



INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

Addressed
to Accreditation
Council of IAAR

REPORT

**the results of the external expert committee to evaluate
the requirements of specialized educational programs**

accreditation standards

5V042100 - "Design"

5V072900 - "Construction"

5V073100 - "Safety and environmental protection"

6M073100 - "Safety and environmental protection"

Kazakh-Russian International University

from March 29 to March 31, 2016

Aktobe 2016

In accordance with the order of 6-16-OD from 23.03.2016g. Independent agency for accreditation and rating of 29-31 March 2016 Kazakh-Russian International University external expert committee evaluated the compliance 5V042100 educational programs - "Design", 5V072900 - "Construction" 5V073100 - "Safety and environmental protection", 6M073100 - "Life safety and environmental protection" for the specialized accreditation standards IAAR.

Report an external expert committee (EEC) provides an assessment submitted to the educational programs of educational organization criteria IAAR EEC recommendations for further improvement of educational programs and profile settings KRIU educational programs.

The composition of the EEC:

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- 3. Expert - Bodykov Seyfolla Zhamauovich**, Karaganda State University. E.A Buketov, a member of Union of Designers of the Republic of Kazakhstan, a member of the Eurasian Union of Designers (Karaganda);
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(I) PRESENTATION OF KAZAKH-RUSSIAN INTERNATIONAL UNIVERSITY

International higher education institution "Kazakh-Russian International University" - one of the first private higher education institutions in the Republic of Kazakhstan, formed in 1994.

The university was created as Aktyubinsk branch of the International Institute of Business and Law (1994-1996), then - Aktobe branch of the International University in MEPCOW (1996-1998), Aktobe Institute of Management, Business and Law "NUR" (1998-2000), providing the Opportunity for young people of Aktobe region to obtain economic and legal education. Institute (then Aktobe Institute of Management, Business and Law "NUR") for the first time in the region received a new name, which includes an international component - KRIU - at the suggestion of the President of Kazakhstan N.A. Nazarbayev during the Opening ceremony of the main academic building August 21, 1998. The proposal of the Head of State was taken in accordance with the Declaration on Eternal Friendship and Cooperation between Kazakhstan and Russia, focused in the twenty-first century.

KRIU Operates on the basis of:

- Certificate of state registration (for the right to carry out activities in accordance with the constituent documents of the Republic of Kazakhstan in the framework of the law on 30 December 2011 BIN 980 640 003 395, registration number - 296-1904-01-LLP;
- Certificate of Accreditation as a subject of scientific and technical activities AB №003448 dated July 15, 2013 .;
- state license to conduct educational activities AB №0142754 from February 27, 2012 (unlimited term) under the national education system in accordance with the legislation of the Republic of Kazakhstan.

Kazakh-Russian International University is a private educational institution and its founder is a private person - the president Temerhan Baybosynovich Berdimuratov.

University implements educational programs 19 undergraduate and 5 graduate educational programs.

The contingent of students in the Bachelor of 2343 people, including 747 (31.9%) by correspondence courses. A contingent of undergraduates - 170. Training is conducted on a contractual basis.

The University structure includes 5 departments, 1 Research Institute and six academic departments.

The educational process is carried out by highly qualified teaching staff of 141 people, of which 119 - full-time teachers (84.4%). 71 full-time teachers have a degree. The proportion of teachers with scientific degrees and academic titles by the university as a whole is 59.7%.

KRIU organizational structure is the structure of the matrix type, which represents a combination of two units: administrative and educational, with a vertical hierarchy that is formed by the interaction of an administrative unit (vice presidents) with an educational and suggests the possibility of double subordination. Collegial management body of scientific and educational activities of the Kazakh-Russian International University is the Board of Trustees, the Scientific Council, the Presidential Council.

University infrastructure includes 4 educational buildings with an atrium with a total area

10 727.15 m², housing (7 apartments and residence) area of 1070 m², 2 dorm area of 1305 sq.m. 144 beds, 2 Library complex with the printing press, culinary complex, Park health technologies, student clinic, own and rented sports halls, service center students (cooking, beauty salon, shopping areas and boutiques, studios, service center maintenance of computer equipment). All buildings meet sanitary standards and fire safety requirements.

In order to ensure the quality of education in recent years, the university established 31 laboratory, SRI 1, 5 centers and 2 schools, 2 museums, mini-theater, theater of pantomime "buffoonery", disco hall. Compared with the 2011-2012 school year the number of laboratories increased by 2.2 times, which states the positive dynamics of development of laboratory base of university.

Kazakh-Russian International University passed the state certification in 2011. In 2015, successfully passed the institutional accreditation of the Independent agency for accreditation and rating for 3 years and specialized accreditation for a period of 3-5 years, 5 undergraduate majors 3 specialties of graduates.

The University actively develops activities for practice, providing the opportunity of practice in leading companies of Aktobe within 77 contracts. The percentage of employment in 2015 in the whole high school was 67%.

The University carries out international cooperation with universities and research centers in Europe and the CIS countries. University signed 16 agreements with universities in the Russian Federation and 13 agreements with universities in foreign countries, including the European University (Switzerland, Montreux), University of Economics Evroregional, Alcide de Gasperi (Poland, Warsaw), Copernicus University (Poland, Toruń), Nielsen Brokk Business College of Copenhagen (Denmark, Copenhagen), Yerevan Telecommunication Research Institute (Armenia, Yerevan), the Centre of modern pedagogy " Education without borders "(Montreal, Canada), the University of Hartford (Connecticut, USA), the University of Pancasila (Jakarta, Indonesia).

The University is included in the TOP 50 as "Industry Leader - 2013" according to the National Business Rating (Astana, 2013). In 2013 the university is included in the International Register «Best University / University of the Best" (Oxford). In 2015, he won a special award of the World Confederation of business «World confederation of businesses» Business - THE BIZZ 2015, Business Leader 2015. The University is defined as the best high school in the area for the contribution of socio-economic and cultural development of the region (Aktobe region, akimat 2014)

Information about the university and educational programs available on the official website of the University - www.kriu.kz.

(II) DESCRIPTION VISIT EEC

The visit of the external expert committee in KRIU was organized in accordance with the approved program.

In order to coordinate the work of the Commission 28 March 2016. installation meeting was held, during which the powers were distributed between members of the commission, updated schedule and program of the visit, agreed in the selection examination methods.

EEC meetings with focus groups were held in accordance with the updated program of the visit, in compliance with the established timetable. From the KRIU collective presence would provide all the persons mentioned in the visit program.

In order to assess the content of the materials provided by self-report, meetings were held with the President of the University and the Vice-Presidents, vice-rectors, heads of academic departments, heads of departments, heads of departments, teachers, trainees, graduates, employers, and employees from various departments. The meeting was attended by 77 people (Table 1).

In order to obtain objective information on the evaluation of the University of EEC members using methods such as visual inspection, observation, meetings and discussions with the staff of various departments, studying, questioning of the teaching staff and students.

Table 1. Information about the colleagues and students who participated in the meetings with EEC

Category	Number of participants	Numbers
President of the		1
Vice Presidents		4
Vice-Rector for areas of activity		3
Heads of departments		4
Head. chairs		7
Teacher		34
Students, graduates		59
Graduates 1		18
Employers		8
Total		138

In general, the activities planned during the visit of the IAAR EEC contributed to a detailed acquaintance of experts with university training infrastructure, material and technical resources, teaching staff, representatives of organizations of employers, learners, graduates.

The experts visited the teaching management center, library complex, Russian Center, simultaneous translation office center, psychotraining student dormitory, a gym, a park of health technologies and student clinic.

EEC experts visited educational laboratories: biochemical laboratory, laboratory "Marketing technologies" laboratory "Economics and technology in socio-cultural service, laboratory" Accounting and Auditing "laboratory" Consumer behavior "laboratory" Construction "laboratory Nur-Soft, laboratory "Programming and databases", the automation control systems laboratory.

EEC members visited the base of practice for accredited programs - LLP «Sigma graphics» and LLP "Aktobe Agricultural Experimental Station", as well as training sessions on the following subjects:

Table 2. Information about the classes visited EEC members

Course	Discipline	Group	Teacher

1, EP Design, Diz-101-1russ.	Basics of Painting	Still Life. Watercolor	Otegen - Tana A.Z.
1, EP Design, Diz-101—2kaz	Basics of Painting	Still Life. Watercolor	Samaltyrov M.
2, EP Construction, C-201	Construction	Reinforced Concrete Structures	Dyusembinov D.S.
2, EP LSEP LSEP-201	Industrial ventilation	Types of industrial ventilation in industrial and residential buildings	Kurzhembaev A.K.

This allowed members of the EEC IAAR an independent assessment of compliance with the data contained in the reports on self-evaluation of educational programs of the University, the criteria of specialized accreditation standards.

For EEC were created comfortable conditions, organized access to all necessary information resources.

As part of the planned program at the meeting with the leadership of March 31, 2016. They made recommendations for improving the accredited educational programs.

(III) OVERALL ASSESSMENT OF EDUCATIONAL PROGRAMS

Training of Specialists in areas accredited specialties in the Kazakh-Russian International University conducted:

- 5V0421000 "Design" - since 2008;
- 5V072900 "Construction" - since 2011;
- 5V073100 "Life safety and environmental protection" - 2006;
- 5M073100 "Life safety and environmental protection" - in 2012.

To date, the department produces these educational programs is the department "Technical and natural science disciplines."

According to the educational programs, the following areas of training (specialization):

- EP 5V042100 - "Graphic Design";
- EP 5V072900 - "Technology of industrial and civil construction" and "Construction of roads and airfields."

Educational 5V042100 program - "Design", 5V072900 - "Construction" 5V073100 - "Safety and environmental protection", 6M073100 - "Safety and environmental protection" implemented in accordance with a license to conduct educational activities series AB № 0142754 from 78.02.2012g., and in accordance with the State program of education development of Kazakhstan for 2011-2020., State educational standards of RK, the Strategic development plan 2014-2018 KRIU on.

Graduate of bachelor on EP 5V042100 Design is awarded the academic degree of Bachelor of Arts with a degree in 5V042100 Design by EP 5B072900 Construction - academic degree of bachelor of engineering and technology in specialty 5V072900 Building on EP 5V073100 Life safety and environmental protection - academic degree of bachelor of engineering and specialty technologies 5V073100 Life safety and environmental protection.

Graduates of Magistracy on the EP 6M073100 Life Safety and Environmental Protection awarded the academic degree of Master of Engineering Sciences in the specialty 6M073100 Life Safety and Environmental Protection - for graduates of scientific and pedagogical direction, and master of engineering and technology in specialty 6M073100 Life safety and environmental protection - for Alumni profile direction.

In undergraduate programs conducted development of generic competences of higher education according to the Dublin descript, including competence, focused on the region, some KRIU.

Educational activities are carried out on credit technology in accordance with the "Rules of the organization of educational process on credit technology of training» № 152, approved by the MES on 20.04.2011g., With add. and rev., approved by Order of MES from 02.06.2014g. №198.

Training is carried out by full-time and correspondence courses. In accordance with the needs of students, employers and the labor market requirements of the content of educational programs adjusted annually through a catalog of elective disciplines (CED) and the updated working programs of academic disciplines.

To ensure the quality of training, the relevant requirements of the labor market, using modern educational technology: information and communications technology, critical thinking, technology, technology of collective thinking activity, technology, project-based learning.

Evaluation of educational achievements and the level of preparation of students is ensured through the use of score-rating system, as well as through information and educational environment Platonus university.

Educational programs of specialties 5V042100- "Design", 5V072900 - "Construction" 5V073100 - "Life safety and environmental protection", 6M073100 - "Safety and environmental protection are" designed in accordance with the state mandatory standards of education. Learning languages - Kazakh and Russian.

Direction of preparation for the master's program 6M073100 Life Safety and Environmental Protection - scientific-pedagogical study for 2 years and a profile with a training period of a year.

The contingent of students at accredited undergraduate program is 356 people, including 36 (10%) by correspondence courses. All undergraduate students are studying on a paid basis. In studying the state language - 224 people (63%).

The contingent of undergraduates is 23 people enrolled in the scientific and pedagogical direction for a fee. At the official language taught 11 people (48%).

(IV) COMPLIANCE TO STANDARDS OF SPECIALIZED ACCREDITATION

1) Standard "Management of the educational program"

The implementation and development of these programs is determined in the first place, mission, vision, strategic plan development KRIU on 2014-2018 years "approved by the Academic Council of the University, November 13, 2014, as well as plans of development of educational programs.

Action Plan Development EP accredited developed 2016-2020 years were discussed at the issuing department and approved by the Academic Council of the University. Development plans include the main goals and objectives of the strategic directions of development of the EP.

According to the strategic development plan KRIU on 2014-2018 years, in terms of development EP found 8 strategic directions for 2013-2017, including:

- Education programs;
- Improving the efficiency of RW and commercialization of innovation;
- Integration into the international environment;
- Innovation and Entrepreneurship.

Experts confirm that the programs of development plans for the general directions consistent with the national priorities of education development and strategic plan of the University, designed to meet the needs of the state and the different stakeholder groups.

At the same time, experts recommend a comparative analysis of relevant development plans, educational programs serving the University of Development Strategy and update plans for the development of educational programs.

Efficiency, effectiveness, priorities, transparency Development Plan EP provided TS responsibility for the final results, delegation and division of powers, the placement of information on the university website.

University Guide attracted representatives of different stakeholder groups to determine the direction of the development of educational programs and their management. The University Academic Council includes one representative of student government. The university Operates Alumni Association.

The specificity and individuality development plans accredited educational program is to study the fundamental disciplines, giving an idea of the current state and prospects of development of the world science, on the requirements to the level and quality of training of students of different categories.

At the heart of the educational program design laid 5V042100 compliance with modern requirements of the labor market, the direction of the deep theoretical and practical training that allows you to combine fundamental knowledge with practical skills in the field of design.

At the heart of the educational program 5B072900 Construction laid the objectives, expected results, content, conditions and technologies of educational process, resources and assessment of the quality of graduate training procedures.

At the heart of the educational program 5V073100 Life safety and environmental protection laid totality and the sequence of modules aimed at the mastery of specific competencies needed for assigning qualifications.

At the heart of the educational program 6M073100 Life Safety and environmental protection are incorporated training on the basis of associations of teachers, students and employers in the academic community of highly versatile development of internationally recognized experts (masters) who own innovative methods of problem solving techniques of emergencies and in the field of safety of life and protection of the environment environment, ensure the safety of the surrounding living environment.

The main priority of research implemented TS EP are the practical implementation of scientific TS development in the framework of the academic departments: "Methods of preservation and conservation shubat" and "The introduction of new energy-saving technologies

in the production of construction materials in the framework of EXPO-2017". Areas of research consistent with national policies in the field of education, science and innovation development.

Research work of the department "Technical and natural sciences" devoted to solving the urgent problems of the Western region of Kazakhstan.

To manage the educational program available information, human, financial and material resources, as well as regulatory and legal documentation to ensure the implementation of educational programs.

The university clearly defined responsible for the business processes, uniquely assigned duties and differentiated functions of collegial bodies.

Managing educational programs in line with development plans through tactical planning system, including plans for the areas, departments and individual faculty plans.

Coordinate the implementation and updating of plans, ensuring control of the implementation of plans and achieving goals takes the form of reporting meetings at the university, analytical work departments.

At the same time, experts note the need for regular review and evaluation of the plans for the development of educational programs.

Educational programs management includes: management of modular educational programs; schedule management, taking into account the working curriculum and individual educational trajectories of students; management teams and project groups of teachers based on the common values of the University.

Educational programs are designed in accordance with the regulations of the MES and the model curricula under the relevant EP, consistent with the mission of the university and employers' demands.

At the same time, experts note the need to improve the design of mechanisms, management, internal quality assurance, assessment and monitoring educational programs.

Planning of the educational process represented by the structure of related documents (model curricula, CED, working curricula, individual educational plans of students, working curricula) and complex, consisting of different types of educational-methodical documentation. For the implementation of educational programs are developed annually university catalogs of elective courses, which describe the component disciplines of choice with a brief indication of the content of pre- and postrekvizity.

Modular educational programs (MEP), KED, WEP, TM, WEPS program practices are internal and external expertise. Experts remark taken into account in the development of an Operational plan for development of EP. For example, there are letters from employers LLP "Western treneng company" Republican Scientific-Research Institute of OT, Aktobe Experiment Station, JSC "Donskoy Mining Processing Plant", LLP "the Sigma", Aktobe city utilities with reviews on the development of learning paths and the formation of the catalog of elective disciplines.

