

**Master of Financial management**

Date of introduction	2021
Faculty/ department	Business and Law
Standard period of study (semesters)	4
Number of ECTS credits	120
Number of study places	10
Number of students currently enrolled	2
Average number of graduates per year	No graduation, 2nd year of study
Form of study	full-time



**PhD in Economics**

Date of introduction	2021
Faculty/ department	Business and Law
Standard period of study (semesters)	6
Number of ECTS credits	180
Number of study places	2
Number of students currently enrolled	5
Average number of graduates per year	No graduates
Form of study	full-time

**Bachelor of International Relations of the Caspian States**

Date of introduction	2021
Faculty/ department	Business and Law
Standard period of study (semesters)	8
Number of ECTS credits	240
Number of study places	unlimited
Number of students currently enrolled	126 (1st course - 86, 2nd course - 40)
Average number of graduates per year	No graduates
Form of study	full-time

**Bachelor of Transport business and logistics**

Date of introduction	2022
Faculty/ department	Engineering
Standard period of study (semesters)	8
Number of ECTS credits	240
Number of study places	25
Number of students currently enrolled	7
Average number of graduates per year	No graduates
Form of study	full-time

### 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

Yessenov University's internal quality assurance policy is an integral part of the University Strategy (Strategic University Development Plan for 2021-2025). The development strategy of Yessenov University is formulated in accordance with the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025, which considers the integration of education and science, creating conditions for the commercialization of intellectual property products, where education is considered one of the most important factors in the social development of the country.

The involvement of teaching staff, students and staff in the development and implementation of documents, including missions and strategies, is ensured by discussion of the goals of faculties and structural divisions, and the involvement of competent experts from among teaching staff and employees in the development of program documents. When developing the mission of Yessenov University, a mechanism was laid for its formation, revision, and monitoring in the context of the implementation of the vision and strategy. This mechanism was based on the principles of team development, collegial approval, analysis of the implementation of strategic plans, revision of the mission and strategy taking into account external and internal changes. The work plans of all collegial bodies of Yessenov University are formed considering the objectives of the development strategy of Yessenov University. In this regard, the results of consideration of planned issues by collegial bodies are part of monitoring the effectiveness of strategy implementation.

The Mission of the University is to educate, inspire and to promote research for sustainable development of the Mangystau region. The University wants to become a leading center of education, science and culture in the Caspian region, with a high reputation and recognition. This is her vision.

The main goals of the University are described by Transformation of the university into a regional scientific and educational hub aimed at solving regional problems. The Development of human capital - the formation of an individual with high social and civic responsibility, cultural

values are also an important goal like the formation of a center of academic excellence. Formation of a strong corporate culture within the team should also be achieved. The development of social and campus infrastructure will be continued. Improving the university management system through digitalization of business processes is another aim like the further increase in the value of the Yessenov University brand.

In order to improve the quality of education, the University has an internal quality assurance system based on international standards and guidelines (ESG). The implementation of the Policy is carried out in accordance with the quality assurance standards of higher education in the European Higher Education Area.

The educational activities of the university are carried out on the basis of its academic policy, which is a system of measures, rules and procedures for planning and managing educational activities and the effective organization of the educational process, aimed at implementing student learning and improving the quality of education. Academic policy determines the procedure for organizing education at a university using the credit system of education for higher and postgraduate education programs. The document includes the procedure for registering students to attend training sessions; carrying out current, intermediate and final controls; organizing all types of internships for students; assessment of students' educational achievements; the procedure for awarding state scholarships to students; rules for transfer, reinstatement, expulsion of students; final certification, etc.

The academic policy of Yessenov University was developed in accordance with the Law of the Republic of Kazakhstan "On Education", regulatory legal acts in the field of education regulating the activities of universities. The University bears full responsibility for internal quality assurance of education, provided educational services and their continuous improvement. The quality of educational services directly depends on the role and contribution of each employee in the educational process. In order to ensure and maintain internal quality assurance, the university has developed job descriptions for each employee, containing a specific list of job responsibilities, taking into account his rights and responsibilities. Regulations on structural divisions have also been developed, which define its tasks, functions, rights and responsibilities of each division. Job descriptions and regulations for the department are approved by the highest collegial body of the university - the Academic Council. One of the management methods at the university is the method of involving students in collegial governing bodies that are authorized to make decisions (have the right to vote) in certain areas of the educational institution (like in the on the Academic Council or at the Research Council for example).

In order to ensure the high-quality implementation of educational programs, quality commissions operate at faculties. The commissions analyze the implementation of educational programs and report on this issue to faculty councils. The quality commissions monitor the quality of syllabuses and examination tasks; the chairmen of the quality commissions report to the Academic Council on the work performed.

## **1.2 Assessment**

The development strategy of the university 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 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. 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.

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 Yessenov 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.

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 is suitable to ensure and further develop the quality of the study programmes reviewed here.

All relevant stakeholders are involved in quality management processes. The involvement of students is appropriate as indicated by their participation in the work of the Academic Council etc.. Student deans are also elected at each faculty. Lectures are regularly evaluated, and the results are discussed in various committees.

Regarding gender equality and diversity, the university follows national regulations. No additional measures at YU to promote gender equality and diversity could be identified by the expert group.

### 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

The goals and content of educational programs correspond to the mission and strategy of the university. Since the mission of the university is to educate, inspire and promote research for the sustainable development of the Mangystau region, the goals of all educational programs reflect the mission. In addition, all undergraduate and graduate educational programs include disciplines that allow students to gain research skills. Graduates of the master's program upon completion of the educational program have the ability to implement the results of their research for the development of the region.

Particular attention at the university is paid to the implementation of scientific research results in production and in the educational process (patents, monographs published as a result of the

research work of teachers, materials obtained as a result of student practices and research work of students). There are also certificates for industrial design patents and copyright patents, which are introduced into the educational process, thereby ensuring a connection between science and education. The results of the university's scientific research are widely used in the preparation of lectures, abstracts, course projects and dissertations and are formalized by acts of introducing the results of research work into the educational process.

The educational programme is developed in accordance with the requirements of the State Compulsory Standard for Higher and Postgraduate Education, the National Qualifications Framework, the European Qualifications Framework, the Industry Qualifications Framework, industry and professional standards developed by the Atameken National Chamber of Entrepreneurs. When starting to design an educational program at the first stage, the name, goals and objectives of the educational program are formulated. To design an educational program, the AC conducts a study of the scope of professional activity to form an initial list of competencies. Meetings are held with employers to clarify and prioritize the preliminary list of competencies. Based on the results of the analysis of the scope of professional activity, a final list of competencies is formed. The next stage is the formulation of the learning outcomes of the educational program by the program developers. Next, the modules of the educational program are designed. Educational programs are developed in the context of a competency-based model and consist of modules, the content of which depends on the goals, competencies and learning outcomes of the modules. The structure of a module may consist of one or more structural units (disciplines/practices). The content of the module includes all structural units with an indication of labor intensity in the context of forms of classes, teaching methods and assessment forms. After determining the list of modules and disciplines in the context of competencies and learning outcomes, the complexity of the modules and disciplines in credits is determined. On this basis, a draft curriculum for the educational program is formed.

After the educational program is developed by the Academic Committee, the program undergoes internal and external examination. The quality assessment of the development of the educational program is carried out by the Expert Council for Quality Assurance, which includes representatives of the academic community, employers and students. The personal composition of the Expert Council for quality assurance of educational programs is approved by the academic bureau of the faculty from among the most qualified, experienced teachers, employers, students and graduates. After passing internal and external assessments by experts, the educational program is agreed upon with the employer and discussed at the academic bureau of the faculty, approved by the Academic Council of the university in March of the academic year. The decision on approval is documented in a protocol. To launch an educational program at university, after approval, the passport of the educational program is sent for inclusion in the



Register of educational programs of the National Center for the Development of Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan. University does not have the right to recruit and train students in an educational program if it is not registered in the Unified Higher Education Management System Register. New educational programs are tested by two experts, and innovative programs - by three experts from the Bologna Process Center when the program is included in the Register of Educational Programs. The university website contains reference and information resources for each educational program: description, skills, leading positions, disciplines.

The main criterion for completing studies in bachelor's programs is that students have mastered at least 240 ECTS, in scientific and pedagogical master's programs at least 120 ECTS, in doctoral studies - at least 180 ECTS.

The university has introduced elements of a dual education system, in which planning and organization of educational activities is carried out based on a combination of theoretical training with practical training in production. At the same time, it is necessary to master up to 30% of the educational material of the discipline directly in production (technological process, the process of creative activity, financial and economic issues, psychological and pedagogical process, and others). The university also implements the practice of involving industrial practitioners in educational activities and operates branches of departments. In addition, the university has introduced multilingual education programs, in which the planning and organization of educational activities is carried out in three languages: Russian, Kazakh and English.

The scientific approach in educational programs is enacted by incorporating the findings of scientific research into the teaching process. These research results are integrated into lectures and practical sessions and are reflected in the curriculum of various subjects. Graduate competency model-based educational programs emphasize research competencies, which is why all programs include the course "Introduction to Research." Additionally, pedagogical programs feature the course "Organization of Research/Project Work," while master's programs include "Innovative Research Methods and Commercialization." Students engage in research across five scientific areas of the university, with 40% of final projects being commissioned by enterprises. Mini-projects are incorporated into all disciplines to cultivate research skills. Educational programs are practice-oriented ; fewer hours are allocated to lectures, since in the Canvas educational portal audio and video lectures are attached, consequently, most of the classes are conducted in the form of seminars and laboratory classes, where skills and abilities are developed in practice.

**State and local government (Bachelor)**

The study programme “State and local Government” appeared in Kazakhstan relatively recently – two decades ago, at Yessenov University it was opened in 2004. of activity.

The main aim of the study programme is training of highly qualified specialists in the field of state and local government with professional competencies for the implementation of professional functions in the field of public administration, research, digital, entrepreneurial knowledge, skills, national and global values and an innovative approach to solving complex problems in the field of public administration and an ability for professional growth and mobility.

In the EP State and Local Administration, dual training was carried out in the discipline “Social Policy of the Region” together with the Department for Coordination of Employment and Social Programs in the Mangistau Region.

