

## Questionnaire

WP1. The overview of EU&PC QA policy strategy at institutional level

### **Ch 0: National Landscape presentation (Ministry responsible)**

#### ***Quality assurance in Kazakhstan***

- Growing autonomy of Universities, transparency and accountability.
- Quality Assurance policy at the each HEI, which is open and forms part of their strategic management.
- Internal stakeholders should develop and implement this policy through appropriate structures and processes.
- The aim of the internal quality system of education is to achieve high quality of students training which corresponds to the requirements of state educational standards and the needs of individuals or legal entities.
  - The internal system for assessing the quality of education is a holistic system of diagnostic and evaluation procedures, as well as a set of organizational structures and normative legal materials that ensure the management of the quality of education.
  - The purpose of the external quality assurance evaluation is to acquire an official confirmation of the quality of the services provided to a certain standard, for example, the international standard of accreditation agency.
  - A certain role in ensuring the internal quality plays a certified quality management system of education (QMS)

#### ***National Qualifications Framework***

- Approved in 2012
- comparable with the European Qualifications Framework
- Updated in 2016
- established within the framework of the National Qualifications Framework and developed with the participation of representatives of education, ministries and employers' associations
- Preparations for self-certification: correlation of the National framework with the European one, to systematize the existing qualifications and recognize qualifications of Kazakhstan specialists abroad.
  - studying international experience
  - audit and analysis of documents on the national system of qualifications
  - Determination of further steps for the self-certification of the National Qualifications Framework

#### ***Activities at the state level:***

- The implementation of reforms (the signing of the Bologna Declaration, etc.)
- Financing of Education ("Bolashak", "The best teacher of the year", grant projects, mobility expenses,

etc.)

- Internationalization, etc.

### ***A legal framework has been created:***

- National program of state support of education;
- The concept of state policy in the field of education: the State Standard of Higher Education;
- Law on Licensing;
- Resolution of the Republic of Kazakhstan "On the ratification of the Convention, on the recognition of qualifications relating to higher education";
- New edition of the State Standard;
- Classifier of specialties of higher education, considering 342 specialties;
- Law on Education (1999) and later amendments and additions to it;
- Concept of the development of higher education in the Republic of Kazakhstan in 1999;
- Resolution "On approval of the state educational order for the training of specialists with higher education";
- The concept of state universities privatization;
- The Law "On Amendments and Additions to Certain Legislative Acts of the Republic of Kazakhstan on Education";
- The State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020.

### ***National Quality Management System***

Specialized accreditation 2605 accredited specialties of higher and postgraduate Education: UNDERGRADUATE – 1503; MASTER – 926; PhD – 176.

International accreditation 515 accredited programs of higher and postgraduate education: UNDERGRADUATE – 243; MASTER – 206; PhD – 66.

NATIONAL REGISTER 1 (list of accreditation agencies): 4 Kazakhstani agencies (IKAQAE, IAAR, KAZSEE, ARQA) and 3 foreign agencies (ASIIN, FIBAA, MusiQuE).

### ***Academic Policy and QUALITY Framework***

- Provision of personnel with the needs of industrial and innovative development of the country
- Ensuring the integration of education, science and production, creating conditions for the commercialization of intellectual property products and production
- Training of highly qualified scientific and scientific-pedagogical staff
- Ensuring integration in the European Higher Education Area
- Participation of universities in various ratings (public information)
- Creation of internal quality assurance system. External quality assurance. Accreditation
- Studentcentered teaching, teaching and evaluation
- Innovative learning technologies.

### ***National system of quality assessment***

"The totality of institutional structures, procedures, forms and methods of establishing the compliance of the quality of education with state compulsory educational standards, the needs of the individual, society and the state (Law of the Republic of Kazakhstan" On Education “). Till 2020 year: “Achievement of high quality level of higher education, satisfying the needs of the labor market, the individual and corresponding to the best world practices”

### *Quality assessment mechanisms*

	<b>External evaluation mechanisms</b>	<b>Internal evaluation mechanisms</b>
Student	Unified national testing, State Attestation Commission	Intermediate certification, professional practice
Educational program	EEEE (external evaluation of educational achievements); State Attestation; Specialized accreditation; Rating of educational programs	Rating of educational programs in the university; Self-assessment; The quality of teaching
HEI	State certification; Verification of compliance with legislation; Institutional accreditation; University Rating	Self-assessment
Self-assessment	Professional area Assignment of professional qualifications and professional certification	-

- Licensing and state certification are carried out by state bodies,
- Since 2015, state certification has been replaced by accreditation of universities, and state control is carried out by state bodies in the form of licensing audit (according to the State Program for Education Development of Kazakhstan for 2011-2020)
- Accreditation and ranking is carried out by independent agencies.