The structure and content of working curricula correspond to SES. The sequence of study subjects is built using pre- and postrekvizitov system.

Working curricula, catalogs of elective courses, work study programs, TM regularly amended and supplemented.

When implementing EP their compliance with market requirements supported by a sufficiently high percentage of employment of graduates in the past three years, in accordance with the table:

Table 3. Table on employment of graduates of EP

Code and title	2013 г.			2014 г.			2015 г.		
	graduares	employ ed	%	gradua res	employ ed	%	gradua res	employ ed	%
5V042100 - "Design"	7	6	80	3	3	100	4	4	100
5V072900 - "Construction"	-	-	-	2	1	50	9	6	72
5V073100 - "Safety and Environmental Protection"	-	-	-	17	13	80	31	26	85
6M073100 - "Safety and Environmental Protection"	-	-	-	-	-	-	6	5	83

There are also positive feedback employers, who say in the presence of educational programs graduates formed core competencies, knowledge and skills of a professional interpersonal communication, personal and general professional skills.

All measures to control the quality of the educational process, conducted at different levels, are recorded in the form of records, certificates, certificates, reports, and so on. N., And discussed at faculty meetings and teaching tips. Based on the analysis and evaluation of monitoring indicators developed measures to improve the quality of implementation of the EP.

Department of "technical and natural science disciplines," maintains scientific relations with leading universities and scientific centers of near and far abroad

Table 4. Information on the conclusion of the international cooperation

№	Entity number of contracts Dates	Dates
1	HPE Izhevsk (RF)	18.10.15-18.10.20
2	EI "Minsk University of Management» (Russian Federation) 15.04.15	15.04.15-31.12.20
3	3International Department of the Open University of Great Britain 16.05.14	16.05.14-16.05.17
4	EE "Ross Hall" (United Kingdom) 16.05.14	16.05.14-16.05.18
5	Orenburg State Agrarian University (Russian Federation) 12.01.15	12.01.15-12.01.20
6	All	12.01.15-12.01.20
7	Karawang Institute of Technology (Indonesia)	25.04.14-25.04.19
8	Center of Modern Pedagogy "Education without Borders" (Canada)	14.05.14-14.05.19
9	National University in Sudan	30.01.14-30.01.19
10	HPE Bashkir State University (Russian Federation)	05.12.13-05.12.18
11	HPE "Omsk Regional Institute" (RF)	26.09.13-26.09.16

12	Publisher Adam Marszałek, Torun, Poland	05.10.13-05.10.18
13	Lodzenskaya Humanitarian	23.08.13-23-08.19
14	Technological Educational Institute (Athens, Greece)	24.01.13-24.01.17

The university plans to introduce multilingual education for EP design with 2016-17 academic year. To do this, the university is currently being prepared faculty and students of the English language within the framework of the additional training free of charge. TM developed in the disciplines "Computer Science" and "Engineering Graphics" in English.

The development of information systems at the university represented Site university AIS Platonus, RIEB resources. Learners and teachers organized access to Internet resources: Republican Interuniversity Electronic Library (RIEB), a multi-disciplinary e-Web of Knowledge (DB Thomson Reuters) research platform.

Information System and the feedback is aimed at students and professionals, and include:

- the functioning of the official university website in three languages;
- survey of employers about the quality of training of graduates, questioning students about the quality of educational programs, faculty and staff surveys on working conditions of satisfaction;

- accommodation freely available email addresses of managers;
- conducting Rector blog on the website of the university;
- the publication of the newspaper "Student Meridian", a reference to placement of visual information materials, scientific and methodological publications and articles in the central and local press.

Survey results are considered at production meetings with the heads of departments, according to the results of meetings are made organizational decisions.

Strengths of educational programs:

- University clearly defined priorities for the development direction.
- The university has shown a clear division of responsibility for the administrative and academic activities, as expressed in the presence of educational scientific-industrial corporation "NUR" and the academic unit and determine those responsible for the processes, unambiguous assignment of responsibilities, segregation of duties of Trustees, President and Scientific Council (presence the provisions of the collective bodies and work plans, job descriptions, work instructions).

- In high school operates an effective mechanism for informing, communication and feedback that focuses on students, staff and stakeholders (system of constant questioning, the standard "processes associated with consumers", Open information about the program guide, Open days, conferences and round tables, reception rector of students on personal matters, the annual job fairs on employment of graduates with an invitation to the leaders of enterprises of the city and the region).

- Management has demonstrated its openness and accessibility for stakeholders. University, as well as the availability of the communication channel for the innovative proposals in the form of a permanent open communication management with students and faculty.

- Provision of educational programs control the internal regulatory documents (105 positions, 14 of 26 programs and other documents).

- The institution has demonstrated compliance with the priorities of scientific research implemented TS EP, the national policy in the sphere of education, science and innovation development: the Opening of the academic departments with activity in the commercialization of research results ("Methods of preservation and conservation shubat" and "The introduction of new energy-saving technologies in the production of construction materials in the framework of EXPO-2017 ").

The Commission recommends that:

Improve quality assurance system of educational programs:

- A comparative analysis of relevant development plans, educational programs serving the University of Development Strategy and update plans for the development of educational programs;
- Ensure regular review and evaluation of the implementation of plans for the development of educational programs;
- Improve the design of mechanisms, control, internal quality assurance, assessment and monitoring of educational programs;
- EP for construction - to increase the effectiveness of cooperation with other universities that implement the same EP, and exchange of experience.

EEC notes that according to the standard criteria are as follows:

EP 5V042100 Design: 6 criteria of this standard have a strong position on the 28 - satisfactory position for 3 items for improvement;

EP 5V073100 and 6M073100 Life Safety and Environmental Protection: 6 criteria of this standard have a strong position on the 29 - satisfactory position for 2 positions for improvement;

EP 5V072900 Construction: 6 criteria of this standard have a strong position on the 28 - satisfactory position for 3 items for improvement.

2) Standard "The specifics of the educational program"

The content and structure of accredited educational programs of undergraduate and graduate 5V042100 - "Design", 5V072900 - "Construction" 5V073100 - "Safety and environmental protection", 6M073100 - "Safety and environmental protection" are formed in accordance with the requirements of the Model Regulations activity institutions of higher and postgraduate education, approved by the Government of the Republic of Kazakhstan from May 17, 2013 №499, SES RK, approved by Resolution of the Government of the Republic of Kazakhstan №1080

23.08.2012, at the Rules of the organization of educational process on credit technology, approved by Order of the Minister of Education and Science №152 from 20.04.2011, the

From 2014-2015 academic year, the university has started implementation of modular educational programs (MEP). MEP of bachelor program development of 138 credits, including 129 theoretical training credits 6 credits of professional practice, 3 credits of final certification. The volume of training load on the EP design is 144 credits, including 129 theoretical training credits, 12 credits of professional practice, 3 credits of final certification. MEP provides graduate development 56 credits, including 42 credits of theoretical training, 3 credits of pedagogical practice, 7 credits of research practice, 4 credits of final certification.

The overall objective consideration EP undergraduate - training of highly qualified personnel with the participation of academic staff of the University and employers' associations. The objective of EP graduate - to create conditions for high-quality mastering the basic disciplines for the formation of professional skills in the field of health and safety, labor protection and environmental protection for industrial and environmental safety of the Republic of Kazakhstan; development of creativity, initiative and innovation to move to the third level of higher education (doctorate).

Graduate Departments formed the model for each educational program. Models of bachelors and masters in accredited programs include professional fitness expert to carry out their duties. The graduate should possess the necessary and sufficient knowledge, leadership skills, focus on success, self-learning and other model except the qualification requirements into account: professional knowledge (competence: the special, intellectual, social, legal, intellectual initiative, self-organization, self-regulation); personality traits (responsibility to the business and the people, integrity, physical, mental and moral health, education, general cultural literacy, creativity, communication, self-control, self-reliance), general and professional competences and are included in the structure of the relevant modular educational programs.

The structure and content of modular educational programs for all levels of education and training for the entire period are developed on the basis of the department issuing the standard curriculum specialty, graduates models. MEP are considered at meetings of graduating departments and approved by the Academic Council of the university. The curriculum is approved by the Academic Council for each year of admission. On the basis of annual training plans are drawn up and approved working curricula. Catalogs of elective disciplines (CED) developed graduating department. In CED provides a brief description of the subjects, indicating prerequisites and postrekvizitov discipline. CED is available at the department and in the library. The University is actively cooperating with the employers who participate in the development of the composition of elective courses.

According to employers' proposals in the catalog of elective disciplines were introduced disciplines EP (Table 5).

Typical representatives of the employers involved in the design and implementation of the EP are the employers, the activity of which corresponds to the direction of vocational training graduates: LLP "Western treneng company" Republican Scientific-Research Institute of OT, Aktobe Experiment Station, JSC "Donskoy Mining Processing Plant", LLP "Sigma », Aktobe city utilities. These companies and organizations are potential places of employment of young specialists.

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Table 5. Information about the elective disciplines included in CED recommendations for employers

Name EP of specialty	Discipline	Quantity of the credits	Full name and name of the organization
5B073100 SEP	Ecological rationing and examination	2	Bogenbayev D.S., Vestern treneng kompanii LLP
	Analysis of the production facilities and production of man-made pollution	3	Agitayev G. A., OT Republican research institute

	Land registry	2	Zhubanysheva A.U., Aktjubinsk agricultural experimental station
	Anticipation and forecasting of development of chemical industry	3	Agitayev G. A., Republican scientific research institute
	Planning and use of waste-free production	2	Agitayev G. A., Republican scientific research institute
6M073100 SEP	Legal bases of the legislation of RK in the field of labor protection and industrial safety	3	Imangazin M. K.
	Labor protection and S.	3	JSC Donskoy gomo obogatitelny kombinat
5B042100 – "Design"	Advertizing and printing graphics	2	Imangazin M. K.
	Graphic design	3	JSC DGOK
	Design of objects of graphic design	2	Otegen N. A., LLP Sig ma
5B072900 – "Construction"	Technology of repair work	3	Otegen N. A., LLP Sig ma

The orientation of the educational process to communicate with the production and the practical activities are carried out through: conducting training in the workplace; organization of excursions and acquaintance with the work of main production; organizations of all types of practices. Close connection with the production also contributes to the fact that in carrying out the educational process in the basic and core subjects, as well as chairmen of state certification commissions, leading experts of enterprises and organizations of the city and the Republic (Table 6).

Employers say the high level of theoretical training of students, psychological readiness to work in a production environment, computer literacy.

At the same time, the EEC members note that students EP Design and EP Construction is not involved in the research of academic departments; results of research of academic departments are not implemented in the educational process according to the EP.

Table 6. TS with practical experience involved in the educational process:

Code and title	TS number with experience in production, business, etc	The number of employers involved to conduct training
5V042100 - "Design"	3	1
5V072900 - "Construction"	2	0
5V073100 - "Safety and environmental protection,"	3	2
6M073100 - "Safety and environmental protection,"	3	1

Planning educational trajectory (record on the discipline) is carried out in accordance with the academic calendar. Advisors conduct explanatory conversations. Once chosen discipline, studying form individual educational trajectory. The results of the selection of individual trajectories are handled by the Office of the registration form and allow flows Platonus system. In Ice a student is reflected research and pedagogical practice, an individual plan for the implementation of master's thesis, the plan of scientific publications and training.

Educational programs are fully secured WEP, syllabus, TM developed in accordance with the regulations in the Kazakh and Russian languages, the content of which corresponds to the specifics of the educational programs. TM pass a preliminary examination at the faculty meetings at the University and approved by EB Vice-Rector.

Goals, objectives, contents, methods, techniques, means and forms of organization of training at two levels of education consistent. Logical consistency and continuity of learning content development of educational programs is provided by the system prerequisites and postrekvizitov disciplines contained in the sample code, and TM CED.

Ensuring equal opportunities for learners achieved the fullness of educational-methodical, organizational-methodological and information support of the educational process in two languages training: Kazakh and Russian.

The teachers made individual assistance and advice to students during the PSAS, during the delivery of the IWS. At the beginning of each semester the schedule approved by the TS consultation.

For all students acting principle of gender equality. It operates equal access to the conditions of education, scientific research, educational activities.

The results of the interim and final control are available to students in Platonus system.

The content, form and criteria for the evaluation of students' knowledge presented in TM and syllabuses, and brought to the attention of students and undergraduates at the beginning of each academic period. The predominant forms of examinations in the Baccalaureate is a test and an oral exam, a master's degree - an oral exam.

The results of the rating and final control are discussed at meetings of the issuing department.

Control of knowledge, skills and competencies of graduates is carried out during the final evaluation of students. IWS assignments are included in TM, which in turn are placed in the electronic library of the university and are available to students. Types of independent work of students, their labor input in hours, the form and control the terms regulated in the relevant sections of the syllabus (the working of the curriculum) for each discipline.

Teachers, accredited EP use various forms of active learning (creative tasks, testing, feedback, group training, discussion of complex and controversial issues and problems).

However, the Commission notes the need for greater use of innovative methods and teaching techniques, the introduction of project-based learning as part of the solution of complex engineering problems with the course design, to involve staff of the department to participate in scientific and methodological conferences and seminars at national and international level.

Professional practices are conducted on bases, in accordance with signed agreements. Information about the bases of practices are given in Table 7.

Table 7 - Information on the bases of practices

Subdivision	Type of practice, duration of the contract
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name			
	Training	Production	Pregraduation
5V073100 / 6M073100 - SEP	<ul style="list-style-type: none"> - LLP «HSE consulting group» (27.05.15-27.05.20) - State Enterprise "Western regional center of sanitary-epidemiological examination on railway transport" (01.09.14-01.08.19) - LLP «The Western Training Company» (01.09.14-01.09.19) - LLP "Aktobe Agricultural Experimental Station" (26.10.14-26.10.19) - LLP "Aktobe Agricultural Experimental Station" (26.10.14-26.10.19) 	<ul style="list-style-type: none"> - LLP «The Western Training Company» (01.09.14-01.09.19) - Aktobe branch of the State Enterprise "National Research Institute for Labour Protection" (01.08.13-01.08.18) - Aktobe branch of the State Enterprise "National Research Institute for Labour Protection" (01.08.13-01.08.18) - State Enterprise "Western regional center of sanitary-epidemiological examination on railway transport" (01.08.10-01.08.15) - 	<ul style="list-style-type: none"> - LLP "Aktobe Agricultural Experimental Station" (26.10.14-26.10.19) - LLP «The Western Training Company» (01.09.14-01.09.19)
5V072900 Construction	<ul style="list-style-type: none"> LLP "Regional industrial technopark" Aktobe (01.08.13-01.08.18) - "Akram" LLP (01.06.10-31.08.13) - LLP "Zhayyk-Stroy Service" (01.06.10-01.06.15) - LLP "Asia-stroy" (01.08.11-01.08.16) - JSC "Ecotone-Batys" (01.08.10-01.08.15) - LLP "Stroy-Aktobe" (03.09.14-03.09.19) - Company "Emshan-Emshan Co» (28.08.14-28.08.19) - 	<ul style="list-style-type: none"> - LLP "Telis Ltd" (01.08.11-01.08.16) - "Akram" LLP 01.06.10-31.08.13 - LLP "Stroy-Aktobe" (01.09.14-01.09.19) - LLP Zhayyk-Stroy service (01.06.10-01.06.15) - LLP- Aziya stroy 21 vek (01.08.11-01.08.16) - - Ekoton-Batys LLP (01.08.10-01.08.15) - LLP- Stroy-Aktobe (03.09.14-03.09.19) - Company Emshan-Emshan Co (28.08.14-28.08.19) 	<ul style="list-style-type: none"> LLP "Akram" 01.06.10-31.08.13 - "Stroydeta" LLP (01.09.14-01.09.19) - LLP "Zhayyk-Stroy Service" (01.06.10-01.06.15) -
5V042100 - Design	<ul style="list-style-type: none"> "Design Ltd" (10.01.11-10.01.16) - LLP «Sigma graphics» (01.08.13-01.08.18) - IE "Zhylkamanov A.B" (01.09.14-01.09.19) - LLP «Sigma graphics» (01.08.13-01.08.18) - FE "Zhylkamanov AB" - 	<ul style="list-style-type: none"> - LLP «Sigma graphics» (01.08.13-01.08.18) - FE "Zhylkamanov A.B." (01.09.14-01.09.19) 	<ul style="list-style-type: none"> LLP «Sigma graphics» (01.08.13-01.08.18) - FE "Zhylkamanov A.B." (01.09.14-01.09.19) -

The Commission notes that the EP LSEP passage of professional practices bachelors are not fully implemented in accordance with the agreements concluded with the bases practices.

