



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

On the results of the external expert commission's assessment for
compliance with the standards of specialized accreditation
of the degree programs

6B06204 Telecommunication Engineering

6B07128 Aerospace Engineering

6B06301 Information Security of Financial Structures

Non-profit JSC «Almaty University of Power Engineering and
Telecommunications

in the period of March 18-20, 2024

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

Addressed to
IAAR Accreditation Council



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(I) LIST OF NOTATIONS AND ABBREVIATIONS

AUPET - Almaty University of Power Engineering and Telecommunications

ASE - Aerospace Engineering

EEC - external expert commission

ISFS - information security of financial structures

ICT - info-communication technologies;

IC - individual curriculum;

MC-modular-curriculum;

NJSC AUPET - non-profit joint-stock company Almaty University of Power Engineering and Telecommunication;

LHO - limited health opportunities;

EO - educational organization

DP - degree program;

AS - academic staff;

TE- telecommunication Engineering

EMS - educational-methodical section;

AC - academic Council;

TMS - teaching-methodical support.



(II) INTRODUCTION

In accordance with the order of the Independent Accreditation and Rating Agency № 35-24-OD dated 31.01.2024, from 04 to 06 March 2024, the external expert commission conducted an assessment of compliance of degree programs 6B06204 Telecommunication Engineering, 6B07128 Aerospace Engineering, 6B06301 Information Security of Financial Structures of Almaty University of Power Engineering and Telecommunications with the standards of primary specialized accreditation of the IAAR (May 25, 2018, №68-18/1-OD, edition one) in hybrid format.

The report of the external expert commission contains the assessment of the submitted degree programs to the IAAR criteria, recommendations of the EEC on further improvement of degree programs and parameters of the profile of degree programs.

Composition of the EEC:

Chairman of the IAAR EEC - Alexey Shcherbina, PhD in Economics, Doctor of Philosophy, Southern Federal University, IAAR expert of the I category (Rostov-on-Don, Russian Federation).

IAAR Expert - Yuri E. Belykh, PhD in Physics and Mathematics, Associate Professor, Vice-Rector for Academic Affairs, Yanka Kupala State University of Grodno (Grodno, Belarus).

IAAR Expert - Nadezhda Valerievna Prokhorenkova, PhD, Associate Professor, Serikbayev East Kazakhstan Technical University (Ust-Kazakhstan). Serikbayev East Kazakhstan Technical University (Ust-Kamenogorsk, Republic of Kazakhstan).

IAAR Expert - Kiyon Vladimir Sergeevich, PhD, Associate Professor, Head of Laboratory of Biodiversity and Genetic Resources, National Center of Biotechnology (Astana, Republic of Kazakhstan).

IAAR Expert - Dmitry Poruba, PhD, Head of the Center of Competence and Technology Transfer in Automation and Mechatronics, Serikbayev East Kazakhstan Technical University (Ust-Kazakhstan, Republic of Kazakhstan). Serikbayev East Kazakhstan Technical University (Ust-Kamenogorsk, Republic of Kazakhstan).

IAAR Expert - Pavel Dunayev, PhD, Seifullin Kazakh Agrotechnical Research University (Astana, Republic of Kazakhstan).

IAAR Employer Expert - Alimbayev Said Tolegenovich, Chief Competition Manager, Self-Regulatory Organization "Association of Kazakhstan Freight Railway Carriers" (Astana, Republic of Kazakhstan).

Expert-employer of IAAR - Marina Dauletovna Abikaeva, JSC "Institute of Fuel, Catalysis and Electrochemistry named after D.V. Sokolsky" (Astana, Republic of Kazakhstan). D.V. Sokolsky Institute of Fuel, Catalysis and Electrochemistry" (Almaty, Kazakhstan).

IAAR Expert Trainee - Arystan Aidana, 3rd year PhD student, specialty "Nanotechnologies" (Kazakhstan-British Technical University of Almaty).

IAAR Expert Learner - Adel Omarova, member of the Alliance of Students of Kazakhstan, Kazakh Agrotechnical University named after S. S. Kuznetsov. C. Seifullin (Astana, Republic of Kazakhstan).

IAAR Expert Trainee - Sisenova Zhannur, 3rd year student, Standardization and Metrology, (Gumilev Eurasian National University, Astana).

IAAR EEC Coordinator - Gulfiya Rivkatovna Nazirova, Ph.D., IAAR Specialized and Institutional Accreditation Project Manager.

(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION

Brief information about the university

The history of Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeyev began with the training of specialists for the power engineering industry in 1965 as part of the Polytechnic Institute, and as an independent university since 1975. On January 10, 1997, by the resolution of the Government of the Republic of Kazakhstan, it was separated from the Kazakh National Technical University, and in May it was transformed into the Almaty Institute of Power Engineering and Telecommunications with the status of a non-profit joint stock company. In July 2010, the Almaty Institute of Power Engineering and Telecommunications received the status of a university with the right to train master's and PhD students. In August 2019, by the decision of the General Meeting of Shareholders, the university was named after Gumarbek Daukeyev.

Currently AUPET trains specialists in the following areas: information and communication technologies, information security, telecommunications, engineering, hygiene and occupational health and safety at work and agricultural engineering.

AUPET has an open-ended license to engage in educational activities (№ KZ80LAA00018161, date of initial issuance 04.08.2010); in 2021 passed license control for compliance with the qualification requirements of the Ministry of Education and Science of the Republic of Kazakhstan. The University is the base university of the Republican Educational and Methodological Association in the areas of "Telecommunications" (DP "Telecommunications Engineering") and "Engineering" (DP "Electric Power Engineering", "Heat Power Engineering" and "Space Engineering"). The University implements 35 Bachelor's degree programs, 25 Master's degree programs and 6 PhD degree programs.

The University has perpetual licenses: for project activities of I category, for construction and installation works of III category, for activities in the field of space use, for works and services in the field of environmental protection. It is included in the list of authorized expert organizations for technical expertise of natural monopolies. It is accredited by the Ministry of Science and Higher Education of the Republic of Kazakhstan as a subject of scientific and (or) scientific-technical activity. The University is a potential service provider of JSC "NWF "Samruk-Kazyna".

Mission of the University - Formation of the best intellectual resources of the national economy and the most advanced technologies for industrial-innovative development of the country, adapted to the conditions of world integration and globalization.

Vision - By 2025 AUPET is an advanced research university in Central Asia in the field of power engineering, telecommunications, information and aerospace technologies.

The organizational structure of the university includes 4 institutes: Institute of Energy and Green Technologies, Institute of Natural Sciences and Humanities, Institute of Automation and Information Technologies, Institute of Communication and Space Engineering, with 14 departments, 10 of which are graduate departments. The scientific infrastructure is represented by four scientific and technical centers and nine research laboratories.

The University is located in three buildings with a total area of 29473 sq. m. For convenience, all buildings are connected by passages. There are also 3 dormitories for 1200 people. In the buildings there are canteens and cafes, lecture halls, TV rooms, computer classrooms, laboratory rooms, a library and an assembly hall. There are laboratories in each building.

The teaching staff team is represented by 18 Doctors of Sciences, 100 candidates of sciences, 43 PhDs, 153 MSc.

The University has undergone the procedure of institutional accreditation with the Independent Agency for Accreditation and Rating (IAAR) in 2019 and has been accredited for a period of 5 years. There is a certificate for the 1st place among the HEIs-participants of the IAAR rating in the group of Bachelor's degree DP B056 "Communications and Communication Technologies", a certificate for the 1st place in the rating of HEIs of Kazakhstan - 2020 in the

degree program "6B071 - Space Engineering and Technology".

AUPET has implemented the university development strategy until 2023. The quality assurance policy is enshrined in the documents "Quality Policy for the academic year 2022-2023", "Quality Objectives for the academic year 2022-2023".

The official website of the University is <https://aues.edu.kz/ru>.

AUPET is a member of the "Kazakhstan Electric Power Association", "Kazakhstan Information Security Association", is a member of the Alliance of Higher Education Institutions, is a member of the Academic Integrity League.

Mission of DP 6B06204 "Telecommunication Engineering" - Training of highly professional and competent specialists in the field of telecommunication engineering. The aim of the DP is to prepare highly qualified specialists in the field of telecommunication engineering, possessing theoretical and practical knowledge, abilities and skills necessary for their realization in professional activity, being competitive specialists, demanded in the domestic and international labor markets. The graduate is awarded the academic degree "Bachelor of Engineering and Technology in the specialty 6B06201 - Radio Engineering, Electronics and Telecommunications".

Mission of DP 6B07128 "Aerospace Engineering" - Preparation of highly professional and competent specialists in the field of space engineering. The aim of the DP is to train highly qualified personnel, meeting the basic needs of the national and world market of intellectual labor in the field of space engineering and ready to make a qualitative breakthrough in the field of space exploration. The graduate is awarded the academic degree "Bachelor of Engineering and Technology in the specialty 6B07124 - Aerospace Engineering".

Mission of DP 6B06301 "Information Security of Financial Structures" - Training of highly professional and competent specialists in the field of information security of financial and economic information systems, as well as solving problems of prevention of violation of integrity, availability and confidentiality of official information circulating in financial and economic systems. The aim of the program is to prepare highly professional and competent specialists in the field of information security of financial and economic information systems, as well as solving problems of preventing violations of integrity, availability and confidentiality of official information circulating in financial and economic systems. The graduate is awarded the academic degree "Bachelor in ICT in the educational program "Information Security of Financial Structures".

Languages of education in accredited programs: Kazakh, Russian, English.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Degree programs 6B06204 Telecommunication Engineering, 6B07128 Aerospace Engineering, 6B06301 Information Security of Financial Structures are being accredited by the IAAR for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The visit of the external expert commission to Almaty university of power engineering and telecommunications named after Gumarbek Daukeyev was organized in accordance with the program agreed in advance with the Chairman of the EEC in the period from 18.03.2024 to 20.03.2024.

In order to coordinate the work of the EEC, an introductory meeting was held on 12.03.2024, during which the powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of methods of expertise.

In order to obtain objective information on the evaluation of the university activities, the members of the EEC used such methods as: visual inspection (online, offline), observation, interviewing with the members of the Board - Vice-Rectors in the areas of activity, heads of structural units, deans of faculties and directors of institutes, heads of departments, teachers, students, employers, questioning of teaching staff, students.

EEC meetings with target groups were held in accordance with the specified program of the visit, with observance of the established time interval. In total, 42 representatives took part in the meetings (Table 1). The university staff ensured the presence of all persons specified in the program of the visit.

Table 1: Information on Employees and Students who participated in Meetings with the IAAR EEC

Category of participants	Numbers
Members of the Management Board - Vice Rectors	3
Heads of structural subdivisions	8
Heads of departments and heads of DPs	13
Teachers cluster 1	11
Students cluster 1	5
Graduates	0
Employers	1
Representatives from internship centers	1
Total	42

During the visit EEC members familiarized themselves with the state of the material and technical base of the university, they inspected: Laboratory "Cybersport" for competitions, Laboratory "Dr Web" for the disciplines "Designing a complex information security system", Laboratory "Cloud IoT" for the discipline "Networks and services of IoT and M2M technology", laboratory "Fundamentals of Info-communication Networks and Systems", "High Speed Optical Communication Systems", "Mission Control Center", where classes "Space Flight Dynamics", "Satellites and Radio Relay Transmission Systems (RT)", "Satellite Data Processing Methods" are held.

At the meeting of the IAAR EEC with the university target groups the mechanisms of realization of the university policy were clarified, the information was clarified and the evidence of realization of the requirements of the accreditation criteria was revealed.

The classes on disciplines were visited:

- "Programming of algorithms and data structures", teacher Zueva Ekaterina Alexandrovna, 1st year ISFS, SIB, the number of attendees - 6 students (1 subgroup),

- "Microprocessor complexes in control systems (lecture)", Bachelor's degree, 3rd year, the number of present - 32), lecturer Kuanyshbaeva A. T.

During the classes, traditional blackboards with chalk, interactive whiteboards, projectors, notebooks, slides, and video lectures were used. The teaching methods included oral and combined questioning, homework presentation defenses, and calculation exercises.

EEC experts visited the practice sites and analyzed the conditions of their conduct.

The experts requested and analyzed the documentation of the university.

The experts studied the internet positioning of the university: the university website, social network accounts: Instagram, Facebook, Youtube, Telegram channel.

In accordance with the accreditation procedure online questionnaire survey was conducted among 13 teachers, 41 students.

Within the framework of the planned program, the recommendations on improvement of accredited degree programs of NJSC "Almaty University of Power Engineering and Telecommunications", developed by EEC according to the results of the examination, were presented at the meeting with the management and academic staff on 20.03.2024.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Degree Program Management"

- ✓ *The higher and (or) postgraduate education institution should have a published quality assurance policy that reflects the link between research, teaching and learning.*
- ✓ *The higher and/or postgraduate education institution should demonstrate the development of a culture of quality assurance, including in terms of DP.*
- ✓ *Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint/double degree education and academic mobility.*
- ✓ *The management of the DP demonstrates transparency in elaboration of the DP development plan, containing deadlines for the start of implementation, based on the analysis of its functioning, real positioning of the DP and orientation of its activities to meet the needs of the state, employers, learners and other stakeholders.*
- ✓ *The management of the DP demonstrates the existence of mechanisms for the formation and regular revision of the DP development plan and monitoring of its implementation, assessment of the achievement of learning objectives, compliance with the needs of learners, employers and society, decision-making aimed at continuous improvement of the DP.*
- ✓ *The DP management should involve representatives of stakeholder groups, including employers, students and faculty in the formation of the DP development plan.*
- ✓ *The DP management should demonstrate the individuality and uniqueness of the DP development plan, its consistency with the national priorities and development strategy of the organization of higher and/or postgraduate education.*
- ✓ *The organization of higher and (or) postgraduate education should demonstrate clear definition of those responsible for business processes within the DP, unambiguous distribution of staff job responsibilities, delineation of functions of collegial bodies.*
- ✓ *The management of the DP should provide evidence of transparency of the management system of the degree program.*
- ✓ *The management of the DP should demonstrate the existence of an internal system of quality assurance of the DP, including its design, management and monitoring, their improvement, evidence-based decision-making.*
- ✓ *The management of the DP should implement risk management, including within the DP undergoing initial accreditation, as well as demonstrate a system of measures aimed at risk mitigation.*
- ✓ *The management of the DP should ensure the participation of representatives of employers, academic staff, students and other stakeholders in the composition of collegial management bodies of the educational program, as well as their representativeness in decision-making on the management of the degree program.*
- ✓ *The DP must demonstrate the management of innovation within the framework of the DP, including the analysis and implementation of innovative proposals.*
- ✓ *The management of the DP should demonstrate evidence of willingness to be open and accessible to learners, faculty, employers and other stakeholders.*
- ✓ *The management of the DP should be trained in educational management programs.*

Evidence-based part

- Transformation Strategy of NJSC Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeyev, considered and approved by the Board of Directors on 29.12.2017, Minutes №. 5-24;
- Strategic Development Plan of NJSC Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeyev for 2021-2023, approved by the Board of NJSC Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeyev on 28.06.2021 at the meeting № 13;
- Internationalization strategy of the non-profit joint-stock company Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeyev for 2021-2023, details of approval are not presented.

The quality management system is presented, <https://aues.edu.kz/ru/pages?id=2>:

- Policy in the field of quality for 2022-2023 academic year, requisites of approval are not presented;

- Quality objectives for the academic year 2022-2023, requisites of approval are absent.

The transformation strategy of NJSC AUPET named after Gumarbek Daukeyev is developed for the period 2018-2025, in terms of content it presents the mission, vision, goals and objectives for the three priorities of development. Indicative indicators for goals and objectives are absent, the university only declares the main priorities for the planned period. At the same time, the Strategic Development Plan of Non-profit Joint Stock Company Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeyev" for 2021-2023, as it notes "defines the basic directions of development at the corporate level and in the main strategic directions, is a medium-term document and is approved within the framework of the implementation of the AUPET Transformation Strategy...". This document presents indicative indicators, but it is rather difficult to consider it as a development of the transformation strategy of AUPET named after Gumarbek Daukeyev because it presents a different structure of goals and objectives. It should be noted that in the section Internationalization and international cooperation indicative indicators in the Strategic Development Plan of Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeyev" for 2021-2023 are not identical to those presented in the Strategy: internationalization of non-profit joint stock company Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeyev" for 2021-2023.

Thus, in order to present the system of strategic planning in a completed form from the beginning of the current academic year, the next strategic plan for the period up to the end of 2025 - the completion of the implementation of the Strategy of transformation of NJSC AUPET" named after Gumarbek Daukeyev should have been presented. At present, there is no such document or similar in the university, the process of implementation of the Strategy of transformation of NJSC AUPET" named after Gumarbek Daukeyev is not manageable.

The university does not have an actual document defining the quality assurance policy.

The problems of forming and keeping up-to-date the documents of strategic level, including the absence of documents, lack of approval requisites and unified requirements for their formation, inconsistency and contradictory content of documents are noted at all levels of management. EEC has encountered them too often in the process of preparing and conducting accreditation.

University mission - "Formation of the best intellectual resources of the national economy and the most advanced technologies for industrial-innovative development of the country, adapted to the conditions of world integration and globalization".

Vision - "By 2025 AUPET is an advanced research university in Central Asia in the field of energy, telecommunications, information and aerospace technologies".

Mission of ISFS DP - training of highly professional and competent specialists in the field of information security of financial and economic information systems, as well as solving problems of prevention of violation of integrity, availability and confidentiality of official information circulating in financial and economic systems.

The mission of DP ASE is to train highly professional and competent specialists in the field of space engineering.

The mission of TE is to train highly professional and competent professionals in the field of telecommunication engineering.

Commitment to quality and guarantees of its assurance on the part of contractors and partners are ensured on the basis of their selection in accordance with the HEI criteria, including tenders, as well as the existence of contractual relations and requirements for quality of processes and results stipulated in the contracts.

In the process of preparing and conducting the EEC visit, the university staff could not provide full evidence (protocols, reviews, expertise, etc.) of participation of all stakeholder groups

in the development of DP development plans, this evidence were not presented to the EEC members during the interview process.

Only internal stakeholders participated in the working out of development plans of accredited DPs.

The development plans of DPs are considered at the meetings of the Academic Council of the university (extract from the minutes № 11 from 17.05.2023), academic councils of institutes, educational and methodical council of the university. However, from the point of view of analyzing the development of quality culture it is necessary to note in this case the careless execution of documents. For example, the development plan of DP 6B06204 "Telecommunication Engineering" (no stamp on the title page), DP 6B06301 "Information Security of Financial Structures" - no date of approval of the document and no stamp on the title page.

The issues of implementation of DP development plans, results of implementation of planned activities are heard in the planned order. It is planned to regularly consider the development plans of the DP at "round tables" with employers, seminars and webinars, visiting meetings of the departments on the basis of enterprises, meetings of the SR of the department together with employers.

