

REPORT
OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE
INSTITUTIONAL EXTERNAL ASSESSMENT OF THE INSTITUTION
"INTERNATIONAL COLLEGE OF BUSINESS AND COMMUNICATIONS"
FOR COMPLIANCE WITH THE STANDARDS OF INSTITUTIONAL
ACCREDITATION OF TECHNICAL AND VOCATIONAL EDUCATION
ORGANIZATIONS OF THE ECAQA
period of external expert evaluation: 19.01.-21.01.2021

1. Composition of the External Expert (Evaluation) Commission

In accordance with ECAQA Order No. 01 dated January 11, 2021, an External Expert Commission was formed to conduct an external assessment from January 19 to January 21, 2021 within the framework of the institutional and specialized accreditation of the International College of Business and Communications Institution (hereinafter referred to as the college) in the following composition:



Chairman, academic expert - Baekesheva Aigul Sharapievnna, Candidate of Economic Sciences, Chairman of the Association of Educational Experts "InterSarap", expert consultant of educational organizations on the organization of the educational process and preparation for accreditation;



Foreign expert- Elena Vladimirovna Zamiralova, Candidate of Economic Sciences, Director of the Institute of Distance Learning, Institute of Additional Education, Siberian State University of Science and Technology named after Academician M.F. Reshetnev ", an expert on accreditation of the Certification Association "Russian Register", an expert on state accreditation;



National Academic Expert - Zhakenova Karlygash Amanbekovna, candidate of sociological sciences, director of the college NEI "Kazakh-Russian Higher Medical College";



National Academic Expert - Bukenbaev Adilzhan Nurlanovich, master of "Pedagogical education", teacher of special disciplines of the Department of Foreign Languages of the KGKP "Kostanay Pedagogical College" of the Education Department of the Akimat of Kostanay region;



Expert - Representative employers - Alexander Saveliev, a leading business sales coach in Kazakhstan. Expert in negotiations and building sales departments. Founder of the Closed Business Club of entrepreneurs in the RK "RichBRO";



Expert - student representative - Satybaldin Amir Timurovich, 3rd year student in the specialty "Computers and Software" of the Educational Institution "Central Asian Technical and Economic College";



ECAQA Observer - Umarova Makpal Aldibekovna, head of the accreditation and monitoring department of the NEI "Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care".

The work of the EEC was carried out in accordance with the Regulations on the EEC (Order of the ECAQA Director General No. 4 dated February 13, 2017).

The EEC report contains an assessment of the International College of Business and Communications Institution for compliance with the Standards of Institutional Accreditation of Technical and Vocational Education Organizations (hereinafter - Accreditation Standards), EEC recommendations for further improving the institutional activities of the college.

2. General part of the final report of the EEC

2.1 Introducing the International College of Business and Communications Institution

The college has been carrying out educational activities since September 2009 on the basis of a state license of the AA-5 series for No. 0102462 and annexes to the AA-5 license No. 0095964 issued by the Department of Economy and Budget Planning of Almaty on the basis of order No. 95-n / 1 dated July 07, 2009 year, valid for an indefinite period.

Legal address: 050063, Republic of Kazakhstan, Almaty city, microdistrict Zhetysu-2, building 16 A. There are premises at the address Auezovsky district, microdistrict Zhetysu-2, building 16 A.

In accordance with the re-registration of the Institution "College of Law, Economics and Nanotechnology" on 09.07.2014 to the Institution "International College of Business and Communications" (Certificate of state re-registration of a legal entity, registration number No. 7864-1910-02-UE of the Ministry of Justice of the Republic of Kazakhstan), by the decision of the founder, the Charter was approved dated June 14, 2016.

According to the Charter Institution "International College of Business and Communications" (hereinafter referred to as the college), approved by the Protocol of the General Meeting of Participants of June 14, 2016, the highest body in the college is the Pedagogical Council.

The organizational structure of management was approved by the meeting of the Pedagogical Council on September 7, 2018, the last changes were made in September 2020.

The management of the college is carried out by the Director General Iksanov Serik Shapkatovich.

The college has a Council of Deputy Directors, which includes deputies for: educational work, educational and production work, international relations, scientific and innovative work, educational work, information technology, administrative and economic work.

The organizational structure includes subject-cycle commissions, the head of the department, the department of career guidance, the college methodologist.

The educational process is carried out in accordance with the Law of the Republic of Kazakhstan "On Education", State Compulsory Education Standards of the Republic of Kazakhstan and Model Curricula approved by the Ministry of Education and Science of the Republic of Kazakhstan, the Labor Code of the Republic of Kazakhstan, the Law "On Social Partnership in the Republic of Kazakhstan" and other regulatory and instructional materials.

In December 2014, the college passed state certification.

The license for 7 educational programmes was issued on 11.12.2014 (No. KZ37LAA00003803) and includes the following: 1) 0516000 "Finance" (by industry); 2) 0515000-Management (by industry and application); 3) 0201000 - Jurisprudence; 4) 0512000 - Translation (by type); 5) 130600-Radio electronics and communications (by type); 6) 1304000- Computer equipment and software (by type); 7) 1305000 - Information systems (by fields of application).

The total contingent of students as of November 01, 2020 amounted to 540 people, including the Kazakh department - 192, the Russian department - 348 people.

In accordance with the requirements of the Ministry of Education and Science of the Republic of Kazakhstan No. 338 of July 13, 2009 "On approval of Standard qualification characteristics of positions of teaching staff and persons equated to them", the college has formed a qualified teaching staff with sufficient potential and the ability to solve modern problems of training qualified specialists, qualitatively and quantitatively staffed for the implementation of educational programs in existing specialties.

2.2 Information on previous accreditation

Until now, institutional and specialized (programmatic) accreditation of the college has not been carried out. Agreement No. 14 on the preparation and conduct of institutional and specialized (programme) accreditation with the accreditation body - NEI "ECAQA" was concluded on August 19, 2020.

2.3 Analysis of the self-assessment report of the Institution "International College of Business and Communications" for compliance with the Standards of institutional accreditation of organizations of technical and vocational education

The College Institutional Self-Assessment Report is presented in 162 pages, including 40 pages of appendices.

The report provides answers to all criteria of 10 accreditation standards, structured according to the recommendations of the ECAQA Self-Assessment Guidelines, as well as the internal consistency of information provided by the accredited college. The report is accompanied by an accompanying a letter signed by the director Iksanov Serik Shapkhatoovich, confirming the accuracy of the information and data contained in the report.

The institutional self-assessment of the college was carried out on the basis of the order on the formation of the composition of the internal self-assessment commission No. 24-OD dated 09/01/2020.

The report contains a list of 10 members of the internal self-assessment commission, indicating the responsibility of each employee, information about the representative of the organization responsible for the institutional self-assessment - Svetlana Omurzakovna Serikpaeva - deputy director of the college. The chairman of the working group on preparation for institutional accreditation is the director of the college Iksanov S.Sh.

The working group for the preparation of the self-assessment report has done a certain amount of work: the key areas of institutional activity, tasks for the implementation of 7 educational programmes have been analyzed, the necessary information has been collected in accordance with the accreditation standards; a thorough analysis, updating and addition of methodological and educational materials was carried out, their content is reflected in the report. There are links to regulations, model rules, regulations, teaching documents, website pages www.icb.kz

The content of the Self-Assessment Report is structured in accordance with the ECAQA Accreditation Standards and includes a description of the strengths, areas for improvement for each of the 10 standards. Description of the key activities of the college quite complete, but is descriptive; a deep analysis of all aspects of the activity has not been conducted. A very weak SWOT analysis was carried out by standards. The report has been updated by the number of students, teachers, administration, information on selection and admission, learning outcomes, knowledge and skills assessment results, material and technical base, contractual obligations with partners, financial information, plans for development and improvement, etc.

Conclusion on each of the 10 accreditation standards includes a description of strengths and areas for improvement.

Thus, the college's institutional self-assessment report contains sufficiently detailed and structured information on all activities in accordance with the ECAQA accreditation standards.

3. External expert evaluation

3.1 Description of the visit of the external expert commission

External expert work on the institutional assessment of the college was organized in accordance with the Guidelines for the external assessment of educational institutions and educational programmes of ECAQA (approved by order of the Director General of the NEI "Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health care" No. 5 dated February 17, 2017) and according to the programme of the external visit, approved on 08.01.2021 by the Director General of ECAQA Sarsenbayeva S.S. and agreed with the Director General of the college Iksanov S.Sh.

To obtain objective information on the expert assessment of the college, the members of the EEC used the following methods: interviewing management and administrative staff, observation, studying the website, interviews with students, interviewing employees of various structural units, teachers, questioning teachers and students, reviewing resources in context compliance with accreditation standards, 49 educational and methodological documents were additionally requested and studied.

On the part of the college staff, the presence of all persons indicated in the visit programme and according to the lists of interview sites is ensured (Appendix 1).

The first day of the visit, 01/19/2021

Before the start of the main events of the visit, a working meeting was held, at which the Chairperson of the Commission introduced the members of the EEC, dwelled on the goals and tasks of the members of the commission, clarified the responsibilities of the EEC members, and proposed to draw up a list of documents required for additional study. The EEC members exchanged views on the preliminary findings of the college self-assessment report and the college website.

Further, according to the plan, meetings were held with the director of the college Iksanov Serik Shapkhatovich, administrative and managerial staff.

The director of the college Iksanov S.Sh., in the course of the conversation, acquainted the members of the EEC with the mission and strategy of the college, the material and technical base and specialties for which training is being conducted, also spoke about social partners, and focused on the issues of employment of graduates. One of the main tasks for himself, the director identified the creation by college graduates of their own businesses.

The first head was asked questions by members of the EEC. It was found that management decisions are made by the director and he is the founder of the college. There is a Board of Deputy Directors. Currently, 540 students are studying, of which 200 are under the state order. Last academic year, they decided to abandon the state order and reduce the admission of applicants and focus on the quality of training.

Further, meetings were held with the heads of structural divisions responsible for the work:

- **admissions committee** (career guidance manager Muduarova Larisa Mukhametkaliev);
- **educational and methodological department** (Medeova Firuza Erkinovna, deputy director for educational work, Beksultanova Kuralay Beldibaevna, deputy director for educational and industrial practice);
- scientific, methodological and educational department (Serikpayeva Svetlana Omurzakovna, deputy director for scientific and innovative work (until September 2020), Ibraimova Moldir Erganatovna, deputy director for educational work, Baigonosov Erbol Modanovich, teacher-organizer for BMT, Nurakhanova Kanatkul Sergazievna, College Methodist (until September 2020).

During the interview, some discrepancies were revealed in the current organizational structure of the college and the structure with which the members of the EEC were familiarized.

During the meeting of the EEC members, issues were raised regarding the provision of the EP with teaching staff, the effectiveness of the implementation of the EP and their compliance with professional standards, the work of the SCC, the conditions for organizing the work of the college in a pandemic, the organization of the educational process in distance learning, industrial practice, educational work, career guidance, work with parents.

