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BAYREUTH, 06 JUNE 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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ИНСТИТУТ АККРЕДИТАЦИИ, СЕРТИФИКАЦИИ
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ACQUIN

ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ИНСТИТУЦИОНАЛЬНАЯ АККРЕДИТАЦИЯ

**ЦЕНТРАЛЬНО-КАЗАХСТАНСКАЯ АКАДЕМИЯ
Г. КАРАГАНДА**

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 30 СЕНТЯБРЯ 2029.

БАЙРОЙТ, 6 Июня 2024

S. Kempgen

ПРОФЕССОР, ДР. СЕБАСТЬЯН КЕМПГЕН
ПРЕДСЕДАТЕЛЬ АККРЕДИТАЦИОННОЙ КОМИССИИ

N. 31400016-240118-0

Зарегистрированное общество ACQUIN внесено в Европейский Регистр EQAR (апрель 2009 года) и
в Национальный реестр аккредитационных агентств Республики Казахстан (июнь 2012 года)

Accreditation Report

Institutional Accreditation of **Central Kazakhstan Academy**

I Procedure

Date of contract: 01 January 2023

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

Date of site visit: 22nd-26th April 2024

Attendance by ACQUIN office: Dr. Jasmine Rudolph, Dr. Michael Mayer, Giorina Maratsi

Accreditation decision: 06 June 2024

Peer review experts:

- **Prof. Dr. Christina Zitzmann**, Technical University of Applied Sciences Nuremberg Georg Simon Ohm, Vice President for Education, Germany
- **Prof. Dr. Theodoros Xanthos**, Vice Rector of International Affairs & Extroversion Professor Physiology/Pathophysiology School of Health Sciences University of West Attica, Greece
- **Dr. Marina Skiba**, Rector Finance Academy under President of the Republic of Kazakhstan
- **Dr. Kassenov Khanat**, Director of Department of Quality Assurance, Astana IT University (AITU), Republic of Kazakhstan
- **Dr. Christin Brings**, Consultant of Education, Science, and Humanities, VDI/VDE Innovation + Technology GmbH, Germany
- **Mr. Christopher Bohlens**, Student of Economics with a minor in Political Science, Leuphana University of Lüneburg as well as Law, LLB, Distance Learning University Ha-gen

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, the board of trustees, representatives of the holding company, deans, heads of study programmes, 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. Further, the assessment considers criteria for the institutional accreditation of non-state higher education institution of the German Council of Science and Humanities (WR) (“Guidelines for the accreditation of non-state higher education institutions” Section B.IV). At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are considered.

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II Introduction

The experts would like to thank the representatives of the HEI as well as students who 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, board of trustees, representatives of the holding company, deans, head of study programmes, study programme 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 the institutional accreditation of non-state higher education institution of the German Council of Science and Humanities (WR) ("Guidelines for the accreditation of non-state higher education institutions" Section B.IV). In addition, the respective country-specific criteria and standards are considered.

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 WR criteria, 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 institution.

1 The Higher Education System in Kazakhstan

Higher education is acquired by citizens who have general secondary or technical and vocational, or post-secondary education. A citizen has the right to receive free higher education on a competitive basis.

Training in educational programmes of higher education is performed in the forms of full-time, distance learning and (or) external studies. Admission of students to the bachelor's degree educational programmes is regulated by the Model Rules in force in the Republic of Kazakhstan. An applicant with secondary education takes the Unified National Test. The passing score for admission to bachelor's degree educational programmes (the duration of study is 4 years) is established by the relevant ministry. The points scored by the applicant are recorded in state-issued certificates and are issued to the applicant on the day of testing. College graduates with

specialised secondary education in related fields undergo an interview, based on the results of which a decision is made on enrollment in an educational programme (with the duration of study of 3 years). Applicants for a second higher education (the course of study is 2 years) undergo an interview, based on the results of which a decision is made on admission to the educational programme. Admission of foreign citizens to study is performed based on an interview. The main types of organisations of higher and (or) postgraduate education are national research universities, national institutions of higher and (or) postgraduate education, research universities, universities, academies, institutes and equivalent ones (conservatories, higher schools). A student who has passed the final certification for mastering an educational programme of higher education (180-240 ECTS) is awarded a bachelor's degree or a specialist qualification.

Accreditation of educational organisations is carried out on a voluntary basis. Educational organisations undergo institutional and specialised accreditation in accreditation bodies recognised by the Ministry of Science and Higher Education of the Republic of Kazakhstan. The Ministry of Science and Higher Education of the Republic of Kazakhstan maintains a register of recognised accreditation bodies, accredited educational organisations and educational programmes.

2 Short profile of HEI & Results of previous accreditation

History and profile of the HEI (descriptive), number of departments / faculties, professors, students, financial resources; general objectives of the HEI and faculty; embedding the course into the HEI

The Central Kazakhstan Academy (hereinafter referred to as the Academy) operates based on a perpetual license to conduct educational activities issued by the Committee for Control in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan. The main provision of the Academy is the charter, which defines the goals of the activities and the organisational and legal form of the Academy. There are 4 faculties of the Academy (Legal, Finance and Economics, Foreign Philology and Translation Studies, Psychology and Social Work), which include 7 departments implementing 11 bachelor's degree educational programmes like Law and management, Judicial and prosecutorial activities, Law and business, Financial law, Jurisprudence, Economics, Accounting and auditing, Social work, Psychology, Foreign philology, Translation and 5 master's degree programmes like Jurisprudence, Economics, Master of Business Administration, Philology and Foreign philology.

The Central Kazakhstan Academy was organised in 2012 by merging the Law Academy “Themis”, the Central Kazakhstan University “MGTI-Lingua”, and the Modern Humanitarian Technical Institute.

At the time of its foundation, the importance of the institution in the educational, economic, and social spheres of the region was determined. This is reflected in the mission of the Central Kazakhstan Academy: *“Providing accessible, high-quality, decent education aimed at the highest level of individual and professional development, through a technologically organised process of training specialists in demand in production, science and the business environment”*. This corresponds to the resources of the Academy: the educational environment, the scientific, information and personnel potential, the infrastructure of the Academy provide the educational process for 1956 students. The educational process is carried out based on a two-level education model by qualified teachers who have scientific and academic degrees. Every year, the ranking of the Academy teachers is carried out, where those who score the most points in all the areas of work are rewarded with a bonus; those with the lowest results receive a warning.

The Central Kazakhstan Academy is included in the transparency register of the European Union. Among 500,000 enterprises, the Academy received gold for the “Reliable Taxpayer” indicator, and silver for the “Contribution to the State Budget” indicator. The focus on “Standards and recommendations for quality assurance in the European Higher Education Area (ESG)” is a strategic priority for the development of the Central Kazakhstan Academy. This is facilitated by the established system of two-level education, introducing educational innovations, ensuring the balanced development of all educational programmes, and technological equipment of the educational process. The functioning credit and modular technologies, components of dual, distance and multilingual education, within the framework of a competency-based approach, ensure the effective implementation of educational programmes. The desire to train specialists in demand in the labour market, with creative thinking in accordance with the interests and needs of the individual, society and the state determines the development priorities of the Academy.

Standards and guidelines for ensuring the quality of higher education in the European Higher Education Area (ESG) and the National Qualifications Framework determined the desire of the Central Kazakhstan Academy to integrate into the international educational process, to promote fully the innovative development of the fields of activity, and to ensure that graduates pass an independent assessment of their qualifications in the employer community. The social orientation of the policy of the Central Kazakhstan Academy and the provision of high-quality, accessible and decent education ensures stable enrollment dynamics. The practice of involving external stakeholders in the development and implementation of educational programmes has a positive effect, which is confirmed by the satisfaction of employers with the quality of

training of the Academy graduates. The design of educational services is carried out based on the organisation's standard.

The Academy is accredited as a subject of scientific activity. Educational, scientific and creative potential allows the Academy setting and solving current problems that reflect the modern requirements of higher education, defined by the provisions of the Bologna process: Improving the quality of educational activities based on meeting the requirements of international and national standards; internationalization of the educational process; introduction of a dual education system and ensuring academic mobility; application of an effective management system, providing for a clear delineation of powers and responsibilities of personnel, providing the team with the resources necessary for activities; integration of educational and scientific activities, commercialization of the results of the Academy's research activities. To fulfill these tasks, the Academy concludes agreements on cooperation in the field of science and educational activities. As part of such cooperation, teachers and students improve their skills, publish scientific papers, participate in international conferences, webinars, and virtual academic exchange programmes. The Central Kazakhstan Academy is an active promoter of the mission of the International Club of Rectors (CRE), which is to consolidate the efforts of the world scientific community to develop the provisions of the Bologna process.