Content-wise, the development plans of accredited DPs have practically no differences, they present general directions of activities for the implementation of DPs without taking into account the context and specifics of DPs. It is only a list of problems to which attention is drawn, there are no implementation deadlines, target indicators, it is impossible to manage its implementation, there are no grounds for analysis. SWOT-analysis is presented only in a table, the actual analysis is absent, respectively, there are no conclusions and the possibility of their use in the formation of plans. At the same time, the structure differs in different plans by the presence or absence of sections presented in the development plans of other DPs.

There is a lack of consistency between the periods of implementation of DP development plans and strategic planning documents of the university, which automatically excludes the consistency of goals, objectives and implementation.

In the university and within the framework of the DP the responsibility for business processes, distribution of staff job responsibilities is defined in job descriptions, regulations on structural units. The functions of collegial bodies are delineated in the Regulations on their activities.

Transparency of management of degree programs is provided on the basis of informing stakeholders in the system of electronic and traditional communication. On the website of the [Almaty University of Power engineering and Telecommunications named after Gumarbek Daukeyev \(aues.edu.kz\)](http://www.aues.edu.kz) and in social networks. For example, in Instagram service the following accounts are presented:

- https://www.instagram.com/aues_university?igsh=MW9oOGwweWRpczkxeQ== - AUPET page ;
- <https://aues.edu.kz/ru/bachelor/edu-program-one?id=42> – page of the DP ISFS;
- https://www.instagram.com/aues_cybersecurity?igsh=OTlpd2U3emVmbmpj – page of the department of Cybersecurity;
- <https://aues.edu.kz/ru/bachelor/edu-program-one?id=21> - link to the page of DP ASE.

Internal regulatory documents are available on the University's website, both in public, <https://aues.edu.kz/ru/pages?id=7>, and password access.

Informing is also carried out in the work of collegial bodies, during information events, as well as on the basis of informal communication.

At the same time, the information is not regular and established, and the completeness of information about the activities of the university management, DP and collegial bodies, about the decisions taken is not ensured. It is indicative that there is no information about vice-rectors on the website, there is no mention of the vice-rector for science. In the course of the interviews, insufficient awareness of representatives of all stakeholder groups was revealed.

Designing, management and monitoring of the internal system of quality assurance of the

University's degree programs were carried out in accordance with the requirements of quality management and ISO 9001:2015 standard, however, by the time of the EEC visit the validity of the ISO certificate issued to the University expired on 10.04.2024. Quality objectives were formed for the academic year 2022-2023, for the current academic year the objectives have not been updated.

Evidence of the design, management and monitoring of the internal quality assurance system, the systematic nature of these activities was not provided by the university staff and was not fully identified by the EEC members. Not all the decisions made are properly based on facts. For example, there are no formalized procedures for opening training on new DPs, respectively, there is no marketing research, there is no analysis and justification of needs and opportunities, risk analysis.

The procedure "Risk Management" was presented to the EEC, there are no details of its approval, it is absent in the list of documents of the university. There are a number of problems in the practice of risk management in the university, respectively, this activity is poorly taken into account in the management system and does not have the required impact on the decisions, plans and activities.

At the level of the university and at the level of the DP as a tool for identifying risks SWOT-analysis is used, on this basis there is a mixture of probabilistic and deterministic factors, as risks are considered factors that by definition are not risks and should be considered in the planning system, not in the risk management system. Risks are not assessed, which also contributes to the incorrect identification of risks. Risk management measures are not considered in all cases, in most of the submitted and reviewed documents developers only state the presence of risks. Consideration of opportunities has completely fallen out of sight, which significantly reduces the effectiveness of all risk management activities. A large part of the documents in the risk management system are not identified, there is no way to analyze and apply them properly, e.g., [ASE – Google Disk](#).

The collegial bodies for the management of accredited DPs include representatives of academic staff, employers, students.

The work on search, development and implementation of innovations is not carried out on a systematic basis, although the goals of the university and DPs assume their achievement with the mandatory development of innovation activities. The planning documents do not present the goals of innovation activity, necessary measures and activities, executors, responsible persons, necessary resources. The system of incentives for academic staff and employees does not provide measures for the development of innovation activity. In the interview process, the faculty members did not demonstrate their involvement in innovation activities.

At the level of the department and institute the openness of the management is provided on the basis of interpersonal communications and group communication. The university website provides a phone number through which communication with the management is supposed to take place. E-mail, phone numbers, appointment times and other information for direct communication with the leaders are not available for interested parties. The rector's blog does not provide an option to send a message to him/her. When conducting interviews, participants confirmed that only opportunities for written communication to university leadership are provided, including the use of modern technology.

Evidence of training of DP management on educational management programs was not presented to the EEC members.

During the questionnaire survey, the representatives of the academic staff gave the following answers to the questions:

- How the innovative activity of the academic staff is encouraged: very good 5 people (38.5%), good 7 people (53.8%), relatively bad 1 person (7.7%);
- How the management and administration of the university perceive criticism: very good 2 people (15,4%), good 8 people (61,5%), relatively bad 2 people (15,4%), bad 1 person (7,7%).

The representatives of the academic staff evaluated how often they encounter late receipt

of information about events in their work as follows: often 0 people (0%), sometimes 4 people (30.8%), never 9 people (69.2%).

The representatives of the academic staff evaluated how satisfied they were with their participation in management decision-making as follows: fully satisfied 6 people (46.2%), partially satisfied 5 people (38.5%), not satisfied 0 people (0%), 2 people (15.4%) found it difficult to answer.

Analytical part

The Quality Assurance Policy published on the University website is not updated. As presented, it reflects the relationship between research, teaching and learning.

The lack of relevant documents of strategic level, careless formation of the main documents of the university, poor awareness of stakeholders, other evidence obtained by the EEC members during the analysis of documents and interviews, allow noting the low level of quality culture in the university and within the framework of accredited DPs. The development of quality culture should include both the development of guiding documents and staff training, and be reflected in the system of incentives and communication. It is necessary to widely inform both internal and external stakeholders about the organization and development of the internal quality assurance system on the basis of the university website and other means of information.

Commitment to quality and guarantees of its provision by contractors and partners, including in the implementation of joint/diploma education and academic mobility are provided on the basis of contractual relations and procedures of the university.

The presented plans of DP development, information on the order of their development, implementation and control demonstrate the formal attitude of DP management and the lack of a common approach to the planning of DP development in the university, to the control of their implementation processes. It is necessary to take systematic measures to ensure the transparency of DP management, formation and realization of their development plans at the university level. It is necessary to develop regulations both on ensuring transparency and on the order of interaction with all groups of stakeholders. The development plans of DPs need to be improved taking into account the specifics of educational programs and conditions of their implementation.

The university website and other sources of information available to stakeholders do not present the DP development plan, which indicates the lack of transparency in the development of this document and management of its implementation.

The content of the DP development plans does not reflect their uniqueness and individuality in the labor market and educational services. The plans have the form of classical, standard plans, reflect the list of activity directions for the implementation of the main functions of methodological and organizational support, actually not aimed at development.

Responsibility for business processes, distribution of staff job responsibilities, functions of collegial bodies are clearly defined in the internal documents of the university.

The university management and the DP use various channels of informing stakeholders, ensure the availability of normative documents, information about the DP, but this does not ensure the openness of DP management in due measure and sufficient awareness of stakeholders.

The university has established a system of quality assurance of DP, but its design, management and monitoring are not given due attention. At the time of the EEC visit the quality objectives were not actualized, and therefore, there is no basis for planning the quality assurance activities and implementation of other management functions. The design, management and monitoring of the internal quality assurance system should be carried out on a systematic basis in accordance with the regulations approved by the HEI. Decision-making based on facts is not systematic enough, decisions made without sufficient justification are noted.

Certain attention is paid to risk management, the relevant sections are presented in planning documents at all levels of management, but the activities in this area need to be improved, both at the methodological and organizational levels. In the risk management system there is a mix of concepts, when deterministic factors are offered as risks, which should be under full control of the

management, their manifestation is not of probabilistic nature, it is necessary to finalize the system in terms of risk assessment in accordance with the established criteria, in the work of the personnel there is no risk-oriented thinking, the opportunities provided by the manifestation of risk factors are not considered, there is no analysis of the results of risk management.

Taking into account the goals set and formulated by the HEI and DP management, it is required to ensure the manageability of innovation development processes on the basis of forecasting of promising directions, planning of activities on designing and implementation of innovations, identification of persons responsible for management and implementation, stimulation of staff activities, control and analysis of results.

In order to ensure the openness of the management, the main channels of free communication of interested parties with the HEI and DP management should be defined and formalized on the basis of traditional (personal reception, telephone, correspondence on paper, meetings with teams and their representatives, etc.) and electronic means (e-mail, blogs, social networks, etc.).

Training of management staff in educational management programs is of particular relevance.

Strengths/best practices for DP 6B06204 "Telecommunication Engineering", DP 6B07128 "Aerospace Engineering" are implemented, DP 6B06301 "Information Security of Financial Structures":

for this standard are not identified.

EEC recommendations for 6B06204 Telecommunications Engineering, 6B07128 Aerospace Engineering, 6B06301 Information Security for Financial Institutions":

1. HEI management to organize the development, approval and publication of the Quality Assurance Policy, which reflects the link between research, teaching and learning. By 30.06.2024.

2. The university management and the DP:

- to audit normative documents, to ensure their execution taking into account the formal requirements of document flow, to determine the order of their placement on the information resources of the HEI taking into account the delimitation of access for different categories of stakeholders;

- in strategic and operational planning documents to provide for activities and measures for the development of quality culture, involvement of stakeholders in quality assurance processes;

- to supplement job descriptions and regulations on structural subdivisions with norms and requirements for the development of quality culture;

- to conduct training of personnel, teaching staff and students on the problems of quality culture development. Until 30.12.2024.

3. Management of EO to ensure the development of approval and execution of a legal act regulating the transparency of the mechanism of development of the EO development plan, containing the terms of commencement and development. Until 31. 08.2024.

4. Management of the university and DP to ensure openness and accessibility for students, faculty, employers and other stakeholders to determine the channels and opportunities for communication through electronic and printed means, personal communication, on the website of the university and through other means of information to bring to the interested stakeholders by 31.08.2024.

5. To the DP management on the basis of local normative documents to formalize the design, management and monitoring of the internal quality assurance system for fact-based decision-making. By 30.12.2024.

6. The university management should define and document the procedure of risk management at the level of structural subdivisions and within the framework of the DP. By

30.06.2024.

7.The university management in planning, reporting and activity procedures should provide for innovation management on the basis of implementation of all main management functions, including planning, organization, stimulation, analysis. By 30.10.2024.

8.Provide training of all heads of DPs on educational management programs. By 30.12.2025.

EEC conclusions:

According to the standard "Management of educational program" 15 criteria are disclosed, of which: 10 criteria have a satisfactory position, 5 criteria - assume improvement.

6.2 Standard "Information Management and Reporting"

- ✓ *The EO shall demonstrate that it has a system for collecting, analyzing and managing information through the use of modern information and communication technologies and software tools and that it uses a variety of methods to collect and analyze information in the context of the DP.*
- ✓ *The EO management shall demonstrate that it has a mechanism for systematically using processed, relevant information to improve the internal quality assurance system.*
- ✓ *DP management should demonstrate evidence-based decision making.*
- ✓ *The EO should provide for a system of regular reporting, reflecting all levels of the structure, including assessment of the efficiency and effectiveness of the structural units, scientific research.*
- ✓ *The EO should establish periodicity, forms and methods of evaluation of the DP management, activities of collegial bodies and structural subdivisions, top management, implementation of scientific projects.*
- ✓ *The EO should demonstrate the definition of the procedure and ensuring the protection of information, including the identification of responsible persons for the reliability and timeliness of information analysis and data provision.*
- ✓ *An important factor is the existence of mechanisms for involving students, employees and faculty in the processes of collecting and analyzing information, as well as making decisions based on them.*
- ✓ *The management of the DP should demonstrate the existence of a mechanism for communication with learners, workers and other stakeholders, as well as mechanisms for conflict resolution.*
- ✓ *The EO must demonstrate that mechanisms are in place to measure the satisfaction of the needs of the faculty, staff and learners within the framework of the DP.*
- ✓ *The EO should provide for the assessment of performance and effectiveness of activities, including in the context of the DP.*
- ✓ *The information to be collected and analyzed in the framework of the DP should take into account:*
 - *key performance indicators;*
 - *the dynamics of the contingent of students in the context of forms and types;*
 - *level of academic performance, students' achievements and expulsion;*
 - *satisfaction of students with the implementation of the DP and the quality of education at the university;*
 - *availability of educational resources and support systems for students.*
- ✓ *The EO should confirm the implementation of the procedures of personal data processing of students, employees and academic staff on the basis of their documented consent.*

Evidence-based part

Collection of information, its distribution and use are conducted through the document management system Thesis, "Platonus" implemented in AUPET named after Gumarbek Daukeyev, the official website of the university <https://aues.edu.kz/kz>, corporate e-mail, Electronic Library and other electronic means and information systems. The list of AUPET information systems and means of communication with students is presented in Academic Policy [1609238575_KBF427.pdf \(aues.edu.kz\)](#).

Social networks Instagram, Telegram channels, etc. are used to disseminate current information. For example, social media accounts:

- https://www.instagram.com/aues_univer ,
- <https://www.facebook.com/aues.univers> .

During the focus group interviews, the interviewees demonstrated active use of Platonus system in the educational activities of the university.

Using AIS Platonus, the university forms individual plans and lists of academic groups, manages the academic calendar, virtual classrooms, and generates diploma supplements. On the basis of this system the processes of students' knowledge assessment within the rating system, acceptance of examinations by computer testing, filling of rating journal, control of students' knowledge and filling of electronic journal by teachers, collection and analysis of information about the dynamics of the contingent of students in the context of forms and types, as well as information about the employment of students are supported.

The above-mentioned lack of systematic activities to improve the internal quality assurance system is largely determined by the lack of designed and implemented mechanism of systematic use of information to improve the quality assurance system.

EEC notes the lack of systematic collection and accumulation of statistical information, there is no unified approach to the accumulation of statistical information and its presentation in the documents of the quality management system.

The automated collection of information on the quality of university activities involves departments, institutes, Department of Academic Affairs, Department of International Cooperation and Academic Mobility, University Career Center. Reports on academic, scientific and administrative aspects are provided for collegial meetings (EMC, AC, Institute Council). However, the development plans of the DP and structural subdivisions at the level of the DP management do not provide for targeted activities to improve the internal quality assurance system, the necessary processed, adequate information is collected only as the need for it arises.

As noted in the evidence-based part of the previous standard, not all decisions are adequately evidence-based. For example, there are no formalized procedures for opening training on new DPs, respectively, there is no market research, there is no analysis and justification of needs and opportunities, risk analysis.

There is a system of reporting within the DPs in accordance with the main areas of activity and in accordance with the organizational structure of management. Assessment of performance and efficiency of activities is carried out taking into account the analysis by the management - internal audit (Order No. 24 of 26.02.2024 on the internal audit of the quality management system), the results of surveys of various groups of internal stakeholders, materials of work of collegial bodies.

Frequency, forms and methods of assessment of the DP management, activities of collegial bodies and structural units, top management, implementation of scientific projects are determined by the established requirements for audits, work plans of collegial bodies and the need to provide information to the external environment of the University.

In the information protection system, the main mechanisms are the introduction of technical and software protection means and delimitation of access to information for different groups of stakeholders on the basis of authorization and personal passwords. Responsibility for the reliability and timeliness of information analysis and data provision is distributed and established at an informal level, which affects both the quality and reliability of information provided by the university for internal and external users.

Access to the information available in the Platonus system is delimited through login with login and password. Faculty and staff have different capabilities and functions. To the data on students and their academic achievements have access to the employees of the office-registrar and directorates. Access to the documentation of the DP in the department have faculty members, academic and support staff of the department.

Participation of students, employees and academic staff in the processes of collecting and analyzing information, as well as decision-making on their basis is carried out through participation in the work of the Academic, Scientific and Methodological and Scientific and

Technical Councils, Councils of Institutes and other collegial bodies, as well as meetings and seminars, working groups, commissions created by the management of the university and DP. In some cases, public discussion and adjustment of draft regulatory documents is conducted. Questioning of stakeholders, which is conducted on various problems, also ensures their participation in collecting information to support management decisions.

During the questionnaire survey, the representatives of the academic staff evaluated the involvement of the academic staff in the process of making managerial and strategic decisions: very good 3 people (23.1%), good 9 people (69.2%), relatively bad 1 person (7.7%).

Students participate in university and institute youth organizations: Student Parliament, head teachers, etc., which was confirmed during the interviews. The work of student self-governance is based on social partnership, allows to involve students as social subjects in the management, control and evaluation of university activities.

When conducting the questionnaire, the representatives of the academic staff gave the following answers to the questions:

- Evaluate the availability of leadership to students: very good 6 people (46.2%), good 6 people (46.2%), relatively bad 1 person (7.7%);
- Evaluate the availability of leadership to teachers: very good 7 people (53.8%), good 4 people (30.8%), relatively bad 2 people (15.4%);

- Evaluate the level of faculty feedback to the management: very good 5 people (38.5%), good 7 people (53.8%), relatively bad 1 person (7.7%).

Students rated their satisfaction as follows:

- level of accessibility and responsiveness of the university administration: fully satisfied 29 people (70.7%), partially satisfied 9 people (22%), partially dissatisfied 3 people (7.3%);

- the level of accessibility of the dean's office: 24 people (58.5%) were fully satisfied, 12 people (29.3%) were partially satisfied, 3 people (7.3%) were partially dissatisfied, 3 people (7.3%) were partially dissatisfied, 1 person (2.4%) is not satisfied, 1 person (2.4%) finds it difficult to answer.

Conflict resolution mechanisms are not formalized, conflict analysis and adjustment of activities on its basis are not carried out. The DP management adheres to the strategy of "conflict avoidance", which excludes their use to improve activities. Information letters for the 1st semester of the 2023-2024 academic year were submitted to the EEC members, indicating that there are no complaints from students. On 8.10.2020 a conciliation commission for employer-employee labor disputes was established.

In order to improve the quality of educational and other processes, monitoring of satisfaction of internal and external stakeholders is carried out. Questionnaires of different groups: students, parents, employers, academic staff, etc., are conducted.

In order to obtain information about the state of the educational process and the quality of teaching activity of instructors in online mode at the end of the study of the discipline 2 times a year the questionnaire "Teacher according to the students' point of view" is conducted.

The assessment of efficiency and effectiveness of activity is carried out on the basis of indirect signs and evidence, personal opinion of the head, other informal signs. The noted absence of indicative indicators in the plans of structural subdivisions and areas of activity, indication of resources for the implementation of plan items does not allow the assessment of performance and efficiency of activity on the basis of analyzing the results of plan implementation. According to the interviews conducted by the EEC members, there is no information about the criteria and indicators for assessing the performance and efficiency of their activities in the groups of internal stakeholders.