**State and local government (Master)**

The study programme State and local management has been offered since 2018. Graduates of the programme work in government agencies and occupy leadership positions in the public service Kazakhstan.

The purpose of the study programme is to prepare highly qualified management personnel for central and local authorities, government agencies and competitive managers and administrators to work in state, public and commercial organizations capable of solving innovative problems in various sectors of the economy, possessing practical knowledge -oriented professional and personal competencies.

The content of the master's degree program consists of two cycles of disciplines - basic and major disciplines, research work of a graduate student and final certification. Both cycles contains the university component (UC) and the elective course (EC). The cycle of basic disciplines includes the study of academic disciplines and the passage of pedagogical practice and amounts to at least -35 credits, of which 20 credits are allocated to the disciplines of the compulsory component, 15 – the elective component, the cycle of core disciplines includes academic disciplines and research practice and amounts to at least 49 credits. The research work, which includes an internship and the completion of a master's thesis, amounts to 24 credits. The final certification, including the preparation and defense of a master's thesis, is 12 credits.

**Business administration (MBA)**

The goal of the Master study programme Business Administration (MBA) is to prepare competitive strategic-level managers who contribute to the development of Kazakh regional companies and are focused on their innovative development, through the design and management of business organizations.

Special programme features are the training of competitive strategic level managers, the availability of foreign and domestic teachers and practitioners and the participation of master's students in research work.

The content of the MBA educational programme consists of a block of disciplines on the formation of professional competencies, a block of disciplines on personal development and the formation of leadership qualities, experimental research work and final certification. A set of courses aimed at enhancing professional skills comprises a total of 58 credits. This set consists of a university component comprising 6 credits, an elective component comprising 44 credits, and incorporates an 8-credit practical training segment. Additionally, there is a 20-credit block focusing on personal development and leadership skills, which includes courses from both the university and elective components. Experimental research, culminating in the completion of a master's thesis, constitutes 30 credits. Finally, the final certification, which involves writing and defending the master's thesis, accounts for a 12 credits.

**Business administration (EMBA)**

EMBA is focused on training competitive strategic-level managers who contribute to the development of Kazakh regional companies and are focused on their innovative development

The goal of the educational programme is to prepare managers who are able to determine the mission and strategy of the organization, who are able to use modern analytical management tools, are competent in solving socio-psychological management problems, and are aware of the financial consequences of management decisions.

The EMBA program comprises of several components: a block of courses focusing on developing professional competencies, a block concentrating on personal development and leadership formation, experimental research, and final certification. The professional competencies block, totaling 20 credits, includes 6 credits from the university component and 14 credits from electives. The personal development and leadership block, totaling 10 credits, also includes courses from the university and elective components. Experimental research, including the master's thesis, accounts for 18 credits. Finally, the final certification, which involves writing and defending the thesis, is a minimum of 12 credits.

The program features teach working management tools and sharing best practices in their application and familiarize yourself with the latest global management trends. The availability of foreign and domestic teachers and practitioners is also special. Another special feature is the participation of master's students in research work. The program includes an on-site module that allows the student to get acquainted with the business environment of foreign countries. The training is carried out on the job.

### **Tourism (Bachelor)**

The study programme Tourism (Bachelor) is offered since 2008. For the first time in 2012, 9 graduates received a diploma in the academic degree “Bachelor in Services”. Over the period from 2012 to 2022, more than 160 specialists were trained. During this time, more than 30 students were accepted and completed their studies on the basis of government grants. Currently, the number of students in the educational program is 126.

The training of tourism managers with the following competitive qualities, focused on the needs of the tourism industry market: higher education in the field of tourism, linguistic, analytical, managerial, quantitatively educated and formed, developed innovative and global thinking, possessing personal, spiritual and moral qualities, national code, the opportunity to further improve professional skills in order to organize their profession in the tourism industry.

The peculiarity of the educational programme is that the program is conducted according to a dual training system at Rixos production enterprises Water World Aktau, Renaissance Aktau Hotel, Holiday Inn Aktau (60% of disciplines). The programme is multilingual, 30% of disciplines are taught in English. The mobility of students is given by Partners in Azerbaijan and Turkey. There is also the availability of a summer school in Turkey (according to the program Tourism Experiential Learning Program in Antalya Bilim University – 30 credits, with certificate and transcript) Also the Availability of large business partners like restaurants and hotels is given. The meeting and knowing of important teachers, directors of travel companies and general managers of hotels is given to students as chance for their further career.

The educational program Tourism also provides classes for teachers from production who work in the field of tour operating. For example, since 2019, this educational program has been taught by a leading specialist in the field of environmental protection, who is the founder of EcoMangystau. He deals with environmental issues, participates in solving environmental problems, helps develop eco-culture and “green” volunteering. Every season, students majoring in Tourism organize “sanitary landings” on routes popular with tourists. In addition, this educational program includes classes on training guides, safety precautions and the psychological foundations of working with tourist groups. For this purpose, production practitioners from the travel company “Sapartime” come with guest lectures with their travel equipment.

Teachers from the travel company provide students with knowledge about the physical training of tourists, about working with tourist equipment, about the safety of tourist travel, about the basis of local history work on a hike, about the features of organizing and conducting mountain, water, hiking, and cycling trips.

### **Restaurant and hotel business (Bachelor)**

Educational program in the restaurant and hotel business with an in-depth study of the hospitality industry is aimed at implementing the mission and Strategic Plan of the University: providing educational services providing training highly qualified specialists in the field of services that contribute to sustainable economic and regional development. Today, the hospitality industry is one of the seven promising non-energy sectors of the country and it should be noted that the hospitality industry is a decisive part of the effective development of the tourism services market in the Republic of Kazakhstan. The development of a seaside resort on the coast of the Caspian Sea, in the area from Aktau to the port of Kuryk, has been identified as a promising area of hospitality. In the area of the warm beach of Aktau, work is underway to build a multifunctional hotel complex.

Thus, at the present stage, the issues of training specialists for the hotel and restaurant business are becoming relevant, and the demand for professional specialists who can quickly adapt to the environment and ready for practical activities is increasing. In this regard, Yessenov University became a question of training specialists in the hotel and restaurant business. In 2018-2019, it was decided to open an educational programme “Restaurant and Hotel Business”. The special competencies of the specialty were determined taking into account the needs of employers, leading teachers of the department, and graduates following the requirements of the State Compulsory Education Standard of the Republic of Kazakhstan. Since 2019, admission to this specialty has been carried out. In the first year of the opening of this program, 4 students were admitted, and they completed their studies in 2022. To carry out the training of specialists, practice bases were created. To undergo industrial practice and organize dual training bases, agreements have been concluded with leading international hotel chains and hospitality and restaurant establishments.

The purpose of the educational programme is to prepare restaurant and hotel business managers with knowledge, skills and practical skills that meet international standards in the field of hospitality. To develop skills and abilities in Language, in analytical, in managerial and in digital knowledge is another aim. Also the Innovative and global thinking, personal, spiritual and moral qualities are to improve. The programme gives the ability to further improve professional skills in order to organize your own business in the hospitality and restaurant industry.

To achieve those goals, the main objectives of the educational programme for students are the identification of the basic principles of functioning of catering and hotel establishments, the determination of the labor resources management system in service organizations; the principles of organizing tourism services, methods of training and control activities; the determination of forms and methods of service in restaurants, hotels and tourist complexes; the development and possibilities of using information and telecommunication technologies in restaurant and hotel activities; the conducting marketing research to improve the efficiency of restaurants and hotels; development of entrepreneurial skills in the field of restaurant and hotel business.

The peculiarity of the educational programme is that the program is conducted according to a dual training system at Rixos production enterprises Water World Aktau, Renaissance Aktau Hotel, Holiday Inn Aktau (60% of disciplines). The programme is multilingual, 30% of disciplines are taught in English. The mobility of students is given by Partners in Azerbaijan and Tukey. The meeting and knowing of important Influencers like Hotel General Managers is given to students as chance for their further career. Also the Availability of large business partners like restaurants and hotels is given.

### **Financial management (Master)**

Since 04/01/2021, the educational program was entered into the register of the USHEM ( Unified System of Higher Education Management) but the first enrollment of students took place in the 2022- 2023 academic year. This educational program was developed and announced based on the results of requests from bachelors. Financial markets and corporate business, as well as employers and stakeholders of the department. training of competent, competitive specialists in the field of financial management, seeking to obtain professional recognition at the local and global levels, possessing managerial, digital, language skills, modern methods and tools for conducting scientific research, as well as the ability to implement their results in practical activities in order to ensure sustainable socio-economic development of the region.

Training is conducted according to a multilingual program - classes are conducted in Russian, Kazakh and English. To improve the quality of the educational process, foreign professors with a high H- index are invited to give lectures, conduct master classes, guest lectures and scientific seminars with undergraduates and teachers of the Department of Finance. Also, certified specialists with extensive production experience are involved in educational and teaching activities. During practical training, cases are used based on real data from existing companies.

### **Economics (PhD)**

The Economics degree program has been designed to achieve learning outcomes that are defined based on the third level of the Dublin Descriptors and demonstrated through competencies. The special competencies of the program were determined taking into account the social needs of employers, teachers, graduates and society in accordance with the requirements of the State Standard of Compulsory Education of the Republic of Kazakhstan. Admission to doctoral studies in the educational program Economics began to be implemented in 2021. For the period from 2021 to 2022, 2 grant places were allocated annually for doctoral studies, grant places were mastered and 4 doctoral students are currently studying. The first release is planned for 2024.

The purpose of the study program instilling the abilities of critical analysis, evaluation and synthesis of new and complex ideas. Furthermore the programme aims the development of communication skillcommunication with colleagues, the wider scientific community and with the society as a whole. The applying rigorous research processes with scientific credibility shall also be learned like also learning skills or learning abilities that can contribute in scientific and professional contexts – to technological, social and cultural progress.

The special alignment of the programme aims of the formation of professional competence as a scientist and teacher, which presupposes the presence of a group of qualities: a high level of knowledge in research work and skills, methodological culture, culture of scientific activity, information culture, culture of educational activity, culture of speech, political culture.

