

THE ACCREDITATION, CERTIFICATION AND
QUALITY ASSURANCE INSTITUTE

ACQUIN

AWARDS THE SEAL OF APPROVAL



FOR THE STUDY PROGRAMME

6B04215 JURISPRUDENCE

- BACHELOR -

AT THE CENTRAL-KAZAKHSTAN ACADEMY

THE ACCREDITATION IS VALID UNTIL 30TH OF SEPTEMBER 2030.

BAYREUTH, 04 DECEMBER 2023

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PROF. DR. SEBASTIAN KEMPGEN
CHAIRMAN OF THE BOARD

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FOR THE STUDY PROGRAMME


7M04206 JURISPRUDENCE

- MASTER -

AT THE CENTRAL-KAZAKHSTAN ACADEMY

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6B04111 ECONOMICS

- BACHELOR -

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FOR THE STUDY PROGRAMME

7M04105 MASTER OF BUSINESS ADMINISTRATION

- MBA -

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ИНСТИТУТ АККРЕДИТАЦИИ, СЕРТИФИКАЦИИ
И ОБЕСПЕЧЕНИЯ КАЧЕСТВА

ACQUIN

ПРИСУЖДАЕТ СЕРТИФИКАТ КАЧЕСТВА



ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

6B04215 ЮРИСПРУДЕНЦИЯ

- БАКАЛАВР ПРАВА-

ЦЕНТРАЛЬНО-КАЗАХСТАНСКАЯ АКАДЕМИЯ
г. КАРАГАНДА

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 30 СЕНТЯБРЯ 2030.

БАЙРОЙТ, 4 ДЕКАБРЯ 2023

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ПРОФЕССОР, ДР. СЕБАСТЬЯН КЕМПГЕН
ПРЕДСЕДАТЕЛЬ АККРЕДИТАЦИОННОЙ КОМИССИИ

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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

7М04206 ЮРИСПРУДЕНЦИЯ

- МАГИСТР ЮРИДИЧЕСКИХ НАУК -

ЦЕНТРАЛЬНО-КАЗАХСТАНСКАЯ АКАДЕМИЯ
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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

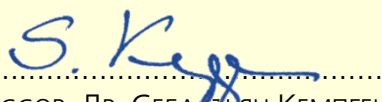
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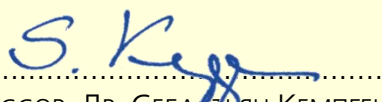
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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

7M04105 MASTER OF BUSINESS ADMINISTRATION

- МАГИСТР -

ЦЕНТРАЛЬНО-КАЗАХСТАНСКАЯ АКАДЕМИЯ
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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

7M04104 ЭКОНОМИКА

- МАГИСТР ЭКОНОМИЧЕСКИХ НАУК -

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Accreditation Report

**Central Kazakhstan Academy
Karaganda, Republic of Kazakhstan**

**Jurisprudence (Bachelor), Jurisprudence (Master), Accounting and audit (Bachelor),
Economics (Bachelor), Economics (Master), MBA (Master)**

I Procedure

Date of contract: 8 April 2022

Date of the submission of self-assessment report: 30 November 2022

Date of site visit: 28-31 January 2023

Attendance by ACQUIN office: Yuliya Balakshiy

Accreditation decision scheduled: 4 December 2023

Peer review experts:

- **Prof. Dr. habil. Matthias Amort**, FOM University of Applied Sciences for Economics and Management
- **Jun.-Prof. Dr. rer. oec. Tristan Becker**, Dresden University of Technology
- **Prof. Dr. Ernar Begaliev**, Academy of Law Enforcement Agencies under the Prosecutor General's Office of the Republic of Kazakhstan
- **Nadine Eggers**, Paderborn University
- **Prof. Dr. Karin Kaiser**, Mönchengladbach, Hochschule Niederrhein, University of Applied Sciences
- **Dr. Saule Kemelbayeva**, M. Narikbayev KAZGUU University
- **Prof. Dr. Peter Mayer**, Osnabrück University of Applied Sciences
- **Dr. Dr. Fabian Steinhauer**, Max Planck Institute for Legal History and Legal Theory

The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the HEI and discussions with its management, heads of the departments, heads of the study programme, lecturers, staff representatives, students, and alumni.

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

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II Introduction

The experts would like to thank the representatives of the institution as well as its students for taking part in the discussions and willingly sharing information and their views during the on-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.

The evaluation basis for the peer-review experts is the self-assessment report of the institution as well as intensive online discussions during with the institution management, heads of the departments, head(s) of the study programme, study programme coordinators, teachers, lecturers, administrative staff, students, and graduates.

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

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

1 Short profile of HEI

The Central Kazakhstan Academy (hereinafter referred to as the Academy) operates on the basis of a perpetual license for educational activities issued by the Committee for Control in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan dated June 11, 2012, No. 0142755, series AB. There are four faculties at the Academy (Legal, Financial and Economic, Language and Translation, Psychology and Social Work), which include nine departments that implement nine bachelor's degree educational programs:

6B04215 - Jurisprudence

6B04111 – Economics

6B04114 - Accounting and Audit

6B04113 - Finance

6B04112 - State and local government

6B10218 - Social work

6B03110 - Psychology

6B02309 - Foreign philology

6B02308 - Translation

and 5 master's degree programs:

7M04206 - Jurisprudence

7M04104 – Economics

7M04105 – Master of Business Administration

7M02302 - Philology

7M02303 - Foreign Philology

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

At the time of organization, the institution’s significance was defined in the educational, economic, and social spheres of the region. This is reflected in the mission of the Central Kazakhstan Academy: “Providing affordable, high-quality, decent education aimed at the highest level of individual and professional development, through the technologically organized process of training specialists in demand by industry, science and the business environment”. This corresponds to the resources of the Academy: the educational environment, scientific information and human resources, the infrastructure of the Academy provides the educational process for 2339 students. The educational process is carried out based on the two-level model of education by 128 highly qualified teachers who have scientific and academic degrees of doctor (7), PhD (7), candidate (40), master (57), practicing teachers (27), teachers with a rich professional experience in the past (30). Every year there the rating of the teachers of the Academy is held, when those who have scored the most points in all the areas of work are encouraged by a prize; those with the lowest result receive a warning.

The teachers and students are actively engaged in science, which is confirmed by participation of 200 teachers and 375 students of the Academy at the traditional conferences in 2022.

The effectiveness and transparency of the Academy's activities are confirmed by the honorary title “Industry Leader - 2015” that is awarded based on the results of the independent transparent rating analysis; it confirms the effectiveness of activities and reflects the contribution of the Academy to improving the welfare of the country.

In 2021, the Academy once again confirmed its leadership status having become the owner of “Gold” in the “TOP-10 enterprises - leaders of the Republic of Kazakhstan” formed on the basis of the financial and economic analysis of enterprises in terms of “Growth of settlements with the budget”.

The Central Kazakhstan Academy is included in the register of transparency of the European Union. Among 500000 enterprises, the Academy received a gold award in terms of “Truly reliable taxpayer”, and a silver award in terms of “Contribution to the state budget”.

2 General information on the study programme

Jurisprudence (Bachelor)

Location	100009, Kazakhstan, Karaganda region, Karaganda city, Kazybek bi district, Pichugin Street, No. 259.
Date of introduction	2012
Faculty/department	Law
Degree	Bachelor of Law
Standard period of study (semesters)	Training duration of the full cycle (full time mode) - 4 years, 8 terms (4 winter and 4 summer terms) Training duration of college graduates in the shortened bachelor program (based on secondary vocational education) - 3 years, 6 terms (3 winter and 3 summer terms) Training duration for persons with higher education - 2 years, 4 terms (2 winter and 2 summer terms)
Number of ECTS credits	240
Number of study places	350
Number of students currently enrolled	1414 (778 – full time mode; 636 – full time shortened mode)
Average number of graduates per year	584
Target group(s)	high school graduates, college graduates, applicants for a second higher education
Admission requirements	
Form of study	Full time and full time shortened
Tuition fee	With the 4-year period of training - 319000 tenge (705,75 Euro) for an academic year With the 3-year period of training - 199000 tenge (440,27 Euro) for an academic year With the 2-year period of training - 199000 tenge (440,27 Euro) for an academic year

Jurisprudence (Master)

Location	100009, Kazakhstan, Karaganda region, Karaganda city, Kazybek bi district, Pichugin Street, No. 259.
Date of introduction	2012
Faculty/department	Law
Degree	Master of Legal Sciences
Standard period of study (semesters)	2 years or 4 semesters
Number of ECTS credits	120
Number of study places	150
Number of students currently enrolled	105
Average number of graduates per year	80
Target group(s)	holders of higher education of the relevant profile
Admission requirements	
Form of study	Full time
Tuition fee	369000 tenge (816,37 Euro) for an academic year

Accounting and audit (bachelor)

Location	100009, Kazakhstan, Karaganda region, Karaganda city, Kazybek bi district, Pichugin Street, No. 259.
Date of introduction	2012
Faculty/department	Financial and Economic
Degree	Bachelor of Economics and Business
Standard period of study (semesters)	<p>Training duration of the full cycle (full time mode) - 4 years, 8 terms (4 winter and 4 summer terms)</p> <p>Training duration of college graduates in the shortened bachelor program (based on secondary vocational education) - 3 years, 6 terms (3 winter and 3 summer terms)</p> <p>Training duration for persons with higher education - 2 years, 4 terms (2 winter and 2 summer terms)</p>
Number of ECTS credits	240
Number of study places	100
Number of students currently enrolled	60 (9 – full time mode; 51 – full time shortened mode)
Average number of graduates per year	28
Target group(s)	high school graduates, college graduates, applicants for a second higher education
Admission requirements	
Form of study	Full time and full time shortened
Tuition fee	<p>With the 4-year period of training - 319000 tenge (705,75 Euro) for an academic year</p> <p>With the 3-year period of training - 199000 tenge (440,27 Euro) for an academic year</p> <p>With the 2-year period of training - 199000 tenge (440,27 Euro) for an academic year</p>