During the meeting with the heads of structural divisions, issues of academic integrity and the availability of an anti-plagiarism programme were raised, as well as issues related to the system of assessing students' knowledge.

The external expert evaluation programme made it possible to meet with individual members of the college self-assessment report working group, during which the EEC members received confirmation of the statistical and factual data presented in the report.

Career guidance manager Muduarova L.M. introduced the college's strategy for attracting and recruiting applicants, about the ongoing activities, plans for the admissions committee with

schoolchildren, about the social networks through which this work is carried out, the approved College Admission Rules.

Responsible for the educational and methodological direction Medeova F.E., Beksultanova K.B. answered the experts' questions about the composition of the EMA and the SCC, about the control and measuring instruments, the organization of the practice of students, the participation of employers in the development of the EP.

Ibraimova M.E., deputy director for educational work, Baigonusov E.M., teacher-organizer on BMT acquainted the members of the EEC with the circle work of the college, with measures for educational work and prevention of offenses.

Aitimova D.A., Deputy Director for International Relations, spoke about cooperation with the Professional College of the Kyrgyz National University. J. Balasagyn. It was noted that cooperation is only in the initial phase. There are no specific activities for academic mobility or other activities under the Cooperation Agreement.

Bondarenka E.G., a teacher of special disciplines, the interim chairman of the SCC told the members of the EEC about the work of the SCC. In the current academic year, only one SCC operates, uniting all teachers in its composition, although in previous years two SCCs worked as a methodological association of teachers of general education and special disciplines. An intelligible answer to the question of why the commissions were combined into one SCC was not received. The close connection of teachers with graduates of the EP was noted. It was found that the educational process is conducted according to the traditional training system, despite the fact that from the 2019/20 academic year in the TVE system, the process of transition to credit-modular training technology began.

According to the programme of the visit of the EEC, meetings were held with support services.

- Bizhanov Nurzhan Nurbolovich, financial director
- Toktasynova Guldana Serikbaykyzy, Chief Accountant
- Mamutbekova Zhanar Madyarkhanovna, head of personnel department
- Seytkhaziev Dosymkhan Sherekhanovich, Deputy Director for IT.

The experts asked questions about the personnel policy of the college, about the cost of training, about how the price for the EP is formed. The answers received showed that the college has a well-established recruitment policy, the college is interested in a high-quality teaching staff, and certain incentive measures have been developed for teachers, such as supporting young employees to study for master's and doctoral studies. At the expense of the college, professional development courses for teachers are paid.

It was noted that almost 77% of the college's financial costs are for faculty and staff salaries.

The financial director pointed out the existing difficulties in paying off financial debts by students. But, despite the failure of students to fulfill their contractual obligations to the college, the educational process continues, work is underway to strengthen the material and technical base.

Deputy Director for IT Seytkhaziev D. Sh. Spoke about the work done to create his own training platform and further replenish classrooms with new computers.

During the examination of the educational building, evidence was obtained of the presence of a sufficiently good material base and the equipment of the college with the necessary equipment. The only question raised was the gymnasium, the area of which is insufficient for full-fledged physical education classes and various sections. It was explained that there is a plan to build a free-standing gymnasium in the college's courtyard.

The college has its own building of 9 floors, adapted, among other things, for teaching people with special educational needs (there is an elevator). The training is conducted in 29 classrooms. A cabinet system has been introduced in the college, there are special rooms according to the specifics of the EP. Some classrooms are equipped with interactive and software tools for the successful implementation of the EP, there are laptops, printers, scanners, copiers, video and audio tools.

The college has an assembly hall, computer rooms, a library combined with a reading room.

During the inspection of the library, the head could not answer the question about the compliance of the library fund with the standards for educational and educational-methodical literature per student.

Members of the EEC noted the work of the medical office. The medical office has two rooms: for receiving patients and a procedure room, which can be used as an isolation ward. The medical office is equipped with all the necessary equipment for first aid.

Further, the members of the EEC got acquainted with the documentation presented by the staff of the college. Among them, working curricula, training schedules, calendar-thematic plans of disciplines, educational and methodological complexes of disciplines, standard curricula for technical and vocational education (specialty: 0512000 Translation, qualification: 0512023 Guide-translator; specialty: 0515000 Management (according to industries and fields of application), qualification: 0515013 Manager), guidelines for the implementation and defense of diploma theses, graduate theses, Agreements with enterprises on professional (industrial) practice (2017-2018 academic year, 2018-2019 academic year).

Examination of the documents showed that the working curriculum and CTP were drawn up in accordance with the State Standard of Education. In the educational and methodological complexes of disciplines, deficiencies were found in the part of the recommended educational literature. In the EMCD, in the list of recommended publications, outdated literature of 2005 and 2007 is indicated. Inconsistencies with the requirements for diploma works were also revealed. For example, the content of the supervisor's review and the review are 100% the same, which is unacceptable when admitting a diploma works to defense. It was also found that the control and measuring materials (in the context of the distance learning format) for the 2019-2020 and, accordingly, the 2020-2021 academic years were not considered and approved at the EMA meeting.

Second day of the visit, 20.01.2021

Meetings with teachers, students, alumni, employers and international partners, attendance at classes were planned.

Teachers answered questions from experts on satisfaction with college working conditions, material incentives, wages, and advanced training. The meeting participants demonstrated a fairly high commitment and loyalty to the college. They noted the interest of the leadership in the professional growth of teachers and their availability for them. Faculty members are familiar with the college's strategic goals and objectives.

After meeting with the teachers, the EEC members attended a series of classes, divided into two groups, to attend four classes that were held simultaneously, but in different classrooms. So, on 2nd year by EP 0515000 - Management (by industry and application) a lesson was held on the topic: "Classification of enterprises, institutions, and organizations" by teacher Zhumakhmetova Gulmira Sharapatovna. The lesson was held online. When studying the topic of the lesson, the teacher used interactive teaching tools (showing video fragments of news broadcasts on television). Should be noted the active participation of students in the lesson. The rest of the classes also showed the activeness of the students and the sufficient qualifications of the teachers.

Meetings with students of the 0515000 - Management programme (by industry and application) demonstrated good corporate spirit. Based on the responses of the students, it was concluded that they are satisfied with the quality of training, the student support service. They are ready to recommend the college to applicants wishing to get an EP education Management (by industry and application), as they consider their college to be the best. Almost the same conclusions were drawn from interviews with other college students.

It should be noted that for a relatively short period of work, the college has formed a good reputation among employers. According to working curriculum, students undergo practical training in various financial institutions. Employers noted a fairly good theoretical and practical training of graduates. Examples were given when individual graduates were hired immediately after their internship.

Graduates have shown quite high loyalty and commitment to the college. In interviews, the

graduates especially noted their teachers, thanks to whom they received good knowledge, which allowed them to enter higher educational institutions in the future and get a good job.

Interviews with international partners showed that the college is interested in developing international relations. However, no specific measures were taken. This line of work is in progress.

Further, intracollegiate documents were studied: Regulations on the Council for the Prevention of Offenses of Students of the International College of Business and Communications, Regulations on the School of Young Teachers, Regulations on the Educational and Methodological Complex, Internal Rules for Employees, International College of Business and Communications Internal Rules of Students at the International College of Business and Communications, etc.

The second day ended with a discussion of the results of the day, an exchange of opinions on the results of meetings, attending classes, and a preliminary formulation of recommendations to the college.

The third day of the visit, January 21, 2021

The Chairperson informed the members of the commission about the preliminary formulation of recommendations on institutional accreditation. Then there was a discussion of preliminary recommendations for EP 0515000 - Management (by industry and application) and 0512000 Translation studies, qualification: 0512023 Guide-translator.

Then there was a final discussion of the results of the external assessment, study of documents, results of interviews, questionnaires. The chairman of the EEC, based on the discussion, worked on the text of the oral report of the EEC to the college.

Members of EEC carried out an assessment of the college's conformity according to the developed ECAQA "Quality profile and criteria for external evaluation of the educational programme 0515000 - Management (by industry and application) for compliance with ECAQA Accreditation Standards". The document was individually completed by each member of the EEC.

The Chair held a final open vote on college recommendations and a final vote on recommendations for the ECAQA Accreditation Board.

At 16.00, the oral report of the EEC was presented to the college staff.

The programme and schedule of the external expert evaluation of the EEC have been fully implemented. On the part of the college staff, the participation of all persons indicated in the programme is ensured.

3.2 Results of the survey of key stakeholders

An observer from ECAQA in the period 19-20.01.2021 conducted an online survey of college students and teachers on the resource <https://webanketa.com/>.

Student survey results:

The questionnaire consists of 22 questions, the total number of students surveyed is 58, the number of respondents is 53. More than half responded - 56%, ready to recommend friends, acquaintances, relatives to study at the International College of Business and Communications, partially ready - 26.42%, not ready - 13.21%. 58.49% fully agree with the statement about the awareness of programme managers and teachers about the problems of students related to learning, partially - 24.53%, completely disagree - 5.66%, that is, the overwhelming majority of EP managers and teachers are aware of the problems of students ...

The vast majority of students are satisfied with the conditions for equipping classrooms, college classrooms. Indicators for the answer options "fully satisfied" (62.26%) and "partially satisfied" (22.64%) together make up more than 85%. Almost 70% of students agree with the statement that conditions for rest and food have been created.

Less than 50% of the respondents are ready to confirm the availability of syllabuses and additional literature to prepare for classes. At the same time, EEC found out that syllabuses are not yet being developed in college, so we can only talk about the provision of additional literature.

The overwhelming majority of respondents (“fully satisfied” 62.26%, “partially” - 15.09%), expressed their satisfaction with the library fund / college resources. In their opinion, the college has all the necessary textbooks. Similar data were obtained on satisfaction with electronic educational resources. The overwhelming majority (almost 85%) confirmed the availability of electronic educational resources.

According to the data obtained, it can be concluded that the educational process is sufficiently provided with both educational literature and electronic educational resources. In addition, almost all survey participants confirmed the respectful attitude of teachers and staff towards students.

Almost 80% of the respondents confirmed the existence of social programmes to support students (material and psychological), 64.15% of a career counseling service and more than 80% (56,% in full and 28.3% in part), a system of self-study.

A well-designed lesson schedule is one of the conditions for a clear organization of the educational process. Thus, the data of the questionnaire survey demonstrate a fairly high degree of satisfaction with the schedule of training sessions. It suits 90% of survey participants (77.36% in full, 18.87% in part). 85% of respondents testify to the objectivity of teachers in assessing knowledge and skills.

The results of answers on such indicators as the use by teachers of interesting forms of teaching and conducting classes, as well as the use of feedback practice (hears out the opinions of students, conducts a mini-questionnaire, works on mistakes) showed that less than half of teachers (45, 28) use interesting forms training, 32.08% believe that sometimes, and 17% - occasionally. Feedback, according to the respondents, is well established among 56.6% of teachers. These teachers regularly maintain feedback with the teachers, according to 28.3% this work is carried out periodically...