Results of previous accreditation

The Central Kazakhstan Academy was accredited institutionally by ACQUIN for the first time in 2016. The following recommendations were made for the further development of the CKA:

- The Academy should develop a profile that improves its competitiveness compared to other universities in the region. To this end, the unifying elements of the faculties should be emphasised and a joint strategy developed.
- The Academy is recommended to offer continuing education programmes beyond the degree programmes, provided that legal possibilities exist for this.
- The Academy should improve the opportunities for all teaching staff to carry out research. In particular, research at the university should be promoted through time and financial resources.
- The Academy should take appropriate measures to promote student mobility abroad.
- The Academy should work towards developing an organisational culture that includes dealing with internal conflicts in particular. Differences between the faculties should be used as a starting point for constructive further development of the university.

The peer-review experts assess the quality of the institution and compliance with the ESG standards and the criteria of WR as well as with the national standards. The report must document the assessment of each field of examination which are clustered in the following chapters.

3 Institutional Profile and Strategy: Strategic Planning, Mission and Vision

The HEI has a clear mission statement in which the institutional profile, strategy, and objectives of the HEI are defined. The mission is consistent and complies with international standards. Academic bodies have adopted the mission, which is publicly available. The HEI has adequate resources to fulfil its mission and strategic planning [Examination Area 1].

Implementation

The mission of the Central Kazakhstan Academy is described as follows: “Providing accessible, high-quality, decent education aimed at the highest level of individual and professional development through a technologically organised process of training specialists in demand in production, science and business environment”. Based on this, the Academy has set the main goal: “Training highly professional specialists of a new formation with an innovative and creative type of thinking, in accordance with the interests and needs of the individual, society and the state”.

The Academy trains specialists in higher and postgraduate education programmes in the areas of priority for Central Kazakhstan. The activities of the Academy are aimed at providing high-quality educational services in accordance with state standards and regulatory requirements, considering the personnel needs of the region. The Academy strives to continuously improve its performance by implementing provisions of the national model of higher education, considering the “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)”. The management ensures the dynamic development of educational programmes based on the principles of initiative and responsibility, searching for ways to improve the system, providing the necessary resources and forming the conditions for professional growth and social protection of employees.

The educational, scientific, cultural, and informational, material, technical and personnel potential characterises the Academy as a modern education institution that provides high quality

education, preserves the classical traditions of higher education and innovative technologies. The mission, goals and objectives correspond to the priorities of the national and European education systems, which is expressed in the desire to actively integrate into the international educational process. At the present stage of state-legal and socio-economic development of the country and region, the scope of activity of the educational programmes graduates has expanded due to the increased activity of the Republic of Kazakhstan in international processes, modernization of the economy, legislation, and social sphere. These factors have increased the need for qualified specialists in the fields of law, economics and business, social sciences, and humanities. Our graduates are in demand in government agencies, social institutions, private organisations and enterprises. Implementation of bachelor's and master's educational programmes is determined by the mission of the Central Kazakhstan Academy and the focus on the effective use of the existing intellectual and resource potential in training a new generation of competitive specialists that can solve problems of a socio-economic, legal, psychological, philological, information and technological nature and undergoing independent assessment qualifications in the employer community. The Academy's activities are aimed at training competitive specialists of a new generation with creative thinking, fundamental knowledge, innovative approaches, and research skills needed for professional activities, in accordance with the stated mission.

During its activities, the Academy strives to achieve the four goals of higher education defined by the Council of Europe: determining the structure of systems for ensuring the quality of education; ensuring and improving the quality of higher education; maintaining mutual trust and providing information of the quality assurance in the European Higher Education Area. In the context of the practical implementation of the main parameters of the Bologna process, the urgent task of the Academy is the implementation of educational programmes based on the competency model in accordance with the Dublin descriptors. The target group of students in the bachelor's degree educational program is formed from among high school graduates, college graduates, and applicants for a second higher education. Master's degree applicants are holders of higher education in the relevant profile. Achieving the goals of the programme requires specialists who combine high professional and personal qualities. The content of educational programmes is determined by the National Qualifications Framework, in accordance with which working curricula, modular catalogs of educational programmes, educational and methodological complexes, practice programmes, academic calendars, and class schedules are developed. The mission of the Academy involves training specialists in demand in production, science, and business environment.

Assessment

A cornerstone of the Academy's identity is its vision statement, which articulates its primary mission focused on education. This mission, readily accessible to the public, underscores the Academy's commitment to excellence in teaching and quality assurance. Indeed, the Academy's primary objective is to deliver top-notch education that caters to the demands of the local market - a model that has proven successful over the years.

While the mission statement effectively outlines the Academy's dedication to teaching, it falls short of encapsulating its recent accomplishments, notably its government-recognised capacity for research. The Academy acknowledges the importance of research in higher education and is taking initial steps to integrate it into its activities. While traditionally viewing itself primarily as a teaching institution, the Academy recognises the essential role of research in the broader academic landscape. Despite the absence of immediate governmental support, the Academy is commendable for its achievements thus far. Nonetheless, it acknowledges the need to revise its mission statement to reflect both its internationalisation efforts and its burgeoning research agenda. The Academy's strategic objectives are clearly defined, particularly in the realms of teaching and research, and are meticulously documented within its quality assurance framework. These objectives align closely with the institution's current mission, and the Academy diligently monitors progress through specific and measurable quality assurance procedures.

In summary, while the Academy has made commendable strides in fulfilling its mission, it recognises the imperative of adapting to evolving educational landscapes, particularly by incorporating research and internationalisation initiatives into its strategic framework. Through collaborative efforts and strategic planning, the Academy remains poised to uphold its commitment to academic excellence and innovation.

The expert group suggests the following recommendations:

- The Academy should revise the mission statement, since this was developed 25 years ago by involving all stakeholders (including, faculty, students, external advisors and students).
- The Academy should define a clear research strategy and should encourage a culture of achievement for all faculty to increase research production.
- The Academy should define a clear internationalisation strategy by identifying key strategic partnerships with targeted countries.
- The Academy should predefine a proportion of its income for the development of the current and future courses.

Conclusion

The criterion is **fulfilled**.

4 Governance, Organisation and Administration

Responsibilities, decision-making processes, and decision-making competencies are clearly defined and integrated into statutes. Organisation and management structures are adequate to the tasks and objectives of the institution and assure freedom in teaching and learning [Examination Area 2].

Implementation

The Central Kazakhstan Academy has a management system that includes a certified quality management system in accordance with the international standards. Many members of administration board and teaching staff completed studying the “Requirements of the international standard ISO 9001:2015 “Quality Management System” at the Republican Center of Training and Consulting” (Astana). All the activity processes are regulated, the teaching staff and administrative staff of the Academy contribute to the methodological support of the educational process, all the materials are posted in the automated information network “Electronic Academy”, on the Academy’s website and distributed on paper to structural divisions.

The activities are organised based on the process approach of the quality management system. The content of the processes implemented by the Academy determines the concept of internal management that defines the management structure of the Central Kazakhstan Academy. The management structure is characterised by integrity, clarity, validity and eliminates duplication of functions. The vertical management principle can be traced at all the levels of the organisational structure. The principles of the level hierarchy are implemented in the traditional format: Academic Council - rector - vice-rector - dean - heads of departments – the teaching staff.

The management system is provided with internal regulatory documents, among which are the Quality Guidelines, the Academic Policy, regulations on structural divisions, job descriptions of employees, a number of standards for managing business processes. The activities of collegial and advisory bodies, structural divisions, faculties, and departments are regulated by the relevant regulations describing the purpose, organisational subordination, staffing, and the regulatory framework. At the Academy, the traditional management mechanisms governing employee relations are the Internal Regulations and the Code of Corporate Culture for teachers, employees, and students. The Code of Corporate Culture for teachers, employees and students reflects the requirements of corporate culture, official subordination, work procedures, tolerance, academic integrity, inadmissibility of discrimination and intolerance in any of their manifestations - in relation to students and teachers. The desire to expand the participation of teachers, students, and employees in the management process has made it possible to prac-

tice sociological surveys, the results of which are successfully used in the planning and implementation of measures to improve activities and increase management efficiency. The functional focus determines the content of job descriptions for employees who have specific rights and responsibilities for managing processes and ensuring quality assurance.

The vertical management principle promotes compliance with official subordination, a clear distribution of functional responsibilities, the manifestation of organisational initiative and the adoption of collegial decisions. In addition, this form of management presupposes the presence of feedback between all structural divisions and participants in the processes of the Academy. The highest governing body is the Academic Council. Each faculty has a Faculty Council. Being a collegial governing body, it is empowered to make decisions on all fundamental issues of the life of the faculty and determine its general quality assurance policy. The functioning of the Council is regulated by regulations developed by the faculty staff and approved by the rector. The Council includes members of the dean's office, heads of departments, student representatives, leading teachers, and representatives of structural units involved in the implementation of educational programmes. The Dean's Office, being an administrative governing body, considers current issues of organising educational, scientific and educational processes at the faculty. The dean has the right to petition the Rector of the Academy to appoint a teacher to administrative positions in the faculty. Being the main division of the faculty, the departments ensure the direct implementation of the educational programme. The teaching staff of the departments ensures the quality of teaching disciplines, educational and methodological, scientific and research support of the educational process.

