



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

on the results of the work of an external expert commission to assess compliance with the requirements of primary specialized accreditation standards degree programs

6B07114 “Renewable energy technologies”,

6B07122 “Hydropower”,

6B07124 “Automated electromechanical systems”,

7M07118 “Modern innovative technologies of renewable energy”

NPJSC "Almaty University of Power Engineering and  
Telecommunications named after G. Daukeyev"  
during the period from March 11-13, 2024

**INDEPENDENT ACCREDITATION AND RATING AGENCY**  
*External expert commission*

*Addressed to  
Accreditation  
IAAR Council*



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**Almaty**

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## **(I) LIST OF SYMBOLS AND ABBREVIATIONS**

PRS –points-rating system

SCES - State Compulsory Education Standard

KTO – credit training technology

MES RK– Ministry of Education and Science of the Republic of Kazakhstan

AUPET – Almaty University of Power Engineering and Telecommunications

IEZT – Institute of Energy and Green Technologies

SRW – Scientific Research Work

SSRW – Student Scientific Research Work

DP – Degree program

AS – The Academic Staff

RK – Republic of Kazakhstan

QMS – Quality Management System

SSSW – Student Self-study Work

SSSA – Student Self-study Assignments

TSO – Technical Training Aids

ACU – Academic Council of the University

UEMC – University Educational and Methodological Council

EMCD - Educational and Methodological Complex of the Discipline

CED – Catalog of Elective Disciplines

MDP - Modular Degree program

MC - Modular Curriculum

WC - Working Curriculum

SAC - State Attestation Commission

## (II) INTRODUCTION

In accordance with Order No. 32-24-OD dated January 31, 2024 of the General Director of the Independent Agency for Accreditation and Rating, from March 11-13, 2024, an external expert commission assessed the compliance of degree programs 6B07114 “Renewable Energy Technologies”, 6B07122 “Hydropower”, 6B07124 “Automated electromechanical systems”, 7M07118 “Modern innovative technologies of renewable energy” at the NPJSC “Almaty University of Power Engineering and Telecommunications named after G. Daukeyev” (Almaty) to the standards of primary specialized accreditation of the degree program of the organization of higher and Postgraduate education of the IAAR (No. 68-18 /1-OD dated May 25, 2018, first edition).

The report of the external expert commission (EEC) contains an assessment of the presented degree programs according to the criteria of IAAR standards, recommendations of the EEC for further improvement of the DP and parameters of the DP profile.

### **EEC Staff:**

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**IAAR Expert, Employer – Dzhagiparova Gulmira Zeinulovna** Head of Commercial Unit, KT Cloud lab (Almaty, Republic of Kazakhstan), *Offline participation*;

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**IAAR expert, student – Gabitov Darmen**, 1st year master's student, Nazarbayev University (Astana, Republic of Kazakhstan), *online participation*;

**IAAR expert, student – Mukhamedzhan Alisher Sabyrzhan uly**, 3rd year student, L.N. Gumilyov ENU (Astana, Kazakhstan), *online participation*;

**IAAR expert, student – Userbatov Raul Batbairuly**, 4th year student at East Kazakhstan Technical University named after Serikbayev (Ust-Kamenogorsk, Republic of Kazakhstan), **online participation;**

**IAAR expert, student – Zhairbayeva Gulnaz**, 1st year doctoral student, Gumilyov Eurasian National University (Astana, Republic of Kazakhstan), **online participation;**

**IAAR expert, student – Tolganay Sisenova**, 2nd year master's student of the bachelor's program "Management" Turan University (Almaty, Republic of Kazakhstan), **online participation;**

**The coordinator of the IAAR EEC is Gulfiya Nazyrova**, PhD in Economics, head of the project for specialized and institutional accreditation of IAAR **Off-line participation.**



### (III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION

The non-profit joint-stock company "Almaty University of Power Engineering and Telecommunications" (hereinafter referred to as AUPET named after G. Daukeyev) was formed on January 10, 1997, based on the Almaty Institute of Power Engineering and Telecommunications (AEI) and is the first non-state technical university with the status of a non-profit organization. The history of the university begins in 1975, when Almaty Institute of Power Engineering and Telecommunications (AEI) was created based on Kazakh Polytechnic Institute named after V.I. Lenin (now the Kazakh National Research Technical University named after K.I. Satpayev). In 2019, the university was renamed into NPJSC Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeyev.

In 1989, the Almaty Institute of Power Engineering and Telecommunications was the first in Kazakhstan and one of the few in the Soviet Union to be certified by the commission of the State Inspectorate of State Education of the USSR. The high level of training of specialists at AEI was officially recognized at the union level, and this is an undoubted success of the team of students, teachers, and management of the institute. In May 1997, ESCET was transformed into the Almaty Institute of Power Engineering and Telecommunications with the status of a non-profit joint stock company. Since 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 and a new name - the non-profit joint-stock company "Almaty University of Power Engineering and Telecommunications" (AUPET).

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 within the program USAID "Future Energy", school of 3D printing and robotics and laboratory of new professions PROLAB.

#### Brief description of accredited DP:

##### *6B07114 "Renewable energy technologies"*

The purpose of the DP is to train qualified specialists in the field of design of renewable energy sources and autonomous Power supply systems with the appropriate skills and competencies.

The field of education - 6B07 Engineering, manufacturing and construction industries, direction of training - 6B071 Engineering and engineering, group of degree programs - B062 Electrical engineering and energy.

The DP is developed based on:

- Professional standards: Maintenance, installation, and commissioning of electrical equipment from 06/23/2020, Forecast of electricity and Power consumption from 12/17/2019, Operational dispatch control from 12/05/2022.

- Atlas of new professions: Operational dispatcher of renewable energy sources, Developer, and designer of autonomous energy systems (professions will appear after 2025).

Language of instruction: Russian, Kazakh, English.

License number for the direction of training: KZ80LAA00018161.

Date of registration in the Register: 07/28/2023.

##### *6B07122 "Hydropower"*

The purpose of the DP is to develop in graduates general and basic competencies based on general scientific knowledge that promote social mobility and sustainability in the labor market, and professional competencies in the direction of B062 Electrical engineering and energy, allowing them to successfully work in the field of Hydropower, in modern energy,

water management and water solutions -energy problems that occur during the operation and design of parameters and operating modes of hydroelectric stations.

The field of education - 6B07 Engineering, manufacturing and construction industries, direction of training - 6B071 Engineering and engineering, group of degree programs - B062 Electrical engineering and energy.

The DP is developed based on:

- Professional standards: Maintenance, installation, and adjustment of electrical equipment from 06/23/2020, Operation and repair of electrical equipment from 05/01/2019.
- Atlas of new professions: Hydraulic structures engineer Hydraulic structures engineer

2.0.

Language of instruction: Russian, Kazakh, English.

License number for the direction of training: KZ80LAA00018161.

Registration date in the Register: 09/14/2021.

Date of renewal of the DP's passport: 07/19/2023.

*6B07124 “Automated electromechanical systems”*

The goal of the DP is to train highly qualified specialists with competitive competencies in the design and operation of energy-efficient automated electromechanical systems and their application in process automation.