Bachelor of Economics

Location	100009, Kazakhstan, Karaganda region, Karaganda city, Kazybek bi district, Pichugin Street, No. 259.
Date of introduction	2012
Faculty/department	Financial and Economic
Degree	Bachelor of Economics and Business
Standard period of study (semesters)	<p>Training duration of the full cycle (full time mode) - 4 years, 8 terms (4 winter and 4 summer terms)</p> <p>Training duration of college graduates in the shortened bachelor program (based on secondary vocational education) - 3 years, 6 terms (3 winter and 3 summer terms)</p> <p>Training duration for persons with higher education - 2 years, 4 terms (2 winter and 2 summer terms)</p>
Number of ECTS credits	240
Number of study places	100
Number of students currently enrolled	71 (29 – full time mode; 42 – full time shortened mode)
Average number of graduates per year	37
Target group(s)	high school graduates, college graduates, applicants for a second higher education
Admission requirements	
Form of study	Full time and full time shortened
Tuition fee	<p>With the 4-year period of training - 319000 tenge (705,75 Euro) for an academic year</p> <p>With the 3-year period of training - 199000 tenge (440,27 Euro) for an academic year</p> <p>With the 2-year period of training - 199000 tenge (440,27 Euro) for an academic year</p>

Master of Economics

Location	100009, Kazakhstan, Karaganda region, Karaganda city, Kazybek bi district, Pichugin Street, No. 259.
Date of introduction	2012
Faculty/department	Financial and Economic
Degree	Master of Economic Sciences
Standard period of study (semesters)	2 years or 4 semesters
Number of ECTS credits	120
Number of study places	35
Number of students currently enrolled	7
Average number of graduates per year	8
Target group(s)	holders of higher education of the relevant profile
Admission requirements	
Form of study	Full time
Tuition fee	369000 tenge (816,37 Euro) for an academic year

Master of Business Administration

Location	100009, Kazakhstan, Karaganda region, Karaganda city, Kazybek bi district, Pichugin Street, No. 259.
Date of introduction	2019
Faculty/department	Financial and Economic
Degree	Master of Economic Sciences
Standard period of study (semesters)	2 years or 4 semesters
Number of ECTS credits	120
Number of study places	25
Number of students currently enrolled	12
Average number of graduates per year	5
Target group(s)	holders of higher education of the relevant profile
Admission requirements	
Form of study	Full time
Tuition fee	369000 tenge (816,37 Euro) for an academic year

III Implementation and assessment of the criteria

The peer-review experts assess the quality of the study programme and compliance with the ESG standards as well as with the national standards. The report must document the assessment of the study programme, taking into account each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programme level in order to avoid repetition and better describe the general context.

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

The Academic Policy, the Quality Manual, the Strategic Plan that have been approved by the university management and the quality assurance policy of the accredited EP reflect the relationship between scientific research, teaching and training, thus confirming the existence and functioning of the internal quality assurance system of the EP.

The quality policy is defined by the mission of the Academy and is aimed at ensuring a high quality of educational services and scientific research (Appendix 5). The educational, scientific, cultural-informational, material and technical and personnel potential characterize the Academy as a modern higher education institution with a high quality of education, preservation of the classical traditions of higher education and innovative technologies.

The mission, goals and tasks correspond to the priorities of the national and European education systems, which is expressed in the desire to integrate actively into the international educational process. At the present stage of the state-legal and socio-economic development of the country and the region, the sphere of activity of graduates of educational programs has expanded due to the increased activity of the Republic of Kazakhstan in international processes, modernization of the economy, intensification of law-making activities, and improvement of the state and administrative apparatus at all the levels.

The activities of the Academy are dictated by the current quality policy, which is freely available in all the divisions and on the website of the Academy. The structure of the Central Kazakhstan Academy has established itself as the one combining the traditions of classical education with introducing innovations in the educational process. The existing management structure of the Central Kazakhstan Academy is based on the principles of quality assurance and is characterized by the following features of the adoption, control and implementation of management

decisions: purposefulness, efficiency, collegiality, transparency, effectiveness, preventive-ness. To implement the mission, goals and tasks of the Academy, there function relevant departments, centers, divisions and other structural units that plan, organize and ensure the performance of work. An annual review of the functioning of the quality management system is carried out by the management. As part of the review of programs of all the types of practices, external stakeholders are represented.

1.2 Assessment

The Accreditation Commission was convinced that the Academy has developed a quality assurance policy aimed at continuous improvement of the educational process, scientific and research activities, and introduction of "Standards and recommendations for quality assurance in the European Higher Education Area (ESG)". This policy is based on the mission and vision of the Academy. The quality policy is reflected in local acts and regulations and internal documents of the Academy.

The "Academic Policy" document (approved and put into effect by the order of the rector of the CKA o/d No. 6 dated 11.04.2022) reflecting the development strategy and other regulatory documents is available for study in all structural divisions of the Academy and posted on the Academy's website, which is a guarantee of transparency, openness, accessibility not only for employees and students, but also for employers and other interested parties (<https://c-k-a.edu.kz/>). The Academy reviews its strategic objectives regarding changes in external factors and new key areas of the state policy together with external stakeholders.

The strategic plan of the Central Kazakhstan Academy for 2022-2026 corresponds to the current legislation of the Republic of Kazakhstan in the field of education and science, strategy and program documents adopted at the national level. The formation and management of accredited EP is carried out based on science-based approaches to planning, methodological support, and training technologies. The implementation of the EP complies with the legislation of the Republic of Kazakhstan in the field of education, including the State Educational Standard of the Republic of Kazakhstan. The main directions of development of the Academy correspond to the national policy in the field of education, science and innovative development, the mission of the Academy, and are defined in the Quality Manual (approved and put into effect by order of the rector of the CKA No. 6 o/d dated April 11, 2022); and in the Strategic Plan of the Central Kazakhstan Academy for 2022-2026 (Adopted by the Academic Council of the Central Kazakhstan Academy on December 23, 2021).

1.3 Conclusion

The criterion is **fulfilled**.

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.

1.4 Implementation

In the process of developing and implementing educational programs, the Academy strives to achieve the four goals of higher education defined by the Council of Europe: defining the structure of education quality assurance systems; ensuring and improving the quality of higher education; maintaining mutual trust and providing information of quality assurance in the European Higher Education Area.

In the context of the practical implementation of the main parameters of the Bologna process, the actual task of the Academy is implementing the educational programs based on the competence-based model in accordance with the Dublin descriptors. The target group of students of the bachelor's degree program is formed from among high school graduates, college graduates, applicants for a second higher education. The applicants for the master's degree are holders of higher education of the relevant profile. Achieving the goals of the program requires specialists who combine high professional and personal qualities.

The educational programs are formed on the basis of the State Compulsory Education Standard approved by the Minister of Education and Science of the Republic of Kazakhstan order dated October 31, 2018 No. 604 that establishes requirements for the content of education, the educational trajectory of students, the formation of educational programs, their structure and criteria for assessing knowledge, describes the concept of disciplines, determines professional competencies, establishes the qualification characteristics of graduates (Appendix 8). In addition, the standard contains a list of core disciplines with indication of the number of credits, regulates the ratio of the basic, major and general education cycles, determines the volume of the elective disciplines' component. Based on the state standard, all the educational documents are developed, including working curricula, educational and methodological complexes, catalogs of elective disciplines, passports of educational programs, modular catalogues. These catalogues also provide the list of new elective modules introduced into programmes. The processes of development, approval, introduction, and implementation of the EP are regulated by internal documents (<https://c-k-a.edu.kz/>).

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

The process of planning, organizing, and monitoring the internship of students is regulated by the Regulations on the passage of professional internship at the bachelor's and master's level and programs of all types of internships for different levels of training (<https://c-k-a.edu.kz/>). The planning of internships is carried out based on working curricula of the EP, Regulations on internship, and with regard to results of previous internships. The internship programs have been developed for each course. Each program contains goals and objectives, content of each type of internship, general provisions on internship planning, requirements for interns, duties of the head of internship from the department, duties of the head of internship from the organization, types and duration of internship, requirements for preparation of the internship report.

1.5 Assessment

Bachelor and Master of Law

In Law, the Academy offers both a Bachelor program (6B04215 - Jurisprudence) and a Master program (7M04206 - Jurisprudence). According to the self-assessment report of the Academy, the program aims at providing an integrated approach to mastering theoretical knowledge, obtaining practical skills and personal development of its students.

The Bachelor program fulfills the defined goals: The theoretical knowledge is taught in 13 different modules, from general ones such as the Historical and legal module to specialized modules such as the Civil law module or the Criminal law module. A mere look into the educational program in the self-assessment report of the Academy does not transparently show that there are three different profiles, namely the public, the private and the criminal profile. Nevertheless, the graphic presentation in the report shows these three profiles. The Academy noticed in the accreditation process that these three profiles are elective, meaning the students have a freedom of choice between these three profiles. Nonetheless, the three profiles – public, private, and criminal law – should be represented more transparently in terms of the required electives for clear information to students both from the country itself and abroad, aiming also at internationalization of the Academy. Given these three profiles, the Academy offers broad chances for their students in the labour market. This is due to the pressure of the market to be educated both in general law topics and being able to practice in a specific field of law such as private law for instance. Doing so, these profiles well reflect the qualifications of the faculty.

The graphic presentation of the law modules in the bachelor program indicates that Corporate law is taught after Tax law. It is recommended that the Academy changes this sequence with the effect that students first get an overview and insight into Corporate law before they can understand the aims and methods of Tax law.

As well as the bachelor program, the master program fulfills its goals. In the classical understanding of consecutive learning, the Master program is more specialized than the Bachelor program. Despite this fact, the Master program offers general courses as well, such as a Methodological module. Analysing the curriculum of the Master program, it can be seen that there are several modules being dedicated to "actual problems" of certain fields of law (e.g. "Actual problems of justice" or "Actual problems of securing obligations"). Although there is a need of certain flexibility in terms of current topics of educational staff, the Academy should consider narrowing the scope of the program modules so that only part of them remains dedicated to highly variable developments in a specific subject area, the so-called current issues.

Beside the relevant theoretical competences, the students of the Academy must complete one week of educational and six weeks of industrial practices to develop especially professional competences such as the ability to analyze, to interpret and to use the information received to make decisions. Even though it remains a bit unclear what an "educational" practice is, the program of the Academy also fulfills this set goal.

Lastly, it should be commended that the Academy also helps its students in their personal development. This goal is achieved by training courses on the modern history of the country, philosophy, sociology, political science, cultural studies, psychology, modern concepts of social science, professionally oriented foreign languages as well as information and communication technologies. These additional competences are needed in every future position of the students in the branch of law.

The content analysis of the teaching materials showed that their form introduced at the university includes all the necessary structural elements.