### *Certification v.v. accreditation:*

<b>Certification process</b>	<b>Accreditation</b>
Evaluates the current situation and retrospective	Assesses the situation with a perspective; Shows the dynamics of development
Compares with normative acts	Assesses strategic management
Implemented by the authorized body	Implemented by accreditation bodies
Attraction of Kazakhstan experts only	Attraction of both Kazakhstani and other independent experts: employers, foreign experts

### **Ch 1: Overview of the HEI (1 – 2 p.):**

- Brief description: fields of study, list of specialties, number of academic staff, researches, students/graduates, list of international projects, list of partners, other important ratios, position at international ranking systems, current strategy of HEIs development.

**NB** in this chapter you can also add other important information that might be interesting for our international partners.

**17 education Bachelor’s programs, 14 Master’s programs and 4 PhD programs:**

- Faculty of translation and philology (foreign philology, translation studies);
- Pedagogical faculty of foreign languages (foreign language teaching);
- Faculty of management and international communication (journalism, communications, hospitality, tourism,);
- Faculty of international relations (international relation, regional (area) studies);
- Faculty of economy and law (economics, management, marketing, law);
- Faculty of oriental studies (oriental studies);
- Faculty of graduate studies (all Master's and PhD programs).

### **For 2018-2019 academic year:**

- 801+ at QS World University Ranking;
- 147<sup>th</sup> at QS EECA;
- 9<sup>th</sup> at National Ranking of HEIs by Independent agency for accreditation and rating;
- 7200 students and 251 international students;
- 470 academic staff and 14 international academic staff;
- 132 foreign partner HEIs;
- member of 14 prestigious organizations;
- providing teaching in 14 world languages;
- 

### **Ch 2: Presentation of the HEI QA system (2 – 3p):**

It should include the following items:

- 1) **QA Structure** (existence dedicated structure, separate unit, which university levels are engaged, or it hasn't been done yet);
- 2) **QA Mechanisms** (indicators, commissions, procedures both in master and bachelor levels);
- 3) **QA Strategy** (is there global strategy or a part of universities development strategy, is it described at any official documents/website etc.);
- 4) **Stakeholders** (all internal actors – students, administrative and researches are engaged in QA as well as external stakeholders, in which areas);
- 5) **QA Procedures** (official statues of academic administration procedures, personnel procedures and codes of practice, educational process etc.).

**NB** the final result of this chapter – list of existence situation.

**NBB** depending on current situation at each HEI you may fulfill all 5 elements or just 1.

#### **1) QA Structure (existence dedicated structure, separate unit, which university levels are engaged, or it hasn't been done yet)**

In “Ablai Khan University”, the organization and coordination of work in the field of quality management system is concerned with the department of strategy, development and monitoring, which has the special position of a specialist with knowledge of management, including quality, who works to organize and coordinate the activities of the university in accordance with ISO international standards for quality management system.

The scope of the QMS applies to educational sphere in training personnel with higher professional education (bachelor, specialist) in accordance with the legislation of the Republic of

Kazakhstan, state educational standards of higher professional education in specialties and areas in accordance with the scope of licensing and state accreditation and internal regulatory documents.

## **2) QA Mechanisms (indicators, commissions, procedures both in master and bachelor levels);**

The university's quality system is aimed at ensuring the quality assurance of the results of educational, research, educational, social and other types of university activities.

Each of the types (subtypes) of activity has certain indicators of effectiveness and efficiency.

The activity of the university as a whole is estimated through the balanced scorecard system, and the activity of the faculty through the system of efficiency factors.

During the **staff recruiting**, realizing that the main asset of the university is the university workers, the competence of the faculty is checked in accordance with the labor legislation of the Republic of Kazakhstan and internal regulatory documents, as well as individual interviews in the HR Department and with heads of structural divisions.

In order to **improve the staff competence**, staff development is carried out according to annual plans: department work plans, schedule of refresher courses, individual plans for teachers, undergraduates, graduate students, applicants, and, accordingly, tracking the results of plans.

After completing advanced training courses, teachers report on the department meetings. Following the discussion of the report, the effectiveness of training is assessed.