The Academy provides opportunities for students to manage the Academy through the traditional practice of their participation in the work of collegial governing bodies, which are the Academic Council of the Central Kazakhstan Academy, faculty councils, and the Academic Quality Council. The Academy actively contributes to increasing the level of academic activity of students through the Committee on the Youth Affairs, a structural unit that contributes to the implementation of the state youth policy at the Academy. The purpose of the Committee is to promote implementation of the youth policy of the Republic of Kazakhstan and organisation of mass events aimed at developing civic initiative, ideological openness, and creative viability among students. Such activities contribute to the development of scientific and creative activity, academic initiative, and interaction with republican and local public youth associations. Cooperation with independent media provides objective coverage of the quality of educational programmes and forms public opinion about the role of students in organising the educational process. Students with an active life position, good academic performance, and scientific achievements are representatives of the student body. For example, every year the Academic

Quality Council maintains representation of bachelor and master students of educational programmes.

In the total volume of financial revenues, the largest share is made up of income from paid educational services. The main goal of the financial and economic activities of the Academy is formation and strengthening of the equity capital system. The Academy invests incoming financial resources to support educational programmes in accordance with its strategic goals.

Based on the calculation of the average cost of training per student, the cost of training for bachelor's and master's programmes is calculated. The basis of tuition fees is its cost. It characterizes the current expenses of the Academy for the academic year. The average cost of training for bachelor's educational programmes is 319,000 tenge (705.75 euros) per academic year; for master's degree programmes 369,000 tenge (816.37 euro) per academic year. Assessing the profitability of economic activities, the University concludes that the Academy is self-sufficient. The analysis of financial activities indicates that financial management ensures the management of the financial resources of the Academy through the analysis of cash flows, efficiency and risks of financial investments and the use of appropriate methods. There are no overdue receivables and payables, including wages. Salaries are paid once a month. The Accounting department maintains complete and reliable records of funds received for training. Control over the tuition fees is carried out by the accounting department and the dean's office. The information of student payments is provided monthly to the dean's office. An annual financial report is prepared annually.

The results of financial and economic activities confirm that the financial stability of the Academy is growing every year, which makes it possible to strengthen the material-technical base, to increase wages, as well as to use the other forms of incentives and financial support (bonuses, financial assistance) for teachers, staff, and students.

Assessment

The expert group acknowledges that CKA is following a robust governance and quality management system that is in alignment with internationally recognised standards. CKA management, staff and administration are trained under international ISO quality management systems and follow the principles of integrity, clarity, and validity in the internal governance structure of CKA. The next recertification of the ISO 9001 standard is scheduled for 2025, which will enhance CKA's reputation as a quality higher education institution.

Responsibilities among management, teaching staff and administration are clearly defined and formulated in binding regulatory documents which are in accordance with the objectives of CKA. Teaching staff and administration are sufficiently involved in the decision-making process. External stakeholders play a key role helping define the main labour market requirements.

The architecture of the internal governance system contains clear and concise criteria, and indicators that allow the governance to evaluate and measure the effectiveness of this system. It is notable that a significant portion of the Academy's resources is allocated to salaries and infrastructure, reflecting its commitment to fostering a conducive learning and working environment.

In order to engage more people in the research activities of the Academy, CKA could consider not involving the same people in various committees.

The expert group suggests the below recommendation:

- The Academy should consider the possibility to minimise the use of the same people in various committees to provide more time for these key people to involve more in research and internationalisation.

Conclusion

The criterion is **fulfilled**.

5 Teaching and Learning

Objectives and content of study programmes are in accordance with the HEI's mission and strategy. Study programmes have an adequate academic standard, are well structured and have an adequate workload. They comply with national legal regulations. The processes of creating and implementing as well as revision of study programmes are clearly defined. The HEI offers professional support services for students. Support services have adequate staff [Examination Area 4, ESG Standard 1.2, ESG Standard 1.3, ESG Standard 1.4].

Implementation

In the process of forming an educational programme, comprehensive scientifically based approaches to planning, provision of teaching materials, and selection of teaching technology are used. This helps maintaining the continuity of the state standard, curriculum, and educational and methodological complexes. The resulting academic integrity of regulatory and educational documents ensures effective management of the mechanism for implementing the curriculum, which has a balanced structure. The structure of the curriculum includes theoretical, practical, research training. Theoretical training is implemented through lectures, seminars and consultations between students and the teacher. Practical training is implemented through educational and industrial practices; students gain research experience while preparing their theses. In the process of obtaining theoretical knowledge, practical and research skills, independent work of students is provided. Studying any discipline, regardless of academic status, is accompanied by current and midterm control that ends with passing an exam and awarding credits. As a result, students' academic progress is measurable.

The learning outcomes of students' training are assessed in the context of a competence-based approach, which forms in students theoretical knowledge and understanding of the academic field, the ability to apply skills in practice, the desire for professional fulfillment and systematic improvement of their qualifications and includes the following competencies: general cultural (universal, supra-subject) competencies are formed in the process of studying the disciplines of general education modules. Familiarisation with the basic scientific and practical provisions in the field of humanities, socio-economic and natural sciences allows you to master a culture of thinking, an integrated approach to the analysis of social situations, carry out self-presentation of the individual, be erudite, master modern information technologies, be able to maintain relationships in the professional community, and be aware of responsibility for professional activities; professional competencies are formed in the process of studying basic and major modules. Studying the disciplines of the modules allows students to develop the following competencies: the desire to work for the benefit of society; knowledge of the requirements of professional ethics and willingness to act in accordance with these requirements; have civil

responsibility and strict adherence to established rules; application of provisions and theories in specific practical situations; understanding the content of the main goals and social significance of one's profession; knowledge of a professional foreign language (English). Students acquire competencies in conducting organisational, technological, production and management, design, research, and educational activities, during which they perform professional functions. The decision to open new educational programmes is made by the Academic Council of the Academy, after which a curriculum is developed, considering the requests of potential employers.

To structure courses and individual disciplines, departments use the analysis of cross-cutting categories and concepts and feedback from consumers (students, graduates, employers). The modular approach is designed to ensure gradual development of the curriculum during training. The academic period (a term lasting 15 weeks) consists of lectures, seminars, independent work of students with a teacher (contact classes), independent extracurricular work of students, and practices. Requirements for the quality of training of highly qualified specialists are increasing every year. In accordance with the State Compulsory Education Standard, graduates must be able to practically implement the acquired knowledge, which is greatly facilitated by undergoing practices, the purpose of which is to consolidate key competencies, to acquire skills and professional experience.

The acquisition by graduates of the volume, level, content of theoretical and empirical knowledge in accordance with the State Compulsory Education Standard and the requirements of employers presupposes the presence of professional knowledge and scientific and theoretical foundations in general educational disciplines; mastering systemic knowledge of an ideological nature, knowledge of legal and ethical standards, basic physical education skills. In turn, the acquired theoretical knowledge allows students to undergo educational, industrial and pre-diploma internships, and prepare for professional activities. The individual plans of master students include teaching and research practice, research (in the "Master of Business Administration" programme, experimental research) work. In general, the training of specialists fully meets the requirements for educational programmes. The accepted assessment of results is of a comprehensive, systemic nature, which makes it possible to ensure compliance with the principles of succession and continuity, customer focus, and transparency. Thus, the monitoring system includes an analysis of the quality of current academic performance, residual knowledge, final certification of students, quality of teaching, satisfaction of students and employers, professional progress of teachers.

The Academy carries out continuous work to improve organisational, managerial, and educational documentation, create an educational and methodological base, improve the qualifications of teaching staff and train educational support staff, strengthen organisational resources,

and monitor implementation and operational efficiency. Thus, appropriate conditions were created for the functioning of modular and credit technologies, which are a prerequisite for the implementation of educational programmes. The Academy's approach to organising the educational process is characterised by the fact that the main types of classes, differing from each other in academic format, orient students towards independent work. In class, a student receives information, necessary explanations, and methodological guidelines for independent mastery of the course sections. Using the allotted time rationally, the teacher provides students with the necessary educational material and methodological developments in the form of syllabuses, educational and methodological materials of the discipline, lecture abstracts, presentations, electronic textbooks, guidelines for independent work and completing assignments.

Theoretical knowledge is obtained through contact classes: lectures, seminars (60%); and independent study both under the guidance of a teacher and independently (40% of the total study time for the entire period of study). Student workload is measured in academic hours. The duration of the academic hour allocated for lectures, seminars, and independent work of students with a teacher is 50 minutes. The ratio of contact (lectures, seminars, independent work under the guidance of a teacher) and extracurricular (independent work of the student) hours of training is 3:1. As a result, the academic load of students is 45 contact and 15 extracurricular hours per week; 67533 contact and 225 extracurricular hours per term. The term includes passing a midterm control and exam in each discipline.