The bases of professional internship in the bachelor and master "Jurisprudence" include such institutions as the Department of Internal Affairs, Police Departments, courts, commercial and non-profit organizations, the Regional Department of Justice, the Bar Association, the Department of the penitentiary system, Chamber of private bailiffs, State Corporation "Government for Citizens", Administrator of the Courts of Karaganda Region, Regional Prosecutor's Office, Institute of Legislation and Legal Information of the Ministry of Justice of the Republic of Kazakhstan.

The labour intensity of the programmes is clearly defined in Kazakhstan credits and ECTS. Information support and control over the compilation of students' individual education plans are carried out by advisors. At the present stage, the teaching of specialists in the field of legal services is becoming practice oriented. The necessary integrity of the educational program,

which combines fundamental training with the interdisciplinary nature of the graduate's professional activity, has been ensured. Along with the proficiency to apply general and professional knowledge in practice, the ability to interpret professional situations, graduates have the necessary erudition to perceive and understand the problems of the modern world, including political, ethical, legal, economic. In general, the training of specialists fully complies with the requirements for the educational program.

MBA (Master)

The MBA program complements the study program of the CKA by offering education for both students and professionals that is sought after in the local job market. The study program of the MBA considers international and national standards, as well as recommendations from internal and external stakeholders. In designing and approving the study programme, students and employers participate in this process in addition to the faculty. There are meetings of program coordinators and deans with employers to consider market demands in building the curriculum. By offering a comprehensive curriculum and connecting students to employers, the MBA program adequately reflects the four purposes of higher education of the Council of Europe.

There are clearly defined learning outcomes for the MBA program which meet the typical requirements at the Master's level, as well as the requirements for entering the professional field. The curriculum is structured in a logical way and provides students with the expected knowledge of business concepts and theory. It is complemented by practical modules where students are able to apply their knowledge in real-world situations throughout the entire course of study. However, there is a scarcity of modules on microeconomics, marketing, and communication. Including these topics is critical to developing well-rounded business leaders who are equipped to succeed in today's complex business environment. Therefore, it is recommended that the CKA periodically reviews the curriculum to ensure that the list of available modules is relevant to the program and appropriately covers those topics.

The student workload is clearly defined and consists of 25 modules that account for 120 CP (ECTS) workload. Of these 25 modules, the modules in the area "Business research and system planning", the "Field module", and the "Job placement" module account for more than half of the credits of the MBA course. The CKA needs to ensure that these modules follow a structure that allows developing and training key competencies.

The CKA facilitates the process of finding internship opportunities for students. There is a mandatory internship in the fourth semester of the MBA. Furthermore, there is the opportunity for additional internships as part of the experimental research work module. The CKA holds a Career Day event annually to connect students with national and international employers.

With the growing emphasis on sustainable business practices and the need for organizations to address environmental and social issues, it is crucial for business leaders to have a strong understanding of sustainability and how it relates to business strategy. Therefore, it is recommended to emphasize sustainability as a topic in the MBA program to provide students with the knowledge and skills they need to address these critical issues in the business world. This could include topics such as environmental management or sustainable supply chain management, among others. In addition, including sustainability as a topic in the MBA program will demonstrate the CKA's commitment to social and economic progress, and demonstrate the institution's leadership in addressing the challenges of sustainable development.

Accounting and Audit (Bachelor)

The educational program (6B04114) "Accounting and Audit" has a structured working curriculum for 8 semesters. Each semester contains different modules that follow a logical structure. Basic knowledge is imparted in the first two semesters, for example "Economic Theory", "Macroeconomics", "Academic training" and language skills. Language modules are "Kazakh (Russian) Language", "Latin Language" and "Foreign Language". From the 3rd semester modules with a focus on accounting and audit are taught, for example "Fundamentals of Accounting and Statistics" modules in the 3rd and 5th semester, "Financial accounting, audit and analysis" modules in the 4th, 5th, 6th, 7th and 8th semester. Furthermore, the working curriculum contains focal points in size-dependent accounting in the 5th semester and industry accounting in the 6th and 8th semester. Workload and ECTS credits are clearly and systematically listed in each semester. A part of the educational program is an "Internship" and an "Undergraduate Internship" in the 8th semester.

The program is designed in line with the institutional strategy, and it has explicit intended learning outcomes. The systematic structure from the basics to increasingly specialized knowledge enables smooth learning progress for the students. It is appropriate that an "Internship" in the 8th semester is integrated in the program. The students therefore can apply the knowledge they have learned in practice. The industry-related orientation of the program makes it possible to train specialized workers for the region. This is encouraged by the fact that the students have their "Internship" at the end of their studies. Furthermore, it promotes the possibility for the students to join the company where they did their internship immediately after their studies.

To further optimize the educational program, it should be considered to focus more on the English language. The academy would like to have an international accreditation and must compete against other academies in Kazakhstan. Program-integrated modules in English and for the English Language would increase the competitiveness. In this context the International Financial Reporting Standards could be taught based on an international textbook and on the

standards, themselves originally published in English. For smooth learning by the students, it should be considered whether there is a bilingual textbook or bilingual International Financial Reporting Standards. Cooperation with internationally auditing companies and the International Accounting Standards Board (IASB), based in London/UK, could be used to reduce costs.

The students should work directly with the International Financial Reporting Standards, regardless of the language. Working directly with the legal basis promotes the students' ability to make judgments. The students can then solve unknown issues better independently. This increases faster familiarization with practical work in companies. The training of one's own judgment also promotes the development of future leaders.

Bachelor and Master of Economics

The curriculum of the programmes in Economics are generally sound. Especially the bachelor programme curriculum offers students a comprehensive perspective on economic policy issues and policies.

Sustainability has become a cross-cutting issue in all aspects of economics. It indeed plays a role in the energy policy, in the agricultural policy, in the innovation policy etc. The university is encouraged to ensure that students have a sound understanding of the issues when the graduate. There should be either a specific module or an integrated approach where sustainability issues are mainstreamed.

Students need to be encouraged to follow the international discourse on economic policy making. One way to do so ("Internationalization at home") is to listen and interact with speakers from outside Kazakhstan and their way of looking at economic policy matters. The institution should include systematically foreign speakers in the teaching of their modules. Modern software solutions like zoom, MS Teams, google meet and others make it easy to invite foreign speakers who join the classes virtually.

Another way of bringing international perspectives to the doorsteps of students could be to offer a module or two in English. This could be done at a later stage of the programme when students had sufficient time to acquire the necessary language skills. This would force students to read texts in English and articulate themselves in English.

In both the bachelor and the master programmes, due consideration should be given to international / global economic issues. In the Bachelor programme, there is only one module ("International economics") which explicitly deals with global matters. And in the master programme, there is no such module. Only when international issues are always discussed within the modules, this approach can be considered reasonable. The institution needs to ensure that graduates of the economics programmes are sufficiently aware of international debates.

The enrolment figures for economics, especially at the master level, suggest a need to see how the program can be made more attractive. With 30 students newly enrolled in 2018/2019, followed by 18, then 16 and in 2021-22 by 7 students only, there is an obvious need to rethink the program offer.

The curriculum contains several modules or units which leave wide space for students to set their own focus. The master students start already in the first semester with “Master scientific research work” with 6 ECTS, followed in the 2nd, 3rd and 4th semester with a similar module. This implies all together 24 ECTS. It is not clear what students do in these modules, and how they are guided. The university is requested to present a coherent didactic concept for this module.

1.6 Conclusion

The criterion is not **fulfilled**.

Recommendations Economics and Accounting programmes:

- Controlling modules should receive the status of a university component.
- For each degree programme and each form of study, a graphical representation should be made available for students and prospective students. This should comprehensibly illustrate which compulsory and elective disciplines can be taken at which point in time.
- Modularization and the description of modules should be revised. It must be ensured that modules combine courses that are meaningfully aligned with the intended competency goals in terms of content.
- The English programme titles should be adapted to the internationally used terminology.

Recommendations Accounting and Audit (Bachelor)

- In the interest of internationalisation and transparency, International Financial Reporting Standards should be taught based on international textbooks and standards themselves originally published in English.

Recommendations Economics (Bachelor, Master)

- There should be more emphasis placed on sustainability-related issues.
- Conscious efforts should be made to secure student enrolment numbers.
- Experimental research focused modules should be developed in such a way that would allow key competencies to be trained and developed.

Recommendations for MBA (Master)

- There should be more emphasis placed on sustainability-related issues.

- The academy should periodically review the list of available modules for relevance to the program to ensure that topics like microeconomics, marketing, and communication are appropriately covered.
- Experimental research focused modules should be developed in such a way that would allow key competencies to be trained and developed.

Recommendations for Law (Bachelor)

- The Academy should review the sequence of the modules taught and expose students to the corporate law prior to the tax law module.
- The three profiles – public, private, and criminal law – should be represented more transparently in terms of the required electives.
- In the interest of sharpening the profile of the programme, students should be enabled to focus on elective subjects sooner to deepen their individual interests.

Recommendations for Law (Master)

- The academy should consider narrowing the scope of the programme modules so that only part of them remains dedicated to highly variable developments in a specific subject area, the so-called current issues.

Recommendations Jurisprudence programmes:

- Modules in which individual disciplines are combined should have independent module descriptions in which a concise description of the overarching competence goals is provided.
- Regarding the modularisation concept, it is recommended to use existing possibilities to introduce students to specialised legal subjects only after they have been given a broader knowledge base in the basic legal subjects required for this.
- The university should intensify cooperation with foreign educational organizations for the development and implementation of joint educational programs, to develop other forms of academic interaction.

General recommendations:

- The academy should use uniform standardised module descriptions for all study programmes that contain the same basic information. Module descriptions should include information on forms of examination as well as the distribution of self-learning time and attendance format.

2 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

2.1 Implementation

The Central Kazakhstan Academy develops and uses a variety of ways to increase the motivation of educational and cognitive activity of students. Motivation of students of different educational programs and levels of education is heterogeneous, and it depends on many factors. To study the main motives for learning and satisfaction with the quality of education, the Academy systematically conducts surveys of students.

Since a positive attitude in the teacher-student relationship system is a prerequisite for the interested and effective work of students and master students, the teachers of the educational program strive in their activities to develop and to maintain a favourable emotional climate for learning, a trusting environment, a spirit of goodwill and mutual respect.

Theoretical knowledge is acquired within the framework of contact classes: lectures, seminars (60%); and self-training, both under the guidance of a teacher and independently (40% of the total study time for the entire period of study).