The field of education - 6B07 Engineering, manufacturing and construction industries, direction of training - 6B071 Engineering and engineering, group of degree programs - B062 Electrical engineering and energy.

Language of instruction: Russian, Kazakh, English.

License number for the direction of training: KZ80LAA00018161.

Date of registration in the Register: 08/17/2022.

Date of renewal of the DP's passport: 07/28/2023.

*7M07118 “Modern innovative technologies of renewable energy”*

Purpose of the DP - The purpose of the master's degree program is to develop competencies for performing fundamental and applied scientific research and for solving practical problems in the field of renewable energy. Preparation of a new specialist with broad fundamental knowledge, creative, proactive, adaptive to the changing requirements of the labor market and clean energy technologies.

The field of education - 7M07 Engineering, manufacturing and construction industries, direction of training - 7M071 Engineering and engineering, group of degree programs - M099 Energy and electrical engineering.

Language of instruction: Russian, Kazakh, English.

License number for the direction of training: KZ80LAA00018161.

Date of registration in the Register: 08/11/2020.

Date of renewal of the DP passport: 23.08.2022.

#### **(IV) DESCRIPTION OF PREVIOUS ACCREDITATION PROCEDURE**

Degree programs 6B07114 “Renewable Energy Technologies”, 6B07122 “Hydropower”, 6B07124 “Automated Electromechanical Systems”, 7M07118 “Modern Innovative Renewable Energy Technologies” are being accredited by the IAAR for the first time.

#### **(V) DESCRIPTION OF THE VISIT OF THE EEC**

The work of the EEC was carried out based on the approved Visit Program of the expert commission for specialized accreditation of degree programs in the NPJSC Almaty University

of Power Engineering and Telecommunications named after Gumarbek Daukeyev in the period from March 11-13, 2024.

To coordinate the work of the EEC, an orientation meeting was held on 03/09/2024, during which Powers were distributed among the commission members, the visit schedule was clarified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of the degree program and the entire infrastructure of the university, to clarify the content of the self-assessment report, meetings were held with the Rector, Members of the Board - vice-rectors for areas of activity, heads of structural divisions, deans of faculties and directors of institutes, heads of departments, teachers, students, employers, and graduates. A total of 84 people took part in the meetings (Table 1).

Table 1 - Information about persons who took part in meetings with the IAAR EEC:

<b>Category of participants</b>	<b>Quantity</b>
<b>Rector</b>	<b>1</b>
Board Members - Vice-Rectors	2
Heads of structural divisions	9
Deans, directors	2
Heads of departments	17
Teachers	26
Students	16
Graduates	6
Employers	5
<b>Total</b>	<b>84</b>

During the tour, the members of the EEC got acquainted with the state of the material and technical base of the university, the laboratories of cluster 2-3 were viewed: "Electromechanical Energy Converters", "Simulation of Automatic Control Systems", "Automated Electric Drive", "Microprocessor Means and Automated Electric Drive Systems", "Research Laboratory of Power and Semiconductor Equipment in the Electric Power Industry", "Renewable Energy Sources", "Scientific Laboratory of Renewable Energy Sources, Renewable Energy Sources and Energy Saving, Relay Protection and Automation, Associate Professor Markus A.S. Power Supply, IEK GROUP Electrical Equipment, Lighting Engineering and Light Sources, Energy Supply of Agriculture, Laboratory of Electrical Safety in Electrical Installations, Electrical Devices.

At the meeting of the EEC IAAR with the target groups of the university, the mechanisms for the implementation of the university's Policy were clarified and certain data presented in the university's self-assessment report were specified.

During the accreditation period, the following classes were attended:

- "Relay defense and automation", the theme of employment: "Study of two-stage current defense of the one-sided radial network" (bachelor's degree, 3 courses, manual -4), lecturer, Kurpenov B.K.

- "Relay Protection and Automation", topic of the lesson: "Principles of working with Power lines", (bachelor's degree, 3rd year, number of attendees – 29), lecturer Ph.D., Associate Professor Bashkirov M.V.

During the classes, interactive whiteboards, projectors, slides, and video lectures were used in the classrooms. The process of conducting classes was carried out in the form of an oral and combined survey.

In accordance with the accreditation procedure, an online survey of 60 teachers and 13 students was conducted.

To confirm the information provided in the Self-Assessment Report, external experts requested and analyzed the working documentation of the university.

Within the framework of the planned program, recommendations for improving the accredited degree programs of NPJSC Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeyev, developed by the EEC based on the results of the examination, were presented at a meeting with the management on 03/13/2024.



## (VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

### 6.1 Standard “Management of the degree program”

- ✓ *The higher and/or Postgraduate education organization must have a published quality assurance Policy that reflects the relationship between research, teaching, and learning.*
- ✓ *An organization of higher and (or) Postgraduate education must demonstrate the development of a culture of quality assurance, including in the context of DP.*
- ✓ *A commitment to quality assurance must apply to all activities carried out by contractors and partners (outsourcing), including joint/double degree education and academic mobility.*
- ✓ *The management of the DP demonstrates transparency in the development of a development plan for the DP, containing the start date for implementation, based on an analysis of its functioning, the real Positioning of the DP and for monitoring of its activities on meeting the needs of the state, employers, students and other interested parties.*
- ✓ *The leadership of the DP demonstrates the presence of mechanisms for the formation and regular review of the DP development plan and monitoring its implementation, assessing the achievement of learning goals, compliance with the needs of students, employers, and society, and making decisions aimed at the continuous improvement of the DP.*
- ✓ *The management of the DP should involve representatives of stakeholder groups, including employers, students, and academic staff in the formation of a development plan for the DP.*
- ✓ *The leadership of the DP must demonstrate the individuality and uniqueness of the DP development plan, its consistency with national priorities and the development strategy of the organization of higher and (or) Postgraduate education.*
- ✓ *An organization of higher and (or) Postgraduate education must demonstrate a clear definition of those responsible for business processes within the DP, an unambiguous distribution of job responsibilities of staff, and delimitation of the functions of collegial bodies.*
- ✓ *The management of the degree program must provide Evidence-based part of the transparency of the degree program management system.*
- ✓ *The management of the DP must demonstrate the existence of an internal quality assurance system for the DP, including its design, management and monitoring, their improvement, and decision-making based on facts.*
- ✓ *The management of the educational institution must manage risks, including within the framework of the educational institution undergoing initial accreditation, and also demonstrate a system of measures aimed at reducing the degree of risk.*
- ✓ *The management of the degree program must ensure the participation of representatives of employers, academic staff, students, and other interested parties in the collegial bodies governing the degree program, as well as their representativeness when making decisions on issues of managing the degree program.*
- ✓ *The DP must demonstrate innovation management within the DP, including the analysis and implementation of innovative proposals.*
- ✓ *The management of the DP must demonstrate Evidence-based part of readiness for openness and accessibility for students, academic staff, employers, and other interested parties.*
- ✓ *DP management must undergo training in educational management programs.*

#### ***Evidence-based part***

AUPET's quality Policy is an integral part of university management and the basis for planning its educational activities.

The main strategic goals contributing to the implementation of systemic changes are ensuring high-quality training, modernizing the content of higher and Postgraduate education in the context of global trends, improving the management of higher and Postgraduate education, creating a research ecosystem.

