

THE ACCREDITATION, CERTIFICATION AND  
QUALITY ASSURANCE INSTITUTE

ACQUIN

AWARDS THE SEAL OF APPROVAL



FOR THE MODULE

**PROJECT ECONOMICS**

*AT THE NJC "L.N. GUMILYOV EURASIAN NATIONAL UNIVERSITY"*

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

*BAYREUTH, 10 MARCH 2025*

A blue ink signature of Prof. Dr. Sebastian Kempgen.

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CHAIRMAN OF THE BOARD

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since 2009*

## **Certification Report**

**L.N. Gumilyov Eurasian National University**  
**Republic of Kazakhstan**  
**Module "Project Economics"**

### **I     Procedure**

**Date of contract:** 20 September 2024

**Date of the submission of self-assessment report:** 04 September 2024

**Date of site visit:** 21-23 October 2024

**Attendance by ACQUIN office:** Dr. Lyazzat Nugumanova/Svitlana Kondratova

**Certification decision:** 10 March 2025

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

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account. At the same time the national context, particularly the national rules regulating the establishment of training programmes, has been taken into account. Since the assessed training programmes are not full degree programmes (Bachelor, Master or PhD), the standards of the ESG are not fully applicable.

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## **II    Introduction**

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

### **1    Short profile of HEI**

L.N. Gumilyov Eurasian National University (ENU) was founded by the Decree of the President of the Republic of Kazakhstan dated May 23, 1996.

Educational activities at ENU are conducted according to a three-level system of training: bachelor's degree – master's degree - doctoral degree (PhD) in Kazakh and Russian languages in full-time education mode.

The Eurasian National University has 13 faculties.

University's full-time teaching staff (2023-2024 academic year) consists of 1270 people, including 167 doctors of sciences, 468 candidates of sciences, 243 PhD.

The total number of ENU students as of 2024 amounted to 22,919 people, including 20,616 undergraduate students, 1628 graduate, 675 doctoral students.

In the 2023-2024 academic year, educational activities were offered in 244 educational programs, including 95 bachelor's programs, 97 master's programs, and 52 doctoral programs.

The university's research activities are developed on the basis of a cluster approach and are aimed at developing fundamental and applied research and innovative activities.

The university implements six priority scientific clusters; Physical sciences and nuclear technologies; Mathematics and information technology; Biology, biomedicine and biotechnology; Engineering; Chemistry and Earth sciences; Social sciences and humanities.

### III Implementation and assessment of the criteria

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

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

##### 1.1 Implementation

L.N. Gumilyov ENU has a published Quality Assurance Policy, which is posted on the website of the university in three languages and on information stands of the university departments.

The process of implementing the educational programme (EP) at all stages is accompanied by an internal quality assurance system that complies with the Standards and Recommendations for Quality Assurance in Higher Education in the European Area (ESG).

Monitoring of quality assurance at the external level is implemented through participation in national and international ratings, passing the accreditation and re-accreditation procedures and submitting post-accreditation monitoring reports.

Internal quality assurance is implemented through such a proven tool as online questionnaires/surveys among internal and external stakeholders. Students and employers are also involved in the development of the EP. Employers provide their expert opinions.

Annually, the department independently approves a work plan which may include additional activities at the discretion of the department, necessary to improve the quality of educational and scientific activities.

In accordance with the job descriptions of the head of the department, the main functions of the head include: development and implementation of a quality assurance policy for the department's educational programs; defining the goals and objectives of the program, monitoring their achievement, as well as monitoring and evaluating the quality of the department's programs; managing risks associated with the implementation of the department's educational program; ensuring that the department's educational program complies with the requirements of regulatory acts; continuous improvement of the educational program.

ENU has approved a Risk Management Policy, which establishes uniform principles and procedures for risk management throughout the university, including educational programs.

The EP take into account the priorities of the Strategic Development Plan of the RK until 2025, in particular the development of functional literacy, the formation of modern skills and competencies in demand by labor markets in the short, medium and long term (in the bachelor's degree, the

disciplines «Introduction to the practice of negotiations», «Diversification of international information and communication strategies», «Organization and holding of international events» and others, in the master's degree «Designing research in the field of international relations», «Information security and digital diplomacy» and others).

The quality assurance policy reflects the deep connection and integration between research, teaching and learning, thereby effectively promoting the synergy of all components of the educational process.

The professorial teaching staff freely implements their own research, taking into account modern realities, independently determines the content, forms and methods of teaching in syllabuses in order to achieve the planned learning outcomes.

The policy of the university, faculty and department is aimed at supporting such values as compliance with academic integrity and freedom, prevention of protectionism, corruption, discrimination. These values are reflected in the documents: Policy of Academic Integrity of Faculty, Employees, and Students of the L.N. Gumilyov Eurasian National University, Code of Corporate Culture of Faculty and Employees of the L.N. Gumilyov Eurasian National University.

Thus, the university and the department have a system of internal quality assurance and risk management in order to develop an institutional culture of quality. Internal processes are aligned with the development strategy. The connection between scientific research, teaching and learning is ensured, the national and intra-university context are taken into account. External stakeholders take part in quality assurance.

## **1.2 Assessment**

ENU has a formal policy for quality assurance in place. This policy is publicly available and can be accessed through the university's official website.

The expert panel is convinced that the policy for quality assurance at ENU has not only been implemented very well and is well organized structurally but is also the actual practice of all people involved.

In the interviews with the university administration, it became clear that the university makes high demands on the quality of research and teaching and has implemented a system that covers all areas and is suitable for ensuring these requirements in breadth and depth.

In addition to the understanding of values explicitly conveyed in the classroom, there are also sufficient organisational structures (i.e., code of conduct, collective agreement, information at the beginning of the programmes, reporting systems, etc.) to prevent any form of intolerance and discrimination and to effectively counter corruption.

A positive aspect is that students in particular have the opportunity to provide direct feedback on teaching content and the learning environment through regular evaluations and can thus initiate improvement processes.

