REPORT

on the results of the work of the external expert commission on the assessment of compliance with institutional accreditation standards

of the Kazakh Academy of Sports and Tourism NJSC
in the period from April 23-25, 2024

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

Addressed
Accreditation
IAAR Council

АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІН
ТӘУЕЛСІЗ АГЕНТТІГІ

НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

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Almaty, 2024

I. LIST OF SYMBOLS AND ABBREVIATIONS

MES RK	Ministry of Education and Science of the Republic of Kazakhstan
MCS RK	Ministry of Culture and Sports of the Republic of Kazakhstan
RSU	Republican State Institution
KazNAA	Kazakh National Academy of Arts
RLD	Regulatory and Legal documents
EP	educational program
GED	general education disciplines
BD	basic disciplines
PD	profile disciplines
RO	registrar's office
SC	standard curriculum
WC	working curriculum
LO	learning outcomes
RW	research work
AS	Academic-Teaching staff
EMCD	educational and methodological complex of the discipline
IWST	independent work of the student with the teacher
UNT	unified national testing
CT	comprehensive testing
IWS	independent work of the student
RWS	research work of the student
AC	Attestation Commission
SCL	scientific and creative laboratory
SRCPE	scientific and research center for postgraduate education
IC	individual curriculum
CES	catalog of elective subjects
LLP	Limited Liability Partnership
SWOT	Strengths Weakness Opportunities Threats

II. INTRODUCTION

In accordance with the order of the Independent Agency for Accreditation and Rating No. 64-24-OD dated 07.02.2024, from April 23-25, 2024, an external expert commission assessed the compliance of the university's activities with the requirements of the standards of institutional accreditation of higher and (or) postgraduate education of the IAAR (No. 57-20-OD dated June 16, 2020, sixth edition) at the Kazakh Academy of Sports and Tourism NJSC (Almaty). The report of the external expert commission (EEC) contains an assessment of the university's activities within the framework of institutional accreditation of the university to the standards and criteria of the IAAR, and the EEC's recommendations for further improvement of the institutional profile parameters.

Composition of the EEC:

Chairman of the EEC – Vladimir Nikolaevich Kosov, Doctor of Physical and Mathematical Sciences, Professor, National Joint-Stock Company "Abai Kazakh National Pedagogical University" (Almaty);

IAAR Expert – Dzigua Dmitry Valterovich, Ph.D., Associate Professor, Moscow City Pedagogical University (Moscow, Russian Federation);

IAAR Expert – Akhmedova Lala Yashar kizi, PhD, Associate Professor, Azerbaijan State Academy of Physical Culture and Sports (Baku, Azerbaijan);

IAAR Expert – Turtkaraeva Gulnara Bayanovna, member of the Expert Council for Higher Education of the IAAR, candidate of pedagogical sciences, associate professor, Kokshetau University named after Shokan Ualikhanov (Kokshetau);

IAAR Expert, employer – Shaikenova Rashida Rashidovna, Director of the Kazakhstan Tourism Association (Almaty);

IAAR Expert, студент - Sagynbaev Begzat Bokenbayuly, 3rd year student, EP Physical Culture and Sports, NJSC Kazakh National Pedagogical University named after. Abai" (Almaty);

Coordinator of the IAAR EEC is Dinara Kairbekovna Bekenova, IAAR project manager (Astana).

III. PRESENTATION OF THE NJSC "KAZAKH ACADEMY OF SPORTS AND TOURISM"

JSC "Kazakh Academy of Sports and Tourism" (hereinafter referred to as KazAST, Academy) is the legal successor of the Kazakh Institute of Physical Culture, which existed from 1944 to 1998. Over an eighty-year period, the Academy has trained more than 30 thousand specialists in physical culture, sports and tourism, including about 3,000 masters of sports and masters of sports of international class, more than 100 world champions. The structure of the Academy includes 3 faculties: Olympic Sports, Professional Sports and Martial Arts, Tourism, 11 departments, of which 8 are graduating and 3 are general education. The academy's infrastructure includes 2 academic buildings, a dormitory, 2 stadiums, 10 indoor sports halls, a gymnastics complex, a swimming pool, a climbing wall, hotels, a sports and fitness complex on Kapshagay, the Kaimar ski complex, the Shogan Sai base, a museum of sports and Olympic glory, an assembly hall, a conference hall, a first-aid post, catering points, etc. At KazAST, 6 named academies of Olympic champions for gifted children in sports have been opened. On the basis of KazAST, the Academy of Tourism named after Sh. Ualikhanov was created, there are Research Institutes of Sports, Research Institutes of Tourism.

The training of personnel is carried out by 218 teachers, including 11 doctors of science, 18 PhD doctors, 3 doctors in the profile, 48 candidates of science, 31 honored coaches of the USSR and the Republic of Kazakhstan. The percentage of teaching staff with a degree is 50.9%. The Academy has two dissertation councils for the defense of doctoral dissertations: "8D11 - Services", OP "6D090200 - Tourism" and "8D014 - Training of teachers with subject specialization in general development" under the educational program "8D01401 (6D010800) - Physical Education and Sports".

Student population: the student population is 3,367 people, including 3,240 undergraduate students, 113 graduate students, and 14 doctoral students.

Library resources. The total library collection is 386,615 copies. Of these, 161,517 copies are in the state language. The number of textbooks, educational and methodological publications and scientific publications is 346,995 copies, which is 89.7% of the total collection. There are 17,130 electronic resources, which is 4.4% of the total collection.

Brief description of the educational program. The training of specialists is carried out in 6 educational programs of the bachelor's degree, 3 - master's degree, 2 - doctoral degree. In the 2022 NCE Atameken ranking, 3 bachelor's degree programs took leading positions: "Physical Education and Sports" - 4th place out of 35 educational institutions of higher education of the Republic of Kazakhstan, "Tourism" - 9th place out of 30 educational institutions of higher education of the Republic of Kazakhstan, "RHB" - 3rd place out of 12 educational institutions of higher education of the Republic of Kazakhstan.

On the basis of the Academy, there is EMO GUP RUMS for the group of educational programs "Training of Physical Education Teachers" and "Tourism".

KazAST was awarded the title of "Best University in the World" by the International University Sports Federation (FISU).

IV. DESCRIPTION OF THE VICTORY ECONOMIC COMMISSION'S VISIT

The visit of the external expert commission to the Kazakh Academy of Sports and Tourism JSC was organized in accordance with the program previously agreed upon with the Chairman of the EEC from April 23 to April 25, 2024.

In order to coordinate the work of the EEC, a kick-off meeting was held on April 19, 2024, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the selection of examination methods.

In order to obtain objective information on the assessment of the activities of the Academy, the EEC members used the following methods: visual inspection (online, offline), observation, interviewing employees of various structural divisions, teachers, students, graduates and employers, questioning the faculty and students.

The EEC meetings with target groups were held in accordance with the specified program of the visit, observing the established time period (Table 1). The Academy staff ensured the presence of all persons specified in the visit program.

Table 1 - Information about the employees and students who took part in the meetings with the IAAR EEC

Category of participants	Number
Rector	1
Vice-rectors for types of activities	3
Heads of structural divisions	16
Deans	3
Heads of departments, heads of educational programs	11
Teachers	30
Students	35
Employers	30
Graduates	30
Total	**159**

During the excursion, the members of the EEC got acquainted with the state of the material and technical base of the Academy, viewed classrooms for conducting classes, educational and research laboratories, a swimming pool, a gymnastics hall, stadiums, a climbing wall, and places where support services for the educational, scientific, social and educational process operate. At the meeting of the EEC of the IAAR with the target groups of the Academy, the mechanisms for implementing the university's policy were clarified and individual data presented in the university's self-assessment report were specified. The VEC experts reviewed the databases of practices such as the Go2.kz travel company, Kairat Football Club LLP, Special (correctional) boarding school No. 2 for children with musculoskeletal disorders, Nazarbayev Intellectual School of Chemical and Biological Studies, Republican Specialized Boarding School-College of the Olympic Reserve named after Karken Akhmetov, KSU School-Lyceum No. 119, and also asked questions to the heads of: School-Gymnasium No. 174 of Almaty, NIS of Almaty, KSU School Gymnasium No. 94, Linguistic Gymnasium No. 12, Specialized School of Higher Sports Mastery of Almaty, etc.

The members of the EEC attended the following classes:

- discipline "Sports and pedagogical skills in the chosen sport", the topic of the class "Principles of effective training in tennis, sports and pedagogical skills", group FOS-21-11, teacher PhD in Biology and Associate Professor Presnyakov I.N.;

- discipline "Rehabilitation medicine and biological sciences", the topic of the class "Spain and health resort benefits: Health resort benefits", group RSTOUR 22-1, teacher master, senior teacher Pirmakhanov B.A.;

- discipline "Health care and practice", topic of the lesson "World universities Present perfect or past simple Unit 12 B", group FOS 23-5, senior teacher Adilbekova R.A.;

- discipline "Foreign language - practical lesson", topic of the lesson "World universities Present perfect or past simple Unit 12 B", group, senior teacher, master Myrzalieva S.E.;

- discipline "Module of social and political knowledge (psychology)", topic of the lesson "Mechanisms and techniques for conflict regulation in a work collective", group FOS 23-18, master. senior teacher Nurmukhambetova M.B.

V. DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

In 2019, the Kazakh Academy of Sports and Tourism underwent international institutional accreditation by the IAAR for a period of 5 years.
At the end of the visit, the External Expert Commission identified 22 recommendations for quality improvement. In order to implement the recommendations of the External Expert Commission, KazAST prepared an action plan for implementation and carried out certain work on its implementation. During the reporting period, two post-accreditation monitoring were conducted.
Most of the recommendations of the IAAR EEC of the previous accreditation have been practically implemented, some are in the process of implementation.

VI. COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS
6.1. Standard "Strategic Development and Quality Assurance"

> • *The university must demonstrate the development of a unique mission, vision and strategy based on an analysis of external and internal factors with the broad involvement of various stakeholders*
> • *The university must demonstrate the focus of the mission, vision and strategy on meeting the needs of the state, society, sectors of the real economy, potential employers, students and other stakeholders*
> • *The university must demonstrate transparency in the processes of formation, monitoring and regular review of the mission, vision, strategy and quality assurance policy*
> • *The university must have a published quality assurance policy, mission, vision and strategy*
> • *The university develops documents on individual areas of activity and processes (plans, programs, regulations, etc.), specifying the quality assurance policy*
> • *The quality assurance policy must reflect the relationship between research, teaching and learning*
> • *The university must demonstrate the development of a quality assurance culture*

In order to inform applicants and the public, the "Quality Assurance Policy" has been published in the public domain on the Academy's website. It was developed on the basis of the updated mission, vision and Development Strategy with amendments (minutes of the US No. 6 dated 01/26/2024). "KazAST Development Program until 2044: "KazAST - 2044 Sports Harvard of Kazakhstan" (consisting of 5 stages: 2021-2023; 2023-2029; 2030-2037; 2038-2044), approved by the US on 01/31/2021. The Quality Assurance Policy applies to all students, faculty, employees and other stakeholders. The quality assurance system provides for the involvement of all stakeholders in the quality assurance process. The policy is aimed at ensuring: the quality of the educational program, the quality of teaching and learning; the quality of the services provided. The specification of the quality assurance policy is carried out through the developed documents: AP KazAST 1/01-23 "Academic Policy of KazAST" and VND: PRO KazAST 2/11-23 Planning of the educational process, PRO KazAST2/12-23 Educational process, PRO KazAST 2/18-23 Research work and international relations, PRO KazAST 2/19-23 Postgraduate education, etc. The mission, vision and development strategy of the university are aimed at meeting the needs of stakeholders and contribute to the gradual implementation of the policy to ensure the quality of the educational services provided.

The uniqueness of the mission, vision and strategy of the Academy is based on the strategic goal set in the KazAST Development Program until 2044: "KazAST - 2044 Sports Harvard of Kazakhstan", which will be implemented in 5 stages: 2021-2023; 2023-2029; 2030-2037; 2038-2044 (approved on 31.01.2021 by the decision of the SC).

Target indicators and indicators for measuring movement according to the strategic goal are spelled out in the calendar and indicative plan of the Academy Development Strategy. Eight target indicators correspond to four directions.

The Academy's management ensures the effective implementation by all personnel of the policy in the field of quality assurance of educational activities, which is implemented at all levels of management and can be analyzed and revised if necessary. To ensure the participation of stakeholders in the development of the mission, vision and strategy, the Academy has collegial governing bodies - the general meeting of shareholders, the board of directors, the ES, the EMS, the EMBF, the academic committee for the direction of training, the committee for academic quality, the student self-government body "Alliance of Students". These collegial governing bodies include representatives of the student body, AS, social partners and societies that take an active part in the development of the mission, vision and strategy.

The development and updating of the Academy's development strategy is initiated by senior management and vice-rectors for areas of activity based on an analysis of the achievements of indicators in four areas of strategy and recommendations of stakeholders.

With the development of modern trends and technologies in training and teaching, directions and opportunities for conducting scientific research, the emergence of global challenges, the introduction of new requirements at the state level in the regulatory framework of higher and postgraduate education in the Republic of Kazakhstan, the development strategy of the Academy is being revised and updated, which is aimed at building a comfortable educational environment, carrying out modernization processes, as well as the continuous development of human capital along with the effective use of corporate culture.

The results of scientific research of the teaching staff are tested in the educational process of educational organizations, analyzed, heard at meetings of departments, EMB faculties, EMS and SS of the university, based on the results of discussions, the developed recommendations, methods, technologies are expressed in acts of implementation: teaching aids, monographs, digital platforms, electronic resources and other products, the use of which affects the provision and improvement of the quality of teaching and learning.

Analytical part

The Academy actively strives to improve the quality of educational services through comprehensive stakeholder engagement and structured strategic planning. The implementation of the "Quality Assurance Policy" and the "Development Strategy" for 2023-2029 demonstrates the University's desire to adapt to changing educational trends and requirements, which is emphasized by the active role of the collegial governing bodies. The mission and vision of the Academy express a clear focus on meeting the needs of the state, economy and society. However, it is worth noting that the successful implementation of such an ambitious strategy requires not only strict adherence to the plan, but also flexibility in revising and adapting the strategy in response to rapidly changing external conditions and internal needs. Continuous analysis of the achieved results and their discussion within the educational and scientific structures of the University contributes to the prompt management of changes and course correction, which is critical for sustainable development and achieving the long-term goals of the Academy.

As a result of the analysis of the level of compliance of the university's activities with the criteria of this standard, the EEC established that KazAST has an effective planning and document management system to control and monitor the implementation of the university's mission and the high-quality implementation of the set goals. At the same time, experts note the insufficient use of textbooks and teaching aids published by the teaching staff based on the results of research and development in the educational process and the inclusion of scientific developments in the syllabuses for the disciplines taught. A selective review of the syllabuses showed that some teachers do not include their own scientific developments in the list of recommended literature for students on the disciplines taught. As a result of an anonymous survey of the teaching staff during the EEC visit to the university, it was revealed that 98.6% of respondents are satisfied with the level of involvement in the process of making management and strategic decisions.

Strengths/Best Practices: None identified for this standard.
Recommendations of the EEC:

The management of the university and the educational institution must take measures to systematically include the results of current scientific research in curricula and teaching methods before the start of the new 2024-2025 academic year in order to stimulate innovative thinking and applied learning.

Conclusions of the EEC on the criteria for the standard "Strategic Development and Quality Assurance": 7 criteria were disclosed, of which all 7 criteria have a satisfactory position.