One of the important indicators of the success of any educational institution is practical training. Thus, the results show that 47.17% are completely satisfied with the organization of the practice, 18.87% - partially. The indicators for dissatisfaction, partial satisfaction, and those who did not answer this question, totaled 34%. This is a fairly high indicator, according to such an important criterion for assessing the activities of the college, which should be paid attention to.

The data on student engagement in scientific work shows that only about a quarter of the respondents are engaged in scientific circles or participate in scientific projects. It can be assumed that students are not interested in doing research work, or these are shortcomings on the part of those responsible for this area of work.

Almost 70% of the respondents answered affirmatively to the question about the adequacy of the knowledge and skills acquired within the walls of the college in their chosen specialty. About 10% are not yet ready to answer this question, the same number of survey participants want to believe it. A small part of the respondents (5.66%) has doubts.

Answers to the question of attracting students to activities to prepare for institutional and specialized accreditation confirm the activity of college students and their involvement in management. Thus, about 90% of the survey participants took a direct part in the preparation for accreditation. They participated in the preparation of the self-assessment report (52.83%), in organizing a meeting of external experts (5.66%). The data obtained show that for 73.58% of the respondents who participated in the survey, the questionnaire questions were clear, 9.43% chose the option “some were not clear”. The rest of the answer options have insignificant indicators (less than 10%). Thus, we can assume with a significant degree of confidence that the results of the survey are reliable.

Findings:

The results of the survey made it possible to confirm the objectivity of the conclusions made by members of the EEC on the issues of loyalty and commitment of students to their college, an established system of interaction of the teaching staff with students, a good material and technical base and equipment of the college, provision of educational literature, creating comfortable conditions for students, satisfaction organization of the educational process.

The survey data also indicate the presence of shortcomings in the provision of students' additional literature for preparation for classes, organization of practice, attraction to scientific research work.

Teacher survey results:

The survey was attended by 22 teachers, 59.1% of whom have been working in this college for more than 10 years, 13.65% - from 5 to 10 years, 27.27% - up to 5 years. The results testify to the stability of the teaching staff.

Almost 90% of the respondents expressed their satisfaction with the organization of the educational process. The same high rates (95.45%) are also observed in the observance of ethics and subordination in relations between colleagues, teachers, and management.

Satisfaction with the organization of labor and workplace was expressed by 86.36%, 13.64% partially agree with this. There were no disagreements with this statement. 72.73% of respondents indicate that the college has created conditions for career growth and development of teachers' competencies, 22.73% partially agree with this statement.

77.27% fully agree with the statement that the college provides opportunities for scientific work and publication of research results, and 18.18% partially agree.

Since more than half (54.55%) of the survey participants are satisfied with their salaries, and taking into account the data on the answer option "more yes than no" (13.64%), then without a doubt it can be concluded that the overwhelming majority of teachers satisfied with their wages. Also, the overwhelming majority (86.36%) of respondents are satisfied with the work of the HR department.

There is a clear trend in the growth of indicators for refresher courses, the number of teachers who have completed refresher courses is growing every year. So, if the number of teachers who took advanced training courses more than three years ago was 22.73%, then 45.45% indicated that they took courses less than one year ago, and during the current year - already 31.82%. Taking into account the fact that the activity of passing the refresher courses for teachers is held during the summer period (the end of the academic year), these indicators will increase significantly.

According to the data, a favorable microclimate has been created in all structural divisions of the college. All survey participants expressed their satisfaction on this issue.

72.73% of respondents agree with the statement that this educational institution has an opportunity for professional growth, 27.27% partially agree. There are no disagreements or doubters. It follows from this that the college has the conditions for professional growth.

Answers to the question about support for the participation of teachers in conferences (international, republican) show that more than half of the survey participants are not very interested in participating in conferences. This can be judged by the following data. Thus, 40.91% of survey participants did not contact the management on this issue, 18.18% did not answer it at all. 13.64% confirmed the support of the management (payment of travel, travel expenses and registration fee), 4.55% indicated that they paid for the trip. About 10% indicated the answer option "does not pay for any expenses" and 13.64% indicated that they are in favor of self-financing participation.

Among the teachers who took part in the survey, 86.36% are full-time college employees, 4.55% are part-time workers and 9.09% are hourly workers.

41% of respondents point to the existence of social programmes to support teachers. Answers to the question "Do the heads of the organization listen to your opinion in relation to questions on the educational process, upbringing work, research work, practice" 81.82% answered in the affirmative, 9.09% - "yes, sometimes". Almost the absolute majority of the respondents confirm that the management takes into account the opinion of the teachers.

The results of answers to this question are quite expected. The college still works according to the traditional system, which involves the use of precisely those teaching methods that have received the largest number of answers.

Findings:

Thus, according to the results of a survey of college teachers, the following conclusions can be drawn:

- ✓ The college has a stable teaching staff with good potential for further development.
- ✓ The college management has created favorable conditions for work, research activities and career growth.
- ✓ The college has a favorable climate and a social support programme. The overwhelming majority of employees are satisfied with their wages.

However, the management of the college and the teaching staff as a whole, it is necessary to consider issues on the use of interactive forms of teaching by teachers.

3.3 Conclusions from external expert evaluation

As part of an external expert evaluation of the college for compliance with the ECAQA Institutional Accreditation Standards by members EECs are carefully studied and evaluated the main indicators of the organization.

The information received by external experts during the study of the self-assessment report, preparation of a written review with recommendations for improvement, interviews with management, employees of departments, study of documentation, interviews with 17 administrative employees, interviews with 31 students, 17 teachers, 11 employers, questionnaires was analyzed to 53 students, 22 teachers, including 1 part-time and 2 hourly workers. All information received was compared with the data of the self-assessment report, which made it possible to ensure the accuracy and validation of the information provided by the college and supporting documents for compliance with the above-mentioned ECAQA Accreditation Standards.

During the work of the external expert assessment, the members of the EEC studied 49 documents (Appendix 2) and videos on learning resources, which made it possible to identify compliance in general with the activity college accreditation standards...

Recommendations for improving the activities of the college for compliance with the Standards of Institutional Accreditation, developed by the EEC based on the results of the expert evaluation, were presented at a meeting with the staff on January 21, 2021.

Thus, the external assessment and the visit of the EEC members made it possible to verify and validate the data of the college institutional self-assessment report in full.

For the work of EEC, comfortable conditions were created, access to all necessary information and material resources was organized. The commission notes a fairly high level of corporate culture of the college, the openness of the team in providing information to members of the EEC.

4. Analysis for compliance with accreditation standards of the Institution "International College of Business and Communications" and an overview of the strengths for each standard.

Standard 1: MISSION AND POLICY OF EDUCATIONAL ORGANIZATION FOR QUALITY ASSURANCE

The study of the self-assessment report and the interviews conducted convinced the EEC that the college has institutional autonomy in the areas of mission statement and quality assurance policy, strategic and operational planning.

The mission of the college is developed taking into account the opinions and suggestions of students, teaching staff, college staff, the youth affairs committee, as well as external regulatory documents.

The mission was published on the website www.icb.kz, brought to the attention of interested parties, which was confirmed during an interview with the director of the college, deputy directors, teachers, staff, students.

The mission statement contains the main goal, educational strategy, in accordance with the requirements of educational standards and the labor market.

A policy has been developed to ensure the quality of education, which is implemented through the setting of a strategic goal for the development of the college, reflects the relationship between learning and teaching, takes into account the local and national contexts.

The quality policy includes: guarantees of the quality of educational services; ensuring the quality of educational programmes and educational resources; student-centered learning; informational openness. At the same time, during the interview, EEC found out that this programme document did not become fundamental in the activities of some departments, the students do not know about its existence.

The strategic development programme of the college from 2017 to 2023 was approved at a meeting of the Pedagogical Council (Protocol No. 2, dated October 23, 2017) and reflects the mission and vision of the educational institution, includes 5 strategic directions, indicates goals and objectives.

When developing the College's Strategic Development Programme, external regulatory documents were taken into account; priority directions of the economic policy of Kazakhstan.

The study of the college's strategic development programme revealed the absence of target indicators and measurable indicators of goals and objectives in some areas, which shows a certain degree of declaratives of the document.

The organizational structure of management was approved by the meeting of the Pedagogical Council on 09/07/2018 (with changes in September 2020) and is presented on the college website. EEC notes that the organizational structure lacks some departments, with the heads of which interviews were conducted (marketing department, for example). The commission also notes that the college does not have departments overseeing such important areas of activity as human resource management and financial management. They are represented in the singular by the leaders responsible for these areas.

Developed, put into effect and communicated to the relevant stakeholders: Rules of Pedagogical Ethics dated 09/28/2020; Anti-corruption strategy of the International College of Business and Communications dated 08/31/2018; Code of Academic Integrity for Faculty, Staff and Students; Code of honor for a student of the International College of Business and Communications of 09/01/2020

The college collects and analyzes information related mainly to educational activities. In other areas, such as resource provision, personnel development, international relations, collection, accumulation and analysis of information are not systematic. The study of the self-assessment report showed that the college does not own such a traditional analysis tool as SWOT analysis, let alone PESTLE or GAP analysis, which are already widely used in educational organizations.

The annual planning of the work of the departments is based on the Strategic Development Programme (for example, the work plans of the deputy directors, the work plan of the methodologist). However, an interview with the CFO revealed that it is difficult to account for the core resources that support all activities in planning, as the college faces a constant lack of financial resources.

In order to ensure the quality of education, an annual intercollege control is carried out in accordance with the plan (a single plan for the educational, methodological, scientific and educational work of the college). And although this work is systematic, the commission cannot claim that there is a full-fledged internal quality assurance system, since everything is reduced to the function of monitoring the implementation of planned plans, not all processes are documented.

Thus, the study of the self-assessment report, documents, interviews with stakeholders revealed full and significant compliance with half of the criteria of the standard "Mission and quality assurance policy of educational organization", and partial compliance with six criteria.

Strengths:

1) The college developed, approved and published a mission, in the formation of which the administration, students and teachers were involved.

2) The mission of the college contains goals and an educational strategy in accordance with the requirements of state educational standards, the national TVE system, allowing to prepare a competent specialist in accordance with the goals of the educational programme.

3) The college's quality assurance policy reflects the link between teaching and teaching, and

takes into account local and national contexts.

Conclusions of the EEC on the criteria. Out of 11 standards conform: fully - 1, significantly - 4, partially - 6, do not correspond - 0.

Standard 1: completed

Standard 2: EDUCATIONAL PROGRAMMES

The college has been carrying out educational activities since September 2009 in accordance with the state license AA-5 series No. 0102462 and annex to the AA-5 license No. 0095964 issued by the Department of Economy and Budget Planning of Almaty on the basis of order No. 95-n / 1 dated July 07, 2009, valid for an indefinite period.