Regulatory documents are Posted on the university website at the link <https://AUPET.edu.kz/ru/pages?id=7>.

The university's quality Policy reflects the relationship between research, teaching, and learning.

Management of the degree program is determined by its goals and the DP Development Plan. This cluster considers such DPs as: 6B07114 “Renewable Energy Technologies”, 6B07122 “Hydropower”, 6B07124 “Automatic Electromechanical Systems”, 7M07118 “Modern Innovative Technologies of Renewable Energy”.

The goal of degree programs is to train highly qualified, competitive specialists in the field of designed renewable energy sources, possessing modern RES methods.

Availability of information about the mission, goals, and objectives of the university to the public is ensured by their placement on the university website and in all academic buildings of the university.

DPs undergo an annual audit procedure. Discussion of the content of the DP takes place in the form of meetings, round tables with students, teachers and employers, questionnaires, etc. The University has developed a system for assessing knowledge in modules and disciplines to achieve the goals of the DP and the intended learning outcomes. DP development plans are adjusted annually. Monitoring the implementation of the DP development plan is carried out by the heads of departments, the directorate of institutes, the Department of Academic Affairs, and the Educational and Methodological Association in the areas of energy, radio engineering, electronics, and telecommunications. Monitoring of the implementation of the DP development plan is annually considered at meetings of the educational and methodological council of IEZT and the Academic Council of AUPET. Reports on the implementation of DP development plans are included in the annual reports of departments and the institute.

Well-known specialists and managers of leading energy enterprises are represented as stakeholders: General Director of the Union of Energy Engineers of the Republic of Kazakhstan - Dulkairov M.T.; President of KazRDSI "Energiya" Isaev A.L., Chairman of the Board of Alatau Zharyk Company Umbetov M.A., President General Director of INET LLP Kurtov S.F. and General Director of PF "Electroservice" LLP Viner I.M.

As part of the approved university-wide goals and objectives, the Department of "Renewable and Alternative Energy Sources" at the beginning of the academic year develops its own goals for the current academic year, which are approved at a department meeting and are included in the structure of the Department's annual plan-report. The annual plan-report of the Department identifies promising areas of activity to achieve set goals and improve the quality of student education. All goals and objectives of the Department are aimed at student-centered learning. All types of work on student-centered learning are reflected in the DP development plans developed by the Department (presented to experts) and annually over the past few years they have been adjusted and supplemented considering the requirements of students and on the recommendations of employers.

Information and communication with the public is carried out through the university's online website AUPET.edu.kz, through a social network on the Internet, and others. Holding job fairs with the invitation of representatives of large enterprises contributes not only to the employment of graduates, but also to informing employers about the processes of forming plans for the development of degree programs.

The University's Educational and Methodological Council includes a Quality Assurance Committee and a Committee for the Development of Degree programs. The committees make decisions on the content and conditions for the implementation of degree programs, on assessment policies and other academic issues, consider the results of surveys of students to determine the quality of degree programs or modules, whether there are facts of violation of academic integrity, etc.

When conducting a survey, various aspects of degree programs, the content of degree programs, disciplines, the quality of teaching, etc. are considered. Thus, based on the results of the survey, the discipline "Organization and management of public procurement" was introduced into the master's degree programs, which is currently taught in all master's degree programs. Funding for the development of this discipline was allocated by the Open Contracting Partnership, within the framework of the "Social Innovation in Central Asia" program implemented by the Eurasia Foundation with the support of the USAID Digital Society Public Fund.

Teachers from graduating departments regularly improve their qualifications in leading companies. In 2022 teacher of the Department Almuratova N.K. underwent advanced training

in Germany (online), Tergemes K.T., Sagyndikova A.Zh., Rasmukhametova A.S., Mustagulova B.Zh., Bekmuratova N.S. underwent an internship at the Mangistau Regional Electric Grid Company in Aktau, and teacher Musakhan D. underwent an internship in Kentau at the Kentau Transformer Plant JSC. In 2023 teachers of the Department of VAIE Soltanaev A.M. and Sakitzhanov M.Sh. underwent an internship in Germany and took part in the Co-creation of Knowledge Program for Young Leaders of Central Asia and the Caucasus “Renewable Energy” with the support of the Japan International Cooperation Agency (JICA) in Hokkaido, Japan (16.10-02.11.23).

The University monitors activities and systematizes data in the following areas: 1) analysis of the results of examination sessions by faculties, DP, disciplines with the preparation of annual and semi-annual reports; 2) analysis of the results of the final certification of students (control of updating the topics of diploma projects, results of passing state exams and defense of diploma projects, etc.); 3) development of methodological support for credit technology and analysis of the availability and quality of intra-university documentation and syllabuses; 4) surveying various categories of students, graduates, parents, employers on the quality of educational services provided and preparing proposals; 5) analysis of the level of informatization of the educational process, implementation of distance educational technologies.

Evaluation of the effectiveness of the DP is determined by discussing and analyzing the results of academic performance, completion of all types of internships, the level of residual knowledge, the quality of final works and state exams at meetings of the collegial bodies of the university. Activities to control the quality of the educational process, carried out at different levels, are recorded in the form of records, acts, certificates, reports, etc. and are discussed at meetings of the department and faculty council. Based on the analysis and assessment of control indicators, preventive and corrective measures are developed. Their effectiveness and efficiency are reviewed at department meetings.

#### ***Analytical part***

The management of the university in general and the degree program in particular have a certain vision regarding the development and quality assurance of the degree programs under consideration. The university has a transformation strategy until 2025. However, it should be noted that the latest approved strategic development plan covers 2021-2023.

Regarding risk management within the DP, when studying the self-assessment report and personal meetings, the management of the DP sees the main risks in the shortage of personnel. However, significant factors remain unaccounted for. For example, despite the high attractiveness of the degree programs under consideration, enrollment in 2 of the 4 DP clusters is close to critically low. There is an obvious fact that risks in this direction have been insufficiently addressed.

When studying the composition of collegial management bodies of DPs, no employers were found for the DPs in question.

As shown above, teachers regularly undergo various training courses. However, certificates of advanced training in the field of management in education are available only to the current and ex-head of the Department: Shynybay Zh.S. and Tergemes K.T. respectively. In conditions of high competition in the educational services market and to ensure high quality management of DP, advanced training for all DP managers is a very important factor.

#### ***Strengths/Best Practices***

Not observed.

***EEC recommendations for DPs 6B07114 “Renewable energy technologies”, 6B07122 “Hydropower”, 6B07124 “Automated electromechanical systems”, 7M07118 “Modern innovative technologies of renewable energy”:***

1. The management of the above-mentioned DPs should ensure the availability of an approved risk management plan with the identification of specific measures to minimize them before the start of the work of the admissions committee for the 2024-2025 academic year.

2. Include employers in all considered degree programs in the collegial bodies by the beginning of the 2024-2025 academic year.