*Information about the faculty and students of academic mobility is presented in Table 8:
Table 8. Data on academic mobility*

External and	2012-2013	2013-2014.	2014-2015
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internal mobility	External	ext.	Total	External	ext.	Total	External	ext.	Total
Invited lecturers on academic mobility programs	1	1	2	1	2	3	1	1	2
The number of employees of the university, extending overseas training	1	-	1	5	-	5	4	-	4
The number of undergraduates, passing foreign scientific training -	-	-	-	-	-	-	6	-	6

Among the invited teachers lectured:

- Marek Bergander - Dr. PhD, professor at the University of Hartford (Connecticut, USA), lecture: "Mastery of professional public speaking and presentations in the educational process", "Preparation and publication of scientific articles in international journals with high impact factor";

- Nigel Foreman - Dr. PhD, professor at the University of Middlesex (London, England), the lecture "The use of virtual reality in the educational space";

- Ross Hall - Director of International Department, OpenUniversity (Milton Keynes, England), the lecture "The objectives and priorities at the current stage of development"; May 2014

- Thomas Paul Falk in August - Anouk Doctor of Law, Director of the consulting company «FalkBeratungsgesellschaft», representative of "Atlascopco" concern, "Eurasian Economic Union and the European Union: Challenges and dilemmas of integration in the legal and economic globalization"; May 2014

- Gatut Luhur Boediono - Prof. Dr. PhD University of Pancasila Indonesia, lecture: "The organization of scientific studies teachers."

- M. Glampedakis - Professor, Head of Department of Mathematics, Technology Education Institute of Athens, Greece. on the Bologna Process, the EU expert.

- Joanna Giareni - Head of Public Relations and International Relations of Technological Educational Institute of Athens, Greece.

- Christina Kontogulidu - Expert on Bologna Process University of Piraeus, Greece.

- Rudik GA - Professor, Doctor of Education, Candidate of Technical Sciences, PhD, director of the Center for Modern Pedagogy "Education without Borders" (Montreal, Canada)..

The internal academic mobility programs, two students LLPk part in 2016 EP Design:

- Students Akmaral Batyrov and Nauryzbek Zhanbolat, 1 year, South Kazakhstan Humanitarian Institute im.M.Saparbaeva with 25.01.2016. on 10.06.2016.

Strengths of educational programs:

- The existence and effective functioning of the individual aid and .konsultirovaniya students, individual academic support (Institute curators and advisors, faculty accessibility, close relationship academics and students in addressing academic issues).

- According to EP 5V042100 Design 5V073100, 6M073100 Life Safety and environmental protection institution has demonstrated active involvement of employers in the design and implementation of the EP data.

- In EP 5V073100, 6M073100 Life Safety and environmental protection institution has demonstrated continuity of the content of EP at various levels - Bachelor's, Master. There is a relationship of academic disciplines, consistency and continuity.

- According to EP 5V042100 Design 5V073100, 6M073100 Life Safety and Environmental Protection demonstrated updatable EP considering the interests of employers. Implemented the annual revision of EP in accordance with labor market needs.

The Commission recommends that:

- Develop the principles and mechanisms of harmonization of the content of educational programs with leading foreign and Kazakh universities.

- Expand cooperation with foreign universities in the creation of joint educational programs.

- Provide faculty participation in scientific and methodological conferences and seminars at national and international level.

- Ensure the involvement of students EP Design and EP Construction in the research of academic departments; implement the results of RW departments in the academic learning process according to the EP.

- For EP Construction - greater use of innovative methods and technologies of teaching, to implement project-oriented learning in the framework of solving complex engineering problems with the course design.

- For EP Construction - carry out research in the field of methodology of teaching special educational disciplines to innovate effective teaching methods in the educational process.

EEC notes that accredited EP criteria are distributed as follows:

EP 5V042100 Design: 8 criteria of the standard university has a strong position on the 23 - satisfactory position for 2 positions require improvement.

EP Construction: 2 criteria of the standard university has a strong position on satisfactory 26 positions, 5 positions for improvement.

EP 5V073100 and 6M073100 Life Safety and Environmental Protection: on 10 criteria of the standard university has a strong position, with 20-satisfactory positions for 3 positions require improvement.

3) Standard "Teaching staff and teaching effectiveness"

Educational programs are provided with high-quality teaching staff, the corresponding profile of the program. recruitment system in high school is based on a comprehensive analysis of the needs of the educational programs, the results of which announced a competition for filling vacant faculty positions. Information about the teaching staff departments, information about the qualifications of each teacher in the form of portfolio available on the university website.

Academic degree holders rate of the department is given in Table 9:

EP title	Number of regular faculty / academic degrees and titles		
	2012-2013	2013-2014	2014-2015
SEP	20/12(60%)	28/17(60,7%)	33/19(57,6%)
Building	10/6(60%)	29/17(58, 6%)	21/14(66,7%)
Design	11/7(63,6%)	21/13(61,9%)	24/15(62,5%)

Table 10 - Qualitative composition of faculty issuing department

Personnel potential	2012-2013	2013-2014	2014-2015
TS number	in all– 28	total– 37	total– 42
The number of full-time teaching staff	26 (92,8%)	30 (81%)	35 (83,3%)
with academic degrees and titles	13 (50 %)	15(50%)	18(51,4%)
doctors, professors	1	1	-
Degree of PhD	2	1	1
Degree of DBA	2	2	1
Candidates of Science	8	11	16
Masters sciences	5	7	11

Among the teachers engaged in the implementation of EP Design, have the winner of the international competition: first bookplate on the eponymous film by Federico Fellinin "Sweet Life" participated in the exhibition. Bodio Lomnago, in the contest "Blue Rider" in Serbi awarded a diploma of II degree International Youth Bookplate competition in 2013, participated Otegen A.ZH. professor and student Derezovsky D.

Data on the number of teaching staff with experience in the proizvolstve are shown in Table 6.

An analysis of the number of scientific and pedagogical qualifications of teaching staff, providing training in accredited educational programs, shows an increase in the number of teaching staff of the department, which is consistent with a marked increase in the contingent of students. Experts point out that the average age of teachers of the department "Technical and science education" is 48 years old. The main source of replenishment of the TS staff are teachers of other universities coming KRIU and staff from production

Working load TP specialties include educational, methodical, scientific, organizational and methodological work, enhancing professional competence. The average individual teaching load at the University of from 450 to 820, depending on the scientific and academic degree and faculty positions. The committee members were convinced that the distribution of faculty teaching load and schedule training sessions correspond to the requirements of the loan program.

Teaching quality is ensured: guidelines for the study of subjects (including - for the organization of independent work of students), by the presence of the full range of educational publications on the subject (textbooks, manuals, workbooks, courses, lectures and others.); the selection of informational handouts on the subject (including various scientific point of view, statistics, examples from practice) and a set of demonstration materials (presentations, videos, multimedia courses on CD-ROM, practical work samples, essays, projects, etc.).

For all disciplines of the department developed educational-methodical complexes, which shows the syllabus of training courses, lectures, seminars, plans, according to the SIW assignment, types of control, questions and tasks, the rating assignment, exam materials.

The results of scientific works of teachers published in the form of monographs, collections of scientific papers and conference papers, articles, theses in various scientific publications.

Table 11 - Publication of research faculty and students

№	Publication type	2012-2013	2013-2014	2014-2015
1	Monographs	1	-	1
2	Tutorials	1	2	1
3	teaching aids	8	11	17
4	Electronic textbooks	-	-	-
5	TS Articles			
	Of them: Articles, theses in the collections of conferences and other scientific events (overseas edition)	2	3	4
	Articles, theses in the collections of conferences and other scientific events (republican editions)	10	16	18
	Articles in journals with high impact factor, ThomsonReuters, SCOPUS	-	-	5
	Articles in journals with high impact factor, RISC	-	1	14
6	Article 6 students, undergraduates	1	16	40

Patent data are given in Table 12.

Table 12 - Patents teaching staff of the department

№	A list of the scientific research	The main results of research	The authors of the patent
1	A method for producing sodium ethylate	Patent № 18068	Shalmagambetov K.M
2	The method for producing 1-hydroxy-naphthoic acid	Patent №16818	Shalmagambetov K.M
3	A process for preparing salicylic acid	Patent №17877	Shalmagambetov K.M
4	The method for producing P-hydroxybenzoic acid	Patent №17554	Shalmagambetov K.M.
5	A process for producing 2-hydroxy-3-naphthoic acid	Patent № 16819	Shalmagambetov K.M.
6	A method for producing P-and salicylic acids oksibinzoynoy	Patent № 16184	Shalmagambetov K.M.
7	The method for producing n-hydroxybenzoic acid	Patent № 15161	Shalmagambetov K.M.
8	The method for producing 1-hydroxy-2-naphthoic acid	Patent № 15958	Shalmagambetov K.M.
9	The method for producing n-aminosalicylic acid	Patent № 15017	Shalmagambetov K.M.
10	Ceramic mass for the manufacture of ceramic bricks	Patent № 26861	Kayrakbaev A.K

Volumes of research funded by accredited EP is given in Table 13.

Table 13 - Volume of funded research

Financing of RW,	Means of the founder	Theme RW, Full name of the organizer	Direction RW.	Economic contract	Contracts by request OF MES RK
1	2	3	4	5	6
2012, (150 000tg)	Kazakhstan institute of metrology of Committee of technical regulation and metrology Ministry of the industry and new technologies	Improve the quality management system by improving its information security (Ph.D. Bisembayev B.T.)	Health and safety and labor protection	18.092012	-
2013, (1 728 000тг.)	Republican scientific research institute on labor protection of the Ministry of Labour and Social Protection of the population of RK	Health and safety and labor protection (dts Bazarbaeva S.M.)	Health and safety and labor protection	01.11.2012	-
2014, (120 000тг)	SI Intermediate school No 1 Aktobe	Occupational health and safety in the field of technical education personnel (k.s.h.n. Kurzhembaev A.K.)	Health and safety and labor protection	10.01.2014	-
2015 (24 000 000 тг.)	Euroasian technological university	Virtual interactive research methods of enhanced oil recovery and gas turbine designs for Heightening energy output based on the	Health and safety and environment protection	-	№ 655 from 16.04.2015

1	2	3	4	5	6
2015, (12 000 000тг.)	JSC KMK- Munay	Information Technology (Ph.D. Sahatova G.S.)	Method retardation grouting mortars (Dr. Sahatova GS)	Life safety and environmental protection	24.11.2015
2015, (11 500 000тг)	RGP National center of technological forecasting of WORLD of RK	Physical and chemical bases of associated extraction of concentrates of rare earth metals and fluorine capture of phosphate raw materials Chilisai field (Ph.D. Lepesov K.K.)	Life safety and environmental protection		№679 from 16.04.2015
Total: 49 498 000 tg.					

The Commission notes the lack of RW funded by EP Design and Construction.

The university carries out a transparent, democratic policy towards teachers, aimed at creating a favorable atmosphere for fruitful work. For conscientious performance of functional responsibilities, continuous trouble-free operation, innovation in work and other achievements of the employees are encouraged to: the issuance of the award; KRIU awarding the medal, the award of a "golden wings"; awarded the certificate of honor.

In KRIU developed and a system of promotion of TSs for the rating. At the end of each half-year teachers make personal rating, which assesses the educational-methodical, research, educational and social work in six months. In summing up the results of the rating TS winners will be awarded certificates and cash allowances to wages. Teachers at the meetings with the experts noted satisfaction with the system.

TS has full access to the management of the university and faculties, as well as documents regulating the legal activity of the teacher in all aspects of the educational process and science of establishing the social and material conditions of employment. University Guide partially (50%) paid by TS publication of articles in journals with high impact factor. The guide is available 97.3% of the respondents assessed the teachers as "good" or "excellent".

Teachers point out the level of satisfaction with "very good" and "good" by the following parameters: satisfaction with the content of educational programs (97.3%); availability of scientific literature for TSs (94.6%); TS involvement in decision-making and strategic management (94.5%); encouraging faculty innovation (94.6%).

The university created the optimal conditions for sports and leisure activities of students and staff: operating sports clubs, swimming pool. Operates Medical center of health technologies and the student health center.

Monitoring TS activity is carried out in a systematic manner, it is an objective LLPI for evaluating results and includes a rating system of evaluation of TS, TS appraisal procedure, TS surveys, organization of reciprocal visiting of classes.

In order to improve efficiency and improve the learning process in accordance with the specifics of the educational program of the TS should regularly undergo refresher courses.

Professor of EP Design. Zhappar B., a member of Kazakhstan Union of Artists, held training courses in the Kazakh National Academy of Arts. T.Zhyrgenova in February 2014, Medeubaeva D.I., Ph.D., Lecturer in EP SEP, studying at the University of Sunderland (UK) February 01, 2016. on March 1, 2017 (full-time teaching in the MBA program at the expense of funding the university).

The Commission notes the insufficient passage on long-term training (of more than 72 hours) training courses on the profile of EP Construction at the national and international level. EEC members note insufficient faculty academic mobility and joint research with foreign partners in the implementation of EP and weak involvement of implementing EP-known scientists, public and political figures.

Strengths of educational programs:

- On the website of the university and the program AIS «Platonus» posted profiles of faculty and management, including personnel information, scientific publications, teaching disciplines and contact information.
- The transparency of personnel procedures provided by internal regulations, the availability of guidance for teachers and staff, the Charter on free competition among the faculty and staff of corporate ethics and etiquette of the university community.
- To design and LSEPEP - at the department are involved in the practice of professional disciplines to read the profile of accredited programs (Zhappar B.T., Zhylkamanov A.B., Imangazin M.K. Kurzhembaev A.K. Zhubanysheva AU, Tukashev JB, Bisembayev BT).
- □For EP Design LSEP- TS participation in the development of the region with the involvement of students and graduate students to address pressing problems of industrial ecology Aktobe region, the development of the aesthetic appearance of the city (The study of the environmental impact on the objects "Tengizchevroil" LLP, oil and gas field of industrial safety study Alibek LP mall "KazakhOil Aktobe" and the impact of mining EPerations on the environment, analysis of the economic parameters and the environmental impact of the Aktobe ferroalloys plant; Execution of the design project of educational building KRIU; Development of corporate style "Nurdaulet").

The Commission recommends that:

- Strengthen efforts to develop academic mobility of faculty and conduct joint research with leading domestic and foreign scientists in the implementation of accredited educational programs.

According to EP Construction - provide regular training on the passage of the long-term (up more than 72 hours) training courses on the profile of EP at the national and international level.

- For EP Construction - develop pedagogical staff recruitment system to ensure human resource capacity of the educational program.

EEC notes that according to the standard criteria are as follows:

EP 5V042100 Design; EP 5V073100 and 6M073100 Life Safety and Environmental Protection: 5 criteria of the standard high school have a strong position on the 15 - satisfactory position, 1 position for improvement. EP 5V072900 Building 1 criterion this standard has a strong position on the 17 - satisfactory position for 3 items for improvement.

4) Standard "Students"

Students and undergraduates are the main consumers of educational services, so the head of the implementation cost of the interests of the educational programs. Educational environment simulates the following characteristics of students: personality, striving for greater freedom, the process of achieving integrity, personal and professional growth, self-reliance and self-esteem.

The contingent of students on specialties, applications for accreditation are given in Table 14.15. It noted a steady increase in the contingent enrolled in accredited OD in the past five years, except for a small decrease in undergraduate contingent EP LSEP the past two years.

Table 14. The contingent of students over the past 5 years.

Code and title	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	total	ind.	total	ind.	total	ind.	total	ind.	total	ind.
	Full time and part time	Full time and part time	Full time and part time	Full time and part time	Full time and part time	Full time and part time	Full time and part time	Full time and part time	Full time and part time	Full time and part time
5B042100 -"Design"	21 (21/0)	-	22 (22/0)	-	92 (92/0)	-	96 (96/0)	-	216 (216/0)	-
5V072900 - "Building"	4 (4/0)	-	4 (4/0)	-	33 (26/7)	-	32 (23/9)	-	46 (29/17)	-
5V073100 - "Life safety and environmental protection"	13 (11/2)	-	46 (37/9)	-	111 (90/21)	-	102 (82/20)	-	94 (75/19)	-
6M073100- "Life safety and environmental protection"					6(нп)		19(16 нп/3п)	-	23 (нп)	-
Total	38 (36/2)	-	72 (63/9)	-	242 (214/28)	-	249 (220/29)	-	379 (343/36)	-

Table 15. Information about the admission of students in the last 5 years.