In addition to other positive aspects, there is also a compensation system that rewards special efforts in research and teaching with salary bonuses and thus provides specific incentives for teaching staff to contribute to research and teaching and to receive sufficient further training, whereby the university understandably places a clear emphasis on internationality.

The university is committed to promoting gender equality and equal opportunities to all students and staff.

### 1.3 Conclusion

The criterion is **fulfilled**.

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

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

### 2.1 Implementation

The module "Project Economics" will be implemented by the Department of Economics and Entrepreneurship in the framework of the Master's study programmes "7M04102 - Economics" and "7M04134 - International Business and Strategic Trade Control".

The module "Project Economics" (15 ECTS credits) will include the disciplines "Economic Justification of Projects", "Economic Analysis and Risk Management" and "Ethics and Social Responsibility in Project Management" each comprising of 5 ECTS credits.

The discipline "Economic justification of projects" is key for understanding the financial feasibility and evaluating projects before their implementation. Within the framework of this discipline, the main concepts and approaches are studied (determining the economic justification of projects and their goals, various approaches to assessing economic feasibility), cost assessment, evaluation of the effectiveness and profitability of projects, financial indicators, assessment of risks and uncertainties, strategic importance for the enterprise/organization, consideration of ethical issues when making economic decisions about projects and consideration of the social consequences and impact of projects on society and the environment.

The discipline "Economic Analysis and Risk Management" includes the study of methods and tools necessary to assess the economic effectiveness of projects taking into account all risks. The content of the discipline focuses on the economic analysis of projects, taking into account the identification and analysis of potential risks. The discipline studies the development of risk management strategies to minimize their impact on project results, the use of sensitivity analysis and scenario modeling methods to assess risks, building financial models to predict project revenues, costs and cash flows, evaluating alternative strategies and scenarios for project development from a financial point of view, economic assessment and project selection, ethical and social aspects when making economic decisions about projects.

The discipline "Ethics and Social Responsibility in Project Management" is aimed at studying the ethical aspects and social responsibility that play an important role in successful project management. Within the framework of the discipline, the basic principles of ethics in project management will be studied (ethical standards and norms of behavior that must be observed by project managers and members of project teams, ethical dilemmas and ways to resolve them in the context of project management), ethical aspects of decision-making (assessment of the impact of the project on various stakeholders and the social environment, balance interests of various stakeholders and taking into account their opinions when making key decisions), social responsibility of projects (analysis of the project's impact on the environment, society and the economy and the development of strategies to minimize the negative social and environmental consequences of projects), cultural and intercultural aspects (taking into account cultural characteristics and differences in the management of international projects, the application of ethical standards and norms in various cultural contexts), social sustainability and development (the impact of projects on the sustainable development of society and regional communities, the contribution of projects to social the responsibility of the organization and their perception by society).

The educational module "Project Economics" is designed for the following categories of students:

- Undergraduates in economics and management majors studying economics, finance, project management and other related disciplines who want to gain in-depth knowledge in the field of economic aspects of project management;
- professionals in the field of project management: project managers, financial analysts, risk management specialists and other professionals who want to improve their skills and deepen their knowledge in the field of project economics;
- engineers and other technical specialists working on projects who want to better understand the economic aspects of project management in order to interact more effectively with economic and financial specialists

- heads of companies and entrepreneurs who are engaged in the development and implementation of projects and want to better understand how economic factors affect the success of their projects;
- consultants and analysts working in the field of project management, economics and finance who want to deepen their knowledge in the field of project economics to provide more qualified services to their clients;
- government officials and representatives of non-profit organizations: employees of government agencies and non-profit organizations who are engaged in project management and want to improve their skills in the field of economic analysis and project management.

This module is useful to anyone who is interested in a deep understanding of the economic aspects of project management and wants to improve their competence in this area for more effective project planning, implementation and evaluation.

Studying the module "Project Economics" in addition to the main educational program is important for obtaining the following skills:

1. Deep understanding of the economic aspects of projects. The Project Economics module helps students and professionals understand how economic factors affect projects. This includes an assessment of costs, revenues, risks and profitability, which allows you to make more informed and effective decisions.
2. Improving decision-making skills. Economic risk analysis and project performance assessment help to improve decision-making skills, which is important for successful project management. This includes evaluating alternative scenarios and choosing the best strategies.
3. Improving financial literacy. Students and professionals gain knowledge about financial planning, budgeting and cost management, which contributes to improving financial discipline and project effectiveness.
4. Adaptation to changing economic conditions. Understanding the economic aspects of project management helps to better adapt to changes in the economic environment, such as currency fluctuations, changes in tax legislation and other economic factors.
5. Development of strategic thinking. The study of project economics contributes to the development of strategic thinking, which is important for long-term planning and sustainable development of organizations.
6. Strengthening competitive advantages. Companies and specialists with deep knowledge in the field of project economics have competitive advantages in the market. They are able to manage resources more efficiently, minimize risks and maximize profits.

7. Practical applicability. The Project Economics module includes practical cases and examples, which allows students and professionals to apply their knowledge in real situations, improving their practical skills.

8. Interdisciplinary approach. Project economics integrates knowledge from various fields such as economics, finance, project management and risk management. This contributes to the development of an interdisciplinary approach, which is important in modern business.

9. Ethical and social aspects. The study of project economics includes consideration of ethical and social aspects, which contributes to the formation of responsible and socially oriented professionals.

## **2.2 Assessment**

The structure of this three-level educational approach is impacted by ENU's aiming at strengthening its status as a research university, which it has been holding since 2022. Accordingly, ENU wants to diminish the number of Bachelor students to the advantage of admitting more Master and Ph.D. students. The new Master-level module "Project Economics" explicitly fits into this development.