6.2 Standard "Leadership and Management"

- • *The university implements management processes, including planning and resource allocation in accordance with the strategy*

- • *The university must demonstrate successful operation and improvement of the internal quality assurance system*
- • *The university must demonstrate risk management analysis*
- • *The university must demonstrate the analysis of the effectiveness of changes*
- • *The university must demonstrate the analysis of identified non-conformities, the implementation of developed corrective and preventive actions*
- • *The university must demonstrate the provision of educational process management through the management of educational programs, including the assessment of their effectiveness*
- • *The university demonstrates the development of annual activity plans, including faculty, based on the Strategy*
- • *Commitment to quality assurance should apply to any activities carried out by contractors and partners (outsourcing), including the implementation of joint/dual diploma education and academic mobility*
- • *The university must provide evidence of the transparency of the university management system*
- • *The university must ensure the participation of students and faculty in the work of collegial governing bodies*
- • *The university must demonstrate evidence of openness and accessibility of managers and administration for students, faculty, parents and other interested parties persons*
- • *The university should demonstrate innovation management, including analysis and implementation of innovative proposals*
- • *The university should seek to participate in international, national and regional professional alliances, associations, etc.*
- • *The university should provide training for the university management, structural divisions and educational programs on educational management programs*
- • *The university should seek to ensure that the progress achieved since the last external quality assurance procedure is taken into account in preparation for the next procedure*

Evidential part

The main principle of university management is a combination of unity of command and collegiality. The head of all processes of the Academy is the President, who initiates the development and broad discussion with the staff and students of the university of the mission, vision, values, development strategy, covering all processes of planning and resource allocation, which demonstrates the transparency of the university management system. In order to achieve the goals and objectives of the Development Strategy of the Academy, plans for the activities of collegial bodies, faculties, departments, operational plans for the work of structural divisions and individual plans of the teaching staff are developed annually. Based on the updating of the University Strategy, changes and additions are regularly made to the work plans of divisions and teaching staff. The Academy plans the educational process in accordance with the requirements established by the regulatory framework for the OVPO of the Republic of Kazakhstan. All types of work plans of the Academy are mandatory documents in the implementation of activities and are practically applied to all processes. The plans are analyzed, agreed upon and approved before their implementation: "Work plan of the KazAST UC", "Work plan of the KazAST EM", "Work plan of the faculty", "Work plan of the department", "Work plan of the structural unit", "Individual work plan of the teaching staff", "Plan of advanced training courses", etc., approved on August 31, 2023 by the President of KazAST.

The Academy has created and is operating a system of internal quality assurance, an academic quality committee (AQC) is in operation, which includes heads of structural divisions, experienced teachers, leading SP specialists, and students (order No. 170-P dated 10.10.2023).

The university has created and operates various collegial governing bodies (general meeting of shareholders, board of directors, management committee, rector's office, EMS, EMBF, Program leader group, academic quality committee, student self-government body "Alliance of students" and others), which have clearly delineated functions and act in accordance with existing regulations. Representatives of students, faculty and stakeholders are involved in the collegial governing bodies. For example, the "Composition of the KazAST Management Committee" includes student A.A.

Khabdabergenov. Tour-21-1. The role of collegial bodies in decision-making on key issues of the functioning and development of the Academy is significant, as a result of their discussion at their meetings.

Having studied the university documentation, the experts were convinced that KazAST has developed, in accordance with national regulations, and applies internal documents regulating the management of educational activities (PRO KazAST 2/12-23 "Educational process"; PRO KazAST 2/15-23 "Quality control of the educational process"; PRO KazAST2/21-23 "Internal audits"; PRO KazAST2/23-23 "Corrective actions" and others. The mechanism for managing the EP includes planning, implementation, quality assurance, monitoring, control of the implementation of the EP and evaluation of effectiveness.

Commitment to quality assurance is carried out in the implementation of outsourcing activities of various organizations, for example, the "Land Lease Agreement" (dated 04.10.2021) was concluded with the Alash stadium. Another example is Dialog-Service LLC, which provides information technology support for 1C: Enterprise software products.

The Academy's management and administration are accessible to students, faculty and other interested parties. Thus, President Zakiryanov K.K. annually presents a report at an open meeting of the Academic Council. To obtain objective information on the activities of the Academy on various aspects, the opportunity to make proposals for improving the activities of the Academy, the rector's blog is available on the university's website (https://kazast.edu.kz/ru/) and other tools for monitoring the management process. The feedback channels existing at the Academy provide an opportunity for all participants in the educational process to contact the management with problems, initiatives and proposals.

The Academy demonstrates evidence of openness and accessibility of management and administration for students, faculty, parents and other interested parties, including through the website and social networks.

In order to identify and rank risks in the field of internal quality assurance, the procedure PRO KazAST 2/20-23 "Risk Management" was developed, approved. November 30, 2023.

At the level of advisory and consultative bodies, the university carries out a report, analysis and implementation of innovative proposals in the educational, methodological, research and practical spheres of higher and postgraduate education. Thus, teachers Ermakhanova A.B., Nurmukhanbetova D.K. and others proposed methodological recommendations "Using information and analytical systems to improve the technical preparedness of the sports reserve in swimming".

KazAST carries out regular monitoring of processes based on the results of which corrective actions are developed, for example, the KD Plan dated January 3, 2024, approved by the president.

In order to evaluate the activities of the Academy, annual reporting of responsible persons and heads of structural divisions in areas of activity at meetings of the KazAST Management Board is provided, in accordance with the work plan approved on August 31, 2023 by the President.

One of the international projects of the Academy is the implementation of a double-degree education program. KazAST signed an agreement with N.I. Lobachevsky National State University (approved on December 18, 2023) on the network form of implementation of the EP "Physical Education and Sports" along the trajectory "Psychology of Sports, Physical Education and Healthy Lifestyle".

An agreement was also signed with the RSU "Military Institute of the Ground Forces named after S. Nurmagambetov" on cooperation and organization of training under the academic mobility program for students in the EP "Physical Education and Sports" dated November 30, 2023.)

Analytical part

The Commission notes that the management system in place at KazAST is focused on adhering to the principles of collegiality and transparency. This is evidenced by the activities of collegial bodies that manage the Academy's core processes.

An important part of the management strategy is the regular updating and adaptation of activity plans in accordance with the university's development strategy. The effectiveness and efficiency of

decisions taken are determined by conducting a comparative analysis of the results of monitoring the implementation of action plans, on the basis of which decisions are made on their further refinement and improvement.

However, the experts were unable to verify the presence of formalized records demonstrating the regular analysis and elimination of identified inconsistencies discovered during internal audits and inspections, the process of measuring the degree of satisfaction of the needs of students, faculty, personnel, and the implementation of developed corrective and preventive actions.

In order to identify and rank risks in the field of internal quality assurance, the university has developed the PRO KazAST 2/20-23 "Risk Management" procedure. Specialists and heads of departments are involved in identifying and assessing risks. All identified and assessed risks are reflected in the Risk Management Map, which allows assessing the significance of each risk (in comparison with other risks), as well as identifying risks that are critical and require the development of measures to manage them. At the same time, experts note that the university does not fully analyze preventive actions in terms of risk assessment.

The university management is taking steps to develop dual-degree educational programs. Thus, an agreement was concluded with the National Research Nizhny Novgorod State University named after N.I. Lobachevsky. The members of the EEC recommend expanding the circle of partners for the implementation of joint and / or dual-degree educational programs.

Despite the fact that aspects of managing the innovation activities of the university are described and regulated, they are mainly focused on obtaining patents and copyright certificates. At the same time, during the visit, the Academy's management did not provide confirmation of the analysis of innovations on all the topics being implemented.

During an anonymous survey conducted by the EEC, 100% of the surveyed faculty members rated the level of feedback from the faculty members to the management as high, of which 64.8% rated it as "very good" and 35.2% as "good".

Strengths/best practices: none identified.

Recommendations of the EEC:

To the university management:

1. Organize by 2025 a process for analyzing the identified potential risks with the identification of specific measures to prevent or minimize each of them.

2. Develop a mechanism for implementing corrective and preventive actions in order to eliminate deficiencies identified as part of the process of measuring the degree of satisfaction of the needs of the teaching staff, personnel and students, as well as as part of internal audits (by 2025).

3. Expand the geography of international cooperation with partner universities to implement joint and double-degree educational programs.

4. Ensure that an analysis of innovations for the last academic year is carried out on all topics being implemented by 01.09.2024.

Conclusions of the EEC on the criteria for the standard "Leadership and Management": 15 criteria were disclosed, of which 11 criteria are satisfactory, 4 require improvement.

6.3 Standard "Information Management and Reporting»

> • *The university must ensure the functioning of the system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software.*
> • *The university must demonstrate the use of processed, adequate information for the effective management of educational programs, improving the internal quality assurance system.*
> • *The university must have a system of regular reporting at all levels of the organizational structure, including an assessment of the effectiveness and efficiency of departments, educational programs, scientific research and their interaction.*
> • *The university must establish the frequency, forms and methods for assessing the management of educational programs, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.*
> • *The university must demonstrate the definition of the procedure and provision of information protection, including*

the determination of persons responsible for the reliability and timeliness of information analysis and data provision.
    • An important factor is the involvement of students, employees and faculty in the processes of collecting and analyzing information, as well as making decisions based on them.
    • The university must demonstrate the presence of a mechanism for communicating with students, employees and other stakeholders, including the presence of conflict resolution mechanisms.
    • The university must ensure that the degree of satisfaction of the needs of the faculty, staff and students is measured and that evidence of eliminating the identified deficiencies is demonstrated.
    • The university must evaluate the effectiveness and efficiency of its activities, including in the context of the educational program.
    • The information collected and analyzed by the university must take into account:
    - key performance indicators;
    - student population dynamics in terms of forms and types;
    - student performance level, achievements and expulsion;
    - student satisfaction with the implementation of the educational program and the quality of education at the university;
    - availability of educational resources and support systems for students;
    - employment and career growth of graduates.
    • Students, faculty and other internal stakeholders must confirm their consent to the processing of personal data in writing.
    • The university must facilitate the provision of all necessary information in the relevant areas of science.

Evidential part

Collection of information on the scope of activities, as well as its management, is carried out by the management and heads of departments based on the use of modern information and communication technologies, software and automation of processes. To ensure openness and accessibility of information on the activities of the Academy, as well as to ensure communication with stakeholders, the university manages its own multi-page corporate website https://kazast.edu.kz/ (P KazAST 3/45-23 "Regulations on the official information website"), which contains information on the main components of the Academy's activities in three languages. AIS "Platonus" and Ok.kz are used to provide information support for the main processes of operational and strategic management of the university. The documentation management processes are described in the procedures PRO KazAST 2/01-23 "Documentation Management", PRO KazAST 2/03-23 "Records Management", etc.

The procedure PRO KazAST 2/02-23 "Library" was developed for the purpose of library management in NAO "KazAST" to provide the internal processes and electronic catalog of the Kazakhstan AIS KABIS with the necessary information resources.

Currently, work is underway to transfer materials from the AIS "Platonus" to the AIS "Ok.kz" in order to create a single database of the digital educational resources.

The academy has an information site www.talapker.kz for applicants, where information on educational programs, admission rules, exam schedule, consultation time and list of documents are updated annually. Appeals on examination and current control are regulated by PRO KazAST 2/12-23 "Educational Process". The University has developed and is implementing a system of regular reporting at all levels.

The Academy monitors information on customer satisfaction (graduates and organizations) in accordance with the "Graduate Employment" procedure.

The University provides free access to Wi-Fi for teachers and students throughout the Academy, including in academic buildings and the dormitory. The University buildings are connected to a digital security video surveillance system.

Conflicts that arise are resolved through constructive negotiations with the participation of the parties to the conflict and a special commission, which includes representatives of the administration and heads of structural divisions.

The conflict resolution mechanism is reflected in the "Regulations on the Disciplinary Commission" (Protocol No. 5 dated 12/23/2023).

The commission notes that the QMS mechanisms, internal and external audits and other

procedures are used to assess the effectiveness of the educational process. In addition, the assessment of the effectiveness and efficiency of the EP implementation is determined on the basis of feedback provided by employers, petitions (90% of employers are satisfied with the quality of graduates' training) and monitoring of students' satisfaction with the EP implementation. The survey is conducted in an automated format on the KazAST website.

Students, faculty and employees confirm their consent to the processing of personal data in accordance with P KazAST3/47-23 "Regulations on the collection, processing and protection of personal data of employees".

The Academy ensures information security by: combining all computers into a local and internal network; The network uses a static IP address and is protected by the Microtik system. Backup of all internal systems (Platonus, Ok.kz, Kabis, 1C, OJS, Academy websites) is performed 3 times

In general, the commission notes that the university uses modern information systems, information and communication technologies and software for the purpose of adequate information management. Based on the analysis of facts, the university management evaluates the effectiveness and efficiency of the implementation of educational programs, demonstrates informed decision-making and identifies opportunities for improving its quality.

Analytical part

KazAST is actively and systematically engaged in information management at different levels of its structure. The Academy pays great attention to the structuring, analysis and dissemination of information, which is reflected in detailed procedures and internal regulations (IRD). The information management policy covers educational processes, library resources, processing and storage of documentation, as well as monitoring of customer satisfaction, which indicates a comprehensive approach to information security and the quality of educational services.

The Academy pays special attention to ensuring the availability and openness of information through the official website and electronic information systems, which contributes to the transparency of its activities and facilitates interaction with stakeholders. At the same time, this approach emphasizes the importance of electronic management and data processing in the modern educational environment.

However, such detailing of procedures and standards, although it ensures clarity of roles and responsibilities within the organization, can lead to bureaucratization of processes. Excessive regulation can slow down decision-making and reduce flexibility in the dynamic educational and scientific spheres. Thus, it is important to maintain a balance between the need for structured information management and the ability to adapt to changing conditions and needs of the academic community and society as a whole. This will contribute not only to the effectiveness of management processes, but also to the satisfaction of all stakeholders.

Informal meetings, meetings with the rector are also organized to ensure feedback, and the rector's blog operates on the website.

The results of these processes require greater formalization and coverage in various types of documents being developed (minutes, analytical reports, reports, decisions of various collegial bodies, etc.) with subsequent informing of interested stakeholders, including through the university website.

Although the university has defined criteria for assessing the effectiveness and efficiency of activities, such as academic performance, employment and career monitoring of graduates. However, these criteria cannot fully reflect the quality as a whole. For example, there is no mention of measuring innovative educational approaches or the quality of scientific research, etc. Despite the assertion that various stakeholders are involved in the assessment process, no concrete examples are provided of how feedback from students and employers influences changes in the educational program and university strategies.

The survey of students conducted during the EEC visit showed that students are completely satisfied (85.4%) with their relationships with the dean's office (school, faculty, department). Students also consider the level of accessibility of the dean's office and responsiveness of the management to be very good (85.8% and 81.9% are completely satisfied, respectively, 0.8% are not satisfied with the latter).

The survey among the teaching staff showed that 100% are satisfied with the management's attention to the content of the educational program. High satisfaction with the attitude of the university management to the teaching staff was noted by 93%. 81.7% are completely satisfied with the terms of remuneration in general, 16.9% are satisfied, and 1.4% are not satisfied.

94.4% are completely satisfied with their relationships with their immediate management and 100% with their colleagues.

Strengths/best practice:

- providing various mechanisms for conflict resolution

Recommendations of the EEC: The university management must constantly maintain a balance between the need for structured information management and the ability to adapt to changing conditions, the needs of the academic community and society as a whole for a qualitative assessment of the effectiveness and efficiency of the university, starting from the 2024-2025 academic year.

Conclusions of the EEC on the criteria for the standard "Information Management and Reporting": 17 criteria were disclosed, of which 1 criterion is strong, 16 criteria are satisfactory.

6.4 Standard "Development and approval of the educational program»

> • *The university must demonstrate the existence of a documented procedure for the development and approval of the educational program at the institutional level.*
> • *The university must demonstrate the compliance of the developed educational programs with the established objectives, including the expected learning outcomes.*
> • *The university must demonstrate the existence of developed models of the educational program graduate, describing the learning outcomes and personal qualities.*
> • *The university must demonstrate the implementation of external examinations of the educational program.*
> • *The qualification received upon completion of the educational program must be clearly defined, explained and correspond to a certain level of the NQF, QF-EHEA.*
> • *The university must determine the influence of disciplines and professional practices on the formation of learning outcomes.*
> • *An important factor is the ability to prepare students for professional certification.*
> • *The university must provide evidence of the participation of students, faculty and other stakeholders in the development of educational programs, ensuring their quality.*
> • *The university must ensure that the content of academic disciplines and learning outcomes correspond to the level of study (bachelor's, master's, doctoral).*
> • *The structure of the educational program should provide for various types of activities corresponding to the learning outcomes.*
> • *An important factor is the presence of joint ventures with foreign educational organizations .*

Evidential part

The Academy constantly analyzes the training of personnel for the Academy's OP in universities in Kazakhstan and abroad. For example, the Vice-Rector of KazAST Nurmukhanbetova D.K. made a report on the topic "Analytical review of training personnel in physical education and sports" at a meeting of the EMD on the SOP "Training of physical education teachers". Based on the results of the presentation, recommendations and proposals were developed that were sent to the Ministry of Higher Education of the Republic of Kazakhstan and universities-members of the EMD. The procedure for developing and updating the OP is defined in regulatory documents: AP KazAST 1/01-23 "Academic Policy of KazAST", in the Regulations: P KazAST 3/10-23 "On the educational program of higher and postgraduate education", PK KazAST 3/09-23 "Regulations on the PROGRAM LEADER GROUP". Over the past three years, 3 new EPs have been developed and entered into the register. In their work,

PLG members are guided, first of all, by the regulatory and legal documents of the Republic of Kazakhstan in the field of education, as well as the results of monitoring the labor market and stakeholder requests. The PLG working group is directly involved in the development of the EP. The EP is updated taking into account the interests of the labor market. For example, at the suggestion of the ALE "Association of Ethnosport of the Republic of Kazakhstan", the academy began to develop a new EP "Training of Trainers in Equestrian Sports". EPs are regularly assessed and revised with the involvement of stakeholders, which is reflected in the PLG protocols. For example, amendments and additions have been made to the EP "Physical Culture and Sports" (Protocol No. 2 dated 08.02.2023).