Code and title	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	total	ind.	total	ind.	total	total	ind.	total	ind.	total
	Full time	Full	Full	Full	Full time	Full	Full time	Full	Full	Full

	and part time	time and part time	time and part time	time and part time	and part time	time and part time	and part time	time and part time	time and part time	time and part time
5B042100 -"Design"	6 (6/0)	-	6 (6/0)	-	66 (66/0)	-	64 (64/0)	-	79 (79/0)	-
5V072900 - "Building"	4 (4/0)	-	-	-	7 (0/7)	-	3 (1/2)	-	10 (9/1)	-
5V073100 - "Life safety and environmental protection"	7 (7/0)	-	13 (4/9)	-	16 (4/12)	-	13 (5//8)	-	17 (6/11)	-
6M073100- "Life safety and environmental protection"	-	-	-	-	6 (нп)	-	15 (12нп/ 3 п.)	-	3(нп)	-
Total	17 (17/0)	-	19 (10/9)	-	95 (76/19)	-	95 (85/10)	-	109 (97/12)	-

The current model of the university student's contingent comply with the legislation of the Republic of Kazakhstan and is based on the principle of election of applicants of the higher educational institutions and educational programs. To increase the number of applications for admission from the university students is an active professional orientation work with the graduates of secondary schools, organizes the work with parents and teachers to explain the terms and rules for admission to the university. Meetings with potential applicants is conducted members of the selection committee and the teachers of the university, responsible for professional work in the departments. To promote programs accredited university actively involves students and graduates (Open house, meetings, round tables, visiting concerts and other cultural events).

Each applicant can timely obtain all the necessary reliable information on the university's website in the "Applicant".

As a base for a variety of practices selected organizations and educational institutions, the activity of which corresponds to the profile of the university training of specialists.

However, the Commission notes the need to enhance the profile of the professional practice of passing on EP LSEP considering the specifics of the production and Aktobe region Aktobe region and in the field of industrial safety requirements of the labor market.

Students and undergraduates accredited specialties are involved in national and international conferences, seminars and forums, competitions, receive a premium at the university level. Data on participation of students are summarized in Table 16.

Table 16 - Information on the involvement of students in research

№	Criteria number.	Unit. rev	Academic years			
			2012-2013.	2013-2014	2014-2015 y	2015-2016

5V073100 / 6M073100 - Life safety and environmental protection						
2	- Olympics	кол.	2	3	6	8
	- Competitions, exhibitions	кол.	5	8	10	13
	- Conferences, scientific publications count	кол.	10	18	23	25
5B042100 -Design						
2	- Olympics	кол.	2	3	6	8
	- Competitions, exhibitions	кол.	5	6	10	13
	- Conferences, scientific publications count	кол.	8	9	11	16
5B072900 -Building						
2	- Olympics	кол.	-	-	-	-
	- Competitions, exhibitions	кол.	1	2	3	3
	- Conferences, scientific publications count	кол.	1	2	3	4

Commission members noted the weak involvement of students in the EP Construction research work. Experts recommend that actively involve students of the EP to the academic departments of the university.

The rating system of students' knowledge assessment provides a high level of control and helps motivate students to educational activity.

However, the Commission notes the lack of transparency in the current control of knowledge in the information environment of high school.

To provide professional assistance to students in finding employment during the training of graduates Fair held with participation of representatives of organizations involved in regional job fairs, organized on the initiative of "Nur Otan" and the municipal government of employment and social programs. Together with the social services for young people are held trainings on social positioning of graduates. Information about the employment of graduates is shown in Table 3.

Analysis of the data on employment in the last three years shows the increase in the percentage of graduates are employed in all accredited EP.

In high school a lot of attention is paid to the organization of leisure of students outside the classroom. The advantage of the university is the student organization of the campus with the provision of opportunities for students to engage in cultural and sports activities, the services of the Medical Center and Service Center.

In KRIU and at the Department of favorable conditions for personal development and education of students, it is possible to extracurricular leisure enrolled in sports clubs in the following sports: volleyball, basketball, togyz kumalak, chess, kazaksha kures; as debate clubs, valid student theater "Buffanada" choir, dance ensemble, Club for fun.

Conducted annually ALL UNIVERSITY tournaments Cup KRIU President, World Health Day, KRIU Championship Chess and togyz-kumalak, basketball among boys and girls, sports contest among the faculty. These competitions are different mass participation of university students, the competition between the different courses, groups and departments of the university.

University pays great attention to work with gifted students. For information about the features and promotions gifted students are given in Table 17.

Table 17 - Analysis of opportunities for gifted students

	2011-2012	2012-2013	2013-2014
Analysis of an opportunity for gifted students	9 students, from them: 2 students of 15% a discount for training (np.№345 from 15.02.11g., No. 931 from 07.10.11g.)	21 students, from them: 4 students the decision the AB (No. 10 from 13.03.13g.) it is awarded by the medals "For Valour in Study"	45 students, from them: 12 students (PrNo. 174 of 21.05.14) in honor of the 20 anniversary of KRMU are awarded in the sum 20 000 tg.
	1 student of 10% discount	5 student (Ord.No. 514 of 07.03.2013) are awarded by letters of thanks	7 students (Ord.No. 89 of 15.01.14) are awarded by sum from 3000tg. to 5000tg.
	10% a discount for 1 student 3 students		
	In 15.12.11. 3 students have got grants in the sum – 45000tg.	2 students are encouraged in honor of the 18 anniversary of KRIU of authors of the Anthem of higher education institution - 3000 tg.	4 students (Ord.No. 83 of 06.01.14) are awarded by the medals "For Valour in Study"
		2 students - For development of the website of higher education institution - 3000 rtg	It is provided to 2 students, 10% a discount (Pr No. 33 of 21.10.13)
	3 students have got grants of the akim of area	9 students have got grants of the akim	3 students (OrdNo. 206/1 of 26.03.14) sent for participation in the Republican subject Olympic Games in the sum 121 000tg.
	1 student sent to a scientific symposium in the sum 43 696 tg.	3 students have got the patron's grants (Tuleutayeva Z.T., Tukasheva Zh.B.)	3 students (Pr No. 191 of 05.03.14) sent for participation in the subject Olympic Games in the sum 114 800tg.
			23 students have got Akim's grant of area.
			4 students are awarded the order "Gold wings ".

Students have expressed full satisfaction with the level of accessibility and responsiveness of university management (84.6%); availability of academic counseling (82.7%);

Access to health care (82.7%); the availability of library resources (94.2%); existing training resources (80.8%); usefulness of the university web site (84.6%); overall quality of training programs (82.7%); the relationship between student and teacher (90.4%).

At the same time, there is no possibility of accredited programs of professional certification of students in the area of specialization. The committee notes the low involvement of students in the program of external and internal academic mobility.

Strengths of educational programs:

- University clearly defined policy formation contingent, including benefits and discount system, pricing, competition for the assignment of awards "Best Student of the Year", "Best student scientific projects", financial support to students-orphans, students from large families, students studying from one family, the institution of corporate grants and scholarships, fellowships patrons, grants of akim of Aktobe region, rewarding students with medals "For valor in their studies, the Order of" Golden wings ".

- The university has an active professional work in the region.

- The university has successfully implemented a program to support gifted students, including the creation of a creative atMEPphere, the aesthetic object-spatial environment, holding monthly art competitions, financial support and social protection for the gifted students, involvement and participation in the creative teams, the creation of conditions for creative implementation.

- Continuous monitoring of student satisfaction and graduate students through questionnaires, interviews, meetings with the management, operative solution of current problems.

The Commission recommends that:

- Develop a program for the development of internal and external academic mobility of students for 3-5 years reflecting the financing arrangements.

- Ensure the operational weekly submission of information from the TS on the evaluation of students' knowledge in the AIS «Platonus».

- EP for Design and Construction - develop a mechanism for professional certification of students in the area of specialization.

- To ensure the participation of students in the construction of EP RW, including in the work of the academic departments.

EEC notes that according to the standard criteria are as follows:

EP 5V042100 Design: 4 criteria of this standard have a strong position on the 7 - satisfactory position, 4 position for improvement.

EP 5V073100 and 6M073100 Life Safety and Environmental Protection: 4 criteria of the standard high school have a strong position on the 8 - satisfactory position, 3 position for improvement.

EP 5V072900 Building 4 criterion of this standard has a strong presence, 6 - satisfactory position, 5 positions for improvement.

5) Standard of "The resources available to educational programs"

The audit committee is satisfied that sufficient financial and technical resources to support the educational process and the implementation of the mission, goals and objectives of

accredited programs. The university has a modern level of material and technical basis, the resources to provide quality educational services.

In order to ensure accessibility for students to read information on the disciplines of university students given the opportunity to access to the bathrooms-personified interactive resources, training materials and assignments that are available outside of school hours in the AIS "PLATONUS v3.0". The university provided the opportunity to test the self-assessment of students' knowledge through remote access to the university's website. Students have the opportunity to familiarize themselves with the necessary information on the educational process. It also involves the issuance TM students and faculty of the university library, there is a system of local testing students at the Center for computer-based testing with automatic delivery of results.

TM placed on electronic media in the database of the Department, the EMA, the library and are available to all students in any media (disks, etc.). TM also available on the educational portal website KRIU and available to all students. Students give syllabuses, which specifies the list of the literature available in the library. Also, students are provided with the ME to practical work, PSAS, SRO by holding seminars, for registration of abstracts, collections of tests and others.

The availability of this information is provided in the classroom, the educational portal KRIU website, in the reading rooms of the library, electronic reading rooms with computers connected to the local network that have Internet access to 358 lm, which ensures regulatory requirements in the amount of n .m. on the existing contingent of full-time students and faculty based on the shift of classes.

Market research aimed at identifying the use of the equipment and software on the EP 5V072900 - "Construction" 5V073100 - "SEP" 6M073100 - "SEP" 5V042100 - "Design", conducts practical teacher, makes a prEPosal to the leadership. As well as data on the use of the necessary hardware and software in these sectors are defined by questioning employers and industries.

Analysis of the adequacy and present, available rasporya-zhenii educational resources programs:

1) Computer software and Internet technologies.

- 325 computers (including accredited EP - 73 computers), 19 projectors, 4 interactive whiteboards, 8 TVs, 4 CCTV, 2 interactive information terminal, which is aimed at ensuring the appropriate information and communication environment training according to the requirements of the State Program of Education Development in the Republic of Kazakhstan for 2011-2020. However, the Commission notes that are not fully reflected on the activities and specifics of EP on the site, there is no search, placement of external publications on the implementation of the EP.

Also, the Commission notes the lack of equipment of the Department of specialized software for EP design and construction.

2) Classroom Foundation.

Accredited educational programs with the necessary classroom fund, educational laboratories, computer classes, methodical study, gyms, including:

- For the implementation of the EP for the field of "Life safety and environmental protection", "Construction", "Design" educational building area - 1027.6 sq.m, in per student given contingent given shift classes - 9.7 meters, which corresponds to the requirements;

- 7 apartments and residence.

The total area of housing - 1 071.7 sq.m., which fully satisfies the need for the availability of funds for residential accommodation scientists arriving in KRIU on academic mobility to give lectures, provide methodological assistance, training seminars, participation in conferences.

3) book collection and library complex.

The volume of the total book fund - 278 346 ed.izd, literature fund provision in relation to the given contingent - . 177, the provision of literature on digital media - 51.8%, which fully complies with regulatory requirements. Including accredited EP volume book collection 41741 ed.izd that in relation to the given contingent of 189, which corresponds to the regulatory requirements.

Funds textbooks and manuals, scientific literature, educational and methodical development of teachers to carry out laboratory and practical works, term papers and dissertations, reference materials available in the library fully accessible for students' independent work.

The necessary funds are allocated annually to replenish the library fund and the educational process.

Providing educational process with textbooks, teaching aids, TM, guidelines and through University Press. Nevertheless, there remains a deficit of necessary textbooks in the Kazakh and Russian languages.

4) The conditions for the research of teachers and students.

In high school in the 2013-2014 academic year held a modern repair, design of the facade and lobby, what LLPk more than 25 million. tenge. For special "Life safety and environmental protection", "Construction", "Design" isolated premises of 1027.6 square meters, were repaired, allocated funds to equip laboratories about 16 million. Tenge.

Conditions for research professors:

Technological support of students and faculty in the following manner: in 2013. acquired AIS "PLATONUSv3.0" for automation of the educational process and the implementation of the DLT.

Department of IT and DOT provides TS, staff and students via the local network personal login and password to log in to the AIS "PLATONUSv3.0".

In order to ensure the availability of academic university students have opportunity to access to individual interactive resources, training materials and assignments that are available outside of school hours in the AIS "PLATONUSv3.0". The university provided the

Opportunity to test the self-assessment of students' knowledge through remote access to the university's website. Students have the Opportunity to familiarize themselves with the necessary information on the educational process. It also involves the issuance TM students and faculty of the university library, there is a system of local testing students at the Center for computer-based testing with automatic delivery of results.

Conducting academic consultations, discussion tasks and problem questions on the subject, sending the results of IWS and their review are implemented in three ways: through a personal account in the AIS «Platonus» in the on-line-mode, via chat and online educational portal; contact - in the departments in accordance with the approved schedule of classes and IWTT. Academic advisors specialties consultations are held.

In order to provide professional guidance have access to online resources, assisting in the selection and achievement of career paths in the university portal sections: "Entrant: Bachelor's, Master."

In order to facilitate the formation of professional competence of students at EP "5V042100 - Design" was created by laboratory – Square Planair named after A.Otegen for what allocated premises of 296 sq.m. and spent funds in the amount of about 1.9 million. tenge. For laboratory acquired easels, frame for setting a drawing to showcase skeleton, torso, "Venus", a plaster head, soffit lighting productions, the head of David staged busts, what took more than 700 thousand tenge.

Design studio and printing press were created for formation of professional competence, for which there is the following equipment: computers with programs CorelDRAW, PhotoShop, HP printer, Konica Minolta, Risograph Riso EZ, hardcover coffee Fastbind Sacura, Master3 scanner.

The university has the appropriate implemented educational programs in the field 5V073100 - BZhiZOS, 5V042100 - Design, 5V072900 - Construction, 6M042100 - Design, 6M073100 - SEP, sanitary-epidemiological norms and requirements classrooms, laboratories: Laboratory of "Physics and Electrical Engineering," teaching and research laboratory " Engineering graphics "Testing laboratory of building materials, office-laboratory" Metrology and measuring systems "Training and production company" Fresco "Biochemical laboratory Sanya, scientific and methodological center of academic departments.

Biochemical Laboratory (Sanya) with a total area of 60 sq.m. has technical equipment and software: computers, displays, chemical instrumentation; sensors and pressure transmitters and temperature, equipment. The Commission notes the full use of the laboratory in the actual research by students and faculty OP 5V073100, 6M073100 Life safety and environmental protection for solving urgent problems of the Aktobe region. The research results are being tested in the learning process when the diploma and master's works.

However, the Commission notes the lack of laboratory equipment OD Construction: no laboratory facilities for training in the disciplines of "Fluid Mechanics," "Geotechnics", "Structures" Research asphalt.

Strengths of educational programs:

- The idea of creating a single student campus, including classrooms, dormitory, student clinic, own and rented sports halls, student service center (cooking, beauty salon, shopping areas and boutiques, studios, service center maintenance of computer equipment).
- Creative design of educational buildings, focused on the formation of a highly cultured individual, aesthetic education and development of creative abilities of students.
- A sufficient number of computer classes, reading rooms, language laboratories. educational resources for students available.
- Availability of electronic versions of news magazines, personal pages of PPS.
- The university creates sufficient conditions for the development and use of ICT by faculty and students (17 computer classes, 4 audience with interactive whiteboards, 19 projectors, laser projector and projector for demonstration slaydovv lobby, ON QwickShow to create and demonstrate laser effects, conducting a seminar on IT on permanent basis).

- According to EP 5V073100, 6M073100 Life Safety and Environmental Protection - full use of existing equipment and resources in the current research of students and faculty to address the urgent problems of the Aktobe region.