3. All DP managers will undergo training in educational management programs until 2025.

***EEC conclusions:***

*According to the “Degree Program Management” standard, 15 criteria are disclosed, of which: 12 criteria have a satisfactory Position, 3 criteria require improvement.*

**6.2 Information Management and Reporting Standard**

- ✓ *The organization must demonstrate that it has a system for collecting, analyzing, and managing information based on the ACUe of modern information and communication technologies and software, and that it acquires a variety of methods to collect and analyze information in the context of the organization.*
- ✓ *The management of the DP must demonstrate the existence of a mechanism for the systematic acquisition of processed, adequate information to improve the internal quality assurance system.*
- ✓ *DP management must demonstrate fact-based decision making.*
- ✓ *The DP must provide for a system of regular reporting, reflecting all levels of the structure, including assessment of the effectiveness and efficiency of the activities of structural units and scientific research.*
- ✓ *The DP must establish the frequency, forms, and methods of assessing the management of the DP, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.*
- ✓ *The DP must demonstrate the determination of the procedure and ensuring the protection of information, including the identification of responsible persons for the accuracy and timeliness of information analysis and data provision.*
- ✓ *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.*
- ✓ *The management of the DP must demonstrate the existence of a communication mechanism with students, employees, and other interested parties, as well as mechanisms for resolving conflicts.*
- ✓ *The educational organization must demonstrate the presence of mechanisms for measuring the degree of satisfaction of the needs of academic staff, staff, and students within the degree program.*
- ✓ *The DP must provide for an assessment of the effectiveness and efficiency of activities, including in the context of DP.*
- ✓ *Information intended for collection and analysis within the framework of the DP should consider:*
  - *Key performance indicators.*
  - *dynamics of the student Population in terms of forms and types.*
  - *academic levels, student achievement and attrition.*
  - *student satisfaction with the implementation of the DP and the quality of education at the university.*
  - *Availability of educational resources and support systems for students.*
- ✓ *The DP must confirm the implementation of procedures for processing personal data of students, employees, and academic staff based on their documented consent.*

***Evidence-based part***

AUPET uses the «Platonus» AIS as a tool for collecting and analyzing information, which provides information intended for the Operational and strategic management of the university. For the timely entry of reliable data into the «Platonus» AIS automated information system for the purpose of subsequent generation of reporting information, responsible persons have been identified at the university. The main information flows to improve the quality of services provided, as well as management of educational, educational, financial, etc. processes can be conditionally divided into the following groups: students; workers; general information about the university. To manage information in AUPET, IP telephony, broadband Internet of 100 Mb/sec, modern Powerful databases, Portals, websites, social networks, electronic document management, corporate storage of official information, corporate instant messengers,

corporate mail, and specialized information systems are used. There is external <https://AUPET.kz/> and internal <http://info.AUPET.kz/> sites, a distance learning system implemented based on the Moodle learning management system.

AUPET uses all forms of information flows: horizontal, downward, and upward. Information exchange occurs using the above-described ICT.

In managing the main processes (educational, methodological, scientific, educational), the following administrative documents are used: decisions of collegial governing bodies (Scientific and Methodological Council, Academic Council, Rector's Office), orders of the rector and orders of vice-rectors in areas of activity, documents on students (orders on personnel staff, students, undergraduates, doctoral students), planning, analytical, reporting, financial and accounting documents. In all departments of the university, office work is carried out in accordance with the approved nomenclature of files, the safety and archiving of documents is ensured, and work is underway to transition to electronic document management. Prompt familiarization of performers with information is carried out electronically through direct mailing in the electronic document management system on the local network.

The minutes of meetings of the Academic Council, the Educational and Methodological Council and other collegial bodies, regulations on the organization of the work of these bodies, the agenda of meetings, the orders of the rector are distributed among the structural divisions of the university and are available on the internal website of the university.

The processes of collecting, storing, and processing personal information at the university are built in accordance with the norms of the legislation of the Republic of Kazakhstan. University employees who process personnel data observe the regime of secrecy (confidentiality) of personal data of academic staff. The University uses adequate technical means for the types of data stored to protect against unauthorized access to the collected, stored and processed personal data of employees. The data is stored on secure servers, direct access to which is strictly limited both physically and via the Internet. All the above information systems provide university management with the opportunity to track DP indicators necessary for Operational, tactical, and strategic management of the educational process. In the process of managing the DP, information on various areas of activity is systematically analyzed (by the number of students and graduates, available resources, personnel, scientific and international activities). Based on the results of the academic semesters of the academic staff of departments, individual reports of teachers, annual reports of departments, report on all types of practices, etc. are compiled.

To ensure the quality of degree programs, internal and external methods are used to assess their functioning for the further development and improvement of degree programs. Assessing the quality of a university's scientific activities is an independent area of self-assessment with cross-assessment in the context of such areas of university self-assessment as managing the development of academic staff and managing financial development. The methodological activity of the university academic staff and its quality as part of the state certification procedure is a mandatory component of the assessment.

To improve the degree program, the university provides the Opportunity for interested parties to contact the university management via email or contact officials. In addition, employers can make their innovative proposals at the final conferences of internships, in the characteristics of students based on the results of internships, through evaluation as reviewers of theses and the expert opinion of the DP. The main forms of feedback aimed at students, employees and interested parties are direct mail from the rector in the form of "suggestion" boxes located in the academic building; system for considering requests and proposals; official letters, internal intranet Portal.

Monitoring the effectiveness of the quality assurance system is carried out through internal audits, examination of methodological support, performance assessment and consideration of issues at meetings of collegial governing bodies - meetings of departments, the scientific and methodological council of the institute and the Academic Council of the

university. Within the framework of these mechanisms, the effectiveness and efficiency of achieving goals and objectives is determined, and deviations from the specified goals are identified.

Analysis of the effectiveness of changes is ensured by compiling a database of DP for various types of activities: research work, research work, academic mobility, scientific and methodological, educational, and methodological support of DP based on the Faculty Portfolio and other information coming from university departments.

### ***Analytical part***

Until recently, information and reporting were managed using the university's own IT solutions and internal portals. During the visit, members of the EEC were shown the famous ACUAIS "Platonus AIS". Currently, the university is at the stage of transition to data management systems based on this program. There is a gradual increase in plug-in modules.

Based on the information received during the visit, it was found that the collected information is analyzed, and decisions made on its basis are discussed at a meeting of the collegial bodies of the university. For this purpose, information is used obtained from information systems, from the heads of degree programs, as well as directly through questioning of academic staff and students. During interviews with academic staff and heads of departments, confirmation was received that there are various mechanisms for communication with management, and Possible conflicts are resolved at an early stage.

During the survey of academic staff, their involvement in the process of making management and strategic decisions was rated as "very good" and "good" in 15% and 71.7% of cases, respectively, which is a good indicator. Students, in turn, rated the level of accessibility of the dean's office as "completely satisfied" in 84.6% and "partially satisfied" in 15.4% of cases. The same figures for the level of accessibility and responsiveness of the university management were 76.9% and 23.1%, respectively, which is also a very good indicator.

Regarding documentary consent to the processing of personal data, members of the EEC were provided with personal files of academic staff and contracts with students, where this consent was found.

In general, according to the standard, information management and reporting procedures are at the proper level.

### ***Strengths/Best Practices:***

They were not observed.

### ***EEC recommendations:***

Not available.