The doctoral educational program comprises theoretical training, doctoral student research work, and final certification. The theoretical training encompasses 45 credits and includes two cycles of disciplines: basic and major. The basic cycle includes courses from the university or elective components and pedagogical practice, while the major cycle includes courses from the university or elective components and research practice. Doctoral student research work amounts to 123 credits and includes an internship and the doctoral dissertation. Final certification, involving the preparation and defense of the doctoral dissertation, is a minimum of 12 credits.

### **International relations of the Caspian states (Bachelor)**

Admission of students in the specialty International Relations of the Caspian states at the Caspian University of Technologies and Engineering named after Sh. Yessenov began in 2021. The number of students is continuously increasing every year. Currently, the number of students in the educational program is 124 students.



The purpose is the training of bachelors in the field of international relation with fundamental knowledge, research, information and analytical skills and professional activities in various areas of IR, having the social and personal qualities necessary for international communication and cooperation. The University offers also in this area a unique programme. During their academic training, students will have the opportunity to participate in academic mobility programs at foreign universities such as Azerbaijan Technological University and Belgorod State Research Institute. Moreover, the institution boasts a diplomatic club for students. The educational program is designed to be multilingual, with 30% of disciplines being taught in English. Notably, the teaching staff includes representatives from various consulates, including the Consul of the Republic of Turkmenistan in the city of Aktau, the Consul of the Republic of Uzbekistan in the city of Aktau, the Consul of the Republic of Turkey in the city of Aktau, and the Consul of the Islamic Republic of Iran.

### **Transport business and logistics (Bachelor)**

Bachelor study programme in Transport business and logistics has been carried out on the basis of the Department of Mechanical Engineering and Transport since 2022. The study programme was created on the recommendations of employers of the EP - leading transport companies in the Mangystau region.

The purpose of the study programme is the training of competitive personnel in the transport industry with professional competencies to provide transport services in a market economy and globalization based on modern organizational and technological methods and logistics techniques. Possessing knowledge in the subject area, skills and abilities of running a transport business and providing transport services, national and global thinking, personal and spiritual and moral qualities, entrepreneurial, research, digital knowledge, the ability to self-develop and improve professional knowledge, skills and abilities.

The special education of this study programme shows itself in the structure of training and in the creation and development, where the local industry is involved. The training in academic mobility in foreign universities is here also special like the dual training (base of practice: branch of the department in LLP "KTZ – Freight transportation" - "Mangistau branch of the State Enterprise") and the inclusion of production and technological practice of JSC "NC Aktau International Sea Port).



## 2.2 Assessment

### State and local government (Bachelor)

The Mission of the University is to educate, inspire, and promote research for sustainable development of the Mangystau region. The University wants to become a leading center of education, science, and culture in the Caspian region, with a high reputation and recognition. The Bachelor of State and Local Government programme graduates are geared to receive state certification. They are also employed by local government and public sector organizations in the Mangystau region. Thus, the programme is well aligned with the mission and goal of the HEI. Therefore, the career opportunities of the programme are well-defined and align with the mission of HEI, the developmental needs of the region, and the employment demand.

The university regularly reviews the programme's curriculum design and consults external stakeholders such as local government bureaucrats, representatives from private companies, and NGOs on competencies and courses.

The objective of the programme is to prepare students for state certification. The programme's goals are aligned with the requirements for the region and the requirements of the field of public administration. However, some more courses could be added in alignment with the global trend in public administration programs. The programme is well structured with five different components and aligns with the four purposes of higher education of the Council of Europe. The academic load is well distributed across lectures, practical classes, and independent work. The component of industrial practice provides hands-on experience working in a public sector context. The HEI offers a tie-up with the organization where students can complete the internship.

Overall, the programme has a strong appeal among students. The programme design and goal are well aligned with the HEI and the region's needs. The programme is well structured, taking into account the purpose of higher education. The internship component is also well structured. More attention is needed to align the curriculum with international trends. Also, a better alignment between curriculum and faculty expertise should be considered.

Recommendations:

- The curriculum should be better aligned with international trends in public administration.
- The curriculum and faculty expertise should be better aligned.

**State and local government (Master)**

The Mission of the University is to educate, inspire, and promote research for sustainable development of the Mangystau region. The University wants to become a leading center of education, science, and culture in the Caspian region, with a high reputation and recognition. The program graduates get employed at the local government and public sector organizations in the Mangystau region. In recent years, they are also finding employment in the private sector. Given the program's recent launch, there is currently limited demand for the programme. However, it is expected to grow as the role of the state and public sector is expected to grow in the economy. In recent years, the programme graduates have also gone on to study for a doctoral degree. The career opportunities of the program are well-defined and align well with the mission of HEI and the developmental needs of the region.

The objective of the programme is “to prepare highly qualified management personnel for central and local authorities, government agencies and competitive managers and administrators to work in the state, public and commercial organizations capable of solving innovative problems in various sectors of the economy, possessing practical knowledge-oriented professional and personal competencies.” The Learning outcomes of the programme are well structured and align with the local needs and mission of the HEI.

The university regularly reviews the programme's curriculum design and involves external stakeholders such as bureaucrats from the local government, representatives from private companies, and NGOs. The competencies and courses are decided in consultation with the external stakeholders. The curriculum is structured into six modules that are well aligned with the local needs and mission of the HEI.

The programme's different components align well with the Council of Europe's four purposes of higher education. The academic load is well distributed across lectures, practical classes, and independent work. However, the evaluation system for courses needs improvement, as project or term papers are not currently included as part of the assessment.

Further, more alignment is needed with the international or global standards in the masters in public administration programs. Specific courses such as Public Finance, Public Policy Analysis, or Policy Process could be introduced to better align the program structure with the global standards. More attention could also be paid to the master's thesis by better structuring the thesis component and explicit standards for evaluating the thesis.

Alignment is also needed in academic expertise, teaching, and research. There is limited alignment between the educational knowledge of the faculty members, the courses they teach, and their research areas.

Recommendations:

- Projects or term papers should be included as part of the assessment.
- The curriculum should be more aligned with the international or global standards in the masters in public administration programmes.
- The structure of the thesis component should be clearly structured and explicit standards for evaluating thesis should be defined.
- Academic expertise, teaching and research should be better aligned.

### **Business administration (MBA)/Business Administration (EMBA)**

The university's mission to educate, inspire, and promote research for the sustainable development of the Mangystau region.

According to the information provided by the university, the MBA and EMBA programmes aim to develop skills that support this mission, incorporating elements like entrepreneurial, digital, and research competencies to contribute to regional and national development.

The development of study programmes at Yessenov University involves significant participation from external stakeholders, who are integrated into the Academic Committees that oversee the design and improvement of programs. External stakeholders include employers and industry experts who contribute to defining the practical and professional requirements of the curriculum.

However, during interviews with staff and students, it was noted that students do not have a direct role in the initial design phase of the study programs. Although students are represented on some committees, there appears to be a gap in their active involvement in designing the study programs.

The learning outcomes are categorized into cognitive, functional, system, and social-communicative types, each tailored to develop a comprehensive set of skills and knowledge necessary for students' future careers and personal development. The learning outcomes of the university are indicated in the educational program matrices by the presence of plus (+) signs, which denote where each outcome is addressed within specific disciplines.

While the learning outcomes are mapped to disciplines within the educational program matrix, it is not explicitly detailed how these outcomes are assessed through the curriculum structure, such as in examinations and other forms of student evaluation. This lack of detailed visibility into the alignment of assessment methods with specific learning outcomes may hinder the ability to conclusively determine how well students meet the intended educational goals throughout their academic progression.

Yessenov University has reported that all MBA and EMBA students are currently employed. The university also provides opportunities for all students, including those from MBA and EMBA programs, to participate in job fairs organized by the institution.

For the MBA programme, the distribution of credits by semester is as follows: 30, 30, 32, and 28 credits, while for the EMBA programme, the distribution is 34 and 26 credits across two semesters. The credit allocations indicate that the student workload is not evenly distributed, particularly in the EMBA program where there is a significant difference in workload between the two semesters.

While the total credit requirements for the programs are consistent with typical expectations for MBA and EMBA programs, the uneven distribution of credits suggests that the workload across semesters may not be balanced. This could affect student experiences and outcomes if the variance leads to periods of significantly higher academic demands followed by lighter periods. To enhance transparency and improve workload distribution, the university might consider adjusting the credit allocations to achieve a more balanced workload across semesters for both the MBA and EMBA programs.

The structure of the internship, specifically the "internship abroad" coded as M20.017 5719 within the Module - Business Analysis Systems and Exit Module, is nested within the elective course 1.2.9. However, there are now ECTS distributed for the entire elective course, which has two modules inside: 'Business Analysis Systems' and the 'Internal Internship'.

The confusion arises from the distribution of ECTS credits for the entire elective course and how they are allocated between these two modules. It is unclear whether these courses are interchangeable. Additionally, students may wonder how ECTS credits are divided if they opt for both modules.

The inclusion of the internship within an elective course framework raises questions regarding its compulsory nature. While elective courses typically offer students choices within their curriculum, the designation of the internship as part of this module might suggest it is optional.

Despite this, interviews with university representatives have indicated that the university organizes group internships for all MBA students, including a culminating trip to London in the final year. This suggests that while the internship is situated within an elective module, there may be an implicit expectation or encouragement for students to participate.

According to interviews with staff, MBA, and EMBA students, as well as supporting documents, both programmes are structured to support sustainable employment. The EMBA program focuses on training and retraining top managers and highly qualified specialists with management experience, utilizing an applied learning approach to develop the skills needed for professional senior management roles. Similarly, the MBA program, being a widely recognized

academic degree in business management, confirms holders' professional management skills, thereby enhancing employability.

Students have highlighted language support and transferrable knowledge opportunities embedded in the curriculum as contributing to personal development. The variety of courses outlined in the curriculum provides avenues for enhancing personal skills and knowledge beyond the core business competencies.

While there is limited mention of active citizenship within the program, the university's mission statement emphasizes education, inspiration, and research for the sustainable development of the Mangystau region. While not explicitly stated, this mission could indirectly contribute to fostering a sense of active citizenship among students by promoting engagement with local community issues and sustainable development initiatives.

While innovation is not explicitly emphasized, the research component of the program, particularly through the master's thesis, contributes to creating a broad advanced knowledge base and stimulating research. The opportunity for students to engage in scholarly inquiry and produce original research findings contributes to the advancement of knowledge within their respective fields.