Regular attestation of employees allows for the proper time assessment of staff in order to further motivate them, review career development plans and more efficiently use the work of teaching staff.

In order to clearly **organize the educational process and determine the resources**, the university plans and determines the academic load, the required resources of the faculty, determines and monitors the implementation of plans for students' educational and research work, etc., in accordance with established criteria.

To organize a **high-quality educational process**, an analysis of methodological developments is carried out at meetings of the department, the methodological council of the faculty and the Scientific and Methodological Council of the University, open lectures, and mutual visits of managers and staff of their colleagues' divisions are conducted. The results of the analysis are recorded in the minutes of the department meetings, the methodological council of the faculty and the Scientific and Methodological Council of the University. Based on an extract from the relevant protocol, the methodological development is replicated and their use is permitted.

Similar processes of control, with the establishment of clear objectives, deadlines, forms of implementation of tasks or other criteria are established for other processes - research, educational, social, etc.

Through **questioning students, faculty members**, tracking information flows of Internet resources, printing, collecting information about employment from students and employer feedback, information is collected as feedback from consumers and their satisfaction with the services provided for further analysis at the academic council and taking action improvement activities.

**The results and evaluation** of the ratings obtained, the External Evaluation of Learning Achievements., reports of internal auditors, conclusions on individual issues by working groups, as well as other indicators, are the basis for conducting in-depth analysis from the management in order to further apply and improve educational activities.

## **3) QA Strategy (is there global strategy or a part of universities development strategy, is it described at any official documents/website etc.);**

The University's website for external users as well as for the internal consumers has posted the Abylai Khan University Mission and strategic vision. In the "Internal regulatory documents" only for the staff of the university is the university's strategy, quality policy, and also the goals of the university.

At the same time, the quality policy of the Kazakh University of International Relations and World Languages named after Abylai Khan was developed and maintained to meet the intentions and development programs of the University, state programs, and also includes QMS commitments, creates the basis for analyzing and defining the Goals of the University .

On an annual basis, the Objectives of the Kazakh University of International Relations and World Languages named after Abylai Khan are developed in the field of quality, including those that are necessary to fulfill the requirements for educational services in all services, departments, deans of the university.

#### **4) Stakeholders (all internal actors – students, administrative and researches are engaged in QA as well as external stakeholders, in which areas);**

To fully take into account the interests of all stakeholders, a system has been created at the university, suggesting that stakeholders can influence the activities of the university from the stage of strategic planning to the monitoring and evaluation of educational and scientific innovation processes.

To do this, it is carried out to:

- **Monitoring, fixing, evaluating stakeholder positions and taking necessary measures.**

So, the collection of feedback from applicants, students and other segments of the population entering the information networks is regularly held. Information is analyzed and, if necessary, measures are taken.

When conducting a survey of faculty and students on their satisfaction with the activities of the university, they are also analyzed.

Analysis of individual situations is carried out at the Academic Council, in the Rector's Office, when conducting training for employees, developing internal regulatory documents and improving processes.

- **Information and education of stakeholders (distribution of information materials, public presentations, presentations at "round tables", conferences).**

For this purpose, an Image policy has been developed, an action plan has been drawn up for its implementation. For 2017-2018, 51 articles were published in the public media, website, social networks. Eleven television appearances took place. More than ten different round tables were held, and university staff took an active part in scientific conferences.

- **Counseling and consideration of the positions and interests of stakeholders during the planning of the university activities.**

The University Academic Council developed and approved a university development strategy for 2017-2018. The development of the Strategy took into account the views of all stakeholders, the requirements of the legislation, the Ministry of Education, shareholders, the current state of the educational market and the needs of the future.

#### **5) QA Procedures (official statuses of academic administration procedures, personnel procedures and codes of practice, educational process etc.).**

The university has developed internal regulatory documents regulating and coordinating the activities of various processes. To increase the availability of Internal regulatory document, all university staff, their safety, the use of current internal documents at the university introduced an electronic database of "Internal documents".

The University has the following QMS processes:

*Document management:*

- Document management (Documents management 01-2016);
- Procedure for the development and execution of documents (Special technical conditions 01-2016);
- Management of organizational documentation (Special technical conditions 02-2016);

- Management of official documents (Special technical conditions 03-2016);
- Archive management (Special technical conditions 03-2016);
- Management of note-taking documents (Documents management 02-2016).