Teaching technologies used in the educational process are regulated by the Academic Policy. The format for the implementation of educational programs, the system for planning and organizing the educational process, the methodology and didactics of teaching disciplines are determined by the North American model of the functioning credit technology. The Academy is constantly working to improve the educational process, organizational and managerial documentation, to develop an educational and methodological base, to improve the qualifications of the teaching staff and train teaching and support staff, to strengthen the organizational resource, to monitor implementation and performance.

Thus, appropriate conditions were formed for the functioning of modular and credit technologies, which are a prerequisite for the implementation of educational programs. The Academy approach to organization of the educational process is characterized by the fact that the main types of classes that differ from each other in an academic format, orient students towards independent work. In class, students receive information, the necessary explanations, and methodological guidelines for independent development of the sections of the course. Rationally using the allotted time, the teacher provides students with the necessary educational material and methodological developments in the form of syllabuses, educational and methodological materials of the discipline, abstracts of lectures, presentations, electronic textbooks, guidelines for independent work and assignments. Such teaching methods largely contribute to the formation of an active academic position of students associated with the ability to receive

independently and to process the information, to analyse and to evaluate critically the material, to build their own educational trajectory, to effectively use the information of the guidebooks, educational and methodological materials of disciplines, modular catalogs of educational programs. Forming the necessary conditions for the implementation of academic initiatives of students, the teaching staff publishes scientific and educational literature, develops video lectures and presentations, posting them on the official website; the library is constantly updated with electronic and paper copies of literature; innovative teaching methods are being introduced. The student has the right to choose teachers, the topic and supervisor of the thesis, master's dissertation, to enrol in additional courses during the summer semester. On all the issues related to the educational process, students can consult with an advisor, head of the graduating department, to find support from leading teachers, head of the Registrar's Office, deputy deans and deans of the faculty. The advisor participates in the preparation of all the needed information materials on organization of the educational process, presents them to the student on electronic media and assists in compiling and adjusting the individual curriculum, controls the timely preparation and availability of methodological materials, conducts all the types of control and final certification in all the disciplines of the educational program.

2.2 Assessment

The central goal of the Academy is to promote student independence. This includes the independent development of information, the critical analysis of materials, and the effective use of these materials for self-study. Teaching and learning methods are geared toward this goal and actively encourage independence. To this end, students receive important information, necessary explanations, and methodological guidelines from the teaching staff to be able to work through the course content independently. This self-study accounts for 40% of the study time. The remaining 60% consists of contact teaching through lectures and seminars. The focus here is on students interacting with the course material. To learn relevant practical skills, there are specialist rooms whose equipment is explicitly geared towards possible future fields of work. There are also elements of digital teaching. There is both synchronous teaching (e.g. in the form of live lectures via ZOOM) and asynchronous teaching (e.g. in the form of lecture videos). In addition, a combination of these two concepts is offered in the form of a Blended-Learning concept. Particularly in the synchronous online courses, students are required to actively participate. This requires a prior independent examination of the course material and thus supports the intended learning outcomes regarding independent work. In addition, there are research projects, discussion boards and case studies.

All in all, there are numerous different teaching methods, which are not limited to the classical methods of university teaching. The students' competences to work independently are demanded and encouraged. The constant support provided by teaching staff and advisors is

particularly positive in this respect. In addition, the subject-specific forms of teaching promote vocationally relevant skills.

The teaching concepts are continuously evaluated and improved through student surveys on the educational process. In these surveys an objective and anonymous evaluation of the pedagogical techniques can take place and proposals for their adaptation or improvement can be submitted. These proposals are reviewed at the meeting of the Council for Academic Quality and improvement measures are decided upon. This gives the students a great right of co-determination in university teaching. In addition, they can participate in online surveys on the Academy's website, which are accessible to everyone. Students also can submit complaints or requests regarding teaching methods. These are answered within three days and appropriate countermeasures are taken immediately.

The workload for a course of study is clearly defined by specifying the respective ECTS points. Furthermore, it is clearly regulated when a student may transfer from one course to another. There is an established GPA for this, which differs in each academic year. Furthermore, the grading scheme is transparently laid out in grade steps from A - F, with a fixed number of points assigned to each grade step. Through the established GPA and ECTS points, there are clearly defined criteria for the formation and weighting of grades. The academy has on its website some guides on how to process final papers and coursework and their content requirements. These guides make the grading of these papers transparent to students. Students also have access to a module catalog and syllabus for their programme. If they have questions about the educational process or related assessments, they can contact various contacts at any time, and they are also supported by an advisor.

Depending on the programme there is only one final module examination or two intermediate examinations before the final examination. Since the academy strives to promote the development of professionally relevant competencies and skills of the students, the variation in the examination formats is insufficient. While the teaching methods are very competence-based due to their high variation, this competence-based orientation is missing in the variation of the examination formats. Consequently, the academy should increase the use of the variety of examination forms. These examination forms should be supplemented by oral or open-ended extensive written examinations at the end of the semester. It is not possible to promote and demand the necessary heterogeneous competencies of the different courses of study by means of uniform and little varying examination formats. What is needed here is a variation in the forms of examinations that helps students to promote competencies that are more relevant to the profession. Such variation allows for a better adaptation of the respective examination to the required competencies in a particular course of study and gives students the opportunity to acquire more subject-specific skills.

2.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- Students should be encouraged to actively participate in the learning process.

3 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.

3.1 Implementation

3.1.1 Admission to bachelor programmes

Admission of students to the bachelor’s and master’s educational programs is regulated by the Model Rules for Admission to Education at Educational Organizations Implementing Educational Programs of Higher and Postgraduate Education of the Republic of Kazakhstan. (Appendix 16). Organization of the applicant’s admission to the Academy is carried out by the Selection committee chaired by the rector. The Selection committee includes an executive secretary, and technical secretaries.

As part of career guidance, the Academy informs graduate students on the procedure for passing the Unified National Testing (UNT), which takes place four times a year for applicants on a paid basis. The passing score for admission to the bachelor’s educational programs is established by the Ministry of Education and Science of the Republic of Kazakhstan.

3.1.2 Admission to master programmes

The following requirements are imposed on applicants for the master's degree programs 7M04206 - Jurisprudence, 7M04104 – Economics, 7M04105 – Master of Business Administration:

- The presence of a diploma confirming the development of the educational program of the bachelor's degree, the relevant recommendation letter (for educational programs 7M04206 - Jurisprudence, 7M04104 – Economics). For the educational program 7M04105 – Master of Business Administration there is needed a recommendation letter in which there can be any higher education received. Persons who have received documents on education at foreign education organizations, in accordance with the level of education received and the profile of training, must go through the procedure for the recognition or nostrification of documents on education.
- A positive result of the Republican Comprehensive Testing (CT), including a test in a foreign language (optional English, German, French), a test on the profile of groups of educational programs, a test to determine readiness for learning.

Admission of foreign citizens to study in the educational programs of the master's program is carried out on the basis of an interview.

3.1.3 Progression

The educational achievements of students are registered by the Registrar's Office. To automate the activities of the Registrar's Office, the Electronic Academy program operates, which makes it possible to administer users with differentiation of access rights to information. The program allows generating various forms of reporting on student performance, informing students of the presence or absence of a rating in all the disciplines of interest and ensuring the transparency of grades. In addition, it has the ability to store and to process the necessary academic information of students: personal data; studied disciplines; final grades; perform automatic calculation of GPA; making a transcript (Appendix 18); transfer of students to the next course. The automated information system "Platonus" is used, generated with the "Unified Management System for Higher Education", which makes it possible to ensure the transparency of the electronic database for students for the entire period of study. To monitor the educational achievements of students, the quality of education after each examination session, a report is drawn up, the results of the session are analyzed, which are discussed at the meetings of departments, Faculty Councils, Council for Academic Quality, Academic Council of the Central Kazakhstan Academy.

3.1.4 Recognition and certification

The final certification is carried out at the end of the entire training cycle in the form of a public defence of the graduation work. The final certification of graduates of the master's program is carried out in the form of a public defence of a master's dissertation, with the obligatory presence of a supervisor and an official opponent.

Recognition means that the number of credits received for the achieved learning outcomes of the corresponding level, in another context will replace the number of credits that are determined for these learning outcomes in the Central Kazakhstan Academy. The decision to recognize and to transfer credit units is made based on reliable information of the achieved learning outcomes, as well as about the methods of assessment and their verification. With academic mobility

- for periods of study abroad or in another educational institution on the basis of the Learning Agreement, full academic recognition of credits received in the course of studying abroad is provided in accordance with the Learning Agreement without re-passing the assessment procedure,
- for the period of study abroad or in another educational institution in the absence of a Learning Agreement, a fair recognition of credit units is provided, in accordance with applicable standards, and their consideration when awarding qualifications.

3.2 Assessment

The CKA fulfills the requirements of ESG Standard 1.4 regarding student admission, progression, recognition, and certification. The admission requirements and process at the CKA are clearly defined and transparent, following the model rules of the Ministry of Education of Science. The CKA published specific information on the admission requirements and process on their webpages in Kazakh and Russian language. Prospective students are provided with a comprehensive overview of the requirements and procedures and receive the option to apply online or in person. The CKA should ensure that this information is also published in the English version of their webpage. Based on the documentation, the admission process of the CKA appears fair and objective and ensures that all applicants have equal opportunities.

Due to the low enrolment numbers for the Master of Economics and Master of Business administration programs, there should be conscious efforts to maintain and expand student numbers such that the long-term viability of these programs is secured. Stable student numbers contribute to the financial sustainability of the programs, ensuring that the CKA can continue to provide high-quality education to students.

The CKA implements processes to collect, monitor, and act on information on student progression. Students always have electronic access to their completed courses and grades. Furthermore, there are processes in place for regular monitoring of student performance, providing timely feedback, and providing students who require additional assistance with individual and effective support. The effectiveness of these processes is reflected in the high graduation rate, which is reported to be over 90% for all courses of study for the most recent academic year.

In terms of recognition, there are clearly defined procedures at the CKA which are accessible to all students. The institution uses the ECTS system and has policies in place for credit transfer, recognition of prior learning, and qualifications from other institutions, conforming to the Lisbon Recognition Convention. Graduating students at the CKA receive standardized graduation documents that clearly list the qualification gained, achieved learning outcomes, and provide further information on the university degree. These documents include the diploma, a diploma supplement, and a transcript of records.