The institutional approval process involves needs assessment, proposal submission and approval, formation of the Academic Committee, and management of the AC by the dean. This structured approach ensures that educational programs align with market needs, regulatory standards, and the institution's strategic objectives.

The faculty/school/academy initiates the development of educational programs for higher and postgraduate education. They determine the areas and groups for programme preparation based on current and future market needs. The Academic Bureau, responsible for managing educational and methodological work, determines the branches and specializations of higher and postgraduate education programmes. The Chairman of the Academic Bureau submits a proposal to the Chairman of the Academic Council for approval. These proposals are developed in accordance with the institution's Rules for the Development of Educational Programs. Once the list of training areas and groups is determined, the Academic Committee of the Faculty (AC) is established. The purpose of the AC is to determine the list of educational programs by educational program group, design, develop, and improve programs. The composition of the AC, which includes representatives from teaching staff, students, and employers, is approved by the President-Rector.

Recommendation:

- The workload throughout the study period should be evenly distributed.

**Tourism (Bachelor)/Restaurant and hotel business (Bachelor)**

Both programmes, cover “Tourism” respective “Hospitality” specific content while embedding the disciplinary specific content in general business and management fields. Furthermore, methodology-oriented subjects as well as additional qualifications such as language skills or project management enrich the programs.

More specific the BA-degree- programme „Tourism” provides a very broad overview on various fields of tourism, ranging from destination management, MICE-Tourism to tourism logistics and tourist guiding while also addressing general business qualifications such as financial accounting or business planning or HR. In combination with the general modules, the methodology orientated modules and the electives, this result in a limited knowledge on specific job relevant fields in the tourism industry. The included modules do not follow a logical traceable structure but seem rather erratic. Furthermore, some courses might overlap as in case of MICE-Tourism and Event-Tourism, while e.g. tour operator management or tourism branding is not explicitly covered. Possible structural elements such as sectoral ones referring to the aimed on field of employment (e.g. Destination Management, Tour Operator Management, Travel Management, Guiding, etc.) or management related ones (Product Development, Marketing, Distribution, Quality Management, etc.) might help to improve the structure. Additionally, a predefined combination of electives, as represented in the Restaurant and Hotel programme in form of the so-called “majors”, might offer the opportunity to further foster the profile of students and hereby the chances on the job market.

The BA-degree- programme „Restaurant and Hotel business“ is clearly structured due to the two majors, nevertheless to fit to international standards one might think about renaming it to “Hospitality management”. The high number of student intakes are of course a very positive indicator, but they might bring also some capacity issues, for example when it comes to internship placement, therefore a long term-strategy on the aimed at capacity in the degree program might be considered, in order to secure a high-quality level of studying. Furthermore, one might consider a decreased dependence on local partners, when it comes to the necessary infrastructure in terms of for example kitchen labs or other necessary infrastructure in order to support students during their education. The already existing training sessions on common digital service software in terms of reservation, booking or operations software might be further developed, as such formal qualifications might help students even on an international job market. Beyond the local demand one might also consider an increased internationalization as the tourism and hospitality industry provides great opportunities for students on a global scale. In reference to internationalization both programmes might benefit from an increase in international lecturers as well as exchange opportunities.

Due to certain deficits in the provided documentation a clear alignment on the aimed at learning outcomes and specific teaching or examination methods could not be traced down in detail. Therefore, it might be outlined, that a broad variation of examination types benefits the broadness of qualification students might acquire.

In respect to the quality of staff, one has to admit that there is a descent qualification level amongst faculty members, nevertheless in terms of course specific qualifications, research and publication activities there might be still space for further improvement.

Recommendations study programme “Tourism” (Bachelor):

- The structure of the programme should be more clear and better aligned to the intended learning outcomes.
- A predefined combination of electives should be introduced into the study programme.

Recommendations study programme “Restaurant and Hotel Business” (Bachelor):

- The university should consider decreasing dependence on local partners with regards to resources and infrastructure.
- Training on common digital service software in terms of reservation, booking or operations software should be further developed.

Recommendations study programmes “Tourism” (Bachelor) and “Restaurant and Hotel Business” (Bachelor):

- Further internationalization of both study programmes should be intensified. An increase in international lecturers in teaching should be considered.

### **Financial management (Master)**

The programme is well structured with a balanced mix of theory, practice, and research applications. The finance core covers important aspects of financial management and accounting. The electives usefully complement the finance core and provide an important exposure to digital business. 24 ECTS are dedicated to scientific and research work and prepare the students well for the writing of a master thesis.

One concern are the low enrolment numbers; at the moment only two students are in the process of completing the program. However, the university top management is convinced that the program will be successful. Demand from local employers remain strong and there is significant interest by students. According to top management, the majority of applicants at the moment does not meet the stringent selection criteria, but measures have been implemented to attract suitable candidates. Still, enrolment numbers going forward should be monitored carefully going forward and reasons for the low uptake should be understood.



### **Economics (PhD)**

Total credits for the 3-year programme amount to 180 ECTS. One concern is that the distribution of ECTS over the course of the programme is very uneven, ranging from a high of 44 ECTS in semester 2 to a low of 20 in semester 5. Given that the pursuit of a PhD requires continuous and steady work, this allocation raises doubts. It is recommended to implement a more even distribution of ECTS that more realistically reflects the workload of the doctoral students.

The supervision of the doctoral students appears to be well organized. Three supervisors are responsible for each student, with one of the supervisors coming from an international partner university. The thesis topics are aligned with the mission of the university, namely to strengthen the regional economy. The doctoral students have already produced research output and are active as conference participants. International networks are in place, one example is the cooperation with Canterbury Christ Church University in the United Kingdom. The training also stresses teaching skills as well as foreign language proficiency.

Recommendation:

- The workload throughout the study period should be evenly distributed.

### **International relations of the Caspian states (Bachelor)**

The BA study programme International Relations of Caspian States has clearly defined goals that are clearly reflected in the respective curriculum. Generally, the content of the curriculums reflect all relevant areas of studies in International Relations. In the BA study program there is a strong focus on applied aspects of diplomacy and a clear orientation towards professional standards in diplomacy, including regular guest lectures from staff of diplomatic services from various countries of the Caspian Sea Region. The regional focus on the Caspian Sea Region is plausible and convincing and is also reflected in the curriculum. Region-specific content is also included in several modules. Harmonization of workload for students across the semesters would further increase the study program.

Overall the idea of constructive alignment of learning outcomes, content of modules and the type of examination should be considered more seriously in the process of designing modules. This should also be reflected in the module descriptions / module handbooks more transparently. Diversifying the types of examination in accordance with the intended learning outcomes would further increase the quality of the study program. Some modules seem to lack consistency

Different types of internships are part of the study programs and contribute to a program design that clearly links content to practice in relevant professional areas. The process of revising the



curricula was presented transparently. External stakeholders are also involved in curriculum development.

The study programme can be positively characterised by strong regional focus on Caspian Sea region and strong focus on applied aspects of diplomacy and clear orientation towards professional standards in diplomacy, including regular guest lectures from diplomatic services. The content of curriculum reflects all major areas of studies in International Relations. Inclusion of external teaching staff strengthens the link to potential employers.

The distribution of workload between the semesters is uneven and differs from semester to semester. The university could consider adjusting the number of ECTS per semester.

Diversifying the types of examination in accordance with the intended learning outcomes would further increase the quality of the study programme. The module handbook could make the type of exam more transparent for each module.

Overall the idea of constructive alignment of learning outcomes, content of modules and the type of examination should be considered more seriously in the process of designing modules. This should also be reflected in the module descriptions / module handbooks more transparently.

Recommendations:

- Content of the modules and types of examinations should be constructively aligned with the learning outcomes. This should be transparently reflected in the module handbook.
- The types of examinations should be diversified and the type of examination should be clearly identified in the module handbook.

### **Transport business and logistics (Bachelor)**

The study programme Transport business and logistics matches perfectly with mission statement and overall strategy of the university. Logistics is a growing economic field in the Mangystau region it is vital to have programs implemented to meet the objective of being a regional scientific and educational hub aiming at solving regional problems.

The design of the specific study programme has been developed in very close cooperation with Freight Transportation LLP - "Mangystau Branch of State Enterprise". They have influenced the program on a level close to a dual study program.

Students are involved in general through “Questions for surveying students”. Due to the short existing of programme without any graduates so far, the input of students is limited. The programme is also part of the Adviser concept where students are involved in creatively developed EP courses.

In order to improve the quality of training of qualified specialists in the transport industry, strengthen the practical orientation of the educational process, as well as conduct joint scientific researches and implement their results into production with employers on EP 6B07111 – "Transport, Transport Equipment and Technologies" and 6B11302 – "Transport business and Logistics", long-term agreements and memoranda were concluded between Yessenov University and enterprises: Branch of JSC NC "KTZ-Freight transportation – Mangystau branch of GP", (branch of the Department of Mechanical Engineering and Transport), "ALLIANCE OIL SERVICE" (branch of the Department of Mechanical Engineering and Transport), JSC NC "Aktau International Commercial Sea Port", LLP "Aktau Machine-Building Plant", LLP "Kaskormashzavod", Oil Transport Corporation LLP, West Oil Service LLP.

The study programme resp. the curriculum does entail the relevant courses to meet the learning outcome and the objective of YU to contribute to the Mangystau region. Since the region has a shore to the Caspian sea it woudners that no significant elements of maritime is included. That refers to the point whether the objectives of the stakeholder are met (in this case mainly Freight Transportation LLP). YU has several programs in logistics also with respect to maritime. A consolidation could be considered, but is not a demand.

Taking into account the experts' recommendations of the EP 6B11302 – "Transport business and logistics", in the future it is additionally planned to include in the study programme a discipline on logistics of marine transport processes.

The study programme structure meets the common standards of developing knowledge in accordance with Bloom's Taxonomy. In terms of specific logistics knowledge the courses are set logical in the sequences of the study.

The study programme as mentioned is developed with and for Freight Transportation LLP therefore career opportunities are widely considered in the program. The curriculum moreover does address the generic logistics knowledge which easily can be applied to many operations and industries.