*Management responsibility:*

- Planning improvements of University (Special technical conditions 04-2016);
- Analysis of QMS from the University management (Special technical conditions 04-2016).
- System of balanced scorecard (Rules management 01-2018)

*Resource provision:*

- Regulations on organizational structure of the University (Quality assurance plan 02-2018)
- Staff management (Special technical conditions 05-2016);
- Qualification upgrade (Special technical conditions 05-2016);
- Performance evaluation by key performance indicators (Quality assurance plan 03-2018)
- Certification of faculty, staff and managers (Special technical conditions 22-2016)
- Management of financial-economic spheres (Special technical conditions 06-2016)
- Production management (Special technical conditions 08-2016);
- Infrastructure management (Special technical conditions 08-2016);
- Operation, maintenance and repair of equipment (Special technical conditions 08-2016);
- Educational work and social conditions for students (Special technical conditions 14-2016).

*Life cycle:*

- Design and development of educational services (Special technical conditions 09-2016);
- Management of the selection process of the applicants (Special technical conditions 10-2016);
- Study process planning (Special technical conditions 11-2016);
- Study process management (Special technical conditions 12-2016);
- Management of educational and methodologic work (Special technical conditions 13-2016);
- Process of planning of Teaching and Methodologic complex on discipline Special technical conditions 17-2016);
- Information resources management (Special technical conditions 07-2016);
- Management of graduates' distribution process (Special technical conditions 15-2016);
- Management of student research processes (Special technical conditions 19-2016)
- Process management research (Special technical conditions 20-2016)
- Organization of the distance education (Special technical conditions 21-2016)
- Image policy (IIK 01-2018);
- Control, monitoring and analysis of consumer appeals (Special technical conditions 01-2018)
- Work order with corporate web-sites (Special technical conditions 02-2018)

*About the improvement:*

- Control on quality of the study process (Quality management 01-2016);
- Knowledge evaluation (Special technical conditions 16-2016);
- Liquidation of the academic debts (Special technical conditions 16-2016);
- Conduction of the internal audits (Documents management 03-2016);
- Management of nonconforming products (Documents management 04-2016);
- Corrective actions (Documents management 05-2016);
- Preventive actions (Documents management 06-2016).

The sequence and interaction of the processes are defined in this Quality Manual through their schematic description.

To support process performance:

- In the internal documents of the QMS, the methods and criteria necessary for achieving the effectiveness of the processes were developed;
- QMS processes are provided with the necessary resources and information.

### Ch 3: Implementation of ESG Part 1

ESG PART 1			
	YES	NO	EVIDENCE
<b>ESG1.1</b>			
Does the HEI have a policy to guarantee internally the quality?	+		Possibly the most important instrument is the main KAUIR*WL QA document, the “Guide for quality” which adopted on February 22, 2016, and which sets out the quality assurance activities at each level across the university. It outlines the quality system in place to verify that student learning outcomes are achieved, and to determine how programmes should be improved.
Does the institution promote quality culture?	+		Quality culture could be explored on visible formal aspects of this culture including processes for programme development and approval, a strong focus on student learning and the student experience, and many other relevant examples. KAUIR&WL staff at all levels has well-awareness of the importance of quality culture and the need to enhance this.
If yes, is it made public and part of the HEI’s strategic management?	+		Key principles of quality assurance is made on “Development strategy for 2017-2020” of KAUIR&WL, which can be found on <a href="#">homepage</a> of HEI.
If yes, does the HEI have appropriate structure and processes?	+		Development strategy and monitoring Office, as well as faculties contribute to internal KAUIR*WL quality assurance processes and prepare information on risks for further improvement of institutional and study programmes quality.
<b>ESG 1.2</b>			
Does the HEI have processes for the design and approval of its programmes?	+		KAUIR*WL has processes for the design and approval of its programmes. The programmes designing so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme has to clearly specified and communicated, and have to refer to the correct level of the National Qualifications Framework of Higher Education.
Does the HEI have official internal documents for ensuring programmes quality?	+		The KAUIR*WL head of Study-methodic Office is responsible for the organisation of teaching, and also for monitoring the quality of teaching, for all programmes within that department or unit. Individual academic staff are in charge of their own teaching, as long as they stay within the framework of the programme as agreed with Academic Office. Each subject has a Syllabus which includes details of the programme and the expected learning outcomes. Lectures, seminars and tutorials all have assigned outcomes and how these will be assessed. As previously noted, programmes can be adapted and changed through an agreed process at local programme level and then at faculty level.
Are stakeholders involved in the design and approval of programmes?	+		Stakeholders also expressed strong support for greater collaboration between different disciplines in programme design and approval, including the opportunity for students to take more electives. Electivity of courses would allow students to develop a broader range of career options, some more technical or narrow, others broader and more general.
<b>ESG 1.3</b>			
Are the pedagogical methods and methods of delivery assessed?	+		Generally academic staff activity is assessed through KPI system, which covers quality of teaching, pedagogical methods, as well as way of delivery of knowledge, adequacy of materials, etc. In terms of the assessment of academic staff by students, the results of this are available to the relevant head of department, as well as to the dean and vice-deans for education at the faculty. Part-time external specialist teaching staff are also covered by this