The Central Kazakhstan Academy adopts the European Credit Transfer and Transfer System (ECTS), the key position in achieving transparency in education and recognition of qualifications and periods of study, which are the fundamental principles of the Bologna process. An academic credit within the ECTS framework (30 academic hours) is considered as a unit of measurement of the labour intensity of studying a discipline, both in classes and during independent work. ECTS estimates the total labour intensity of academic work for one academic year at 60 credits (a student gains 30 credits per term). The duration of the academic year is 30 weeks and 6 weeks are allocated for passing exams. In this case, credits are formed in whole units. The labour intensity of term works, theses, the preparation of master's theses, and the completion of all the types of practices are included in the general labour intensity of the discipline.

Thus, in bachelor's educational programmes, a student acquires 240 ECTS credits, in master's educational programmes 120 ECTS credits for the entire period of study. When certifying graduates of educational programmes, the Academy is guided by the provisions of the Center for the Bologna Process and Academic Mobility ENIC-KAZAKHSTAN. Graduates of educational programmes are issued a Diploma Supplement. The design and content of the Diploma Sup-

plement follows the template proposed in the 2018 Paris Communiqué. The application contains information identifying the holder of the qualification and the qualification itself: its level, duration, functions; about the programme and the results obtained; additional information; application certification; information of the national higher education system.

Based on the educational, personal and career needs of students, student support services are organised in the Academy buildings: canteens, medical centers, a gym, outdoor sports grounds, libraries with the Internet, computer classes, reading and gyms, and a “Legal Clinic”. The needs of students in the hostel, and in the realisation of creative and sports potential, are provided for, so premises are provided for classes in vocal and choreographic circles, as well as in sports sections. There is a student theater "Ile de France", its performances are held in French and Russian. The use of material and information resources of the Academy, visiting clubs, sections, providing assistance at medical centers and in the “Legal Clinic” is provided free of charge for all the students.

Assessment

The assessment focuses on the analysis of structures and processes in the area of teaching and learning within the Academy's educational offerings. Particular attention is paid to the design and objectives of the study programmes and maintainance of academic integrity.

In terms of developing new programmes, the decision rests with the Academic Council of the CKA. The range of programmes is regularly updated to align with the requirements of external stakeholders and the academic faculty. The aim of this process is to harmonise with the needs of the region, stakeholders, and the local job market. A special focus is placed on in-corporating external experts from the professional field into the design of the study programmes, enabling the Academy to respond quickly to job market changes. This close cooperation with industry allows the Academy to target the expectations and requirements of the regional and local job markets effectively, proving to be an efficient strategy for developing future-proof study offerings.

Currently, the focus of the educational programmes is in the field of law. It is advisable for the future to broaden the basis of the programmes and integrate additional needs to enhance the diversity and relevance of the study offerings.

The Academy's programmes are designed to equip students with the necessary skills for their future professional careers. To ensure the programmes' relevance and scientific foundation, their content is reviewed and updated annually. All relevant documents in the programme

development are meticulously prepared and submitted for approval to the Ministry of Education. This process is strictly monitored by the Ministry.

It is recommended that the Academy develops a detailed plan and methodology for developing educational programmes and publishes it officially to ensure transparency and consistency in the educational initiatives.

Regarding teaching methods, the role of the faculty is described by the Academy representatives as mentor, coordinator, and facilitator. Faculty members are tasked with motivating and engaging students in the learning process. Faculty are free in their choice of teaching methods to achieve the learning objectives. Although face-to-face teaching is preferred, the Academy also employs digital teaching and learning concepts. It is recommended to further expand online teaching structures and integrate more digital teaching methods into the educational offerings.

Since the learning process in an academic setting is also a cooperative one, students should be actively involved in the planning and execution of teaching events in the future. It is recommended to develop a joint mission statement for teaching and learning with the students and continuously evolve it. The Academy should develop an advanced and differentiated, student-centred learning concept that is continuously evolving.

In terms of evaluation, the Academy uses various tools to check the effectiveness of the learning processes and quality assurance. The effectiveness of student learning processes is verified through midterm and final exams. Computer-based testing methods are used to control the learning objectives of the teaching events. It is highly recommended to expand the range of competence-based digital examination formats and not to rely exclusively on multiple-choice tests. Anti-plagiarism software is used for final theses. In light of the use of such software, it is recommended that the Academy develops guidelines for its use, particularly of generative AI, while also drawing on international guidelines and recommendations. The planned recertification according to ISO 9001 in 2025 represents an important milestone.

In terms of quality assurance, the Academy makes it clear that the quality of its study programmes is fundamental to the educational process. Therefore, the ECTS system was introduced, and a strong commitment was made to align with the European system. This integration process should be consistently continued with the goal of fully complying with the standards of the European Standards and Guidelines (ESG). The implementation of these efforts largely depends on available resources. The quality of the educational programmes at the Academy is primarily ensured by the careful selection of the teaching staff. Open teaching

positions are announced on the website. According to the Academy, every faculty member holds at least a Master's degree and brings practical experience from their respective field.

Students are involved in the quality assessment of the programmes in that they evaluate the faculty members at the end of the semester. This evaluation takes place online and anonymously. The students are highly motivated and participate at a 100% rate in the survey and subsequently gain insight into the results. Poorly rated teachers do not receive a follow-up contract, while teachers with the highest ratings are awarded at the end of the year.

With regard to the selection of students and admission criteria, these are clearly defined and published on the website. The programmes are in line with national regulations and the relevant approvals from the responsible Ministry of Education have been obtained. Students receive the support they need from the numerous facilities at the Academy. There are scholarships for students and the criteria for receiving these scholarships are published.

The expert group suggests the below recommendations:

- The Academy should develop a comprehensive plan and methodology for designing educational programmes and officially publish it.
- The Academy should develop a mission statement for teaching and learning that is jointly created with faculty and students and is continuously updated.
- Academy should engage with other higher education institutions and utilise international research findings on effective learning practices.
- The Academy should develop a variety of examination formats that are competence-based and offer a more holistic view of learning and student achievements (including soft-skills) beyond multiple-choice-questions.
- The Academy should develop clear guidelines for the use of AI in teaching and learning. These guidelines should consider ethical considerations, data protection, and the pedagogical implications of AI tools to improve educational outcomes and ensure the quality of education.

Conclusion

The criterion is **fulfilled**.

6 Research

Research activities fit into the mission of the institution. The structure of the HEI and the general conditions support research activities. The teaching workload allows room for research. Recruitment policy should correspond to the research activities and research strategy of the institution [Examination Area 5, ESG Standard 1.8]

Implementation

Research work at the Academy is based on the organisation's standard "Research Activities" and is provided through the appropriate infrastructure. There is a Department of Science and Strategic Development at the Academy. At faculties, research coordination is carried out by deputy deans for research work. The teaching load allows teachers to engage in research activities. The purpose of the research work is the scientific growth of the teaching staff, which ensures an increase in the quality of training of specialists in demand in the labour market. The current personnel policy is focused on the scientific growth of teachers and the recruitment of personnel actively conducting research activities. The potential of the Academy's scientists allows them to participate in the implementation of research projects of a fundamental, applied, innovative nature within the framework of the general academic research topic: "New Kazakhstan: a strategy for renewal and modernization of social development". The research carried out is related to the study of several areas, as can be seen from the topics of departmental scientific research.

In 2022, the Academy was accredited as a subject of scientific activity. To coordinate research work, the Science Council of the Central Kazakhstan Academy functions. Within the framework of the general academic scientific theme of scientific schools, there are such scientific directions as "Current problems of the legal development of Kazakh society", "Forecasting and risks of economic development of Kazakh society", "Multilingualism in Kazakhstan as reflection of the globalization of education", "Problems of modern psychology and social work", presented by a team of researchers conducting scientific work to develop solutions for current problems of science and practice, on the basis of the departments of the Academy. The results of the activities are reflected in the topics of master's, master's, and doctoral dissertations, in monographs of educational and teaching aids, scientific publications in periodicals, as well as presentations of scientific research results at conferences, round tables and forums. Every year, the Central Kazakhstan Academy holds an international scientific and practical conference "Science and education - the most important factor in the development of society in modern conditions," where the entire teaching staff of the Academy takes part. In 2023, the proceedings of the scientific and practical conference "Science and education is the most important factor in the development of society in present day conditions" will be posted in the e-

Library. Academy teachers regularly publish their scientific works in foreign publications, including the Scientific Electronic Library (Russian Science Citation Index). The Academy teachers prepare monographs, textbooks, and manuals. Among the published works, one can note the scientific depth and effectiveness of application in the educational process.

Research activities are carried out with the active participation of bachelor and master students which is expressed in implementing joint projects with teachers, participation in scientific-practical and scientific-theoretical conferences, publication of scientific articles, writing diploma and master's theses. Students' research work carried out during extracurricular time, is organised in the form of work in student scientific circles, which are the main form of attracting students to science. Every year the Central Kazakhstan Academy holds: International scientific and theoretical conference "Science and youth: new ideas and solutions". Every year the Academy holds a Scientific Forum (in November) and a Round Table dedicated to the adoption of the Universal Declaration of Human Rights (in December). The Faculty of Foreign Philology and Translation annually holds the conference "Language. Education. Culture" dedicated to the Day of Languages. Organisation and planning of students' research work meets the requirements of an integrated approach and the interconnection of all forms and methods of scientific work of bachelor and master students implemented in the educational process, as well as the unity of goals and continuity of research work when moving from course to course. The result of this was publishing articles by students studying abroad, their participation in scientific events and webinars.