As noted above, the key performance indicators at the university and within the framework of the DP are not formalized, respectively, they are not properly represented in the collected and analyzed information.

Collection and analysis of information about the dynamics of the student population in terms of forms and types; academic progress, student achievements and expulsion; student satisfaction with the implementation of the educational program and the quality of education at the

university; availability of educational resources and support systems for students is carried out on a systematic basis, information systems are used, in particular, the system "Platonus".

Procedures of personal data processing are realized on the basis of written consent to the processing of personal data, which are signed by teaching staff when hiring and students when enrolling in the university. The personnel (employees, academic staff) of the university at employment sign a bilateral labor contract with the university management, in which paragraph 12 establishes the consent to the processing of personal data. The storage of these documents in the prescribed manner is provided.

Analytical part

The university actively uses various computer systems, services, networks in the system of collection and dissemination of information. The main role in the educational process and implementation of the DP is assigned to the information and communication system "Platonus".

The collection of information suitable for the improvement of the internal quality assurance system is not organized and is not conducted on a systematic basis, the data are not accumulated and systematized in accordance with the established requirements, the mechanism of systematic use of the processed, adequate information for the improvement of the internal quality assurance system in the practice of DP management is presented fragmentarily, statistical methods of information processing are not used.

In the practice of implementation and management of DPs, decisions are not always based on facts. In particular, it is necessary to develop formalized procedures for opening training on new DPs.

There is an informalized system of reporting and evaluation of performance and efficiency of activities within the framework of the DPs, which corresponds to the established needs of the management.

The system of evaluation of the DP management, activities of collegial bodies and structural units, top management, implementation of scientific projects, which is in effect at the University, is not formalized, is largely subject to change under the influence of external and spontaneous factors, and does not correspond to the quality of the management system.

Information protection is provided on the basis of technical, software and organizational and administrative means. There are deviations in ensuring the reliability and timeliness of information provision and analysis due to the lack of proper fixation of personnel responsibility.

The HEI and DP management ensures the involvement of students, employees and academic staff in the processes of collecting and analyzing information, decision-making on the basis of traditional approaches: the work of collegial bodies, questionnaires, etc. Student self-government is actively used.

The University has a system of questioning various groups of stakeholders, including the use of online technologies.

The lack of information about the criteria and indicators for assessing the performance and effectiveness of their activities in the groups of internal stakeholders significantly limits the ability of the university management and the DP to adjust and improve their activities.

As noted above, the key performance indicators at the university and within the framework of the DP are not formalized, respectively, they are not properly represented in the collected and analyzed information.

Collection and analysis of information on key performance indicators, except for performance indicators, within the framework of the DP is carried out on a systematic basis with the use of information system, meets the needs of the DP development.

Strengths/best practices

None identified for this standard.

Recommendations of the EEC

1. To the management of the DP in order to design and realize the mechanism of systematic use of processed, adequate information for improvement of the internal quality assurance system:

- in the development plans of the DP and structural units to ensure the availability of measures and activities to improve the internal quality assurance system;
- define and document the list of data relevant for the improvement of the internal quality assurance system and the procedure for their collection;
- define and document the procedure for processing the collected data, systematization, storage and use of the obtained information. By 11/30/2024.

2. The university management should ensure the development of formalized procedures for the opening of training on new DPs, taking into account the requirements of marketing research of labor markets and educational services, analysis and justification of needs and opportunities, risk analysis. By 30.01.2025.

3. The university management should formally distribute responsibility and establish responsible persons for reliability and timeliness of information analysis, document these decisions. By 30.11.2024.

4. The university and DP management should define, formalize, and communicate to the staff a comprehensive list of efficiency and effectiveness indicators for structural units and processes. Additionally, they should establish and disseminate the procedures for their formation, analysis, and documentation. This should be completed by October 30, 2024.

EEC conclusions on criteria: (strong/satisfactory/suggesting improvement/unsatisfactory)

There are 16 criteria disclosed under the Information Governance and Reporting standard, of which: 14 criteria have a satisfactory position, 2 criteria suggest improvement.

6.3. Standard "Degree Program Development and Approval"

- ✓ *The EO should define and document procedures for the development of the DPs and their approval at the institutional level.*
- ✓ *The DP management should ensure that the content of the DP is consistent with the established objectives, including the intended learning outcomes.*
- ✓ *The DP management should demonstrate the availability of mechanisms for revising the content and structure of the DP taking into account changes in the labor market, employers' requirements and social demand of the society.*
- ✓ *The DP management must ensure the availability of developed models of the DP graduate, describing learning outcomes and personal qualities.*
- ✓ *The DP management must demonstrate external expertise of the DP content and planned results of its realization.*
- ✓ *The qualification awarded upon completion of the DP should be clearly defined and correspond to the defined level of the NSC and QF-EHEA.*
- ✓ *The DP management should determine the influence of disciplines and professional practices on the formation of learning outcomes.*
- ✓ *The ability to prepare learners for professional certification is an important factor.*
- ✓ *The DP management should provide evidence of the participation of students, faculty and other stakeholders in the development of the DP, ensuring its quality.*
- ✓ *The management of the DP should ensure compliance of the content of academic disciplines and planned results with the level of education (bachelor's, master's, doctoral studies).*
- ✓ *The structure of the DP should provide for various types of activities that ensure the achievement of planned learning outcomes by students.*
- ✓ *An important factor is the conformity of the content of the DP and learning outcomes of the DP implemented by organizations of higher and (or) postgraduate education in the EHEA.*

Evidence-based part

On February 24, 2020, the University introduced the Regulation on the Development of Degree Programs for Higher and Postgraduate Education, approved by the Rector of NJSC

AUPET. This regulation is available on the University's website in the Internal Regulatory Documents section as Appendix 5, titled "Regulation on the Development of DPs Based on Professional Standards", [1609231688_SQq0yF.pdf \(aues.edu.kz\)](#). Upon analyzing the approval process at the institutional level, it is notable that the sheet of approvals does not include the dates of approval by the approvers. The document is organized into the following sections:

- Planning of the Degree Programs for Higher and Postgraduate Education;
- Designing of the Degree Program;
- Development of Structural Elements of the Degree Program;
- Quality Assessment of the Degree Program Development.

The participation of external and internal stakeholders is assumed. The design assumes a competence-based approach to defining learning outcomes and determining the trajectory of achievement, but Appendix 1. Results of the study of the professional sphere is focused on identifying knowledge, skills, standards of behavior, but not competencies demanded in the activities of the graduate.

The considered Regulation on the development of degree programs of higher and postgraduate education does not regulate the form of DP presentation. This has negative consequences, during the visit the members of the EEC noted problems in submitting documents on degree programs. In general, the following can be noted for the accredited DPs.

For example, DP 6B06204 Telecommunication Engineering. Learning outcomes are presented in the Modular Degree Program. The form of presentation does not meet the requirements of the Regulations on the development of degree programs of higher and postgraduate education. In the passport of the DP section 12. List of competences and 13. Learning outcomes are combined. Competences ON1 - ON11 are presented, professional competences are absent. And section 5. Information about the studied disciplines and learning outcomes established correspondence between the academic disciplines of the MC and the specified competencies ON1 - ON11. In Appendix 1. The list of competences of DP 6B06204 - Telecommunication Engineering correspondence between general and basic competences, professional competences by specialization and numbers of MC academic disciplines is established.

The reconsideration of the DP content is carried out as necessary, the periodicity is not established. Adjustment of the DP is organized in accordance with the Regulations on the development of degree programs of higher and postgraduate education and procedurally is the approval of the DP in a new edition, passes all the required stages: an extended meeting of the department, the Council of Faculties, the Academic Council of the University.

The university does not regulate the form of the graduate model and the procedure for its submission and approval. At the insistence of EEC members during the visit, the graduate model was presented in the form of a document not approved by anyone and nowhere. In terms of content, it did not define the competencies and personal qualities of the graduate.

Analyzing the work of the DP management in organizing and conducting external examinations of DPs, two essential circumstances should be noted. On the one hand, the leading domestic and foreign specialists, representatives of large authoritative organizations (JSC "Kazpost", FGBOU VO "MIREA"-Russian Technological University, JSC "NCKIT, Cyber Security Management Agency of the Agency of the Republic of Kazakhstan on Regulation and Development of Financial Market, and on the other hand, in a large part of the submitted reviews have no date of preparation or registration at the university, with rare exceptions, signatures are not certified.

The agreement of the modular curriculum with employers is reflected on its first page.

The qualification awarded upon completion of the DP is defined in the MC.

Participation of students, academic staff and other stakeholders in the development of the DP at the stage of formal approval is confirmed by the minutes of meetings of collegial bodies.

Thus, the development of the degree program 6B06204 - "Telecommunication Engineering" involved several key contributors: Head of the Department of TCIT, Komekbaev A.E.; Professor and Candidate of Technical Sciences, Chezhimbaeva K.S.; Professor and

Candidate of Technical Sciences, Baikenov A.S.; and Head of the "National Operators" direction at JSC "Transtelecom," D.A. Seylkanov.

At the meeting of EEC members with employers, a representative from Kazkosmos presented a systematic, multifaceted, and deep cooperation in the design and implementation of the degree program 6B07128 - "Aerospace Engineering." This collaboration includes hosting a branch of the department within the organization, involving specialists in the educational process, participating in the final assessment of learning outcomes, conducting practical training, and contributing to the development of the material resources for the educational process.

However, employers for the degree programs 6B06204 - "Telecommunication Engineering" and 6B06301 - "Information Security of Financial Structures" did not attend the meeting.

In the practice of training some teachers apply different forms of training organization. Dual training is being developed using the material base of potential employers. Internal normative documents regulating the introduction of modern approaches to the organization of training have been developed: Regulations on conducting professional practice with elements of dual training [1609230098_x34FES.pdf \(aues.edu.kz\)](#), Rules of training with the use of distance learning technologies [1610426784_79-Gm1.pdf \(aues.edu.kz\)](#).

During the survey, the representatives of academic staff gave the following answers to the question:

- How much attention is paid by the management of the educational institution to the content of the degree program: very good 5 people (38.5%), good 7 people (53.8%), relatively bad 1 person (7.7%).

The representatives of the academic staff evaluated:

- support of the university and its management for the development of new educational programs/curricular disciplines/methods: very good 5 people (38,5%), good 8 people (61,5%);
- how well the degree program in terms of content and quality of implementation meets the expectations of the labor market and employers: very good 6 people (46,2%), good 7 people (53,8%).

According to the results of the questionnaire survey of the students it is established that they are satisfied by:

- The quality of the degree program in general: fully satisfied 29 people (70.7%), partially satisfied 10 people (24.4%), partially satisfied 2 people (4.9%);
- Quality of curriculum in DP: 28 people (68.3%) are fully satisfied, 11 people (26.8%) are partially satisfied, 2 people (4.9%) are partially dissatisfied.

Analytical part

The University has a Regulation on the development of degree programs of higher and postgraduate education, approved by the Rector of NJSC AUPET. It is noted carelessness in the preparation of the document for approval at the institutional level. As the drawbacks of the document, it is possible to note the inconsistency in the realization of the competence approach and the lack of regulations on the form of presentation of the DP, which, as the members of the EEC were convinced, creates problems both for the submission of documents and for their application for the management and realization of the DP.

Learning outcomes are not explicitly presented; they are only viewed through competence analysis, which contradicts the current Regulations on the Development of Degree Programs for Higher and Postgraduate Education. In the DP Passport, section 12 (List of Competencies) and section 13 (Learning Outcomes) are combined. During the design of the degree program, a correspondence was established between general and basic competencies, professional competencies by specialization, and the numbers of MC academic disciplines. This alignment ensures that the content of the degree program meets the established objectives, including the expected learning outcomes.

Procedures for reconsideration of the content of the DP are regulated at the normative and organizational level and are implemented as necessary.

Graduate models are indirectly seen in the content of the DP, but are actually absent in formalized form, as a consequence, they are practically not available for application.

The management of the DP pays attention to conducting external reviews of the DP at a high level, attracting leading domestic and foreign specialists, representatives of major authoritative organizations. However, the absence of the date of the review preparation or its registration at the university does not allow to confidently identify to which particular DP, of what year, this or that review belongs.

The qualification awarded upon completion of the program meets the normative requirements.

For some of the accredited degree programs, training disciplines that are useful for preparation for professional certification can be identified.

The current University Regulations on the development of degree programs of higher and postgraduate education provide for the mandatory participation of representatives of various stakeholder groups in the design of DP. Their formal participation is reflected in the protocols of collegial bodies. For the DP 6B07128 "Aerospace Engineering" the convincing evidence of employers' participation in the design and implementation of the DP was obtained. The low level of cooperation with employers and their lack of interest in the development of DP 6B06204 "Telecommunication Engineering" and DP 6B06301 "Information Security of Financial Structures" is evidenced by the fact that the employers of these DPs were absent during the interviews by the EEC members.

For the accredited DPs it is ensured that the content of academic disciplines and planned results correspond to the Bachelor's degree level.

It is necessary to note the practice of implementing dual education, which is given special attention.

Strengths/best practices

None identified for this standard.

EEC Recommendations

1. The management of the DP to ensure on a permanent basis from the beginning of the next academic year to design the DP in accordance with the requirements of the Regulations on the development of degree programs of higher and postgraduate education, approved by the Rector of NJSC AUPET.

2. To develop and submit for approval the graduate model, to ensure that it is kept up-to-date when adjusting the DP. Until 01.09.2024.

3. To define the procedure of registration and identification of the results of external examinations of the Program. By 30.10.2024.

Conclusions of the EEC according to the criteria: (strong/satisfactory/suggesting improvement/unsatisfactory)

According to the standard "Development and approval of educational program" 12 criteria are disclosed, of which 12 criteria have a satisfactory position.

6.4. Standard "Ongoing Monitoring and Periodic Evaluation of Degree Programs"

✓ *The EO should define mechanisms for monitoring and periodic evaluation of the DP to ensure that the objectives are achieved and the needs of learners, society are met, and to show that the mechanisms are aimed at continuous improvement of the DP.*

✓ *Monitoring and periodic evaluation of the DP should provide for:*

- *the content of the program in the light of the latest achievements of science in a particular discipline to ensure the relevance of the discipline taught;*

- *changes in the needs of society and professional environment;*
- *the workload, progress and graduation of students;*
- *the effectiveness of student evaluation procedures;*
- *expectations, needs and satisfaction of the students with the DP training;*
- *the educational environment and support services, and their relevance to the objectives of the DP.*
- ✓ *The management of the DP should demonstrate a systematic approach in monitoring and periodic evaluation of the quality of the DP.*
- ✓ *EO, DP management should define a mechanism for informing all stakeholders about any planned or undertaken actions in relation to the DP.*
- ✓ *All changes made to the DP should be publicized.*

Evidence-based part

The procedure for monitoring and periodic assessment of DP at the university is not defined and not formalized. These issues are not considered in the Academic Policy [1609238575_KBF427.pdf \(aues.edu.kz\)](https://www.aues.edu.kz/1609238575_KBF427.pdf), other normative documents of the university regulating the monitoring and evaluation of DP have not been identified.

In the documents of activity planning for the main and supporting processes, in the plans of structural subdivisions the activities aimed at monitoring of the DP are practically not presented. The presented plans of the DP development do not create a systematic basis for the evaluation of the DP. There is no evidence of comprehensive assessment of the DP, analysis of the results and formation of proposals for the adjustment of the DP and its implementation at the departments. The adjustment of the DP takes place on the basis of individual proposals of representatives of different groups of stakeholders, which are considered for approval at the meetings of collegial bodies. Evidence of the analysis of proposals, their justification, determination of compliance with the set goals and needs of students, society are not recorded and not accumulated, respectively, are not available for analysis.

The departments have schedules for conducting and attending open classes, but the criteria and procedure for their evaluation are not defined, the results of conducting and discussing open classes are not recorded, accumulated and systematized, respectively, the improvement of educational activities on this basis is not ensured.

Analysis and evaluation of the program content in the light of the latest scientific achievements in a particular discipline to ensure the relevance of the taught discipline are carried out at the stage of their consideration and approval at the meetings of departments and other collegial bodies.

Changes in the needs of society and the professional environment are identified in the course of activities to ensure interaction with employers, as well as in informal communication and interaction with them. The quality and level of influence on the content of the DP in these conditions is determined by the level of interaction with employers, which, as noted, is different for different DPs.

Analysis of learning achievements and progress of students is carried out twice a year. The load and graduation of students are evaluated once a year. The results are considered at the meetings of the department and other collegial bodies. The department, in particular, analyzes the compliance of the DP given contingent of students.

There is no monitoring of the effectiveness of assessment procedures for students. There are very traditional and outdated assessment procedures that do not meet modern requirements, but these inconsistencies are not fixed and eliminated. Individual faculty members have demonstrated personal efforts to evaluate the assessment procedures they use based on their own methods and procedures.

Expectations, needs and satisfaction of students with the DP training and compliance of the support service with the DP objectives are identified on the basis of the questionnaire, which is periodically conducted at the university.

The compliance of the educational environment with the objectives of the DP is analyzed

at the department as necessary, the results of the analysis are partially presented in applications for the purchase of equipment, literature and other material values, for repairs and other measures to develop the material base. As a result, the equipment is upgraded, changes are made to the degree programs, the library fund is replenished.

On the basis of experience and traditions the university has formed an informalized system of monitoring and periodic assessment of the quality of DP. The university services and departments are involved in its realization as the main element. The potential of employers as experts with special competencies for monitoring and evaluation is in demand. The application of modern information systems is noted in some areas. Interaction of the system elements is supported by traditional ties and informal relations. The frequency of implementation of procedures is determined by the current needs and traditions of the established practice.

Informing stakeholders about planned actions in relation to the DP is carried out on the basis of personalized channels and means of communication and covers a rather narrow circle of representatives of stakeholder groups, which is formed by the DP management. Information about the actions taken is not transmitted even through these channels. On the website of the University, by other means the information about the planned or undertaken actions in relation to the DP is not disseminated.

Publication of educational programs is not provided and is not maintained at the university. Accordingly, information about the changes made to the DP is not available to stakeholders either explicitly or on the basis of analysis and comparison of DP versions before and after the changes.

According to the results of the questionnaire, academic staff assessed how well the knowledge of students received at the university corresponds to the realities of the requirements of the modern labor market: very good 4 people (30.8%), good 9 people (69.2%).

According to the results of the questionnaire of the students the following results were determined, to what extent they agree that they are satisfied:

- Objectivity of assessment of knowledge, skills and other learning achievements: full agreement 21 people (51.2%), agree 10 people (24.4%), partially agree 9 people (22%), disagree 0 people (0%), complete disagreement 1 person (2.4%).

- Timeliness of assessment of students' academic achievements: 22 people (53.7%) fully agreed, 10 people (22.7%) agreed, 8 people (19.5%) partially agreed, 0 people (0%) disagreed, 1 person (2.4%) completely disagreed.