The EP includes components that contribute to the personal development of students, form professional competencies, and develop creative abilities. Thus, in the 2023-2024 academic year. at the suggestions of employers, the following disciplines were included in EP 6B01401 "Physical Culture and Sports": "Entrepreneurship in the Field of Physical Culture and Sports", "Project Activities in the Field of Education", "Theory and Practice of Intellectual Games" (Minutes dated 05/07/2023).

The Academy has developed mechanisms for internal quality assessment and examination of educational programs. The examination of educational programs is carried out by leading employees or heads of organizations and enterprises whose work profile corresponds to the profile of the educational program.

Currently, the Academy has developed a practice of involving employers in the educational process, which is implemented: within the framework of coordinating EP, WC, CES, syllabus; within the framework of conducting internships at the bases of employers. Employers, creating conditions for internship, participate in the formation of practical skills, assess the level of training of students, draw up a description of the trainee, participate in the defense of the internship and give recommendations on the content of the internship program. In general, the university has defined the content, volume, and logic of constructing an individual educational trajectory for students, and has taken into account the influence of disciplines and professional practices on the formation of graduates' professional competence.

Analytical part
The analysis revealed a multifaceted and systematic approach to personnel training at KazAST, which is implemented through the academic structure and direct participation of stakeholders. This education model demonstrates an emphasis on interaction with employers and continuous updating of educational programs (EP) in accordance with modern labor market requirements.

The Academy's approach includes wide involvement of stakeholders in the process of EP development and evaluation, which allows taking into account the real needs and expectations of the market. Particular attention is paid not only to professional and academic competencies, but also to the personal development of students, which emphasizes a holistic approach to education.

However, the system faces potential challenges, such as the need to constantly monitor changes in employer requirements and the saturation of curricula, which can lead to an overload of students and teachers. Difficulties in standardizing approaches to training at the international level and ensuring the quality of graduates may also arise.

It is important that the Academy continues to adapt its methods and approaches to ensure the relevance and competitiveness of its programs, which will contribute to the successful integration of graduates into the labor market both domestically and internationally. At the same time, the commission notes the insufficient work of the university in implementing joint educational programs.

Based on the results of the analysis of the self-assessment report and during interviews with the management of the university and the educational program, experts established the inappropriateness of undergoing the procedure of professional certification of students.

A survey of students during the visit of the EEC experts showed that 80.3% were completely satisfied with the quality of the educational program as a whole, 79.9% with the quality of the

curricula, and 0.4% were not satisfied. 71.3% completely agreed with the high level of the course program, 71.7% with its content; and 2.4% did not agree with the structuring of the course content.

Strengths/Best Practices:
- broad involvement of stakeholders in the examination of all implemented projects
Recommendations of the EEC:
1. The university management should consider the possibility of students undergoing the professional certification procedure (until 2025).

2. The management of educational programs should take measures to develop and implement joint educational programs with domestic and foreign educational organizations (until the 2025-2026 academic year).

Conclusions of the EEC on the criteria for the standard "Development and approval of educational programs": 11 criteria were disclosed, of which 1 is strong, 8 criteria are satisfactory, 2 criteria require improvement.

6.5 Standard "Continuous monitoring and periodic evaluation of educational programs"

> • *The academy shall demonstrate the existence of a documented procedure for monitoring and periodic evaluation of the EP to achieve the EP objective. The results of these procedures shall be aimed at continuous improvement of the EP.*
> • *The academy shall ensure that the content and structure of the EP are reviewed taking into account changes in the labour market, employer requirements and social demands of society;*
> • *Monitoring and periodic evaluation of the EP shall consider:*
> *- the content of programmes in the light of the latest scientific achievements in a particular discipline to ensure the relevance of the taught discipline;*
> *- changes in the needs of society and the professional environment;*
> *- the workload, academic performance and graduation of students;*
> *- the effectiveness of student assessment procedures;*
> *- students' expectations, needs and satisfaction with learning under the EP;*
> *- the educational environment and support services and their compliance with the EP objectives.*
> • *The academy shall provide evidence of the participation of students, employers and other stakeholders in the EP review.*
> • *All stakeholders shall be informed of any planned or undertaken actions in relation to the EP. All changes made to the EP shall be published.*
> • *Support services should ensure that the needs of different groups of learners are identified and met.*

Evidential part
The university has a system of monitoring and periodic assessment of the quality of the educational program through surveys and questionnaires of students, faculty, employers and other stakeholders, analysis of graduate employment, as well as feedback from graduates and employers.

The main functions of internal quality control of the educational program are carried out by the faculty, heads of departments, EMBF. Educational and methodological commissions. The departments have educational and methodological commissions. The educational and methodological commissions are coordinated by the EMS. The EMS analyzes applications for updating the educational program, the approved EML is recommended for consideration by the EMD REMS PCS and Tourism, operating on the basis of the academy.

The educational process quality control system functioning in KazAST is implemented on the basis of the relevant regulatory and legal documents (PRO KazAST 2/11-23 "Planning the educational process", etc.)

The content and form of the educational program are revised taking into account the proposals and recommendations of employers, faculty and students. Students also have the opportunity to write wishes for disciplines during the survey. Recommendations for improving, supplementing and updating the EP plan are considered at the meeting of the EMS.

The management of the EP and the heads of practices during the period of pedagogical and industrial practices in secondary schools, youth sports schools and in commercial structures monitor the quality of the organization and implementation of the practice. The departments responsible for conducting the practice together with the practice bases develop educational and methodological complexes for each type of practice.

Monitoring and evaluation of the EP in KazAST consists of several stages: preparation of the EP documentation; internal and external evaluation of the EP; analysis of quantitative and qualitative indicators of the EP, monitoring of the provision of the educational process of the EP, monitoring of practice and final certification, preparation of a monitoring report, a report on the EP development plan and proposals for adjusting the plan or revising it.

After each session, the academic performance of students is analyzed at department meetings.

Analytical part

The Academy defines and consistently applies procedures for monitoring, periodic evaluation and revision of the content of the EP taking into account changes in the labor market, employer requirements and social demand of society.

The procedure for monitoring and periodic evaluation in KazAST are reflected in the Regulation on the educational program of higher and postgraduate education, KAZAST-309-231 Regulation on the Program Leader Group (approved on 03.01.2023).

The effectiveness of the EP implementation at the Academy is assessed through external and internal monitoring. In the rating of EPs of the NCE "Atameken", a number of EPs are among the top ten. Employers are regularly surveyed. The results of the assessment of the quality of professional training of graduates by employers as "good" and "excellent" is 86.7%. For the continuous improvement of the EP, meetings are held annually with representatives of the labor market, where employers' requirements for the competence of graduates are discussed. Meetings are held at departments or bases of employers' enterprises. Employers and students participate in the development and evaluation of educational programs. All incoming information is carefully analyzed and the Academy's management takes appropriate measures.

The Academy ensures revision of the content of the educational program taking into account the requirements of the labor market, employers and students. For example, the educational program "Physical Culture and Sports" at the suggestion of the State Enterprise "Republican College of Sports" and the State Enterprise "KDYUSSH No. 3" included the disciplines "Anatomy with the Basics of Sports Morphology", "Biochemistry, Physical Culture and Sports".

External evaluation of educational programs is carried out by employers, for example, "Aspan Rehab Clinic", OP "Tourism" - "Kazakhstan Tourism Association", OP "RDGB" "Kazakhstan Association of Hotels and Restaurants", OP "APCS" medical center OO "Academy of the Teacher", PF "World of Equal Opportunities", OP "Fitness and Recreation" - medical center "Aspan Rehab Clinic", State Enterprise "National Anti-Doping Center".

Evaluation of the expected results of the implementation of the OP is carried out through questionnaires and feedback from students. The results of monitoring and periodic evaluation of educational programs allow us to purposefully improve the content of the studied disciplines, teaching methods, teaching strategy and study of subjects, which enhances the practical orientation of the EP taking into account the requirements of the labor market.

Based on the results of interviews with heads of structural divisions, heads of departments, and teaching staff, the version of the uniqueness of the EP was also voiced, since students have the opportunity to choose individual educational trajectories.

The AIS "Platonus" is used to store and process information on the progress of students, records in the transcript.

Work on conducting intra-university control, monitoring employers' satisfaction with the quality of training specialists and reviewing the results of monitoring the knowledge of study groups and courses allows us to assess the quality of the EP.

At the same time, the commission notes the absence of a mechanism for informing all interested parties about any planned or undertaken actions in relation to the EP on the university website. The information presented on the official website of the university regarding the programs being implemented and plans for their development does not fully reflect information about the changes that were made to the structure and content of the EP following their annual review.

The results of the survey of students showed that equal opportunities for mastering the EP and personal development are provided to everyone at a high level (83.8%); the relevance of the material taught and the professionalism of the teaching staff were highly praised (100%). Students fully agree with the objectivity of assessing knowledge, skills and other academic achievements (71.7% fully agree, 1.6% disagree); with the timeliness of assessing students' academic achievements (73.2% fully agree, 1.2% disagree). The results of the faculty survey showed that the compliance of the EP content with labor market expectations was rated positively (39.4% rated it very well, 60.6% rated it good); scientific and professional interests and needs, as well as the management's attention to the EP content were highly rated (100%).

When asked about the university management's perception of criticism addressed to them, 16.9% believed that it was perceived "very well", 80.3% - "well". 90.1% were fully satisfied with the procedure for supporting and recognizing the comments and suggestions made by the faculty, 9.9% were partially satisfied. 85.9% were fully satisfied with the management of changes in the university's activities, 14.1% were partially satisfied.

Strengths/best practice:

The learning environment and support services meet the expectations and needs of learners to a high standard.

Recommendations of the VEC:

The management shall annually post on the university portal information related to changes in the structure or content of the EP to inform all stakeholders (from the end of the 2023-2024 academic year).

Conclusions of the EEC on the criteria for the standard "Continuous monitoring and periodic evaluation of educational programs": 11 criteria were disclosed, of which 2 criteria are strong, 8 criteria have satisfactory positions, 1 criterion requires improvement.

6.6 Standard "Student-centered learning, teaching and assessment of academic performance"

- • *The university should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths.*
- • *The university should ensure the use of various forms and methods of teaching and learning*
- • *The university should demonstrate the availability of a feedback system on the use of various teaching methods and assessment of learning outcomes.*
- • *An important factor is the availability of its own research in the field of teaching methods of academic disciplines.*
- • *The university should demonstrate support for learner autonomy with simultaneous guidance and assistance from the teacher.*
- • *The university should demonstrate the availability of a procedure for responding to student complaints.*
- • *The university should ensure consistency, transparency and objectivity of the mechanism for assessing learning outcomes, including appeals.*
- • *The university should ensure that the procedures for assessing learner learning outcomes correspond to the planned learning outcomes and the goals of the program. The criteria and methods of assessment should be published in advance.*
- • *The university should define mechanisms for ensuring that each graduate masters the learning outcomes and ensure that they are fully formed.*
- • *Assessors should be proficient in modern methods of assessing learning outcomes and regularly improve their qualifications in this area.*

Implementing the principle of student-centered learning, KazAST strives to identify and take into account the individual needs of students and create unique conditions for each of them that facilitate effective progress in the chosen EP.

KazAST educational activities are based on the Academic Policy, which defines a system of measures, rules and procedures for planning and managing educational activities for the implementation of student-centered learning. The Academic Policy is aimed at meeting the needs of all categories of students, including students with special educational needs, studying on educational grants, on a fee-paying basis, studying under academic mobility programs.

The individual characteristics of students can significantly affect the formation of their educational trajectory and the implementation of the EP. The Academy trains students with special educational needs that require adaptation of the EP and the provision of additional resources or support. Taking these needs into account, the teaching staff adapts its methods to achieve the LO of each discipline separately and the EP as a whole, developing personalized approaches to learning, using a variety of teaching methods, providing students with access to additional resources. Such flexible personalized approaches to learning are reflected in the syllabuses of the disciplines, including the "Course Policy" section.

Interactive methods aimed at developing divergent, critical thinking are widely used: "round tables", case studies, brainstorming, business and role-playing games, work in small groups, associograms, the "six thinking hats" method, and the project method. Such methods are usually used in teaching disciplines in the social and humanitarian cycle, ICT, language disciplines, and the psychological and pedagogical cycle. Issues regarding the application and effectiveness of active teaching methods are discussed at the level of departments, educational and methodological commissions, EMBF and EMS. In order to expand the possibilities of using active teaching methods and ICT, the Academy regularly holds training seminars, master classes, and advanced training courses. An indicator of the feedback on the use of interactive teaching methods in the educational process is the active participation of students in projects, conferences, competitions, round tables, debates, and trainings.

KazAST conducts a significant amount of research in the field of pedagogy and methods of teaching academic disciplines, which is reflected in educational and teaching aids, publications in scientific and theoretical journals. These studies are also conducted as part of scientific projects.

To create feedback on the use of various teaching methods and assessing learning outcomes, the Academy conducts various types of surveys during the academic year. The results of the survey of students are submitted for discussion to the SS, which makes appropriate decisions, discussed in departments and faculties, which take measures that ultimately affect the improvement of the quality of the educational process and strengthening the student-centeredness of the EP.

Analytical part
The Academy actively uses a student-centered approach in its educational activities, which is a modern trend in education. This approach is based on the individual needs of students, taking into account the diversity of their educational and personal needs, including the characteristics of students with disabilities. Adaptation of educational programs and teaching methods to the individual characteristics of students contributes to the formation of a personalized educational trajectory, which leads to an increase in the quality of education and student satisfaction.

KazAST's academic policy, based on the principles of student-centeredness, includes the widespread use of interactive and active teaching methods, such as round tables, business games, the six thinking hats method and others, which contributes to the development of critical and divergent thinking in students. Such methods are especially relevant in teaching social and humanitarian disciplines, language and psychological and pedagogical disciplines, where the formation of analytical and creative skills is important. Regular master classes, advanced training courses and seminars further contribute to the expansion of teachers' competencies in the application of interactive methods and ICT in the educational process, which ultimately leads to an improvement in the quality of education. The

reflection of the effectiveness of these methods in the academic policy and practice of KazAST is supported by extensive research work and publications, which further confirms the academy's commitment to innovation and improvement of the educational process. At the same time, as a result of visiting classes and interviewing faculty and students, insufficient use of modern methods for assessing learning outcomes was revealed.

The introduction of a regular questionnaire system for collecting feedback from students also plays a key role in the adaptation and improvement of teaching methods and curricula. This allows the academy to quickly respond to student needs and trends in the educational process, and also helps to strengthen the relationship between students and the teaching staff.

The student-centered nature of education was also confirmed during the student survey conducted during the EEC visit. Thus, the number of students who are satisfied with the availability of counseling in general is 96.8%, with teaching methods – 96.5%, with information about academic disciplines and the qualifications received – 96.5%.

Strengths/best practices:
- providing a variety of flexible learning paths

EEC recommendations:
Develop and implement a Plan for regular professional development in modern methods of assessing learning outcomes from the 2024-2025 academic year**.**

EEC conclusions on the criteria for the standard "Student-centered learning, teaching, assessment of academic performance": 10 criteria are disclosed, of which 2 are strong, 8 criteria are satisfactory.