			survey, and the results are important in terms of renewing contracts.
Are the programmes delivered in a way that encourages students to take an active role in creating the learning process?	+		There are a number of advanced teaching methods at the university: key-study, peer-review assessment, brainstorm, work in small groups (opponent, reviewer, lecturer and etc.)
Are Flexible learning paths and different modes of delivery encouraged in the HEI?	+		There are standards of quality assurance and approval processes to support the delivery of flexible learning programmes in terms of pace (accelerated learning programmes) and place (distance learning/online learning programmes), which are mentioned at KAUIR&WL strategy of development for 2016-2019. The development process for these programmes can therefore be relatively straightforward. There few flexible learning modes at the KAUIR&WL.
The criteria for and method of assessment as well as criteria for marking are published in advance	+		Learning achievements of students are scored on a 100-point scale corresponding to the internationally accepted letter system (positive grades, descending, from "A" to "D", "unsatisfactory" - "F") with the corresponding digital equivalent of 4 point scale. The tutor conducts all types of current and midterm control and displays an appropriate assessment of the current progress of students. The Office of the Registrar of the University maintains a history of students' educational achievements during the entire periods of study, which is reflected in the transcript. At the end of the school year, the Registrar's office calculates the GPA as a weighted average of the student's level of academic achievement. There is a main academic informing tool - online learning portal. All criteria and assessment for marking are published on this portal.
Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;	+		Main principle of KAUIR&WL students assessment is clear and consistent processes for the setting, marking, grading and moderation of assignments, are reflected on "Guide for quality".
Is there a procedure for students appeals?	+		The University makes information about complaints and appeals available to students directly through tutors. The University seeks to resolve complaints in a timely and informal way, directing students to raise the issue first, where appropriate, with their tutor, department or member of academic staff. - Students can direct non-academic complaints to the facility or service in question and academic complaints to faculty and department. - At the formal complaints stage students complete a complaint form, which directs them to sources of support. Upon receipt of formal complaints a head, or dean, of the relevant department arranges interviews with the parties concerned and consults evidence before writing a report for the administration. The University intends to resolve complaints within 15 working days, and if students remain dissatisfied, they may request a review by a Rector. - Some departments offer students the opportunity to make an informal appeal to the department prior to launching a formal appeal through the University's procedures. The University has adequate policies that underpin the complaints and appeals procedures, and effective systems in place for making students aware of the routes for resolution available to them, and for monitoring the effectiveness of such procedures.
<b>ESG 1.4</b>			
Are there regulations for student admission?			KAUIR&WL has consistently apply pre-defined and published regulations covering all phases of the student 'life-cycle', including enrolment (admission), registration, progression, recognition and certification.
Are there regulations for student progression?	+		Student progression is basic principle of educational programme development at KAUIR&WL.
Do students receive documentation explaining the qualification gained, including achieved learning	+		Persons who have completed training in an educational program of higher education and have passed the final certification are awarded an academic degree "bachelor", "master" or "PhD" and are issued a