The students responded as follows, to what extent they agreed that the evaluation criteria used by the instructor were clear: 26 people (63.4%) fully agreed, 11 people (26.8%) agreed, 3 people (7.3%) partially agreed, 1 person (2.4%) disagreed.

Analytical part

Mechanisms for monitoring and periodic evaluation of the DP to ensure the achievement of the goal and meeting the needs of students, society and to show the focus of mechanisms for continuous improvement of the DP in the university are not defined and not formalized. The presented planning documents, including the DP development plans do not create a basis for systematic monitoring and periodic evaluation of the DP.

Monitoring and periodic evaluation of the DPs are carried out at the informal level. In the absence of evidence of comprehensive assessment of the DP, analysis of the results and formation of proposals for adjustment of the DP and its implementation, such informalized activities do not have proper effectiveness. It is necessary to formalize the procedures, transfer their implementation to systematic, managed implementation.

Monitoring and periodic evaluation of the DP as a whole provides for the main objects defined by the requirements of the standard. The main procedures are carried out at the departments and meetings of other collegial bodies. The periodicity of evaluation is determined by current needs and established practice. This approach does not fully meet modern requirements, requires clarification, formalization and closer attention of HEI and DP management. For a number

of parameters monitoring is carried out using information systems, in particular, Platonus.

In the conditions of student-centered education special attention should be paid to monitoring the effectiveness of evaluation procedures of students. The university pays sporadic attention to these issues. Modernization of monitoring the effectiveness of assessment procedures should provide information support for systemic changes that are relevant for the university in the assessment of learning outcomes.

The system approach in monitoring and periodic assessment of the quality of DP is seen on the basis of such features as the coverage of the main objects of monitoring, the presence of a structure that ensures functioning, where the main element is the department, adopted links between the elements. The characteristic feature of the system is its formation on the basis of spontaneously formed traditions. The formation process is not manageable in accordance with the criteria of effectiveness, efficiency and other quality indicators. An indirect sign of low efficiency of the system under consideration are the problems and carelessness noted in the design of documents developed in support of it.

No information is communicated to all interested parties about planned or undertaken actions in relation to the DP. Information on planned actions is partially communicated to a limited group of persons, the composition of which is determined by the management of the DP. This approach significantly limits the ability of stakeholders to participate in the discussion of changes in the DP on a proactive basis, respectively, excludes one of the effective means of improving the quality of the DP and educational activities in general, and negatively affects the image of the university and the DP.

The changes made in the DP are not published and are not available for stakeholders to analyze.

Strengths/best practices

None identified for this standard.

EEC Recommendations

1. The HEI management should ensure development and implementation of mechanisms for monitoring and periodic assessment of DPs based on new or adjustment of existing regulations and procedures, to provide for monitoring and periodic assessment:

- objects;
- evaluation criteria;
- measures, ways and means;
- terms and periodicity of carrying out;
- the procedure for presenting and analyzing the results, making decisions on adjusting the DP and its implementation;
- participants of implementation and persons responsible for it. Until 30.11.2024.

2. The HEI and DP management in the system of monitoring and periodic evaluation of the DP should provide for the analysis of the effectiveness of the evaluation procedures for students based on the formation and application of objective criteria for the quality of training, implementation of the competence approach, student-centered education, feedback from students. Until 30.11.2024.

3. The HEI and DP management should define and document the mechanism for informing all stakeholders about any planned or undertaken actions related to the DP. This mechanism must ensure regular communication and implementation. The deadline for completion is February 28, 2025.

4. The university and DP management shall ensure that all changes made to the DP are published on the university website. Starting 01.09.2024.

EEC conclusions on the criteria: (strong/satisfactory/suggesting improvement/unsatisfactory)

According to the standard “Continuous monitoring and periodic evaluation of educational programs” 10 criteria were disclosed, of which: 6 have a satisfactory position, 4 criteria suggest improvement.

6.5 The Standard «Student-centered Training, Teaching and Learning Assessment

- ✓ *The DP management must ensure respect and attention to different groups of students and their needs, and provide them with flexible learning paths..*
- ✓ *The management of the DP must provide for the use of various forms and methods of teaching and learning.*
- ✓ *An important factor is the presence of own research in the field of teaching methods of educational disciplines of the DP.*
- ✓ *The DP management must demonstrate the presence of feedback mechanisms on using the various teaching methods and evaluation of learning outcomes.*
- ✓ *The management of the DP must demonstrate the presence of mechanisms to support student autonomy with simultaneous guidance and assistance from the teacher.*
- ✓ *The management of the DP must demonstrate the existence of a procedure for responding to student complaints.*
- ✓ *The EO must ensure consistency, transparency, and objectivity of the assessment mechanism of the learning outcome for each DP, including appeals.*
- ✓ *The EO must ensure that the assessing procedures of the learning outcomes of the DP students comply with the planned results and goals of the program, publishing criteria, and assessment methods in advance.*
- ✓ *The EO must define mechanisms to ensure that each graduate of the educational program achieves learning outcomes and ensures the completeness of their formation.*
- ✓ *Assessors must be proficient in assessing learning outcomes by mastering modern methods and regularly improving their skills in this area.*

Evidence-based part

The principles of respect and attention to different groups of students and their needs are reflected in various aspects of educational activities.

The university has the following means of supporting students, such as:

- Personalized scholarship named after the First Rector of the non-profit JSC "AUPET" G.Zh. Daukeyev;
- Personalized educational grant named after the First Rector of the Non-Profit Joint Stock Company " AUPET " G.Zh. Daukeev.

When awarding them, priority is given to:

- 1) orphans and children that are left without parental care;
- 2) disabled people since childhood, disabled children;
- 3) actively participating in the public life of groups, departments, universities and/or are winners of international, republican, regional competitions, competitions in various areas of activity (scientific, sports, creative, etc.). <https://aues.edu.kz/ru/bachelor/grants>

The regulation on the system of payment and provision of discounts for education [1651221863_gSDe6h.pdf \(aues.edu.kz\)](#) provides for the provision of discounts to students who have achieved high results, those in need of social support, university employees, and close relatives.

A regulation on integrated (inclusive) education (approved on July 20, 2018), a form of organizing the educational process in which the education of students with disabilities is carried out in a single stream with normally developing peers, has been developed in AUPET named after Gumarbek Daukeev. Methodological recommendations have been developed for organizing and conducting work with students with disabilities.

During interviews, students talked about the support from the management of working students, and about creating conditions for research, creative, and sports activities.

The formation of flexible educational trajectories is facilitated by the structure of the municipal unitary enterprise and the catalog of elective disciplines. In addition, the university has in place and contributes to the formation of flexible educational trajectories such documents as, for example:

- Regulations on the transfer of credits according to the type of the European credit offset system ensuring academic mobility [1609230875_aq3_PO.pdf \(aues.edu.kz\)](#);
- Rules for recognizing learning results obtained through non-formal education ([PROTOCOL №17 FROM 03.08.2020](#)) ([aues.edu.kz](#)).

Students are allowed to additionally choose disciplines in the form of a minor, which does not relate to the DP, instead of elective disciplines. Upon completion of the courses and passing the qualifying exam, the student receives a certificate. If there is debt in the subject, the student can provide a certificate of study on the educational platform, provided that the content of the courses matches. Senior students can apply for free attendance of classes if they have a job in their specialty.

Experience in introducing the most relevant and effective teaching methods is disseminated through demonstration and open classes. The teaching staff improves the methods of teaching the DP disciplines, researches, adapts and creates methodological developments.

Dual education [1609230098_x34FES.pdf \(aues.edu.kz\)](#), distance educational technologies [1610426784_79-Gm1.pdf \(aues.edu.kz\)](#) are developing.

Feedback on the use of various teaching methods and assessment of learning outcomes is provided by surveys conducted at the university, as well as on an informal basis and based on personal initiatives of teachers who develop and use their questionnaires to obtain feedback.

There is also a student service center designed to ensure information openness and transparency of the educational process, and optimization of services at the Gumarbek Daukeev AUPET. There are advisors for active interaction that students referred to about conducting interviews. Ensuring student autonomy is facilitated by the Platonus system, as well as information on the university website and social network accounts. Teacher support is provided based on additional consultation, including remote interaction, as well as the provision of educational materials in electronic form, available to students 24/7.

The university has not established procedures for responding to student complaints. Academic policy [1609238575_KBF427.pdf \(aues.edu.kz\)](#) in section 2.2. The organization of the educational process involves taking into account the presence of complaints about the quality of teaching or low grades based on the results of a survey of students when planning the teaching load of teaching staff. Accordingly, there are no procedures for responding the student complaints within the DP.

In the learning outcomes assessment system, several key documents should be noted:

- Academic policy [1609238575_KBF427.pdf \(aues.edu.kz\)](#),
- Academic Honesty Policy [1609221274_6GArk1.pdf \(aues.edu.kz\)](#);
- Rules for ongoing monitoring progress, intermediate, and final certification of students ([PROTOCOL №:17 from 03.08.2020](#)) ([aues.edu.kz](#)).

In each syllabus of an academic discipline, students are provided with criteria that determine the assessment of the achievement of learning outcomes.

The appeal procedures are defined and presented in the Rules for ongoing progress monitoring, and intermediate and final assessment of students, that are published.

The achievement of each DP graduate's learning outcomes at the university is ensured in the following areas;

- formation of flexible educational trajectories;
- consulting and support of teaching staff;
- methodological support available 24/7.
- summer semester and other organizational events.

Students can contact the adviser as well as the management of the DP and the university for special questions.

Evidence of advanced training in the field of modern methods of assessing learning outcomes was requested by members of the EEC, but was not presented by the leadership of the DP for analysis.

The management of the university and the DP need to ensure regular training for those assessing learning outcomes in the field of modern techniques and assessment methods.

During the survey, representatives of the academic staff assessed the level of created conditions that take into account the needs of various groups of students: very good - 3 people (23.1%), good - 8 people (61.5%), relatively bad - 2 people (15.4%).

During the survey, students answered how satisfied they were:

- Availability of counseling on personal problems: completely satisfied - 24 people (58.5%), partially satisfied - 10 people (24.4%), partially dissatisfied - 5 people (12.2%), not satisfied people - 0 (0%), find it difficult to answer - 2 people (4.9%);

- Informing the requirements to complete this degree program (specialty) successfully: completely satisfied - 29 people (70.7%), partially satisfied - 10 people (24.4%), partially dissatisfied - 2 people (4.9%);

- Quality of examination materials (tests and examination questions, etc.): completely satisfied - 27 people (65.9%), partially satisfied - 11 people (26.8%), partially dissatisfied - 2 people (4.9%), not satisfied - 1 person (2.4%);

- Objectivity and fairness of teachers: completely satisfied - 29 people (70.7%), partially satisfied - 9 people (22%), partially dissatisfied - 3 people (7.3%). During the survey, students determined how much they agreed with the statements:

- The teacher stimulates the student activity: completely agree - 20 people (48.81%), agree - 13 people (31.7%), partially agree - 7 people (17.1%), disagree - 0 people (0%), complete disagree - 1 person (2.4%);

- The system for assessing educational achievements (seminars, tests, questionnaires, etc.) reflects the content of the course: full agreement - 26 people (63.4%), agree - 11 people (26.8%), partially agree - 4 people (9.8%).

Analytical part

Based on the developed and approved regulations, the university identifies and supports various groups of students:

- orphans and children left without parental care;
- disabled people since childhood, disabled children;
- actively participating in the public life of groups, departments, universities and/or being winners of international, republican, and regional competitions, competitions in various areas of activity (scientific, sports, creative, etc.);

- students who worked in their specialty, active in research, creative and sports activities, etc.

Support includes financial and organizational measures and mechanisms.

Inclusive and dual education and distance learning technologies are being developed, which contributes to both meeting the specific requests and needs of various groups of students and the formation of flexible educational trajectories.

The formation of flexible educational trajectories is ensured based on:

- Modular curriculum (MC),
- catalogs of elective disciplines,
- re-offset of loans according to the type of the European offset system,
- recognition of learning results obtained through non-formal education,
- choosing disciplines in the form of a minor from another DP, instead of elective disciplines,

and other means and mechanisms that comply with modern approaches and standard requirements.

The management of the DP and academic staff pay attention to various forms and methods of teaching. Dual learning, distance learning technologies, etc. are being developed. The experience of implementing the most relevant and effective methods is being disseminated, and our methodological developments are underway.

Feedback on the use of various teaching methods and assessment of learning outcomes is provided on a formal and informal basis. However, as noted above, regarding the assessment of learning outcomes, taking into account the requirements for the implementation of student-centered education, it is necessary to provide an analysis of various teaching methods and assessment of learning outcomes based on the formation and application of objective approaches.

Students have the necessary support from teachers based on counseling and teaching materials available continuously. Autonomy is maintained at the organizational level by designated persons and structural units, as well as through electronic means and information systems.

Procedures for responding to students' complaints at the university and within the DP have not been established.

The university has identified, documented, and published documents designed to ensure consistency, transparency, and objectivity of the mechanism for assessing learning outcomes, including appeals.

In the practice of implementing the DP, students are provided with various opportunities to adjust the educational trajectory and complete it in accordance with the set goals, which creates sufficient conditions for the formation of learning outcomes in full.

Strengths/Best Practices

Not identified by this standard.

EEC recommendations

1. The management of the university and the DP should develop, document, and implement procedures for analyzing various teaching methods based on the formation and application of objective criteria for the quality of training, the implementation of a competent approach, student-centered education, and feedback from students. Before November 30, 2024.

2. The management of the university and the DP should determine, document, and implement procedures for responding to students' complaints and ensure their publication on the university website. Before 12/30/2024.

EEC conclusions according to the criteria: (strong/satisfactory/suggests improvement/unsatisfactory)

According to the standard "**Student-Centered Training, Teaching and Learning Assessment**" 10 criteria are disclosed, of which 8 criteria are satisfactory, 2 criteria suggest improvement.

6.6 The Standard «Students»

✓ The EO must demonstrate the policy existence of the contingent formation of students in the context of the DP, and ensure transparency and publication of its procedures regulating the life cycle of students (from admission to completion).

✓ The management of the DP must determine the formation procedure of the students' contingent based on:

- minimum requirements for applicants;

- maximum group size when conducting seminars, practical, laboratory, and studio classes;
- forecasting the number of government grants;
- analysis of available material, technical, information resources, and human resources;
- analysis of potential social conditions for students, including the provision of places in a hostel.
- ✓ The management of the DP must demonstrate its readiness to conduct special adaptation and support programs for newly admitted and foreign students.
- ✓ The EO must demonstrate the compliance of its actions with the Lisbon Recognition Convention, the presence of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and informal learning.
- ✓ The EO should cooperate with other educational organizations and national centers of the “European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers” ENIC/NARIC in order to ensure comparable recognition of qualifications.
- ✓ The DP must provide the opportunity for the external and internal mobility of students of the DP, as well as readiness to assist them in obtaining external grants for training.
- ✓ The management of the DP must demonstrate its readiness to provide students with places of practice, promote the employment of graduates, and maintain contact with them.
- ✓ The DP must provide the possibility of providing graduates of the DP with documents confirming the obtained qualifications, including the achieved learning outcomes, as well as the context, content and status of the received education and evidence of its completion.

Evidence-based part

There is no formation policy of the student contingent at the university in general and in the context of the DP as a separate document, but it can be traced in the context of information and regulatory documents.

The information required by applicants is presented on the corresponding tab of the university website Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeyev (aues.edu.kz).

The Academic Policy published on the website contains Section 6. Admission, transfer, reinstatement and expulsion of students and 1609238575_KBF427.pdf (aues.edu.kz)

The following are also publicly available on the university website:

- Regulations on the organization of additional and repeated training at the Non-Profit Joint Stock Company "Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeyev" 1609231423_sijONn.pdf (aues.edu.kz);

- Rules for granting academic leave to the students at the Non-Profit Joint Stock Company "Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeyev" Scanned documents (aues.edu.kz);

- Procedure for expulsion from the university 1609220224_IYNwvP.pdf (aues.edu.kz).

The formation of the contingent is carried out taking into account all the parameters provided for in the standard under consideration, but at an informal level, analytical justification for made decisions is not carried out, and protocols of discussion at the university are not recorded.

Members of the EEC note the low interest of applicants and the insignificant enrollment at the separate DP. The management of the DP does not note the problem of forming a contingent among the risks; the plans do not include measures aimed at increasing the quantitative and qualitative characteristics of the enrollment of students.

An orientation week is held for newly admitted students to familiarize themselves with educational and methodological documentation, including a reference guide. Taking into account the received information, students form a Modular curriculum, build educational trajectories, using the opportunity to choose a teacher and academic discipline, taking into account their needs in obtaining relevant competencies within the DP. The guidebook is available to students both on

paper and in electronic form <https://aues.edu.kz/ru/pages?id=44>. Currently, only the directory for the previous year is available; the directory has not been updated for the current academic year. The reference guide provides information about the university and educational activities.

To acclimate students during the orientation week, heads of departments and those responsible for institutes conduct introductory classes on the rules of credit technology, the knowledge assessment system, rules for transfer and calculation of GPA, and students are also introduced to the rules and regulations of the university, rules for living in a dormitory, and the code of corporate culture and the clubs and student self-government organizations operating at the university, with the library's operating hours, instructions for users of reading rooms and subscriptions, and an electronic information retrieval system. Students are provided with individual logins and passwords in the educational portal of the AIS "Platonus".

Traditionally, the Decade of Freshmen and the Student Initiation Ceremony are held annually (https://vk.com/aues_university).

Recognition of the results of academic mobility of students, as well as the results of additional, formal and informal training is carried out in accordance with internal regulatory documents:

- Regulations on the transfer of credits according to the type of the European credit offset system ensuring academic mobility 1609230875_aq3_PQ.pdf (aues.edu.kz);
- Rules for recognizing learning results obtained through non-formal education (PROTOCOL №17 FROM 03.08.2020) (aues.edu.kz).

Academic mobility of students at the university is organized in accordance with the Regulations on Academic Mobility of Students Non-Profit Joint Stock Company Non-Profit Joint Stock Company (aues.edu.kz)

The Department of International Cooperation and Academic Mobility regularly holds information days and individual consultations on visa support, registration and re-registration of foreign citizens. On the AUPET website, in the "International Cooperation" section, a page "For International Students" has been created where the necessary information is posted (<https://ic.aues.kz/ru>). Academic mobility is carried out within the framework of university agreements, international projects "Erasmus+", British Council KA 1, "International Credit Mobility", as well as various scholarship programs offered by governments and organizations of foreign countries. However, when you try to follow the link to the Internal and External Academic Mobility section of the university website, you discover that it does not open, and there is no information about mobility programs in the public domain.

Practical training is provided for all accredited DP and is conducted at the university in accordance with the Regulations on the organization and conduct of professional practice [1609230284_UCXIVa.pdf \(aues.edu.kz\)](#). Interaction with organizations - bases of practice is based on agreements concluded by the university.