The Commission recommends that:

- Intensify efforts to use information networks to inform the public and stakeholders.
- Improve the work on the control of originality of final qualifying works by "Anti-plagiarism" software.
- Provide staffing granted textbooks, teaching aids in the official language at the expense of the materials developed in the published staff of the department
- Ensure current specialized software Subdivision Design and Construction.
- Enhance laboratory equipment specialized disciplines EP Building.

EEC notes that according to the standard criteria are as follows:

EP 5V042100 Design: 6 criteria of this standard have a strong position on the 24 - satisfactory position for 2 positions for improvement;

EP 5V073100 and 6M073100 Life Safety and Environmental Protection: 6 criteria of this standard have a strong position on the 24 - satisfactory position for 2 positions for improvement;

EP 5V072900 Construction: 5 criteria of this standard have a strong position on the 21 - satisfactory position, improvement is required in 6 positions.

5) The standards in the context of individual specialties. Natural and Technical Sciences

In order to familiarize students with the professional environment and current issues in the field of specialization, as well as for the acquisition on the basis of theoretical training skills following events are held for students: guided tours for enterprise core areas:

- guided tours in the laboratory of LLP "Aktobe Agricultural Experimental Station", in the laboratory of LLP «The Western Training Company», and LLP "Batys-Ecotone".

- senior Lecturer of the Department Cand.Agr.Sc. Kurzhembaev A.K. conducts laboratory and practical classes on the subject "Environmental Monitoring" on the basis of Aktobe Agricultural Experimental Station,

- senior Lecturer of the Department Cand.Agr.Sc. Imangazin M.K. conducts laboratory and practical classes on the subject "Technical regulation of industrial safety" at the LLP «The Western Training Company».

The Commission notes the lack of involvement of students in EP Construction activities at work (excursions, training in the workplace).

At the present time, according to EP cluster to employ teachers - practice. Selection of teachers and practitioners on the basis of qualification requirements, job descriptions and staffing table, as well as the experience in teaching and the industrial sector. Data are given in Table 6.

The content of undergraduate courses are based on the knowledge and skills obtained in the previous level of education, and are aimed at the acquisition of knowledge, both in the field of basic sciences, and the scientific and professional skills and competences.

Accredited educational programs are fully compliant with the standard in the context of the specialty.

Strengths of educational programs:

- In accredited by the EP are involved full-time teachers who have a long experience of working full-time employees in enterprises in the field of specialization of these subdivisions (Zhapar B.T., Zhylkamanov A.B., Imangazin M.K. Kurzhembaev A.K. Zhubanysheva A.W., Tukashev J.B., Bisembayev B.T., Dyusembinov D.S.).

The Commission recommends that:

- Ensure the regular participation of students in the EP Construction activities at work (excursions, training in the workplace).

EEC notes that according to the standard criteria are as follows:

EP 5V073100 and 6M073100 Life Safety and Environmental Protection 1 criterion this standard has a strong position, 2 - satisfactory position.

EP 5V072900 Construction: 2 kriteriyam- satisfactory position, 1 position for improvement.

6) Standards in the context of individual specialties. Art.

Students have the opportunity to learn skills, explore new aspects of art, develop their creative abilities by various methods and techniques of teaching. Teacher, in practice, showing students the methods of work of a particular subject, get a master class for the independent exercise of creative works in the presence of a teacher.

For best results, student's academic achievement are invited famous masters and artists who show a master class, encouraging students contribute to the creative development potential and thus contribute to better results achievement. One of the masters of the practice are the teachers of the department, such as B.T. Zhapar, Zhylkamanov A.B., by example in manufacturing, can explain to the students the fine specificity and depth are the specialty "Design". Honored Worker of the Republic of Kazakhstan Otegen-Tana A.Z. The example of the work on the bookplate shows students all the nuances of this type of engraving.

Students attend: Artists exhibition at the City Art Gallery, a variety of activities dedicated to a specific event of the city or the country and organize own exhibitions of works.

To check the final works of students going to the commission among faculty specialty "Design", by viewing creative works exhibited peer review of the final course of study.

Strengths of educational programs:

- The department has demonstrated the presence of graduates of entrepreneurial competence after the acquisition of theoretical knowledge in the field of arts; active participation in cultural and artistic activities in the region.

The Commission recommends that:

- If an existing cohort of students is recommended to extend the list of areas to be implemented within the EP design.

EEC notes that the 3 criteria of the standard university has a strong position, 5 position, satisfactory, and 1 criterion requires improvements.

(V) RECOMMENDATIONS FOR EDUCATIONAL PROGRAMMES 5V042100 - "DESIGN" 5V072900 - "Construction" 5V073100 - "LIFE SAFETY AND ENVIRONMENTAL PROTECTION", 6M073100 - "LIFE SAFETY AND ENVIRONMENTAL PROTECTION"

Improve intra academy quality assurance system of educational programs:

1. Carry out a comparative analysis of relevant development plans, educational programs serving the University of Development Strategy and update plans for the development of educational programs;
2. Ensure regular review and evaluation of the implementation of plans for the development of educational programs;
3. Improve the mechanisms of design, management, internal quality assurance, assessment and monitoring of educational programs;
4. EP Construction - increase the effectiveness of cooperation with other universities that implement the same EP, and exchange of experience.
5. To develop the principles and mechanisms of harmonization of the content of educational programs with leading foreign and Kazakh universities.
6. To expand cooperation with foreign universities in the creation of joint educational programs.
7. Provide faculty participation in scientific and methodological conferences and seminars at national and international level.
8. Ensure the involvement of students EP Design and EP Construction in the research of academic departments; implement the results of RW departments in the academic learning process according to the EP.
9. Subdivision Construction - greater use of innovative methods and technologies of teaching, to implement project-oriented learning in the framework of solving complex engineering problems with the course design.
10. Subdivision Construction - carry out research in the field of methodology of teaching special educational disciplines to innovate effective teaching methods in the educational process.
11. Strengthen efforts to develop academic mobility of faculty and conduct joint research with leading domestic and foreign scientists in the implementation of accredited educational programs.
12. Subdivision Construction - provide regular training on the passage of the long-term (up more than 72 hours) training courses on the profile of EP at the national and international level.
13. Subdivision Construction - develop pedagogical staff recruitment system to ensure human resource capacity of the educational program.
14. Develop a program of internal and external academic mobility of students for 3-5 years reflecting the financing arrangements.
15. To ensure the rapid provision of information on a weekly TS on the results of an estimation of knowledge of students in the AIS «Platonus».
16. Subdivision Design and Construction - develop a mechanism for professional certification of students in the area of specialization.
17. Ensure participation of students in the construction of EP RW, including in the work of the academic departments.

18. Intensify efforts to use information networks to inform the public and stakeholders.
19. To improve the work on the control of originality of final qualifying works by "Anti-plagiarism" software.
20. Provide staffing granted textbooks, teaching aids in the official language at the expense of the materials developed in the published staff of the department, including approved RTMC
21. Provide relevant specialized software Subdivision Design and Construction.
22. Expand your laboratory equipment specialized disciplines EP Building.
23. Ensure the regular participation of students in the EP Construction activities at work (excursions, training in the workplace).
24. In the existing contingent of students is recommended to extend the list of areas to be implemented within the EP design.



Independent agency for
accreditation and rating

(VI) PARAMETERS OF THE SPECIALIZED PROFILE (5V073100 - "Safety and environmental protection", 6M073100 - "Safety and environmental protection")

№	Evaluation Criteria	Position of the educational organization			
		Strong	Satisfactory	Needs improving	Unsatisfactory
	Standard 1 "Education Program Management"				
1	The HEI demonstrates an elaboration of the EP's development plan based on an analysis of EP's functioning, the real positioning of the HEI and its focus on satisfaction of the needs of government, stakeholders and students.		+		
2	The HEI should demonstrate the individuality and uniqueness of the EP's development plan, their consistency with national development priorities and development strategy of the HEI.		+		
3	The HEI should ensure adequacy of the EP's development plan in relation to available resources (including financial, information, personnel structure, the material and technical base), to the market needs and educational policy of the Republic of Kazakhstan.		+		
4	The HEI should attract the representatives of stakeholder groups, including students, academics and employers to the formation of the EP's development plan.		+		
5	The HEI demonstrates the transparency of the processes of formation of the EP's development plan. The HEI provides the awareness of stakeholders on the content of the EP's development plan and processes of its formation.		+		
6	The HEI should determine mechanisms of formation and regular review of the EP's development plan and monitoring of its implementation.			+	
7	The HEI carries out processes of strategic, tactical and operational planning of the EP and resource allocation in line with the EP's development plan.		+		

8	The HEI should regularly collect, store and analyze information about implementation of the EP and conduct self-evaluation in all directions, based on the elaboration and implementation the processes of measurement and the analysis for assessing the success of realization of development strategy of the EP through such indicators as “productivity” and “efficiency”, develop and reconsider the EP’s development plan.		+		
9	The EP’s development plan undergoes public discussion with representatives of all interested parties, on the basis of proposals and amendments to the project made by authorized collegial body of the HEI.		+		
10	An important factor is to ensure the representativeness of stakeholder group delegates.		+		
11	The HEI should demonstrate compliance of the priorities of the research work completed by the faculty of the EP to national policies in the sphere of education, science and innovation development.		+		
12	The HEI demonstrates the implementation degree of the principles of sustainability, efficiency, productivity, priority, transparency, accountability, authority delegation, separation and independence of the HEI funding system.		+		
	<i>EP Management is expected to include:</i>				
13	the activity management through processes;		+		
14	the mechanisms of planning, development and continuous improvement;		+		
15	the risk assessment and identification the ways to reduce these risks;		+		
16	monitoring, including creation of reporting processes, which allows to determine the dynamics in the activities and the implementation of plans;		+		
17	the analysis of the revealed discrepancies, the implementation of the corrective and preventive actions;		+		
18	the analysis of the effectiveness of change;		+		
19	the assessment of productivity and efficiency of activity of divisions and their interaction;		+		
20	In HEI all major business processes, which regulates the implementation of the EP should be documented.		+		
21	The HEI should define its own requirements for the various forms (full-time, evening, correspondence), levels (BA – MA – PhD) and technology (including remote).		+		

22	The HEI should demonstrate an accurate designation of those responsible for business processes, a clear allocation of staff duties, and delimitation of responsibilities of collegial bodies participating in implementation of the EP.	+			
23	The HEI should demonstrate the order for approval, periodic review (revision), and monitoring of educational programs and documents that regulate this process.		+		
24	The HEI should ensure the existence and effective operation of the system of informing and feedback focused on students, employees and stakeholders.	+			
25	The HEI should demonstrate the existence of mechanism of communication with students, staff and other interested in the HEI's activity parties, including the presence of deadlines for processing complaints, appeals and inquiries.	+			
26	The HEI should establish the frequency, forms and methods of evaluation of the education program.		+		
27	An important factor is the cooperation with other HEIs implementing the same education program and an exchange of experience.		+		
28	The EP's management must make decisions that are justified and based on the facts.		+		
29	The EP's management should demonstrate the successful operation of the EP quality assurance system, which includes designing, management and monitoring, their improvement, making decisions based on facts.			+	
30	An important factor is the existence of information systems and databases, using the Internet for informing, the presence of portal and/or Internet site containing information reflecting the planning processes and the evaluation results of its effectiveness for students, staff and the public.		+		
31	The EP's management should provide evidence of transparency in the educational program management system.		+		
32	An important factor is the participation of representatives of interested parties (employers, faculty, and students) in the collegial governing bodies of the educational program.		+		

33	The HEI should demonstrate the presence and evidence of an intensive use in the processes of the EP management the system for collection and analysis of statistics on the contingent of students and alumni, on resources, personnel, research and international activities and other areas.		+		
34	An important factor is the EP management based on research results of changes in internal and external environment.		+		
35	The EP's management should provide a measurement of the degree of satisfaction with the needs of faculty, staff and students and to demonstrate evidence of removing shortcomings found in the measurement process.		+		
36	The EP's management should demonstrate an evidence of openness and accessibility for students, teaching staff, and parents (the official reception hours on personal matters, e-mail communications, etc.).	+			
37	The HEI should demonstrate the existence of communication channel by which any interested person can give innovative proposals on the improvement of the EP's activity to the HEI's management and the governing bodies. The HEI should demonstrate examples of the analysis of these proposals and the implementation of such proposals in the life of the HEI.	+			
	Subtotal	6	29	2	0
	Standard 2 "Specificity of Education Program"				
	Evaluation Criteria: the content of the EP				
38	The HEI should demonstrate the existence of developed models of the graduate education program, including knowledge, skills, competencies and personal qualities.		+		
39	The HEI should provide evidence of the participation of teaching staff and employers in the development and management of educational programs, ensuring their quality.	+			
40	The HEI should prove that employers involved in design and implementation of the EP are typical representatives of employers (representativeness) and express the interests and views, which is common for most employers.	+			
41	The HEI should determine the content, scope, logic of constructing individual educational trajectory of students, the influence of disciplines and professional practices on formation of professional competence of graduates.		+		

42	The HEI should demonstrate a continuity of content of educational programs at different levels (bachelor's, master's, doctorate degrees, additional education), including the logic of academic interdependence of disciplines, sequence and continuity.	+			
43	The EP's management should demonstrate the influence of discipline on the formation of students' professional competence, skills and knowledge blocks.		+		
44	The EP's management should demonstrate a clear definition of the logical sequence of discipline courses and reflection in the work study program of basic requirements for learning outcomes.		+		
45	The EP's management should demonstrate the existence of professional context in the content of academic disciplines.		+		
46	The EP's management should demonstrate the existence of an effective balance between the theoretical and practice-oriented disciplines.		+		
47	The EP's management should demonstrate the logic and reasons for drafting of curriculum and teaching programs, in particular the reasons for including a particular discipline to the curriculum list, the reasons for assigning the status of post-or prerequisite, matching the names and content of the courses to the topical areas of study of science/society and etc.		+		
48	The EP's management should ensure that the content of academic disciplines is congruent with study level (bachelor's, master's, doctorate degrees) and offered learning outcomes.		+		
49	The list and content of disciplines should be available for students. Disciplines should contain the most relevant results of research and other information of the teaching field. Disciplines should comprehensively cover all the issues, problems existing on the agenda of teaching field.		+		
50	An important factor is a harmonization of content of educational programs with educational program soft leading foreign and Kazakh HEIs.			+	
51	In structure of the educational program should be envisaged different activities, the content of which should contribute to the development of students' professional competences taking into account their personal features.		+		
52	An important factor is updateability of educational programs, taking into account the interests of employers during the elaboration of educational programs designed to develop professional skills.	+			

53	The EP's management must provide an annual revision of the content of curriculum and teaching programs, taking into account changes of the market, the wishes of students and teachers and with the involvement in decision-making representatives of employers, students, teachers and stakeholders.	+			
Evaluation Criteria: Individualization of EP					
54	The EP's management must provide equal opportunities for students, regardless of the language of instruction on the formation of an individual educational program aimed at developing professional competence.		+		
55	The EP's management should ensure the existence and effective functioning of the individual support system and consulting of students on the educational process.	+			
56	The EP's management creates conditions for the effective promotion of student on individual learning path, including consultations of advisors.	+			
57	The EP's management should demonstrate the use of advantages, individual characteristics, needs and cultural experience of students in the implementation of the EP.	+			
58	The EP's management should demonstrate an individual academic support for students in the implementation of EP.	+			
59	The EP's management must prove the existence of monitoring system for the effective promotion of student on individual learning path and students' achievements.		+		
Evaluation Criteria: Student Assessment Results					
60	The EP's management should ensure the existence and effective operation of the mechanism of objective, accurate and comprehensive assessment of the knowledge, skills and qualities acquired by students in the process of studying the course, as well as collective mechanism of the appeal and professional assessment appeal.		+		
61	The EP's management must provide an objective assessment of knowledge and degree of development of students' professional competence, transparency and adequacy of tools and evaluation mechanisms.		+		
62	The EP's management should provide compliance of procedures of assessment of students' knowledge level to the planned learning outcomes and program's goals.		+		
63	The EP's management should carry out diagnostics of students' knowledge at the beginning of training of the course and the study of academic disciplines.		+		
64	The processes and criteria for assessment of knowledge must be transparent.		+		
Evaluation Criteria: teaching methodology					