### ***EEC conclusions:***

*According to the "Information Management and Reporting" standard, 16 criteria are disclosed, of which all 16 criteria have a satisfactory Position.*

### **6.3 Standard "Development and Approval of Degree programs"**

- ✓ *The DP must define and document procedures for developing DPs and their approval at the institutional level.*
- ✓ *The management of the DP must ensure that the content of the DP corresponds to the established goals, including the intended learning outcomes.*
- ✓ *The management of the DP must demonstrate the existence of mechanisms for revising the content and structure of the DP, considering changes in the labor market, the requirements of employers and the social demands of society.*
- ✓ *The management of the DP must ensure the availability of developed models of the DP graduate that describe learning outcomes and personal qualities.*

- ✓ *The management of the DP must demonstrate that external examinations of the content of the DP and the planned results of its implementation have been carried out.*
- ✓ *The qualification awarded upon completion of the DP must be clearly defined and correspond to a certain level of the NQF and QF-EHEA.*
- ✓ *The management of the degree program must determine the influence of disciplines and professional practices on the formation of learning outcomes.*
- ✓ *An important factor is the Possibility of preparing students for professional certification.*
- ✓ *The management of the DP must provide Evidence-based part of the participation of students, academic staff, and other interested parties in the development of the DP and ensuring its quality.*
- ✓ *The management of the DP must ensure that the content of the academic disciplines and the planned results correspond to the level of study (bachelor's, master's, doctoral studies).*
- ✓ *The structure of the DP should provide for various types of activities to ensure that students achieve the planned learning outcomes.*
- ✓ *An important factor is the correspondence of the content of the DP and the learning outcomes of the DP implemented by higher and (or) Postgraduate education organizations in the EHEA.*

### ***Evidence-based part***

AUPET has a well-functioning procedure for the development, evaluation, and approval of degree programs, and a system for assessing the quality of bachelor's and master's degree programs has been formed and is successfully applied.

At the university level, the collegial body that considers issues of development, approval and development of degree programs is the Rectorate, the Academic Council, at the IEZT level - the Institute Council. The development of DP is carried out at the departments, considering the requirements of the State Educational Standards and the labor market. The developed DPs undergo the approval procedure at the leading enterprises of the city in the field of economics, labor safety and ecology.

The implementation of accredited DP is aimed at developing the professional competence of future specialists, corresponding to the qualification framework of educational levels and professional standards, as well as meeting market needs. The DP provides for the Possibility of building an individual educational trajectory, considering the personal needs and capabilities of students.

Accredited DPs have clearly formulated goals, taking into account the requirements and requests of Potential consumers, based on the assessment of the demand for degree programs, making changes to the DP is carried out at the stages of adjusting the content of goals, the structure of the program, the design of curricula and the correction of work programs of academic disciplines, taking into account changes in the labor market, the requirements of employers and the social demand of society.

Members of the EEC IAAR note that the formation of the educational trajectory considers the logical sequence of mastering academic disciplines, considering the prerequisites and Most-requisites.

As part of the University's Educational and Methodological Council, it operates Quality Assurance Commission and Degree program Development Commission. The commissions make decisions on the content and conditions for the implementation of degree programs, on assessment policies and other academic issues, consider the results of surveys of students to determine the quality of degree programs or modules, whether there are facts of violation of academic integrity, etc. The academic integrity Policy has been approved and presented on the university website <https://AUPET.kz/>.

AUPET has developed a Regulation on the development of degree programs for higher and Postgraduate education (approved by the rector of the university on February 24, 2023), which regulates planning, design, development of structural elements and assessment of the quality of development of DP <https://AUPET.edu.kz/ru/pages/index?id=9>.

A mandatory stage in mastering the degree program is professional practice, which allows students to develop the necessary professional competencies, as well as consolidate the theoretical of learning outcomes. There are existing practice agreements with base enterprises

in Kazakhstan and Almaty, where the material and technical base fully meets the requirements for practical work and production (professional) practices. For all types of practices there are methodological instructions for completing them. Students and undergraduates of accredited DPs undergo internships at basic enterprises in Almaty and the Republic of Kazakhstan: Tengizchevroil LLP, NC KazMunayGas JSC, Intergas Central Asia, Alatau Zharyk Kompaniyasy JSC, Kegok JSC, Ministry of Energy.

### ***Analytical part***

The analysis shows that the content of degree programs generally meets the needs of stakeholders. A study of the approved MDPs, as well as the EHEA DP register, showed that the accredited DPs were compiled and updated considering professional standards and the Atlas of new professions, which, of course, emphasizes their relevance.

On the other hand, students, academic staff, and other interested parties were not always found among the Developers of the DP. Among the persons developing and approving the DP are the head of the DP, the head of the Department, employers, the director of the institute, and the rector. This fact was also confirmed during interviews with students. Thus, there is a risk that the interests of students and ordinary academic staff of the DP may not be considered.

One of the obvious strengths of the DPs under consideration is the implementation of Minor with the provision of certificates from leading companies Huawei and Cisco.

### ***Strengths/Best Practices:***

1. Implementation of Minor with provision of certificates from leading companies Huawei and Cisco.

***EEC recommendations for DPs 6B07114 “Renewable energy technologies”, 6B07122 “Hydropower”, 6B07124 “Automated electromechanical systems”, 7M07118 “Modern innovative technologies of renewable energy”:***

1. The management of the DP must annually ensure the participation of students, academic staff, and other interested parties in the procedure for developing the DP and maintaining its quality.

### ***Conclusions of the EEC:***

*According to the standard "Continuous Monitoring and Periodic Evaluation of Degree Programs", 12 criteria are disclosed, of which: 1 is strong, 11 have a satisfactory Position, 1 criterion requires improvement.*

## **6.4 Standard “Continuous monitoring and periodic evaluation of degree programs”**

✓ *The educational institution must determine mechanisms for monitoring and periodically evaluating the degree program to ensure the achievement of the goal and meet the needs of students and society and show the for using of the mechanisms on the continuous improvement of the degree program.*

✓ *Monitoring and periodic evaluation of the DP should include:*

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

- *changes in the needs of society and the professional environment.*

- *workload, performance and graduation of students.*

- *the effectiveness of student assessment procedures.*

- *expectations, needs and satisfaction of students with DP training.*

- *educational environment and support services, and their compliance with the goals of the DP*

✓ *The management of the DP must demonstrate a systematic approach to monitoring and periodically assessing the quality of the DP.*

✓ *DP, DP management must determine a mechanism for informing all interested parties about any planned or taken actions in relation to the DP.*

✓ *All changes made to the DP must be published.*

***Evidence-based part***

AUPET conducts constant monitoring of the quality of education to identify the degree and completeness of the implementation of educational standards, compliance of the Operational goals of the university with the strategic requirements for a specialist by the labor market, and the level of teachers' ability to prepare a competitive specialist.

Monitoring and evaluation of degree programs is the leading element in the system of internal assessment of the quality of degree programs and identifying the real contribution of each element (module) in achieving the planned learning outcomes of the degree program and consists of several stages:

1. Preparation of degree program documentation.
2. Internal and external assessment of degree programs.
3. Analysis of quantitative and qualitative indicators of degree programs.
4. Monitoring the support of the educational process of the DP.
5. Monitoring of practice (research on internship) and final certification.
6. Preparation of a monitoring report.
7. Report to the DP development plan and proposals for adjusting the plan or revising it.