The Academy's research work has as priority to ensure that educational programmes comply with modern scientific achievements. To achieve this, a creative atmosphere has been created in which students and teaching staff are involved. Systematic involvement in research activities, monitoring of professional innovations, focus on commercialization of results, high scientific activity, academic mobility, the principle of matching the profile of disciplines with the scientific specialisation of teachers, free access to the resources of the academy, ensure compliance of educational disciplines with the requirements of scientific character and creativity. research work and the educational process at all levels of training are accompanied by free access to modern information resources through the creation of a high-tech environment,

Scientific research is carried out based on current practically significant tasks and the general academic scientific theme "New Kazakhstan as a strategy for renewal and modernisation of social development." This is confirmed by the publication of articles and the participation of students and teachers in webinars in Brussels. For example, in the summer of 2021, two students of the educational programme Law took part in a scientific internship at the European Representation. The results of their research were presented in the form of student presenta-

tions at open trainings for the MERI academic community on September 16 and 23; and published as articles in issue 17 of the Scientific Journal of the Modern Education & Research Institute.

Assessment

To strengthen research activity among academic staff, the Academy should introduce incentives such as grants, awards, and reduce teaching load for prolific researchers. Ensuring a balanced workload is essential; this can be achieved by adjusting teaching schedules and providing additional support, like teaching assistants, to free up time for research. Offering sabbatical leaves, research fellowships, and access to state-of-the-art facilities will further enhancing the research productivity. By fostering a supportive environment that values and rewards research, the university can help academic staff excel in both teaching and research roles.

CKA should actively pursue international collaboration by diversifying and expanding its subject offerings and promoting interdisciplinary studies. Engaging in international research conferences and forming global partnerships will enhance knowledge exchange and innovation. Additionally, fostering joint research projects and exchange programmes with international institutions can broaden perspectives and elevate the quality of research. These efforts will not only enhance CKA's global presence but also provide students and faculty with invaluable opportunities for growth and development in a globally connected academic environment.

The Academy should prioritise expanding its research capabilities. This involves not only increasing funding for research projects but also enhancing facilities and resources available to researchers. In addition to faculty-led research, students should be encouraged and given more opportunities to engage in research activities. This can be achieved by integrating research components into undergraduate and graduate curricula, offering research assistantships, and providing platforms for students to present their findings. Engagement of students in research helps them develop critical thinking, problem-solving skills, and a deeper understanding of their field of study. Moreover, the relationship between research and teaching should be fortified. Research-informed teaching ensures that students are exposed to the latest advancements and methodologies in their disciplines, making their education more relevant and dynamic. Faculty members should be encouraged to bring their research insights into the classroom, creating a more enriching learning environment. This synergy between research and teaching not only benefits students but also promotes a culture of continuous learning and innovation within the university.

The Academy should make a concerted effort to publish research results more frequently in English-language journals. This strategic move will significantly enhance the visibility and impact of the academy's research on a global scale. By publishing in widely recognised English-language journals, researchers can reach a broader international audience, facilitating greater dissemination and citation of their work. Furthermore, publishing in English can help forge international collaborations and partnerships, as English is often the common language in academia and research. These collaborations can lead to joint research projects, exchange programmes, and increased funding opportunities from international bodies. It also helps attract international students and faculty who are looking to be part of a globally recognised research community. Additionally, publishing in high-impact English-language journals can improve the university's reputation and ranking. Many global university rankings consider the number and quality of publications as key metrics. Therefore, a strong presence in these journals can enhance the Academy's prestige and attractiveness to top-tier researchers and students worldwide. To support this goal, the Academy should provide resources and training to help researchers improve their academic writing in English. This could include workshops, writing support centres, and collaborations with native English-speaking researchers. By investing in these resources, the Academy can ensure that its researchers are well-equipped to publish their work in leading English-language journals, thereby maximising the reach and impact of their research contributions.

The expert group suggests the below recommendations:

- CKA should actively promote CKA's research outcomes and activities in international forums and conferences to build a robust global academic presence.
- CKA should introduce incentives for faculty development such as grants, awards, reduced teaching load, sabbaticals, and fellowships to motivate and support faculty research activities.
- For student involvement and research integration, students should be more involved in research projects, and research components should be integrated into undergraduate and graduate curricula.

Conclusion

The criterion is **fulfilled**.

7 Resources

The HEI has adequate human and financial resources, infrastructure, and equipment to achieve its objectives. The academic staff recruitment process meets academic standards [Examination Area 3, Examination Area 6, Examination Area 7, ESG Standard 1.5, ESG Standard 1.6].

7.1 Human resources

Implementation

Currently, the teaching staff of the Central Kazakhstan Academy is represented by 5 doctors of science, 4 PhDs, 39 candidates of science, 42 masters, 30 of whom have extensive practical experience in the past; 29 currently practicing workers. Maximum representation of the full-time teachers ensures organisational sustainability of educational programmes. The number and qualifications of the teaching staff is determined by state qualification requirements. Each faculty member is assigned to a separate department in accordance with his qualifications and scientific profile. The distribution of disciplines between teachers is based on the departmental principle, considering practical activities, scientific research, professional experience, and academic experience. All the educational programmes are fully staffed and taught by 107 teachers (61 women, 46 men). 46 representatives of administrative staff (35 women, 11 men) ensure the life processes of the Academy. The professional activities of the teachers are regulated by the organisation standard "Personnel Management", job descriptions developed in accordance with the regulatory documents of the Ministry of Science and Higher Education of the Republic of Kazakhstan and the current labour legislation of the Republic of Kazakhstan.

The level of education of the teachers meets the requirements established for universities in Kazakhstan. The analysis of human resources allows making a forecast about stability and quality of the teaching staff, minor changes in which can be associated with the admission of faculty teachers to postgraduate and PhD programmes.

Increasing the professional motivation is facilitated by the system of individual incentives for the teachers associated with bonuses, sabbatical leave, financial assistance, and expressions of gratitude. The teaching load of a teacher determines his annual employment in training specialists and varies from 170 to 680 hours. Employment planning for the teachers is carried out in accordance with labour legislation, according to which the working week should be 36 hours with a 6-hour working day.

The system of selection, assessment, and advanced training of the teachers According to the requirements of the current labour legislation of the Republic of Kazakhstan, the hiring of teachers is carried out through a competition for filling vacant positions, the procedure for which is

regulated by external and internal documents. The mechanism introduced in this regard makes it possible to obtain a holistic picture of the teacher's professional competence and determine his suitability for the position held or the position for which the teacher is applying. The Competition Commission headed by Vice-rector for academic work, is offered a qualitative analysis of the indicators of the teaching, methodological and research activities of the teacher, characteristics from the last place of work, and the voting results of the host department. A positive decision of the competition commission is the basis for concluding an individual employment contract. Practice shows that there is a stable tendency to give competitive preference to masters, candidates, PhDs and doctors of Science who can help improving the personnel potential of the Academy.

The desire of the management to provide an integrated approach to assessing the competence of the teaching staff led to the introduction of a system of internal certification of the teachers, which is carried out once every three years. Based on academic policy, the certification procedure allows assessing the professional progress of the teacher and his suitability for the position held. The certification format includes an analysis of the scientific, educational, and methodological achievements of the teacher over the last three years; assessing the opinion of supervisors and colleagues studying at the faculty about the professional level of the teacher; examination of the quality of classes. Having reviewed the submitted materials and heard the person being certified, the Commission evaluates the professional progress from the standpoint of scientific and creative potential, teaching skills, academic experience, business and moral qualities, the level of general culture, and individual contribution to the activities of the academy. Based on the results obtained, the Certification Commission headed by Rector, draws conclusions about the teacher's suitability for the position held and makes recommendations for further improvement of his professional development. The procedure for internal certification of the teachers is associated with a system of advanced training, which is implemented through academic exchange programmes, internships, specialized courses, guest lectures, training seminars, and summer schools. Considering modern trends in the development of education and science, professional development programmes promote the development of innovative teaching technologies, their implementation in the educational process, the development and publication of scientific and educational literature by the teachers.

Within the framework of the organisation "Personnel Management" standard, human resource management mechanisms related to competitive selection, assessment of professional achievements, certification of teachers, and monitoring of their activities are successfully functioning. The competitive selection procedure is associated with the process of promoting the teachers to positions, which is carried out based on professional achievements, performance discipline, and management skills. The range of promotion allows an employee going from the

position of a teacher to the position of a department professor. The decision of the Competition Commission on promotion is based on the assessment of professional achievements of the teacher and the legal requirements for the job qualifications of university employees. At the Central Kazakhstan Academy, the following requirements are established for the positions of the teaching staff:

- for the position of a professor: higher/postgraduate education, the presence of an academic degree of candidate or doctor of science, the academic title of associate professor or professor of the Republic of Kazakhstan or a PhD degree. Work experience of at least 5 years in scientific and pedagogical activity.