65	The EP's management must provide a systematic development, implementation and effectiveness of active learning and innovative teaching methods.		+		
66	During implementation of the educational program monitoring of a student's independent work should be carried out and mechanisms of an adequate assessment of its results are created.		+		
67	An important factor is the existence of joint educational programs with foreign HEIs and attracting Kazakh scientific research organizations to educational process.			+	
68	The EP's management should provide students with the possibility of performing practical training on a specialty and to monitor the satisfaction of students, enterprise managers – practice places and employers.			+	
69	The EP's management should ensure the implementation of research findings in the educational process.	+			
70	The EP's management must prove the conducting research and the availability of their own developments in the field of teaching methods of academic disciplines of the EP.		+		
	Subtotal	10	20	3	0
	Standard 3 "Faculty and Teaching Efficiency"				
71	In order to implement educational programs the EP's management should attract practitioners and identify the proportion of disciplines read by them. The EP's management should show the logic of their involvement in the carrying out courses.	+			
72	The EP's management should constantly motivate teaching staff for applying innovation and IT in education process.		+		
73	The EP's management should provide academic staff's compliance with the qualification requirements, the level and specificity of the educational program.		+		
74	The EP's management should demonstrate compliance of human resource capacity of faculty to strategy and specificity of educational programs.		+		
75	The EP's management should demonstrate a personnel selection based on the analysis of the needs of educational programs, the existence of recruitment system.		+		
76	The HEI should demonstrate availability of information to the public on teaching staff, including faculty's directories, placing profiles on the HEI's web-site.	+			
77	The EP's management should demonstrate compliance with the principle of management accessibility and transparency of all personnel procedures.	+			

78	The EP's management should provide monitoring of faculty's activity, a systematic assessment of the professor's competence, a complex assessment of the quality of teaching.		+		
79	The workload of teachers should include educational, methodical, scientific work (including the preparation of projects and applications), the organizational and methodological (including the participation and organization of various events), improvement of a professional competence (qualification enhancing, including personal development and study of literature on the specialty), the activities in a professional environment (for example, participation in professional associations and consulting).		+		
80	The EP's management should demonstrate evidence of performance of all types of planned assignment by the teachers.		+		
81	The EP's management should provide the entirety and adequacy of the academic staff's individual work planning for all kinds of activity, monitoring of productivity and efficiency of individual plans.		+		
82	The EP's management should demonstrate compliance of qualification enhancing, professional and personal development of teaching staff to the goals of EP.		+		
83	The EP's management should provide purposeful actions on the development of young teachers.		+		
84	The EP's management should demonstrate mechanisms of incentives for professional and personal development of faculty and staff.		+		
85	The EP's management must ensure monitoring of faculty's satisfaction.		+		
86	The EP's management must demonstrate the involvement of faculty into practical activities in the field of specialization on permanent basis.		+		
87	The EP's management should confirm the involvement of experienced experts in the relevant branch of economy for implementation of the EP.		+		
88	The EP's management must demonstrate IT competency of faculty members, application of innovative methods and forms of education.		+		
89	An important factor is the development of academic mobility, attracting the best foreign and domestic teachers, conducting joint research during the time of implementation of EP.			+	

90	An important factor is the attraction of the well-known scientists, public and political figures, and honored workers to the education process.		+		
91	An important factor is the participation of teaching staff in the life of society (the role of faculty in the education system, in development of science, region, creating the cultural environment, participation in exhibitions, art competitions, charity programs, etc.).	+			
	Subtotal	5	15	1	0
	Standard 4 "Students"				
92	The EP's management should demonstrate a policy of forming of students' contingent of the EP and the transparency of its procedures.	+			
93	The EP's management should ensure the representation of students in collegial governing body of the EP.		+		
94	The EP's management should demonstrate awareness of the major roles (professional, social) of students on the basis of the learning results.		+		
95	An important factor is to have the possibility of professional certification of students in the field of specialization in the learning process.		+		
96	An important factor is to attract students to scientific research.		+		
97	An important factor is the possibility of external and internal mobility for students.			+	
98	An important factor is existence of support programs for gifted students.	+			
99	The EP's management should make maximum efforts to ensure employment for graduates and maintain communication with alumni and create an alumni community on separate programs of the EP.		+		
100	An important factor is to monitor the employment and professional activities of graduates.		+		
101	The EP's management should actively encourage students for self-education outside of the main program (extracurricular activities).		+		
102	The EP's management should provide students with the possibility of exchanging and expression of opinion – for example, via an Internet forum, student organizations.		+		
103	The EP's management should establish a mechanism for monitoring of students' satisfaction with their HEI activity in general and the individual services in particular.	+			
104	The EP's management should demonstrate the functioning of the feedback system, including operative reporting of assessment results of students' knowledge.			+	

105	An important factor is to have the possibility for continuing education in postgraduate and additional educational programs.		+		
106	An important factor is the mobility of students and faculty members (the ability to study within a certain time in other domestic and foreign HEIs, academic exchanges of teaching staff) and existence of a mechanism for the recognition of the results of academic mobility of students.			+	
	Subtotal	4	8	3	0
	Standard 5 "Resources Available to Education Program"				
107	The EP's management should provide accessibility to the maximum possible number of students a structured, organized information on the disciplines read – presentation materials, lecture notes, mandatory and additional literature, practical assignments, etc.		+		
108	Teaching equipment and software used to master educational programs should be similarly used in the relevant sectors and meet the requirements of operational safety.		+		
109	The HEI should demonstrate the effectiveness of regular analysis of sufficiency and modernity of the resources of available educational programs - classrooms, laboratories, computer hardware and software, financial resources, access to international databases of scientific research results, the system of professional practice and employment, textbooks and materials, etc.		+		
110	The HEI creates a learning environment that contributes to the formation of professional competence and takes into account individual needs and abilities of students.		+		
111	The HEI should create conditions for the development of research teams, research laboratories, academic schools and workshops, involving students in research activities; ensuring the participation of teaching staff and students in academic conferences and competitions, employing leading scholars and practitioners.		+		
112	The HEI should create conditions for the development of scientific potential of young scientists and students.		+		
113	The HEI should demonstrate the compliance of infrastructure used for implementation of the EP with its specifics. Classrooms, offices, laboratories, communication and computer equipments and other facilities must meet high requirements.		+		

114	The HEI should assess the development dynamics of material-technical resources and information support of the EP, efficiency of use of assessment results for adjustment in planning and budget allocation.		+		
	In the HEI should be established learning environment of the EP, which includes:				
115	technological support for students and faculty in accordance with the programs (such as online learning, simulations in the classroom) and the intellectual demands (databases, data analysis programs);		+		
116	academic accessibility – students have access to personalized interactive resources (also available outside the classroom), learning materials and assignments, and as well as the possibility of experimental self-evaluation of students' knowledge through remote access to the HEI portal (website) is provided;		+		
117	academic advising – have personalized interactive resources to help students plan and implement academic programs;		+		
118	professional orientation – students have access to personalized interactive resources that provide assistance in choosing and achieving career paths;		+		
119	required number of classrooms equipped with modern technical means of teaching: educational and research laboratories, modern teaching and training grounds, parks equipped with modern facility that is in correspondence with the educational programs implemented, the sanitary and epidemiological norms and requirements;		+		
120	required number of computer classes, reading rooms, multimedia, language and science classrooms, the number of seats in them;		+		
121	book fund, including fund of educational, methodical and scientific literature on general education, basic and major disciplines in print and electronic form, periodicals in the context of learning language;		+		
122	scientific databases, electronic journals and their availability;		+		
123	availability of electronic versions of published journals;	+			
124	examination of the research results, final papers, dissertations on plagiarism;			+	
125	free access to educational Internet resources, the functioning of free Wi-Fi throughout the HEI.	+			

126	The EP's management should ensure the existence of academic support for students, including giving students the information, reference and teaching materials needed for the learning of educational programs (guide, academic calendar, manual and etc.).	+			
127	Educational materials, software tools, educational literature and additional resources, and equipment should be available to all students.	+			
128	An important factor is the support of the educational program with information and communication technologies.		+		
129	The HEI should demonstrate existence of the laboratory development programs realizing by the EP.		+		
130	The EP's management should determine the degree of implementation of information technology in the learning process of the EP, monitor the use and development of innovative technologies by teaching staff, including ICT-based.		+		
	The EP's management should demonstrate the reflection of information characterizing the EP on a web resource, the efficiency of its use for improvement of the EP, which has the following characteristics:				
131	the presence of personal pages of teaching staff on the portal of the HEI;		+		
132	the presence of adequate and objective information about the teaching staff in the HEI's portal (website);		+		
133	the transparency of information on administration of complaints, including the placement of virtual complaint book for consumers on the HEI's portal (website);		+		
134	the allocation on the HEI's portal (website) complete objective information on the activities and specificity of the EP;		+		
135	the allocation on the HEI's portal (website) external publications (citations, references) on the implementation of the EP;		+		
136	the use of information networks to inform the public and stakeholders;			+	
137	An important factor is to comply with copyright when placing teaching and methodological support in the public domain;		+		
138	An important factor is the creation of conditions for the mastery and use of information and communication technologies by the staff, teaching staff and students in the education process and activities of the HEI.	+			
	Subtotal	6	24	2	0
	Standard 6 "In the context of separate specialties"				

Natural and Technical Sciences					
	<i>Educational programs in directions “Natural Sciences”, “Engineering and Technology”, such as “Safety and environmental protection” must meet the following requirements:</i>				
139	to familiarize students with the professional environment and pressing issues in the field of specialization, also for the acquisition of skills through theoretical training educational program must include disciplines and activities designed to obtain practical experience and skills in the profession in general and majors in particular, including: - excursions to a company in the field of specialization (factories, workshops, research institutes, laboratories, etc.), - conducting individual sessions or the entire discipline in the specialization company, - holding seminars for solving practical tasks relevant to the companies in the area of specialization, etc.		+		
140	The faculty involved in the educational program should include at least one full-time professor who has long experience as the regular employee in enterprises in the area of specialization of the educational program.	+			
141	The contents of all disciplines of the EP should be more or less based and include elements, themes of the fundamental natural sciences, such as mathematics, chemistry, physics.		+		
	<i>Subtotal</i>	1	2	0	0
	<i>Subtotal in general</i>	32	98	11	0

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accreditation and rating

(VII) PARAMETERS OF THE SPECIALIZED PROFILE (5V042100 - "Design")

№	Evaluation Criteria	Position of the educational organization			
		Strong	Satisfactory	Needs improving	Unsatisfactory
	Standard 1 "Education Program Management"				
1	The HEI demonstrates an elaboration of the EP's development plan based on an analysis of EP's functioning, the real positioning of the HEI and its focus on satisfaction of the needs of government, stakeholders and students.			+	
2	The HEI should demonstrate the individuality and uniqueness of the EP's development plan, their consistency with national development priorities and development strategy of the HEI.		+		
3	The HEI should ensure adequacy of the EP's development plan in relation to available resources (including financial, information, personnel structure, the material and technical base), to the market needs and educational policy of the Republic of Kazakhstan.		+		
4	The HEI should attract the representatives of stakeholder groups, including students, academics and employers to the formation of the EP's development plan.		+		
5	The HEI demonstrates the transparency of the processes of formation of the EP's development plan. The HEI provides the awareness of stakeholders on the content of the EP's development plan and processes of its formation.		+		
6	The HEI should determine mechanisms of formation and regular review of the EP's development plan and monitoring of its implementation.			+	
7	The HEI carries out processes of strategic, tactical and operational planning of the EP and resource allocation in line with the EP's development plan.		+		

8	The HEI should regularly collect, store and analyze information about implementation of the EP and conduct self-evaluation in all directions, based on the elaboration and implementation the processes of measurement and the analysis for assessing the success of realization of development strategy of the EP through such indicators as “productivity” and “efficiency”, develop and reconsider the EP’s development plan.		+		
9	The EP’s development plan undergoes public discussion with representatives of all interested parties, on the basis of proposals and amendments to the project made by authorized collegial body of the HEI.		+		
10	An important factor is to ensure the representativeness of stakeholder group delegates.	+			
11	The HEI should demonstrate compliance of the priorities of the research work completed by the faculty of the EP to national policies in the sphere of education, science and innovation development.		+		
12	The HEI demonstrates the implementation degree of the principles of sustainability, efficiency, productivity, priority, transparency, accountability, authority delegation, separation and independence of the HEI funding system.		+		
	EP Management is expected to include:				
13	the activity management through processes;		+		
14	the mechanisms of planning, development and continuous improvement;		+		
15	the risk assessment and identification the ways to reduce these risks;		+		
16	monitoring, including creation of reporting processes, which allows to determine the dynamics in the activities and the implementation of plans;		+		
17	the analysis of the revealed discrepancies, the implementation of the corrective and preventive actions,		+		
18	the analysis of the effectiveness of change;		+		
19	the assessment of productivity and efficiency of activity of divisions and their interaction;		+		
20	In HEI all major business processes, which regulates the implementation of the EP should be documented.		+		
21	The HEI should define its own requirements for the various forms (full-time, evening, correspondence), levels (BA – MA – PhD) and technology (including remote).		+		
22	The HEI should demonstrate an accurate designation of those responsible for business processes, a clear allocation of staff duties, and delimitation of responsibilities of collegial bodies participating in implementation of the EP.	+			

23	The HEI should demonstrate the order for approval, periodic review (revision), and monitoring of educational programs and documents that regulate this process.		+		
24	The HEI should ensure the existence and effective operation of the system of informing and feedback focused on students, employees and stakeholders.	+			
25	The HEI should demonstrate the existence of mechanism of communication with students, staff and other interested in the HEI's activity parties, including the presence of deadlines for processing complaints, appeals and inquiries.	+			
26	The HEI should establish the frequency, forms and methods of evaluation of the education program.		+		
27	An important factor is the cooperation with other HEIs implementing the same education program and an exchange of experience.		+		
28	The EP's management must make decisions that are justified and based on the facts.		+		
29	The EP's management should demonstrate the successful operation of the EP quality assurance system, which includes designing, management and monitoring, their improvement, making decisions based on facts.			+	
30	An important factor is the existence of information systems and databases, using the Internet for informing, the presence of portal and/or Internet site containing information reflecting the planning processes and the evaluation results of its effectiveness for students, staff and the public.		+		
31	The EP's management should provide evidence of transparency in the educational program management system.		+		
32	An important factor is the participation of representatives of interested parties (employers, faculty, and students) in the collegial governing bodies of the educational program.		+		
33	The HEI should demonstrate the presence and evidence of an intensive use in the processes of the EP management the system for collection and analysis of statistics on the contingent of students and alumni, on resources, personnel, research and international activities and other areas.		+		
34	An important factor is the EP management based on research results of changes in internal and external environment.		+		

35	The EP's management should provide a measurement of the degree of satisfaction with the needs of faculty, staff and students and to demonstrate evidence of removing shortcomings found in the measurement process.		+		
36	The EP's management should demonstrate an evidence of openness and accessibility for students, teaching staff, and parents (the official reception hours on personal matters, e-mail communications, etc.).	+			
37	The HEI should demonstrate the existence of communication channel by which any interested person can give innovative proposals on the improvement of the EP's activity to the HEI's management and the governing bodies. The HEI should demonstrate examples of the analysis of these proposals and the implementation of such proposals in the life of the HEI.	+			
Subtotal		6	28	3	0
Standard 2 "Specificity of Education Program"					
Evaluation Criteria: the content of the EP					
38	The HEI should demonstrate the existence of developed models of the graduate education program, including knowledge, skills, competencies and personal qualities.		+		
39	The HEI should provide evidence of the participation of teaching staff and employers in the development and management of educational programs, ensuring their quality.	+			
40	The HEI should prove that employers involved in design and implementation of the EP are typical representatives of employers (representativeness) and express the interests and views, which is common for most employers.	+			
41	The HEI should determine the content, scope, logic of constructing individual educational trajectory of students, the influence of disciplines and professional practices on formation of professional competence of graduates.		+		
42	The HEI should demonstrate a continuity of content of educational programs at different levels (bachelor's, master's, doctorate degrees, additional education), including the logic of academic interdependence of disciplines, sequence and continuity.		+		
43	The EP's management should demonstrate the influence of discipline on the formation of students' professional competence, skills and knowledge blocks.		+		
44	The EP's management should demonstrate a clear definition of the logical sequence of discipline courses and reflection in the work study program of basic requirements for learning outcomes.		+		