At each stage of monitoring and evaluation of degree programs Achievement of goals within degree programs is monitored. For example, at the stage of "Internal evaluation of degree programs", research is carried out aimed at identifying students' satisfaction with learning conditions through questionnaires.

The system for monitoring the implementation of plans for the development of accredited DP includes the following mechanisms: annual reports of the graduating Department; annual reports of Department teachers; results of internal audits; consideration of issues of development of various areas of specialist training at meetings of collegial bodies.

The internal environment for assessing the DP is: the results of monitoring and implementation of AUPET processes; staff satisfaction assessment; results of surveys of students, employers, applicants, and parents; results of certification (comprehensive audit) of the university and ratings. The external environment for assessing the degree program is interaction with enterprises and organizations on the organization of educational and professional practices, student employment, research and contractual work, interaction of the Department with degree programs of the city and region.

The list of stakeholders of the DP includes stakeholders, graduates, students, and academic staff of the Department. Degree programs are aimed at meeting the needs of the state, stakeholders (employers), students and their parents.

Those responsible for revising the content and structure of the DP, considering changes in the labor market, the requirements of employers and the social demands of society, are the vice-rector for academic work, DAQ specialists, the director of the Institute of Economics and Technology, heads of departments and academic staff.

To objectively assess the results of the implementation of the degree program and determine the directions for its development and improvement, departments maintain feedback with employers. Feedback is requested both directly from the place of work and from structures with which graduates collaborated as part of their professional activities. To determine employers' satisfaction with the quality of graduates' training, a survey and analysis of feedback received from them is carried out.

The transfer of students from course to course is carried out based on the transferable average score (GPA-Grade Point Average) established by the Academic Council of the university. A student who has fully complied with the requirements of the curriculum of a given course, has accumulated the appropriate number of credits, and has established a GPA for the corresponding course, is transferred to the next course by order of the university rector. The transfer score is reviewed annually and determined by course of study.

For students who cannot cope with academic requirements, work is organized at the level of management, departments, and teachers. In accordance with the current rules for organizing the educational process in credit technology, an additional (summer) semester lasting at least 6 weeks is provided, during which students are provided with academic support in preparing for exams through the organization of classes. The departments have schedules of consultations during office hours, which are held during the academic year; additional information is provided in the syllabuses by discipline. The student can view his learning results in the Platonus AIS.

For more professional guidance and to introduce the student to his future profession, conversations are held with the involvement of specialists from production, where they talk about the new qualification requirements that are presented to specialists.

Every spring, graduates take part in a job fair - this is one of the ways to find a job. Such events are popular with employers because... allow you to meet many graduates within a few hours and replenish the databases of Potential employees of your companies. Graduates have a chance to receive an invitation to an interesting job in a prestigious company.

The educational process uses electronic textbooks, educational literature and teaching materials on electronic and magnetic media and other modern teaching technologies. The Department uses the general laboratory technical base of the university and the laboratories of the specialized Department. Computer classes, lecture halls with interactive and multimedia equipment, library. Students can participate in educational activities. They have access to sports sections, KVN, and debate club. Students annually participate in Republican subject Olympiads.

Monitoring the implementation of degree programs and their periodic evaluation guarantees the achievement of training goals and compliance with the needs of students, employers, and society. Based on the results of monitoring and evaluation, decisions are made aimed at continuous improvement of the DP. The procedure for monitoring the achievement of training goals is carried out through questionnaires and surveys of students and employers to assess satisfaction with the competencies and qualifications received and acquired.

### ***Analytical part***

In general, it can be argued that the university has established a system for collecting and processing information regarding DP. Discussion and decision-making based on this information are carried out by collegial bodies of the university.

However, members of the EEC did not find the full content of degree programs on the website; only short passports of the DP were shown. Accordingly, there is no information about changes made to the DP on the website and other Open resources. This factor is very important for considering the interests of all stakeholders.

To assess the satisfaction of the DPA survey was conducted among students and academic staff at the university.

Survey of academic staff (Appendix 3) conducted during the visit of the EEC of the IAAR, showed the following results need improvement:

*-Academic staff faces problems (often, sometimes) - lack of classrooms (often - 10%; sometimes - 50%), unbalanced teaching load across semesters (often - 10%; sometimes - 48.3%), unavailability of necessary literature in the library ( sometimes - 53.3%), overcrowding of study groups (too many students in a group) (often - 16.7%; sometimes - 38.3%), inconvenient schedule (often - 8.3%; sometimes - 40%) , inappropriate conditions for classes in classrooms (often - 15%; sometimes - 51.7%), lack of access to the Internet/weak Internet (often - 21.7%; sometimes - 55%), lack of interest among students in learning (often - 5%; sometimes -56.7%), untimely receipt of information about events (38.3%), lack of technical teaching aids in classrooms (often - 15%; sometimes - 60%).*

*- PPP note: "There is no time left to publish the article", "Equipping of lecture halls, there are not enough projectors", "Internet Bolmauy, b218 Electricity Tartylmagan",*

*“Inadequate number of sockets in the classroom”, “Lack of technical provision of lecture halls, shortage of classroom fund”, “Necessary take into account co-authorship in articles in Scopus journals not only in the order of 1st priority (1st author, 2nd co-author, 3rd co-author, etc.), because It is quite difficult to be 1 author, mostly 1-2 authors go to defend dissertations, but the participation of the teacher itself should be taken into account. Each such article with the name of our university “AUPET named after G. Daukeyev” is published in major publications abroad, and this is an image”, “Tanerten saghat 8:00 dáretkhananyń jumys jasamaýy nemese cleaning boluy”, “Problems with the Internet”.*

***Strengths/best practices:***

Not observed

***EEC recommendations for DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Renewable Energy Technologies":***

1. The management of the DP needs to ensure that the detailed content of degree programs is available on the university's website, as well as a tab with changes made to the DP by the beginning of the 2024-2025 academic year.

***Conclusions of the EEC:***

*According to the standard "Continuous Monitoring and Periodic Evaluation of Degree Programs", 10 criteria are disclosed, of which: 9 have a satisfactory Position, 1 criterion requires improvement.*

**6.5. Student-Centered Learning, Teaching and Assessment Standard**

- ✓ *The management of the DP should ensure respect and attention to different groups of students and their needs, provide them with flexible learning trajectories.*
- ✓ *The management of the DP should provide for the use of various forms and methods of teaching and learning.*
- ✓ *An important factor is the availability of our own research in the field of methods of teaching DP academic disciplines.*
- ✓ *The management of the DP should demonstrate that there are feedback mechanisms in place on the use of different teaching methodologies and the assessment of learning outcomes.*
- ✓ *The DP leadership should demonstrate that there are mechanisms in place to support student autonomy while being guided and assisted by the teacher.*
- ✓ *The management of the DP must demonstrate that there is a procedure in place for responding to student complaints.*
- ✓ *The DP should ensure consistency, transparency, and objectivity in the mechanism for assessing learning outcomes for each DP, including the appeal.*
- ✓ *The DP should ensure that the procedures for assessing the learning outcomes of DP students comply with the planned results and goals of the program and publish the assessment criteria and methods in advance.*
- ✓ *The DP should determine the mechanisms for ensuring the achievement of learning outcomes by each graduate of the DP and ensure the completeness of their formation.*
- ✓ *Evaluators should be familiar with modern methods of assessing learning outcomes and regularly improve their skills in this area.*

***Evidence-based part***

At AUPET, the DP of higher education consists of disciplines of three cycles - general education disciplines (hereinafter - GED), basic disciplines (hereinafter - BD) and major disciplines (hereinafter - PD).