6.7 Standard "Students"

- • *The HEI must demonstrate the policy for forming the student body from admission to graduation and ensure transparency of its procedures. The procedures regulating the life cycle of students (from admission to completion) must be defined, approved, published.*
- • *The HEI must provide for special adaptation and support programs for newly enrolled and foreign students.*
- • *The HEI must demonstrate compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for the recognition of the results of academic mobility of students, as well as the results of additional, formal and non-formal training.*
- • *The HEI must cooperate with other educational organizations and national centers of the "European Network of National Information Centers on Academic Recognition and Mobility/National Academic Information Centers for Recognition" ENIC/NARIC in order to ensure comparable recognition of qualifications.*
- • *The HEI must provide an opportunity for external and internal mobility of students, as well as assist them in obtaining external grants for study.*
- • *The university should make every effort to provide students with internships, promote graduate employment, and maintain contact with them.*
- • *The university should provide graduates with documents confirming the qualifications they have received, including the learning outcomes they have achieved, as well as the context, content, and status of the education they have received and certificates of completion.*
- • *The university should demonstrate the existence of a mechanism for monitoring graduate employment and professional activity.*
- • *The university should actively encourage students to self-educate and develop outside the main program (extracurricular activities).*
- • *An important factor is the existence of an active graduate association/union.*
- • *An important factor is the existence of a mechanism for supporting gifted students.*

Evidential part

The study of internal regulatory documents, the results of meetings and interviews with all levels of structures providing the educational process showed that the university has created an educational environment that takes into account the interests and needs of students at all stages of their life cycle.

The university website publishes rules governing all periods of study, starting from admission to the university. The admission procedure to KazNAA is carried out in accordance with the Model Rules for Admission to Study in Educational Organizations Implementing EPs of Higher and Postgraduate Education, approved by Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 600 dated October 31, 2018. Taking into account the specifics of the university, the examination committee identifies the applicant's inclination to the field of study and recommends enrollment in a certain profile of study, taking into account the indicators.

The dynamics of admission to KazAST over the past five years indicates the competitiveness of the EP and the demand for academy graduates in the labor market (Table 7.1).

Table 7.1 - Dynamics of student admission at KazAST over 5 years

Education level	Year of admission				
	2019	2020	2021	2022	2023
Bachelor's degree	667	683	853	1472	1079
Master's degree	36	37	46	30	39
Doctorate	2	6	5	2	4
Total for the academy	**705**	**726**	**904**	**1504**	**1122**

An integral part of the training of highly qualified specialists is the completion of professional internships. Professional internships of students are organized and conducted within the timeframes established by the academic calendars for the academic year in accordance with the requirements of the State Standard of Higher and Postgraduate Education. The organization and control of all types of internship at KazAST is carried out by the UU specialist for internship, whose responsibilities include monitoring internship bases, signing contracts with internship bases, distributing students and methodologists among internship bases, organizing and monitoring internships. The specialist's responsibilities include information and consulting activities aimed at informing students about the specifics of internships and assisting students in choosing internship bases.

For each EP, there are permanent internship bases from among the most significant organizations and institutions corresponding to the profile of training, the list of internship bases is presented in the table.

To assess student satisfaction with the places and organization of internships at KazAST, a questionnaire has been developed, the purpose of which is to identify the strengths and weaknesses of the organization of internships, as well as student satisfaction with the places of internships. In order to assist in the employment of graduates, KazAST annually collects information on the total number of employed graduates, the number of graduates employed in educational organizations, the fitness industry, and sports schools. Monitoring data show that graduates are in demand in the labor market, and their professional training meets the requirements of employers.

The Academy has an effective self-government system that allows realizing the potential of young people in social activities, stimulating the development of personal and professional qualities of students, preparing them for professional activities. To work with students, there is a student self-government body "Alliance of Students", consisting of a student council and student clubs. The student council deals with issues of living in a dormitory, training. An important area of work with students at the Academy are student clubs. Today, the student volunteer club "Phoenix", dance group "Allegro", vocal and instrumental club "DMCVoice", CFJ, drama club "Rukhaniyat", student club "SANALYURPAQ" are successfully operating in KazAST. In order to involve students in social

events, the leadership of the EP organizes clean-up days, visits to orphanages and nursing homes, and other city events. Events are held annually in accordance with the DYA plan for the academic year. On the basis of the departments of the teaching staff, advisers conduct discussions, competitions, flash mobs, "round tables". The academy carries out work to maintain contact with graduates of different years, for which purpose the NGO "Graduates and Partners of KazAST" was created, registered in the Department of Justice of Almaty under No. 1156754910-OO, acting on the basis of the Charter. The association organizes its activities in accordance with the annual plan of events: provides social assistance to students and graduates, organizes meetings with veterans of sports and tourism, works with charitable foundations of the Republic of Kazakhstan. Every year, at organizational meetings, when approving the composition of the NGO, the list of graduates, members of the NGO is updated and supplemented. Members of the graduate association participate in resolving issues related to the conduct of professional practices, the process of organizing diploma design, holding a "Job Fair", and also provide all possible assistance in the employment of graduates.

Analytical part

The policy of forming the contingent of students of the Academy is systematic, the issues of forming the contingent and the results of admission are considered at the meetings of the rector's office and the Academic Council. The EEC was convinced that the Academy carries out systematic career guidance work aimed at forming the contingent of students not only by quantitative indicators, but also by qualitative ones. Admission and enrollment in the EP is accompanied by an introductory course containing information about the Academy and the specifics of the EP. To adapt students, an orientation week is held, including: familiarization with the educational and methodological documentation, including a reference book, rules of procedure and charter of the Academy.

To regulate academic mobility, the Regulation on the academic mobility of students (dated 03.06.2020) was developed. All students are provided with equal opportunities and access to participation in mobility programs. At the same time, experts note that the work on the participation of students in academic mobility programs is at an insufficient level. The academy is working to maintain contact with graduates of different years, for which purpose the NGO "Graduates and Partners of KazAST" was created, which provides social assistance to students and graduates, works with charitable foundations of the Republic of Kazakhstan, participates in resolving issues related to professional practices, organizing diploma projects, holding a "Job Fair", and provides all possible assistance in the employment of graduates.

During the study of the documents, the commission noted the insufficient effectiveness of the work of the Association "Graduates and Partners of KazAST".

As a result of the survey, 79.1% are completely satisfied with the availability of academic counseling, 78% with the availability of health care services, 85.4% with the availability of library resources, 79.9% with existing educational resources, and 79.1% with the quality of teaching in general.

Strengths/best practices:

- providing students with strong internship bases and targeted work of the university management to promote graduate employment.

EEC recommendations:

1. Include in the EP Development Plans activities to increase the number of students and expand the geography of external and internal academic mobility (until 30.12.2024);

2. Develop a program for the development of the alumni association, ensure regular updates of the tab on the website dedicated to its activities until 30.12.2024.

EEC conclusions on the criteria for the "Students" standard: 11 criteria are disclosed, of which 1 criterion is strong, 10 criteria have satisfactory positions.

6.8 Standard "Academic-Teaching staff"

- *The university should have an objective and transparent personnel policy, including recruitment, professional growth and development of personnel, ensuring the professional competence of the entire staff.*
- *The university should have clear, transparent and objective criteria for hiring, assigning, promoting, dismissing employees and follow them in its activities.*
- *The university should demonstrate the compliance of the human resources of the teaching staff with the development strategy of the university and the specifics of the educational program.*
- *The university should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.*
- *The university should determine the contribution of the teaching staff to the implementation of the development strategy of the university and other strategic documents.*
- *The university should provide opportunities for career growth and professional development of the teaching staff, including young ones.*
- *The university should involve practitioners from relevant industries in teaching.*
- *The university should demonstrate motivation for the professional and personal development of teachers, including encouragement of both contribution to the integration of research and education, and the use of innovative teaching methods.*
- *An important factor is the active use of information and communication technologies by the faculty in the educational process (for example, online learning, e-portfolio, MOOCs, etc.).*
- *The university must demonstrate the focus of its activities on developing academic mobility, attracting the best foreign and domestic teachers.*
- *The university can demonstrate the involvement of the faculty in the life of society (the role of the faculty in the education system, in the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).*

Evidential part

The Academy is guided by an objective and transparent personnel policy, including recruitment, professional growth and development of personnel, ensuring the professional competence of the teaching staff. The personnel policy of KazAST is based on the current legislation of the Republic of Kazakhstan, including the Labor Code of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan "On Education", the Order of the Ministry of Higher Education of the Republic of Kazakhstan "On approval of qualification requirements for educational activities of organizations providing higher and (or) postgraduate education, and the list of documents confirming compliance with them", as well as internal regulatory acts. Internal regulatory acts, which impose qualification requirements on the teaching staff, are based on state requirements for the licensing activities of educational organizations. The criteria for the selection of teaching staff at the Academy are reflected in the Rules for competitive replacement in the section "Qualification characteristics for applicants", as well as in the Regulation on qualification requirements for teaching staff positions and persons equivalent to them. The criteria for the quality selection of teachers are their level of qualification, involvement in scientific research, pedagogical skills, and mastery of modern teaching methods.

The Academy annually increases the salaries of the teaching staff. The last increase was made on September 1, 2023, within the framework of the Order of the Ministry of Higher Education of the Republic of Kazakhstan dated June 13, 2023, No. 272 "On determining the recommended minimum salary of the teaching staff in higher and (or) postgraduate education organizations".

The requirements for the teaching staff vary depending on their level of qualification and differ depending on the position they hold.

The Academy has a process for periodic assessment of the work of the teaching staff, associated with the planning and reporting system of teachers. Every year, each teacher submits an individual work plan for sections, and at the end of each semester and academic year, reports on the completion of all planned types of work. The effectiveness of the work carried out by teachers in the workload sections is assessed through student performance indicators - certification results and exam results;

analysis of open classes conducted by the teaching staff; verification of educational journals.

In order to monitor satisfaction with working conditions, a survey "Satisfaction of teachers with work at the university" is periodically conducted, the results of which are reported to the management of the academy, considered at meetings of the SC, where appropriate decisions are made. In addition, in the annual report, the President of KazAST notes the results of the management's work to improve working conditions in order to meet the needs of the teaching staff.

The Academy imposes various requirements on teaching staff of different qualification levels, which are set out in the job descriptions of teachers, senior teachers, associate professors, professors, and heads of departments. The requirements for the competence of the teaching staff are formed taking into account the requirements of professional standards, in particular, the professional standard "Teacher".

To consult and coordinate the work on scientific research activities of the teaching staff, the Academy has a Correctional Coordination Scientific Council (CCS) and the Council of Young Scientists. The functions of the CCS include coordination, control and analysis of the scientific research activities of young scientists.

KazAST pays great attention to the career growth and professional development of the teaching staff. An important component of the Academy's personnel policy is the system of advanced training of personnel aimed at implementing the University Strategy.

By activating the use of ICT teaching staff, innovative forms and methods of presenting educational material through online learning, MOOC, the Academy has formed a technical base for filming its own video lectures, a studio was organized and the necessary equipment was purchased.

The teaching staff constantly use video presentations of lectures in PowerPoint, iSpring, Canva. For students studying on an individual schedule, as well as for students with special educational needs, video lectures are used in all departments. In the teaching process, such programs and technologies as Moodle, Google sites, Kahoot, Plickers, FreemakeVideo, etc. are used..

Analytical part
Experts note that the indicators for the qualitative and quantitative composition of the faculty of the departments confirm the presence of human resources necessary for the implementation of the EP and corresponding to the qualification requirements for licensing educational activities.

The university ensures monitoring of the activities of the faculty, systematic assessment of the competence of teachers, a comprehensive assessment of the quality of teaching: documents have been developed that regulate and reflect the assessment of the quality of teaching. The results of sociological research are considered at meetings of the Rector's Office, the Academic Council, decisions are made on corrective measures.

Attention to career growth and professional development of the teaching staff through regular performance assessments, qualification requirements indicate the modernization of the educational process and focus on the quality of education. Teachers and employees are focused on performance in their work, which contributes to the achievement of high performance results for each employee and the university as a whole. At the same time, a procedure for determining the contribution of the faculty to the implementation of the university development strategy and other strategic documents has not been developed. The university adheres to a student-centered development strategy and confirms this by improving the qualifications of the teaching staff involved in the implementation of the OP in the field of teaching methods, in specialized areas.

The incentive system is limited to such forms of encouragement as holding competitions "Best Teacher of the Year", "Best Young Teacher of the Year", "For the Best Research Work named after A.S. Ivanovna", "Best Mentor-Trainer of the Year", "Best Advisor of the Year", sending teachers to participate in competitions, international scientific congresses and conferences.

The academy has organized a studio for filming its own video lectures. In 2023, as part of the grant financing project for young scientists, a MOOC was filmed, which is hosted on the LMS Moodle platform. There is a bank of video lectures of the teaching staff consisting of 45 video lectures. At the

same time, experts note the low level of use of information and communication technologies by the teaching staff in the educational process, in particular MOOCs. The survey of the teaching staff showed that 63.4% were satisfied with the provision of opportunities for professional development, 52.1% with career growth, and 56.3% with academic freedom. 52.1% were completely satisfied with the organization of work on academic mobility, 2.8% were dissatisfied, and 70.4% were completely satisfied with the work on improving qualifications, and 1.4% were dissatisfied.

Strengths/best practices:

The alignment of the teaching staff with the university development strategy and the specifics of the educational program.

Recommendations of the EEC:

1. Develop clear criteria and indicators for assessing the contribution of the teaching staff to the implementation of the university development strategy and other strategic documents in order to ensure the objectivity and measurability of the results by 31.08.2024.

2. In order to create universal tools to stimulate the professional and personal development of the teaching staff, develop a motivation system, including for contribution to the integration of science and education, the use of innovative teaching methods by 31.08.2024.

3. Introduce a mechanism for the active use of innovative information and communication technologies by the teaching staff in the educational process (by 01.01.2025).

Conclusions of the EEC on the criteria for the standard "Teaching staff": 11 criteria were disclosed, of which all 1 are strong, 8 criteria are satisfactory, 2 require improvement.

6.9 Standard "Research work"

> - *The university must demonstrate the compliance of research priorities with the national policy in the field of education, science and innovative development.*
> - *The university must ensure that research activities comply with the mission and strategy of the university.*
> - *The university must plan and monitor the effectiveness of research.*
> - *The university must demonstrate the existence of processes for attracting students to research activities.*
> - *The university must demonstrate assistance in presenting the scientific positions of researchers, faculty and students at various scientific venues, including the publication of scientific results.*
> - *The university must facilitate the implementation of research results, including consulting and commercialization.*
> - *The university must facilitate the recognition of research results, including the registration of research projects with authorized bodies, registration of patents and copyright certificates.*
> - *An important factor is the conduct of joint research with foreign universities.*
> - *The university must strive to diversify sources of funding for research activities.*
> - *The university must provide mechanisms for motivating research activities of students, faculty and other internal stakeholders.*

Evidential part

The activities of the Academy in the field of development of scientific research and innovation activities are defined and regulated by the Development Strategy of the Kazakh Academy of Sports and Tourism for 2023-2029, which provides for further integration of education, science and innovation activities.

The choice of priorities for scientific research of the Academy is ensured in accordance with the

priorities of the national policy in the field of science and innovative development, the priorities of the region, region, city and individual enterprise.

To conduct research, the Academy has 4 laboratories, a Sports Research Institute and a Tourism Research Institute.

The Academy carries out scientific projects financed by the Ministry of Education and Science of the Republic of Kazakhstan: "Popularization of cultural heritage sites and the possibilities of their use for the development of domestic tourism in the Republic of Kazakhstan" (2022-2024), "Virtual foresight laboratory for the implementation of Olympic education in the system of comprehensive schools" (2022-2024); on the basis of business contracts: "Organization and conduct of research on tools for promoting a tourist product in the tourist. companies participating in the tourism market of the Republic of Kazakhstan" with TOO "EVISA TRAVEL", "Organization and conduct of research on the quality and content of a tourism product from the point of view of consumers of tourism services in the Republic of Kazakhstan" with TOO "GO2.KZ", Psychological support for the development of cognitive skills in football players aged 5-10 years in the training process" with IP "KIFS" and a joint international project under the RITA program with the Higher School of Economics in Bydgoszcz (Poland). The volume of funding for research is 98930.1 thousand tenge, including 568.6 thousand tenge for 1 PPS (table 9.1).

Table 9.1 Dynamics of the volume of R&D funding

Amount of financing (thousand tenge)	2019	2020	2021	2022	2023
Amount of funding per year	16090,5	27440,1	62563,3	98564,9	98930,1

The results of research are reflected in publications. Thus, in 2019-2023, the Academy's teaching staff published 76 articles in international ranking journals with an impact factor according to the Web of Science and Scopus databases (Table 9.2).