45	The EP's management should demonstrate the existence of professional context in the content of academic disciplines.		+		
46	The EP's management should demonstrate the existence of an effective balance between the theoretical and practice-oriented disciplines.		+		
47	The EP's management should demonstrate the logic and reasons for drafting of curriculum and teaching programs, in particular the reasons for including a particular discipline to the curriculum list, the reasons for assigning the status of post-or prerequisite, matching the names and content of the courses to the topical areas of study of science/society and etc.		+		
48	The EP's management should ensure that the content of academic disciplines is congruent with study level (bachelor's, master's, doctorate degrees) and offered learning outcomes.		+		
49	The list and content of disciplines should be available for students. Disciplines should contain the most relevant results of research and other information of the teaching field. Disciplines should comprehensively cover all the issues, problems existing on the agenda of teaching field.		+		
50	An important factor is a harmonization of content of educational programs with educational program soft he leading foreign and Kazakh HEIs.			+	
51	In structure of the educational program should be envisaged different activities, the content of which should contribute to the development of students' professional competences taking into account their personal features.		+		
52	An important factor is updateability of educational programs, taking into account the interests of employers during the elaboration of educational programs designed to develop professional skills.		+		
53	The EP's management must provide an annual revision of the content of curriculum and teaching programs, taking into account changes of the market, the wishes of students and teachers and with the involvement in decision-making representatives of employers, students, teachers and stakeholders.		+		
Evaluation Criteria: Individualization of EP					
54	The EP's management must provide equal opportunities for students, regardless of the language of instruction on the formation of an individual educational program aimed at developing professional competence.		+		
55	The EP's management should ensure the existence and effective functioning of the individual support system and consulting of students on the educational process.		+		

56	The EP's management creates conditions for the effective promotion of student on individual learning path, including consultations of advisors.	+			
57	The EP's management should demonstrate the use of advantages, individual characteristics, needs and cultural experience of students in the implementation of the EP.	+			
58	The EP's management should demonstrate an individual academic support for students in the implementation of EP.	+			
59	The EP's management must prove the existence of monitoring system for the effective promotion of student on individual learning path and students' achievements.		+		
Evaluation Criteria: Student Assessment Results					
60	The EP's management should ensure the existence and effective operation of the mechanism of objective, accurate and comprehensive assessment of the knowledge, skills and qualities acquired by students in the process of studying the course, as well as collective mechanism of the appeal and professional assessment appeal.		+		
61	The EP's management must provide an objective assessment of knowledge and degree of development of students' professional competence, transparency and adequacy of tools and evaluation mechanisms.		+		
62	The EP's management should provide compliance of procedures of assessment of students' knowledge level to the planned learning outcomes and program's goals.		+		
63	The EP's management should carry out diagnostics of students' knowledge at the beginning of training of the course and the study of academic disciplines.		+		
64	The processes and criteria for assessment of knowledge must be transparent.		+		
Evaluation Criteria: teaching methodology					
65	The EP's management must provide a systematic development, implementation and effectiveness of active learning and innovative teaching methods.		+		
66	During implementation of the educational program monitoring of a student's independent work should be carried out and mechanisms of an adequate assessment of its results are created.		+		
67	An important factor is the existence of joint educational programs with foreign HEIs and attracting Kazakh scientific research organizations to educational process.			+	

68	The EP's management should provide students with the possibility of performing practical training on a specialty and to monitor the satisfaction of students, enterprise managers – practice places and employers.		+		
69	The EP's management should ensure the implementation of research findings in the educational process.		+		
70	The EP's management must prove the conducting research and the availability of their own developments in the field of teaching methods of academic disciplines of the EP.		+		
	Subtotal	8	23	2	0
	Standard 3 "Faculty and Teaching Efficiency"				
71	In order to implement educational programs the EP's management should attract practitioners and identify the proportion of disciplines read by them. The EP's management should show the logic of their involvement in the carrying out courses.	+			
72	The EP's management should constantly motivate teaching staff for applying innovation and IT in education process.		+		
73	The EP's management should provide academic staff's compliance with the qualification requirements, the level and specificity of the educational program.		+		
74	The EP's management should demonstrate compliance of human resource capacity of faculty to strategy and specificity of educational programs.		+		
75	The EP's management should demonstrate a personnel selection based on the analysis of the needs of educational programs, the existence of recruitment system.		+		
76	The HEI should demonstrate availability of information to the public on teaching staff, including faculty's directories, placing profiles on the HEI's web-site.	+			
77	The EP's management should demonstrate compliance with the principle of management accessibility and transparency of all personnel procedures.	+			
78	The EP's management should provide monitoring of faculty's activity, a systematic assessment of the professor's competence, a complex assessment of the quality of teaching.		+		
79	The workload of teachers should include educational, methodical, scientific work (including the preparation of projects and applications), the organizational and methodological (including the participation and organization of various events), improvement of a professional competence (qualification enhancing, including personal development and study of literature on the specialty), the activities in a professional environment (for example, participation in professional associations and consulting).		+		

80	The EP's management should demonstrate evidence of performance of all types of planned assignment by the teachers.		+		
81	The EP's management should provide the entirety and adequacy of the academic staff's individual work planning for all kinds of activity, monitoring of productivity and efficiency of individual plans.		+		
82	The EP's management should demonstrate compliance of qualification enhancing, professional and personal development of teaching staff to the goals of EP.		+		
83	The EP's management should provide purposeful actions on the development of young teachers.		+		
84	The EP's management should demonstrate mechanisms of incentives for professional and personal development of faculty and staff.		+		
85	The EP's management must ensure monitoring of faculty's satisfaction.		+		
86	The EP's management must demonstrate the involvement of faculty into practical activities in the field of specialization on permanent basis.		+		
87	The EP's management should confirm the involvement of experienced experts in the relevant branch of economy for implementation of the EP.	+			
88	The EP's management must demonstrate IT competency of faculty members, application of innovative methods and forms of education.		+		
89	An important factor is the development of academic mobility, attracting the best foreign and domestic teachers, conducting joint research during the time of implementation of EP.			+	
90	An important factor is the attraction of the well-known scientists, public and political figures, and honored workers to the education process.		+		
91	An important factor is the participation of teaching staff in the life of society (the role of faculty in the education system, in development of science, region, creating the cultural environment, participation in exhibitions, art competitions, charity programs, etc.).	+			
	Subtotal	5	15	1	0
	Standard 4 "Students"				
92	The EP's management should demonstrate a policy of forming of students' contingent of the EP and the transparency of its procedures.	+			
93	The EP's management should ensure the representation of students in collegial governing body of the EP.		+		

94	The EP's management should demonstrate awareness of the major roles (professional, social) of students on the basis of the learning results.		+		
95	An important factor is to have the possibility of professional certification of students in the field of specialization in the learning process.			+	
96	An important factor is to attract students to scientific research.		+		
97	An important factor is the possibility of external and internal mobility for students.			+	
98	An important factor is existence of support programs for gifted students.	+			
99	The EP's management should make maximum efforts to ensure employment for graduates and maintain communication with alumni and create an alumni community on separate programs of the EP.		+		
100	An important factor is to monitor the employment and professional activities of graduates.		+		
101	The EP's management should actively encourage students for self-education outside of the main program (extracurricular activities).	+			
102	The EP's management should provide students with the possibility of exchanging and expression of opinion – for example, via an Internet forum, student organizations.		+		
103	The EP's management should establish a mechanism for monitoring of students' satisfaction with their HEI activity in general and the individual services in particular.	+			
104	The EP's management should demonstrate the functioning of the feedback system, including operative reporting of assessment results of students' knowledge.			+	
105	An important factor is to have the possibility for continuing education in postgraduate and additional educational programs.		+		
106	An important factor is the mobility of students and faculty members (the ability to study within a certain time in other domestic and foreign HEIs, academic exchanges of teaching staff) and existence of a mechanism for the recognition of the results of academic mobility of students.			+	
	Subtotal	4	7	4	0
	Standard 5 "Resources Available to Education Program"				
107	The EP's management should provide accessibility to the maximum possible number of students a structured, organized information on the disciplines read – presentation materials, lecture notes, mandatory and additional literature, practical assignments, etc.		+		

108	Teaching equipment and software used to master educational programs should be similarly used in the relevant sectors and meet the requirements of operational safety.		+		
109	The HEI should demonstrate the effectiveness of regular analysis of sufficiency and modernity of the resources of available educational programs - classrooms, laboratories, computer hardware and software, financial resources, access to international databases of scientific research results, the system of professional practice and employment, textbooks and materials, etc.		+		
110	The HEI creates a learning environment that contributes to the formation of professional competence and takes into account individual needs and abilities of students.		+		
111	The HEI should create conditions for the development of research teams, research laboratories, academic schools and workshops, involving students in research activities; ensuring the participation of teaching staff and students in academic conferences and competitions, employing leading scholars and practitioners.		+		
112	The HEI should create conditions for the development of scientific potential of young scientists and students.		+		
113	The HEI should demonstrate the compliance of infrastructure used for implementation of the EP with its specifics. Classrooms, offices, laboratories, communication and computer equipments and other facilities must meet high requirements.		+		
114	The HEI should assess the development dynamics of material-technical resources and information support of the EP, efficiency of use of assessment results for adjustment in planning and budget allocation.		+		
	In the HEI should be established learning environment of the EP, which includes:				
115	technological support for students and faculty in accordance with the programs (such as online learning, simulations in the classroom) and the intellectual demands (databases, data analysis programs);		+		
116	academic accessibility – students have access to personalized interactive resources (also available outside the classroom), learning materials and assignments, and as well as the possibility of experimental self-evaluation of students' knowledge through remote access to the HEI portal (website) is provided;		+		
117	academic advising – have personalized interactive resources to help students plan and implement academic programs;		+		

118	professional orientation – students have access to personalized interactive resources that provide assistance in choosing and achieving career paths;		+		
119	required number of classrooms equipped with modern technical means of teaching: educational and research laboratories, modern teaching and training grounds, parks equipped with modern facility that is in correspondence with the educational programs implemented, the sanitary and epidemiological norms and requirements;		+		
120	required number of computer classes, reading rooms, multimedia, language and science classrooms, the number of seats in them;	+			
121	book fund, including fund of educational, methodical and scientific literature on general education, basic and major disciplines in print and electronic form, periodicals in the context of learning language;		+		
122	scientific databases, electronic journals and their availability;		+		
123	availability of electronic versions of published journals;	+			
124	examination of the research results, final papers, dissertations on plagiarism;		+		
125	free access to educational Internet resources, the functioning of free Wi-Fi throughout the HEI.	+	\		
126	The EP's management should ensure the existence of academic support for students, including giving students the information, reference and teaching materials needed for the learning of educational programs (guide, academic calendar, manual and etc.).	+			
127	Educational materials, software tools, educational literature and additional resources, and equipment should be available to all students.	+			
128	An important factor is the support of the educational program with information and communication technologies.		+		
129	The HEI should demonstrate existence of the laboratory development programs realizing by the EP.			+	
130	The EP's management should determine the degree of implementation of information technology in the learning process of the EP, monitor the use and development of innovative technologies by teaching staff, including ICT-based.		+		
	The EP's management should demonstrate the reflection of information characterizing the EP on a web resource, the efficiency of its use for improvement of the EP, which has the following characteristics:				
131	the presence of personal pages of teaching staff on the portal		+		

	of the HEI;				
132	the presence of adequate and objective information about the teaching staff in the HEI's portal (website);		+		
133	the transparency of information on administration of complaints, including the placement of virtual complaint book for consumers on the HEI's portal (website);		+		
134	the allocation on the HEI's portal (website) complete objective information on the activities and specificity of the EP;		+		
135	the allocation on the HEI's portal (website) external publications (citations, references) on the implementation of the EP;		+		
136	the use of information networks to inform the public and stakeholders;			+	
137	An important factor is to comply with copyright when placing teaching and methodological support in the public domain;		+		
138	An important factor is the creation of conditions for the mastery and use of information and communication technologies by the staff, teaching staff and students in the education process and activities of the HEI.		+		
	Subtotal	6	24	2	0
	Standard 6 "Standards in the context of separate specialties"				
	Art				
	Educational programs in directions "Art", such as "Design" must meet the following requirements:				
139	The EP's management should demonstrate that the program graduates have theoretical knowledge in the arts and skills of self-expression through art, such as sculpture, drawing, singing, etc.;		+		
140	The EP's management should demonstrate students' self-learning and self-development skills.		+		
141	Within the program students should be able to listen at least one discipline in the field of own specialization taught by the practitioner.		+		
142	The EP should include the maximum possible number of disciplines and events, in which students are taught to the skills individually or in small groups, for example, carrying out master classes by honored workers in the area of specialization;		+		
143	The EP's management should organize for students maximum possible number of activities that contribute to the demonstration of students' acquired creative skills, for example, concerts and exhibitions;		+		

144	In the framework of the EP students should be provided by knowledge and skills of creative activities and methods/technology, practiced in the world, and knowledge on the arts' management.		+		
145	The EP should contribute to the enrichment of the creative experience in various activities inherent in the specialty.			+	
	To familiarize students with the professional environment and pressing issues in the field of specialization, also for the acquisition of skills through theoretical training educational program must include disciplines and activities designed to obtain practical experience and skills in the profession in general and majors in particular, including:				
146	- excursions to an enterprise in the field of specialization (museums, theaters, construction department and etc.), - conducting individual sessions or the entire discipline in the specialization company, - holding seminars for solving practical tasks relevant to the companies in the area of specialization, etc.		+		
147	An important factor within the EP is the existence of mechanism of peer review of creative examination papers of students.		+		
	<i>Subtotal</i>	3	5	1	0
	<i>Subtotal in general</i>	32	102	13	0

Independent agency for
accreditation and rating

**(VIII) PARAMETERS OF THE SPECIALIZED PROFILE (5V072900 -
"Construction")**

№	Evaluation Criteria	Position of the educational organization			
		Strong	Satisfactory	Needs improving	Unsatisfactory
	Standard 1 "Education Program Management"				
1	The HEI demonstrates an elaboration of the EP's development plan based on an analysis of EP's functioning, the real positioning of the HEI and its focus on satisfaction of the needs of government, stakeholders and students.		+		
2	The HEI should demonstrate the individuality and uniqueness of the EP's development plan, their consistency with national development priorities and development strategy of the HEI.		+		
3	The HEI should ensure adequacy of the EP's development plan in relation to available resources (including financial, information, personnel structure, the material and technical base), to the market needs and educational policy of the Republic of Kazakhstan.		+		
4	The HEI should attract the representatives of stakeholder groups, including students, academics and employers to the formation of the EP's development plan.		+		
5	The HEI demonstrates the transparency of the processes of formation of the EP's development plan. The HEI provides the awareness of stakeholders on the content of the EP's development plan and processes of its formation.		+		
6	The HEI should determine mechanisms of formation and regular review of the EP's development plan and monitoring of its implementation.			+	
7	The HEI carries out processes of strategic, tactical and operational planning of the EP and resource allocation in line with the EP's development plan.		+		

8	The HEI should regularly collect, store and analyze information about implementation of the EP and conduct self-evaluation in all directions, based on the elaboration and implementation the processes of measurement and the analysis for assessing the success of realization of development strategy of the EP through such indicators as “productivity” and “efficiency”, develop and reconsider the EP’s development plan.		+		
9	The EP’s development plan undergoes public discussion with representatives of all interested parties, on the basis of proposals and amendments to the project made by authorized collegial body of the HEI.		+		
10	An important factor is to ensure the representativeness of stakeholder group delegates.	+			
11	The HEI should demonstrate compliance of the priorities of the research work completed by the faculty of the EP to national policies in the sphere of education, science and innovation development.		+		
12	The HEI demonstrates the implementation degree of the principles of sustainability, efficiency, productivity, priority, transparency, accountability, authority delegation, separation and independence of the HEI funding system.		+		
	EP Management is expected to include:				
13	the activity management through processes;		+		
14	the mechanisms of planning, development and continuous improvement;		+		
15	the risk assessment and identification the ways to reduce these risks;		+		
16	monitoring, including creation of reporting processes, which allows to determine the dynamics in the activities and the implementation of plans;		+		
17	the analysis of the revealed discrepancies, the implementation of the corrective and preventive actions;		+		
18	the analysis of the effectiveness of change;		+		
19	the assessment of productivity and efficiency of activity of divisions and their interaction;		+		
20	In HEI all major business processes, which regulates the implementation of the EP should be documented.		+		
21	The HEI should define its own requirements for the various forms (full-time, evening, correspondence), levels (BA – MA – PhD) and technology (including remote).		+		
22	The HEI should demonstrate an accurate designation of those responsible for business processes, a clear allocation of staff duties, and delimitation of responsibilities of collegial bodies participating in implementation of the EP.	+			