According to the license issued on December 11, 2014 under No. KZ37LAA00003803 (annex to license 14018723), the college conducts educational activities in the following educational programmes:

1. 0516000 - Finance (by industry)
2. 0515000 - Management (by industry and application)
3. 0201000 - Jurisprudence
4. 0512000 - Translation studies (by type)
5. 130600 - Electronics and communications (by type)
6. 1304000 - Computing equipment and software (by type)
7. 1305000 - Information systems (by field of application), which provide training at one level of qualification - a mid-level specialist.

The total contingent of students as of November 1, 2020 in educational programmes amounted to 540 people, including the Kazakh branch - 192, the Russian branch -348.

The study of the self-assessment report and interviews with all groups of internal stakeholders showed that the educational process in the college is carried out according to the traditional system. The transition to credit technology of education, the introduction of a point-rating assessment of educational achievements of students is planned for the next academic year. The college also did not switch to a modular curriculum formation format.

The basic requirements for the educational programme (EP) are reflected in the curricula and training programmes. The educational process is quite systemic. The logical sequence of discipline courses has been determined. The working curricula of all EP college consist of a schedule of the educational process, summary data on the time budget, and a plan for the educational process. The plan of the educational process provides for the list, volume and sequence of academic disciplines, the distribution of hours by courses and semesters, the breakdown of hours into theoretical and practical training, the distribution of exams, credits, term papers (projects) by semesters, forms of final control. The number of compulsory tests required for completion is indicated. Working curricula, as part of the EP in specialties, correspond to standard curricula. The Dublin descriptors are taken into account in the implementation of the training of specialists and the development of curricula for disciplines, which include five main learning outcomes: knowledge and understanding; application of knowledge and understanding; forming judgments; communication skills; learning skills or learning ability.

The availability of the content of the educational programme for students is ensured by the placement in the educational portal of the college of collections of lectures and tests, questions for preparing for a test, an exam, electronic textbooks, as well as equipping the library with electronic books.

According to the organizational structure, the deputy directors for educational work and educational and production work, as well as the heads of the SCC, are responsible for the development and implementation of the EP. All decisions on the organization and content of the educational process are made at meetings of the College's Pedagogical Council, which is reflected in the protocol provided by the EEC. The same persons are responsible for the periodic revision of the content of the curricula and curricula of disciplines. It was found that in doing so they rely mainly on the regulatory documents

of the authorized body. There was revealed weak feedback from stakeholders and the public regarding participation in the periodic updating of the EP.

The working curriculum ensures the optimal sequence of studying disciplines on the basis of their continuity, rational and even distribution over semesters. An interview with employers showed that the actualization of work curricula, work programmes in disciplines occurs not only as the standard curricula for specialties change, but also in agreement with them. This happens in the course of communication with representatives of employers about industrial practice, conducting conversations and lectures as part of electives, as well as analyzing the conclusions of the final certification. However, EEC did not receive documentary evidence of this kind of approval and study of the opinion of employers.

The content of educational programmes is formed in accordance with the state educational standard of specialties, based on the list of qualifications, the qualification characteristics of students, the content of the disciplines of a compulsory component, the implementation of educational programmes of technical and vocational education according to the level of qualification - a mid-level specialist. A direct connection between the development and achievement of learning outcomes with professional standards and NQF was not found, although there is an understanding of the need for this and plans to work with professional standards in the formation of curricula for the next academic year.

The forms and methods used to assess the knowledge of students are recorded in the approved internal documentation of the college, in particular, in the Regulations on the test-rating system for assessing knowledge. The procedures for assessing the level of knowledge of students are drawn up in accordance with the planned learning outcomes, meet the objectives of the educational programme, correspond to their purpose and are based on clear generally accepted criteria.

Students are explained the essence of the qualifications obtained in the course of training, its correspondence to a certain level of NQF in TVE, and, consequently, to the structure of the EQF qualifications.

EEC made sure that the educational process is built on the principles of equality and non-admission of any kind of discrimination against students and teachers.

The study of documents disclosing the content of curricula shows the presence in all educational programmes of disciplines that develop in students skills and abilities that form the moral and spiritual foundations of the individual, patriotism, tolerance, active citizenship, etc. This is also facilitated by optional classes, educational activities ...

The EEC notes that although the interviews showed students' knowledge of the college's mission and strategic goals, there was no evidence of their active participation in their design, as well as in the development of the EP. Students are not represented on the collegial governing bodies of the college, and are not invited to meetings of the Pedagogical Council and the SCC.

The college adheres to the standards for the weekly study load of students, places for internship are provided. With all business partners in practice, appropriate agreements have been concluded.

Academic freedom of teaching staff is determined by the framework of the State Educational Standard of Education and other regulatory documents. Visiting classes during the visit, interviews with teachers and students, studying documents, showed that the academic freedom of teachers lies mainly in the methods of conducting classes, the development of teaching materials, control and measuring instruments for assessing the educational achievements of students. In practical classes in special disciplines, teachers use interactive teaching methods such as: educational games (role-playing games, imitations, business games); work in small groups; problem learning technologies; social projects and other out-of-class teaching methods (competitions, interviews, films, performances, exhibitions); creative tasks.

Within the framework of the traditional training system, teachers practically do not participate in the actualization of the EP.

Thus, the study of the self-assessment report, documents, interviews with stakeholders revealed full compliance with most of the criteria for the standard "Educational programmes", as well as significant and partial compliance with some of them.

Strengths:

1) All EP of the college are developed in strict accordance with the state educational standard and standard curricula, the work programmes of the disciplines of the curriculum are drawn up on the basis of standard work programmes, are coordinated with the mission of the college, the sectoral framework of qualifications.

2) The college has clearly defined structures and leaders who are responsible for the development and implementation of the EP.

3) The qualifications obtained after the end of the training process are explained to students and determined according to the corresponding level of NQF and EQF.

4) EP of the college are implemented on the principles of equality, any forms of discrimination against students, teachers and employees are excluded.

5) In the course of training, students receive not only knowledge, skills and abilities related to future professional activities, but also developing their personality, the foundations of moral and spiritual development.

Conclusions of the EEC on the criteria. Out of 12 standards correspond: completely - 7, significantly - 2, partially - 3, do not correspond - 0.

Standard 2: completed

Standard 3: STUDENT-CENTERED LEARNING AND STUDENT'S VALUATION

The principles of student-centered learning and teaching in the college are implemented through providing comprehensive support to students and increasing their responsibility for learning outcomes. On the part of the administration and teachers, due attention and respect is paid to various groups of students, including people with disabilities and from socially vulnerable groups of the population. The educational process is considered as a single process of education and upbringing.

The college has a programme of work with students through curatorial and educational work, the work of subject-cycle commissions, the Committee on Youth Affairs, the plans of which are approved annually by the pedagogical council.

At the pedagogical councils of the college, topical issues of teaching and educating students, methods of stimulating students to the process of cognition and personal development are considered, operational pedagogical assistance is provided.

First-year students are familiar with the College Code of Conduct, the Student's Code of Ethics, a travel guide and learning path for the entire period of time. Curators work on issues of tuition fees, attendance at classes, assessment of progress for the entire period of study.

From the first day of stay in college, for adaptation, students meet with the director of the college, during which they get acquainted with the Internal Regulations of the educational institution.

The head of the department and curators of the groups of the new admission organize their work in accordance with the Plan for the adaptation of students of the new admission to the college.

The teacher-psychologist, curators pay special attention to the socio-psychological adaptation of first-year students to the professional educational environment of the college: they prepare them for new learning conditions; maintain social status in the new team; help to form positive educational motives, work to preserve the contingent.

Curators of the 1st year groups pay special attention to the socio-psychological adaptation of their students to the professional educational environment of the college: they prepare freshmen for new learning conditions; support the social status of freshmen in the new team; help to form positive educational motives, work to preserve the contingent.

A system of academic consultation and instruction in the organization of the educational process complements the teaching system, accompanying students throughout their college education. Systematic control over this area of work is carried out by the head of the department and curators of the groups.

Directly involved in organizing and conducting educational work in the college: deputy director for educational work, head of the department, leaders of the SCC, head of physical education, head of

BMT, curators of groups. Job descriptions of the deputy. directors for educational work are regulated by the relevant documents.

Interviews with leaders of educational and educational processes, teachers and students showed that students fulfill their obligations in relation to teachers and administration in accordance with the Code of Ethics of Students.

Based on the study and generalization of practical experience, teachers determine approaches to the choice of teaching and assessment methods, depending on a different combination of specific circumstances and conditions of the educational process. An analysis of the classes that EEC members attended, as well as interviews with teachers and students showed that the vast majority of teachers use various teaching and learning methods based on modern principles that stimulate, prepare and support students and ensure that they take responsibility for their learning process ... Teaching methods are aimed at developing students' analytical and critical thinking, research skills. The study of the documents showed that a large percentage of students participate in research work, while achieving quite large results. Such types of educational work as writing term papers, drafting and defending scientific projects, an independent form of completing assignments contribute to the development of a critical, research approach, skills in searching and analyzing information. Term papers are written, for example, in such disciplines as: "Organization Finance", "Organization Management", "Enterprise Economics" "and are an intermediate result of training after passing the stage of theoretical training. The procedure for the protection of term papers is carried out in front of a commission approved by the rules for admission and protection of term papers at the College's Methodological Council. Term papers are written, for example, in such disciplines as: "Organization Finance", "Organization Management", "Enterprise Economics" "and are an intermediate result of training after passing the stage of theoretical training. The procedure for the protection of term papers is carried out in front of a commission approved by the rules for admission and protection of term papers at the College's Methodological Council. Term papers are written, for example, in such disciplines as: "Organization Finance", "Organization Management", "Enterprise Economics" "and are an intermediate result of training after passing the stage of theoretical training. The procedure for the protection of term papers is carried out in front of a commission approved by the rules for admission and protection of term papers at the College's Methodological Council.

In the classroom, the teacher demonstrates slide, multimedia audio and video materials in order to visualize information materials; use interactive programmes in classrooms equipped with a projector and screen; use information resources of the Internet and applied programmes for the organization of classroom and extracurricular educational work.

Teachers are constantly working on the creation of teaching aids and tasks in test form and tasks of a creative type, the purpose of which is independent search work with the subsequent preparation of reporting material; development and preparation of information materials and presentations.