Table 9.2 Dynamics of publications of scientific articles by teaching staff

Year	Web of Science Scopus	in the journals of CCESMESRK	in foreign publications	in the publications of the Republic of Kazakhstan
2019	9	124	14	40
2020	17	74	22	37
2021	18	22	5	26
2022	19	41	5	21
2023	13	35	25	28

The university publishes the scientific and theoretical journals "Theory and Methodology of Physical Culture", which is included in the List of scientific publications recommended by the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan, and "Tourism. Leisure. Hospitality". The journal "Theory and Methodology of Physical Culture" has published 370 articles by domestic and foreign scientists: 2019 - 92; 2020 - 95; 2021 - 38; 2022 - 75; 2023 - 70. The teaching staff of the Academy have an Hirsch index according to the Scopus database above h = 1. 226 articles of the teaching staff of the Academy are registered in the RSCI and ELIBRARY.RU databases. The Academy has 2 dissertation councils for the defense of doctoral dissertations 8D01401 Physical Culture and Sport and 8D11101 Tourism. During the accredited period, 14 PhD candidates, including 11 doctoral students of the Academy, defended their theses in DS 8D01401 Physical Culture and Sport, and 6 doctoral students in DS 8D11101 Tourism.

The results of scientific research, master's and doctoral dissertations, diploma theses and projects are implemented in the educational process and production. Thus, the results of the doctoral dissertation of G.A. Kulakhmetova, EP "Tourism", were accepted for implementation in school No. 17 of the Talgar district of the Almaty region in the discipline "Geography".

Students are involved in the implementation of departmental research, both initiative and contractual. Each department has student research clubs, in which 107 people participate. During the accredited period, students published 504 scientific papers.

A list of security documents received by the university's teaching staff is collected and maintained. In total, the university's teaching staff received 38 certificates and patents. The Academy stimulates scientific research activities using various forms of motivation: incentives based on the results of competitions, publications in peer-reviewed journals, registration of scientific projects in the NCSSTE, assistance in the design, support and organizational support of promising and ongoing projects, free access to leading electronic libraries, etc.

Analytical part

Experts note that the Academy has the scientific potential to solve urgent problems of socio-economic and scientific-technical development of the region and the country. The University implements the results of scientific research activities.

The success of the R&D of the teaching staff and students is ensured by the appropriate material base, the required literature and information for the development of research tools. Experts have found that students participate in scientific conferences, publish scientific articles, but only a few participate in scientific research, in various scientific competitions of the national and international scale.

At the same time, the members of the EEC note that despite the existence of numerous agreements on international cooperation, the details and mechanisms of interaction between teachers and students in joint research projects with foreign scientists remain unclear, which may indicate formal rather than meaningful cooperation.

Strengths/best practices:
- not identified.

Recommendations of the EEC:

1. Initiate joint research projects with foreign partner universities, consider the possibility of financing joint research, stimulating joint publications of domestic and foreign scientists in top-rated journals until 2025.

2. Develop a program to attract and motivate students to participate in research, stimulate the search for grants (domestic, foreign), participate in various competitions of national and international scale until 01.09.2024.

Conclusions of the EEC on the criteria for the standard "Research Work": 10 criteria were disclosed, of which которых все удовлетворительные позиции.

6.10 Standard "Finance"

> - *The university must formulate development scenarios consistent with the development strategy, taking into account the risk assessment.*
> - *The university must demonstrate operational and strategic planning of its budget.*
> - *The university must demonstrate the presence of a formalized financial management policy, including financial reporting.*
> - *The university must demonstrate the presence of an internal audit system.*
> - *The university must demonstrate the implementation of an external independent audit.*
> - *The university must have a mechanism for assessing the adequacy of financial support for various types of university activities, including the university development strategy, development of educational programs, and research projects.*

Evidential part

The Commission, having reviewed the financial statements of the University, notes that the Academy is currently a financially stable enterprise. Financial activities are carried out on the basis of legislative acts of the Republic of Kazakhstan and are regulated by internal University documents. The implementation of strategic plans is generally carried out on the basis of the effective use of its own material, financial and human resources. The sources of income generation for the Academy are: budgetary financing of students who have received an educational grant or loan; funds received for the training of students on a contractual basis; funds received from independent economic activities, including from the lease of property; voluntary donations and targeted contributions from legal entities and individuals, including foreign ones; other sources in accordance with the current legislation. The Academy's income is characterized by stability (Table 10.1).

Table 10.1 Sources and volumes of funding for the educational process (million tenge)

№	Indicators	2019	2020	2021	2022	2023
	Volume of financial receipts, incl.	1319,7	1349,2	1561,5	1978	2688,7
1.	from state budget funds	704,6	682,0	735,6	859,1	1490,8
2.	from paid educational services	591,9	604,9	776,7	999,3	1046,1
3.	from scientific activities	-	-	31,4	61,4	67,1
4.	from advanced training	-	6,1	2,7	3,9	5,6
5.	other receipts	23,2	56,2	11,2	21,6	79,1

Overall, over 5 years, the income from the republican budget in the overall financial indicator of the academy is 55.4%. In the structure of the educational institution's expenses, the main share is occupied by wages, its dynamics remain stably high, and this indicates the fulfillment of the management's intentions to improve the material and social well-being of its employees (Table 10.2).

Table 10.2 Volumes of financing of the main expenditure items (million tenge)

Indicators	2019		2020		2021		2022	
	in million tenge	share in%	in million tenge	share in%	in million tenge	share in%	in million tenge	share in%
Salary	766,5	75,7	760,3	76,9	882,2	74,4	796,2	70,3
Taxes and deductions	81,7	8,1	94,8	9,6	91,1	7,7	125,9	11,1
Utilities and other services	61,5	6,1	68,5	6,9	79,9	6,7	92,9	8,2
Expenses for repair of buildings, structures, equipment	88,2	8,7	55,9	5,7	89,9	7,6	116,3	10,3
Other expenses	14	1,4	8,5	0,9	42,6	3,6	1,6	0,1
Payments of scholarships, compensation for travel, financial assistance	448,6		560,4		684,5		757,9	
Total:	1460,5		1548,4		1870,2		1890,8	

The long-term plan for financing the university is formed in accordance with the mission, goals and objectives of the strategic development of the academy. The financial strategy of the university includes ensuring financial stability, optimizing expenses, improving the well-being of employees. The effectiveness of planning the activities of the university is achieved by analyzing the activities of the

main areas. The main financial plan for the economic activities of the academy is the estimate of income and expenses for the corresponding financial year, which is carried out taking into account the student body, market needs and approved regulatory documents.

The university is updating, modernizing, equipping the material and technical base of the academy. The acquisition of funds necessary for the educational process is carried out on the basis of applications and consideration of their relevance at the rector's office.

Issues of assessing the effectiveness of the use of financial resources are discussed systematically at meetings of the rector's office, the Academic Council, the board of directors.

Thus, the analysis of financial activities shows that the academy is a solvent organization.

Analytical part

Experts note the presence of a mechanism for assessing the adequacy of financial support for various types of university activities, a system of targeted planning. In recent years, there has been a dynamic development of the Academy, which is characterized by stability and financial sustainability. The Academy's management takes measures to provide material incentives to the teaching staff and employees, allocates funds for updating and expanding the material base of the Academy.

Strengths/best practices:
- not identified.

EEC recommendations:
- none.

EEC conclusions on the criteria for the "Finance" standard disclosed 6 criteria, of which all 6 positions are satisfactory

6.11 Standard "Educational resources and student support systems"

- The HEI is obliged to guarantee the compliance of educational resources, including material and technical resources, and infrastructure with the strategic goals of the HEI
- The HEI is obliged to demonstrate the existence of support procedures for different groups of students, including information and counselling.
- The HEI is obliged to demonstrate the compliance of information resources with the strategic goals:
- technological support for students and teaching staff in accordance with educational programmes (e.g. online learning, modelling, databases, data analysis programmes)
- library resources, including the fund of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases.
- Expert examination of the results of research and development, graduate works, dissertations for plagiarism
- access to educational Internet resources
- functioning of WI-FI on its territory
- The HEI should strive to create conditions for educational, scientific and other activities. Appropriate infrastructure development should be based on the results of monitoring the satisfaction with the infrastructure by students, teachers, employees and other stakeholders.
- The HEI should strive to ensure that the educational equipment and software tools used for mastering the EP are similar to those used in the relevant industries
- The HEI is obliged to ensure the compliance of the infrastructure with the safety requirements
- The HEI is obliged to take into account the needs of different groups of students (adults, working, foreign students, as well as students with disabilities).
- The university creates conditions for the student's advancement on an individual educational trajectory

During the visit, the commission verified the sufficiency of material and technical base to support the educational process and realisation of the mission, goals and objectives of the Academy. The university takes measures aimed at improving the resource support.

The existing infrastructure of the Academy, its material and technical resources meet the requirements of normative and legal acts in the field of education.

The total area of educational buildings is 10 290,6 m². Residential buildings of the hostel include 546 beds.

There is a medical center equipped with the necessary equipment for first aid, a student canteen.

All sports equipment and tourist equipment used in the educational process of the Academy corresponds to all normative requirements for similar equipment used in the organisations of the relevant areas.

The total area of the library is 349.7 m2, the structure of which includes an electronic reading room for 21 seats, a reading room for students for 34 seats, a research room for faculty, masters and doctoral students, reading rooms in dormitories No. 4 and No. 2 for 25 seats. The total book fund of the library is 386615 copies, including 161517 copies in the state language, 773 copies in English, 17 130 copies in electronic media.

The university works on renewal of the library fund (Tables 11.1, 11.2).

Table 11.1 Renewal rate of the library collection

Literature receipt	2019-2020			2020-2021			2021-2022			2022-2023			2023-2024		
	Kaz	Russ	Eng	Kaz	Russ	Eng	Kaz	Russ	Eng	Kaz	Russ	Eng	Kaz	Russ	Eng
Total	5675	3079	281	4748	3701	492	3031	2969	624	1197	1681	334	379	391	44
EML	4048	2515	200	3726	2845	420	2277	2059	545	1002	1374	287	376	481	22
Scientific	1547	514	61	982	824	49	690	859	47	157	285	40	163	207	12
Additional	80	50	20	40	32	23	64	51	32	38	22	7	15	22	10

Table 11.2 Amount of funds allocated for the purchase of literature

Years	Financing (tenge)
2019-2020	8 423 668, 35
2020-2021	11 160 611,59
2021-2022	11 687 821,4
2022-2023	7 222 480
2023-2024	4 886 184,51

The Academy provides full support to students, providing them with information, reference and methodological materials necessary for mastering the EP: reference guides, catalogues of EP, syllabuses. The content of information, reference and methodical materials corresponds to the requirements of the programme, is determined by the faculty and is considered at the meeting of the departments. Examination of the results of graduate works, dissertations for plagiarism is carried out by the programme 'Anti-Plagiarism-Kazakhstan.HEI' (Contract from 14.11.2023). Expertise of the results of research work, thesis, graduate works for plagiarism is carried out on the basis of the requirements of the Ministry of Education and Science of the Republic of Kazakhstan. Checking of written works is carried out according to P KazAST 3/05-23 'Regulations on checking written works for plagiarism'.

Students receive information about the possibilities of forming an individual educational

trajectory at meetings with the heads of departments and have the opportunity to form it in AIS 'Platonus'.

The Academy has a corporate computer network designed to unite users into a single information space and provide access to the Academy's information resources and the Internet. The speed of access to the Internet is 120 Mbit/s. Wi-Fi is functioning on the territory of the Academy.

KazAST takes into account the needs of different groups of students. During training, special OP and teaching methods, special textbooks, teaching aids and didactic materials are used, such as video lectures in video/mp4 format, SOL (Surdo-online) distance translation system.

For students involved in professional sports and representing Kazakhstan on the world sports space, a system of individual study schedule is provided.

For gifted students with high achievements in study and research, discounts for tuition fees from 5 to 75% of its cost are provided, and bonuses are paid. In 2021, a bonus was paid to 12 gifted students, in 2022 - 6 students.

For foreign nationals enrolled in KazAST, a special programme for adaptation and support of foreign students has been developed.

The Commission found that in terms of equipment and sufficiency of the classroom fund, in general, corresponds to the objectives of the educational programmes of the Academy.

Analytical part

The Academy has demonstrated the sufficiency of material and technical resources and infrastructure. This is evidenced by the fact that the Academy buildings and facilities comply with the current sanitary norms and fire safety requirements, classroom and laboratory facilities, classrooms and other premises, sports facilities comply with the established norms and rules.

Experts note that the Academy has a mechanism for assessing the development of material and technical resources and information support through planning and reporting at meetings of collegial bodies, sociological surveys, questionnaires on satisfaction with learning conditions. Educational equipment and software used for mastering educational programmes are similar to those used in the relevant sectors of the economy.

The questionnaire survey of students, conducted during the visit of the IAAR EEC, showed full and partial satisfaction with the available scientific laboratories - 69.7% and 21.7% respectively, computer classes - 94.5%; the quality of medical services at the university - 91.4%; the quality of services provided in libraries and reading rooms - 97%.

Strengths/best practices:
- Not identified.

EEC recommendations:
- not available

EEC findings on the criteria for the Educational Resources and Student Support Systems standard: 12 criteria were disclosed, of which all 12 with satisfactory positions.

6.12 Standard "Public Information"

- The information published by the HEI should be accurate, objective, up-to-date and should reflect all areas of HEI activity;
- The HEI management should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the general public and stakeholders.
- Public information should provide support and explanation of national development programmes of the country and the system of higher and postgraduate education.

- The HEI is obliged to publish audited financial statements on its own web-resource;
- The HEI should demonstrate the reflection on the web resource of information characterizing the HEI as a whole and in the context of EP.
- An important factor is the availability of adequate and objective information about the teaching staff in the context of personalities.
- An important factor is to inform the public about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations.
- The HEI should publish information and links to external resources on the results of external evaluation procedures.

Evidentiary part

During the visit, the EEC experts studied the materials and documents, as well as information posted on the Academy's official website https://kazast.edu.kz/, publications of accounts in social networks and mass media. The HEI website has adequate and objective information about the teaching staff of the EP, in the context of personalities, information about cooperation and interaction with partners.

The Academy's information policy is aimed at providing a stable information flow of news about significant events and achievements; attracting the interest of potential consumers to new programmes and developments of the Academy's scientists.

Detailed information about teaching, learning and assessment procedures is reflected in the Academic Policy.

The Rector's blog functions on the official website, where one can ask a question and get an answer.

The Academy uses various information channels for its promotion and positioning, for example, through social networks: Instagram, Facebook, Youtube.

The teaching staff and students are actively published on the pages of national, regional and city newspapers and magazines: 'Sport zhuldyzdar', "Kazakүні", "Aykyn", "Kazakhstanskaya pravda", "Kazakstan zaman", 'Rgosport", "Sport", "Prostor", as well as appear on the TV channels "Khabar", "Khabar-24", "Qazsport", "Qazaqstan", "Almaty", "KTK", informing the public about the activities of KazAST. Information related to the achievements and active social activities of faculty and students is also posted on the websites 'Tengrinews', 'Massaget', 'Informburo', 'Gylym_jogary bilim', 'On Info', 'Exk.kz'.

Students have access to personalised interactive resources (available outside school hours), to learning materials and assignments through AIS 'Platonus' and AIS 'OK.kz', Electronic Library. Information about educational programmes is also disseminated through promotional literature (booklets, triplets, videos, interviews) during the admission campaign. Links to publications, articles about the Academy, achievements, activities of the Academy in various electronic and printed publications of republican and regional scale are placed on the website. The university is statistically one of the active users of RMEB. The channels of informing the public are Internet portals, printed newspapers, magazines, advertising booklets, social pages, information stands. The Academy has a corporate mail. The system of electronic document circulation is functioning.

Analytical part

In the course of analysing the documents and content of the website, the experts found that the university uses a variety of ways to disseminate information: mass media, web resources, social networks and others. The website reflects information about cooperation and interaction with partners, including business community, social partners and educational organisations.

The available information is up-to-date, the news feed contains materials of the latest events.

Questioning of students conducted during the visit of VEC experts showed a high level of student satisfaction with the availability of information resources (81.1% are fully satisfied with the content and information content of the website, 82.3% are fully satisfied with the information support and explanation for applicants, 1.2% are not satisfied).

Strengths/best practices:
- Not identified.

EEC recommendations:
- not available.

EEC conclusions on the criteria for the standard 'Public Awareness': 8 criteria were disclosed, of which all 8 criteria are satisfactory.

REVIEW OF STRENGTHS / BEST PRACTICES FOR EACH STANDARD

Standard 'Strategic Development and Quality Assurance'
Strengths/best practices:
None identified for this standard.

Standard 'Leadership and Management'
Strengths/best practices:
Not identified.