- for the position of an associate professor: higher/postgraduate education, the presence of an academic degree of candidate or doctor of science, the academic title of associate professor of the Republic of Kazakhstan or a PhD degree. In the absence of an academic degree, scientific and pedagogical work experience at a university must be 5 or more years, including at least a year as a senior lecturer. At the same time, the employee's contribution to the activities of the Academy is assessed.

- for the position of a senior teacher: higher/postgraduate education, work experience of at least 3 years of scientific and pedagogical activity, including at least one year as a teacher or practical work experience in the specialty (profile of activity) of at least 5 years and/or availability scientific degree.

- for the position of a teacher: higher professional education and/or an academic master's degree.

Assessment

The Academy currently reports a decline in student numbers. Possible reasons for this could be demographic changes and a low rate of incoming students, which is less than 3%. This decline has direct impacts on the funding of the study programmes and thus on the employment conditions of the faculty. The number of faculty members in professorial positions has also declined in recent years. The plausibility of future student numbers planning should therefore be carefully reviewed by considering both the market and the position of the university in the higher education space and competition. It should also be ensured that each study programme has sufficient professorial staff in full-time employment with appropriate research expertise.

It should always be ensured that sufficient financial resources are available in relation to the number of students.

7.2 Financial Resources

Implementation

In accordance with quality management standards, an internal audit is conducted annually to assess the compliance of financial resource management with the requirements. The Academy budget is formed through the sale of educational services. The financial strategy of the Academy includes ensuring financial stability, optimising expenses aimed at improving the conditions of educational activities for students and teaching staff. The financial management system is implemented through planning and control, which ensure transparency in the formation of the Academy's budget.

Funds are allocated to fulfill the statutory goals of the Academy and develop the material and technical base, to create conditions for improving the quality of educational activities. The priority areas for resource distribution are replenishment of the book fund; updating Internet communications, website, information system; improving the quality of medical care and leisure for students. The Academy's budget includes expense items related to the purchase of educational literature, computer equipment, laboratory equipment, educational furniture, and stationery; carrying out repair work; payment of utilities; payment of wages, bonuses, travel allowances. The dynamics of funding volumes by type of activity shows that the main source of funding is income from the provision of educational services. Tuition fees for the academic year are for bachelor's degree programmes - 319,000 tenge (705.75 Euro); for master's degree programmes - 369,000 tenge (816.37 Euro).

Assessment

CKA should elaborate a risk assessment plan to ensure financial stability. This involves ensuring that sufficient financial resources are consistently available to match the number of students. To achieve this, a comprehensive risk management system should be introduced, which constantly monitors the required resources.

Investment in research at CKA depends significantly on available opportunities. The Academy's current performance is strong, and there is a convincing expectation that student numbers will increase, positioning CKA as a leading institution. To support this growth, demographic trends should be leveraged, and measures should be implemented to promote CKA at schools. Effective use of social media targeting parents, a well-developed marketing plan and journals will enhance the academy's visibility. Additionally, promoting the study programmes through various events for school children will help increase student enrolment. Despite maintaining stable student fees, CKA should optimise its resources as a nonprofit institution, which precludes profit-making, but allows for annual salary increases.

Given the competitive landscape between private and state universities, it is crucial for CKA to secure high-quality teaching staff and ensure that educational programs are tailored to the region and local market needs. In the year of 2023, all applicants for both bachelor's and master's degrees were successfully enrolled.

External stakeholders play a key role as members of the academic council, helping define the main labour market requirements. They are involved in initiating, opening, or updating educational programmes based on their needs and feedback from teachers. These programmes are updated annually in accordance with regional, stakeholder, and labour market demands.

The Ministry of Education offers special project financing for colleagues and researchers, which CKA plans to utilise soon, having registered for these projects. Currently, the infrastructure and resources at CKA are robust, but there is room for improvement.

Enhancements include offering scholarships for internships in English-speaking countries and providing bonuses to encourage better performance among teachers. Modernising buildings and infrastructure of CKA is to be taken in consideration. Exchange programmes for students to study languages abroad, particularly in English-speaking countries and facilities for more internships are also to be implemented as well as increasing international cooperation and agreements, and improving academic mobility for teachers and graduates seems to be also essential. Increased communication with the government and relevant agencies, further infrastructure development, and access to international libraries are crucial for growth.

The expert group suggests the following recommendation:

- CKA should elaborate a risk assessment plan to ensure financial stability. It should always be ensured that sufficient financial resources are available with the number of students.

7.3 Facilities and Equipment

Implementation

Based on the mission of the Central Kazakhstan Academy, one of the main priorities is: infrastructure for the effective implementation of educational programmes, creation of comfortable conditions for all groups of students, a favorable atmosphere for the activities of teachers. An overview of the resources is presented in the Academy presentation. The material and technical base of the Academy includes 2 buildings, including a sports hall, 2 assembly halls, 2 medical stations, 2 canteens for 140 people, a hostel for 60 people - 528.3 m², an open sports

ground - 4816 m². Total area of the Academy buildings is 10165.9 m²: of which the usable area is 8840.7 m²; educational premises - 3234 m²; classroom fund – 2475.3 m².

To ensure safety and order, the Academy's educational buildings are equipped with fire alarm systems and video surveillance cameras. Considering the health of students and teachers, elbow sanitisers have been installed, which are regularly filled with antiseptics. Implementation of educational programmes takes place in the buildings of the Central Kazakhstan Academy. The advantage of the location of the buildings is their location in the city center, developed infrastructure, convenient transport interchange, which provides free access to the Academy for students from all the parts of the city. The buildings with an area of 5412.5 m² and 4753.4 m² were built according to the standard design of an educational institution, which contributes to comfort for students and teachers.

The desire for the effective implementation of educational programmes required the creation of conditions for the use of interactive learning tools in the educational process. As a result, multimedia streaming classrooms with interactive whiteboards, computer classes with free access to educational electronic resources were opened at the Academy, and the automated information system “Electronic Academy” was introduced. The educational process involves 77 classrooms with 1208 seats, 4 computer classes with 75 seats. There are 4 multimedia rooms, a language laboratory, 14 specialized classrooms, 2 educational laboratories, and a photo laboratory. Free access for students and teachers to national and foreign databases is provided through 217 computers connected to the Internet at a speed of 100 Mgb/s and unlimited traffic of incoming and outgoing information.

There are 2 reading rooms for book publications (36 m² and 62 m²), 2 library subscriptions (71 m² and 54 m²), a media zone for computer services (48 m²), 2 rooms for electronic resources, a reading room for periodicals (36 m²), 2 assembly halls (247 m² and 99 m²), medical centers, canteens, sports (272.5 m²) and gym (52.5 m²) halls with locker rooms (35.8 m²), a book depository (214 m²), a library (303.4 m² and 71 m²), wardrobes (32.4 m² and 31.8 m²).

Multimedia lecture halls in both buildings are equipped with computers, speakers, webcams, microphones, projectors, interactive whiteboards, and Switch 8 port network equipment. Classes on “Modern History of Kazakhstan” are held in a specialized room “History of Kazakhstan” (47.1 m²), equipped with a projection screen, overhead projector, information stands, political and geographical maps; which helps students understand the history of their native country and evokes a desire to deeply study the culture and traditions of Kazakhstan. The desire to prepare a professional with a high level of legal culture and the importance of legal knowledge in the field of law enforcement, economics and management led to the conduct of classes in specialised classrooms and training laboratories. Thus, the peculiarities of the consideration of disputes and legal proceedings are studied in the “Court Room” (47.7 m²). The “court room”

is equipped with a judge's table, a barrier, a video camera, tables for the plaintiff,71 defendant, prosecutor, lawyer, seats for those present, and state symbols of the Republic of Kazakhstan.

Laboratories, classrooms and offices are equipped with modern educational furniture, computer equipment, traditional and interactive whiteboards, stands, visual aids, and shelves with specialised literature.

The library stock of the Central Kazakhstan Academy includes educational literature, reference and bibliographic literature, scientific, artistic, and periodical publications. The total book stock is 85,918 items, including 38,688 copies in the state language, 43,897 copies in Russian, and 3,333 copies in English.

The reference and bibliographic collection include encyclopedias, dictionaries, reference books, codes, laws and amounts to 7982 copies. To ensure the relevance of this information resource for educational programmes, the library collection is replenished annually.

Assessment

The institution demonstrates satisfactory performance in several areas concerning infrastructure and resources. The infrastructure and equipment are generally adequate to support the institution's mission and strategic goals. There are sufficient quantitative and qualitative resources available, ensuring that students and staff have access to necessary information and literature.

In overall, the expert group gained the impression particularly regarding the seating arrangement in the rooms, that the focus here is on frontal teaching. For example, there are lecture rooms with a fixed seating arrangement, or the furniture is designed as two-person seat and table combinations.

While the equipment and media are not the latest state-of-the-art technology, they are functional and meet the needs of the institution. Additionally, when external resources such as libraries, seminar rooms, or information technology are utilised, access is secured through appropriate contracts, ensuring that these resources are reliably available for the institution's use.