The ENU Dpt. of Economics does have a formal policy for the design and approval of programs. The syllabi for Economics programs are discussed at the meetings of the department. Both students and external stakeholders are involved in the design of the study programs, in as much as they take part in the respective meetings. If approved internally, the syllabi and the working curricula go to the educational and methodological committee of the university. After the approval by the educational and methodological committee the syllabi and curricula become active.

The feedback of external stakeholders to the program designs is called for on a regular basis, specifically by surveying and analyzing the satisfaction of employers with educational programs based on the results of internships, the results of employment of graduates of the department, and scientific and practical forums held at the university with the participation of industry representatives.

The new Master-level module "Project Economics" appears to be projected in response to this feedback.

Expectations and requirements from the professional field as well as the demands on Bachelor versus Master level graduates vary enormously in a field of study like economics. While on Bachelor level employability prospects dominate, the expectations on an accomplished Master in Economics would typically also include some preparation to conduct research, so as to be able to successfully enter a Ph.D. program. This is especially so for three-level consecutive programs, such as offered by the Economics Department at ENU.

The syllabi provided for the elective courses sufficiently and transparently list the student workloads in terms of total number of hours, distributed by type of learning, i.e., lectures, seminars, practical exercises, and independent work of the Student (IWS).

The syllabi of the three courses of the new Master-level module "Project Economics" fit into this pattern.

Accordingly, while the objectives of the Bachelor program are already exclusively stated in terms of career opportunities, the objective of the Master programs also lists a number of marketable skills. The new Master-level module "Project Economics" are meant to broaden these skills.

The new developed module "Project Economics" seems to fit well into the Master's programme. The disciplines offered within the module seem to be adequate to achieve the defined objectives.

### 2.3 Conclusion

The criterion is **fulfilled**.

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

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

### 3.1 Implementation

Before the start of the academic year, each student registers in the AIS "Platonus" for disciplines and other types of training in accordance with the educational program, thus forming an individual educational program. It contains a list of disciplines that a student or master's student chooses to study in the current academic year, as well as the number of credits corresponding to each discipline.

According to the Methodological Recommendations, conditions are created for individuals with special educational needs. The needs of students in the formation of the educational program are taken into account when developing the syllabus, when drawing up a class schedule for groups in which individuals with special educational needs are studying.

In general, teachers freely combine the following styles: leadership style (learning through listening and following directions); discussion style (learning through interaction). Deepening research skills through focused discussion and development of scientific mini-projects, using the conference format. Moderation of the learning process is transferred to the hands of students when they themselves propose problems for discussion and analysis (for example, choosing problems and an

analysis plan), conduct business (role-playing) games on conflicts or negotiation simulations, use the lecturer-understudy format.

Theoretical and practical forms are combined (for example, lectures and practical classes), as well as group, paired and individual assignments.

Interactive and effective teaching methods aimed at actively involving students in the learning process are used: presentation analysis, seminar-discussion, network analysis method, conference form using the expert assessment method, discussion using the "small group" method, "round table", case study, "brainstorming", project form of organizing the lesson, the "six caps" method, "flipped classroom", etc.

Students are provided with access to qualified assistance and guidance from teachers in the form of consultations, tutoring sessions, individual guidance on completing projects and writing articles, feedback on the results of completed assignments.

The students' work in class, their level of activity and involvement in the discussion of the problem serve as indicators of the effectiveness of the teaching methods used. The results are discussed at department meetings. Particular attention is paid to the issues of exchanging experience of the department's teaching staff, optimizing the functioning of the mentoring institute. This is especially important in the context of ensuring constructive cooperation between the lecturer and the teacher conducting practical classes. At the end of the lesson, teachers are interested in the opinion of the students. The methods used in the process of teaching a particular discipline can be revised by the teacher during the training, replaced by more productive ones, i.e. this is a constantly evolving component of the educational process.

Curators, undergraduate and graduate advisers, as well as scientific supervisors are in constant contact with students and master's students.

The relationship between the teacher and the student is built on the basis of the "Code of Corporate Culture of Teachers and Employees of the NJC L.N. Gumilyov Eurasian National University", the Policy of academic honesty of teachers, employees, and students.

The position of Ombudsman will be introduced in 2023. The goal is to comply with the principles of business ethics and regulate social and labor disputes that arise within the team. The Ombudsman holds a reception at the Public Reception Office, holds meetings with curators, first-year students.

There is an Anti-Corruption Compliance Service, the purpose of which is to ensure that the Company and its employees comply with the legislation of the Republic of Kazakhstan on combating corruption, the implementation of anti-corruption standards and the international standard ISO

37001:2016, as well as monitoring the implementation of measures to combat corruption and prevent corruption.

The department monitors the quality of teaching in the form of mutual visits, open classes, checking the teaching and methodological documents and examination tickets by members of the department's teaching and methodological council. The results of the visits are discussed at department meetings. Events within the framework of the School of Pedagogical Excellence, the teaching and Methodological Council and the Scientific and Methodological Council of the department are held.

The department implements procedures aimed at timely informing students about the criteria and procedures for assessing learning outcomes. During the adaptation week, first-year students are required to familiarize themselves with the Guide for First-Year Students, the Academic Policy, the Rules for Conducting Current and Midterm Progress Monitoring, Midterm and Final Assessment.

Teachers regularly discuss assessment criteria with undergraduate and graduate students, provide examples of successful work, and explain the expected standards for completing assignments. This includes organizing consultations where detailed information on assessment criteria is provided.

Students' achievement of the planned learning outcome is demonstrated in classes, midterm and final assessments, which is reflected in the Current Academic Progress Journal in the AIS "Platonus". To demonstrate the level of achievement of planned learning outcomes, various forms of assessment are used. This may include exams, tests, practical assignments, projects, case studies and other types of assessment activities. This approach allows students to demonstrate their knowledge and skills in various situations and contexts.

Teachers use a variety of forms of feedback to ensure that it is effective and useful for students. This can be oral feedback during lectures and practical classes, as well as written comments on the work of students and postgraduates, electronic messages or individual consultations, comments in the Platonus system and via messengers.