The workload is appropriate for a bachelor programme as such. With overall 240 ETCS it has average of approx. 30 ETCS per semester, which is standard. In opposite to other programs which are subject to this accreditation process the ETCS are evenly distributed.

The internship is part of the cooperation with the industry partner Freight Transportation LLP. Therefore it can be assumed that the learning outcomes of the study programme can be efficiently applied to the internship.

According to the curriculum of study programme 6B11302 – "Transport business and logistics", in the next academic semester it is planned to conduct dual training on the basis of the branch of the Department of Mechanical Engineering and Transport - a branch of JSC NC "KTZ-Freight Transportation – Mangistau branch of GP", with the involvement of leading specialists of this transport enterprise in the educational process.

In general, the mission of YU for the region is significantly supported by a Logistics study programme since the region is a hub for logistics services with wider outreach. This is proved by the existing of the following EP at YU

6B11309-Logistics (DKU double degree with Wildau) am Institute

6B07111-Transport, transport equipment and technology

6B11302-Transport business and logistics (our topic of accreditation)

Especially the cooperation with DKU in logistics is a beneficial contribution to foster the competence development at YU in logistics. It might be to consider to consolidate all logistics programs and strategies under one Logistics Department rather having them as part of several departments.

Since the programme is in the development phase without any graduates yet, it should be monitored and evaluated accordingly. Optimization recommendation concerning the specific programme success is not feasible at the moment.

In order to improve practical skills in the educational programs: EP 6B07111 – "Transport, transport equipment and technologies" and 6B11302 – "Transport business and logistics", long-term and mutually beneficial cooperation with the Kazakh- German University and the Kazakh-German Institute of Sustainable Engineering is planned to use the laboratory material and technical base of the Institute for students of the faculty "Engineering" according to EP 6B11302 – "Transport business and logistics".

### 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

Bachelor degree programmes aim to equip graduates with foundational research skills, while master's programmes focus on developing the ability to effectively conduct and organize research, particularly for the advancement of the Mangystau region. Teaching and examination requirements vary based on the level of education. For instance, assessment methods for bachelor's students include testing for current and midterm evaluations, while master's students undergo written control questions. Master's students are often assessed through tasks such as writing a scientific article, preparing reports, and completing projects for current evaluations. Intermediate certification for bachelor's students typically involves tests, written exams, and essays, while for master's students, it includes written exams in ticket form, essays, or projects. The development of individual educational paths is based on the anticipation of new professions, achieved through direct collaboration with the developers of the Atlas of New Professions.

The University has established the following main types of educational work: lectures, practical (seminars), laboratory, independent work of the student, independent work of the student under the guidance of a teacher, coursework, all types of professional practice, preparation and passing of the final certification. Training sessions are divided into classroom and extracurricular.

Students independent work (SIW) entails working on specific topics allocated for independent study, supported by educational and methodological literature and recommendations. Assessment of SIW is conducted through tests, examinations, colloquiums, abstracts, essays, and reports.

The teaching methods used are constantly assessed through student surveys. Questionnaire data is provided to faculties to Quality Commissions to analyze the implementation of educational programs and take specific measures to improve the quality of teaching in the disciplines.

Final assessments occur during the intermediate certification period and may include presentations, tests, reports, synopses, abstracts, scientific articles, essays, seminars, projects, case studies, colloquiums, and other methods for assessing current progress.

### 3.2 Assessment

The institution's implementation of a diverse range of teaching and learning methods, tailored to different educational levels, is commendable. From traditional testing to innovative project-based learning initiatives such as "Global Ecology" and "Entrepreneurship," students are provided with a rich and varied educational experience that nurtures both soft and hard skills essential for success in today's dynamic world. Furthermore, the integration of service learning

projects underscores the institution's dedication to fostering social responsibility and community engagement among its students.

In addition, the institution's emphasis on research and innovation, as evidenced by initiatives like the Council of Young Scientists and student scientific communities, reflects a proactive approach to cultivating a culture of collaboration and innovation within the academic community.

The institution's assessment practices seem to be clear to the students. Some variation in the assessment methods would benefit the study programmes. Moreover, the module handbooks could be specified with the information on the assessment methods.

The institution's approach to supervision in PhD programs is good, with clear regulations in place to guide the supervision process and support the achievement of qualification objectives. The provision of relevant training activities for supervisors further enhances their capabilities and contributes to the overall success of the program.

Overall, the institution's commitment to student-centered learning, teaching, and assessment is evident throughout its practices

### 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 university accepts applicants with various educational backgrounds, including general secondary, technical and vocational, post-secondary, and higher education. To compete for an educational grant for higher education from the republican or local budget, or to enroll in paid education, individuals with secondary, technical and vocational, or post-secondary education are eligible. However, this does not apply to those entering related fields of higher education that offer shortened training periods for applicants who have taken the Unified National Test (UNT) administered by the Ministry of Science and Education. Applicants must achieve a minimum score of at least 50 points for admission to the university, and at least 75 points for admission to the "Pedagogical Sciences" and "Law" fields of study. To qualify for an educational grant for higher education from the republican or local budget, or to enroll in paid training

in related fields of higher education with shortened training periods, applicants must have technical and vocational or post-secondary education. They must also have completed the Unified National Test (UNT) and achieved a minimum score of at least 25 points overall, with at least 35 points in the field of "Pedagogical Sciences," including at least 5 points in each UNT discipline and/or creative exam. The minimum passing score for admission to the university is 50, while for the field of "Pedagogical Sciences" it is at least 75 points. Applicants who hold certificates from international standardized tests such as the SAT, ACT, or IB are eligible to compete for an educational grant or enrollment in paid programs at universities. Their scores are converted into UNT points based on the relevant scale, provided that the subjects of the standardized tests match the profile subjects of the UNT. Testing includes three compulsory subjects and two specialized ones, depending on the chosen specialty. Compulsory subjects for everyone: History of Kazakhstan, Mathematical literacy, Reading literacy.

Admission to master's and doctoral programs, including targeted training at universities and scientific organizations, is based on a competitive process involving comprehensive testing (CT) or entrance exams. Foreigners seeking admission to master's and doctoral programs must pay for their education. However, free postgraduate education may be available to foreigners through competitive selection in accordance with the state educational order, as determined by international treaties of the Republic of Kazakhstan. This excludes the scholarship program for master's programs. Individuals who have completed compulsory military service may be admitted to a specialized master's program on a paid basis without entrance exams. This admission is based on an interview conducted by university admissions committees during the calendar year. Such individuals are enrolled in the program 5 (five) days before the start of the next academic period, as per the academic calendar.

Applications for doctoral studies at the university are accepted either by the university admissions committees or through the NCT information system, according to the specified deadlines (from July 3 to August 3 of a calendar year; from November 1 to November 18 of the calendar year).

Admission examinations for groups of educational programs for doctoral studies are held on the times from August 4 to August 20 of the and from November 19 to December 11. When submitting documents, the applicant indicates one university and one group of educational programs. Persons entering doctoral studies submit the following package of documents:

- 1) application in any form;
- 2) document on education (original, when submitting documents to the admissions committee);
- 3) identity document (required for personal identification);
- 4) official certificate of passing the state language exam (KAZTEST), issued by the NTC;

5) certificate confirming knowledge of a foreign language: in English language proficiency: IELTS Academic - no less than 5.5 points / TOEFLIBT - no less than 46 points / TOEFL PBT - no less than 453 points / TOEFL ITP - no less than 460 points in German language proficiency: DSH, Niveau B2/ TDF Niveau B2/ TFI - no less than B2, DELF B2/ DALF B2/ TCF - no less than 50 points.

6) medical certificate in form 075/y in electronic format.

The admission examination for doctoral studies consists of the following blocks: 1) an interview with the applicant conducted by the university examination committee; 2) writing an essay (Computer based); 3) test to determine readiness for studies (hereinafter referred to as TRS)(Computer based); 4) answers to exam questions on the profile of the educational program group(Computer based). The final grade is a set of points obtained by summing up the results of assessing essays, technical assessments, answering exam questions on the profile of the educational program group and an interview. The admission examination for doctoral studies takes 4 hours 20 minutes (260 minutes).

Students have a possibility to apply for an appeal on the results of an examination. An application for appeal is submitted to the chairman of the appeal commission personally by the student who disagrees with the results of the interim or final certification, and is submitted to the registrar's office within 24 hours after the announcement of the result. The appeal procedure is quite transparent; after acceptance, they are sorted by reason - for technical reasons, for incorrect questions due to the fault of the student, etc. On the day the application is received, the commission reviews it, sends it to the appropriate authorities, draws up a report on the grounds of the appeal, and makes a decision on each issue on the day following the exam. At the end of the session or final certification, a report on the work done by the appeal commission is drawn up and a decision is made.

Electronic reports have been developed to monitor student progress. Based on the results of each examination session, the Office of the Registrar conducts an analysis of academic performance, which is reviewed by the University Academic Council, and compiles the academic rating of students.

The dropout of students is mainly recorded for absences from classes and for failure to comply with the norms of academic honesty.

For the purpose of verifying academic written works such as coursework, theses, master's and doctoral dissertations for plagiarism, the university employs the StrikePlagiarism system (licensed), developed by the Polish company Plagiat.pl. The StrikePlagiarism system checks papers for plagiarism against various Kazakhstan and international databases, including aca-



demographic and university databases. In the reports, thanks to the implemented cross-checking feature, not only are sections copied from other works identified, but also portions duplicated within the same paper.

## 4.2 Assessment

The institution demonstrates a clear and transparent admission process that accommodates applicants from various educational backgrounds, including secondary, technical, vocational, post-secondary, and higher education.

The admission criteria are well-defined and published, ensuring transparency and fairness in the selection process. Applicants are required to meet minimum scores on standardized tests such as the Unified National Test (UNT) or international standardized tests like the SAT, ACT, or IB. Additionally, admission to master's and doctoral programs involves a competitive process, with comprehensive testing or entrance exams determining eligibility.

The institution's admission procedures for doctoral studies are particularly noteworthy, with detailed requirements for documentation and proficiency in both state and foreign languages. The admission examination for doctoral studies is comprehensive, encompassing various assessment components such as interviews, essays, and technical assessments, ensuring a thorough evaluation of candidates' suitability for doctoral programs.