The formation of documents for completing studies at the university is regulated by the following documents:

- Rules for issuing state education documents [Scanned documents \(aues.edu.kz\)](#);
- Regulations on the European Diploma Supplement [1609219295_nexJCS.pdf \(aues.edu.kz\)](#)

When conducting a survey, students rated their satisfaction with the information support and explanation before entering the university of the rules of admission and the strategy of the educational program (specialty): 29 people were completely satisfied (70.7%), partially satisfied - 9 people (22%), partially dissatisfied - 3 people (7.3%).

Analytical part

The university has sufficiently and following current legislation established procedures regulating the life cycle of students (from admission to completion), which are presented in various documents presented in the public domain on the university website, that ensures their transparency and publication. The policy of forming a contingent of students in the context of the DP is implemented on an informal basis, forming problems of the students' contingent in

individual DPs, and insufficient attention to them from the management of the DP are noted.

The current procedure of forming the students' contingent takes into account the main quality parameters and standard requirements.

The university has normatively regulated actions following the Lisbon Convention on Recognition, a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal, and informal learning. The developed documents have been published.

Activities for the adaptation of those entering the university are systematically presented and implemented.

The university provides information, organizational, and material support for academic mobility.

Conditions have been created for the practice based on regulatory documents and agreements with organizations - practice bases.

The possibility of providing the DP graduates with documents, confirming their qualifications, is ensured by regulatory documents and established practice.

Strengths/Best Practices

Not identified by this standard.

EEC recommendations

1. *The management of the DP should develop marketing strategies to ensure the formation of a student contingent and present them in the development plans of the DP. Before November 30, 2024.*

2. *The management of the university should ensure that the guidebook is updated annually for newly enrolled students.*

EEC conclusions according to the criteria: (strong/satisfactory/suggests improvement/unsatisfactory)

According to the Standard "Students" standard, 12 criteria are disclosed, of which 12 criteria have a satisfactory position.

6.7. The Standard «Academic Staff»

- ✓ *The EO must have an objective and transparent personnel policy, including in the context of the DP, including recruitment, professional growth, and development of personnel, ensuring the professional competence of the entire staff.*
- ✓ *The EO must demonstrate the compliance of the staff potential of the teaching staff with the specifics of the DP.*
- ✓ *The management of the DP must demonstrate awareness of responsibility for its employees and provide them with favorable working conditions.*
- ✓ *The management of the DP must demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.*
- ✓ *The DA must determine the contribution of the teaching staff of the DP to the implementation of the development strategy of the SO and other strategic documents.*
- ✓ *The EO must provide opportunities for career growth and professional development of the academic staff of the DP.*
- ✓ *The management of the DP must demonstrate a readiness to involve practitioners from relevant sectors of the economy in teaching.*
- ✓ *The EO must demonstrate the motivation for the professional and personal development of the DP teachers, including encouragement for the integration of scientific activities and education, and the use of innovative teaching methods.*
- ✓ *An important factor is the readiness to develop academic mobility within the DP, attracting the best*

Evidentiary part

There is no personnel policy in the form of a separate document at the university. Its principles and directions for implementation are reviewed based on the analysis of individual documents and activities to build human resources and ensure its compliance with the goals and objectives of the implementation of the DP. Among them are:

- increasing the proportion of academic staff with degrees and titles in the staff;
- attracting teachers with experience in practical work and involvement in teaching specialists working in the profile of the DP being implemented;
- development of external and internal incoming and outgoing mobility of academic staff;
- attracting and preparing young people for teaching;
- involvement of academic staff in research activities;
- staff training and advanced training.

Institutional procedures concerning academic staff and other categories of personnel (hiring, promotion, encouragement, development, dismissal), job descriptions, and other documents regulating rights and obligations, developed based on the laws of the Republic of Kazakhstan “On Education”, the Labor Code and other legislative acts.

The University website contains the Regulations on the competitive filling of the academic staff positions [1651645168_u4K1X0.pdf \(aues.edu.kz\)](https://www.aues.edu.kz/ru/1651645168_u4K1X0.pdf).

The Cybersecurity (CS) department employs 31 teachers, of which 8 are Doctors of Science, Candidates of Science, PhD, with 22 master's degrees, of which 4 teachers have completed doctoral studies and are preparing for defense in the specializations of Information Security Systems, Computer Applied Technologies, Radio Engineering, Electronics and Telecommunications, Automation and management.

There are 5 academicians of the International Academy of Informatization (IAI) working at the CS department (Berdibaev R.Sh., Yakubova M.Z., Satimova E.G., Usatova O.A., Begimbaeva E.E.). Winners of the republican competition “Best University Teacher -2022” and “Best University Teacher 2023”. Teacher Tergeusizova A.S. was awarded the 1st-degree Diploma from the International Book Publishing House “Best Teacher - 2022”. [Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeev \(aues.edu.kz\)](https://www.aues.edu.kz/ru/1651645168_u4K1X0.pdf)

In 2022, Turzhanova K.M., Soloshchenko A.V., Yakubov B.M., Manbetova Zh.D., Orazalieva S.K., who completed their doctoral studies, successfully defended their dissertations in the dissertation council of AUPET. In 2023, Mukhamedzhanova A.D. and Nurgizat E. defended their doctoral dissertations.

The number of full-time academic staff in the CI кафедре КИ department is 28 teachers, of which 4 are professors, 1 associate professor, 1 assistant professor, 9 senior teachers, PhD, 1 associate professor, 5 teachers with a Master of Science degree, also part-time teachers from production 7 of them 4 professors, 2 senior teachers, and 1 teacher.

Entered doctoral studies in the degree program 8D07105 - “Space Engineering and Technology” in 2019, senior lecturer K.S. Saurova. and teachers Sovet A.B. and Kenzhegaraeva A.D., in 2020 Asilkhan A. D., in 2021 Aden A. E., Orazaly E. E., in 2020. Myrzabekov Kenzhebek entered doctoral studies.

The awareness of the management of the DP of responsibility for its employees and the provision of favorable working conditions for them allows us to evaluate the results of the survey.

During the survey, representatives of academic staff answered the questions as follows:

- How do you assess the opportunities, provided by the University, for the professional development of the academic staff: very good - 5 people (38.5%), good - 7 people (53.8%), relatively bad - 1 person (7.7%);

- Rate the created opportunities for professional and personal growth for each teacher and employee: very good 6 people. (46.2%), good 6 people. (46.2%), relatively bad 1 person. (7.7%).

Representatives of the academic staff defined their satisfaction as follows:

- Conditions of wages: completely satisfied - 6 people (46.2%), partially satisfied - 6 people (46.2%), not satisfied - 0 people (0%), difficult to answer - 1 person. (7.7%);
- Working conditions, list and quality of services provided at the university: 10 people are completely satisfied. (76.9%), partially satisfied - 3 people (23.1%);
- Providing a social package: rest, sanatorium treatment, etc.: 6 people are completely satisfied. (46.2%), partially satisfied - 4 people. (30.8%), 2 people are not satisfied. (15.4%), difficult to answer - 1 person. (7.7%);
- Labor protection and safety: 11 people are completely satisfied. (84.6%), partially satisfied - 2 people. (15.4%).

In interviews conducted by the EEC, representatives of the academic staff and other categories of workers also positively characterized the working conditions created at the university.

As noted above, teachers provide support to students, however, modern teaching methods, types and forms of training sessions are being introduced to an insignificant extent, and changes in the system of assessing learning outcomes are insignificant. The development of student-centered education is not in the field of view of the DP, is not reflected in planning documents, and proceeds in an uncontrolled mode, as a reaction to external influences. Representatives of the academic staff and heads of educational institutions, during interviews conducted by the EEC, showed that they were not very familiar with this problem.

In the absence of up-to-date strategic level documents at the university, it is difficult to assess the extent to which the academic staff are involved in the implementation of the development strategy and other strategic documents. At the same time, analyzing the latest strategy of the university and the practice of its implementation, plans for the development of the DP, their consistency with the plans of the university, it must be noted that the role of the academic staff in their implementation is not represented. There are no indicators that determine the contribution of the academic staff to the implementation of the development strategy in the system for assessing the performance of the academic staff.

As noted above, representatives of the academic staff are generally satisfied with the conditions that the university creates for professional and personal growth. The training of teachers in the doctoral studies, as well as the preparation and submission of dissertations is actively underway. In accordance with the results achieved, teachers occupy higher positions with increasing salaries.

The management of the DP ensures the involvement of the practicing teachers in the implementation of the educational process. According to the DP Information Security of Financial Structures (ISFS):

- Belobaba N.N. - State Institution "Agency of the Republic of Kazakhstan for Regulation and Development of the Financial Market", chief specialist;
- Nureken E. N. – Association of Legal Entities “Center for Analysis and Investigation of Cyber Attacks”, information security specialist.
- Kuttykbai Zh. O. – «MFO KMF» LLP, system administrator.

According to the DP Aerospace Engineering (ASE), teachers who are leading practitioners in their organizations:

- Chairman of the Board, Doctor of Technical Sciences, Professor, Academician of the International Academy of Informatization and the Engineering Academy of the Republic of Kazakhstan Nurguzhin M. R.,
- professor-practitioner Ospanov S.S.,
- professor-practitioner Bektukhambetov B.E.,
- professor-researcher Moldabekov M.M. and etc.

The academic staff representatives answered the question in the questionnaire - How often the master classes and readings of topics with the participation of practitioners are held as a part of your course: very often - 7 people (53.8%), often - 4 people (46.2%).

During interviews, members of the EEC found out that the employee incentive system is currently being finalized.

The survey participants did not rate very highly the adequacy of recognition of the potential and abilities of teachers: very good - 3 people (23.1%), good - 9 people (69.2%), relatively bad - 1 person. (7.7%). Dissatisfaction with the current system of motivation for professional and personal development of the DP teachers.

Considering incentives for the integration of scientific activities and education, we note that during the survey, the level of ability of the academic staff to combine teaching with scientific research was assessed as follows: very good - 7 people (53.8%), good - 5 people (38.5%), relatively bad - 1 person (7.7%).

AUPET has a Regulation on bonuses for the first authors among employees and students of NJSC "AUPET" for publications in international publications with ratings Q1 and Q2.

It has already been noted above that there is no system for motivating the use of innovative teaching methods at the university.

The university management perceives the development of academic mobility and attracting the best foreign and domestic teachers from other organizations as one of the main tasks. Within the framework of accredited DP departments, work is underway to conclude interuniversity memorandums to ensure the academic mobility of the academic staff. A number of DP ISFS teachers completed an international online internship in 2021 and 2022. Foreign specialists were invited to teach at the department of CS:

- Margarov G.I. – Doctor of Technical Sciences, professor, head of the department of Information Security and Software of the National Polytechnic University of Armenia;

- Markosyan M.V. - Doctor of Technical Sciences, Professor of the Department of Information Security and Software of the National Polytechnic University of Armenia.

Currently, the teacher of the Space Engineering department Asilkhan A. is undergoing an internship under the Bolashak program in the USA.

Representatives of the academic staff answered the question in the questionnaire - How often do external teachers (domestic and foreign) participate in the learning process: very often - 4 people (30.8%), often - 9 people (69.2%).

Analytical part

The principles and directions for the implementation of the university's personnel policy are reviewed based on the analysis of individual documents and activities to form personnel potential and ensure its compliance with the goals and objectives of the implementation of the DP. Regulatory documents are presented on the university website in the public domain. However, the personnel policy has not been formalized as a separate document and, accordingly, has not been published. The preparation and publication of a personnel policy could help ensure a common understanding of it at the university and for other interested parties, and consolidate the work of the university team in its implementation.

The implementation of personnel policy is ensured in accordance with the legislation of the Republic of Kazakhstan.

The academic staff in accredited DPs is characterized by fairly high-quality indicators: the proportion of the academic staff with degrees and titles, compliance of qualifications with the content of the DP training, recognition by society and in the academic community. Considerable attention is paid to rejuvenating the composition of the academic staff and training personnel of the highest scientific qualifications.

The results of interviews and surveys conducted by the EEC allow us to conclude that the management of the university and DP as a whole is aware of the responsibility for their employees and providing them with favorable working conditions.

Only 1 person (7.7%) rated the opportunities for professional development of the academic staff and personal growth as poor.

One person (7.7%) found it difficult to determine their satisfaction with the terms of

remuneration and the provision of a social package. On other issues there was general satisfaction. Representatives of the academic staff rated their satisfaction with labor protection and safety especially highly; 11 people (84.6%) were completely satisfied.

The change in the role of the teacher in connection with the transition to student-centered education is weakly expressed; effective measures are needed to inform the management of the DP and the academic staff about the basic principles, features of student-centered education, problems, directions, approaches and methods of its implementation and development. The management of the university and the educational program should make targeted, systematic efforts to develop student-centered learning and change the role of the teacher in this regard.

In the strategic level documents that were developed at the university, the role of the teaching staff is practically not defined. The DP development plans and activities for their implementation also do not ensure the involvement of the academic staff in the implementation of the strategy; accordingly, individual plans are not strategy-oriented. During the interview process, teachers were unable to characterize their contribution because they were not focused on its formation. It is important to take these issues into account in the strategy that is currently in its formation stage.

In the absence of up-to-date strategic level documents at the university, it is difficult to assess the extent to which the academic staff are involved in the implementation of the development strategy and other strategic documents. At the same time, analyzing the latest strategy of the university and the practice of its implementation, plans for the development of DP, their consistency with the plans of the university, it must be noted that the role of the academic staff in their implementation is not represented. There are no indicators that determine the contribution of the academic staff to the implementation of the development strategy in the system for assessing the performance of the academic staff.

The university provides the DP academic staff with opportunities for career growth and professional development and provides the necessary support.

A significant role in ensuring the educational process is played by teachers - practitioners of the relevant sectors of the economy.

The university has not developed a system of motivation for the professional and personal development of teachers that meets the needs of the staff and the goals of the organization, development and improvement of the quality of its activities. The integration of scientific activity and education is poorly motivated. There is no incentive to use innovative teaching methods.

Academic mobility of the academic staff plays a certain role in improving the quality of training in accredited DP. There is both inbound and outbound mobility. To develop it, the management of the DP is making deliberate efforts.

Strengths/Best Practices

Not identified by this standard.

EEC recommendations

1. The management of the DP should analyze the necessary changes in the role of the teacher in connection with the transition to student-centered learning and provide for their clarification for academic staff and implementation in the DP development plan. Before 30 12.2024.

2. The management of the SO in the development strategy of the SO and in other documents of the strategic level should determine the role of the academic staff and the contribution they should make to achieving the goals of strategic development. Before 12/30/2024.

3. The management of the SO should develop and document measures to motivate the professional and personal development of teachers, including encouragement for the integration of scientific activities and education, and the use of innovative teaching methods. Before 12/30/2024.

EEC conclusions according to criteria (strong/satisfactory/suggests improvement/unsatisfactory)

According to the “The Academic Staff” standard, 9 criteria are disclosed, of which 6 criteria have a satisfactory position, 3 criteria suggest improvement.

6.8. Standard "Educational Resources and Student Support Systems"...

- ✓ *The EO must guarantee a sufficient number of learning resources and student support services to ensure the achievement of the objectives of the DP.*
- ✓ *The EO must demonstrate the sufficiency of material and technical resources and infrastructure, taking into account the needs of various groups of students in the context of DP (adults, working people, foreign students, as well as students with disabilities).*
- ✓ *The management of the DP must demonstrate the existence of procedures for supporting various groups of students, including information and consultation.*
- ✓ *The management of the DP must demonstrate the compliance of information resources with the specifics of the DP, including:*
 - *technological support for students and the academic staff (for example, online learning, modeling, databases, data analysis programs);*
 - *library resources, including a fund of educational, methodological and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases;*
 - *examination of results of scientific-research work, graduation works, dissertations for plagiarism;*
 - *access to educational Internet resources;*
 - *functioning of WI-FI on the territory of the DP.*
- ✓ *EO demonstrates planning for providing the DP with educational equipment and software similar to those used in the relevant sectors of the economy.*

Evidence-based Part

AUPET named after Gumarbek Daukeev ensures that the material and technical base meets the needs of educational and other processes at a high level, has a classroom fund, laboratory and computer equipment. [Almaty university of Power Engineering and Telecommunication named after Gumarbek Daukeev \(aues.edu.kz\)](http://aues.edu.kz), [Almaty university of Power Engineering and Telecommunication named after Gumarbek Daukeev \(aues.edu.kz\)](http://aues.edu.kz), [Almaty university of Power Engineering and Telecommunication named after Gumarbek Daukeev \(aues.edu.kz\)](http://aues.edu.kz).

The university has implemented an effective system for maintaining this compliance; the processes of monitoring, measuring, analyzing and improving the material and technical base and information resources are carried out on the basis of documented procedures of the quality management system.

The annual plan for the development of educational and material and technical resources is formed in accordance with the requests of all departments. The sufficiency analysis is carried out in the university's management department. For accepted applications in terms of modernization of educational institutions and equipment, deadlines are indicated monthly; some applications are postponed to the next academic year. When determining the need for resources, the requirements and norms of legal regulation in the field of education are taken into account. Issues of material, technical and information support of the educational process are considered at meetings of the Committee for Academic Excellence, the Commission for the Modernization of

Laboratories, the Rectorate, and the Academic Council of AUPET. Monitoring of the resources used is ensured on the basis of an audit of the DP, surveys of employers, and the work of a commission to resolve issues of sufficiency and modernity of the educational resources used.

The university has international research and training centers, such as the CISCO regional academy, Microsoft IT academy, Huawei ICT Academy, "SpaCE" research center, Schneider Electric Competence Center for Industrial Automation, Dr.Web training laboratory, regional center in within the framework of the USAID program "Future Energy", school of 3D printing and robotics, laboratory of new professions PROLAB. With the help of vendors, laboratories of the "Tornado Modular Systems" companies have been created, training classes of "Kaspersky Lab" and "Oracle" have been opened, and unique laboratory stands and equipment are available.

The equipment of partner organizations and university employers is actively used to support the educational process.

During a visual inspection of the university's material and technical base, EEC experts highly appreciated the quantity, quality and level of computer classes, multimedia installations, language laboratories, classrooms equipped with plasma TVs, projectors, interactive panels, and modern computers.

Experts note that each laboratory is provided with a passport, the necessary personal and fire protection equipment, and there is a safety magazine.

The correspondence of the material and technical base with the modern needs of the educational process and research activities is illustrated by some of the results of the survey.

Representatives of the academic staff answered how often they encounter a problem in their work - Lack of classrooms: often - 0 people (0%), sometimes - 5 people. (38.5%), never - 8 people (61.5%).