The content and scope of each module vary depending on the didactic goals, profile and level differentiation of students, and the entire training program is structured into autonomous organizational and methodological modules.

The social training of the student includes the following characteristics for all DP clusters: organizational, managerial, personal, social and ethical competencies: to assess ethical and legal norms of behavior; be tolerant of the traditions and culture of other peoples of the world; be able to work in a team; defend your point of view correctly; offer non-standard solutions; be able to find compromises; the ability to make appropriate decisions; to develop managerial decisions, etc., formed during the study of disciplines of the GED cycle.

An important component of professional competence is the ability to independently acquire new knowledge and skills, as well as acquire them in practical activities. For these purposes, the study of elective courses was included in the modular curricula of all degree programs.

Students can get acquainted with their future profession at the initial stage of study at the university in the process of choosing an educational path, which describes the expected results and professional competencies for the chosen DP.

The modular DP allows the student to choose an individual educational path of study. This scheme for the formation of a degree program gives the student freedom in choosing the disciplines listed in the catalog of elective disciplines and the basic curriculum, the personal participation of each student in the formation of their individual curriculum, and the involvement of academic consultants in the educational process, assisting students in choosing an educational path.

The management of the degree program provides equal opportunities for students, regardless of the language of instruction, to form individual educational trajectories, which consists of mandatory, variable, correctional and organizational parts.

The ACUE of individual characteristics of students is that upon admission to the university during the orientation week, testing is carried out, based on which the level of knowledge of students in a foreign language, the Kazakh (Russian) language is determined. Based on the test results, students are divided into subgroups for studying foreign and Kazakh (Russian) languages. DP leaders try to mix students in groups without separating individual students with different levels of school preparation.

In order to adapt students to the educational environment of AUPET, the “Reference Guide” is constantly updated, containing systematized information about the internal rules, organizational and procedural standards of the educational process (<https://AUPET.edu.kz/ru/pages?id=44>). The document contains brief information about the University and its departments, the procedure for managing the educational process, the system for monitoring and assessing knowledge, rights and obligations, the elimination of academic debt, rules for the transfer and reinstatement of students.

All the above information can also be found on the student page <https://AUPET.edu.kz/ru/student-life>.

### ***Analytical part***

In terms of learning trajectories, as well as those implemented by the Minor, students at the university are given the right to choose. Moreover, as it was found out during the dialogue with students, since students of the same DP can choose a different set of elective disciplines, there are often no permanent study groups.

In student-centered learning, assessment of students’ achievements is an important factor, and the emphasis should be on assessing the learning outcomes formed during studying the discipline. Moreover, it is important to mention in this context that a clear and concise formulation of the learning outcomes themselves is important. When requesting certificates of proficiency in modern methods of RO assessment, none were provided.

One of the measures recommended specifically for DP 6B07122 “Hydropower” to improve the quality of its implementation is to conduct one’s own research in the field of teaching academic disciplines of the DP. If in the field of electric Power engineering, adjacent to Hydropower engineering, the academic staff of AUPET has enough experience, then in the

field of hydraulic engineering it may be necessary to take as a basis and develop the experience of Dulaty University, where there are many years of experience in this field, or the experience of foreign universities.

***Strengths/Best Practices:***

Not observed.

***Recommendations of the EEC on DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Technologies of Renewable Energy":***

1. **Academic staff** of accredited DPs to take courses on modern methods of assessing students' achievements by the beginning of 2025.

***EEC Recommendations on 6B07122 "Hydropower":***

1. Conduct their own research in the field of teaching methods of academic disciplines of DP 6B07122 "Hydropower", considering the experience of domestic and foreign universities by the beginning of the 2024-2025 academic year.

***Conclusions of the EEC:***

*According to the standard "Student-centered learning, teaching and assessment of academic performance", 10 criteria are disclosed, of which according to DP 6B07114 "Renewable Energy Technologies", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Technologies of Renewable Energy": 9 criteria have a satisfactory Position, 1 criterion needs improvement; according to DP 6B07122 "Hydropower": 8 criteria have a satisfactory Position, 2 criteria need improvement.*

**6.6. Standard "Students"**

- ✓ *The educational organization must demonstrate the existence of a Policy for the formation of a contingent of students in the context of the degree program, 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 procedure for forming the student Population based on:*
  - *minimum requirements for applicants.*
  - *maximum group size when conducting seminars, practical, laboratory and studio classes.*
  - *forecasting the number of governments grants.*
  - *analysis of available material, technical, information resources, human resources.*
  - *analysis of Potential social conditions for students, incl. provision of places in a hostel.*
- ✓ *The management of the degree program must demonstrate its readiness to conduct special adaptation and support programs for newly admitted and foreign students.*
- ✓ *The public organization must 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 results of additional, formal, and informal learning.*
- ✓ *The PA 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 to ensure comparable recognition of qualifications.*
- ✓ *The degree institution must provide the Opportunity for external and internal mobility of students of degree programs, as well as readiness to assist them in obtaining external grants for training.*
- ✓ *The management of the degree program must demonstrate its readiness to provide students with places of practice, promote the employment of graduates, and maintain contact with them.*
- ✓ *The educational institution must provide for the possibility of providing graduates of the degree program with documents confirming the qualifications obtained, including the achieved learning outcomes, as well as the context, content and status of the education received and Evidence-based part of its completion.*

***Evidence-based part***

The formation of the contingent of students at AUPET is carried out in accordance with the Model Rules for Admission to Study in Educational Organizations, and is also guided by internal regulatory documents, regulations of the university (<https://AUPET.edu.kz/en/pages?id=7>), reference materials, instructional letters of the Department of Postgraduate Education, NTC on admission to higher education institutions.

The contingent of students at the DP is formed from among the persons who are most prepared for studying at the university, who consciously chose the DP, who scored the required number of points according to the results of the UNT, graduates of general secondary schools, KTA graduates of secondary specialized education on the basis of a state order (grant) and on a paid basis, as well as specialists with diplomas for obtaining a second higher education on the basis of an interview.

After the formation of the contingent, according to the degree program of all DPs, in the academic calendar for the first years, the first week is allocated for training and informing new students about the rules of credit technology. This includes general issues of the organization of the educational process, issues of planning the IDP, familiarization of students with the guidebook, QED for DP, forms of educational documentation, etc. (<https://AUPET.edu.kz/en/pages?id=7>).

To promote student initiatives, the formation of an active life Position and high spiritual and moral culture, as well as the development of basic professional skills, the Department of Youth Policy functions. <https://studlife.AUPET.kz/dDPart/>

In terms of adaptation and support for newly enrolled and international students, the management of the DP conducts special programs and events. These programs include the organization of special study groups (e.g., English-language groups), enrichment classes and electives, and the provision of comfortable dorm rooms.