Throughout the academic journey, the institution maintains robust processes for monitoring student progression, conducting interim and final certifications aligned with program requirements. The use of electronic reports facilitates efficient monitoring of academic performance, enabling timely interventions to support student success.

Furthermore, the institution demonstrates a commitment to academic integrity through measures such as anti-plagiarism software and transparent appeal procedures for students dissatisfied with certification outcomes. The institution's use of the StrikePlagiarism system for verifying academic written works underscores its dedication to upholding academic standards and integrity.

In terms of recognition procedures, the institution ensures that students receive informative graduation documents detailing qualifications gained, achieved learning outcomes, and other relevant information, aligning with the Lisbon Recognition Convention. However it's important to maintain the module handbook and documentation to support this process.

In assessing PhD programs, the institution's recruitment strategies are clearly linked to explicit outcomes, with admission strategies aligned with qualification objectives. Flexibility in choosing supervisors, transparency in admission criteria, and recognition of doctoral candidates as early-stage researchers are also commendable aspects of the institution's approach.



Overall, the institution demonstrates a strong commitment to student success, academic integrity, and continuous improvement. While there is always room for optimization, particularly in enhancing transparency and accountability in admission processes, the institution's proactive efforts to address recommendations and enhance standards bode well for its ongoing accreditation.

### 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

Personnel policies align with the university's key strategic priorities. The university follows specific rules for competitive filling of positions for teaching staff, administrative staff, and scientific workers, as outlined in the decision of the Board of Directors, protocol No. 1 of March 24, 2023. The main objective of these competitions is to establish a highly professional staff and enhance the selection and placement of personnel by selecting the most suitable candidates to fill vacant positions that meet the qualification requirements. Competitions for filling positions are announced as appropriate vacancies arise at the university, new positions are created, or personnel movements occur. These rules are based on principles such as legality, meritocracy, non-discrimination in labor, priority of life and health of workers, and competition. The rules apply to the competitive filling of vacant positions for teaching staff, scientific workers, administrative, and managerial personnel as specified in the university staffing table. Vacant teaching staff positions are determined based on the preliminary staff, calculated according to the total teaching load, excluding the contingent of first-year students. The number of vacant positions in the faculty (school, academy) is determined based on the calculation of the teaching load.

The number and personal composition of the competition commission for filling university positions are approved annually by a decision of the Academic Council. The main tasks of the competition commission include providing equal opportunities to all participants, ensuring fair competition, monitoring objectivity and transparency, and making objective decisions. After a positive decision by the competition committee, an employment contract is concluded with the teacher. The competition commission decides whether to hold an open or secret vote on the competitive selection to fill vacant positions, and this decision is recorded in the minutes. During the evaluation process, the competition committee conducts interviews with candidates, asking questions about their education, training, work experience, competencies, skills, and

motivation. Based on the results of the vote, the competition commission prepares recommendations for each candidate, indicating whether they are "recommended" or "not recommended" for concluding an employment contract. This decision is documented in the minutes of the competition commission meeting, signed by the chairman, secretary, and members who participated in the meeting.

The university has implemented a rating assessment system for teaching staff activities, which evaluates performance based on key performance indicators (KPIs). This system aims to motivate employees to develop competencies and achieve specific results. It also contributes to effective personnel policies, identifying and developing individual abilities, increasing responsibility, and enhancing the effectiveness of teaching staff. The system is aligned with the university's strategic goals and key indicators of its development program. Indicators for assessing teaching staff performance are adjusted annually in accordance with the university's strategic development program. The rating assessment includes three aspects: educational and methodological work, scientific work, and educational and social work.

The Institute of Continuing Education (INO) conducts advanced training for teaching staff every year, focusing on the profile of educational programmes and involving domestic and foreign lecturers. The entire teaching staff also improves their qualifications through the Coursera online education platform.

## **5.2 Assessment**

The university has clear regulations regarding recruiting of the faculty. The university offers measures for further development of the teaching staff by offering internal courses as well as opportunities to take part in external training.

All study programmes have sufficient and qualified teaching staff. However, it is unclear what is the quality assurance for qualification of teaching staff (including language skills of teachers involved in teaching of English modules).

According to the statement of the university, a total of 10 persons are involved as teaching staff in the study programme International Relations, 50% with a Master degree and 50% with a PhD/Doctor/Candidate status. Two members of the teaching staff in the International Relations programme have passed international IELTS certifications and are ready to teach in English language. Most teachers have experienced their academic socialization in Kazakhstan, some of the teaching staff also have experience abroad (e.g., Turkey, Russia, Bulgaria). Corresponding evidence was provided by the university. A general openness to innovative teaching methods was observed. Overall, the existing teaching staff is well suited to successfully implement the study program. However, a stronger focus on English language qualification as well as international staff exchange is advisable.

According to the written information provided by the university, nine lecturers are involved in the teaching of the programme Financial Management. One of them holds a doctorate, 8 are candidates in science. All of them are full time. According to this written compilation of resumes, there are no outside lecturers or practitioners involved in the programme. However, during the discussions on site, it became clear that one of the strengths of the programme is the strong involvement of practitioners, who bring real life cases and data to the lectures. It can thus only be assumed that the written materials are incomplete in this regard. Based on the discussions with students and staff, it can be stated that the teaching staff is well balanced between academics and practitioners, which is appropriate for this type of programme.

As is appropriate for a doctoral programme, all courses in Economics are taught by full-time academics from the home institution. The professors teaching in the economics programme are very experienced and well qualified academics. Their research output is adequate for teaching and supervising doctoral students. The thesis supervisors come from The Caspian University of Technology and Engineering, named after Sh. Yessenov as well as from partner universities in Kazakhstan and abroad. The thesis advisors are well qualified academics and experts in their field. Each thesis is supervised by three professors, with one of them coming from an international partner university. This assures adequate guidance and quality control.

### 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

Yessenov University's infrastructure includes faculties located in two academic buildings. The total area of educational and laboratory buildings is 38,782.4 m<sup>2</sup>, with classrooms covered by laboratories occupying 2,707.1 m<sup>2</sup> (52 laboratories). Specialized laboratories are available to fully support the educational process. The Department of Ecology and Geology has laboratory equipment for assessing environmental quality, worth 10 million tenge, sponsored by the Department of Natural Resources and Environmental Management of the Mangystau Region. The "Crystallography and Mineralogy" laboratory is equipped with a polarizing microscope of the BD-PL1506 series and an eyepiece device with output through a video camera (trinocular) to a projector, purchased by the university in 2019. For practical training of oil and gas industry specialists, there is an open-air training and laboratory site covering 4,396 m<sup>2</sup>. The university

also boasts sports facilities, including two gyms totaling 617.5 m<sup>2</sup>, a sports complex covering 3,668.6 m<sup>2</sup>, and open sports grounds (football, volleyball, basketball, and tennis fields) spanning 11,860.0 m<sup>2</sup>. Additionally, there is a sports hall with a gym (935.5 m<sup>2</sup>), swimming pool (416.5 m<sup>2</sup>), boxing hall (138.1 m<sup>2</sup>), fitness room (71.3 m<sup>2</sup>), and wrestling hall (96.8 m<sup>2</sup>). Sports fields are designed for tennis, volleyball, basketball, and football, and all facilities are equipped to comply with sanitary standards.

Yessenov University has four student dormitories located within the city, providing a total of 1,750 beds. These dormitories are equipped with various facilities such as drying rooms, assembly halls, buffets, libraries with reading rooms, co-working areas, and free WI-FI. The assembly halls and recreation rooms in the dormitories are equipped with projection screens and projectors, allowing for the connection of mobile devices, and are furnished for film screenings, seminars, and other events. Two of the student dormitories have buffets, and each room is equipped with a kitchenette featuring an electric hob for cooking. The libraries are stocked with educational, methodological, and fiction literature, and include computers connected to high-speed internet.

The university also boasts 11 computer classes and 75 projectors with screens distributed evenly between faculties. The university's computer park comprises 1,214 units, with 931 units used in the educational process (computer classes, laboratories) and 283 units for administration and teaching staff. More than 380 monoblocks are equipped with modern programs such as MS Projects, Auto Cad, ElectronicsWorkbench, Python, and 1C, and are fitted with their own webcams. Annual maintenance of computer and office equipment is carried out, and Internet access is provided to every student, teacher, and university staff member throughout the campus using wireless network technology of the AC WiFi standard.

The university library collection is developed based on the curricula of all educational programs, department work plans by discipline, lists of recommended educational literature, and topics of university research. The total library collection is 30,466 titles, 400,293 copies. The collection is continuously updated according to orders from departments. Each academic year, a map of the educational and methodological provision of disciplines is drawn up in agreement with the library. This map considers the quantity, compliance with the standard program and syllabus, and the novelty of the required literature. The library allocates funds annually to update its collection.

Curators at Yessenov University play a crucial role in cultivating a conscious attitude among students towards their studies, observing internal university discipline, and monitoring student participation in sports, environmental, and cultural events. Currently, there are 132 curators working at the university. Students are provided with supervisory hours according to a schedule, allowing for regular check-ins and support from their assigned curators.

In order to improve social conditions, promote a healthy lifestyle and stimulate participation in the educational, research, sports and social life of the university, Yessenov University has developed a Social Package for students, within which social support is provided in various areas, so students can Benefit when paying for tuition, Benefit for payment for accommodation in a hostel and they can receive a one-time cash bonus for showing high performances in sports, research, educational or social activities.

Thus, within the framework of the Social package for the period 2018-2022, social support was provided to 959 students, of which more than 700 were provided within the framework of “My choice - Yessenov University”. In addition, students are provided with: free pre-hospital medical care, free medical care in a city medical institution as part of a contract for the provision of services.

In order to assist in the employment of graduates, the university annually holds various events, such as the “Job Fair” (the applicant is given the opportunity to communicate with representatives of many promising companies and ask questions, leave your resume, undergo an interview and even immediately receive an invitation to work), round tables with employers, trainings and master classes on effective employment.

The university interacts with local authorities, including territorial bodies of the state employment service. In order to increase the efficiency of employment, graduate students are sent for pre-graduation practice in those organizations where they are expected to be employed in accordance with the concluded agreements of some educational programmes.