3.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The academy should increase the use of the variety of possible examination forms, especially oral examinations, also for semester examinations, to increase the competence orientation of the examination.

- In the interest of non-discrimination, the academy should communicate to the ministry where appropriate that the medical certificate should be excluded from the requirements imposed on applicants to higher education institutions.
- The institution should examine whether further cooperation agreements can be concluded with foreign partner HEIs - especially HEIs with English-language degree programmes - to enable students to study abroad. Longer stays abroad should also be made possible.

4 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.

4.1 Implementation

Currently, the teaching staff of the Central Kazakhstan Academy is represented by 7 Doctors of Science, 7 PhDs, 40 Candidates of Science, 57 Masters, 30 of which have extensive practical experience in the past. 27 current practitioners.

The maximum representation of full-time teachers ensures organizational sustainability of the educational programs. The number and qualifications of the teaching staff are determined by the state qualification requirements. Each teacher of the faculty is assigned to a separate department in accordance with his qualifications and scientific profile. The distribution of disciplines between the teachers is based on the principle of the department, taking into account practical activities, scientific research, professional experience, and academic experience. The accredited educational programs are fully staffed.

The research work of the teachers is divided into 9 departments, ranging from Private law to Social work. The research is coordinated by the Science Board. The results of the research are mainly documented by an international scientific and practical conference named "Science and education as the most important factor in the development of society in modern conditions" as well as by publications.

According to the self-assessment report, 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 teachers that is performed once every three years. The certification format includes an analysis of the scientific and educational achievements of the teacher over the past three years, an assessment of the opinion of leaders and colleagues studying at the faculty about the professional level of the teacher and examination of the quality of the training. Based on the results obtained, the attestation commission, headed by the rector, draws conclusions about the compliance of the teacher with the position held and makes recommendations for further improvement of his professional development.

The desire to strengthen human resources contributed to the introduction of a remuneration system, which consists of a base salary, additional payment for internal part-time work and an academic degree, taking into account the personal contribution of the teacher to the development of the Academy. Increasing the professional motivation is promoted by the system of individual encouragement of the teachers associated with bonuses, sabbatical leave, financial assistance, and gratitude. The teaching load of a teacher determines his annual employment in the training of specialists and varies from 170 to 680 hours, taking into account the scientific profile, administrative employment and the academic status of the teacher.

4.1.1 Teacher training

Based on academic policy, the certification procedure allows assessing the professional progress of the teacher and his/her suitability for the position held. The certification format includes an analysis of the scientific and educational achievements of the teacher over the past three years; assessment of the opinion of leaders and colleagues studying at the faculty about the professional level of the teacher; examination of the quality of the training. After reviewing the submitted materials and listening to the person being certified, the commission assesses 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 attestation commission, headed by the rector, draws conclusions about the compliance of the teacher with the position held, makes recommendations for further improvement of his professional development. The procedure for internal certification of teachers is associated with the system of advanced training, which is implemented through academic exchange programs, internships, specialized courses, guest lectures, training seminars, and summer schools. Taking into account the current trends in the development of education and science, the programs of professional development activities contribute to the development of innovative teaching technologies, their implementation in the educational process, the development and publication of scientific, educational and educational-methodological literature by the teachers. The focus on promoting innovation policy and achieving the strategic goals of the university, as well as significant financial investments of the Academy in the professional growth of the teaching staff, provide training for teachers in the application of modern teaching methods and learning technologies.

4.2 Assessment

The teaching staff of the Academy is appropriate to carry out the study programs. In the Bachelor law program, there are 50 teachers overall, ten of them being practitioners and teaching part-time. In the Master program, there are 17 teachers. This additional information given in the meetings with the Academy should have been made clear in the self-assessment report. It must be marked positive that the report clearly tells the names of those part-time workers who are invited to supervise master's dissertations. Regarding the teaching load of a professor at the Academy, the list in the report indicates the hours of teaching between 170 and 510 hours which is a wide scope. It has to be marked negative that there is neither a teacher in the Master course Economics (7M04104) nor in the MBA program (7M04105) holding a doctorate. Should

there be "candidates" of the relevant sciences, this should have been made transparent in the self-assessment report of the Academy.

Very positive is the collaboration between certain teachers and students in publications. One example is a published article in the Scientific Journal of the Modern Education & Research Institute No. 16(21) in Belgium. The article can be found on pages 42 to 44 of the journal. Although this article does not offer references (neither in the text itself nor in footnotes), this publication documents on the one hand the ability of the Academy to publish in cooperation between teacher and student (a modern concept of Higher Educational Institutions) and on the other hand a measure of internationalization in science. Nevertheless, the Academy should encourage its lecturers to publish more in national and international journals with reputable standing as well as to publish specialized literature in the areas of their expertise.

The system of selecting teachers of the Academy shows that there is a central Competition commission, headed by the vice-rector for academic work. A positive decision of this commission is the basis for concluding an individual labor contract.

Even though quality management is a must for every Higher Education Institution, the public sanctions taken in cases of weak teaching performance must be in line with international standards.

4.3 Conclusion

The criterion is **not fulfilled**.

Conditions:

- The public sanctions taken in cases of weak teaching performance must be in line with international standards.

Recommendations:

- The academy should improve the opportunities for all lecturers to carry out research projects. Research should be promoted through time and financial resources.
- The academy should encourage its lecturers to publish more in national and international journals with reputable standing as well as to publish specialized literature in the areas of their expertise.

5 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.

5.1 Implementation

Based on the mission of the Central Kazakhstan Academy, one of the main priorities is the infrastructure for the effective implementation of educational programs, the development of the comfortable conditions for all the groups of students, a favorable atmosphere for the activities of the teachers.

The CAK includes a sports hall, an assembly hall, 3 medical stations, 3 canteens for 160 people, a hostel for 60 people of 528.3 m², an open sports ground of 4816 m². The total area of the Academy's buildings is 13,831.1 m²: of which the usable area is 11,254.3 m²; the educational premises area is 5,267 m²; the classroom stock is 4027.9 m². To ensure security and order, the academic buildings of the Academy are equipped with fire alarm systems and video surveillance cameras. To take care of the health of students and teachers, elbow sanitizers have been installed, which are regularly filled with antiseptics.

The desire for the effective implementation of the educational programs required forming the conditions for the use of interactive teaching aids in the educational process. As a result, streaming multimedia classrooms with interactive whiteboards, computer classes with free access to educational electronic resources were opened at the Academy, and an automated information system Electronic Academy was introduced.

There are 2 multimedia halls, 7 specialized rooms, 3 computer classes, 2 educational laboratories, a photo laboratory, 14 classrooms with the area of 1064.6 m². Students and teachers have free access to the national and foreign databases through 127 computers connected to the Internet at a speed of 100 Mgb/s and unlimited traffic of incoming and outgoing information. There is used a reading room for books (36 m²), library subscription (5.4 m²), media zone for computer services (48 m²), electronic resources room, reading room for periodicals (36 m²), assembly hall (247 m²), medical center, dining room, sports (272.5 m²) and gym (52.5 m²) halls with locker rooms (35.8 m²), book depository (214 m²), library (303.4 m²), wardrobe (32.4 m²). Multimedia lecture halls with the area of 97 m² each are equipped with computers, speakers, webcams, microphones, projectors, interactive whiteboards, Switch 8 port network equipment.

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

Specialized rooms for economic disciplines (31 m²) and financial diagnostics and audit (31.7 m²) have the equipment that contributes to the formation of the needed practical skills and professional competences in the field of accounting, economic, organizational and managerial, auditing activities.

Based on the educational, personal and career needs of students in the Academy buildings, the work of student support services is organized: canteens, medical centers, a sports hall, outdoor sports grounds, libraries with the Internet, computer classes, reading rooms and gyms, a legal clinic. The needs of students in the dormitory, and in the realization of creative and sports potential, are provided, so rooms are provided for classes in vocal and choreographic circles, as well as in sports sections for volleyball, basketball, mini-football, table tennis, togyzkumalak, checkers, chess. The use of the material and information resources of the Academy, visits to circles, sections, assistance at the medical center and the Legal Clinic is provided free of charge for all the students.

5.1.1 Library resources

The library stock of the Central Kazakhstan Academy includes educational literature, reference and bibliographic, scientific, artistic literature, and periodicals. The total book stock is 158,128 items, including 74,598 copies in the state language, 75,605 copies in Russian, and 7,925 copies in English. The book stock of the educational programs 6B04215 - Jurisprudence, 6B04114 – Accounting and Audit, 6B04111 – Economics, 7M04206 – Jurisprudence, 7M04104 – Economics, 7M04105 – Master of Business Administration makes 52217 copies. The reference and bibliographic stock include encyclopaedias, dictionaries, reference books, codes, laws and is 7354 copies in the state, Russian and English languages.

To ensure the relevance of this information resource of educational programs, the library stock is replenished annually.

The educational programs of the Faculty of Law and Finance and Economics are provided with 30 periodicals, 20 of which are journals, 10 are newspapers. In the state language: 5 newspapers and 5 journals; in Russian: 15 journals and 5 newspapers.

5.1.2 Financial resources

The budget of the Academy is formed through implementing educational services. The financial strategy of the Academy includes ensuring financial stability, optimizing expenses aimed at improving the conditions of educational activities for students and faculty. The financial management system is implemented through planning and control, which ensure transparency in the formation of the budget of the Academy. The funds are directed to the fulfillment of the statutory goals of the Academy and the development of the material and technical base, to form the conditions for improving the quality of educational activities. The priority areas in the

distribution of resources are replenishing the book stock; updating Internet communications, website, information system; improving the quality of medical care and leisure of students. The budget of the Academy includes expenditure items related to the acquisition of educational literature, computer equipment, laboratory equipment, educational furniture, stationery; carrying out repair work; paying utility bills; payment of salaries, bonuses, travel funds. The dynamics of funding volumes by types of activity shows that the main source of funding is income from the provision of educational services.

5.2 Assessment

The CAK provides support to help students achieve their educational goals, which includes not only ensuring the educational process but also resolving every day and social issues, finding employment, cultural and other creative opportunities, maintaining a healthy lifestyle, and participating in leisure activities. CAK takes considerable effort to make the learning process as convenient as possible.

We have recognized that there are three buildings, in a place that are easily reachable, in the centre of the town.

The expert group has some recommendations for improvement. The academy should take specific steps to enhance foreign language skills of students and lecturers.