Standard 'Information Management and Reporting'
Strengths/best practice:
- Providing a variety of conflict resolution mechanisms

Standard 'Development and Approval of Educational Programme'
Strengths/best practice:
- Wide involvement of stakeholders in the expertise of all implemented EP

Standard 'Continuous monitoring and periodic evaluation of educational programmes'.
Strengths/best practice:
- The educational environment and support services meet the expectations and needs of learners at a high level.
Student-Centred Learning, Teaching and Assessment standard
Strengths/best practices:
- Providing a variety of flexible learning pathways
Learners Standard
Strengths/best practice:
- Providing learners with strong practice bases and focused work by university management to promote graduate employability.
Standard 'Teaching Staff'
Strengths/best practice:
- Compliance of the staff potential of the teaching staff with the HEI development strategy and specifics of the EP.
Standard 'Research Work'
Strengths/best practice:
- Not identified.

Standard 'Finance'
Strengths/best practice:
- Not identified.
Educational Resources and Student Support Systems Standard
Strengths/best practices:
- Not identified.
Public Awareness Standard
Strengths/best practices:
- Not identified.

REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

Standard 'Strategic Development and Quality Assurance'

EEC Recommendations:

1.To the HEI and EP management before the beginning of the new academic year 2024-2025 to take measures to systematically incorporate the results of current scientific research into the curriculum and teaching methods in order to stimulate innovative thinking and applied learning.

Leadership and Management Standard
EEC Recommendations:
To the university management:
1. to organize until 2025 the process of analysis of the identified possible risks with identification of specific measures to prevent or minimize each of them.
2. To develop a mechanism of corrective and preventive actions to eliminate the shortcomings found in the process of measuring the degree of satisfaction with the needs of faculty, staff and students, as well as in the framework of internal audits (until 2025).
3. Expand the geography of international cooperation with partner universities for the implementation of joint and dual degree educational programmes.
4. to ensure the analysis of innovations for the last academic year on all implemented topics until 01.09.2024.

Standard 'Information Management and Reporting'
EEC Recommendations:
1. The HEI management on a permanent basis to maintain a balance between the need for structured information management and the ability to adapt to changing conditions, needs of the academic community and society as a whole for qualitative assessment of the performance and efficiency of the HEI starting from 2024-2025 academic year.

Standard 'Development and Approval of Educational Programme'
EEC Recommendations:
1. The university management should consider the possibility of professional certification procedures for students (until 2025).
2. The management of educational programmes to take measures to develop and implement joint educational programmes with domestic and foreign educational institutions (until 2025-2026 academic year).

Standard 'Continuous monitoring and periodic evaluation of educational programmers'
EEC Recommendations:

1. The management shall annually post on the HEI portal the information related to changes in

the structure or content of the EP to inform all stakeholders. (from the end of the academic year 2023-2024).

Standard 'Student-centred learning, teaching and assessment of learning'

EEC Recommendations:

1.Develop and implement the Plan of regular professional development on modern methods of assessment of learning outcomes from 2024 - 2025 academic year.

Learners Standard
EEC Recommendations:

1. To include in the EP Development Plans the measures to increase the number of students and expand the geography of external and internal academic mobility (until 30.12.2024);

2. Develop a programme for the development of the alumni association, ensure regular updating of the tab on the website dedicated to its activities until 30.12.2024.

Standard 'Faculty and academic staff'
EEC Recommendations:

1. To develop clear criteria and indicators to assess the contribution of the teaching staff to the implementation of the university development strategy and other strategic documents to ensure objectivity and measurability of the results by 31.08.2024.

2. In order to create universal tools to stimulate professional and personal development of the teaching staff, to develop a system of motivation, including for the contribution to the integration of science and education, the use of innovative teaching methods 31.08.2024

3. To introduce a mechanism of active application of innovative information and communication technologies in the educational process by the teaching staff.

Standard 'Research Work'
EEC Recommendations:

1. to initiate joint research projects with foreign partner universities, to consider the possibility of financing joint scientific research, stimulating joint publications of domestic and foreign scientists in rating journals until 2025.

2. To develop a programme to attract and motivate students to participate in scientific research, stimulate the search for grants (domestic, foreign), participation in various competitions of national and international scale until 01.09.2024.

Standard 'Finance'

EEC Recommendations:
- None available.

Standard 'Educational Resources and Student Support Systems'

EEC Recommendations:
 - Not available

Standard 'Public Awareness'

EEC Recommendations:
- Not available.

RECOMMENDATIONS TO THE ACCREDITATION COUNCIL
Members of the IAAR External Expert Commission came to a unanimous opinion to recommend the Accreditation Council to accredit within the framework of institutional accreditation of the NJS 'Kazakh Academy of Sport and Tourism' for a period of 5 years.

Annex 1: Evaluation table 'PARAMETERS OF INSTITUTIONAL PROFILE'

NJS 'Kazakh Academy of Sport and Tourism'

№	№	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
1 Standard 'Strategic Development and Quality Assurance'						
1	1.	The HEI should demonstrate the development of a unique mission, vision and strategy based on the analysis of external and internal factors with broad involvement of diverse stakeholders		+		
2	2.	The HEI should demonstrate the focus of its mission, vision and strategy to meet the needs of the state, society, sectors of the real economy, potential employers, students and other stakeholders		+		
3	3.	The HEI should demonstrate transparency of the processes of formation, monitoring and regular revision of the mission, vision, strategy and quality assurance policy		+		
4	4.	The HEI should have a published quality assurance policy, mission, vision and strategy		+		
5	5.	The HEI develops documents on individual areas of activity and processes (plans, programmes, regulations, etc.), specifying the quality assurance policy		+		
6	6.	Quality assurance policies should reflect the link between research, teaching and learning		+		
7	7.	The HEI should demonstrate the development of a quality assurance culture		+		
Total according to the standard			**0**	**7**	**0**	
2 Leadership and Management Standard						
8	1.	The HEI carries out management processes, including planning and resource allocation in accordance with the strategy		+		
9	2.	The HEI must demonstrate successful functioning and improvement of the internal quality assurance system		+		
10	3.	The HEI must demonstrate an analysis of risk management			+	
11	4.	The HEI must demonstrate that it has analyzed the effectiveness of the changes		+		
12	5.	The HEI must demonstrate analysis of identified nonconformities, implementation of developed corrective and preventive actions			+	
13	6.	The HEI must demonstrate the provision of educational process management through the management of educational programmes, including the assessment of their effectiveness		+		
14	7.	The HEI demonstrates the development of annual activity plans, including those of the faculty, based on the Strategy		+		

15	8.	The commitment to quality assurance should apply to all activities carried out by contractors and partners (outsourcing), including in the implementation of joint/dual education and academic mobility			+	
16	9.	The HEI should provide evidence of the transparency of the HEI management system		+		
17	10.	The university should ensure the participation of students and faculty in the work of collegial management bodies		+		
18	11.	The HEI should demonstrate evidence of openness and accessibility of managers and administration for students, teaching staff, parents and other stakeholders		+		
19	12.	The HEI must demonstrate innovation management, including analyzing and implementing innovative proposals			+	
20	13.	The HEI should endeavor to participate in international, national and regional professional alliances, associations, etc.		+		
21	14.	HEI should provide training of HEI management, structural subdivisions and educational programmes on educational management programmes		+		
22	15.	The HEI should endeavor to ensure that the progress made since the last external quality assurance procedure is taken into account in preparation for the next procedure		+		
Total according to the standard			**0**	**11**	**4**	0
3 Information Management and Reporting Standard						
23	1.	The university should ensure the functioning of the system of collection, analysis and management of information based on the use of modern information and communication technologies and software tools		+		
24	2.	The HEI must demonstrate the use of processed, adequate information for effective management of educational programmes, improvement of the internal quality assurance system		+		
25	3.	The HEI should have a system of regular reporting at all levels of the organizational structure, including the evaluation of the efficiency and effectiveness of subdivisions, EP, scientific research and their interaction		+		
26	4.	The university should establish the frequency, forms and methods of evaluating the management of the educational institution, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.		+		
27	5.	The university must demonstrate the definition of the procedure and ensuring the protection of information, including the identification of those responsible for the accuracy and timeliness of information analysis and data provision.		+		
28	6.	An important factor is the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.		+		
29	7.	The university must demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, including conflict resolution mechanisms.	+			
30	8.	The university should provide a measurement of the degree of satisfaction of the needs of teaching staff, staff and students and demonstrate evidence of the elimination of the identified deficiencies.		+		
31	9.	The university should evaluate the effectiveness and efficiency of its activities, including in the context of EP		+		

		The information collected and analyzed by the university should take into account:				
32	10	Key performance indicators		+		
33	11	Dynamics of the student body in terms of forms and types		+		
34	12	Academic performance, student achievements, and expulsion		+		
35	13	Satisfaction of students with the implementation of the EP and the quality of education at the university		+		
36	14	Availability of educational resources and support systems for students		+		
37	15	Employment and career development of graduates		+		
38	16	Students, teaching staff, and other internal stakeholders must document their consent to the processing of personal data.		+		
39	17	The university should facilitate the provision of all necessary information in the relevant fields of sciences.		+		
Total according to the standard			**1**	**16**	**0**	0
4. The standard "Development and approval of educational programs"						
40	1.	The university must demonstrate the existence of a documented procedure for the development and approval of an educational program at the institutional level.		+		
41	2.	The university must demonstrate the compliance of the developed educational programs with the established goals, including the expected learning outcomes.		+		
42	3.	The university must demonstrate the availability of a developed graduate model describing learning outcomes and personal qualities.		+		
43	4.	The university must demonstrate the conduct of external examinations of the EP	+			
44	5.	Qualification assigned upon completion of the EP shall be clearly defined, explained and correspond to a certain level of NSC, QF-EHEA		+		
45	6.	The university must determine the impact of disciplines and professional practices on the formation of educational results		+		
46	7.	An important factor is the ability to prepare students for professional certification			+	
47	8.	The university must provide evidence of the participation of students, faculty and other stakeholders in the development of EP, ensuring their quality		+		
48	9.	The university must ensure that the content of the disciplines and the results of training correspond to the level of study (bachelor's, master's, doctoral studies)		+		
49	10.	The EP structure should provide for various activities corresponding to the training results		+		
50	11.	An important factor is the presence of joint EP with foreign educational organizations			+	
Total according to the standard			**1**	**8**	**2**	0
5. Standard "Continuous monitoring and periodic evaluation of educational programs"						
51	1.	The university should demonstrate the existence of a documented procedure for monitoring and periodic assessment of EP to achieve the goal of EP. The results of these procedures are aimed at continuous improvement of the EP		+		

52	2.	The university should ensure the revision of the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society		+		
		Monitoring and periodic assessment of EP should be considered:				
53	3	content of programs in the light of the latest achievements of science in a specific discipline to ensure the relevance of the taught discipline		+		
54	4	changes in the needs of society and the professional environment		+		
55	5	workload, academic performance and graduation of students		+		
56	6	effectiveness of student assessment procedures		+		
57	7	expectations, needs and satisfaction of trainees with training according to EP	+			
58	8	educational environment and support services, their compliance with the goals of the EP	+			
59	9	The university must provide evidence of the participation of students, employers and other stakeholders in the revision of the EP		+		
60	10	All stakeholders should be informed of any planned or undertaken action in relation to the EP. All changes made to the EP must be published			+	
61	11	Support services should identify and meet the needs of different groups of students		+		
Total according to the standard			**2**	**8**	**1**	0
6. Student-Centered Learning, Teaching, and Performance Measurement Standard						
62	1.	The university should ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths	+			
63	2.	The university should ensure the use of various forms and methods of teaching and learning		+		
64	3.	The university must demonstrate the availability of a feedback system on the use of various teaching methods and assessment of learning outcomes.		+		
65	4.	An important factor is the availability of own research in the field of teaching methods of academic disciplines		+		
66	5.	The university must demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.		+		
67	6.	The university must demonstrate the existence of a procedure for responding to student complaints.	+			
68	7.	The university must ensure the consistency, transparency and objectivity of the learning outcomes assessment mechanism, including the appeal		+		
69	8.	The university must ensure that the procedures for evaluating student learning outcomes are consistent with the planned learning outcomes and program objectives. Evaluation criteria and methods should be published in advance.		+		
70	9.	The university should determine the mechanisms for ensuring that each graduate learns the learning outcomes and ensures the completeness of their formation.		+		

71	10.	Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly upgrade their skills in this area.		+		
Total according to the standard			**2**	**8**	**0**	**0**
7. The "Students" standard						
72	1.	The university must demonstrate the policy of forming a contingent of students from admission to graduation and ensure transparency of its procedures. The procedures governing the life cycle of students (from admission to completion) must be defined, approved, and published.		+		
73	2.	The university should provide for special adaptation and support programs for newly enrolled and international students.		+		
74	3.	The university must demonstrate compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.		+		
75	4.	The university should cooperate with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications		+		
76	5.	The university should provide opportunities for external and internal mobility of students, as well as assist them in obtaining external grants for training.		+		
77	6.	The university should make maximum efforts to provide students with internship places, promote the employment of graduates, and keep in touch with them.	+			
78	7	The university must provide graduates with documents confirming their qualifications, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.		+		
79	8	The university must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.		+		
80	9	The university should actively encourage students to self-education and development outside the main curriculum (extracurricular activities)		+		
81	10	An important factor is the presence of an active alumni association/association		+		
82	11	An important factor is the availability of a support mechanism for gifted students		+		
Total according to the standard			**1**	**10**	**0**	0
8. The "Teaching staff" standard						
83	1.	The university should have an objective and transparent personnel policy, including recruitment, professional growth and staff development, ensuring the professional competence of the entire staff.		+		
84	2.	The university should have clear, transparent and objective criteria for hiring, appointing, promoting, and dismissing employees and follow them in its activities.		+		

85	3.	The university must demonstrate the compliance of the personnel potential of the teaching staff with the university's development strategy and the specifics of the educational program.	+			
86	4.	The university should demonstrate a change in the role of the teacher in connection with the transition to student-centered learning.		+		
87	5.	The university should determine the contribution of teaching staff to the implementation of the university's development strategy and other strategic documents.		+		
88	6.	The university should provide opportunities for career growth and professional development of teaching staff, including young people.		+		
89	7.	The university should involve practitioners from relevant industries in teaching		+		
90	8.	The university should demonstrate motivation for the professional and personal development of teachers, including encouraging contributions to the integration of scientific activity and education, as well as the use of innovative teaching methods.			+	
91	9.	An important factor is the active use of information and communication technologies by teaching staff in the educational process (for example, on-line learning, e-portfolio, MOSS, etc.)		+		
92	10.	The university should demonstrate the focus of its activities on the development of academic mobility, attracting the best foreign and domestic teachers.			+	
93	11.	The university can show the involvement of teaching staff in the life of society (the role of teaching staff in the education system, in the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.)		+		
Total according to the standard			**1**	**8**	**2**	0
9. The standard "Scientific research work"						
94	1.	The university must demonstrate that the priorities of research work correspond to the national policy in the field of education, science and innovative development.		+		
95	2.	The university must ensure that the research activities are consistent with the mission and strategy of the university.		+		
96	3.	The university should plan and monitor the effectiveness of research		+		
97	4.	The university must demonstrate the presence of processes for attracting students to research activities.		+		
98	5.	The university should demonstrate assistance in presenting the scientific positions of researchers, teaching staff and students at various scientific venues, including the publication of scientific results.		+		
99	6.	The university should promote the implementation of scientific research results, including consulting and commercialization.		+		
100	7.	The university should promote the recognition of research results, including registration of research projects with authorized bodies, registration of patents and copyright certificates.		+		
101	8.	Joint scientific research with foreign universities is an important factor.		+		
102	9.	The university should strive to diversify the sources of funding for research activities.		+		

103	10.	The university should provide mechanisms for motivating the research activities of students, teaching staff and other internal stakeholders.		+		
Total according to the standard			**0**	**10**	**0**	0
10. The Finance Standard						
104	1.	The university should create development scenarios consistent with the development strategy, taking into account the risk assessment.		+		
105	2.	The university must demonstrate the operational and strategic planning of its budget.		+		
106	3.	The university must demonstrate the existence of a formalized financial management policy, including financial reporting		+		
107	4.	The university must demonstrate the existence of an internal audit system.		+		
108	5.	The university must demonstrate the conduct of an external independent audit.		+		
109	6.	The university should have a mechanism for assessing the sufficiency of financial support for various types of university activities, including university development strategies, EP development, and research projects.		+		
Total according to the standard			**0**	**6**	**0**	0
11. The standard "Educational Resources and student Support systems"						
110	1.	The university must ensure that educational resources, including logistical and infrastructure, meet the strategic goals of the university.		+		
111	2.	The university must demonstrate the availability of support procedures for various groups of students, including information and counseling		+		
		The university must demonstrate the compliance of information resources with strategic goals.:		+		
112	3	technological support for students and teaching staff in accordance with educational programs (for example, online learning, modeling, databases, data analysis programs)		+		
113	4	library resources, including the collection of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases		+		
114	5	examination of research results, graduation papers, dissertations for plagiarism		+		
115	6	access to educational Internet resources		+		
116	7	the operation of WI-FI on its territory		+		
117	8	The university should strive to create conditions for educational, scientific and other types of activities. Appropriate infrastructure development should be carried out based on the results of monitoring the satisfaction of students, teachers, employees and other stakeholders with the infrastructure.		+		
118	9	The university should strive to ensure that the educational equipment and software used to master the EP are similar to those used in the relevant industries.		+		
119	10	The university must ensure that the infrastructure meets the security requirements		+		
120	11	The university should take into account the needs of different groups of students (adults, working people, foreign students, as		+		

		well as students with disabilities)				
121	12	The university creates conditions for the student's advancement along an individual educational trajectory		+		
Total according to the standard			**0**	**12**	**0**	**0**
12. The "Informing the Public" standard						
122	1.	The information published by the university must be accurate, objective, relevant and reflect all areas of the university's activities.		+		
123	2.	The university management should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the general public and interested parties.		+		
124	3.	Public awareness should include support and explanation of the national development programs of the country and the system of higher and postgraduate education.		+		
125	4.	The university must publish audited financial statements on its own web resource.		+		
126	5.	The university must demonstrate the reflection on the web resource of information characterizing the university as a whole and in the context of the EP		+		
127	6.	An important factor is the availability of adequate and objective information about the teaching staff, in terms of personalities		+		
128	7.	An important factor is to inform the public about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations.		+		
129	8.	The university should publish information and links to external resources based on the results of external assessment procedures.		+		
Total according to the standard			**0**	**8**	**0**	**0**
TOTAL:			**8**	**112**	**9**	**0**

Appendix 2. THE PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION

АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ

НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

AGREED
Rector NAO "Kazakh Academy of Sports and Tourism" _____ Zakiryanov B.K.
"___" _____ 2024

APPROVING
General Director of NU "Independent Agency of Accreditation and Rating"
_____ Zhumagulova A.B.
"____" _____ 2024 G.