The quality of the development of the educational programme by the students is assessed in accordance with the established criteria, which are brought to the attention of the students. Current control in disciplines is carried out by daily assessment of knowledge and skills and by carrying out mandatory tests provided for in the curriculum. The test is carried out according to several options (at least 4 options) or on individual assignments. Intermediate certification of students is carried out in accordance with working curricula and programmes developed on the basis of state compulsory education standards, in the form of tests and exams. Credits are held in disciplines moving to the next semester, if the curriculum of the current semester does not provide for intermediate certification in the form of an exam or final test in this discipline. Materials for intermediate certification of students are drawn up on the basis of working curricula and programmes of each academic discipline. During the preparation of students for intermediate certification, consultations are held. For intermediate certification, regulatory documents are used that are allowed for use in the exam. The assessment of students' knowledge is carried out in accordance with the Regulations on the test-rating system for assessing knowledge. The forms and methods used to assess the knowledge of students are recorded in

the approved internal college documentation. The procedures for assessing the level of knowledge of students are drawn up in accordance with the planned learning outcomes, meet the objectives of the educational programme, correspond to their purpose and are built on the basis of generally accepted criteria. In order to improve the fairness, quality and transparency of the assessment process and avoid conflicts of interest, representatives of employers are involved in the final certification, which is reflected in the orders on the composition of the SAC.

The college defines and validates the methods used to assess students, and systematically evaluates students' academic progress. The criteria for establishing passing scores, grades and the number of allowed retakes is also determined.

The college has developed appropriate procedures for responding to student complaints and a system for appealing assessment results. However, EEC has not received confirmation of the operation of these procedures and the appeal system. Management stated that there were no complaints from students during the reporting period, while interviews with students indicated that they were not always aware of the existence of such procedures. The EEC also notes that feedback is provided to students on the results of the assessment, but there is no regular feedback on teaching, learning and assessment methods.

Thus, the EEC revealed full and significant compliance with all criteria of the standard "Student-centered teaching and student assessment", except for one criterion, which partially meets.

Strengths:

1) The teaching staff of the college uses a variety of teaching methods based on modern principles. Students appreciate the quality of teaching and learning outcomes.

2) The educational process in college is implemented as a single process of training and education. A lot of educational work is being carried out, contributing to the formation of the student's personality, the formation of a worldview based on traditional values.

3) The learning process is respectful, taking into account the needs of various groups of students, including people with disabilities and from socially vulnerable groups of the population.

4) The majority of students understand their personal responsibility for the learning outcomes they receive and the formation of professional competencies.

5) Representatives of employers are involved in the final certification, which contributes to increasing the fairness, quality and transparency of the assessment process.

Conclusions of the EEC on the criteria. Out of 12 standards conform: fully - 8, significantly - 3, partially - 1, do not comply - 0.

Standard 3: completed

Standard 4: STUDENTS, ADMISSION POLICY AND QUALIFICATIONS

EEC made sure that the college has defined and implemented a consistent and transparent admission policy for seven EPs. The regulation "On the College Admissions Committee" was developed on the basis of an order Minister of Education and Science of the Republic of Kazakhstan dated October 18, 2018 No. 578 "On the approval of the Model rules for admission to training in educational organizations that implement educational programmes of technical and vocational education". The college accepts citizens of the Republic of Kazakhstan who have basic secondary (basic general), general secondary, technical and vocational education, foreign citizens and stateless persons in accordance with the Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III "On education" (as amended on 04.07.2018 No. 171-VI).

Admission to college on the basis of basic general education is carried out on the basis of entrance examinations in the form of testing in the major disciplines "Kazakh / Russian language", "Mathematics", "English language", "Fundamentals of law".

Admission to college on the basis of secondary general education is carried out according to the results of UNT and comprehensive testing (in accordance with the order of the Ministry of Education and Science of the Republic of Kazakhstan No. 130 dated January 19, 2012 "On Approval of the

Standard Rules for Admission to Education in Educational Institutions Implementing Educational Programmes of Technical and Vocational Education" dated 05/12/2016 No. 288).

In 2020, admission was carried out in an online format and enrollment was carried out according to the average score of the applicant's certificate.

For the 2020-21 academic year, recruitment based on the state educational order was not carried out.

EEC notes a large number of career guidance events. Thus, the number of schools in Almaty and the Almaty region covered by vocational guidance increased from 2016 to 2020 by 80.3% (from 208 to 375). The number of schoolchildren who attended College Open Days over the same years - by 22.4% (from 456 to 558 people).

Acceptance of applications from individuals for college studies is carried out: by educational program for full-time education - from June 20 to August 25 of the calendar year, entrance exams in the form of testing are held from August 1 to August 27 of the calendar year, according to the schedule of examinations of the Education Department and the decision of the meeting of the selection committee. The data is recorded in the protocols of admission and enrollment of the open meeting of the college admissions committee for the educational programme. Enrollment in the composition of students in educational programmes is carried out from 25 to 31 August of the calendar year by language departments.

Information on the results of enrollment is brought to the attention of applicants before August 31 of the calendar year by the admissions committee by posting on information stands and on the college's Internet resources.

To receive applications from individuals for training, for the period of entrance exams and enrollment in students no later than June 1, by order of the director, an admissions committee is created, which consists of an odd number of members. In composition of the selection committee includes representatives of local representative and executive bodies, employers, public organizations and educational organizations.

The marketing department created in the college conducts research on the qualitative and quantitative characteristics of applicants, uses modern tools for attracting applicants to college.

The admission policy provides for the practice of admitting applicants with special educational needs. So, currently 28 students with disabilities, 19 orphans left without parental care, 406 students from large families are studying at the college. All these categories of students are given special attention, financial support is provided.

The admissions policy is periodically reviewed based on research from the Marketing Department and data from the admissions committee, as it is represented by virtually all groups in the public. So, when recruiting for the next academic year, it was decided, in addition to the generally accepted forms of entrance examinations, to introduce a selection test to achieve the task of recruiting a better composition of students. The college leadership strives to improve the quality, not the quantitative, rates of admission.

The college adheres to the academic rules of transfer, restoration, provision of academic leave to students in accordance with the "Rules for the transfer and restoration of students by types of educational organization", approved by the Ministry of Education and Science of the Republic of Kazakhstan dated January 20, 2015 No. 19, by orders of the college director. Over the past three years, there have been small changes in the movement of the contingent, transfers were made from one EP to another, transfers from other colleges for various reasons. In interviews with students, there were students who had transferred from other colleges who argued that the reason for the transfer was the higher quality of teaching at the ICL&C.

The college has a system of support for students in order to create all conditions for their successful educational activities in the formation of professional competencies and extracurricular activities that contribute to the formation of their social competencies. These are information, library resources, a system of organizing the practice of students, supervision, a system of educational work, a psychological service, providing a hostel, meals, a service to promote employment.

Curatorial work is carried out at a high level. When planning their work, curators are guided by the specifics of the student group, thereby selecting forms and methods with students. The plans reflect the traditions of the college, the social needs of society, the thematic focus of each academic year. Communication hours, thematic curatorial hours are held according to an individual work plan, they reflect work with the group's asset, individual work with students, interaction with parents.

The core of the educational process is the traditional events held in the college: Day of Knowledge, Week of Languages, Day of Health, Week of the Financier, Week of History, sightseeing trips to cultural heritage sites, Teacher's Day, Student's Day, Independence Day, watching songs and formation, "KVN" between groups, visiting orphanages with a programme and gifts, International Women's Day, New Year, visiting concerts, theaters, operas and ballet, Nauryz holiday.

College students take an active part in the public life of the area and the city. So, for example, the combined team of the college took part in the military-sports relay race among colleges of the Auezov district of Almaty. On April 29, 2019, following the results of the competition, the team took 2nd place in fulfilling the standard for disassembly and assembly of the AK-74. On May 28, 2019, the college team took part in the city military-sports game "SARBAZ RACE-2019" among higher and secondary educational institutions in Almaty, which was held at the Border Academy of the National Security Committee of the Republic of Kazakhstan. According to the results of the competition, the team took 3rd place. On October 15, 2019, first-year students took part in the "Qareket" programme of the national TV channel "Kazakhstan", the First Republican Art Contest "Zhas Daryn", the holiday of the Unity of the peoples of Kazakhstan. The college team took part in the VIII city business economic game "I am an entrepreneur", Almaty, 2018. College students took the 1st place in the event within the state project "Rukhani zhangyru" among students on the topic "Business is the story of the future: Technology-Youth-Creativity", Almaty, 2019, etc.

Academic counseling is carried out throughout the entire period of study, consultations are held on a schedule, teachers are available to students also outside the classroom. The college does not yet have an institute of advisers and tutoring. They are supposed to be introduced together with the introduction of credit technology of education in the next academic year. The qualification assignment procedure is approved and complies with the regulatory requirements for the registration of graduates' documents. The documents confirm the qualifications obtained, the learning outcomes achieved, as well as the context, content and status of the education received, and evidence of its completion.

The College offers a student support programme that addresses social, financial and personal needs and allocates the necessary resources for this. In particular, discounts are provided on tuition fees for orphans, students from large families, discounts based on the results of intermediate certification in accordance with the "Regulations on the system of payment and discounts for tuition."

So, the following discounts are provided:

- 20% of the cost of education for applicants and students - orphans and those left without parental care,
- 20% of the cost of education for disabled children, disabled people of the 1st and 2nd groups;
- 20% of the tuition fee for students from large families with 4 or more children under the age of 18 is provided according to the relevant documents provided for by the legislation of the Republic of Kazakhstan.

Student self-government is represented by such a self-governing structure as the Committee on Youth Affairs, whose representatives take part as invited participants in meetings of collegial bodies. The EEC notes that college students are not represented in the Pedagogical Council and other collegial bodies.

Thus, EEC notes a high degree of compliance of the college's activities with the criteria of the standard "Students, admission policy, selection and qualifications", with the exception of two criteria, which are determined as partially relevant.

Strengths:

1) All student admission regulations are met. An additional selection test has been developed to improve the quality of student selection.

2) A large and systematic educational work is being carried out. College students take an active part in the public life of the area and the city.

Conclusions of the EEC on the criteria. Out of 13 standards conform: fully - 11, significantly - 0, partially - 2, do not correspond - 0

Standard 4: *completed*

Standard 5: ACADEMIC STAFF / FACULTY

The selection and recruitment of teachers and administrative workers, promotion, reductions, dismissals, the use of disciplinary ones is carried out on the basis of the Personnel policy developed in accordance with the Labor Code of the Republic of Kazakhstan dated November 23, 2015 No. 414-V 3PK with amendments and additions from May 24, 2018 No. 156-VI, "The Law of the Republic of Kazakhstan dated July 4, 2018 No. 172-VI "On Amendments and Additions to Certain Legislative Acts of the Republic of Kazakhstan on Education."

The rights and obligations of the teacher are stipulated in the Job Description, which are drawn up in accordance with the qualification characteristics for the positions of teachers and persons equated to them in accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan dated July 13, 2009 No. 338, as amended by order of the Minister of Education and Science of the Republic of Kazakhstan dated December 27, 2013 No. 512.

The teaching staff is formed depending on the basic education, qualifications, experience and experience of teaching, as well as the availability of practical experience in the real sector of the economy.

The self-assessment report indicates that the engineering and teaching staff of the college meets the requirements of the order of the Minister of Education and Science of the Republic of Kazakhstan "On approval of qualification requirements for educational activities and the list of documents confirming compliance with them" dated June 17, 2015 No. 391.