The academy should seek ways of increasing academic mobility, both incoming and outgoing, in terms of the number of participants and geographical locations; on top of semester-long stays. Summer schools and online lecture series could be instrumental in this context.

The academy should provide its students with opportunities to receive information from English-language literature during their studies to gain understanding of subject-specific developments in an international context.

The diversity of the external funding sources should be secured, including specific efforts focused on acquiring state-funded scholarship allocations.

The report and the interviews showed that steps to enhance foreign language skills were made. But there is still a lack of possibilities concerning other languages than Russian. Only a small part of the students was fluent in foreign languages; the report and the curriculum shows only few lessons are offered in foreign languages. Also, experts highly recommend increasing the mobility of the students and the teaching staff, as there were just a few efforts visible in doing so. The information that is communicated, for example via the website, is even misleading.

The experts are concerned, as this is a re-accreditation, and the last report made the same recommendations. It is not clear to them, to what extent the university has addressed them. Once again, they would like to encourage the CAK to take their recommendations seriously and to see them as a chance both for the students and the teaching staff.

5.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The academy should take specific steps to enhance foreign language skills of students and lecturers.
- The academy should seek ways of increasing academic mobility, both incoming and outgoing, in terms of the number of participants and geographical locations; on top of semester-long stays, summer schools and online lecture series could be instrumental in this context.
- The academy should provide its students with opportunities to receive information from English-language literature during their studies in order to gain understanding of subject-specific developments in an international context.
- The diversity of external funding sources should be secured, including specific efforts focused on acquiring state-funded scholarship allocations.

6 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.

6.1 Implementation

At the Academy there functions a system of monitoring the quality of education, which includes monitoring current performance, residual knowledge, quality of teaching, monitoring student satisfaction with the quality of educational services. Criteria and standards, methodological tools for conducting surveys have been developed for each type of monitoring. Every year, the Department of Organizational, Control and Personnel Work conducts scheduled sociological surveys of the teachers about their satisfaction with the management system, labor organization, and the activities of the administrative and managerial apparatus. The strategic focus on effective management of the quality of education led to the introduction of a system for monitoring educational progress. In this regard, it was decided to use the testing format in the monitoring process, which contributes to the validation and updating of educational programs. As a result, an extensive bank of questionnaires was formed, which is used as part of academic monitoring, which includes an analysis of the quality of admission, current academic performance, residual knowledge, and final certification of students.

Being a part of the management system, the monitoring process ensures prompt informing of the Academy's management of the effectiveness of the implementation of educational programs and the timely adoption of corrective measures to improve the quality of education. So, through the developed questionnaires, the teachers are invited to assess the working conditions and conditions for professional development; the degree of accessibility of the manual; degree of awareness. Such parameters as wages, working conditions, work schedule, the opportunity to improve qualifications and participate in the work of the collegial bodies of the Academy receive consistently high marks; the ability to directly contact the administrative staff, the availability of material and information resources. Considering the teachers' opinion, the educational programs are being adjusted, material and information resources of the Academy are being modernized. The average indicator of satisfaction with the quality of the implementation of educational programs for bachelor's ranges from 87 to 96 %; for students in masters this figure is 89-97 %.

According to statistical data (average score based on the results of entrance exams, the indicator of high-quality mastering of educational material and final certification), the quality of admission to educational programs is on average 81 % (bachelor) and 89 % (master), which is a positive result. Monitoring the quality of admission to the master program involves assessing the academic level of bachelors entering the master's program. In this regard, the results of the entrance examination to the master's degree programs are analyzed annually.

As part of the analysis, the average test score is determined (currently 103 out of 150 possible), the quality of mastering the material, the nature of the dynamics in the context of previous admission years.

Monitoring the current performance involves assessing the progress of students in the framework of seminars, classroom consultations, self-training and control activities. The analysis of the current progress of students is carried out through a point-rating system, the advantage of which lies in the transparency of its mechanisms.

Representatives of the professional community are involved as external stakeholders: heads of practice bases, chairmen of attestation commissions, reviewers of theses, official opponents of dissertations, potential employers. The content of practices is evaluated from the standpoint of the competence-based approach. The main criteria for assessing the quality here are the reviews of the leaders of the bases of practice, the characteristics of students with an assessment of their professional competencies.

6.2 Assessment

The Academy has several systems in place to monitor various quality characteristics. Here, the quality of education is in the foreground, which is to be made measurable by monitoring the current performance and educational progress of students, the quality of teaching, student satisfaction and residual knowledge. Furthermore, the professional progress of the students shall also be monitored by checking during the internship whether the theoretically acquired knowledge can be applied in practice.

The academy collects data on the satisfaction of the teachers and the students by means of surveys, which are subsequently reflected upon by the academy management and analysed regarding potential for improvement. This gives both groups a good opportunity to participate in the design of follow-up activities. The surveys take place annually and thus provide up-to-date data.

The measurement of the students' current performance is based on a point system. Furthermore, data from the final examinations are collected for this purpose. These data allow objective conclusions to be drawn about the performance of the students and thus also about the quality of the training. In combination with the questionnaires, this results in valid conclusions about the teaching and learning performance of the academy.

The combination of objective data (data on students' grades and performance in final exams) and more subjective data (information provided in questionnaires on satisfaction with education at the academy) results in a good basis for evaluating the quality of education, allowing active reflection on the academy's strengths and weaknesses, and revealing potential for improvement. The annual recording of the data ensures that they are up to date. Especially

through the questionnaires, students and teachers are actively involved in the evaluation and can positively influence follow-up activities through their opinions.

However, the massive drop in the employment rate over the past year is very striking. Since graduates have twelve months to find employment, data on employment levels are not current. To produce reliable and up-to-date data, the Academy should improve tracer studies. Graduate employment levels should be monitored and analysed. In addition, it is recommended that measurable and time-bound steps be implemented, as well as ongoing review of their effectiveness.

6.3 Conclusion

The criterion is **fulfilled**.

7 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.

7.1 Implementation

The activities of the Academy are systematically covered in the media at various levels:

- in the republican social-legal newspaper Bulletin of Themis;
- in the city socio-political weekly Karagandy Khabary;
- in the Karaganda regional socio-political weekly Arka akshamy;
- on the regional TV channel Saryarqa.

Understanding the importance of social networks in the life of modern society, the Academy defines social media accounts as important tools for informing the public and building a dialogue with it. Among them, the main ones are as follows:

- the official website of the Academy <https://c-k-a.edu.kz/> it is a universal information tool containing information about the structure of the Academy, the educational process, the composition of the Board of Trustees and the Supervisory Board, the activities of the Academy, the processes of the Academy, current news;

The university feeds social media accounts on Instagram, Facebook, and Youtube.

The activities of the Central Kazakhstan Academy, in full accordance with the mission and vision, are closely connected with the life of society. Every year, the Academic Council hears the Rector's report on the activities of the Academy in the academic year. This report is publicly available.

As part of assisting graduates in finding employment, the Academy annually holds Career Days, where employers are informed of the graduates of educational programs, their professional competences and achievements, which contributes to the successful start of the graduates' professional activities.

The website of the Academy contains personal pages of the teachers: personal data, the information of academic experience, advanced training, participation in seminars, conferences, competitions, information about publications in Kazakhstani and foreign publications, courses taught, e-mail address.

7.2 Assessment

The university provides information on its website in three languages. It includes a description of the university, its mission and history, and facilities and introduces the university administration. Some procedures and policies are also transparent, such as the Code of Conduct while others are only available in Russian ('Methodical guidelines for students').

However, the provided information is not sufficient to equip stakeholders for taking informed decisions, particularly, potential applicants. The program's description is very brief and uninformative. It does not include learning outcomes, course structure, and information about the faculty members. Information on policies relevant to students, academic mobility and internship opportunities is also unavailable. There is a discrepancy in information between the languages (Kazakh, English and Russian), for example, much more information is available in Russian but not in other languages. Improving the quality of the translation to English might also be helpful.

Thus, the previous accreditation's recommendations regarding transparency and public information are still relevant. The university would benefit from improving the availability of information relevant to the different groups of stakeholders, providing clear and user-friendly navigation and better positioning itself publicly.

7.3 Conclusion

The criterion is **not fulfilled**.

Conditions:

- The website pages and links within those pages must be continuously maintained in all three languages to provide all internal and external stakeholders with updated information on the essential aspects of the applicant, student, and alumni life cycles.

Recommendations:

- In the interest of transparency - also for foreign students - all information on bachelor's and master's programmes should be accessible to interested parties both in paper form and online in English.

8 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.

8.1 Implementation

The main task of the Academy is developing the educational programs based on the competence-based model in accordance with the Dublin descriptors. This implies comparability of the educational programs' profiles with the needs of modern society.

A factor of quality assurance in implementing the educational programs is participation of external stakeholders, which is mediated by:

- Coordination of curricula in terms of the list of elective disciplines, which are introduced based on the recommendations of employers.
- A potential employer, by forming the conditions for internship, has the opportunity to participate in the formation of practical skills, to assess the level of training students and to give recommendations on the content of the program.
- Participation in the work of the Certification commission, the purpose of which is to assess the level of theoretical training graduates from the educational programs and to decide on awarding them an academic degree.
- Reviewing graduation works and master theses, the topics of which are updated annually in accordance with the demands of the labor market, the scientific sphere, entrepreneurship, and the quasi-public sector. The review contains an assessment of the relevance, scientific novelty and practical significance of the work.
- The activities of the Board of Trustees that exercises public control over the observance of the rights of students; develops proposals for amendments and/or additions to the Charter of the Academy; develops recommendations on priority areas for the development of educational programs of the Central Kazakhstan Academy.
- The activities of the Alumni Association that implements the task of strengthening corporate interaction between the graduates of the Academy, cooperation between the Academy and enterprises represented by graduates, which includes the most successful graduates of educational programs.

Based on the results of internships for the teachers, implementation of joint scientific projects, guest lectures, new academic disciplines are introduced and the content of existing ones is updated. In the process of developing academic disciplines, the teachers of the faculty actively use modern scientific, scientific-and-methodological literature and periodicals that reflect the latest scientific trends in the educational programs. In general, the educational programs reflect

the current level of the development of scientific thought, which is necessary for graduates for practical and research activities.

Availability of the information of organization of the educational program is manifested in awareness, openness, interaction with corporate partners, employers in the format of partnerships and is expressed in their participation in determining the professional competencies of graduates, the list and content of disciplines, providing bases for conducting practices, practical classes, and providing methodological assistance students and teachers.