The appeal procedure is regulated by point 5.8 of the Academic Policy and point 4.9 of the Rules for conducting current and midterm monitoring of academic performance, midterm and final assessment. A student who disagrees with the result of the final assessment for a discipline has the right to submit an appeal to the dean of the faculty no later than the next working day after the exam.

The department guarantees students the right to appeal in accordance with established procedures and regulations. This includes providing information on appeal rules and procedures, access

to relevant forms and documents required to file an appeal and advisory support for students wishing to exercise this right.

Before each examination session, the department forms an Appeals Committee. This ensures that each appeal is considered fairly and impartially.

### **3.2 Assessment**

The university employs diverse teaching methods, including discussions, role-playing, flipped classrooms, and case studies, combined with digital tools like Mentimeter and Trello. This variety ensures students engage actively and learning styles are accommodated. Continuous improvement is supported through student feedback, peer reviews, and professional development programs for faculty. Students can share complaints or suggestions through QR codes, social media, or direct contact with faculty and university management. A public reception office and the rector's blog also provide platforms for open communication, demonstrating the university's commitment to listening and improving.

Assessment is transparent, with clear criteria shared in syllabi and rubrics. Exams, projects, and case studies align with learning goals. Independent examiners oversee final exams, and results are shared in the "Platonus" system. Students receive personalized feedback, ensuring fair and constructive evaluations.

Students can appeal assessments through a structured process handled by an Appeals Committee, ensuring fairness. Clear policies guide this process, giving students confidence in the system.

The diverse teaching methods, student-centered approach, and transparent assessment processes stand out as strengths. Further development of the appeals process and additional training for supervisors could enhance these systems further.

The university has implemented more innovative teaching methods, improved assessment transparency, and expanded feedback channels.

The recruitment processes are clear and transparent. ENU provides support to the teaching staff for their professional development. Staff participate in internships and training programmes. They are also offered opportunities to follow trainings at foreign universities, including in EU member countries. Moral and material rewards are used to encourage professional development. Staff have also received external grants for research projects. Nonetheless, more could be done to improve the scholarly output of staff. The previous accreditation report recommended for ENU to consider adjusting the curriculum of the teaching staff to provide more time for research. The experts concur with this recommendation. Students highlighted that some teaching staff seem to be overburdened, which in part has to do with the fact that student numbers have continued to grow. This makes it more challenging to give feedback to students on individual assignments. The

experts also recommend that ENU consider devoting a portion of the ENU budget to a research fund for staff research expenses. More publications in respected international journals will aid ENU in its transition into a research university.

The experts commend the staff winners of the “Best University Teacher” award. More broadly, the programme shows a good variety of innovative teaching methods. It is also a positive development that the percentage of faculty members with a higher degree has continued to rise since the previous accreditation period. Overall, students tended to perceive the teaching staff as competent and appreciated diversity of teaching formats, including the interactive teaching.

With respect to assessment methods, the self-assessment form indicated that there are three forms of possible final assessment, namely oral exams, written exams and test assignments. Students confirmed that the assessment methods varied in the MA programme.

### 3.3 Conclusion

The criterion is **fulfilled**.

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

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

### 4.1 Implementation

Admission of the students is carried out on the basis of the Rules for admission to study in educational programs which is approved by the decision of the Board of Directors at the end of each academic year for the upcoming year.

The University ensures the availability of information about the rules and conditions of admission. Information on the rules and conditions of admission is posted on the University website in the section (Applicants).

All stages of student's life cycle are reflected in Regulations on monitoring the academic achievements of students and in Academic policy of the university.

Traditionally, at the beginning of the academic year, meetings are held for first-year students as part of the adaptation week, which cover the rules of the educational process, living in student houses, participation in student organizations (online format on the Zoom, YouTube platforms). Students are provided with ENU Student Guide.

On August 29, 2023, ENU Ombudsman took part in a meeting with first-year students. During the meeting, the Ombudsman introduced the first-year students to the Ombudsman Regulations,

informed them about the tasks and functions of the Ombudsman, provided legal education to students on their rights, legal interests and responsibilities at the university, on issues of monitoring compliance with the rights and interests of students, and provided her contact information so that students could file a complaint if any controversial situations arise.

During the adaptation week, student groups are organized, curators, advisers and leaders of the group from active students are appointed. Each curator of the 1st year group held the first curator hour to get acquainted with the students.

Kazakhstan is a signatory to the Lisbon Convention on the Recognition of Qualifications. In accordance with it, ENU provides for the transfer of disciplines in the corresponding/related EP.

Upon completion of the educational programs, a diploma and transcript are issued in three languages - Kazakh, Russian and English. Graduates also receive diploma supplement.

## **4.2 Assessment**

The admission process is clearly defined and transparent, with rules and conditions published on the university website in the "Applicants" section. Admission for international students includes an interview process, ensuring inclusivity and alignment with academic goals. During the adaptation week, students receive comprehensive information about university life and academic regulations through meetings, guides, and direct contact with curators and advisers. This ensures clarity and support for incoming students.

Student progression is monitored through the "Regulations on Monitoring the Academic Achievements of Students" and the university's academic policies. The institution emphasizes student support by appointing curators and advisors for each group and actively engaging first-year students during orientation. The ENU Ombudsman provides an additional channel for addressing issues related to students' rights and progression, ensuring a fair and supportive environment.

As a signatory to the Lisbon Recognition Convention, the university has robust recognition procedures for qualifications and credits. For instance, credits earned during academic mobility programs are transferred seamlessly to related educational programs. The procedures align with international standards, demonstrating the institution's commitment to academic mobility and transparency.

Graduates receive diplomas and transcripts in three languages (Kazakh, Russian, and English), which detail the qualification earned, learning outcomes, and program specifics. This ensures that students have clear and portable documentation of their achievements.