Students rated their satisfaction:

- Existing educational resources of the university: 30 people are completely satisfied (3.2%), partially satisfied - 7 people (17.1%), partially dissatisfied - 4 people (9.8%);

- Availability of computer classes: 27 people are completely satisfied. (65.9%), partially satisfied - 6 people (14.6%), partially dissatisfied - 5 people (12.2%), 3 people are not satisfied. (7.3%)

- Availability and quality of Internet resources: 25 people are completely satisfied (61%), partially satisfied - 11 people (26.8%), partially dissatisfied - 2 people (4.9%), 3 people are not satisfied (7.3%);

- Classrooms, auditoriums for large groups: 26 people are completely satisfied (63.4%), partially satisfied - 8 people (19.5%), partially dissatisfied - 5 people (12.2%), 2 people are not satisfied (4.9%);

- Available computer classes: 26 people are completely satisfied (63.4%), partially satisfied - 10 people (24.4%), partially dissatisfied - 5 people (12.2%);

- Available scientific laboratories: 27 people are completely satisfied (65.9%), partially satisfied - 9 people (22%), partially dissatisfied - 4 people. (9.8%), 1 person is not satisfied (2.4%).

Students also expressed the extent of their agreement with the statement - Equipment and facilities for students are safe, comfortable and modern: complete agreement of 24 people. (58.5%), 9 people - agree (22%), 7 people - partially agree (17.1%), 1 person disagrees (2.4%).

The university structure includes the Department of Academic Affairs, Department of Practice and Employment, Department of International Cooperation, Office of the Registrar, Department of Youth Policy, which provide support to students.

The university has 3 dormitories accommodating up to 1200 people.

The infrastructure for inclusive education exists and is being developed. Support for foreign students is provided by the Department of International Cooperation. Medical care and nutrition for the academic staff and students are provided.

During the survey, students expressed the extent of their agreement with the statement - Equal opportunities are provided to all students: complete agreement - 25 people (61%), 13 people agree (31.7%), partially agree - 3 people (7.3%).

Information and methodological support for training is supported on the basis of information systems, library and other resources, a significant part of which is available 24/7.

The Library has 5 library and information service points:

- Subscription
- Technical reading room
- Humanitarian reading room named after. E. Sypataeva
- Help and information center
- Hall of electronic resources “Mediatheque”

The total area of the Library premises is 1057.3 m² and 226 seats. The library has 31 computers connected to the Internet, two scanners, two MFPs and five printers, equipment for working with barcodes.

The total library collection is 369,757 copies, including 123,217 copies in the Kazakh language, 5,961 copies in foreign languages.

The AUPET Library has access to the resources of the Republican Interuniversity Electronic Library (Agreement №. 13 of January 5, 2021) and the Urait Educational Platform (Agreement №. 6029 of September 18, 2023).

Representatives of the teaching staff answered how they often encounter the following problems:

- Unavailability of necessary literature in the library: often - 0 people (0%), sometimes - 7 people (53.8%), never - 6 people (46.2%).

Teachers also assessed the sufficiency and accessibility of the necessary scientific and educational literature in the library: 5 people were completely satisfied (38.5%), partially satisfied - 8 people. (61.5%).

Students rated their satisfaction in the questionnaires:

- Level of accessibility of library resources: 35 people are completely satisfied (85.4%), partially satisfied - 2 people (4.9%), partially dissatisfied - 3 people (7.3%), 0 people are not satisfied (0%), find it difficult to answer - 1 person (2.4%).

- The library is well equipped and has a fairly good collection of books: 25 people were completely satisfied (61%), partially satisfied - 9 people. (22%), partially dissatisfied - 7 people. (17.1%).

examination of research results, graduation works, dissertations for plagiarism

Mandatory checks for anti-plagiarism of diploma projects (works), master's and doctoral dissertations issued by AUPET are carried out in accordance with the document approved by the university - Regulations for the detection and prevention of plagiarism, which defines the rules for the functioning of the ANTIPLAGIAT.RU system [1609221429_HF2p-3.pdf \(aues.edu.kz\)](#).

The university's problem is ensuring that WI-FI works. They talked about it in interviews conducted by members of the EEC. WI-FI problems complicated the work of the EEC in a hybrid format. It was also noted in the questionnaires of students and the academic staff.

The university annually updates and technically supports software products: Kaspersky Anti-Virus, Eset, Matlab, Anti-Plagiarism, Mathcad Education - University Edition, LavView and many other educational and scientific programs.

Analytical part

The university has created all the necessary conditions to satisfy the social, personal and everyday needs of students. Laboratories, educational and other equipment deserve especially high praise. The university has a material and technical base that ensures all types of practical training and research work that comply with current sanitary and fire safety standards and regulations, and labor protection requirements. Activities are systematically organized to monitor the availability of equipment, its compliance with the goals of the educational program and the requirements for ensuring the quality of training of specialists. In general, there is a fairly high level of satisfaction of the academic staff and students with working and learning conditions.

The problems of students are in the field of attention of the management of the university

and the educational program; student support services are available, including to support various groups of students. The infrastructure for inclusive education, health care, nutrition and solutions to other everyday problems is being developed.

The university's information resources meet the needs of educational activities. The problem is the functioning of WI-FI on the university premises.

Updating equipment and software, using equipment from partner organizations and personnel customers ensure its compliance with the equipment and software that will be used in the practical activities of future graduates.

Strengths/Best Practices

1. *Based on the implementation of an effective system for monitoring the provision of the DP, the formation, consideration and implementation of requests from structural units, the material and technical base of the educational process is maintained at a high level of meeting its needs and requirements for the quality of training of specialists, achieving the set goals.*

EEC recommendations

1. *The management of the university should consider and include in development plans the issue of effective measures to ensure the functioning of WI-FI on the territory of the educational organization, including in dormitories, in accordance with the urgent needs of the implementation of the educational process. Before October 30, 2024.*

EEC conclusions according to criteria (strong/satisfactory/suggests improvement/unsatisfactory)

According to the standard "Educational Resources and Student Support Systems", 9 criteria are disclosed, of which 1 has a strong position, 7 are satisfactory and 1 suggests improvement.

6.9. Standard «Public Awareness»

- ✓ *The EO must publish reliable, objective, up-to-date information about the degree program and its specifics, which should include:*
 - *expected learning outcomes of the educational program being implemented;*
 - *qualifications and (or) qualifications that will be awarded upon completion of the educational program;*
 - *approaches to teaching, learning, as well as the system (procedures, methods and forms) of assessment;*
 - *information about passing scores and educational opportunities provided to students;*
 - *information about employment opportunities for graduates.*
- ✓ *The management of the DP must provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and interested parties.*
 - ✓ *Public information should include support and explanation of the country's national development programs and the system of higher and postgraduate education.*
 - ✓ *The EO must demonstrate the reflection on the web resource of information characterizing it in general and in the context of degree programs.*
 - ✓ *An important factor is the availability of adequate and objective information about the academic staff of the DP.*
 - ✓ *An important factor is informing the public about cooperation and interaction with partners within the framework of the DP.*

Evidence-based Part

Information about the degree programs is presented on the university website. At the same time, the expected learning results and information about employment opportunities for graduates are presented in the public domain, both in the Education section and in the Applicants section.

DP 6B06301 Information security of financial structures [Almaty university of Power Engineering and Telecommunication named after Gumarbek Daukeev \(aues.edu.kz\)](http://www.aues.kz).

DP 6B06204 Telecommunication Engineering <https://aues.edu.kz/ru/bachelor/edu-program-one?id=12>.

DP 6B07128 Aerospace Engineering [Almaty university of Power Engineering and Telecommunication named after Gumarbek Daukeev \(aues.edu.kz\)](http://www.aues.kz).

There is also a description of the sphere, objects, subjects and tasks of professional activity. The qualifications that will be awarded upon completion of the degree program are not explicitly presented. Also, approaches to teaching, learning, systems (procedures, methods and forms) of assessment are not fully presented; they are partially presented on a website with password access. There is no information about passing scores; information about the educational opportunities provided to students is partially provided.

The management of the DP uses the official website of the university (<http://www.aues.kz>) to disseminate information; social networks (Instagram, VK, Facebook, Telegram); WhatsApp, as well as organizational and informational events: seminars, round tables, open days, meetings with employers and other interested parties.

On the university website <https://aues.edu.kz/ru>, in addition to the main page, information is presented in a form structured by categories of stakeholders: students, applicants, graduates, as well as by areas: About AUPET, Education, International cooperation, Science, e- university, Student life.

Through the sections Education, Applicants, Structure, the transition to educational programs is ensured. Information about the academic staff of the DP is not provided.

The university website provides information about partners in various sections, for example, a list of partner universities in the International cooperation [International cooperation \(aues.kz\)](http://www.aues.kz) tab.

The tab <https://ic.aues.kz/ru/site/partners-program> provides information about international organizations and programs with which there is cooperation: TEMPUS, ERASMUS MUNDUS, FAO, (European Union), USAID, FULBRIGHT, (USA), FameLab, Hubert Humphrey Scholarship Program (USA), APPLE (USA), Chevening (UK), Eiffel (France), Copernic (France).

There is no information about the content of the cooperation.

Students in the questionnaires noted that the content and information content of the website of the educational organization in general and faculties (schools) in particular: 29 people were completely satisfied (70.7%), partially satisfied - 7 people (17.1%), partially dissatisfied - 4 people (9.8%), 1 person is not satisfied (2.4%).

Analytical part

The university website provides information about the DP, but it needs additions and adjustments. It is necessary to supplement the information and make it publicly available:

- qualifications that will be awarded upon completion of the educational program;
- approaches to teaching, learning, as well as the system (procedures, methods and forms) of assessment;
- information about passing scores and educational opportunities provided to students.

The list of categories of stakeholders for which information is presented on the website, as for a separate target group, does not include employers and other categories that may be significant for the university (employers, graduates, foreign citizens, etc.).

There is no information on the university website about the teaching staff of the DP, as well as about cooperation and interaction with partners within the DP

Strengths/Best Practices

Not identified by this standard.

EEC recommendations

1. The management of the DP should provide publicly available information on the university website:

- qualifications that will be awarded upon completion of the degree program;
- approaches to teaching, learning, as well as the system (procedures, methods and forms) of assessment;
- information about passing scores and educational opportunities provided to students;
- about teaching staff of OP;
- about cooperation and interaction with partners within the framework of the EP. Until 12/30/2024.

EEC conclusions according to criteria (strong/satisfactory/suggests improvement/unsatisfactory)

(VII) REVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD.

Standard «Degree Program Management»

- not identified by this standard

Standard «Information Management and Reporting»

- not identified by this standard

Standard «Degree Program Development»

- not identified by this standard

Standard «Ongoing Monitoring and Periodic Evaluation of Degree Program»

- not identified by this standard

Standard «Student-Centered Training, Teaching and Learning Assessment»

- not identified by this standard

Standard «Students»

- not identified by this standard

Standard «The academic staff»

- not identified by this standard

Standard «Educational Resources and Student Support Systems»

Based on the implementation of an effective system for monitoring the provision of the DP, the formation, consideration and implementation of requests from structural units, the material and technical base of the educational process is maintained at a high level of meeting its needs and requirements for the quality of training of specialists, achieving the set goals

Standard «Public Awareness»

- not identified by this standard

(VIII) REVIEW OF RECOMMENDATION FOR QUALITY IMPROVEMENT

Standard «Degree Program Management»

EEC recommendations for 6B06204 Telecommunications Engineering, 6B07128 Aerospace Engineering, 6B06301 Information Security of Financial Institutions'':

1. The management of the university should organize the development, approve and publish a Quality Assurance Policy, which reflects the relationship between scientific research, teaching and learning. Before June 30, 2024.
2. To the management of the university and the DP:
 - conduct an audit of regulatory documents, ensure their execution taking into account the formal requirements of document flow, determine the procedure for their placement on the university's information resources, taking into account access restrictions for various categories of stakeholders;
 - in strategic and operational planning documents, provide for activities and measures to develop a quality culture and involve stakeholders in quality assurance processes;
 - supplement job descriptions and regulations on structural units with norms and requirements for the development of a quality culture;
 - conduct staff training, academic staff, and familiarize students with the problems of developing a quality culture. Before 12/30/2024.
3. The management of the DA should ensure the development of approval and implementation of a normative legal act regulating the transparency of the mechanism for developing a development plan for the DA, containing the start and development dates. Before 31.08.2024.
4. To ensure openness and accessibility for students, academic staff, employers and other interested parties, the management of the university and the DP should identify channels and opportunities for communication using electronic and printed means, personal communication, on the university website and through other means of communication to bring information to interested stakeholders about them before 08/31/2024.
5. The management of the DP, based on local regulatory documents, formalize the design, management and monitoring of the internal quality assurance system for decision-making based on facts. Before 12/30/2024.
6. The management of the university should determine and document the risk management procedure at the level of structural divisions and within the DP. Before June 30, 2024.
7. The management of the university should provide for innovation management in planning, reporting and activity procedures based on the implementation of all basic management functions, including planning, organization, stimulation, analysis. Before October 30, 2024.
8. Provide training for all DP managers in educational management programs. Before 12/30/2025.

Standard «Information Management and Reporting»

EEC recommendations for 6B06204 Telecommunications Engineering, 6B07128 Aerospace Engineering, 6B06301 Information Security of Financial Institutions'':

1. To the management of the DP in order to design and implement a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system:
 - in the development plans of the DP and structural divisions, ensure the presence of measures and measures to improve the internal quality assurance system;

- determine and document a list of data relevant for improving the internal quality assurance system and the procedure for their collection;
- determine and document the procedure for processing collected data, systematizing, storing and using the information received. Before November 30, 2024.

2. The management of the university should ensure the development of formalized procedures for opening training in new DPs, taking into account the requirements of conducting marketing research of labor markets and educational services, analysis and justification of needs and opportunities, and risk analysis. Before 01/30/2025.

3. The university management should formally distribute responsibility and establish responsible persons for the accuracy and timeliness of information analysis, and document these decisions. Before November 30, 2024.

4. The management of the university and the DP shall determine, formalize, and bring to the attention of staff a list of performance indicators and performance indicators for structural units and processes, the procedure for their formation, analysis and accounting. Before October 30, 2024.

Standard «Degree Program Development and Approval»

EEC recommendations for 6B06204 Telecommunications Engineering, 6B07128 Aerospace Engineering, 6B06301 Information Security of Financial Institutions":

1. The management of the DP should ensure on an ongoing basis from the beginning of the next academic year the design of the DP in accordance with the requirements of the Regulations on the development of educational programs of higher and postgraduate education, approved by the rector of NJSC AUPET.

2. The management of the DP should develop and submit for approval a graduate model, ensure that it is kept up to date when adjusting the DP. Before 09/01/2024.

3. The management of the DP shall determine the procedure for registering and identifying the results of external examinations of the EP. Before October 30, 2024.

Standard "Ongoing Monitoring and Periodic evaluation of degree programs"

EEC recommendations for 6B06204 Telecommunication engineering, 6B07128 Aerospace engineering, 6B06301 Information security of financial structures»:

1. The university management should ensure the development and implementation of mechanisms for monitoring and periodic evaluation of the DP based on new or correction of existing regulations and procedures, to provide for monitoring and periodic evaluation in them:

- objects;
- evaluation of criteria;
- measure, method and means;
- timing and frequency of carrying out;
- procedure for presentation and result analysis, decision formation on DP correction and its implementation;
- participants in implementation and persons responsible for it.

Until 30.11.2024.

2. In the monitoring and periodic evaluation system of DP, the university management and DP should provide for conducting the effectiveness analysis of student evaluation procedures based on the formation and application of objective criteria for the training quality, the implementation of a competent approach, student-centered education, and feedback from students.

Until 30.11.2024.

3. The university management and DP should determine and document a mechanism for informing all interested parties about any planned or taken actions in relation to the DP, and ensure

its implementation on a regular basis. Until 02/28/2025.

4. The university management and DP should ensure the publication of all changes made to the DP on the university website. Until 09/01/2024.

Standard “Student-centered learning, teaching and assessment”

EEC recommendations for 6B06204 Telecommunications Engineering, 6B07128 Aerospace Engineering, 6B06301 Information Security of Financial Institutions”:

1. The university management and DP should develop, document and implement procedures for analyzing various teaching methods based on the formation and application of objective criteria for the training quality, the implementation of a competent approach, student-centered education, and feedback from students. Until November 30, 2024.

2. The university management and the DP should determine, document and implement procedures for responding to student complaints and ensure their publication on the university website. Until 12/30/2024.

Standard "Students"

EEC recommendations for 6B06204 Telecommunications Engineering, 6B07128 Aerospace Engineering, 6B06301 Information Security of Financial Institutions”:

1. The university management and DP should develop marketing strategies to ensure the formation of a student population and present them in the development plans of the DP. Until November 30, 2024.

2. The university management should ensure that the guidebook is updated annually for newly enrolled students.

Standard “The academic staff”

EEC recommendations for 6B06204 Telecommunications Engineering, 6B07128 Aerospace Engineering, 6B06301 Information Security of Financial Institutions”:

1. The DP management should analyze the necessary changes in the role of the teacher in connection with the transition to student-centered learning and provide for their clarification for academic staff and implementation in the DP development plan. Until 30.12.2024.

2. The EO management should determine the role of academic staff and the contribution they should make in achieving goals of strategic development in the development strategy of EO and in other documents of the strategic level. Until 12/30/2024.

3. The EO management should develop and document measures to motivate the professional and personal development of teachers, including encouragement for the integration of scientific activities and education, and the use of innovative teaching methods. Until 12/30/2024.

Standard “Educational Resources and Student Support Systems”

EEC recommendations for 6B06204 Telecommunications Engineering, 6B07128 Aerospace Engineering, 6B06301 Information Security of Financial Institutions”:

1. The university management should consider and include in development plans the issue of effective measures to ensure the functioning of WI-FI on the territory of the EO, including in dormitories, in accordance with the urgent needs of educational process implementation. Until October 30, 2024.

Standard Public Awareness”

EEC recommendations for 6B06204 Telecommunications Engineering, 6B07128 Aerospace Engineering, 6B06301 Information Security of Financial Institutions”:

1. The EO management should provide publicly available information on the university website:

- qualifications that will be awarded upon completion of the degree program;
- approaches to teaching, learning, as well as the system (procedures, methods and forms) of

assessment;

- information about passing scores and educational opportunities provided to students;
- about academic staff of DP;
- about cooperation and interaction with partners within the framework of the DP. Until 12/30/2024.