Conclusion

The criterion is **fulfilled**.

8 Quality Assurance

The institution has adequate quality assurance procedures and mechanisms to ensure that the results of quality assurance procedures are for continuous improvement [Examination Area 2, ESG Standard 1.1, ESG Standard 1.7, ESG Standard 1.9, ESG Standard 1.10].

Implementation

System of assessing educational programmes Implementation of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)” in the educational process is carried out through internal self-analysis and external quality assurance procedures. The local act regulating internal quality assurance processes is the “Guide to the Internal Quality Assurance System”. The mechanisms developed in this regard are primarily aimed at assessing the effectiveness of the methods used to ensure the quality of educational programmes.

Mechanisms of guaranteeing the quality of educational programmes are focused on compliance with the principles of collegiality and transparency. This is evidenced by the activities of the Academic Council, the rector's office, the educational and methodological council, faculty councils, and the academic quality council, which ensure the management of the educational process of the Academy. This form of management ensures feedback between all structural units and internal and external stakeholders. Competitive selection of teachers, surveys of students regarding satisfaction with the quality of the educational programme, monitoring of academic progress, involvement of employers, introduction of innovations, independent assessment of external experts as quality assurance procedures are aimed at updating the educational programme in the light of modern requirements of education, science, production, and entrepreneurship environment.

An annual analysis of the functioning of the quality management system is carried out by management. Leading external experts in the field of quality assurance periodically conduct audits. Based on the results of these audits, a report is compiled containing an assessment of quality assurance at the Academy.

To ensure quality education for students and to increase the level of satisfaction with educational services, the content of modular educational programmes is updated, taking into account the proposals of external stakeholders. Changes are being made to the educational programme related to the inclusion of special, specialised disciplines in the work plans, adjustments to the elective component taking into account the proposals of external stakeholders, and the annual updating of the topics of theses and master's theses. The dynamism of educational programmes is also evidenced by the catalog of elective disciplines, which is regularly revised in accordance with the requirements of the time.

In the process of internal assessment of the quality of implementation of the curriculum, open classes, a system of control and mutual visits, representatives of departments, the dean's office, and heads of structural divisions involved in the educational process are used. The assessment criteria are related to knowledge of the subject, mastery of teaching methods and interactive teaching methods, the ability to structure a lesson and rationally use study time. The assessment of those who attended the lesson is reflected in special registers of the departments and is considered at meetings of the collegial bodies of the Academy.

An effective mechanism of assessing the quality of teaching is through sociological surveys of students, during which the opinion of the scientific, methodological and general cultural level of the teacher "The teacher through the eyes of students" is revealed. As practice shows, students take an objective and critical approach to assessing the quality of the programme, which also helps to identify problematic issues in the implementation of the educational programme.

To ensure the quality of the educational process, assess the level of teaching in a specific discipline (module), and monitor student satisfaction with the academic load, departments implementing the educational programme conduct student surveys. The results of the surveys are discussed at department meetings to decide on the need to adjust the programme. As part of internal monitoring, the conclusions of internal stakeholders on the quality of classes, feedback from practitioners and employers supervising professional practice, participating in the certification process of graduates, reviewing theses and master's theses are analysed. In this regard, the practice of collegial discussion of recommendations made, which serve as the basis for making adjustments, has proven itself. The established practice is focused on involving external experts in the assessment of the quality of educational programmes in the person of chairmen of certification commissions, reviewers of theses, official opponents of dissertations, and potential employers.

Alternative ways of informing management are provided through regular anonymous surveys of students. In particular, students are surveyed annually on their satisfaction with the educational process, where students can anonymously and objectively evaluate these pedagogical techniques and suggest options for adjusting them. The survey data is considered at a meeting of the Academic Quality Council, where the issue of the appropriateness of the teaching methods used and corrective measures to improve them is decided. The Academy has trust boxes, an anti-corruption ombudsman, and the website contains a current telephone number and trust email address.

Assessment

The functioning of the Central-Kazakhstan Academy in the field of quality assurance system is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The Academy developed its internal regulatory acts according to the ESG.

The Quality Policy and Guidelines in the Internal Quality assurance system were revised in 2022 but the regulatory references do not fully reflect the relevant changes and amendments to the national regulatory acts that requires a further revision of the abovementioned documents.

The Quality assurance policy should support the development of a quality culture in which all structural units assume responsibility for quality and participate in quality assurance at all stages, levels, and directions of the Academy's activities. The Quality management system (QMS RK CKA-200 Quality manual) is based on effective tools for strategic and operational management, assessment of the educational process and the educational environment and reflects measures to ensure the quality of education in accordance with the needs of stakeholders.

The Academic Quality Council has been established as a permanent body of collegial academic quality management. The effectiveness and transparency of its functioning could be elaborated more in the future to reflect decisions on the improvement and conditions for the implementation of educational programmes, assessment policy and other academic issues, organisation of a survey of students for compliance with the quality of educational programmes and/or module disciplines for the presence of facts of violation of academic integrity. The Quality Policy and decisions of the Academic Quality Council should be accessible to the public and published on the Academy's website.

The quality of the educational process is ensured by full and adequate equipment with educational and material resources, including high-quality staff and highly qualified teaching staff. All students have access to the book fund of the Library which includes educational, methodological and scientific literature in Kazakh, Russian and English, as well as foreign and domestic journals. The Academy creates conditions for students to work independently, provides the use of distance learning technologies, and conditions for students' active participation in the social life, as well as creates conditions for strengthening a healthy lifestyle culture.

The Accreditation and Certification Department conducts sociological research to determine the level of satisfaction with the resources and support systems provided. But it is not how information is exchanged between different levels of management, structural units, teaching staff and students on aspects related to ensuring the quality of education, on decisions made after receiving the results of sociological surveys.

In terms of periodic reviews, Academy defines and consistently applies procedures for monitoring, periodic evaluation and revision of educational programmes in order to ensure that it achieves its goals and meets the needs of students and society. Nonetheless, Academy does not aim to develop new innovative programmes considering professional standards, the introduction of a dual training system within the Atlas of new Professions and competencies.

Academy ensures the representativeness of the main stakeholders through the participation of students, teaching staff and employers in the process of evaluating and reviewing educational programmes.

Periodic external quality assurance is a catalyst for the development and realisation of new opportunities for the Academy. Academy guarantees that the public is informed about the results of the external assessment and ensures that they are used to improve educational programmes and all types of activities. Academy undergoes external quality assurance procedures on a systematic basis and considers the results achieved since the last external quality assurance procedure in preparation for the next procedure.

The expert group suggests the below recommendations:

- Academy should publish internal regulatory documents related to quality assurance on the official website.
- Academy should systematically monitor risks related to academic compliance, analyse them and develop proposals to reduce compliance risks. This can include an analysis of Academy's internal regulatory documents for their compliance with current legislation, combating corruption and identifying legal conflicts, making proposals to amend existing or cancel internal regulatory documents.
- To further develop quality management, the Academy should better close the control loops of the PDCA cycle and develop a concept of continuous improvement that derives institutionalised action recommendations and thus promotes quality assurance.

Conclusion

The criterion is **fulfilled**.

9 Internationalisation

This criterion only applies in those cases where internationalisation is part of the institutional strategy [Vision and Objectives on Internationalisation].

Implementation

Internationalisation of the teaching staff

The focus on promoting innovation policy and achieving the strategic goals of the university, as well as the Academy's significant financial investments in the professional growth of the teaching staff, ensure the training of teachers in the use of modern teaching methods and learning technologies. Thus, 10 teachers of educational programmes participated in the advanced training programme "Modernization of teaching activities (in the amount of 72 academic hours)" at the Modern Education & Research Institute. 15 teachers published their scientific articles in "The Scientific Journal of the Modern Education & Research Institute", registered in the Royal Library of Belgium and published jointly with MERI member universities. The Academy teachers improve their qualifications at national and foreign organisations. In the Academy, there is a methodical seminar "School of Pedagogical Mastery", where the most experienced, creative teachers share their original methods of conducting classes with the greatest effectiveness.

For the effective exchange of teaching experience and own methodological developments, all the teachers of the Academy annually hold open classes that are evaluated by the colleagues and representatives of the administrative staff. A rating of the Academy's teachers is held every year, where those who have scored the highest number of points in all areas of work are rewarded with a prize.

Restrictions associated with the pandemic have recently significantly complicated academic mobility in the traditional format. However, the Academy used alternative forms of international academic activity for students. Students enrolled in master's degree programmes undergo international internships.

Assessment

The Academy has embarked on the development of an internationalisation strategy, indicating a proactive approach towards global engagement. The Academy is diligently working towards establishing exchange programmes aimed at fostering cultural and educational interchange among both faculty and students. Notably, the Academy's history of not employing international

faculty is understandable, given its relatively youthful existence. Although the initial steps towards internationalisation are evident in the leadership's vision, there remains a gap between intention and implementation. The expert group recognises the potential within the Academy's leadership to nurture these seeds of internationalisation into tangible outcomes. While acknowledging the current absence of a tradition of international faculty, the expert group is optimistic about the Academy's ability to evolve in this regard.