The recruitment process for doctoral programs is linked to explicit outcomes, focusing on admitting candidates who align with the program's objectives. Students can select supervisors, enhancing flexibility in pursuing specific research interests. The public admission criteria are clear and accessible, promoting transparency.

Doctoral candidates are recognized as early-stage researchers and receive the necessary support to develop their academic and professional skills.

The structured and transparent admission process, particularly for international students, ensures inclusivity. Clear recognition procedures for qualifications and credits reflect international best practices.

Graduation documents in multiple languages enhance global portability for students.

The emphasis on student support, including the Ombudsman and curators, creates a welcoming environment for progression. Strengthening digital tools to provide real-time updates on progression and recognition processes could enhance accessibility.

Expanding flexibility in supervisor selection for PhD students may better align research goals with student interests.

### 4.3 Conclusion

The criterion is **fulfilled**.

## 5 ESG Standard 1.5: Teaching staff

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

### 5.1 Implementation

Hiring and professional development procedures for employees are carried out based on national legislation and the university's internal documentation.

The University has established an HR department responsible for staffing the university's structural divisions, developing HR policies for competitive staff selection, and managing the adaptation and onboarding processes for new employees.

Faculty recruitment is organized by the university on a competitive basis. Announcements for vacant faculty and research positions are published through mass media and on the University's website.

The main document regulating personnel management at the university is the ENU Personnel Policy for 2021-2025. This document is focused on developing human potential, attracting top

employees, fostering their development, showing respect to everyone, creating a favorable work environment, and improving the quality and effectiveness of the team's activities.

Transparency in personnel procedures is ensured by publishing relevant information on the university's website and disseminating it through dean's offices and departments, using various sources (university website, hh.kz, enbek.kz, recruitment agencies, etc.). Information about the recruitment process for vacant positions is available on the website.

For professional development and the realization of creative needs of each category of employees at the University are implemented mechanisms of moral and material incentives: commendations, awarding diplomas, payment of bonuses, presentation for the title «Honorary Worker of Education of the Republic of Kazakhstan», recommendation for participation in the competition «The best teacher of the university», professional development.

Professional development is carried out through seminars, online seminars, Coursera courses and internships at leading universities and enterprises in Kazakhstan and abroad.

To support the professional development and creative needs of each category of staff, ENU implements mechanisms for moral and material encouragement: commendations, awards, bonuses, nominations for the title of «Honorary Worker of Education of the Republic of Kazakhstan», recommendations for participation in the «Best University Teacher» competition, and opportunities for further training.

Incentives for faculty include KPI-based rewards (KPI Regulations); Rewards for publishing articles in high-impact foreign journals; Additional payments to faculty teaching in English.

## **5.2 Assessment**

Currently, the academic teaching staff in the Department of Economics comprises some two dozen people, all of whom (except one) hold a Ph.D. degree. More than 80 per cent of the teaching staff is female.

Personnel management in the Department of Economics follows the rules of the university, as laid down in the documented and publicly available "Personnel Policy of ENU." Qualification requirements for teaching positions are defined statewide. Transparency in staffing procedures is ensured by publishing relevant information on the university's website and disseminating it through deans' offices and departments.

As all (except one) of the academic teaching staff in the Department of Economics hold a Ph.D. degree, they are thus eligible to teach both in the Bachelor and in the Master programs. With a minimum teaching load of 30 credits per year, the staff size appears appropriate to carry out the study programs (including the Ph.D. program).

The department also employs international research advisors for supervising Ph.D. students.

ENU contracts for teaching staff are typically permanent, except for part-time practitioners. Contracts require at least two publications per year. In 2023, the teachers of the Economics Department shared 16 impact factor journal publications among them. Over the past six years, teachers of the Economics Department completed two international projects within the National Technical Center and three projects funded by the Ministry of Education.

Again, at university level, open to all departments, teachers can go to professional development courses on developing their methodological skills with international partner universities, supported by 500 licenses for the skill development platform *Coursera*. These possibilities are used to considerable degrees within the Department of Economics. The department also offers opportunities for research internships abroad for both staff and Ph.D. students.

A useful feature for securing the teaching staff's keeping up-to-date with teaching methods and technologies is the ENU-wide implemented student feedback in form of end-of semester student surveys. The surveys are anonymous and online, and processed by an independent department. Processed and anonymized data are sent to the department and to the faculties. Issues based on students' negative answers can then be dealt with at the department level.

The recruitment processes are clear and transparent. ENU provides support to the teaching staff for their professional development. Staff participate in internships and training programmes. They are also offered opportunities to follow trainings at foreign universities, including in EU member countries. Moral and material rewards are used to encourage professional development. Staff have also received external grants for research projects. Nonetheless, more could be done to improve the scholarly output of staff.

### 5.3 Conclusion

The criterion is **fulfilled**.

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

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

### 6.1 Implementation

The scientific library is located in two buildings. The main building houses subscriptions to textbooks and literature in foreign languages. The library offers students and faculty access to 2 electronic halls with 150 computers, internet access, and subscription databases; 12 reading rooms with a total of 830 seats for users; and coworking zones for independent work on all floors. On

the third floor, the Information Resource Center «American Corner and Maker Space» is available, providing access to high-quality English language learning materials, conversation clubs, the E-library USA research database, and collections of printed books. The Maker Space area offers various courses on modeling, 3D printing, robotics, etc. To support research activities, a reference and advisory service operates, providing consultations and training on working with electronic resources. To create favorable conditions for students with special educational needs, an Inclusive Information Resource Center operates. This center is equipped with computers with internet access and subscription databases. Some of the available databases have special services for inclusive education. Computers are equipped with software allowing visually impaired and blind students to listen to and type texts.

The library's fund is reflected in the electronic library and provides various services to users for accessing information, searching, viewing, ordering necessary literature, and obtaining various analytical and statistical information.

The electronic catalog database includes 205,067 bibliographic records reflecting printed documents, electronic documents from the library's collection, as well as networked, local, and installed documents, providing access to digitized full texts – 68,539 units of textbooks, teaching aids, monographs, conference materials, etc.