It is alleged that the staff of the college is staffed with teachers of the highest, first and second categories in accordance with the staffing table. However, there is evidence that the majority of teachers do not have categories. So, in the 2017-2018 academic year, there were 59%, in the 2018-2019 academic year - 57%, in the 2019-2020 academic year - 55%. And although there is a downward trend, more than half of teachers do not have categories.

The management believes that teachers of special and general education disciplines have full knowledge and understanding of the specifics of the subjects taught, the necessary skills and experience for the effective transfer of knowledge to students within the educational process.

The study of the EEC documents showed that, in general, for the implementation of the EP, the college has a sufficient staff of teachers, the total number of which is determined taking into account the number of disciplines, workload standards, and the student body.

Labor discipline is observed in the college, the fulfillment of full and part-time work is recorded, where at the current time 9 part-time teachers are entitled to part-time work.

Personnel policy in general is aimed at maintaining a stable teaching staff with significant experience and experience in teaching for 10 years or more.

Monitoring of the responsibilities of the academic staff is determined by submitting statistical reports, various forms of reports required by the Department of Education, the Methodological Department of the Department of Education of Almaty and other authorized state bodies.

The EEC found that the vast majority of administrative workers are active in teaching, which does not always allow maintaining a balance between these types of activities.

Much attention is paid to one of the main forms of assessing the work of teachers - certification of personnel. An analysis of the needs of engineering and pedagogical workers and employees in advanced training is carried out annually, the results of which are taken into account when drawing up a prospective certification schedule. The conditions and procedure for conducting certification are

regulated by the Order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 12, 2018 No. 152 "On approval of the Rules and conditions for certification of pedagogical workers and persons equated to them holding positions in educational organizations that implement general educational curricula for preschool, primary, basic secondary, general secondary, educational programmes of technical and vocational, post-secondary education, and other civil servants in the field of education and science" (On Amendments to Order No. 83 dated January 27, 2016).

In accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan dated January 27, 2016 No. 83 "On approval of the Rules and conditions for the certification of teachers and persons equated to them holding positions in educational organizations that implement general educational curricula of preschool education and training, primary, of basic secondary and general secondary education, educational programmes of technical and vocational, post-secondary, additional education and special educational programmes, other civil servants in the field of education and science "the certification commission of the Education Department of Almaty city issued an order dated February 19, 2020 No. 66 on assignment and confirmation qualification categories for teachers, who submitted documents for a comprehensive analytical generalization of the results of the activity of the attested.

The EEC notes that the annual attestation that is being conducted covers only those teachers who, in a planned manner, must confirm or upgrade the category. That is, certification does not cover the entire teaching staff and is not a tool for assessing the effectiveness of their activities, which leaves open the question of monitoring the quality of teaching, the dynamics of professional development and measuring the contribution to the development of the college. Assessment of the quality of teaching is carried out through conducting open lessons, master classes, competitions, conferences. The effectiveness of teaching activities is confirmed by the participation of students and teachers in competitions, conferences with the presentation of certificates and diplomas.

In the college, the improvement of the professional and pedagogical training of teachers is carried out through a system of advanced training courses, through internships, the organization of mentoring and through self-education.

The competence of teachers in the use of ICT is the basic competence for the formation - competence of students. IT - the competence of the teaching staff is at a good level:

- 100% of teachers - own a PC;
- 75% - use PC in the lesson;
- 100% - got hold of Intel;
- 100% - create presentations.

The desire of engineering and pedagogical workers and employees to improve their qualifications and increase professional skills is supported by the college and is one of the main criteria in evaluating their activities.

Improving professional skills, qualifications is an integral part of pedagogical activity...

The college is responsible for the quality of the work of its employees and the provision of an enabling environment for their activities. For this, work is underway on the material and technical support of the offices. There is free access to the Internet, educational and methodological literature is updated annually. The EEC notes that there is no systematic monitoring of the satisfaction of the teaching staff with the working conditions. The needs for improving working conditions are clarified through discussions at meetings of the SCC and they are met as far as possible when forming the expenditure side of the budget.

In order to provide pedagogical and methodological support during the period of professional adaptation to new professional conditions, mentors are annually assigned to each novice teacher and young specialist from among experienced teachers with the highest and first qualification categories. Mentors provide assistance in the selection of didactic material, visual aids, types of control, provide assistance in the design and completion of documentation.

The school of a young teacher is one of the forms of improving the skills of novice teachers, where the work plan of the School of Young Teachers was developed, the goal was determined and the

tasks were formulated. The work plan reflects issues of interest to young teachers. During the academic year, the methodologist conducts individual consultations on drawing up lesson plans, developing types of classes, and recommendations on issues. The work is carried out through mentoring and the School of Young Teachers, the head of which is the methodologist of the college.

Teaching work involves not only educational activities, but their certain role in the upbringing of the younger generation, one of which is the management of scientific projects, participation in Olympiads and various competitions, the organization of circle work. These types of work reflect the close relationship "teacher-student".

EEC found that the college does not have a system for encouraging the activities of teachers, especially research work. The document providing for a system of motivation and stimulation of the work of the teaching staff is at the stage of development.

Thus, it can be noted that, in general, the college has a sufficiently qualified teaching staff for the implementation of the EP. However, there is still a lot to be done in terms of motivating activities, enhancing research work, and improving the quality characteristics of the teaching staff.

Strengths:

1) The selection and placement of personnel is carried out in accordance with the law. In general, the teaching staff meets the requirements.

2) The mentoring work with young teachers is well organized.

3) The teaching staff is doing a lot of extracurricular work with students.

Conclusions of the EEC on the criteria. Out of 8 standards conform: completely - 4, significantly - 2, partially - 2, do not correspond - 0.

Standard 5: completed

Standard 6: LEARNING RESOURCES AND SUPPORT OF STUDENTS

EEC received evidence that the college has a sufficient material and technical base for the implementation of educational and upbringing processes. The college has its own 9-storey educational building, including: the necessary premises for the implementation of the educational process; library (library fund) and equipped reading room (computers have open access to the Internet via ADSL); a gym with the necessary sports equipment; medical office (also medical services for students are provided by Polyclinic No. 10 in Almaty).

The premises for conducting educational and practical classes are equipped with all the necessary equipment in good condition, if necessary, funds are allocated to maintain the equipment and premises.

Students are aware of educational resources and use them. The college management ensures compliance with sanitary and epidemiological requirements during the period of introduction of restrictive measures, including covid quarantine, for all college employees and students (protective masks, sanitizers, treatment of premises).

To comply with the requirements, norms and rules of fire safety, an automatic fire alarm and a fire warning system have been installed in the educational building (the fire protection system is functioning, evacuation plans have been developed), the necessary types of briefings are carried out. There is a security system "panic button".

From the 2020-2021 academic year, the college launched its own programme "edu.icb.kz", which contains lectures, methodological recommendations, assignments for independent work, electronic textbooks, study guides. EEC made sure that the resource is actively used by both students and teachers.

The college has access to the centralized library system of the city of Almaty and the National Library of the Republic of Kazakhstan.

The college building houses a self-service corner for government services. Work is carried out to support students outside the classroom, consultations are carried out, assistance is provided in participating in various regional, city, republican events.

Within the framework of international cooperation in the organization of social partnership and academic mobility, the following were concluded: Agreement on cooperation and partnership No. 01 dated 07.09.2020 between the International College of Business and Communications Institution and ADAMS GROUP LLP; Agreement on cooperation between the Professional Educational Autonomous Non-Profit Organization "International Institute of Business and Management" (college) and the Institution "International College of Business and Communications" of 2017; Cooperation agreement between the Professional College of the Kyrgyz National University named after J. Balasagyn and the International College of Business and Communications from 12.12.2019. The Commission notes that college teachers take part in international conferences, which also involve college students.

Director of the College Iksanov S.Sh. In 2019, he completed training in the United States under the foreign internship and doctoral studies programme.

To implement educational, industrial practice, the college concluded contracts and memorandums for cooperation with enterprises and organizations, whose representatives also participate in the final certification of graduates, in discussions on the development of working curricula. The College has a Club of Young Scientists, the work is carried out according to the established plan. A financial plan for the college is being developed that broadly meets the needs of the college. The principle of distribution of funds and the formation of tangible assets in general is based on the goals of the college development strategy and is consistent with the mission. Financial reports are generated by item of expenditure. It is planned to introduce an internal financial audit procedure. According to the annual financial statements, the EEC notes the strengthening of the material and technical base of the college. The organization of distance learning in the 2019-2020 academic year was based on the use of the official educational portal "Bilim.kz"; in the current 2020-2021 academic year, its own educational platform "edu.icb.kz" has been developed, which provides a more stable organization of the educational process and takes into account the needs of students and teachers.

Strengths:

- 1) The college has its own modern academic building, which allows to organize the educational process in one shift.
- 2) A fairly stable cooperation with employers has been established in the framework of industrial practice and employment of graduates.
- 3) Own educational resource has been developed and put into operation "Edu.icb.kz", which increased the efficiency of the organization of the educational process in a distance format.
- 4) The leadership, curators and teachers provide all-round support to students both in the educational process and in extracurricular time.

Conclusions of the EEC on the criteria. Out of 13 standards conform: fully - 5, significantly - 6, partially - 2, do not comply - 0

Standard 6: completed

Standard 7: INFORMATION AND ACTIVITY MANAGEMENT

The EEC has received convincing evidence that information on student population, academic performance, student achievement and dropout rates is reflected in college orders, 2NK statistical reporting, statements and journals.

The college collects and analyzes information about: key performance indicators of the organization; the learning environment and culture of the organization; ongoing educational programmes; applied assessment methods; social responsibility of the college. All indicators are reflected in the reporting of structural divisions, departments, the cycle commission and the general report of the college. It is a positive aspect of the EEC that the analysis of this kind of information has led to the decision to conduct its own test for applicants in order to recruit the best applicants focused on obtaining a profession.

At the same time, the commission notes that the information, and data received are not sufficiently used in the work of the internal quality assurance system and improving the efficiency of management of educational programmes and other areas of activity. So, there is practically no analysis

special components of educational programmes, teaching and learning methods, assessment methods. The self-assessment report showed that the college does not know how to properly use such an elementary analysis tool as SWOT analysis.

In 2019, an agreement was concluded between the college and the Employment Center of the city of Almaty for the implementation of the State Programme for the Development of Productive Employment and Mass Entrepreneurship for 2017-2021.

An analysis of the educational achievements of students is carried out; the organization of feedback in order to form practical experience, a high-quality educational process is carried out by organizing meetings with alumni working in the financial, banking, industrial sector of Almaty. However, this work does not establish a connection between learning outcomes and employment indicators, which serves as the basis for effective EP management, updating the content of education. The improvements introduced are fragmented, changes are made after meetings and conversations with alumni and employers and are not based on in-depth analysis and establishment of patterns.