23	The HEI should demonstrate the order for approval, periodic review (revision), and monitoring of educational programs and documents that regulate this process.		+		
24	The HEI should ensure the existence and effective operation of the system of informing and feedback focused on students, employees and stakeholders.	+			
25	The HEI should demonstrate the existence of mechanism of communication with students, staff and other interested in the HEI's activity parties, including the presence of deadlines for processing complaints, appeals and inquiries.	+			
26	The HEI should establish the frequency, forms and methods of evaluation of the education program.		+		
27	An important factor is the cooperation with other HEIs implementing the same education program and an exchange of experience.			+	
28	The EP's management must make decisions that are justified and based on the facts.		+		
29	The EP's management should demonstrate the successful operation of the EP quality assurance system, which includes designing, management and monitoring, their improvement, making decisions based on facts.			+	
30	An important factor is the existence of information systems and databases, using the Internet for informing, the presence of portal and/or Internet site containing information reflecting the planning processes and the evaluation results of its effectiveness for students, staff and the public.		+		
31	The EP's management should provide evidence of transparency in the educational program management system.		+		
32	An important factor is the participation of representatives of interested parties (employers, faculty, and students) in the collegial governing bodies of the educational program.		+		
33	The HEI should demonstrate the presence and evidence of an intensive use in the processes of the EP management the system for collection and analysis of statistics on the contingent of students and alumni, on resources, personnel, research and international activities and other areas.		+		
34	An important factor is the EP management based on research results of changes in internal and external environment.		+		
35	The EP's management should provide a measurement of the degree of satisfaction with the needs of faculty, staff and students and to demonstrate evidence of removing shortcomings found in the measurement process.		+		

36	The EP's management should demonstrate an evidence of openness and accessibility for students, teaching staff, and parents (the official reception hours on personal matters, e-mail communications, etc.).	+			
37	The HEI should demonstrate the existence of communication channel by which any interested person can give innovative proposals on the improvement of the EP's activity to the HEI's management and the governing bodies. The HEI should demonstrate examples of the analysis of these proposals and the implementation of such proposals in the life of the HEI.	+			
	Subtotal	6	28	3	0
	Standard 2 "Specificity of Education Program"				
	Evaluation Criteria: the content of the EP				
38	The HEI should demonstrate the existence of developed models of the graduate education program, including knowledge, skills, competencies and personal qualities.		+		
39	The HEI should provide evidence of the participation of teaching staff and employers in the development and management of educational programs, ensuring their quality.		+		
40	The HEI should prove that employers involved in design and implementation of the EP are typical representatives of employers (representativeness) and express the interests and views, which is common for most employers.		+		
41	The HEI should determine the content, scope, logic of constructing individual educational trajectory of students, the influence of disciplines and professional practices on formation of professional competence of graduates.		+		
42	The HEI should demonstrate a continuity of content of educational programs at different levels (bachelor's, master's, doctorate degrees, additional education), including the logic of academic interdependence of disciplines, sequence and continuity.		+		
43	The EP's management should demonstrate the influence of discipline on the formation of students' professional competence, skills and knowledge blocks.		+		
44	The EP's management should demonstrate a clear definition of the logical sequence of discipline courses and reflection in the work study program of basic requirements for learning outcomes.		+		
45	The EP's management should demonstrate the existence of professional context in the content of academic disciplines.		+		
46	The EP's management should demonstrate the existence of an effective balance between the theoretical and practice-oriented disciplines.		+		

47	The EP's management should demonstrate the logic and reasons for drafting of curriculum and teaching programs, in particular the reasons for including a particular discipline to the curriculum list, the reasons for assigning the status of post-or prerequisite, matching the names and content of the courses to the topical areas of study of science/society and etc.		+		
48	The EP's management should ensure that the content of academic disciplines is congruent with study level (bachelor's, master's, doctorate degrees) and offered learning outcomes.		+		
49	The list and content of disciplines should be available for students. Disciplines should contain the most relevant results of research and other information of the teaching field. Disciplines should comprehensively cover all the issues, problems existing on the agenda of teaching field.		+		
50	An important factor is a harmonization of content of educational programs with educational program soft he leading foreign and Kazakh HEIs.			+	
51	In structure of the educational program should be envisaged different activities, the content of which should contribute to the development of students' professional competences taking into account their personal features.			+	
52	An important factor is updateability of educational programs, taking into account the interests of employers during the elaboration of educational programs designed to develop professional skills.		+		
53	The EP's management must provide an annual revision of the content of curriculum and teaching programs, taking into account changes of the market, the wishes of students and teachers and with the involvement in decision-making representatives of employers, students, teachers and stakeholders.		+		
Evaluation Criteria: Individualization of EP					
54	The EP's management must provide equal opportunities for students, regardless of the language of instruction on the formation of an individual educational program aimed at developing professional competence.		+		
55	The EP's management should ensure the existence and effective functioning of the individual support system and consulting of students on the educational process.	+			
56	The EP's management creates conditions for the effective promotion of student on individual learning path, including consultations of advisors.		+		
57	The EP's management should demonstrate the use of advantages, individual characteristics, needs and cultural experience of students in the implementation of the EP.		+		

58	The EP's management should demonstrate an individual academic support for students in the implementation of EP.	+			
59	The EP's management must prove the existence of monitoring system for the effective promotion of student on individual learning path and students' achievements.		+		
Evaluation Criteria: Student Assessment Results					
60	The EP's management should ensure the existence and effective operation of the mechanism of objective, accurate and comprehensive assessment of the knowledge, skills and qualities acquired by students in the process of studying the course, as well as collective mechanism of the appeal and professional assessment appeal.		+		
61	The EP's management must provide an objective assessment of knowledge and degree of development of students' professional competence, transparency and adequacy of tools and evaluation mechanisms.		+		
62	The EP's management should provide compliance of procedures of assessment of students' knowledge level to the planned learning outcomes and program's goals.		+		
63	The EP's management should carry out diagnostics of students' knowledge at the beginning of training of the course and the study of academic disciplines.		+		
64	The processes and criteria for assessment of knowledge must be transparent.		+		
Evaluation Criteria: teaching methodology					
65	The EP's management must provide a systematic development, implementation and effectiveness of active learning and innovative teaching methods.		+		
66	During implementation of the educational program monitoring of a student's independent work should be carried out and mechanisms of an adequate assessment of its results are created.		+		
67	An important factor is the existence of joint educational programs with foreign HEIs and attracting Kazakh scientific research organizations to educational process.			+	
68	The EP's management should provide students with the possibility of performing practical training on a specialty and to monitor the satisfaction of students, enterprise managers – practice places and employers.		+		
69	The EP's management should ensure the implementation of research findings in the educational process.			+	
70	The EP's management must prove the conducting research and the availability of their own developments in the field of teaching methods of academic disciplines of the EP.			+	
Subtotal		2	26	5	0

Standard 3 "Faculty and Teaching Efficiency"					
71	In order to implement educational programs the EP's management should attract practitioners and identify the proportion of disciplines read by them. The EP's management should show the logic of their involvement in the carrying out courses.		+		
72	The EP's management should constantly motivate teaching staff for applying innovation and IT in education process.		+		
73	The EP's management should provide academic staff's compliance with the qualification requirements, the level and specificity of the educational program.		+		
74	The EP's management should demonstrate compliance of human resource capacity of faculty to strategy and specificity of educational programs.		+		
75	The EP's management should demonstrate a personnel selection based on the analysis of the needs of educational programs, the existence of recruitment system.			+	
76	The HEI should demonstrate availability of information to the public on teaching staff, including faculty's directories, placing profiles on the HEI's web-site.		+		
77	The EP's management should demonstrate compliance with the principle of management accessibility and transparency of all personnel procedures.	+			
78	The EP's management should provide monitoring of faculty's activity, a systematic assessment of the professor's competence, a complex assessment of the quality of teaching.		+		
79	The workload of teachers should include educational, methodical, scientific work (including the preparation of projects and applications), the organizational and methodological (including the participation and organization of various events), improvement of a professional competence (qualification enhancing, including personal development and study of literature on the specialty), the activities in a professional environment (for example, participation in professional associations and consulting).		+		
80	The EP's management should demonstrate evidence of performance of all types of planned assignment by the teachers.		+		
81	The EP's management should provide the entirety and adequacy of the academic staff's individual work planning for all kinds of activity, monitoring of productivity and efficiency of individual plans.		+		
82	The EP's management should demonstrate compliance of qualification enhancing, professional and personal development of teaching staff to the goals of EP.		+		

83	The EP's management should provide purposeful actions on the development of young teachers.			+	
84	The EP's management should demonstrate mechanisms of incentives for professional and personal development of faculty and staff.		+		
85	The EP's management must ensure monitoring of faculty's satisfaction.		+		
86	The EP's management must demonstrate the involvement of faculty into practical activities in the field of specialization on permanent basis.		+		
87	The EP's management should confirm the involvement of experienced experts in the relevant branch of economy for implementation of the EP.		+		
88	The EP's management must demonstrate IT competency of faculty members, application of innovative methods and forms of education.		+		
89	An important factor is the development of academic mobility, attracting the best foreign and domestic teachers, conducting joint research during the time of implementation of EP.			+	
90	An important factor is the attraction of the well-known scientists, public and political figures, and honored workers to the education process.		+		
91	An important factor is the participation of teaching staff in the life of society (the role of faculty in the education system, in development of science, region, creating the cultural environment, participation in exhibitions, art competitions, charity programs, etc.).		+		
	Subtotal	1	17	3	0
	Standard 4 "Students"				
92	The EP's management should demonstrate a policy of forming of students' contingent of the EP and the transparency of its procedures.		+		
93	The EP's management should ensure the representation of students in collegial governing body of the EP.		+		
94	The EP's management should demonstrate awareness of the major roles (professional, social) of students on the basis of the learning results.		+		
95	An important factor is to have the possibility of professional certification of students in the field of specialization in the learning process.			+	
96	An important factor is to attract students to scientific research.			+	
97	An important factor is the possibility of external and internal mobility for students.			+	

98	An important factor is existence of support programs for gifted students.	+			
99	The EP's management should make maximum efforts to ensure employment for graduates and maintain communication with alumni and create an alumni community on separate programs of the EP.		+		
100	An important factor is to monitor the employment and professional activities of graduates.		+		
101	The EP's management should actively encourage students for self-education outside of the main program (extracurricular activities).	+			
102	The EP's management should provide students with the possibility of exchanging and expression of opinion – for example, via an Internet forum, student organizations.		+		
103	The EP's management should establish a mechanism for monitoring of students' satisfaction with their HEI activity in general and the individual services in particular.	+			
104	The EP's management should demonstrate the functioning of the feedback system, including operative reporting of assessment results of students' knowledge.			+	
105	An important factor is to have the possibility for continuing education in postgraduate and additional educational programs.		+		
106	An important factor is the mobility of students and faculty members (the ability to study within a certain time in other domestic and foreign HEIs, academic exchanges of teaching staff) and existence of a mechanism for the recognition of the results of academic mobility of students.			+	
	Subtotal	4	6	5	0
	Standard 5 "Resources Available to Education Program"				
107	The EP's management should provide accessibility to the maximum possible number of students a structured, organized information on the disciplines – read – presentation materials, lecture notes, mandatory and additional literature, practical assignments, etc.		+		
108	Teaching equipment and software used to master educational programs should be similarly used in the relevant sectors and meet the requirements of operational safety.			+	
109	The HEI should demonstrate the effectiveness of regular analysis of sufficiency and modernity of the resources of available educational programs - classrooms, laboratories, computer hardware and software, financial resources, access to international databases of scientific research results, the system of professional practice and employment, textbooks and materials, etc.			+	

110	The HEI creates a learning environment that contributes to the formation of professional competence and takes into account individual needs and abilities of students.		+		
111	The HEI should create conditions for the development of research teams, research laboratories, academic schools and workshops, involving students in research activities; ensuring the participation of teaching staff and students in academic conferences and competitions, employing leading scholars and practitioners.		+		
112	The HEI should create conditions for the development of scientific potential of young scientists and students.		+		
113	The HEI should demonstrate the compliance of infrastructure used for implementation of the EP with its specifics. Classrooms, offices, laboratories, communication and computer equipments and other facilities must meet high requirements.		+		
114	The HEI should assess the development dynamics of material-technical resources and information support of the EP, efficiency of use of assessment results for adjustment in planning and budget allocation.		+		
	In the HEI should be established learning environment of the EP, which includes:				
115	technological support for students and faculty in accordance with the programs (such as online learning, simulations in the classroom) and the intellectual demands (databases, data analysis programs);		+		
116	academic accessibility – students have access to personalized interactive resources (also available outside the classroom), learning materials and assignments, and as well as the possibility of experimental self-evaluation of students' knowledge through remote access to the HEI portal (website) is provided;		+		
117	academic advising – have personalized interactive resources to help students plan and implement academic programs;		+		
118	professional orientation – students have access to personalized interactive resources that provide assistance in choosing and achieving career paths;		+		
119	required number of classrooms equipped with modern technical means of teaching: educational and research laboratories, modern teaching and training grounds, parks equipped with modern facility that is in correspondence with the educational programs implemented, the sanitary and epidemiological norms and requirements;			+	

120	required number of computer classes, reading rooms, multimedia, language and science classrooms, the number of seats in them;	+			
121	book fund, including fund of educational, methodical and scientific literature on general education, basic and major disciplines in print and electronic form, periodicals in the context of learning language;		+		
122	scientific databases, electronic journals and their availability;		+		
123	availability of electronic versions of published journals;	+			
124	examination of the research results, final papers, dissertations on plagiarism;			+	
125	free access to educational Internet resources, the functioning of free Wi-Fi throughout the HEI.	+			
126	The EP's management should ensure the existence of academic support for students, including giving students the information, reference and teaching materials needed for the learning of educational programs (guide, academic calendar, manual and etc.).	+			
127	Educational materials, software tools, educational literature and additional resources, and equipment should be available to all students.		+		
128	An important factor is the support of the educational program with information and communication technologies.		+		
129	The HEI should demonstrate existence of the laboratory development programs realizing by the EP.		+		
130	The EP's management should determine the degree of implementation of information technology in the learning process of the EP, monitor the use and development of innovative technologies by teaching staff, including ICT-based.			+	
	The EP's management should demonstrate the reflection of information characterizing the EP on a web resource, the efficiency of its use for improvement of the EP, which has the following characteristics:				
131	the presence of personal pages of teaching staff on the portal of the HEI;		+		
132	the presence of adequate and objective information about the teaching staff in the HEI's portal (website);		+		
133	the transparency of information on administration of complaints, including the placement of virtual complaint book for consumers on the HEI's portal (website);		+		
134	the allocation on the HEI's portal (website) complete objective information on the activities and specificity of the EP;		+		

135	the allocation on the HEI's portal (website) external publications (citations, references) on the implementation of the EP;		+		
136	the use of information networks to inform the public and stakeholders;			+	
137	An important factor is to comply with copyright when placing teaching and methodological support in the public domain;		+		
138	An important factor is the creation of conditions for the mastery and use of information and communication technologies by the staff, teaching staff and students in the education process and activities of the HEI.		+		
	Subtotal	5	21	6	0
Standard 6 "In the context of separate specialties"					
Natural and Technical Sciences					
<i>Educational programs in directions "Natural Sciences", "Engineering and Technology", such as "Construction" must meet the following requirements:</i>					
139	to familiarize students with the professional environment and pressing issues in the field of specialization, also for the acquisition of skills through theoretical training educational program must include disciplines and activities designed to obtain practical experience and skills in the profession in general and majors in particular, including: - excursions to a company in the field of specialization (factories, workshops, research institutes, laboratories, etc.), - conducting individual sessions or the entire discipline in the specialization company, - holding seminars for solving practical tasks relevant to the companies in the area of specialization, etc.			+	
140	The faculty involved in the educational program should include at least one full-time professor who has long experience as the regular employee in enterprises in the area of specialization of the educational program.		+		
141	The contents of all disciplines of the EP should be more or less based and include elements, themes of the fundamental natural sciences, such as mathematics, chemistry, physics.		+		
	Subtotal	0	2	1	0
	Subtotal in general	18	100	23	0