To support graduate employment, the university has a Career and Business Partnership Department, which attracts employers to conduct various events at the university to inform students and graduates of ENU about job opportunities and professional internships.

The following types of social support are provided: Provision of benefits for tuition fees, Benefits for accommodation in Student Houses, Medical care at Astana Clinic, Social support for students from among orphans, orphans left without guardianship and under guardianship.

For students with disabilities (those with visual and hearing disabilities - until the deadline specified in the disability certificate and Medical Advisory Committee) 75% supplement to the scholarship based on the results of the examination session with excellent or good academic performance.

The University has various Support Services which includes psychological support services for students, faculty and staff, Inclusive Support Center, Center “Oner ortalgy”, Directorate of Student Houses (Regulations on the Directorate of Student Houses Eurasian National University named after L.N. Gumilyov).

The Inclusive Information and Resource Center operates on the premises of the scientific library. It is equipped with a PC and a scanner and speaking programs that facilitate access to information for students with visual impairments. A coworking area has been opened on the first floor of the library, allowing students with special educational needs to study within the library walls, take

part in events, work together with teachers and fellow students, and engage in self-education. The Center's resource fund is replenished with audio publications. The adaptive capabilities of the available electronic library systems "Lan", "IPR Books" and "Student Consultant" are used in servicing students with special educational needs. Information and library services in the context of distance learning are provided via the WhatsApp messenger, e-mail, and home delivery of textbooks from the library fund.

## 6.2 Assessment

Student information on available resources and support, the organization of the university, educational programs, etc., is assembled in a student guidebook (separately edited for freshmen), available online at the university portal, at <https://www.enu.kz/en/page/for-students/students-guide>. Portal access is provided via internet or the internal network of the university. The automated information system PLATONUS provides for each student a personal account, allowing access to study-relevant information.

ENU is a successful, and therefore fast growing entity, with its student body approaching 30,000. Consequently, the university is outgrowing its campus: finding space for offices, classrooms and dormitories has developed into a development barrier. This, however, is to change with opening a new campus projected outside of the city, which will be able to host some 20,000 students, mainly from natural sciences. The rest, including the social sciences, will be able to spread on the "old" campus. While the existing campus is in principle technically functioning and appropriate, in discussions with students, however, we noted that in some classrooms, there appears to be a lack of technical equipment, such as projectors.

On campus, ENU also provides for student recreation, sports grounds, public catering facilities for students, faculty and staff, and a medical center. Specifically for mental health, the university provides counseling sessions: seven psychologists can be called any time. Since 2022, ENU has institutionalized a service of individualized inclusion support for students with disabilities.

The heart of the infrastructure equipment is ENU's university library, hosting some 1.5 million books. However, at least as important for today's world of learning are the digital resources provided by the library services to personalize learning. The library's digital resources can be accessed remotely through the website <https://lib.enu.kz>. The library actively uses social networks (Facebook, Instagram, YouTube) to inform about its resources. For Bachelor students, remote access to electronic textbooks provided by the library is the most important resource of learning. For Master and Ph.D. Students in the social science area, access to journals and databases becomes more important. In terms of journal access, ENU library gives access to open access articles and to scientific journal content included in the national subscriptions of the Ministry of Science and Higher Education. This does include remote access to a number of social science journals from

leading publishers. In terms of databases, the library bundles access to many secondary open access data relevant for social science students. Primary data access with relevance to social sciences includes companies' financial statements and court decisions. The library regularly collects data requests from departments, deciding upon affordability and priority.

Apart from what is offered by the library, other primary (research) databases result from individual teachers' efforts, e.g. on the basis of research project funding, and appear not to be systematically catalogued beyond department levels. A similar situation appears to hold in terms of software: there is—except for an educational Microsoft Office license allocated to each student—no centralized access for downloading software that would enable predominantly Master and Ph.D. level students to use, e.g., relevant quantitative empirical methods of social sciences. From the Department of Economics documentation we know from one such individualized effort, in which “Computer class No.102 was equipped with software for statistical calculations PSPP and R for conducting the course “Statistical analysis in economics and business” by foreign professor, for 2nd-year master's students of the Economics programme.” In our judgement, this so far prevalent absence of a systematic approach to establishing a software catalogue (for students and staff alike) does not result from a lack of funding. Rather, at least in part it appears to be a consequence of choice in terms of EP structures that have so far not stressed teaching quantitative empirical methods of social sciences (see section II.2 above).

At ENU, internationalization and student mobility are core concerns. 10 per cent of students are degree seeking foreign students; in addition, ENU hosts a number of exchange students. Foreign students are integrated by preparative courses.

ENU participates in all academic mobility programs supported by the Ministry of Higher Education and Science, including ErasmusPlus and intergovernmental agreements. Beyond that, ENU offers selected international double-degree programs, and both students and staff profit from a considerable number of bilateral exchange agreements with international universities. Individual (conference or research) travel support varies by program level, reaching 3 months internship for Ph.D. students at partner/supervisor university.

There are various channels for student feedback on this and other issues—social networks, the rector's blog on the website, and specifically the ENU-wide implemented student feedback in form of anonymous online end-of semester student surveys. Beyond this, students are involved in academic council meetings, department meetings, and in the ENU budget committee.

Overall, the material and technical base and information resources of the university are sufficient and correspond to the requirements of the programs being implemented.

In general, the experts have the impression that the study programmes are endowed with the necessary teaching materials, material equipment and computer technology for an effective and

meaningful learning process. Together, the material and technical base and resources of the university enable offering high-quality training and preparation of specialists within the BA and MA programmes.

Generally, students seem satisfied with the educational material and technical base and resources, as well as with the accessibility and range of the resources of the library. However, some students complained about the limited capacity of the faculty infrastructure to host all the students. The experts are aware that the university has seen its student numbers grow exponentially. The new campus that is being built might partly solve this problem, but students of political science will remain in the old campus, where the material infrastructure is not always sufficiently modernized.