outcomes and the context, level, content and status of the studies that were pursued and successfully completed?			state diploma with a transcript in the Kazakh, Russian and English languages. Information about the program of study (code of discipline), name of the discipline, duration of study of the discipline (year, semester, trimester), grade for training (in the national scale and in the ECTS scale), the number of awarded ECTS credits are entered into the transcript about training.
Does HEI collect student's opinion on education quality? (questionnaires, surveys, feedbacks etc)	+		A significant number of surveys are undertaken by KAUIR&WL each year as part of the overall quality process. These cover the assessment of teachers, the assessment of courses, the assessment of administrative staff, and the assessment of faculty authorities. Decisions regarding which surveys mentioned below are used and when are taken by the faculty deans, as well as the choice and use of follow-up quality enhancement measures.
<b>ESG 1.5</b>			
Are the competences of teachers assessed?	+		In its discussions regarding the KAUIR&WL teaching and learning mission and strategy, academic performance has therefore traditionally been evaluated mostly in terms of research. In more recent years this traditional perception of an academic career has broadened somewhat to also include cooperating with industry. However, there is a contradiction between this traditional approach and the system for paying academics, where salaries are linked directly to the number of teaching hours.
Are there fair and transparent procedures for the recruitment of staff?	+		There is an advertisement for every vacant job position for academic staff; there is a list of requirements for this position competition.
Do the University support teachers development?	+		There are a number of opportunities for teachers: internships, capacity building, visiting professors lectures, international academic mobility. When faculties had to reduce the numbers of academic staff, the quality of teaching was one of the criteria taken into account. In situations where the student assessment of academic staff is not positive, then the teacher is asked to comment on why the assessment is poor; if in the second semester this has not changed, then the teacher is removed. Students themselves however express a concern that their assessment of academic staff was not always treated anonymously, leading to reluctance among students to provide feedback.
<b>ESG1.6</b>			
Does the institution have appropriate and accessible funding for learning and teaching activities?	+		Formal training courses play a part in this, academic staff have traditionally used opportunities such as staff mobility, including incoming visiting academics, to observe and learn from teaching methodologies, good practice and ideas in other universities, and to gain experience from working in different environments. KAUIR&WL had recently successfully obtained a few grants from the Ministry to improve didactic methods across the entire teaching body, not just for teachers with identified needs. Also university has ongoing 5 projects on Erasmus+ ICM, which is also available for teaching staff. A broad range of staff development topics are now being put in place, such as the use of multi-media in a classroom context. The deans have been asked to nominate people to attend these courses, but they are also open to all interested staff members. Staff in administrative units are able to participate in various international staff development opportunities and exchanges with other universities. Staff can also participate in language learning courses.
Is student support provided when needed? And adapted to the student's needs?	+		There are a number of tuition grants for students.
<b>ESG1.7</b>			

Do the HEI collect analyses and use relevant information for the management of the institution?	+		Through the range of instruments used, KAUIR*WL collects considerable amounts of quality-related data on a regular basis. Analysis and use is made of this data, either for the purposes of feedback to staff and students, or for input to the central university decision-making processes.
<b>ESG 1.8</b>			
Do the HEI publish clear, accurate and objective information on its activities and programmes?	+		All information could be found on official homepage of University through the <a href="#">link</a> .
<b>ESG 1.9</b>			
Are there regular monitoring and reviews of study programmes?	+		Annual surveys cover the assessment of teachers, the assessment of courses, the assessment of administrative staff, and the assessment of faculty authorities.
Are the study programmes reviewed and modified?	+		Decisions regarding which surveys mentioned below are used and when are taken by the faculty deans, as well as the choice and use of follow-up quality enhancement measures.
Does this process of monitoring and revision include students?	+		A significant number of surveys are undertaken by KAUIR&WL each year as part of the overall quality process. These cover the assessment of teachers, the assessment of courses, the assessment of administrative staff, and the assessment of faculty authorities.
<b>ESG 1.10</b>			
Does your institution undergo external quality assurance in line with the ESG on a cyclical basis?	+		Our University is accredited by International and National Accreditation Agencies (study programmes and institutional). We get accreditation every 4 or 5 years.

#### **Ch 4:** (best practices, experience, weaknesses or strength etc.)

The KAUIR&WL has a high percentage of graduates employability and trains competitive graduates.

The KAUIR&WL is working towards providing the high quality student centered learning and the adaptation of study programs and teaching methods to expectations of labor market.

The focus of the University in terms of QA on the creating of conditions to promote the education quality, and on an objective assessment of the professional competencies of students and graduates. Today, the issues of the quality of higher education are relevant for Kazakhstan. Kazakhstan needs highly qualified specialists who are proper to a market needs.

Kazakhstan has a well-developed National Quality management system; has joined the Bologna Process in 2010; is developing quality assurance system reform.

However, it is necessary to develop, update and improve internal quality control standards with taking into account needs of the employers. The focus of the QA policy of our University is enhancing employability of our students and to develop Quality Culture.