(IX) REVIEW OF RECOMMENDATION FOR EDUCATIONAL ORGANIZATION DEVELOPMENT

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

Appendix 1. Evaluation table "SPECIALIZED PROFILE PARAMETERS"

№ п\п	№ п\п	Evaluation criteria	Educational organization position			
			Strong	Satisfactory	Estimated improvement	Unsatisfactory
Standard "Educational Program Management"						
1	1.	The higher and/or postgraduate education organization must have a published quality assurance policy that reflects the relationship between research, teaching and learning			+	
2	2.	The higher and/or postgraduate education organization must demonstrate the development of a quality assurance culture, including in the context of DP			+	
3	3.	A commitment to quality assurance must apply to any activity carried out by contractors and partners (outsourcing), including joint/double degree education and academic mobility.		+		
4	4.	DP management demonstrates transparency in the forming of DP development plan, containing the start date for implementation, based on analysis of its functioning, the real positioning of the DP and the focus of its activities on meeting the needs of the state, employers, students and other interested parties			+	
5	5.	DP management demonstrates the presence of mechanisms for the formation and regular review of the development plan for the DP and monitoring its implementation, assessing the learning goals' achievement , compliance with the needs of		+		

		students, employers and society, making decisions aimed at constantly improving the DP				
6	6.	DP management should involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of a development plan for the DP		+		
7	7.	DP management has to demonstrate the individuality and uniqueness of the DP development plan, its consistency with national priorities and the organization's development strategy of higher and (or) postgraduate education (English language learning)		+		
8	8.	The higher and/or postgraduate education organization must demonstrate a clear definition of those responsible for business processes within the DP, an unambiguous distribution of staffs' job responsibilities, and delimitation of collegial bodies functions		+		
9	9.	DP management must provide evidence of the educational program management system transparency			+	
10	10.	DP management has to demonstrate the existence of an internal quality assurance system for the DP, including its design, management and monitoring, their improvement, decision-making based on facts		+		
11	11.	DP management has to manage risks, including within the DP framework undergoing initial accreditation, and also demonstrate a system of measures aimed at reducing the degree of risk.		+		
12	12.	DP management has to ensure the participation of employers' representatives, academic staff, students and other interested parties in the collegial bodies governing the DP, as well as their representativeness when making decisions on issues of managing the DP (revision of the regulations on the composition of the Board members), of academic staff inclusion (share), anticipating students)		+		
13	13.	The EO has to demonstrate innovation management within the DP, including the analysis and implementation of innovative proposals		+		
14	14.	DP management has to demonstrate evidence of readiness for openness and accessibility for students, academic staff, employers and other interested parties		+		
15	15.	DP management has to undergo training in educational management programs			+	
Total by standard			0	10	5	0
Standard "Information management and reporting"						
16	1.	EO has to demonstrate that it has a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software, and that it uses a variety of methods to collect and analyze information in the organization context.		+		

17	2.	DP management has to demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system			+	
18	3.	DP management has to demonstrate fact-based decision making			+	
19	4.	DP should provide for a regular reporting system, reflecting all levels of the structure, including assessment of the effectiveness and efficiency of departments' activities and scientific research			+	
20	5.	EO has to establish the frequency, forms and methods of assessing the DP management, the collegial bodies and structural divisions, senior management activities, and the scientific projects' implementation			+	
21	6.	EO has to demonstrate the determination of the procedure and ensuring the information protection, including the responsible bodies' identification for the accuracy and timeliness of information analysis and data provision			+	
22	7.	An important factor is the presence of mechanisms for involving students, employees and academic staff in the processes of collecting and analyzing information, as well as making decisions based on them			+	
23	8.	DP management has to demonstrate the existence of a communication mechanism with students, employees and other interested parties, as well as conflict resolution mechanisms			+	
24	9.	EO has to demonstrate the presence of mechanisms for measuring the satisfaction degree of academic staff, staff and students needs within the educational program			+	
25	10.	EO has to provide an assessment of the effectiveness and efficiency of activities, including in the DP context				+
		<i>Information to be collected and analyzed within the framework of the DP should take into account:</i>				
26	11.	key performance indicators			+	
27	12.	the student population dynamics in terms of forms and types			+	
28	13.	grade level, student achievement and dropout			+	
29	14.	student satisfaction with the DP implementation and the quality of education at the university			+	
30	15.	accessibility of educational resources and support systems for students			+	
31	16.	EO has to confirm the implementation of procedures for processing personal data of students, employees and academic staff based on their documented consent			+	
Total according to standard			0	14	2	0
Standard "Development and approval of a degree program"						
32	1.	EO has to define and document procedures for developing DP and their approval at the institutional level			+	
33	2.	DP management has to ensure that the DP content corresponds to the established goals, including the intended learning outcomes			+	

34	3.	DP management has to demonstrate the mechanisms' existence for revising the DP content and structure, taking into account changes in the labor market, the employers' requirements and the social demands of society		+		
35	4.	DP management has to ensure the developed models' availability of the DP graduate that describe the learning outcomes and personal qualities		+		
36	5.	DP management has to demonstrate the conduct of DP external examinations content and of its implementation's planned results		+		
37	6.	The qualification awarded upon completion of the DP must be clearly defined and correspond to a certain level of the HCK и QF-EHEA		+		
38	7.	DP management has to determine the influence of disciplines and professional practices on the learning outcomes formation		+		
39	8.	An important factor is the ability to prepare students for professional certification		+		
40	9.	DP management has to provide evidence of the students' participation, teaching staff and other interested parties in the development of the DP and ensuring its quality		+		
41	10.	DP management has to ensure that the content of academic disciplines and planned results correspond to the level of study (bachelor's, master's, doctoral)		+		
42	11.	DP management should provide for various types of activities to ensure that students achieve the planned learning outcomes		+		
43	12.	An important factor is the correspondence of the content of the DP and the DP learning outcomes implemented by organizations of higher and (or) postgraduate education in the PE		+		
Total according to standard			0	12	0	0
Standard "Continuous monitoring and periodic evaluation of educational programs"						
44	1.	EO has to determine mechanisms for monitoring and periodically evaluating the DP to ensure the goal achievement and meet the students' and society needs and show the focus of the mechanisms on the DP continuous improvement.			+	
		<i>Monitoring and DP periodic evaluation should include:</i>				
45	2.	the program content in the light of the latest scientific achievements in a particular discipline to ensure the relevance of the taught discipline		+		
46	3.	changes in the needs of society and the professional environment		+		
47	4.	workload, performance and students' graduation		+		
48	5.	student assessment procedures effectiveness			+	
49	6.	expectations, needs and satisfaction of students with DP training		+		
50	7.	educational environment and support services, and their compliance with the DP objectives		+		

51	8.	DP management must demonstrate a systematic approach to monitoring and periodically assessing the DP quality.		+		
52	9.	EO, DP management has to determine a mechanism for informing all interested parties about any planned or taken actions regarding the DP			+	
53	10.	All changes made to the DP must be published			+	
Total according to standard			0	6	4	0
Standard "Student-centered learning, teaching and assessment"						
54	1.	DP management has to ensure respect and attention to different groups of students and their needs, provide them with flexible learning paths		+		
55	2.	DP management should provide the use of various forms and methods of teaching and learning		+		
56	3.	An important factor is the presence of your own research in the field of DP academic disciplines' teaching methods		+		
57	4.	DP management has to demonstrate the presence of feedback mechanisms on the use of various teaching methods and evaluation of learning outcomes		+		
58	5.	DP management has to demonstrate the presence of mechanisms to support student autonomy with simultaneous guidance and assistance from the teacher		+		
59	6.	DP management has to demonstrate the existence of a procedure for responding to student complaints			+	
60	7.	EO must ensure consistency, transparency and objectivity of the mechanism for assessing learning outcomes for each DP, including appeal		+		
61	8.	EO must ensure that the procedures for assessing the DP learning outcomes of students comply with the planned results and goals of the program, publishing criteria and assessment methods in advance		+		
62	9.	EO must define mechanisms to ensure that each DP graduate achieves learning outcomes and ensure the completeness of their formation		+		
63	10.	Evaluators must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area			+	
Total according to standard			0	8	2	0
Standard "Students"						
64	1.	EO has to demonstrate the existence of a policy for the student contingent formation in the context of DP, ensure transparency and publication of its procedures regulating the studying time of students (from admission to completion)		+		
		<i>DP management has to determine the procedure for forming the student contingent based on:</i>				
65	2.	minimum requirements for applicants		+		
66	3.	maximum group size for seminars, practicals, laboratory and studio classes		+		
67	4.	forecasting the state grants number		+		
68	5.	analysis of available material, technical, information resources, human resources		+		

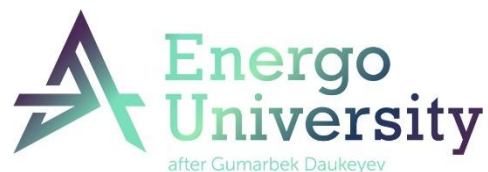
69	6.	analysis of potential social conditions for students, including provision of places in a hostel		+		
70	7.	DP management has to demonstrate readiness to conduct special adaptation and support programs for newly admitted and foreign students		+		
71	8.	EO has to demonstrate compliance of its actions with the Lisbon Recognition Convention, the presence of a mechanism for recognizing the results of academic mobility of students, as well as the additional, formal and informal training results		+		
72	9.	EO should cooperate with other educational organizations and national centers of the “European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers” ENIC/NARIC in order to ensure the qualifications’ comparable recognition		+		
73	10.	EO has to provide the opportunity for external and internal mobility of DP students, as well as readiness to assist them in obtaining external grants for studying		+		
74	11.	DP management has to demonstrate its readiness to provide students with practice sites, promote the graduates’ employment and maintain contact with them		+		
75	12.	EO has to provide the possibility of ensuring DP graduates with documents confirming the obtained qualifications, including the achieved learning outcomes, as well as the context, content and status of the gained education and evidence of its completion		+		
Total according to standard			0	12	0	0
Standard “Faculty and academic staff”						
76	1.	EO has to have an objective and transparent personnel policy, including in the context of DP, including recruitment, professional growth and development of personnel, ensuring the professional competence of the entire staff		+		
77	2.	EO has to demonstrate the staff potential compliance of the academic staff with the specifics of the DP		+		
78	3.	DP management has to demonstrate awareness of responsibility for its employees and provide them with favorable working conditions		+		
79	4.	DP management has to demonstrate a change in the role of the teacher in connection with the transition to student-centered learning			+	
80	5.	EO has to determine the DP academic staff’s contribution to the implementation of the EO development strategy t and other strategic documents			+	
81	6.	EO should provide opportunities for career growth and professional development of DP academic staff		+		
82	7.	DP management has to demonstrate its readiness to involve practitioners in relevant sectors of the economy in teaching process.		+		

83	8.	EO has to demonstrate the motivation for the professional and personal development of DP teachers , including encouragement for the scientific activities and education integration and the use of innovative teaching methods			+	
84	9.	An important factor is readiness to develop academic mobility within the DP and attract the best foreign and domestic teachers		+		
Total according to standard			0	6	3	0
Standard “Educational Resources and Student Support Systems”						
85	1.	EO has to guarantee a sufficient number of educational resources and student support services to ensure the educational objectives’ achievement	+			
86	2.	EO has to demonstrate the sufficiency of material and technical resources and infrastructure, taking into account the needs of various groups of students in the context of EO (adults, working people, foreign students, as well as students with disabilities)		+		
87	3.	DP management has to demonstrate the availability of procedures to support various groups of students, including information and consultation		+		
		<i>DP management has to demonstrate the compliance of information resources with the specifics of the DP, including:</i>				
88	4.	technological support for students and academic staff (for example, online learning, modeling, databases, data analysis programs)		+		
89	5.	library resources, including a fund of educational, methodological and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases		+		
90	6.	examination of research results, graduation works, dissertations for plagiarism		+		
91	7.	access to educational Internet resources		+		
92	8.	functioning of WI-FI on the territory of EO			+	
93	9.	EO demonstrates the planning of provision DP with educational equipment and software similar to those used in the relevant sectors of the economy		+		
Total according to standard			1	7	1	0
Standard "Informing the Public"						
		<i>EO has to publish reliable, objective, up-to-date information about the degree program and its specifics, which should include:</i>				
94	1.	expected learning outcomes of the DP that should be implemented		+		
95	2.	qualifications that will be awarded upon completion of the educational program		+		
96	3.	approaches to teaching, learning, as well as the assessment system (procedures, methods and forms)		+		
97	4.	information about passing scores and educational opportunities provided to students		+		

98	5.	information about employment opportunities for graduates		+		
99	6.	DP management should provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and interested parties		+		
100	7.	Public information should include support and explanation of the country's national development programs and the system of higher and postgraduate education		+		
101	8.	EO has to demonstrate the reflection of information on the web resource that characterizes it in general and in the context of educational programs		+		
102	9.	An important factor is the availability of adequate and objective information about the DP academic staff			+	
103	10.	An important factor is informing the public about cooperation and interaction with partners within the framework of the DP		+		
Total by standard			0	9	1	0
TOTAL			1	84	18	0





Appendix 2. PROGRAM FOR A VISIT TO AN EDUCATIONAL ORGANIZATION**AGREED**

Rector of the NJSC Almaty University of
Power engineering and Tele
communications named after
Gumarbek Daukeyev
_____ Syzdykov M.K. «____»
_____ 2024 г.

APPROVED

General Director of the "Independent Agency for
Accreditation and Rating"
_____ Zhumagulova A.B.
«____» _____ 2024 г.

**VISIT PROGRAM OF THE EXTERNAL EXPERT COMMISSION OF THE INDEPENDENT ACCREDITATION AND RATING
AGENCY (IAAR)
AT NJSC "ALMATY UNIVERSITY OF POWER ENGINEERING AND TELE COMMUNICATIONS"**

THIRD STAGE OF SPECIALIZED ACCREDITATION

Date of visit: March 18-20, 2024

Date and time	EEC work with target groups	Position and Last name, First name, Patronymic of target group participants	Form of communication
<i>March 15, 2024</i>			
15.00-16.00 <i>Astana time</i>	Preliminary EEC meeting	<i>IAAR external experts</i>	Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID:681 303 2588

<i>March 17, 2024</i>			
<i>As scheduled throughout the day</i>	External Expert Commission members arrival		
20.00	Dinner	<i>IAAR external experts</i>	
<i>Day 1: March 18, 2024</i>			
08.10-09.00	Transfer from the hotel to the University	<i>University coordinator - Azhar Erlanovna Mankhanova (Director of the Department of Academic Affairs) 87772983128</i>	
09.00-09.15	Experts' responsibilities distribution, solution of organizational issues	<i>IAAR external experts</i>	Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID:681 303 2588
09.15-09.45	Interview with Rector	<i>Rector - Syzdykov Murat Kanatovich</i>	Auditorium No. 213 A building Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID:681 303 2588
09.45-10.00	Technical break		

Unofficial Translation			
10.00-10.40	Interview with Vice Rectors	<p>Vice-Rector for Academic Affairs – Aigul Saparbekovna Sarenova, Vice-Rector for Social and Educational Work - Ermek Kamalbekuly Kadylbekov,</p> <p>Head of the Rector’s Office – Yesimzhanov Zhanat Kuanyshevich</p>	<p style="text-align: center;">Auditorium No. 213 A building</p> <p style="text-align: center;">Join a Zoom meeting https://us02web.zoom.us/j/6813032588</p> <p style="text-align: center;">Conference ID:681 303 2588</p>
10.40-10.50	Technical break		
10.50-11.30	Interview with heads of structural divisions of EO	<p>Digital officer – Urazakov Margulan Maksutovich, Head of the registrar’s office – Vera Vasilievna Neledva, Financial Director - Gulziya Salatovna Rakhmetova, Director of the Department of Academic Affairs - Mankhanova Azhar Erlanovna, Head of the Academic Counseling Center – Kudaibergen Zhuldyz Malikkyzy, Director of the Department of Youth Policy – Kabi Elikbay Kasenkhanuly, Chief librarian - Natalya Stepanovna Netesova, The executive secretary of the admissions committee is Almuratova Kamshat Bimuratovna.</p>	<p style="text-align: center;">Auditorium No. 213 A building</p> <p style="text-align: center;">Join a Zoom meeting https://us02web.zoom.us/j/6813032588</p> <p style="text-align: center;">Conference ID:681 303 2588</p>

11.30-11.45	Exchange of external expert commission members opinions
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Unofficial Translation
Auditorium No. 213 A building

Join a Zoom meeting
<https://us02web.zoom.us/j/6813032588>

Conference ID:681 303 2588



Appendix 3. THE ACADEMIC STAFF QUESTIONNAIRE RESULTS

Appendix 3

Results of an anonymous survey of the academic staff of Almaty University of Power engineering and Telecommunications named after Gumarbek Daukeev

1. Total number of questionnaires: 13

2. Which DP do you serve:

6B06204 Telecommunications engineering	1 person	7,7 %
6B07128 Aerospace engineering	1 person	7,7 %
6B07125 Biotechnical and medical systems and devices	1 person	7,7%
6B07127 Automation and management of business processes	6 people	46,2%
6B07116 Electronic engineering technologies	4 people	30,8%

3. Position

Professor	1 person	7,7%
Associate professor	1 person	7,7%
Senior Lecturer	6 people	46,2%
Teacher	4 people	30,8%
Head of Department		
Acting professor	1 person	7,7%
Acting associate professor		

4. Academic degree, academic title

Honored Worker of the Republic of Kazakhstan	0 person	0%
Doctor of Science	1 person	7,7%
Candidate of Sciences	1 person	7,7%
Master	7 people	53,8%
PhD	2 people	15,4%
Professor	0 person	0%
Associate Professor	0 person	0%
No	2 people	15,4%

5. Work experience

Less than 1 year	1 person	7,7%
1 year – 5 years	2 people	15,4%
Over 5 years	10 people	76,9%

No	Questions	Very good	Good	Relatively bad	Bad	Very bad	Didn't respond
6	To what extent does the content of the educational program meet your scientific and professional interests and needs?	7 people (53,8%)	6 people (46,2%)	0 person (0%)	0 person (0%)	0 person (0%)	-
7	How do you assess the opportunities provided by the University for the professional development of academic staff?	5 people (38,5%)	7 people (53,8%)	1 person (7,7%)	0 person (0%)	0 person (0%)	-
8	How do you assess the opportunities provided by the University for career growth of academic staff?	4 people (30,8%)	8 people (61,5%)	1 person (7,7%)	0 person (0%)	0 person (0%)	-
9	To what extent can teachers use their own Strategies	6 people (46,2%)	6 people (46,2%)	1 person (7,7%)	0 person (0%)	0 person (0%)	-
10	Methods	8 people (61,5%)	5 people (38,5%)	0 person (0%)	0 person (0%)	0 person (0%)	-
11	To what extent can teachers use their own	8 people (61,5%)	5 people (38,5%)	0 person (0%)	0 person (0%)	0 person (0%)	-