The college has clearly defined the responsibilities of academic leadership with regard to the design and management of the educational process. To control the activities of structural units, an intercollege control plan has been developed, which also includes monitoring the implementation of the educational process in individual academic disciplines.

At the same time, the EEC notes that the college has not yet achieved a sufficient degree of transparency of the management system and decisions made. Thus, no evidence has been obtained for the publication of this information on the college website, bulletins, or other sources of information.

The college has formed self-governing bodies: Pedagogical Council; Scholarship Commission; Crime Prevention Council; Subject-cycle commission.

Protocol of council meetings are kept. The college director's blog is being kept. The director periodically evaluates the activities of the college based on information from his deputies. EEC notes the prevalence of the assessment of academic leadership and management regarding the achievement of their mission and final learning outcomes from the college director. The college has no practice of recruiting specialists with experience in educational research from other national and international institutions. This affects the objectivity of the analysis of performance results.

Strengths:

1) The college systematically collects and accumulates information on the contingent of students, the level of academic performance, student achievements.

2) The college is doing the analysis educational achievements of students and indicators of employment of graduates, their connection with the achievement of the mission, final learning outcomes and the level of provision of educational resources is carried out.

Conclusions of the EEC on the criteria: Out of 8 standards conform: fully - 2, significantly - 2, partially - 4, do not comply - 0.

Standard 7: completed

Standard 8: PUBLIC INFORMATION

EEC found evidence of public awareness through: the college website www.icb.kz; information stands, booklets, albums; email (nanteh@bk.ru); social networks (vkontakte: <https://vk.com/official>; instagram: www.icb.kz); mass media, advertising materials; vocational guidance work; parenting meetings.

Internal stakeholders are informed through the WhatsApp mobile application, where the Administration, Curator, SCC Chairmen groups, by branches and WorldSkills Experts have been created, through the Vkontakte and Facebook social networks.

For outreach work among students, information stands are used about the specialties of the college, its achievements, which are located in the lobby (foyer) of the college.

It should be noted that the published information mainly serves to perform advertising, image functions, is of a news nature, which helps to attract applicants and create a better reputation for the college. Not revealed full information about the plans and achievements of the college, about the

teaching staff, achievements of graduates, students, college partners, cooperation with other educational organizations.

The EEC notes that the work on informing the public is not systematic; no evidence was found for the completeness, clarity and accuracy of information on EP, qualifications received by graduates, changes and improvements in the educational process, student support services and employment opportunities for graduates, openness of financial performance.

The website of the college is the least informative, although it is currently the main source of information about any organization, which allows the EEC to conclude that there is a lack of management interest in achieving transparency and objectivity of information about the college.

Strengths:

- 1) Various modern sources of public information are used.
- 2) The content of the published information serves to attract the attention of applicants, to increase the attractiveness of the college in the eyes of the public.

Conclusions of the EEC on the criteria. Out of 2 standards conform: completely - 0, significantly - 0, partially - 2, do not comply - 0

Standard 8: completed

Standard 9: MONITORING AND EVALUATION OF EDUCATIONAL PROGRAMMES

Monitoring of the implementation of the EP takes place in the process of performing the functions of administrative employees who are responsible for educational activities. Thus, the EEC received evidence that at the level of the SCC, open lessons and extracurricular activities are analyzed, the quality of teaching is discussed, the reports of teachers' work are evaluated according to individual plans, the results of exams and debt elimination are analyzed, the results of monitoring the progress and attendance of classes by students in the disciplines of the EP are considered, the materials of the EMCD, control and measuring tools, comments on the results of the final certification are discussed, measures are planned to eliminate comments, working training programs are approved, calendar-themed plans.

The Methodological Department oversees the development of educational and methodological documentation for teachers, prepares questions of the quality of training for consideration at the Methodological Council and meetings with the director, monitors the quality of training sessions, controls the development of teachers' qualifications, works to improve the pedagogical skills of teachers by organizing seminars and pedagogical readings, organizes and conducts certification of teachers. The head of the department is responsible for monitoring the progress and daily control of student attendance, control over the implementation of work curricula, programmes, analysis of the results of test and examination sessions, control over the course of the educational process according to the schedule, control over the elimination of student arrears, visiting teachers' classes according to the schedule, questioning students and teachers. Supervision over the performance of these functions by structural divisions and responsible persons is carried out by deputy directors for educational work and educational and production work. All of this work is aimed primarily at ensuring the achievement of EP goals and meeting the needs of students and society, as well as identifying any areas for improvement.

Thus, monitoring the implementation of the EP assessment in college is carried out and documented in a traditional format. EP are annually updated in connection with the introduction of State Standards (SES RK) and standard curricula, regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan, information letters and taking into account the interests of the labor market. External stakeholders and student representatives are not directly involved in this process. In order to study the interests of employers in the development of an educational programme, meetings, round tables with employers, with the participation of interested parties and individuals, are regularly held during the academic year.

When determining the optional discipline, the employer's requirements for training personnel in this specialty are taken into account.

To ensure the compliance of academic disciplines with the level of education and the proposed results for each discipline of the curriculum, an educational and methodological complex (EMC) is developed, which is formed annually by teachers, reviewed and approved at a meeting of cyclic commissions, formed in a separate folder and stored in the methodological piggy bank of the college.

In order to achieve the goals of the programme, college teachers carry out organizational and methodological work to improve the quality of the content of existing educational and methodological complexes. To determine a unified structure of the content of teaching materials in the college developed "Requirements for the design of teaching materials". College teachers are constantly working to improve the content of work programmes, conduct an examination to determine the quality level of teaching materials.

The EMC includes the following structural elements:

- working curriculum of the discipline;
- calendar and thematic plans;
- lesson plans;
- lecture complex;
- educational and practical materials;
- subject of term papers (if provided by the plan);
- working curriculum for professional practice (educational).

Working curriculum for industrial practice, guidelines for writing term papers are being developed separately.

When compiling a list and determining the content of disciplines, great attention is paid to their accessibility for students. The general availability of the content of educational programmes is ensured by placement on an electronic base and on paper (folder) of the cycle commission and the methodological department. EEC notes that the most convenient and acceptable form of informing students about the disciplines studied, like a syllabus, is not being developed in college due to the fact that credit technology of education has not been introduced.

Assessment of the quality of the implementation of the educational programme is carried out through the analysis of the results of control and independent work, test assignments, discussion of the topics of term papers, exam tickets. Particular attention is paid to the organization of scientific circle work, the participation of students in various educational, scientific Olympiads, competitions, conferences.

The main part of curricula, educational process schedules, the amount of study time, the list of academic disciplines and the order of their teaching, structure, forms of teaching load, their correspondence, forms of intermediate control and their number, the normative period of study, the final state certification correspond to the standard curriculum.

In college, the assessment of students is reduced not only to identifying the knowledge, skills and abilities of the student, but is considered as an analysis of the educational process, which is necessary to improve the quality of teaching. Assessment is considered not only as the result of the student's work, but also as the result of the teacher's work in the interconnected chain of "teaching-learning-assessment-improvement-teaching".

The effectiveness of the quality assurance system is monitored through intercollegiate control how the main source of information for diagnosing the state of the educational process, the main results of the college.

Intercollege control is a systematic observation of the teaching and educational activities of the teacher, the planned study of not only training sessions and educational activities, but also the level of knowledge, skills and abilities of students, the state of teaching discipline, as well as providing methodological assistance and support to teachers. The intercollege control plan includes issues related to planning, organization, monitoring and development of the quality of the EP development plan. The results of the control are discussed at the meetings of the pedagogical council, the administrative council, and the methodological council. Based on the results of the control, corrective measures are

planned and carried out. Based on the results of inspections, appropriate decisions are made and formalized by an order for the college, methodological recommendations are drawn up for teachers and students to implement solutions. EEC studied the protocol of the meetings of these bodies, at which the issues of monitoring and assessing the quality of EP implementation were considered and revealed that the main methods of monitoring the implementation of the educational process are: observation; attending and analyzing classes and extracurricular activities; analysis of teaching and methodological and didactic materials of the teacher, independent work of students; carrying out and analysis of SIW and administrative control works; examination of planning and reporting documentation; verification and analysis of all types of educational documentation (journals of theoretical and practical training, additional classes, student transcripts, etc.); questioning. The self-assessment report notes, that the satisfaction of students with the quality of the EP is revealed through questionnaires, conversations with the deputy director for teaching and educational work, the head of the department, curators, receiving parental feedback in personal conversations and during parent meetings. However, the documents for the periodic questioning of students were not provided and were not confirmed by the students during the interview.

Strengths:

1) The college uses traditional forms and methods of monitoring and control, which have shown their effectiveness to date.

2) All participants in the educational process are subjects of the intercollegiate control system, which allows timely identification of shortcomings in the implementation of processes.

Conclusions of the EEC on the criteria. Out of 6 standards correspond: completely - 0, significantly - 3, partially - 3, do not correspond - 0.

Standard 9: completed

Standard 10: PROCEDURES OF EXTERNAL QUALITY ASSURANCE AND STEADY IMPROVEMENT

The college for the first time initiated the external institutional and specialized accreditation of two EPs in the "Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care". Until now, the college has successfully passed all types of inspections by the authorized body.

The college has defined the mission, strategic directions of development, taking into account the focus on the scientific, socio-economic and cultural development of society. Preparation for accreditation made it possible to develop a Quality Assurance Policy aimed at fulfilling the mission and improving the quality of all areas of activity and, first of all, the educational process.

The college focuses on preparing graduates in accordance with the needs of the labor market and the needs of employers. Communication is maintained with universities, in particular, the Kazakh National Polytechnic University, ALMAU, etc. to modify the final learning outcomes of graduates in accordance with the requirements of universities in order to admit college graduates to universities. The teaching staff strives to apply interactive teaching methods, adjust the content of academic disciplines in accordance with changes in socio-economic and cultural conditions, scientific achievements, with the inclusion of new relevant knowledge, concepts and methods. From the next academic year, a point-rating system for assessing the educational achievements of students will be introduced,

The EEC noted that the organizational and staff structure is periodically revised, the strategic plan and tasks are updated, taking into account changes in the regulatory documents on TVE, transformations in society.

AMP, teaching staff of the college systematically study the demand for a specialist through a mechanism of communication with employers in the field of production and financial and banking, information technology, communications enterprises, law.

There is an adaptation of the recruitment and selection policy of students, taking into account the needs for human resources, changes in the TVE system and the needs of educational programmes.

The elements of the educational process are adjusted in accordance with changes in socio-economic and cultural conditions, scientific achievements, with the inclusion of new relevant knowledge, concepts and methods. However, EEC notes that credit technology of education, a modular format for the formation of a curriculum focused on achieving learning outcomes in accordance with the requirements of professional standards, has not yet been introduced in the college.

The college systematically provides educational and material resources for the educational process: educational literature, computers, laptops, interactive whiteboards are purchased, and a spacious sports hall is planned to be built.