### 6.3 Conclusion

The criterion is **fulfilled**.

## 7 ESG Standard 1.7: Information management

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

### 7.1 Implementation

Collection of information through the AIS "Platonus", reviews in social networks and accounts, stakeholder surveys are carried out in order to provide feedback and make appropriate decisions.

Seven types of surveys are conducted at ENU:

- online survey of first-year students on the reasons for choosing L.N. Gumilyov ENU;
- Assessment of student satisfaction with the quality of teaching disciplines at L.N. Gumilyov ENU for the 1st semester, Assessment of student satisfaction with the quality of teaching disciplines at L.N. Gumilyov ENU for the 2nd semester;
- Student satisfaction with the organization and implementation of professional practice (educational, pedagogical, research, industrial, pre-graduation) at L.N. Gumilyov ENU;
- Assessment of student satisfaction with the quality of educational services provided, learning conditions at L.N. Gumilyov ENU;
- Assessment of satisfaction with the working conditions of L.N. Gumilyov ENU" (among the teaching staff and employees);
- Satisfaction of graduates with the quality of educational services provided by L.N. Gumilyov ENU.
- Assessment of the quality of training of graduates of the L.N. Gumilyov ENU (among employers).

The Registrar's Office should be highlighted operates in real time and maintains a consultation page on key issues related to the movement of the contingent. Students also have the opportunity to apply for services through the SSC module in their personal account in the AIS "Platonus". There is a system for independently submitting an application for the summer and additional semester. Students can take additional training by submitting an application through the Institute of Continuous Education.

The Council of Employers of ENU is functioning, which includes various enterprises and organizations, including the State Institution "Employment Center" of the Akimat of Astana.

The Department of Career and Business Partnership operates, the purpose of which is to develop a system of interaction between employers and the university in order to form the necessary professional and social-personal competencies of graduates. Every year, graduates who studied on a grant are distributed among three levels.

The Alumni Office monitors the employment and career expectations of the graduates. The main tasks are to identify the main factors that influenced the employment of graduates and the problems they faced, organize the work of the Call-centre Telsurvey, and track the career trajectory of the ENU graduates.

Since 2008, the public association "Association "Tulek" of the L.N. Gumilyov ENU" has been operating. Its mission is to unite the efforts of the intellectual, creative and business potential of graduates to solve the socio-economic problems of the Republic of Kazakhstan, as well as to find effective solutions to the problems that graduates face in their practical activities and life, in assisting the university in strategic development.

Based on the ENU Development Strategy, Operational Plans are developed annually, reports on achieving target indicators and development indicators are defended.

Achieving development indicators is implemented in the KPIs of deans and heads of departments. Thus, information management and reporting are aimed at improving the quality of the educational process, involving all stakeholders.

## **7.2 Assessment**

ENU presented information on the Information management system in the context of the study programmes undergoing accreditation. The university has a comprehensive system for collecting and analysing information. The university collects data on admissions, profile of student body, student progression, drop-out rates, student satisfaction. The information on graduates and their employment is systematically collected. The university maintains a permanent statistical record of the progress of students in the offered study programmes.

ENU conducts surveys of different stakeholders such as students, faculty, potential employers.

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

### 7.3 Conclusion

The criterion is **fulfilled**.

## 8 ESG Standard 1.8: Public information

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

### 8.1 Implementation

One of the main sources of information for applicants, students and other interested parties is the ENU website, faculty page on the website and social accounts.

For applicants, the "Applicants" tab provides all the necessary information: admission rules, announcements, information about creative exams, regulatory legal acts, information about the special exam in pedagogical sciences, a list of documents, etc.

There is a page on the website of the ENU with information for students.

The website also regularly publishes news and announcements.

The University has a YouTube channel with 6.5 thousand subscribers where various video materials, open classes, interviews with guests, etc. are presented.

Each Faculty regularly publishes information about various events and news of departments.

Information on the department's educational program is posted on the website on the official Instagram page of the departments, Telegram channel, TikTok.

The university annually organizes "Open Days" for senior school students in Astana.

The teachers of the department provide consultations on the EP for applicants during the work of the Admissions Committee.

Interaction with employers is carried out through meetings within the walls of the university with representatives of organizations, as well as explanatory work in the organizations themselves.

A traditional "Job Fair" is held for graduates.

## 8.2 Assessment

The official website of ENU serves as the main source of the basic information about the history of creation and study process relevant details of the university. The university website has a designated section for applicants with the details outlining the functions of the admissions committee with working hours and contact details which is available on the landing page of the website. The rules for admission to ENU are reflected on the Applicant tab, where a list of educational programmes is listed. The dissemination of information about the university is also carried out through its social media pages and accounts on the following platforms: Facebook, Instagram, VKontakte, and YouTube.

## 8.3 Conclusion

The criterion is **fulfilled**.

## 9 ESG Standard 1.9: On-going monitoring and periodic review of programmes

**Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.**

### 9.1 Implementation

The quality of the EP implementation is one of the primary tasks of ENU, which is consistent with the mission and vision.

ENU has developed fundamental documents and internal regulatory documentation, according to which comprehensive activities are carried out aimed at ensuring the quality of the implemented EP.

The university annually conducts internal monitoring on the basis of the Order of the Chairman of the Board - Rector of the University and in accordance with the "Regulations on monitoring and examination of the quality of the implementation of educational programs" (approved by the Decision of the Board of the NJSC L.N. Gumilyov ENU, minutes No. 15, dated October 22, 2022).

Monitoring of the implementation of the EP is carried out by the Quality Assessment Center. Assessment of the quality of the implementation of the EP is also carried out within the framework of surveys of students in terms of levels of training, employers and other stakeholders.

The procedure is regulated by the Survey Guidelines.

The results of monitoring, surveys and other issues on the quality of the implementation of the EP are considered at meetings of the collegial bodies of the university (Educational and Methodological Council, Academic Council), at production meetings.