PROGRAM
EXTERNAL EXPERT COMMITTEE VISIT
INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)
IN NAO "KAZAKH ACADEMY OF SPORTS AND TOURISM"
(international institutional accreditation)

Date of visit: April 23-25, 2024

Date and time	Work of EEC with target groups	Position and Last Name, First Name, Patronymic of Participants target groups	Form of communication
		April 22, 2024	
15.00-16.00 *(time to be specified)*	Preliminary meeting of EEC (discussion of key issues and visit program)	*External Expert of IAAR*	Connect to Zoom https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
On schedule during the day	Arrival of members of the External Expert Committee		
18.00	Dinner	*External Expert of IAAR*	
		Day 1: April 23, 2024	
09.00-09.30	Distribution of responsibility of experts, solution of organizational issues	*External Expert of IAAR*	Office/room No. (EEC office) Auditorium No. 201 Connect to Zoom https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
09.30-10.00	Meeting with the Rector	*Zakiryanov Baurzhan Kairatovich*	Auditorium No. 218 Connect to Zoom https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
10.00-10.15	Technical break		
10.15-11.00	Meeting with Vice-Rectors	*1) Nurmukhanbetova Dinara Kenzheevna – Vice-rector for educational and methodological work;* *2) Eskaliev Mukhtar Zainuldinovich – proretor for educational and sports work;* *3) Doshybekov Aydin Bagdatovich – Vice Rector for Science and Strategic Development*	Auditorium No. 218 Connect to Zoom https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
11.00-11.10	Technical break		

11.10-11.50	Meeting with heads of structural divisions of public organizations	1) *Makogonov Alexander Nikolaevich - adviser on international affairs;* 2) *Mikhail Shepetyuk - Director of the Higher School of Trainers;* 3) *Shalabaeva Laura Ismailbekovna - head of the management apparatus;* 4) *Myrzaeva Sholpan Kasenovna - head of the personnel management and office work department;* 5) *Kenzhebekova Gulsin Ualievna - head of the department of science and international relations;* 6) *Serikova Sayana Sabitovna - head of the department for educational, social and sports-mass work;* 7) *Tuleugalieva Saule Serikovna - head of the department of postgraduate education and career;* 8) *Pya Dmitry Radionovich - head of the training department;* 9) *Kalabaeva Akbayan Kuatbaevna - head of the registrar's office;* 10) *Bukharbayev Zhandarbek Askarovich - head of the innovation and technical department;* 12) *Tulegenova Lyailya Khaiyrbulatovna - head of the quality management of the educational department;* 13) *Timur Khamitovich Mambetkaziev, head of the compliance service;* 14) *Kozhasanova Saule Nabioldinovna - chief accountant;* 15) *Zkrienov Serik Gõinayatovich - head of the administrative and economic unit;* 16) *Hamidolla Amangul Khamidollaevna - Head of the Media Center;.*	Auditorium No. 218 Connect to Zoom https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
11.50-12.00	Exchange of opinions of the members of the external expert commission		

12.00-12.40	Meeting with the deans	*17) Sautov Rakhmet Tyulimbaevich - Dean of the Faculty of Olympic Sports;* *18) Ageleuova Aigul Toktarkhanovna - Dean of the Faculty of Tourism;* *19) Konakbaev Bakytbek Mukhametkhanovich - Dean of the Faculty of Professional Sports and Martial Arts;*	Auditorium No. 218 Connect to Zoom https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
12.40-13.00	Work of the EEC	*External Expert of IAAR*	
13.00-14.00	*Dinner*		
14.00-14.15	Work of the EEC		
14.15-15.00	Meeting with the heads of departments and heads of the EP	*1) Ibraimova Assel Ashimtaevna - Head of the Department of Social and Humanitarian Disciplines;* *2) Ospanova Aigul Bolatovna - Head of the Department of Kazakh, Russian and Foreign Languages;* *3) Aliya Akanbaevna Belegova - Head of the Department of Theoretical Foundations of Physical Culture and Sports;* *4) Kisebaev Zhanibek Sagatovich - Head of the Department of Anatomy, Physiology and Sports Medicine;* *5) Kefer Natalya Egonovna - Head of the Department of Sports Games;* *6) Khaidarov Khairbolat Salamatich - Head of the Department of Football;* *7) Kozhamzharov Talgatbek Tulegenovich - head of the department of Wrestling and national sports;* *8) Ageleuova Aigul Toktarkhanovna - Head of the Department of Tourism and Service;* *9) Untaev Kholdar Kambarovich - head of the department of Athletics, winter and complex-technical sports;* *10) Ermakhanova Amina Bakhitovna - Head of the Department of Gymnastics and Swimming;* *11) Akhmadiev Tolgar Mukhtarovich - head of the department of Boxing and weightlifting, martial arts.*	Auditorium No. 218 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

15.00-15.10	Technical break		
15.10–16.00	Meeting with the teaching staff	*Appendix 1* – List of teaching staff	Auditorium No. 218 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.00-17.00	Survey of teaching staff (in parallel)	*Appendix 2* – List of teaching staff for the survey	The link is sent to the teacher's personal e-mail.
16.00-16.10	Exchange of opinions of the members of the external expert commission		Auditorium No. 218 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.10-17.00	Meeting with students	*Appendix 3 – List of students*	Auditorium No. 218 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
17.00-18.00	Student survey (in parallel)	*Appendix 4 – List of students for the survey*	The link is sent to the student's personal e-mail.
17.00-17.50	Visual inspection of the EP and the material, technical, educational and laboratory base		*Along the route*
17.50-18.00	Work of the EEC discussion of the results of the first day	*External Expert of IAAR*	Auditorium No.201 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
18.00-19.00	Dinner	*External Expert of IAAR*	
		Day 2: April 24, 2024	
09.00-09.30	Work of EEC	*External Expert of IAAR*	Auditorium No. 201 Connect to the Zoom Conference

			https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
09.20-10.50	Work with academy documents (documents must be uploaded to the cloud, if necessary, joint venture managers will be invited to the Zoom online room) and attend scheduled teaching staff classes	*1st year class schedule:* *https://docs.google.com/spreadsheets/d/19B7vb4bNXrUZFsuACZTHlvvPUjel7KE6JRW8oX5Ko9g/edit?usp=sharing* *2nd year class schedule:* *https://docs.google.com/spreadsheets/d/1Rwg-8ddbMudsnBMSbPtLd-K7tSdHC8Ga/edit?usp=sharing&ouid=111421305804321873626&rtpof=true&sd=true* *3rd year class schedule:* *https://docs.google.com/spreadsheets/d/1A1iTNeAJhRx-JubFZ8l5MO-LTBt4A3l6aRdNWmCPhGU/edit?usp=sharing*	
10.50-13.00	Selective visits to EP practice bases	External IAAR experts according to the itinerary Appendix 5 – List of practice bases	
13.00-14.00	**Lunch**		
14.00–14.20	Exchange of opinions of the members of the external expert commission	*External Expert of IAAR*	
14.20-15.10	Meeting with stakeholders (representatives of practice bases and employers) (hybrid)	**Appendix 6 – List of employers**	Auditorium No. 218 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
15.10-15.30	Technical break		
15.30-16.10	Meeting with graduates (hybrid)	**Appendix 7 – List of graduates**	Auditorium No. 218 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.10-16.30	Technical break	*External Expert of IAAR*	

16.30-19.00	Work of the EEC, discussion of the results of the second day and profile parameters (recording is underway)	*External Expert of IAAR*	Auditorium No. 201 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
19.00-20.00	Dinner	*External Expert of IAAR*	
Day 3: April 25, 2024			
09.00-11.30	The work of the EEC, the development and discussion of recommendations	*External Expert of IAAR*	Auditorium No. 201 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
11.30-11.40	Technical break		
11.40-12.30	The work of the EEC is the development and discussion of recommendations (recorded)	*External Expert of IAAR*	Auditorium No. 201 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
12:30-13:00	Work of EEC	*External Expert of IAAR*	
13.00-14.00	Lunch		
14.00-16.00	The work of the EEC is discussed, decisions are made by voting (recorded)		Auditorium No. 201 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.00-16.30	The work of the EEC, discussion of the results of the quality assessment	*External Expert of IAAR*	
16.30–17.00	The final meeting of the EEC with the university leadership		Auditorium No. 218 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
18.00-19.00	Dinner	*External Expert of IAAR*	

Abbreviation

IAAR – Independent Agency for accreditation and Rating
EEC – External Expert Commission IAAR
EO – educational organization
EP – educational program
TS – teaching staff

Appendix 3. THE RESULTS OF THE SURVEY OF TEACHING STAFF

KazAST TS questionnaire

1. Total number of questionnaires: 71

2. Position %

Professor	2 (2,8%)
Associate professor	7 (9,8%)
Senior teacher	50 (70,4%)
Teacher	10 (14,1%)
Head of the department	0 (0%)
Others	2 (2,8 %)

3. Academic degree, academic title

Doctor of Sciences	1(1,4%)
Candidate of sciences	11(15,5%)
Master	37(52,1%)
PhD	10(14,1%)
Professor	2 (2,8%)
Associate professor	1(1,4%)
No	7(9,9%)
Others	2 (2,8%)

4. Work experience at this university

Less than 1 year	5 (7%)
1 year – 5 years	14 (19,7%)
Over 5 years	52(73,2%)
Other	0 (0%)

№	Questions	Very good	Good	Relatively bad	Bad	Very bad	They didn't answer
1	To what extent does the content of the educational program meet your scientific and professional interests and needs?	46 (64,8%)	25 (35,2%)	0,00%	0,00%	0,00%	0,00%
2	How do you assess the opportunities provided by the University for the professional development of teaching staff	45 (63,4%)	26 (36,6%)	0(0%)	0(0%)	0(0%)	0(0%)
3	How do you assess the opportunities provided by the University for the career growth of teaching staff	37 (52,1%)	33 (46,5%)	1(1,4%)	0(0%)	0(0%)	0(0%)
4	How do you assess the degree of academic freedom of the faculty	40 (56,3%)	31 (43,7%)	0(0%)	0(0%)	0(0%)	0(0%)
	How much can teachers use their own	47 (66,2%)	24 (33,8%)	0(0%)	0(0%)	0(0%)	0(0%)
5	Strategy of teaching	47 (66,2%)	24 (33,8%)	0(0%)	0(0%)	0(0%)	0(0%)
6	Methods of teaching	56	15	0(0%)	0(0%)	0(0%)	0(0%)

		(78,9%)	(21,1%)				
7	Educational innovations	49(69%)	22(31%)	0(0%)	0(0%)	0(0%)	0(0%)
8	How do you rate the work on the organization of medical care and disease prevention at the university?	30 (42,3%)	41 (57,7%)	0(0%)	0(0%)	0(0%)	0(0%)
9	What attention is paid by the management of the educational institution to the content of the educational program?	49(69%)	22(31%)	0(0%)	0(0%)	0(0%)	0(0%)
10	How do you assess the sufficiency and accessibility of the necessary scientific and educational literature in the library?	44(62%)	27(38%)	0(0%)	0(0%)	0(0%)	0(0%)
11	Do you assess the level of conditions created that take into account the needs of different groups of students?	31 (43,7%)	38 (53,5%)	2(2,8%)	0(0%)	0(0%)	0(0%)
	Evaluate the openness and accessibility of the management	48 (67,6%)	23 (32,4%)	0(0%)	0(0%)	0(0%)	0(0%)
12	By students	48 (67,6%)	23 (32,4%)	0(0%)	0(0%)	0(0%)	0(0%)
13	By teachers	48 (67,6%)	23 (32,4%)	0(0%)	0(0%)	0(0%)	0(0%)
14	Evaluate the involvement of the teaching staff in the process of making managerial and strategic decisions	44(62%)	26 (36,6%)	1(1,4%)	0(0%)	0(0%)	0(0%)
15	How is TS innovation encouraged?	41 (57,7%)	29 (40,8%)	1(1,4%)	0(0%)	0(0%)	0(0%)
16	Evaluate the level of TS feedback with management	46 (64,8%)	25 (35,2%)	0(0%)	0(0%)	0(0%)	0(0%)
17	What is the level of stimulation and involvement of young specialists in the educational process?	37 (52,1%)	33 (46,5%)	1 (1,4%)	0(0%)	0(0%)	0(0%)
18	Evaluate the created opportunities for professional and personal growth for each teacher and employee	42 (59,2%)	28 (39,4%)	1 (1,4%)	0(0%)	0(0%)	0(0%)
19	Assess the adequacy of the recognition by the university management of the potential and abilities of teachers	36 (50,7%)	34 (47,9%)	1(1,4%)	0(0%)	0(0%)	0(0%)
	How the work is set	50 (70,4%)	20 (28,2%)	1(1,4%)	0(0%)	0(0%)	0(0%)
20	By Academic Mobility	37 (52,1%)	32 (45,1%)	2(2,8%)	0(0%)	0(0%)	0(0%)
21	On professional development of teaching staff	50 (70,4%)	20 (28,2%)	1(1,4%)	0(0%)	0(0%)	0(0%)
	Appreciate the support of the university and its leadership	45 (63,4%)	24 (33,8%)	2(2,8%)	0(0%)	0(0%)	0(0%)
22	Research initiatives of teaching staff	45 (63,4%)	24 (33,8%)	2(2,8%)	0(0%)	0(0%)	0(0%)
23	Development of new educational programs/training disciplines/training methods	42 (59,2%)	29 (40,8%)	0(0%)	0(0%)	0(0%)	0(0%)
	Assess the level of opportunity for teaching staff to combine teaching	29 (40,8%)	41 (57,7%)	1(1,4%)	0(0%)	0(0%)	0(0%)
24	• with scientific research	29 (40,8%)	41 (57,7%)	1(1,4%)	0(0%)	0(0%)	0(0%)
25	• with practical activities	42 (59,2%)	29 (40,8%)	0(0%)	0(0%)	0(0%)	0(0%)
26	Assess how the knowledge of students obtained at the university corresponds	23	48	0(0%)	0(0%)	0(0%)	0(0%)

#							
	to the realities of the requirements of the modern labor market	(32,4%)	(67,6%)				
27	How does the management and administration of the university perceive criticism in their address?	12 (16,9%)	57 (80,3%)	2(2,8%)	0(0%)	0(0%)	0(0%)
28	How would you rate your training workload to meet your expectations and capabilities?	31 (43,7%)	38 (53,5%)	2(2,8%)	0(0%)	0(0%)	0(0%)
29	Assess the focus of educational programs/training programs on the formation of students' skills and abilities to analyze the situation and make forecasts?	25 (35,2%)	46 (64,8%)	0(0%)	0(0%)	0(0%)	0(0%)
30	Assess how the educational program in terms of content and quality of implementation meets the expectations of the labor market and employers	28 (39,4%)	43 (60,6%)	0(0%)	0(0%)	0(0%)	0(0%)

Why do you work at this university?