Students are annually surveyed regarding the “Satisfaction with the quality of educational services”, there are surveys to identify satisfaction of the teachers and employees with the working conditions and the moral and psychological climate of the Academy, as well as surveys of employers for their satisfaction with the quality of graduate training. Monitoring the satisfaction of students, teachers and external stakeholders of educational programs involves their assessment of the quality of training specialists through a questionnaire.

8.2 Assessment

The Accreditation Commission confirms the existence of educational programmes Development Plans, which makes it possible to ensure the synchronous development of various educational programmes in the context of the Academy's strategy. The experts were convinced of the consistency of the Academy's strategic goals, the adequacy of the mission, vision, strategy to the available resources: financial, information, material, and technology.

According to the results of online meetings; familiarization with the documentation of the Academy, material and technical base, information and methodological resources of the Academy and its departments; questionnaires of students and teaching staff, the expert commission notes the following:

- there is no clearly defined mechanism for selecting interested persons to participate in the formation of educational programs;
- the implementation of multilingualism is weak, in groups there are very few students who are fluent in several languages.

The quality policy of CKA states that CKA aims at a „Continuous improvement of the process of the HEI activities that affect the quality of education, leading to an increase in the satisfaction of all consumers of educational services”.

CKA receives on a regular basis an “External Inspection Audit” which assesses the conformity of the programs with national standards. From this perspective, CKA is in formal terms well placed to fulfil the criteria of an “on-going monitoring and periodic review of programmes”.

The description of the curricula, the respective modules, and the use of ECTS is generally good. Persons interested in understanding what CKA tries to offer get a good idea of the aim

of the programmes. However, it remains unclear how the idea and request for “continuous improvement” and “continuous assessment” is put into practice. The text in the Self-Assessment Report reiterates CKA’s perspective to be on the right way, but leaves open what processes are in place to ensure appropriate quality of programmes offered.

Continuous improvement requires regular opportunities to look at development of programmes, in terms of number of students, of performance of students, of delivery of inputs by instructors, of assessment methods. This implies an agreement on an institutional practice like expert meetings at regular intervals, with a specific schedule of tasks. The CKA is requested and encouraged to develop a concept which helps to reflect on problems and issues with respect to programmes or services. This would possibly require the instructors and administrators of programmes to come together once a year (or more often) and discuss developments, challenges, changes, problems. Such reflections could help in identifying problems at an early stage.

Some of the recommendations of the previous accreditation exercise with respect to internationalization were not fully implemented. CKA is requested to present an internationalization strategy which helps in identifying (e.g. the increase of international mobility and the improvement of language skills of instructors and students).

A regular assessment of learning outcomes and educational results from the employers’ point of view, as well as demanded educational results from the point of view of graduates, is conducted for the accredited educational programmes. For this purpose, the dean's office of the Law faculty conducts surveys of employers and graduates (questionnaires, interviews, sociological research, etc.).

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

The department, together with employers, annually carries out procedures for coordinating and approving educational directions for the choice of students taking into account the requirements of employers and the needs of the region, as well as the wishes of students.

8.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The practical references in the degree programmes should be expanded through the involvement of representatives of professional practice in teaching. In addition, teachers should complete further training in practical work.
- The academy should improve tracer studies. Graduate employment levels should be monitored and analysed, measurable and time-bound steps and follow-up review of their effectiveness should be conducted on an ongoing basis.
- The CKA is encouraged to develop a concept which helps to reflect on problems and issues with respect to programmes or services.
- The evaluation and student survey system should be revised to ensure that there is a continuous survey and assessment of student workload.
- The evaluation results of the course evaluations should be presented to the students and discussed with them to be able to derive concrete measures for the improvement of teaching.
- The academy should review the list of modules offered in terms of relevance for each programme on an ongoing basis.
- (Jurisprudence): The university should develop clear criteria for selecting external stakeholders that can evaluate and develop these programmes.
- (Jurisprudence): The university should introduce the possibility of preparing students to pass qualification exams for practicing lawyers, notaries, and judicial activities.
- (Jurisprudence): The university should expand the list of internship bases and conclude contracts for professional and other internships of students, considering the specifics, namely, with local executive and representative authorities.

9 ESG Standard 1.10: Cyclical external quality assurance

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

9.1 Implementation

The quality of educational programs was confirmed during the national institutional accreditation of the “Independent Kazakhstan Agency for Quality Assurance in Education” in 2016, institutional accreditation of the “Institute for Accreditation, Certification and Quality Assurance (ACQUIN)” in 2017, program accreditation of the “Institute of Accreditation, Certification and Quality Assurance (ACQUIN)” in 2017.

Furthermore, leading external quality assurance experts conduct periodic audits. Based on the results of these audits, a report is produced containing an assessment of the quality assurance in the Academy.

In 2015, the Central Kazakhstan Academy received the honorary title "Industry Leader - 2015", which is awarded based on the results of an independent transparent rating analysis; confirms the effectiveness of activities and reflects the contribution of the Academy to improving the welfare of the country.

In 2021, the Academy once again confirmed its leadership status, becoming the owner of the "Gold" in the "TOP-10 enterprises - leaders of the Republic of Kazakhstan", formed based on a financial and economic analysis of enterprises in terms of "Growth of settlements with the budget".

The Central Kazakhstan Academy is included in the register of transparency of the European Union. Among 500,000 enterprises, the Academy received gold in terms of "Truly reliable taxpayer", and silver in terms of "Contribution to the state budget".

The Academy is an active conductor of the mission of the International Club of Rectors (CRE), which consolidates the efforts of the world scientific community to develop the provisions of the Bologna Process.

High-quality education, effective leadership, socially oriented position of the Academy contributed to the awarding of the university with the medals "Irreproachable business reputation", "European quality" "United Europe" of the European Business Assembly.

9.2 Assessment

The procedures for external assessment of the quality of individual educational programmes are carried out in accordance with the requirements of the laws of the Republic of Kazakhstan in the field of education.

The results of external evaluation and recognition of the quality of the educational programmes (certificates, etc.) are posted on the Academy website (<https://c-k-a.edu.kz/>).

The Bachelor programme in Economics systematically has very poor rankings among all programmes in Economics taught by Kazakhstan universities according to the National Ranking of HE Academic Programmes conducted by the National Chamber of Entrepreneurs in collaboration with the Ministry of Education and Science. The ranking accounts for the actual early employment data (the employment rate and the entry salary of the graduates during the first year after graduation) and the assessments by the local experts (https://atameken.kz/ru/university_ratings).

In 2022, the programme was ranked the worst (#54 out of 54 programmes); in 2021 and 2019, it was not ranked due to a very small cohort of graduates; in 2020, it was #41 out of 64.

This suggests that the employment perspectives of the programme graduates are poor in comparison with other universities delivering similar programmes, despite the university being in a relatively economically successful region. The university is highly recommended to reconsider its strategy regarding the employability and career opportunities of its graduates. A detailed

analysis of the reasons behind the poor employment data is recommended to be conducted regularly and measures to be taken. Ensuring the best possible employment opportunities for graduates is the university's social responsibility especially given that 100% of its students study on a tuition fee basis.

Improving the quality of the teaching staff might help the university to enhance the relevance and quality of the programme and graduates' employability. This might include tightening research and publication requirements and incentivising internationalization of the programme content, academic staff, and students.

9.3 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 current official version**

The advanced training programme titled *School Team: Effective Management and Quality of Education* 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), 1.6 (Learning resources and student support), 1.7 (Information management), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are **fulfilled**.

ESG standards 1.5 (Teaching staff), and 1.8 (Public information) are **not fulfilled**.

2 **Accreditation Recommendation**

The peer-review experts recommend **accreditation with conditions**.

The peer-review group recommends the following **conditions and recommendations**:

General conditions:

- The public sanctions taken in cases of weak teaching performance must be in line with international standards.
- The website pages and links within those pages must be continuously maintained in all three languages to provide all internal and external stakeholders with updated information on the essential aspects of the applicant, student, and alumni life cycles.

General recommendations:

- The academy should use uniform standardised module descriptions for all study programmes that contain the same basic information. Module descriptions should include information on forms of examination as well as the distribution of self-learning time and attendance format.
- Students should be encouraged to actively participate in the learning process.
- The academy should increase the use of the variety of possible examination forms, especially oral examinations, also for semester examinations, to increase the competence orientation of the examination.
- In the interest of non-discrimination, the academy should communicate to the ministry where appropriate that the medical certificate should be excluded from the requirements imposed on applicants to higher education institutions.

- The institution should examine whether further cooperation agreements can be concluded with foreign partner HEIs - especially HEIs with English-language degree programmes - to enable students to study abroad. Longer stays abroad should also be made possible.
- The academy should improve the opportunities for all lecturers to carry out research projects. Research should be promoted through time and financial resources.
- The academy should encourage its lecturers to publish more in national and international journals with reputable standing as well as to publish specialized literature in the areas of their expertise.
- The academy should take specific steps to enhance foreign language skills of students and lecturers.
- The academy should seek ways of increasing academic mobility, both incoming and outgoing, in terms of the number of participants and geographical locations; on top of semester-long stays, summer schools and online lecture series could be instrumental in this context.
- The academy should provide its students with opportunities to receive information from English-language literature during their studies to gain understanding of subject-specific developments in an international context.
- The diversity of external funding sources should be secured, including specific efforts focused on acquiring state-funded scholarship allocations.
- In the interest of transparency - also for foreign students - all information on bachelor's and master's programmes should be accessible to interested parties both in paper form and online in English.
- The practical references in the degree programmes should be expanded through the involvement of representatives of professional practice in teaching. In addition, teachers should complete further training in practical work.
- The academy should improve tracer studies. Graduate employment levels should be monitored and analyzed, measurable and time-bound steps and follow-up review of their effectiveness should be conducted on an ongoing basis.
- The CKA is encouraged to develop a concept which helps to reflect on problems and issues with respect to programmes or services.
- The evaluation and student survey system should be revised to ensure that there is a continuous survey and assessment of student workload.
- The evaluation results of the course evaluations should be presented to the students and discussed with them to be able to derive concrete measures for the improvement of teaching.

- The academy should review the list of modules offered in terms of relevance for each programme on an ongoing basis.