There is a regular monitoring of the content of similar EPs of foreign universities, requests and proposals of stakeholders (employers, students and trends in the development of international relations as an academic professional environment) for the purpose of further improvement.

In order to ensure effective implementation and create a favorable learning environment, the department reviews the content and structure of the EP, taking into account changes in the labor market, employers' requirements and the social demand of society. An extended meeting of the department is held annually to review the EP for relevance with the participation of all stakeholders. The participation of students and graduates makes it possible to determine the needs of students, who can suggest the inclusion of new learning outcomes/competencies. The participation of employers at the meeting makes it possible to determine new competencies, expectations of the professional community, and also update the content of existing courses/modules.

The distribution of academic hours for lectures, seminars and Individual Work of Students is carried out in accordance with regulatory acts and is organized in such a way as to provide students with the opportunity to gain solid knowledge of the discipline, with a special emphasis on individual creative work. The departments analyze the academic performance of students, assess the adequacy of the workload of disciplines, based on the results of which changes are introduced into the workload of disciplines. The analysis of academic performance also provides the level of effectiveness of student assessment procedures, and the department also analyzes the compliance of student assessment forms with the learning outcomes of the discipline.

When drawing up the schedule, the department is guided by the rule of no more than 6 hours of classes per day.

The department maintains contact with practice bases, as a result of which the practice bases provide their feedback and letters of thanks to students.

It also maintains contact with graduates.

Feedback from foreign scientists and practitioners is collected.

Thus, internal assessment of the effectiveness of the educational process (self-assessment during the preparation of annual reports of the department) and external assessment of the effectiveness of the educational process (participation in ratings, the procedure of institutional and specialized accreditation) are ensured.

## **9.2 Assessment**

The university demonstrates a strong commitment to continuous monitoring and improvement of its educational programs (EPs), ensuring alignment with its mission and vision. Annual reviews are conducted based on internal regulations and feedback from stakeholders, including students, employers, and academic staff. These reviews are discussed in university councils and department

meetings, creating a closed loop for continuous enhancement. The systematic incorporation of feedback, particularly from students and employers, ensures programs are updated to reflect changing societal needs and labor market demands. Key instruments for program development include regular benchmarking with similar programs at foreign universities, integrating the latest research trends, and addressing the evolving expectations of society. The workload distribution for students is carefully managed, with a cap of six hours of classes per day, and academic performance is regularly analyzed to optimize workloads and ensure alignment with learning outcomes. Assessment procedures are periodically reviewed to ensure they effectively measure intended learning outcomes and meet the needs of students and stakeholders.

The participation of stakeholders, including students, employers, and alumni, is a central element of program development. Annual departmental meetings provide a platform for stakeholders to propose updates to competencies and course content. Feedback mechanisms, including surveys and meetings, inform program adjustments, ensuring relevance and quality. The results of these processes are communicated transparently through self-assessment reports and public forums, reinforcing trust and engagement. The learning environment and support services are tailored to meet the needs of students, with departments maintaining close contact with internship providers and graduates. Feedback from international experts and foreign practitioners further enhances program relevance and quality.

Particularly positive aspects include the systematic and inclusive approach to program monitoring, the alignment of content with the latest research and labor market needs, and the transparency of communication with stakeholders. Areas for optimization include expanding digital tools for real-time feedback and enhancing support for aligning student workload with individual needs.

### 9.3 Conclusion

The criterion is **fulfilled**.

## 10 ESG Standard 1.10: Cyclical external quality assurance

**Institutions should undergo external quality assurance in line with the ESG on a cyclical basis**

### 10.1 Implementation

The following external quality assurance tools can be distinguished:

1. Ratings of the EP IAAR and "Atameken" National Chamber of Entrepreneurs
2. Subject ranking of the International agency Times Higher Education Ranking–2022
3. External examinations of the EP by employers

4. The external accreditation procedure (in accordance with the terms of issuance of the certificate). Based on the results of monitoring and evaluation of the EP, corrective work is carried out aimed at continuous improvement.

All study programmes are accredited by national and international agencies. The university has successfully passed institutional accreditation.

During the 2017 accreditation, experts from the ACQUIN Institute for Accreditation, Certification and Quality Assurance made a number of recommendations, following which several actions were taken to improve the quality of educational program. All recommendations have been considered and implemented.

## **10.2 Assessment**

ENU has successfully undergone several reputable national and international accreditations.

External accreditation procedures are held regularly. At the same time, preparation and improvements at the university are a continuous commitment as many of them can be done prior to or in-between the accreditation initiations, as there are specific recommendations and opportunities for constant improvements available; both in the medium and long term, the associated 58 endeavours at the department levels can be planned and implemented in a way that goes beyond the specified baselines.

## **10.3 Conclusion**

The criterion is **fulfilled**.

#### IV Recommendation to the Accreditation Commission of ACQUIN

##### 1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version**

The module "Project Economics" was assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), 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 (Ongoing monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled.

The assessment criteria are as follows:

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

The criterion is **fulfilled**.

**Standard 1.2 Design and approval of programmes:** Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **fulfilled**.

**Standard 1.3 Student-centred learning, teaching and assessment:** Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

**Standard 1.4 Student admission, progression, recognition and certification:** Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

**Standard 1.5 Teaching staff:** Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

**Standard 1.6 Learning resources and student support:** The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

**Standard 1.7 Information management:** Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

**Standard 1.8 Public information:** Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

**Standard 1.9 On-going monitoring and periodic review of programmes:** Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

**Standard 1.10 Cyclical external quality assurance:** Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

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

## 2 Certification Recommendation

The peer-review experts recommend unconditional certification of module “Project Economics”.

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

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

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

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

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

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

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

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

- **certification** without conditions

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

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN has made its decision on the 10 March 2025:

**Module “Project Economics”**

**The Module “Project Economics” is accredited without any conditions.**

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