Excellent mentoring school for young teaching staff

I wanted to work at the Academy.

Because I like this university, here I studied for a bachelor's and master's degree, in terms of this year I have to enter doctoral studies, it is very interesting to work here, there are many opportunities and career growth

For me, this is a motivation to do something new, because as part of my scientific work, working at this academy is an opportunity for me to carry out my activities in the development of professional English.

Educational institution of the highest degree

KazAST supports theoretically and practically occupation, there is no such possibility in other universities

I am a graduate of this educational institution and I like the team

Suits wages, working conditions, relationships with management

I graduated from this university in 1990, you can say this is my second home. I love my university

Personal development in sports and scientific activities

Graduated from this University, I am satisfied with the opportunity to show my abilities

I myself graduated from this university very happy to teach the basics of coaching.

Salaries are higher than in many universities

I work at the Academy, because only within these walls I found real like-minded people who love their job, ready to work in a team.

Good friendly team

Because I am engaged in sports and can develop my profession in this educational institution I was an athlete myself Students and executives are very simple Support my admission to the doctoral program and provide a 50% discount on tuition fees

The ability to combine teaching, coaching and sports activities

growth opportunity

өсу үшін

good team, affordable guidance, very good motivation

good team and psychological climate

I want to train modern, creative professional trainers. What is possible in our university

like everything

The best in the world

insignificant shortage of the audience fund

The most concentrated place for professionals in my specialty is this university The only educational institution in the field of sports in the country. Big respecte for me. I chose this educational institution because I had a good opportunity to develop as a professional.

I like this work

Target grant (development)

I like the team, my work and working conditions.

It is very interesting to work with athlete students, so I like it. We work on the mistakes that students make in each competition, as well as on the mistakes in the speech process and identify them.

friendly team

Because when he entered Bulgaria, 50% paid for studies.

friendly team, comfortable working conditions, interesting to work with students

It is interesting to work at the academy; it is a privilege to teach language to students involved in sports. I am a graduate of this educational institution. Can create opportunities for professional promotion

I like the creative, mutually respectful, good-natured atmosphere in the team and in general the Academy. Work in your specialty and acquired professional skills.

it is suitable for my profession and it is interesting to conduct classes with students I work because I like my profession. Achieving high success in the profession

I have been working in the field of physical culture for more than 40 years, at first I was an athlete, then a student of this institute, a graduate student, a scientist, a teacher, all this thanks to the Academy of Sports, so I chose this university

The opportunity to realize their plans in teaching and research activities, little bureaucracy, a good working climate in the team, the opportunity to put their scientific research into practice

I like the connection with science, the scientific world and students

good friendly team

Since a graduate of this university

I continue to work in this area after working with sprot

I see the future in professional activities

I sincerely love my profession

The highest quality universities for the training of sports specialists

I wanted to work at the academy.

1) High wages 2) Collaboration between teams 3) Career opportunity

By profession, I really like what I do

Because it's specialized 1. The pay is good 2. I like the team 3. Career growth

Being a gymnast

Acquisition and practical application of practical and scientific skills.

Good Academy

32. How often are master classes and classes with the participation of practitioners held as part of your course?

Very often	often	sometimes	very rare	never
22(31%)	44(62%)	5(7%)	0(0%)	0(0%)

33. How often do external teachers (domestic and foreign) participate in the training process?

Very often	often	sometimes	very rare	never
17(23,9%)	42(59,2%)	12(16,9%)	0(0%)	0(0%)

34. How often do you encounter the following problems in your work: (Please give an answer in each line)

Questions	Often	Sometimes	Never	No answer
Lack of classrooms	3(4,2%)	27(38%)	41 (57,7%)	0(0%)
Imbalance in training load by semester	2(2,8%)	15(21,1%)	54	0(0%)

			(76,1%)	
Unavailable required literature in the library	1(1,4%)	20(28,2%)	50 (70,4%)	0(0%)
Overcrowding of study groups (too many students per group)	5(7%)	22(31%)	44(62%)	0(0%)
Inconvenient schedule	1(1,4%)	19(26,8%)	51 (71,8%)	0(0%)
Inappropriate classroom environment	1(1,4%)	22(31%)	48 (67,6%)	0(0%)
Lack of internet access/weak internet	1(1,4%)	20(28,2%)	50 (70,4%)	0(0%)
Students' lack of interest in learning	0(0%)	32(45,1%)	39 (54,9%)	0(0%)
Late receipt of event information	0(0%)	9(12,7%)	62 (87,3%)	0(0%)
Lack of technical training tools in classrooms	0(0%)	25(35,2%)	46 (64,8%)	0(0%)
Other problems	Does not always fund sports events involving students and undergraduates sometimes on Internet platforms I would like a place for teachers to relax Sometimes weak internet In general, it can be noted that there are no serious problems. If they arise, they are solved immediately. The material and technical base is constantly updated at the request of the departments. The administration is trying to listen to our requests and requirements Not enough laptops at the departments			

35. There are many different sides and aspects in the life of a university that affect every teacher and employee in one way or another. Rate how satisfied you are:

Questions	Completely satisfied (1)	Partially satisfied (2)	Not satisfied (3)	I find it difficult to answer (4)
The attitude of the university management towards you	66(93%)	5(7%)	0(0%)	0(0%)
Relations with direct management	67(94,4%)	4(5,6%)	0(0%)	0(0%)
Relations with colleagues at the department	71(100%)	0(0%)	0(0%)	0(0%)
The degree of participation in managerial decision-making	58(81,7%)	13(18,3%)	0(0%)	0(0%)
Relations with students	68(95,8%)	3(4,2%)	0(0%)	0(0%)
Recognition of your successes and achievements by the administration	62(87,3%)	8(11,3%)	1(1,4%)	0(0%)

Support for your suggestions and comments	64(90,1%)	7(9,9%)	0(0%)	0(0%)
Activities of the university administration	63(88,7%)	8(11,3%)	0(0%)	0(0%)
Terms of payment	58(81,7%)	12(16,9%)	1(1,4%)	0(0%)
Working conditions, list and quality of services provided at the university	62(87,3%)	9(12,7%)	0(0%)	0(0%)
Occupational safety and health	63(88,7%)	7(9,9%)	0(0%)	1(1,4%)
Managing changes in the university's activities	61(85,9%)	10(14,1%)	0(0%)	0(0%)
By providing a social package: rest, sanatorium treatment, etc.	23(32,4%)	35(49,3%)	7(9,9%)	6(8,5%)
Organization and quality of meals at the university	36(50,7%)	26(36,6%)	4(5,6%)	5(7%)
Organization and quality of medical care	45(63,4%)	20(28,2%)	1(1,4%)	5(7%)

Appendix 4. RESULTS OF THE STUDENT SURVEY

Questionnaire for KazAST students

Total number of questionnaires: 254

Educational program (specialty):

6B01401 - Physical education and sports	201(79,1%)
6B01403 Adaptive physical education and sports	14(5,5%)
6B01404 – Fitness and recreation	1(0,4%)
6B11102 - Restaurant and hotel business	3(1,2%)
6B11103 - Recreation and sports and wellness tourism	4(1,6%)
6B11101 - Tourism	13(5,1%)
7M01401 - Physical education and sports	10(3,9%)
8D01401 - Physical education and sports	3(1,2%)
7M11101- «Tourism»	3(1,2%)
8D11101 Tourism	2(0,8%)

Пол:

Male	130(51,2%)
Female	124(48,8%)

Rate how satisfied you are:

59

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I find it difficult to answer
1. Relations with the dean's office (school, faculty, department)	217 (85,4%)	32 (12,6%)	2 (0,8%)	2 (0,8%)	1(0,4%)
2. The level of accessibility of the dean's office (school, faculty, department)	218 (85,8%)	31(12,2%)	0(0%)	2(0,8%)	3(1,2%)
3. The level of accessibility and responsiveness of the management (university, school, faculty, department)	208 (81,9%)	40 (15,7%)	2 (0,8%)	3(1,2%)	1(0,4%)
4. Availability of academic counseling	201 (79,1%)	45 (17,7%)	3 (1,2%)	4 (1,6%)	1(0,4%)
5. Support of educational materials in the learning process	206 (81,1%)	43 (16,9%)	2 (0,8%)	2 (0,8%)	1(0,4%)
6. Availability of personal counseling	187 (73,6%)	60 (23,6%)	3 (1,2%)	3 (1,2%)	1(0,4%)
7. The relationship between student and teacher	193 (76%)	49 (19,3%)	7(2,8%)	2(0,8%)	3(1,2%)
8. The activities of the financial and administrative services of the educational institution	180 (70,9%)	56 (22%)	10 (3,9%)	4(1,6%)	4(1,6%)
9. Accessibility of healthcare services	198 (78%)	43(16,9%)	2(0,8%)	7(2,8%)	4(1,6%)
10. The quality of medical care at the university	195 (76,8%)	37 (14,6%)	10 (3,9%)	7(2,8%)	5(2%)
11. The level of accessibility of library resources	217(85,4%)	31(12,2%)	2(0,8%)	3(1,2%)	1(0,4%)
12. The quality of services provided in libraries and reading rooms	205 (80,7%)	42 (16,5%)	3(1,2%)	3(1,2%)	1(0,4%)
13. Existing educational resources of the university	203(79,9%)	43(16,9%)	5(2%)	2(0,8%)	1(0,4%)
14. Availability of computer classes	196(77,2%)	44 (17,3%)	11 (4,3%)	1(0,4%)	2(0,8%)
15. Availability and quality of Internet resources	201(79,1%)	39(15,4%)	7(2,8%)	6(2,4%)	1(0,4%)
16. The content and information content of the website of educational organizations in general and faculties (schools) in particular	206 (81,1%)	42 (16,5%)	2(0,8%)	3(1,2%)	1(0,4%)
16.Classrooms for large groups	181 (71,3%)	53(20,9%)	10 (3,9%)	7(2,8%)	3(1,2%)
17. Rest rooms for students (if available)	143(56,3%)	54(21,3%)	15 (5,9%)	24 (9,4%)	18 (7,1%)
18. Clarity of disciplinary action procedures	202(79,5%)	40 (15,7%)	2(0,8%)	2(0,8%)	8(3,1%)
19. The quality of the educational program as a whole	204(80,3%)	42 (16,5%)	3(1,2%)	3(1,2%)	2(0,8%)
20. The quality of educational programs in the EP	203(79,9%)	40 (15,7%)	4(1,6%)	1(0,4%)	6(2,4%)
22.Teaching methods in general	200(78,7%)	45 (17,7%)	5(2%)	3(1,2%)	1(0,4%)
23.Quick response to feedback from teachers on the educational process	204(80,3%)	35(13,8%)	12(4,7%)	3(1,2%)	0(0%)

Statement					
24. Teaching quality in general	201(79,1%)	47(18,5%)	3(1,2%)	3(1,2%)	0(0%)
25. Academic load/student requirements	192(75,6%)	51(20,1%)	6(2,4%)	4(1,6%)	1(0,4%)
26. Faculty requirements for the student	191(75,2%)	52(20,5%)	7(2,8%)	2(0,8%)	2(0,8%)
27. Information support and clarification before entering the university of the rules of admission and strategy of the educational program (specialty)	209(82,3%)	36(14,2%)	5(2%)	3(1,2%)	1(0,4%)
28. Informing the requirements in order to successfully complete this educational program (specialty)	206(81,1%)	39(15,4%)	5(2%)	3(1,2%)	1(0,4%)
29. Quality of examination materials (tests and examination questions, etc.)	207(78,3%)	44(17,3%)	4(1,6%)	4(1,6%)	3(1,2%)
30. Objectivity of assessment of knowledge, skills and other educational achievements	199(78,3%)	44(17,3%)	4(1,6%)	4(1,6%)	3(1,2%)
31. Available computer classes	197(69,7%)	55(21,7%)	5(3,5%)	8(3,1%)	5(3,5%)
32. Available scientific laboratories	177(69,7%)	55(21,7%)	9(3,5%)	8(3,1%)	5(3,5%)
33. Fairness and fairness of teachers	192(75,6%)	49(19,3%)	7(2,8%)	6(2,4%)	0(0%)
34. Informing students about courses, educational programs and academic degrees	206(81,1%)	39(15,4%)	4(1,6%)	4(1,6%)	1(0,4%)
35. Providing students with a hostel	192(75,6%)	39(15,4%)	5(3,5%)	10(3,9%)	8(3,1%)

Rate how much you agree:

Statement	Full consent	Agree	Partly agree	Don't agree	Disagree	Full disagreement	Don't answer
36. The course program was clearly presented	181 (71,3%)	56 (22%)	11 (4,3%)		6 (2,4%)	0(0%)	
37. The course content is well structured	182 (71,7%)	51 (20,1%)	13 (5,1%)		6 (2,4%)	2 (0,8%)	
38. The key terms are sufficiently explained	179(70,5%)	62(24,4%)	8(3,1%)		5(2%)	0(0%)	
39. The material proposed by the teacher is relevant and reflects the latest achievements of science and practice	180(70,9%)	57(22,4%)	13(5,1%)		3(1,2%)	1(0,4%)	
40. The teacher uses effective teaching methods	182(71,7%)	49(19,3%)	17(6,7%)		5(2%)	1(0,4%)	
41. The teacher knows the teaching material.	191(75,2%)	54(21,3%)	5(2%)		3(1,2%)	1(0,4%)	
42. The teacher's presentation is clear	181(71,3%)	57(22,4%)	12(4,7%)		2(0,8%)	2(0,8%)	

43.The teacher presents the material in an interesting way	175(68,9%)	57(22,4%)	16(6,3%)	4(1,6%)	2(0,8%)
44.Objective assessment of knowledge, skills and other academic achievements	182(71,7%)	53(20,9%)	14(5,5%)	4(1,6%)	1(0,4%)
45.Timely assessment of students' academic achievements	186(73,2%)	53(20,9%)	12(4,7%)	3(1,2%)	0(0%)
46.The teacher meets your requirements and expectations for professional and personal development	184(72,4%)	50(19,7%)	15(5,9%)	4(1,6%)	1(0,4%)
47.The teacher stimulates the activity of students	176(69,3%)	61(24%)	12(4,7%)	4(1,6%)	1(0,4%)
48.The teacher stimulates students' creative thinking	178(70,1%)	58(22,8%)	14(5,5%)	4(1,6%)	0(0%)
49.The teacher's appearance and manners are adequate	187(73,6%)	56(22%)	9(3,5%)	2(0,8%)	0(0%)
50.The teacher shows a positive attitude towards students	179(70,5%)	57(22,4%)	12(4,7%)	5(2%)	1(0,4%)
51.The academic achievement assessment system (seminars, tests, questionnaires, etc.) reflects the content of the course.	183(72%)	56(22%)	13(5,1%)	0(0%)	2(0,8%)
52.The evaluation criteria used by the teacher are clear and accessible.	185(72,8%)	51(20,1%)	14(5,5%)	2(0,8%)	2(0,8%)
53.The teacher objectively evaluates the achievements of students	181(71,3%)	54(21,3%)	16(6,3%)	1(0,4%)	2(0,8%)
54.The teacher speaks a professional language	190(74,8%)	50(19,7%)	9(3,5%)	5(2%)	0(0%)
55.The organization of education provides a sufficient opportunity for sports and other leisure activities	187(73,6%)	46(18,1%)	14(5,5%)	5(2%)	2(0,8%)
56. Equipment and facilities for students are safe, comfortable and modern	171(67,3%)	57(22,4%)	21(8,3%)	5(2%)	0(0%)
57.The library is well equipped and has a sufficient fund of scientific, educational and methodological literature	183(72%)	50(19,7%)	18(7,1%)	3(1,2%)	0(0%)
58.Equal opportunities for mastering OP and personal development are provided to all students	190(74,8%)	48(18,9%)	11(4,3%)	5(2%)	0(0%)