Moreover, the Yessenov mobile application has been introduced in Mobile running Android and IOS. This application provides a wide range of functionality that allows you to easily and conveniently use the various services available within the university. For example, the Yessenov application Mobile allows students to submit requests for various services, such as receiving an official transcript or transcript. With this feature, students can greatly simplify the process of obtaining the necessary documents.

Students of Yessenov University study within the framework of academic mobility based on agreements and memorandums of mutual cooperation with foreign and Kazakhstan higher education institutions.

As part of inclusive education, the university has organized ramps for people with limited mobility; entrances equipped with special railings; toilets equipped for the disabled, special parking lots, the ability to expand doorways, tactile guide strips, non-slip coating.

## 6.2 Assessment

The basic and necessary resources for a successful implementation of the study programmes under consideration are given. The equipment of the library could not be examined in detail, but staff and students do have access to relevant online resources and literature databases – partly in cooperation with electronic databases of Al-Farabi university in Almaty. There are five reading rooms, available to students. There are services available for students for various aspects of student life (including a service for students in psychologically difficult situations, or a service helping students with housing issues). Free Wi-Fi is available on the campus for staff and students. Student support is also organized through student clubs / student union. A system of discounts for economically weak students or high performing students is in place.

## 6.3 Conclusion

The criterion is **fulfilled**.

## 7 ESG Standard 1.7: Information management

<b>Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.</b>
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### 7.1 Implementation

The university conducts an annual internal audit to assess compliance with the ISO 9001:2015 Quality Management System according to the approved audit schedule of the university's structural units for the academic year. During the academic year 2022-2023, the audit was conducted by trained internal auditors from among the administrative staff and employees. For instance, as of today, 45 departments have been covered. All audit-related information is analyzed by the Quality Assurance Office and the lead auditors.

Additionally, information on the achievement of the university's Quality Objectives is collected annually from structural departments. At the end of the academic year, a "Analysis of the Quality Management System by the Management" is developed, which is presented at the University Senate and approved. Significant efforts are made to analyze the employment status of graduates from previous years. There is a database of alumni maintained for this purpose. Quarterly, the Career Office compiles information on the employment status of graduates. Requests for certificates from the Population Service Center regarding pension contributions are made. Then, the percentage of graduates employed by the university is calculated to identify the reasons for unemployment. Additionally, confirmation certificates are collected from the workplaces of graduates who were educated under the State Order (funded by the state) since these graduates are required to fulfill mandatory work obligations.

Every year, a survey is conducted among students using Google Forms. Subsequently, the data is exported into an Excel spreadsheet and analyzed by the Quality Assurance Office. For example, based on the survey results in the 2021-2022 academic year (with the participation of 2054 students), regarding the question "Rate your overall satisfaction with the educational program," satisfaction was at 70.4%, while for the question "Are you satisfied with the evaluation by the teachers during classes?" the satisfaction rate was 73.3%. This analysis was presented at the Academic Council (the collegial body of the university) and further disseminated to the faculties for follow-up actions. In the current academic year, a survey was also conducted via Google Form among 3791 students. For example, regarding the question "Is there enough literature in the library collection for your educational program?" – 85.7% of respondents answered positively. Additionally, regarding the question "Evaluate the teaching methods used by teachers in classes (brainstorming, business games, discussions, etc.)" – 56% responded positively. Additionally, at the end of the academic year, all structural units compile reports on the work done according to the approved plan. These reports are then submitted to the supervising vice-presidents, who report to the University Academic Council on their respective areas of responsibility.

To effectively shape a strong brand and improve the quality of education, the Center for Public Opinion Research conducts an annual comprehensive sociological study titled "The Brand Index and Happiness Index in the Context of Yessenov University". This task is also outlined in the strategic development plan of Yessenov University for the period 2020-2025. The aim of the research is to assess the status of key indicators of the university's image, such as the "brand index" and "happiness index" of Yessenov University, and to identify the optimal set of tools for the effective development of the university's brand.

The research includes participants from various groups: graduating students of secondary schools in the Mangistau region, YU students, teaching staff and YU employees, YU graduates, parents of YU students, representatives of YU partner organizations, representatives of NGOs, business structures and government agencies, the general population of the Mangistau region. The objectives of the research are as follows: determine general ideas about the YU brand, determine the motivation for choosing YU for training and cooperation, study the level of satisfaction with YU's educational and partnership programs, determine the level of the university's provision of well-being for teaching staff and students.

The Research goals are to understand perceptions of the YU brand, identify reasons for choosing YU for education and collaboration, evaluate satisfaction with YU's educational and partnership programs, assess the university's efforts to promote well-being for faculty and students. The study employs both qualitative and quantitative methods such as questionnaires, focus groups, and in-depth interviews to gather empirical data.



## 7.2 Assessment

The Yessenov University presented information on the Information management system in the context of the study programmes undergoing accreditation. Among other things, information was provided on the profile of the student body, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources, available student support, and career paths of graduates.

The information on graduates and their employment is systematically collected.

The university maintains a permanent statistical record of the progress of students in the offered study programmes.

Information about study programmes is carried out based on collection, analysis, and use of relevant information. The collected data are used to summarise the results and the effectiveness of the study programmes. During the conversation with students, it was noted that students actively use the Canvas platform in their educational activities on a regular basis. The positive highlight is that the university uses a system that allows to collect data, monitor, and manage information about the achievements of students, among other applications

## 7.3 Conclusion

The criterion is **fulfilled**.

## 8 ESG Standard 1.8: Public information

<b>Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.</b>
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### 8.1 Implementation

In line with Yessenov University's strategic goals, the Office of Marketing and Communications shapes public perception of events and news, communicates the university's mission and vision, and fosters connections with the media and civil society to exchange expert opinions on regional issues and highlight faculty activities. The office collaborates with the media, manages the university's news page and social media accounts, handles internal and external communications, organizes university events, and maintains photo and video archives.

The university management aims to enhance its reputation among applicants, students, employees, and other universities at regional and national levels, thereby increasing the value of the Yessenov University brand.



## 8.2 Assessment

The official website of YU serves as the main source of the basic information about the history of creation and study process relevant details of the university. The university website has a designated section for applicants with the details outlining the functions of the admissions committee with working hours and contact details which is available on the landing page of the website. The rules for admission to YU are reflected on the Applicant tab, where a list of educational programmes is listed. The dissemination of information about the university is also carried out through its social media pages and accounts on the following platforms: Facebook, Instagram, VKontakte, and YouTube. In the discussion round with students, it was confirmed that all the necessary information is available on the university website without additional registration, and they also used the services of the admission centre. Information about admission criteria, learning outcomes, qualification awarded, teaching, learning, assessment procedures, pass rates, learning opportunities, and graduate employment information are provided on the official website of the university.

For optimisation purposes, it is necessary to supplement it with additional up-to-date information on specific programmes-related essential details in all three levels of training (Bachelor, Master, PhD) for all study programmes, including updated curricula, annual reports on the activities of the department, activities of clubs, programmes of the final state examinations, activities of the department (news, announcement of upcoming events, etc.). In this context, it is essential to create conditions and review mechanisms for keeping all the key data regularly updated, with indispensable points made available in all three languages in order to provide all internal and external stakeholders with current information on the key aspects of the applicant, student, and alumni life cycles.

## 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

The university operates a system for monitoring and periodically reviewing educational programs to ensure their quality. Academic committees for groups of educational programs have been formed at the faculties to develop and improve educational programs. These committees include representatives from employers, students, and the faculty. Each year, faculties hold

meetings with employers to update learning outcomes and the list of disciplines based on changes in labor market conditions, ensuring that learning outcomes align with employer requirements. All updated programs undergo external and internal reviews, with experts from the Bologna Process Center evaluating programs when more than 50% of learning outcomes and disciplines are updated. Annual student satisfaction surveys are conducted regarding educational programs, teaching methods, and assessment. Based on these surveys, adjustments are made to the mechanisms of implementing educational programs. A working group has been established in the university to improve teaching quality through the implementation of new teaching methods, such as Lesson Study, based on research conducted during lessons. Information on the update of educational programs for 3rd cluster is based on labor market analysis, stakeholder recommendations, Atameken experts' input, and professional standards.

The project "Atlas of new professions and competencies of the Mangistau region" is a project called "Atlas of New Professions and Competencies of the Mangystau Region," aimed at forecasting and studying professional directions that contribute to the region's development. The atlas was developed to provide high school graduates, youth, and professionals with information about the most promising professions that will be in demand in the near future. As part of the project, Foresight sessions were conducted for three areas: oil and gas industry, tourism, and education and pedagogy, with the participation of 79 representatives from these sectors. During the Foresight sessions, regional trends in professional development were analyzed, taking into account the potential influence of global trends. As a result, the Atlas includes 39 new professions, offering new opportunities for employment and career development in the Mangystau region.

The Quality Assurance Office coordinates the submission of annual post-accreditation monitoring reports to the Accreditation Agencies. Post-accreditation monitoring is carried out to monitor the implementation of the recommendations of an external expert commission of accredited educational programs in accordance with the criteria and standards of specialized accreditation. Monitoring is also carried out to prepare for new accreditation of those educational programs whose accreditation period is expiring.

## **9.2 Assessment**

The university has established mechanisms for ensuring programme quality and continuous improvement. The institution's commitment to regular review and adjustment of educational programmes is commendable, with academic committees actively involved in program development and enhancement. These committees, comprising representatives from employers, students, and faculty, contribute to ensuring that programs align with evolving labor market demands and stakeholder expectations.

One particularly initiative is the "Atlas of New Professions and Competencies of the Mangystau Region," which forecasts and studies emerging professional directions vital for regional development. This project facilitates informed decision-making for high school graduates, youth, and professionals by identifying promising professions and career opportunities. Moreover, the institution's coordination of annual post-accreditation monitoring reports demonstrates a proactive approach to implementing recommendations and preparing for new accreditations.

However, there are areas for improvement. While the institution actively engages in student satisfaction surveys and other feedback mechanisms, there's a need for better standardization of evaluations and feedback culture. Clear communication of quality management measures to all stakeholders, both within the university and beyond, is essential for fostering transparency and accountability in program review processes.

In terms of program development, it's essential to consider the latest research in the discipline, societal needs, student workload, assessment effectiveness, and overall learning environment. Enhancing student and stakeholder participation in program design measures can further strengthen the relevance and effectiveness of educational offerings.