12	Innovation in the learning process	6 people (46,2%)	7 people (53,8%)	0 person (0%)	0 person (0%)	0 person (0%)	-
13	How do you evaluate the work on organizing medical care and preventing diseases at the university?	4 people (30,8%)	8 people (61,5%)	1 person (7,7%)	0 person (0%)	0 person (0%)	-
14	How much attention is paid by the management of the institution to the content of the degree program?	5 people (38,5%)	7 people (53,8%)	1 person (7,7%)	0 person (0%)	0 person (0%)	-
15	How do you assess the sufficiency and accessibility of the necessary scientific and educational literature in the library?	5 people (38,5%)	8 people (61,5%)	0 person (0%)	0 person (0%)	0 person (0%)	-
16	Assess the level of conditions created that take into account the needs of different groups of students?	3 people (23,1%)	8 people (61,5%)	2 people (15,4%)	0 person (0%)	0 person (0%)	-
	Evaluate the accessibility of the manual						
17	• For students	6 people (46,2%)	6 people (46,2%)	1 person (7,7%)	0 person (0%)	0 person (0%)	-
18	• For teachers	7 people (53,8%)	4 people (30,8%)	2 people (15,4%)	0 person (0%)	0 person (0%)	-
19	Assess the involvement of academic staff in the process of making management and strategic decisions	3 people (23,1%)	9 people (69,2%)	1 person (7,7%)	0 person (0%)	0 person (0%)	-
20	How are innovative activities of academic staff encouraged?	5 people (38,5%)	7 people (53,8%)	1 person (7,7%)	0 person (0%)	0 person (0%)	-
21	Assess the level of feedback from academic staff to management	5 people (38,5%)	7 people (53,8%)	1 person (7,7%)	0 person (0%)	0 person (0%)	-
22	What is the level of stimulation and involvement of young specialists in the educational process?	8 people (61,5%)	5 people (38,5%)	0 person (0%)	0 person (0%)	0 person (0%)	-
23	Evaluate the created opportunities for professional and personal growth for each teacher and staff member	6 people (46,2%)	6 people (46,2%)	1 person (7,7%)	0 person (0%)	0 person (0%)	-
24	Assess the adequacy of teachers' potential and abilities recognition	3 people (23,1%)	9 people (69,2%)	1 person (7,7%)	0 person (0%)	0 person (0%)	-
	How is the work delivered?						
25	• Academic mobility	4 people (30,8%)	9 people (69,2%)	0 person (0%)	0 person (0%)	0 person (0%)	-
26	• On professional development of academic staff	6 people (46,2%)	7 people (53,8%)	0 person (0%)	0 person (0%)	0 person (0%)	-
	Rate the support of the university and its leadership						
27	• Research initiatives of academic staff	5 people (38,5%)	7 people (53,8%)	1 person (7,7%)	0 person (0%)	0 person (0%)	-
28	• The new degree programs/academic disciplines/methods development	5 people (38,5%)	8 people (61,5%)	0 person (0%)	0 person (0%)	0 person (0%)	-
	Assess the level of ability of academic staff to combine teaching						
29	• With scientific research	7 people (53,8%)	5 people (38,5%)	1 person (7,7%)	0 person (3,5%)	0 person (0%)	-
30	• With practical activities	5 people (38,5%)	7 people (53,8%)	1 person (7,7%)	0 person (0,8%)	0 person (0%)	-
31	Assess how well the students' knowledge acquired at this university corresponds to the realities of the modern labor market requirements	4 people (30,8%)	9 people (69,2%)	0 person (0%)	0 person (0%)	0 person (0%)	-
32	How do the management and administration of the university perceive criticism addressed to them?	2 people (15,4%)	8 people (61,5%)	2 people (15,4%)	1 person (7,7%)	0 person (0%)	-
33	Assess how well your workload	4 people	8 people	1 person	1 person	0 person	-

	meets your expectations and capabilities	(30,8%)	(61,5%)	(7,7%)	(4,3%)	(0%)	
34	Assess the focus of degree programs/curricula on developing students' skills and abilities to analyze the situation and make forecasts	6 people (46,2%)	7 people (53,8%)	0 person (0%)	0 person (0%)	0 person (0%)	-
35	Assess how well the degree program meets the expectations of the labor market and employers in terms of content and quality of implementation	6 people (46,2%)	7 people (53,8%)	0 person (0%)	0 person (0%)	0 person (0%)	-

36. Why do you work at this particularly university?

- ✓ *I graduated from this university*
- ✓ *Experienced academic staff*
- ✓ *Good team, fair pay*
- ✓ *Matches my professional interests*
- ✓ *I work at this university because our team has perceived it as one of the places where my ability to help students and faculty can be most useful.*
- ✓ *The policy of this university meets my requirements*
- ✓ *I like the team*
- ✓ *excellent working conditions, modern laboratories*
- ✓ *I like the department staff*
- ✓ *I like working with students*

37. As part of your course, how often are master classes and lectures with the participation of experts-practitioners held?

Very often	7 people	53,8%
Often	4 people	46,2%
Sometimes	0 person	0%
Very rarely	0 person	0%
Never	0 person	0%

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

Very often	4 people	30,8%
Often	9 people	69,2%
Sometimes	0 person	0%
Very rarely	0 person	0%
Never	0 person	0%

39. How often do you encounter the following problems in your work: (please answer on each line)

	Часто	Иногда	Никогда	Нет ответа
Lack of classrooms	0 person (0%)	5 people (38,5%)	8 people (61,5%)	-
Unbalanced study load by semester	3 people (23,1%)	4 people (30,8%)	6 people (46,2%)	-
Necessary literature is not available in the library	0 person (0%)	7 people (53,8%)	6 people (46,2%)	-
Overcrowding of study groups (too many students in a group)	1 person (7,7%)	7 people (53,8%)	5 people (38,5%)	-
Inconvenient schedule	3 people (23,1%)	5 people (38,5%)	5 people (38,5%)	-
Inappropriate conditions for classes in classrooms	1 person (7,7%)	6 people (46,2%)	6 people (46,2%)	-
No Internet access/weak Internet	4 people (30,8%)	8 people (61,5%)	1 person (7,7%)	-
Absence of students' interest in learning	2 people (15,4%)	6 people (46,2%)	5 people (38,5%)	-
Getting information about events in a timely manner	0 person (0%)	4 people (30,8%)	9 people (69,2%)	-
Absence of technical means in	1 person	7 people	5 people	-

classrooms	(7,7%)	(53,8%)	(38,5%)	
Other problems	<ul style="list-style-type: none"> ✓ No ✓ If a lot of hours are allocated to laboratory work ✓ No problem ✓ There are no other problems ✓ To move the teacher's room near the laboratory 			

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

Question	Fully satisfied	Partially satisfied	Not satisfied	I find it difficult to answer
The attitude of the university administration towards you	8 people (61,5%)	5 people (38,5%)	0 person (0%)	0 person (0%)
Relationships with immediate management	9 people (69,2%)	3 people (23,1%)	0 person (0%)	1 person (7,7%)
Relationships with colleagues in the Department	12 people (92,3%)	1 person (7,7%)	0 person (0%)	0 person (0%)
Participation in management decision making	6 people (46,2%)	5 people (38,5%)	0 person (0%)	2 people (15,4%)
Relationships with Students	13 people (100%)	0 person (0%)	0 person (0%)	0 person (0%)
Recognition of your successes and achievements by the administration	9 people (69,2%)	3 people (23,1%)	0 person (0%)	1 person (7,7%)
Support for your proposals and comments	7 people (53,8%)	4 people (30,8%)	0 person (0%)	2 people (15,4%)
The activities of the university administration	9 people (69,2%)	4 people (30,8%)	0 person (0%)	0 person (0%)
Terms of payment	6 people (46,2 %)	6 people (46,2 %)	0 person (0%)	1 person (7,7%)
Working conditions, list and quality of services provided at the university	10 people (76,9 %)	3 people (23,1%)	0 person (0%)	0 person (0%)
Labor protection and safety	11people (84,6%)	2 people (15,4%)	0 person (0%)	0 person (0%)
Management of changes in university activities	7 people (53,8%)	4 people (30,8%)	0 people (0%)	2 people (15,4%)
Providing a social package: rest, sanatorium treatment, etc.	6 people (46,2%)	4people (30,8%)	2 people (15,4%)	1 person (7,7%)
Organization and quality of catering at the university	7 people (53,8%)	5 people (38,5%)	0 person (0%)	1 person (7,7%)
Organization and quality of medical services	6 people (46,2%)	4people (30,8%)	0 person (0%)	3 people (23,1%)

Appendix 4. STUDENT QUESTIONNAIRE RESULTS

Appendix 4

The anonymous student survey results
Almaty University of Power Engineering and Telecommunications

Total number of profiles: 41

1. What is your degree program?
2. Gender

6B06204 Telecommunication engineering	19 people	46,3%
7M06201 Radio engineering, electronics and telecommunications	12 people	29,3%
8D06201 Radio engineering, electronics and telecommunications	10 people	24,4%

Male	24 people	58,5%
Female	17 people	41,5 %

1. Rate how satisfied you are with the following situations:

Questions	Fully satisfied	Partially satisfied	Partially not satisfied	Not satisfied	I find it difficult to answer
1. Relations with dean	24 people (58,5 %)	10 person (24,4 %)	5 people (12,2%)	0 person (0 %)	2 people (4,9 %)
2. The level of accessibility of the dean's office	24 people (58,5 %)	12 people (29,3%)	3 people (7,3%)	1 people (2,4 %)	1 people (2,4 %)
3. The level of accessibility and responsiveness of the university management	29people (70,7 %)	9 people (22%)	3 people (7,3 %)	0 person (0 %)	0 person (0 %)
4. Academic counseling availability	29 people (70,7 %)	4 people (9,8%)	3 people (7,3 %)	0 person (0 %)	5 people (12,2%)
5. Supporting with educational materials during training	27 people (65,9 %)	8people (19,5%)	5 people (12,2 %)	0people (0 %)	1 people (2,4 %)
6. Availability of counseling on personal problems	24 people (58,5%)	10 person (24,4 %)	5 people (12,2 %)	0people (0 %)	2 people (4,9 %)
7. Relations between the student and the teacher	27 people (65,9 %)	12 people (29,3%)	2 people (4,9 %)	0 person (0 %)	0 person (0 %)
8. Financial and administrative services of the university	27 people (65,9 %)	6 people (14,6 %)	7 people (17,1%)	0 person (0 %)	1 people (2,4 %)
9. Availability of healthcare services	31 people (75,6%)	5 people (12,2 %)	3 people (7,3 %)	0 person (0 %)	2 people (4,9 %)
10. Quality of medical care at the university	28 people (68,3 %)	7 people (17,1 %)	4 people (9,8 %)	1 person (2,4 %)	1 person (2,4%)
11. Level of library resources availability	35people (85,4 %)	2 people (4,9 %)	3 people (7,3 %)	0 person (0 %)	1 person (2,4 %)
12. Quality of services provided in libraries and reading rooms	34 people (82,9%)	3 people (7,3%)	3 people (7,3 %)	0 person (0 %)	1 person (2,4%)
13. Satisfaction with the existing educational resources of the university	30 person (73,2 %)	7 people (17,1%)	4 people (9,8%)	0 person (0 %)	0 person (0 %)
14. Computer classes availability	27 people (65,9 %)	6 people (14,6 %)	5 people (12,2 %)	3 people (7,3 %)	0 person (0 %)
15. Internet resources availability and quality	25 people (61 %)	11people (26,8 %)	2 people (4,9%)	3 people (7,3 %)	0 person (0 %)
16. The content and information content of the website of educational organizations in general and faculties (schools) in particular	29 people (70,7 %)	7 people (17,1 %)	4 people (9,8 %)	1 person (2,4 %)	0 person (0 %)
17. Study rooms, auditoriums for large groups	26 people (63,4%)	8 people (19,5 %)	5 people (12,2 %)	2 people (4,9 %)	0 person (0 %)
18. Rest rooms for students (if available)	25 people (61 %)	4 people (9,8 %)	4 people (9,8 %)	4 people (9,8 %)	4 people (9,8 %)
19. Clarity of procedures for the adoption of disciplinary measures	27 people (65,9 %)	6 people (14,6 %)	6 people (14,6 %)	0 person (0 %)	2 person

Questions	Fully satisfied	Partially satisfied	Partially not satisfied	Not satisfied	I find it difficult to answer
		(14,6 %)			(4,9 %)
20. The quality of the educational program as a whole	29 people (70,7 %)	10 person (24.4 %)	2 people (4,9 %)	0 person (0 %)	0 person (0 %)
21. Quality of degree programs in DP	28 people (68,3 %)	11 people (26,8%)	2 people (4,9 %)	0 person (0 %)	0 person (0 %)
22. Teaching methods as a whole	26 people (63,4 %)	13 people (31,7 %)	2 people (4,9 %)	0 person (0 %)	0 person (0 %)
23. Quick response to feedback from teachers regarding the educational process	27 people (65,9 %)	12 people (29,3 %)	1people (2,4 %)	0people (0 %)	1 person (2,4 %)
24. The quality of teaching in general	28 people (68,3 %)	12 people (29,3 %)	1 people (2,4 %)	0 person (0 %)	0 person (0 %)
25. Academic load/requirements for the student	25 people (61 %)	10 person (24,4 %)	5 people (12,2 %)	0 person (0 %)	1 person (2,4 %)
26. Requirements of academic staff to students	26 people (63,4 %)	12 people (29,3 %)	2 people (4,9 %)	0 person (0 %)	1 person (2,4 %)
27. Information support and explanation before entering the university of the rules of admission and the strategy of the degree program (specialty)	29 people (70,7 %)	9 people (22 %)	3 people (7,3 %)	0 person (0 %)	0 person (0 %)
28. Informing the requirements in order to successfully complete this degree program (specialty)	29 people (70,7 %)	10 people (24,4 %)	2 people (4,9 %)	0 person (0 %)	0 person (0 %)
29. The quality of examination materials (tests and examination questions, etc.)	27 people (65,9 %)	11people (26,8 %)	2people (4,9 %)	1 person (2,4 %)	0 person (0 %)
30. Objective assessment of knowledge, skills and other educational achievements	29 people (70,7 %)	8 people (19,5 %)	4 people (9,8 %)	0 person (0 %)	0 person (0 %)
31. Available computer classes	26 people (63,4 %)	10 people (24,4 %)	5people (12,2 %)	0 person (0 %)	0 person (0 %)
32. Available scientific laboratories	27 people (65,9 %)	9 people (22 %)	4 people (9,8 %)	1 person (2,4 %)	0 person (0 %)
33. Objectivity and fairness of teachers	29 people (70,7 %)	9 people (22 %)	3 people (7,3 %)	0 person (0 %)	0 person (0 %)
34. Informing students about courses, degree programs and academic degrees received	29 people	11 people	1 person	0 person (0 %)	0 person (0 %)

Questions	Fully satisfied	Partially satisfied	Partially not satisfied	Not satisfied	I find it difficult to answer
	(70,7%)	(26,8 %)	(2,4 %)		
35. Providing students with a hostel	28 people (68,3 %)	7 people (17,1 %)	2 people (4,9 %)	1 person (2,4 %)	3 people (7.3%)

4. Rate your level of agreement:

Statement	Full agreement	Agree	Partially agree	disagree	Complete disagreement	Didn't respond
1. The course program was clearly presented	24 people (58,5 %)	11 people (26,8 %)	5 people (12,2 %)	0 person (0 %)	1 person (2,4 %)	-
2. Course content is well structured	23 people (56,1 %)	15 people (36,6 %)	2 people (4,9 %)	0 person (0 %)	1 person (2,4 %)	-
3. Key terms are sufficiently explained	25 people (61 %)	12 people (29,3 %)	3 people (7,3%)	0 person (0 %)	1 person (2,4 %)	-
4. The material proposed by the teacher is relevant and reflects the latest achievements of science and practice	27 people (65,9 %)	11 people (26,8 %)	2 people (4,9%)	0 person (0 %)	1 person (2,4 %)	-
5. The teacher uses effective teaching methods	23 people (56,1 %)	12 people (29,3 %)	5 people (12,2 %)	0 person (0 %)	1 person (2,4 %)	-
6. The teacher knows the material being taught.	26 people (63,4 %)	12 people (29,3 %)	2 people (4,9 %)	0 person (0 %)	1 person (2,4 %)	-
7. The teacher's presentation is clear	22 people (53,7 %)	13 people (31,7 %)	6 people (14,6 %)	0 person (0 %)	0 person (0 %)	-
8. The teacher presents the material in an interesting way.	21 people (51,2 %)	12 people (29,3 %)	7 people (17,1 %)	1 person (2,4 %)	0 person (0 %)	-
9. Objectivity in assessing knowledge, skills and other educational achievements	21 people (51,2 %)	10 people (24,4 %)	9 people (22 %)	0 person (0 %)	1 person (2,4 %)	-
10. Timely assessment of students' educational achievements	22 people (53,7 %)	10 people (22,7 %)	8 people (19,5%)	0 person (0 %)	1 person (2,4 %)	-
11. The teacher satisfies my requirements for personal development and professional formation	21 people (51,2 %)	14 people (34,1 %)	4 people (9,8 %)	0 person (0 %)	2 person (4,9 %)	-
12. The teacher stimulates student activity	20 person (48,81 %)	13 people (31,7 %)	7 people (17,1 %)	0 person (0 %)	1 person (2,4 %)	-
13. The teacher stimulates creative thinking of students	22 people (53,7 %)	14 people (34,1 %)	5 people (12,2 %)	0 person (0 %)	0 person (0 %)	-
14. The appearance and manners of the teacher are adequate	27 people (65,9 %)	10 people (24,4 %)	4 people (9,8 %)	0 person (0 %)	0 person (0 %)	-

15. The teacher shows a positive attitude towards students	22 people (53,7 %)	16 people (39 %)	3 people (7,3 %)	0 person (0 %)	0 person (0 %)	-
16. The system for assessing educational achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	26 people (63,4 %)	11 people (26,8 %)	4 people (9,8 %)	0 person (0 %)	0 person (0 %)	-
17. The assessment criteria used by the teacher are clear	26 people (63,4 %)	11 people (26,8 %)	3people (7,3 %)	1 person (2,4 %)	0 person (0 %)	-
18. The teacher objectively evaluates student achievements	24 people (58,5 %)	11people (26,8 %)	6 people (14,6 %)	0 person (0 %)	0 person (0 %)	-
19. The teacher speaks a professional language	24 people (58,5 %)	12 people (29,3 %)	5 people (12,2 %)	0 person (0 %)	0 person (0 %)	-
20. The organization of education provides sufficient opportunity for sports and other leisure activities	24 people (58,5 %)	10 people (24,4 %)	6 people (14,6 %)	1 person (2,4%)	0 person (0 %)	-
21. Facilities and equipment for students are safe, comfortable and modern	24 people (58,5 %)	9 people (22 %)	7people (17,1 %)	1 person (2,4 %)	0 person (0 %)	-
22. The library is well equipped and has a fairly good collection of books	25 people (61 %)	9 people (22 %)	7 people (17,1 %)	0 person (0 %)	0 person (0 %)	-
23. Equal opportunities are provided to all students	25 people (61 %)	13 people (31,7 %)	3 people (7,3 %)	0 person (0 %)	0 person (0 %)	-

5. Other concerns regarding teaching quality): 6 responses

- ✓ Everything is great
- ✓ No
- ✓ No
- ✓ If there will be a coworking center
- ✓ No