The college is working on the creation and implementation of a quality management system in accordance with the requirements of the international standards ISO 9000 series.

Work on improving the educational process, achieving quality in all areas of activity is characterized by continuity, reflects the integration of education and practice. All departments of the college, management, staff, and students fulfill their quality assurance responsibilities within their mandate. In college, on the basis of periodic reports, new goals and objectives are set.

Strengths:

1) The procedure for external assessment of the quality of the college's activities was initiated through the passage of institutional accreditation and specialized accreditation of two EPs, which made it possible to improve many aspects of the work of management, staff and teachers in the course of preparation.

2) All activities are aimed at improvement based on changes in the regulatory framework, study the needs of employers, taking into account the socio-economic and cultural conditions, scientific achievements.

Conclusions of the EEC on the criteria. Out of 6 standards conform: completely - 1, significantly - 4, partially - 1, do not correspond - 0.

Standard 9: completed

Thus, all 10 accreditation standards have been met, no inconsistencies in the fulfillment of the criteria of each of the basic accreditation standards in the process of analyzing the self-assessment report and carrying out the examination as part of the tasks of the external expert evaluation programme were found.

6. Recommendations for improvement institutional action Institutions "International College of Business and Communications":

1. In order to preserve and improve the international status of the college, intensify the development of cooperation with educational institutions of the near and far abroad through incoming and outgoing academic mobility of students and teachers, the introduction of double-degree and joint educational programmes, participation in joint research projects.

2. The college needs to improve the effectiveness of the implementation of the Quality Policy, which will require building a holistic internal quality assurance system. EEC recommends creating a special structural unit (for example, a quality department / group or QMS) for:

✓ implementation of a mechanism for continuous monitoring of the level of achievement of the mission, strategic goals and objectives, analysis of the dynamics of indicators of the educational, educational process, methodological work and scientific activity

✓ using the capabilities of the automated programme for collecting and accumulating information about the educational achievements of students as an objective basis for making management decisions.

3. Pay serious attention to building an effective management system to fulfill the mission and achieve the strategic goals of the college. The organization's international status requires the implementation of the principles of corporate governance and the development of an effective management team.

4. Provide systematic professional development of the administrative and managerial staff of the college in the field of education management.
5. To improve the level of organization of the educational and educational process through the introduction of credit technology and a modular format for building a curriculum, the introduction of the principles of student-centered learning and the assessment of learning outcomes that meet the requirements of professional standards.
6. Develop an Academic College Policy for the systematic and effective management of the educational process.
7. Ensure the involvement of different categories of stakeholders in the process of strategic planning, development and improvement of educational programmes, assessment of the quality of educational services.
8. Increase the level of transparency of the college's activities by informing the public and partners by posting accurate information on the college's website.
9. Develop and implement a personnel management programme that systematically reflects the processes of assessment, incentives, labor motivation, career trajectories of teachers and employees.
10. Create a fund to stimulate the research and scientific-methodical work of teachers.
11. Introduce effective financial planning and budgeting mechanisms, create an internal financial audit system.
12. Initiate the creation of the College Alumni Association to maintain continuity between generations of students and systematic monitoring of employment and career growth of graduates.

7. Recommendation to the ECAQA Accreditation Council

The EEC members came to a unanimous opinion to recommend the Accreditation Council to accredit **Institution "International College of Business and Communications"**, as conforming to the ECAQA Institutional Accreditation Standards for Technical and Vocational Education Organizations for a period of 3 years.

Chairman, academic expert - Baekesheva Aigul Sharapievna

Foreign expert - Elena Vladimirovna Zamiralova

National Academic Expert - Zhakenova Karlygash Amanbekovna

National Academic Expert - Bukenbaev Adilzhan Nurlanovich

Expert - Representative employers - Alexander Saveliev

Expert - student representative - Satybaldin Amir Timurovich

ECAQA Observer - Umarova Makpal Aldibekovna

Председатель, академический эксперт – Баекешева Айгуль Шарапиевна



Зарубежный эксперт – Замиралова Елена Владимировна




Национальный академический эксперт – Жакенова Карлыгаш Аманбековна



Национальный академический эксперт – Букенбаев Адильжан Нурланович



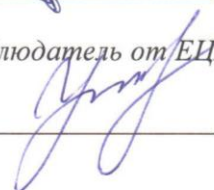
Эксперт – представитель работодателей – Александр Савельев



Эксперт – представитель студентов – Сатыбалдин Амир Тимурович



Наблюдатель от ЕЦА – Умарова Макпал Альдибековна



**Quality profile and criteria for external institutional assessment (synthesis)
of the Institutions "International College of Business and Communications" for compliance
with the Standards of institutional accreditation of technical and professional organizations**

Standard	Criteria for evaluation	Number of standards = BS * / SU	Evaluation			
			Totally coincides	Significantly corresponds	Partially compliant	Does not match
1	Mission and policy of educational organization for quality assurance	11 = 9BS 2SU	1	4	6	-
2.	Educational programmes	12 = 7BS 5SU	7	2	3	-
3.	Student-centered learning and student's valuation	12 = 8BS 4SU	8	3	1	-
4.	Students, admission policy and qualifications	13 = 10BS 3SU	11	-	2	-
5.	Academic staff/Faculty	8 = 5BS 3SU	4	2	2	-
6.	Learning resources and support of students	13 = 9BS 4SU	5	6	2	-
7.	Information and activity management	8 = 4BS 4SU	2	2	4	-
8.	Public Information	2 = 2BS 0SU	-	-	2	-
9.	Monitoring and evaluation of educational programmes	6 = 5BS 1SU	-	3	3	-
10.	Procedures of external quality assurance and steady improvement	6 = 3BS 3SU	1	4	1	-
	Total:	91	39	26	26	-

* BS - the basic standard must be met by each educational organization, and the fulfillment must be demonstrated during the external assessment of the college.

SU - improvement standards

List of documents requested by members of the EEC during the period of the external expert assessment of the educational programme

N o.	Names of documents	amount	Date approved
✓	Structure of the International College of Business and Communications Institution	1	
✓	Working curricula	2	
✓	Training Session Schedules	1	
✓	Calendar-thematic plans	2	
✓	Lesson plans (flow charts of lessons)		
✓	Code of Academic Integrity for Faculty, Staff and Students	1	
✓	International College of Business and Communication Student Code of Honor	1	09/01/2020
✓	Educational-methodical complexes of disciplines	2	
✓	Typical curricula for technical and vocational education (specialty: 0512000 Translation, qualification: 0512023 Guide-translator)	1	
✓	Working curriculum of technical and vocational education (specialty: 0512000 Translation studies, qualification: 0512023 Guide-translator)	1	
✓	Extract from the work plan for 2018-2019, 2019-2020 academic year (specialty: 0512000 Translation studies, qualification: 0512023 Guide-translator)	1	
✓	Personal files of students	2	
✓	Control and diagnostic materials. Criteria for assessing the knowledge, skills and competencies of a student for the course theory and practice of translation (on a 5-point scale)	1	
✓	Rules of pedagogical ethics	1	September 28, 2020
✓	Admission rules for training at the Institution "International College of Business and Communications" for the 2020-2021 academic year	1	
✓	List of ICBiC employees for the 2016-2017 and 2017-2018 academic years	1	
✓	Student guidebook (2020)	1	
✓	Methodical instructions for the implementation and defense of thesis	1	
✓	Thesis: Diploma work in the specialty 0512000 - "Translation" on the topic "Features of translation of realities". Muratkyzy Madina. Dec 2019 Thesis in the specialty 0512000 - "Translation" on the topic "Difficulties in translating a book on composition by Andrew Lumis. Peculiarities of Translation of Drawing Aids". Beysembay Akzel Temirkyzy. Dec 2019	2	

✓	Job descriptions of employees (2020). Job description of a methodologist	1	01.09.2016
✓	Arrivals and Departures	1	
✓	Information and information on employment and employment of graduates for 2018, 2019, 2020		
✓	Standard rules for the activities of the methodological (educational, methodological, scientific and methodological) council and the procedure for its election	1	
✓	Library annual report	1	
✓	Library annual work plan	1	
✓	Cooperation agreements	8	
✓	Register of a standard contract for professional practice. The list of enterprises (organizations) as bases for professional practice (by type) of students for the 2018-2019 academic year	1	
✓	Register (electronic) of contracts for professional practice (by type) of students, 2018-2019 academic year	1	
✓	Work plan of the Deputy Director for Academic Affairs for the 2018-2019 academic year	1	31.08.2018
✓	Methodist work plan for 2018-2019 and 2020-2021 academic year	1	
✓	Work plan of the scientific and methodological council of the ICBiC for the 2018-2019 academic year	1	08/31/2018
✓	Regulation on the Council for the Prevention of Offenses of Students of the International College of Business and Communication	1	09/02/2019
✓	Regulations on the School of Young Teachers	1	August 29, 2018
✓	Regulations on the educational and methodological complex	1	28.08.2018
✓	Internal Rules of Procedure for International College of Business and Communication Staff	1	September 05, 2017
✓	House Rules for Students at the International College of Business and Communication	1	09/01/2020
✓	Internal labor regulations	1	01 September 2020
✓	Rules and conditions for the certification of teaching staff and persons equated to them holding positions in educational organizations that implement educational programmes for preschool, primary, basic secondary, general secondary, technical and vocational, post-secondary education	1	January 27, 2016 No. 83
✓	Order No. 12-OD on the establishment of the final certification commission	1	April 27, 2020
✓	Order No. 67-OD "On Approval of the Code of Academic Integrity of Teaching Staff, Staff and Students"	1	
✓	Order No. 583 "On approval of the rules for the organization and implementation of educational and	1	November 29, 2007

	methodological work"		
✓	Protocol No. 1 of the Pedagogical Council	1	September 01, 2017
✓	Protocol of the Scientific and Methodological Council 2019-2020 academic year. 1) Protocol No. 1 dated August 29, 2019 of the meeting of the Scientific and Methodological Council; 2) Protocol No. 1 dated August 31, 2018 of the meeting of the Scientific and Methodological Council; 3) Protocol No. 2 dated October 22, 2018 of the meeting of the Scientific and Methodological Council.	3	
✓	Report on scientific and innovative activities of the ICBiC for the 2018-2019 and for the 2019-2020 academic year	2	
✓	Quality management system (international standard ISO 9001). Job description of the methodologist of the college QMS DI ICBiC P 02/2	1	03.09.2018
✓	Quality management system (international standard ISO 9001). Regulations on the pedagogical council of the QMS ICBiC P 01/1	1	
✓	Cooperation agreement between the Professional College of the Kyrgyz National University named after J. Balasagyn and the International College of Business and Communications	1	12.12.2019
✓	Anti-Corruption Strategy of the International College of Business and Communication	1	31.08.2018
✓	Plan of scientific seminars of the club of young scientists for the 2019-2020 academic year	1	29.08.2019