Overall, the institution's proactive approach to program monitoring and review is commendable, but there's room for optimization in standardizing evaluations, enhancing communication, and further engaging stakeholders in the process. As the institution prepares for re-accreditation, continuous enhancement in line with assessed standards will be crucial for maintaining program quality and relevance.

Recommendations:

- Evaluations should be further standardized and the results of the evaluations should be regularly communicated.
- Students and other stakeholders should be more engaged in the programme design.

### 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 University periodically undergoes external quality assessment: institutional accreditation, specialized accreditation of educational programs, the annual Atameken rating (independent

assessment of educational programs by the National Chamber of Entrepreneurs of the Republic of Kazakhstan and the Ministry of Science and Education of the Republic of Kazakhstan), as well as participation in the National ranking among Universities of the Republic of Kazakhstan. In addition, the university annually undergoes external control for compliance with the International Standard ISO 9001:2015.

Yessenov University has passed institutional accreditation at the Institute for Accreditation, Certification and Quality Assurance ACQUIN (Germany).

The study programmes are accredited by ACQUIN, IQAA (Independent Agency for Quality Assurance in Education) and KAZSEE (Kazakhstan Association of Engineering Education).

The university annually takes part in the Atameken ranking . When compiling this Rating, the National Chamber of Entrepreneurs Atameken and the Ministry of Science and Higher Education were faced with the task of obtaining a convenient tool with which applicants and parents can choose the best educational institution for admission among the entire variety of universities in the country, based on such parameters as the level of employment, average the graduate's salary in the first year, expert assessment of educational programs and, of course, the quality of education.

## 10.2 Assessment

The Yessenov University has regularly participated in external quality assurance processes.

The international accreditation of YU as an institution and its degree programs has helped to improve the quality of the curricula and module descriptions and to further expand internationality. YU carefully considers the results of external audits The recommendations of the expert group have been incorporated into the development plans of the degree programs.

Hence, it can be said that external accreditation procedures are held regularly. At the same time, preparation and improvements at the university are a continuous commitment as many of them can be done prior to or in-between the accreditation initiations, as there are specific recommendations and opportunities for constant improvements available; both in the medium and long term, the associated endeavours at the department levels can be planned and implemented in a way that goes beyond the specified baselines.

## 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 State and local government (Bachelor), State and local government (Master), Business administration (MBA), Business administration (EMBA), Tourism (Bachelor), Restaurant and hotel business (Bachelor), Financial management (Master), PhD Economics, International relations of the Caspian states (Bachelor), Transport business and logistics (Bachelor) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), the Salzburg Recommendations (applicable for doctorate programmes), and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled.

[The expert group concludes that the **Salzburg Recommendations** 1 (Research as the basis and the difference), 2 (Critical mass and critical diversity), 3 (Recruitment, admission and status), 4 (Supervision), 5 (Outcomes), 6 (Career development), 7 (Credits), 8 (Quality and accountability), 9 (Internationalisation), 10 (Funding) 11 (Autonomy), 12 (Legal framework) and 13 (Intersectoral collaboration) are fulfilled.]

The assessment criteria are as follows:

**Standard 1.1 Policy for quality assurance:** Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

For PhD programmes additionally apply

- Salzburg Recommendation 8: Quality and accountability
- Salzburg Recommendation 12: Legal framework
- Salzburg Recommendation 13: Intersectoral collaboration

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.

For PhD programmes additionally apply

- Salzburg Recommendation 11: Autonomy
- Salzburg Recommendation 1: Research as the basis and the difference
- Salzburg Recommendation 2: Critical mass and critical diversity
- Salzburg Recommendation 5: Outcomes
- Salzburg Recommendation 7: Credits
- Salzburg Recommendation 9: Internationalisation
- Salzburg Recommendation 6: Career development

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.

For PhD programmes additionally apply

- Salzburg Recommendation 4: Supervision

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.

For PhD programmes additionally apply

- Salzburg Recommendation 3: Recruitment, recognition, and certification

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.

For PhD programmes additionally apply

- Salzburg Recommendation 10: Funding

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**.

**National criteria:** if applicable, national criteria are integrated in the ESG standards or listed separately.

The peer-review experts note that the recommendations from the previous accreditation procedure have been adequately taken into account.

## 2 Accreditation Recommendation

The peer-review experts recommend unconditional accreditation of State and local government (Bachelor), State and local government (Master) , Business administration (MBA), Business administration (EMBA), Tourism (Bachelor), Restaurant and hotel business (Bachelor), Financial management (Master), PhD Economics, International relations of the Caspian states (Bachelor), Transport business and logistics (Bachelor).

### **Unconditional accreditation: Compliance with the standards**

The institutional structures and performance fulfil all criteria. In case of substantial compliance, the experts may express recommendations for further improvement. These recommendations may be taken into account by the HEI with regard to the further improvement of quality.

### **Accreditation with conditions: Partial compliance with the standards**

The institutional structures and performance do not completely fulfil at least one criterion. Certain aspects must be revised to ensure compliance with the standards. Unfulfilled criteria are likely to be met and must be fulfilled within the specified time period. As soon as condition(s) are fulfilled, the accreditation is granted for the complete accreditation period.

### **Refusal of accreditation: Non-compliance regarding one or more standards**

The institutional structures and performance do not fulfil one or more standards. Major deficiencies and weaknesses are so significant that they are unlikely to be rectifiable within a reasonable period of time. In this case, the Accreditation Commission refuses the accreditation.

The HEI can suspend the procedure in order to extend the timeframe for rectifying the major deficiencies.

The peer group **proposes the following accreditation:**

- Accreditation without conditions

The peer-review experts recommend the following **recommendations:**

#### **General recommendations**

- Evaluations should be further standardized and the results of the evaluations should be regularly communicated.
- Students and other stakeholders should be more engaged in the programme design.

#### **Recommendations for study programme „State and local government“ (Bachelor)**



- The curriculum should be better aligned with international trends in public administration.
- The curriculum and faculty expertise should be better aligned.

#### **Recommendations for study programme „State and local government“ (Master)**

- Projects or term papers should be included as part of the assessment.
- The curriculum should be more aligned with the international or global standards in the masters in public administration programmes.
- The structure of the thesis component should be clearly structured and explicit standards for evaluating thesis should be defined.
- Academic expertise, teaching and research should be better aligned.

#### **Recommendation for study programme „Business Administration“ (MBA/EMBA)**

- The workload throughout the study period should be evenly distributed.

#### **Recommendation for study programme „Economics“ (PhD)**

- The workload throughout the study period should be evenly distributed.

#### **Recommendations for study programme „Tourism “ (Bachelor)**

- The structure of the programme should be more clear and better aligned to the intended learning outcomes.
- A predefined combination of electives should be introduced into the study programme.

#### **Recommendations for study programme „Restaurant and Hotel Business“ (Bachelor)**

- The university should consider decreasing dependence on local partners with regards to resources and infrastructure.
- Training on common digital service software in terms of reservation, booking or operations software should be further developed.

#### **Recommendations study programmes „Tourism“ (Bachelor) and „Restaurant and Hotel Business“ (Bachelor)**

- Further internationalization of both study programmes should be intensified. An increase in international lecturers in teaching should be considered.

## **V Decisions of the Accreditation Commission of ACQUIN**

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN decided on the 12 September 2024:

### **General recommendations for all study programmes:**

- Evaluations should be further standardized and the results of the evaluations should be regularly communicated.
- Students and other stakeholders should be more engaged in the programme design.

### **State and local government (Bachelor):**

**The study programme “State and local government” (Bachelor) is accredited without any conditions.**

**The accreditation is valid until 30 September 2032.**

The following recommendations are given for the further development of the study programme:

- The curriculum should be better aligned with international trends in public administration.
- The curriculum and faculty expertise should be better aligned.

### **State and local government (Master):**

**The study programme “State and local government” (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:

- Projects or term papers should be included as part of the assessment.
- The curriculum should be more aligned with the international or global standards in the masters in public administration programmes.
- The structure of the thesis component should be clearly structured and explicit standards for evaluating thesis should be defined.
- Academic expertise, teaching and research should be better aligned.

### **Business administration (MBA):**

**The study programme “Business administration” (MBA) is accredited without any conditions.**

**The accreditation is valid until 30 September 2030.**

The following recommendations are given for the further development of the study programme:

- The workload throughout the study period should be evenly distributed.

**Business administration (EMBA):**

**The study programme “Business administration” (EMBA) is accredited without any conditions.**

**The accreditation is valid until 30 September 2030.**

The following recommendations are given for the further development of the study programme:

- The workload throughout the study period should be evenly distributed.

**Tourism (Bachelor):**

**The study programme “Tourism” (Bachelor) is accredited without any conditions.**

**The accreditation is valid until 30 September 2031.**

The following recommendations are given for the further development of the study programme:

- The structure of the programme should be more clear and better aligned to the intended learning outcomes.
- A predefined combination of electives should be introduced into the study programme.
- Further internationalization of both study programmes should be intensified. An increase in international lecturers in teaching should be considered.

**Restaurant and hotel business (Bachelor):**

**The study programme “Restaurant and hotel business” (Bachelor) is accredited without any conditions.**

**The accreditation is valid until 30 September 2030.**

The following recommendations are given for the further development of the study programme:

- The university should consider decreasing dependence on local partners with regards to resources and infrastructure.
- Training on common digital service software in terms of reservation, booking or operations software should be further developed.
- Further internationalization of both study programmes should be intensified. An increase in international lecturers in teaching should be considered.

**Financial management (Master):**

**The study programme “Financial management” (Master) is accredited without any conditions.**

**The accreditation is valid until 30 September 2030.**

**Economics (PhD):**

The study programme “Economics” (PhD) is accredited without any conditions.

The accreditation is valid until 30 September 2030.

The following recommendations are given for the further development of the study programme:

- The workload throughout the study period should be evenly distributed.

**International relations of the Caspian states (Bachelor):**

The study programme “International relations of the Caspian states” (Bachelor) is accredited without any conditions.

The accreditation is valid until 30 September 2030.

**Transport business and logistics (Bachelor):**

The study programme “Transport business and logistics” (Bachelor) is accredited without any conditions.

The accreditation is valid until 30 September 2030.