Recommendations Economics and Accounting programmes:

- Controlling modules should receive the status of a university component.
- For each degree programme and each form of study, a graphical representation should be made available for students and prospective students. This should comprehensively illustrate which compulsory and elective disciplines can be taken at which point in time.
- Modularization and the description of modules should be revised. It must be ensured that modules combine courses that are meaningfully aligned with the intended competency goals in terms of content.
- The English programme titles should be adapted to the internationally used terminology.

Recommendations Accounting and Audit (Bachelor)

- In the interest of internationalisation and transparency, International Financial Reporting Standards should be taught based on international textbooks and standards themselves originally published in English.

Recommendations Economics (Bachelor, Master)

- There should be more emphasis placed on sustainability-related issues.
- Conscious efforts should be made to secure student enrolment numbers.
- Experimental research focused modules should be developed in such a way that would allow key competencies to be trained and developed.

Recommendations for MBA (Master)

- There should be more emphasis placed on sustainability-related issues.
- The academy should periodically review the list of available modules for relevance to the program to ensure that topics like microeconomics, marketing, and communication are appropriately covered.
- Experimental research focused modules should be developed in such a way that would allow key competencies to be trained and developed.

Recommendations for Law (Bachelor)

- The Academy should review the sequence of the modules taught and expose students to the corporate law prior to the tax law module.
- The three profiles – public, private, and criminal law – should be represented more transparently in terms of the required electives.

- In the interest of sharpening the profile of the programme, students should be enabled to focus on elective subjects sooner to deepen their individual interests.

Recommendations for Law (Master)

- The academy should consider narrowing the scope of the programme modules so that only part of them remains dedicated to highly variable developments in a specific subject area, the so-called current issues.

Recommendations Jurisprudence programmes:

- Modules in which individual disciplines are combined should have independent module descriptions in which a concise description of the overarching competence goals is provided.
- Regarding the modularisation concept, it is recommended to use existing possibilities to introduce students to specialised legal subjects only after they have been given a broader knowledge base in the basic legal subjects required for this.
- The university should intensify cooperation with foreign educational organizations for the development and implementation of joint educational programs, to develop other forms of academic interaction.
- The university should develop clear criteria for selecting external stakeholders that can evaluate and develop these programmes.
- The university should introduce the possibility of preparing students to pass qualification exams for practicing lawyers, notaries, and judicial activities.
- The university should expand the list of internship bases and conclude contracts for professional and other internships of students, considering the specifics, namely, with local executive and representative authorities.

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 4 December 2023

General conditions

- **The public sanctions taken in cases of weak teaching performance must be in line with international standards.**
- **The website pages and links within those pages must be continuously maintained in all three languages to provide all internal and external stakeholders with updated information on the essential aspects of the applicant, student, and alumni life cycles.**

General recommendations for all study programmes:

- The academy should use uniform standardised module descriptions for all study programmes that contain the same basic information. Module descriptions should include information on forms of examination as well as the distribution of self-learning time and attendance format.
- Students should be encouraged to actively participate in the learning process.
- The academy should increase the use of the variety of possible examination forms, especially oral examinations, also for semester examinations, to increase the competence orientation of the examination.
- In the interest of non-discrimination, the academy should communicate to the ministry where appropriate that the medical certificate should be excluded from the requirements imposed on applicants to higher education institutions.
- The institution should examine whether further cooperation agreements can be concluded with foreign partner HEIs - especially HEIs with English-language degree programmes - to enable students to study abroad. Longer stays abroad should also be made possible.
- The academy should improve the opportunities for all lecturers to carry out research projects. Research should be promoted through time and financial resources.
- The academy should encourage its lecturers to publish more in national and international journals with reputable standing as well as to publish specialized literature in the areas of their expertise.
- The academy should take specific steps to enhance foreign language skills of students and lecturers.
- The academy should seek ways of increasing academic mobility, both incoming and outgoing, in terms of the number of participants and geographical locations; on top of semester-long stays, summer schools and online lecture series could be instrumental in this context.
- The academy should provide its students with opportunities to receive information from English-language literature during their studies to gain understanding of subject-specific developments in an international context.
- The diversity of external funding sources should be secured, including specific efforts focused on acquiring state-funded scholarship allocations.

- In the interest of transparency - also for foreign students - all information on bachelor's and master's programmes should be accessible to interested parties both in paper form and online in English.
- The practical references in the degree programmes should be expanded through the involvement of representatives of professional practice in teaching. In addition, teachers should complete further training in practical work.
- The academy should improve tracer studies. Graduate employment levels should be monitored and analyzed, measurable and time-bound steps and follow-up review of their effectiveness should be conducted on an ongoing basis.
- The CKA is encouraged to develop a concept which helps to reflect on problems and issues with respect to programmes or services.
- The evaluation and student survey system should be revised to ensure that there is a continuous survey and assessment of student workload.
- The evaluation results of the course evaluations should be presented to the students and discussed with them to be able to derive concrete measures for the improvement of teaching.
- The academy should review the list of modules offered in terms of relevance for each programme on an ongoing basis.

General recommendations for Economics and Accounting study programmes:

- Controlling modules should receive the status of a university component.
- For each degree programme and each form of study, a graphical representation should be made available for students and prospective students. This should comprehensibly illustrate which compulsory and elective disciplines can be taken at which point in time.
- Modularization and the description of modules should be revised. It must be ensured that modules combine courses that are meaningfully aligned with the intended competency goals in terms of content.
- The English programme titles should be adapted to the internationally used terminology.

Jurisprudence (Bachelor):

The study programme “Jurisprudence” (Bachelor) is accredited without any specific conditions.

The accreditation is valid until 30 September 2030.

The Higher Education Institution must submit documents that prove the fulfilment of the condition by 22 December 2024. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the programme stays accredited until 30 September 2030. If the Higher Education Institution fails to prove the fulfilment of the condition in due time, the accreditation decision will be withdrawn.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 22 January 2024.

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

- The Academy should review the sequence of the modules taught and expose students to the corporate law prior to the tax law module.
- The three profiles – public, private, and criminal law – should be represented more transparently in terms of the required electives.
- In the interest of sharpening the profile of the programme, students should be enabled to focus on elective subjects sooner to deepen their individual interests.
- Modules in which individual disciplines are combined should have independent module descriptions in which a concise description of the overarching competence goals is provided.
- Regarding the modularisation concept, it is recommended to use existing possibilities to introduce students to specialised legal subjects only after they have been given a broader knowledge base in the basic legal subjects required for this.
- The university should intensify cooperation with foreign educational organizations for the development and implementation of joint educational programmes, to develop other forms of academic interaction.
- The university should develop clear criteria for selecting external stakeholders that can evaluate and develop these programmes.
- The university should introduce the possibility of preparing students to pass qualification exams for practicing lawyers, notaries, and judicial activities.
- The university should expand the list of internship bases and conclude contracts for professional and other internships of students, considering the specifics, namely, with local executive and representative authorities.

Jurisprudence (Master):

The study programme “Jurisprudence” (Master) is accredited without any specific conditions.

The accreditation is valid until 30 September 2030.

The Higher Education Institution must submit documents that prove the fulfilment of the condition by 22 December 2024. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the programme stays accredited until 30 September 2030. If the Higher Education Institution fails to prove the fulfilment of the condition in due time the accreditation decision will be withdrawn.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 22 January 2024.

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

- The academy should consider narrowing the scope of the programme modules so that only part of them remains dedicated to highly variable developments in a specific subject area, the so-called current issues.
- Modules in which individual disciplines are combined should have independent module descriptions in which a concise description of the overarching competence goals is provided.

- Regarding the modularisation concept, it is recommended to use existing possibilities to introduce students to specialised legal subjects only after they have been given a broader knowledge base in the basic legal subjects required for this.
- The university should intensify cooperation with foreign educational organizations for the development and implementation of joint educational programmes, to develop other forms of academic interaction.
- The university should develop clear criteria for selecting external stakeholders that can evaluate and develop these programmes.
- The university should introduce the possibility of preparing students to pass qualification exams for practicing lawyers, notaries, and judicial activities.
- The university should expand the list of internship bases and conclude contracts for professional and other internships of students, considering the specifics, namely, with local executive and representative authorities.

Accounting and audit (Bachelor):

The study programme “Accounting and audit” (Bachelor) is accredited without any specific conditions.

The accreditation is valid until 30 September 2030.

The Higher Education Institution must submit documents that prove the fulfilment of the condition by 22 December 2024. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the programme stays accredited until 30 September 2030. If the Higher Education Institution fails to prove the fulfilment of the condition in due time, the accreditation decision will be withdrawn.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 22 January 2024.

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

- In the interest of internationalisation and transparency, International Financial Reporting Standards should be taught based on international textbooks and standards themselves originally published in English.

Economics (Bachelor):

The study programme “Economics (Bachelor) is accredited without any specific conditions.

The accreditation is valid until 30 September 2030.

The Higher Education Institution must submit documents that prove the fulfilment of the condition by 22 December 2024. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the programme stays accredited until 30 September 2030. If the Higher Education Institution fails to prove the fulfilment of the condition in due time, the accreditation decision will be withdrawn.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 22 January 2024.

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

- There should be more emphasis placed on sustainability-related issues.
- Conscious efforts should be made to secure student enrolment numbers.
- Experimental research focused modules should be developed in such a way that would allow key competencies to be trained and developed.

Economics (Master):

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

The accreditation is valid until 30 September 2030.

The Higher Education Institution must submit documents that prove the fulfilment of the condition by 22 December 2024. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the programme stays accredited until 30 September 2030. If the Higher Education Institution fails to prove the fulfilment of the condition in due time the accreditation decision will be withdrawn.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 22 January 2024.

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

- There should be more emphasis placed on sustainability-related issues.
- Conscious efforts should be made to secure student enrolment numbers.
- Experimental research focused modules should be developed in such a way that would allow key competencies to be trained and developed.

MBA (Master):

The study programme “MBA” (Master) is accredited without any specific conditions.

The accreditation is valid until 30 September 2030.

The Higher Education Institution must submit documents that prove the fulfilment of the condition by 22 December 2024. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the programme stays accredited until 30 September 2030. If the Higher Education Institution fails to prove the fulfilment of the condition in due time, the accreditation decision will be withdrawn.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 22 January 2024.

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

- There should be more emphasis placed on sustainability-related issues.
- The academy should periodically review the list of available modules for relevance to the programme to ensure that topics like microeconomics, marketing, and communication are appropriately covered.
- Experimental research focused modules should be developed in such a way that would allow key competencies to be trained and developed.