Moreover, the expert group believes that the existing resources of the Academy may provide a solid foundation for furthering the institution's internationalisation efforts. With careful planning and strategic allocation of resources, the Academy can effectively leverage its existing capabilities to broaden its global footprint. By embracing internationalisation as a core component of its mission, the Academy can enrich its educational environment and prepare its students for success in an increasingly interconnected world.

The expert group suggests the below recommendations:

- The Academy should develop a clear internationalisation plan based on two pillars: internationalisation to enhance teaching and learning and internationalisation to embrace new research paths.
- The Academy should target specific partners who would be willing to embrace the newly formulated vision through collaborations with other universities, including joint degrees and common research proposals, such as Erasmus plus, and Horizons.
- The Academy should create a S.M.A.R.T (specific, measurable, achievable, relevant, and time-bound) plan, with measurable key performance indicators (KPIs), which should be monitored.
- To boost academic mobility, more scholarships should be created, and students should be encouraged to study abroad and complete international internships. Motivations should be provided to increase the number of foreign students through national scholarships and special grants.
- To increase the outgoing student rate, CKA should encourage studying abroad or conduct international internships. Designating mobility windows will make it easier for students to move abroad.

Conclusion

The criterion is **fulfilled**.

III 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 and the German Council of Science and Humanities (WR)**

The institutional structures and performance were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), criteria for the institutional accreditation of non-state higher education institution of the German Council of Science and Humanities (WR) („Guidelines for the accreditation of non-state higher education institutions" Section B.IV), 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 **WR examination areas** 1 (Institutional conception, profile, and development objectives), 2 (Governance structure, organisation, and quality management), 3 (Staff), 4 (Study and teaching), 5 (Research), 6 (Equipment (rooms and facilities)) and 7 (Funding) are fulfilled.

The assessment criteria are as follows:

Institutional Profile and Strategy (Mission and Vision)

The HEI has a clear mission statement in which the institutional profile, strategy, and objectives of the HEI are defined. The mission is consistent and complies with international standards. Academic bodies have adopted the mission, which is publicly available. The HEI has adequate resources to fulfil its mission and strategic planning.

The criterion is **fulfilled**.

Governance, Organisation and Administration

Responsibilities, decision-making processes and decision-making competencies are clearly defined and integrated into statutes. Organisation and management structures are adequate to the tasks and objectives of the institution and assure freedom in teaching and learning.

The criterion is **fulfilled**.

Teaching and Learning

Objectives and content of study programmes are in accordance with the HEI's mission and strategy. Study programmes have an adequate academic standard, are well structured and have an adequate workload. They comply with national legal regulations. The processes of creating and implementing as well as revision of study programmes are clearly defined.

The HEI offers professional support services for students. Support services have adequate staff.

The criterion is **fulfilled**.

Research

Research activities fit into the mission of the institution. The structure of the HEI and the general conditions support research activities. The teaching workload allows room for research. Recruitment policy should correspond to the research activities and research strategy of the institution.

The criterion is **fulfilled**.

Resources

The institution has adequate human and financial resources, infrastructure, and equipment to achieve its objectives. The academic staff recruitment process meets academic standards.

The criterion is **fulfilled**.

Quality Assurance

The institution has adequate quality assurance procedures and mechanisms to ensure that the results of quality assurance procedures are for continuous improvement.

The criterion is **fulfilled**.

Internationalisation (Optional Criterion)

The HEI has an internationalisation strategy which is consistent with the strategy of the institution. The activities in the area of internationalisation fit into the internationalisation strategy.

The criterion is **fulfilled**.

2 Accreditation Recommendation

The peer-review experts recommend unconditional accreditation of Central Kazakhstan Academy.

Unconditional accreditation: Compliance with the standards

The institutional structures and performance fulfil all criteria of the ESG. 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.

The peer group proposes the following accreditation:

- Accreditation without conditions

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

Recommendations

1. The Academy should revise the mission statement, since this was developed 25 years ago by involving all stakeholders (including, faculty, students, external advisors and students).
2. The Academy should define a clear research strategy and should encourage a culture of achievement for all faculty to increase research production.
3. The Academy should define a clear internationalisation strategy by identifying key strategic partnerships with targeted countries.
4. The Academy should predefine a proportion of its income for the development of the current and future courses.
5. The Academy should consider the possibility to minimise the use of the same people in various committees to provide more time for these key people to involve more in research and internationalisation.
6. The Academy should develop a comprehensive plan and methodology for designing educational programmes and officially publish it.
7. The Academy should develop a mission statement for teaching and learning that is jointly created with faculty and students and is continuously updated.
8. The Academy should engage with other higher education institutions and utilise international research findings on effective learning practices.
9. The Academy should develop a variety of examination formats that are competence-based and offer a more holistic view of learning and student achievements (including soft-skills) beyond multiple-choice-questions.
10. The Academy should develop clear guidelines for the use of AI in teaching and learning. These guidelines should consider ethical considerations, data protection, and the

pedagogical implications of AI tools to improve educational outcomes and ensure the quality of education.

11. CKA should actively promote CKA's research outcomes and activities in international forums and conferences to build a robust global academic presence.
12. CKA should introduce incentives for faculty development such as grants, awards, reduced teaching load, sabbaticals, and fellowships to motivate and support faculty research activities.
13. For student involvement and research integration, students should be more involved in research projects, and research components should be integrated into undergraduate and graduate curricula.
14. The Academy should elaborate a risk assessment plan to ensure financial stability. It should always be ensured that sufficient financial resources are available with the number of students.
15. The Academy should publish internal regulatory documents related to quality assurance on the official website.
16. The Academy should systematically monitor risks related to academic compliance, analyse them and develop proposals to reduce compliance risks. This can include an analysis of Academy's internal regulatory documents for their compliance with current legislation, combating corruption and identifying legal conflicts, making proposals to amend existing or cancel internal regulatory documents.
17. To further develop quality management, the Academy should better close the control loops of the PDCA cycle and develop a concept of continuous improvement that derives institutionalised action recommendations and promotes quality assurance.
18. The Academy should develop a clear internationalisation plan based on two pillars: internationalisation to enhance teaching and learning and internationalisation to embrace new research paths.
19. The Academy should target specific partners who would be willing to embrace the newly formulated vision through collaborations with other universities, including joint degrees and common research proposals, such as Erasmus plus, and Horizons.
20. The Academy should create a S.M.A.R.T (specific, measurable, achievable, relevant, and time-bound) plan, with measurable key performance indicators (KPIs), which should be monitored.

21. To boost academic mobility, more scholarships should be created, and students should be encouraged to study abroad and complete international internships. Motivations should be provided to increase the number of foreign students through national scholarships and special grants.
22. To increase the outgoing student rate, CKA should encourage studying abroad or conduct international internships. Designating mobility windows will make it easier for students to move abroad.

IV Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the peer group and the statement of the university the Accreditation Commission of ACQUIN decided on 06 June 2024:

The Central Kazakhstan Academy is institutionally accredited without conditions. The accreditation is limited until 30 September 2029.

The following recommendations are given for the further development:

- The Academy should revise the mission statement, since this was developed 25 years ago by involving all stakeholders (including, faculty, students, external advisors and students).
- The Academy should define a clear research strategy and should encourage a culture of achievement for all faculty to increase research production.
- The Academy should define a clear internationalisation strategy by identifying key strategic partnerships with targeted countries.
- The Academy should predefine a proportion of its income for the development of the current and future courses.
- The Academy should consider the possibility to minimise the use of the same people in various committees to provide more time for these key people to involve more in research and internationalisation.
- The Academy should develop a comprehensive plan and methodology for designing educational programmes and officially publish it.
- The Academy should develop a mission statement for teaching and learning that is jointly created with faculty and students and is continuously updated.
- The Academy should engage with other higher education institutions and utilise international research findings on effective learning practices.
- The Academy should develop a variety of examination formats that are competence-based and offer a more holistic view of learning and student achievements (including soft-skills) beyond multiple-choice-questions.
- The Academy should develop clear guidelines for the use of AI in teaching and learning. These guidelines should consider ethical considerations, data protection, and the pedagogical implications of AI tools to improve educational outcomes and ensure the quality of education.
- CKA should actively promote CKA's research outcomes and activities in international forums and conferences to build a robust global academic presence.

- CKA should introduce incentives for faculty development such as grants, awards, reduced teaching load, sabbaticals, and fellowships to motivate and support faculty research activities.
- For student involvement and research integration, students should be more involved in research projects, and research components should be integrated into undergraduate and graduate curricula.
- The Academy should elaborate a risk assessment plan to ensure financial stability. It should always be ensured that sufficient financial resources are available with the number of students.
- The Academy should publish internal regulatory documents related to quality assurance on the official website.
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- To further develop quality management, the Academy should better close the control loops of the PDCA cycle and develop a concept of continuous improvement that derives institutionalised action recommendations and promotes quality assurance.
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