Table 2 – Contingent of bachelor's and master's degrees by DP

DP	Academic years									
	2019–2020		2020–2021		2021–2022		2022–2023		2023–2024	
	State grant	Paid	State grant	Paid	State grant	Paid	State grant	Paid	State grant	Paid
6B07114-«Renewable energy technologies»	-	-	-	-	-	-	-	-	2	0
6B07122-«Hydropower",	-	-	-	-	2	0	-	-	-	-
6B07124 – «Automated electromechanical systems»	-	-	-	-	-	-	11	-	9	-
7M07118-« Modern and innovative renewable energy technologies»	-	-	16	1	15	1	17	2	18	-

For 6B07122 - "Hydropower", the last enrollment was in the 2021-2022 academic year in the amount of two people, after this there was no enrollment. DP 6B07114 - "Renewable Energy Technologies" in previous years was implemented as a bachelor's degree program - "Modern and Innovative Technologies of Renewable Energy". According to the data received at the Department on DP, the following contingent: 4th year – 22 people, 3rd year – 49 people,

2nd year – 11 people. When registering a new DP with the name 6B07114 - "Technologies Renewable Energy" intake 2023-2024 was 2 people. For DP 6B07124 – "Automated Electromechanical Systems", there is also a decrease in the contingent from 11 to 9 people over the past 2 years.

The Department also provided data on foreign internships of undergraduates.

Table 3 – Scientific internships for undergraduates for the 2021-2022 academic year

Full name	DP	Country, University	Travel time
Idreysov Bauyrzhan Nurzhanuly	7M07118-"Modern and innovative renewable energy technologies"	Altinbas University, Istanbul, Türkiye	for the 2021-2022 academic year
Uteulina Zhanara Bekovna	7M07118-"Modern and innovative renewable energy technologies"	Kadir Has University, Istanbul, Türkiye	for the 2021-2022 academic year
ACUhurova Ilnur	7M07118-"Modern and innovative renewable energy technologies"	Kadir Has University, Istanbul, Türkiye	for the 2023-2024 academic year

No information is provided on academic mobility of students.

### **Analytical part**

Almaty University of Power Engineering and Telecommunications named after G. Daukeyev has a long history in the field of training personnel in the field of energy and a priori has the advantage of being attractive to applicants of this profile. However, analysis of the contingent for the considered DPs shows a downward trend.

Members of the EEC consider the lack of systematic work in the field of contingent formation to be one of the biggest risks for the sustainability of these degree programs. All degree programs implemented by the cluster are very relevant. Moreover, 6B07122 - "Hydropower" was purposefully Opened at AUPES in accordance with the Development Plan of the Hydropower Industry of the Republic of Kazakhstan for 2020-2023, approved by the Minister of Energy and Deputy Prime Minister in 2020. On group of degree programs - B062 "Electrical Engineering and Energy" accounts for a very large number of educational grants in the Republic, so there is an obvious shortcoming in this area and the absence of a marketing plan for the development of DP.

All cluster DPs have been implemented relatively recently. However, the management of the DP did not provide any facts about the academic mobility of students over the last 3-4 years. This factor also indirectly affects the attractiveness of the degree program and its development in general.

### **Strengths/best practices:**

Not observed.

***EEC recommendations for DP 6B07122 "Hydropower":***

1. Develop and approve an effective Policy for the formation of the contingent before the start of the work of the admission committee for the 2024-2025 academic year.
2. To carry out active annual career guidance work, based on the forecasting of the number of state grants for a group of degree programs - B062 "Electrical Engineering and Energy".

***EEC recommendations for DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Renewable Energy Technologies":***

1. The management of the NGO needs to develop a plan for the development of academic mobility of students in the DP under consideration by the beginning of the 2024-2025 academic year.

***Conclusions of the EEC:***

*According to the "Students" standard, 12 criteria are disclosed, of which for DP 6B07114 "Renewable Energy Technologies", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Renewable Energy Technologies": 11 criteria have a satisfactory Position, 1 criterion requires improvement; for DP 6B07122 "Hydropower": 9 criteria have a satisfactory Position, 3 criteria need to be improved.*

**6.7 Standard "Faculty and academic staff"**

- ✓ *The NGO should 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 DP must demonstrate the compliance of the human resources Potential of the academic staff with the specifics of the DP.*
- ✓ *The management of the DP must demonstrate an awareness of responsibility for its employees and provide them with favorable working conditions.*
- ✓ *The DP leadership should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.*
- ✓ *The NGO should determine the contribution of the PP to the implementation of the NGO development strategy and other strategic documents.*
- ✓ *The NGO should provide Opportunities for career growth and professional development of the academic staff of the DP.*
- ✓ *The management of the DP must demonstrate its readiness to involve practitioners in the relevant sectors of the economy in teaching.*
- ✓ *The NGO should demonstrate the motivation for the professional and personal development of DP teachers, including encouragement for the integration of scientific activities and education, the use of innovative teaching methods.*
- ✓ *An important factor is the readiness to develop academic mobility within the framework of the DP, to attract the best foreign and domestic teachers.*

***Evidence-based part***

The university has highly qualified academic staff and implements personnel policies in accordance with the main priorities of the university development strategy. The academic staff of the university carries out educational, and methodological, research and educational work, as well as control and management of the research work of students.

The personnel Policy of the university is a set of works arising from the mission and strategy with the aim of forming and effectively using motivated and highly productive personnel capable of adequately responding to the impact of the external and internal

environment. It combines the following stages: formation of requirements for the personnel contingent, search, and selection, hiring, involvement of new personnel in the team and acquaintance with the corporate culture, monitoring and evaluation of activities, stimulation and organization of personal and professional growth, promotion, incentives, imposition of disciplinary sanctions, suspension from work in case of non-compliance with qualification requirements.

The selection of personnel is carried out based on an analysis of the needs of the DP, based on the results of which a competition for vacant Positions is announced. When hiring, priority is given to young masters, PhDs who have studied at leading national and world universities, have publications in international ranking journals with a non-zero impact factor, and are included in the Web of Science and Scopus databases. Competition for filling vacant Positions of academic staff and researchers at AUPET is held in accordance with documented processes (standards).

The main provisions of the personnel Policy of the university are compliance with the standard qualification characteristics for employees of educational institutions, approved by the order of the Ministry of Higher Education of the Republic of Kazakhstan, availability of higher and Postgraduate education in the relevant DP, productive scientific activity, as well as competence and competitiveness. AUPET has developed and applied criteria for hiring appointment, promotion, and dismissal. Recruitment is carried out based on the personnel Policy of the university, regulated by the Labor Legislation of the Republic of Kazakhstan and an internal document (QMS standards).

The share of teachers with academic degrees and academic titles from the number of full-time academic staff in the considered degree programs is 47%.

Table 4 - Degree of academic staff of the Department of Energy and Energy

Total number of academic staff	Some of them, Doctor of Science		Some of them candidates of sciences		Some of them PhD doctor		Some of them Masters		Some of them without a degree	
	num.	V %	num.	V %	num.	V %	num.	V %	num.	V %
53	6	11.3%	13	24.5%	6	11.3%	24	45.3%	4	7.6

For the graduates of the programs under consideration to be more focused on the needs of the market, representatives of large enterprises and companies are constantly involved in the work on the content and implementation of these programs. This work is carried out in several directions:

1. Both modular plans and the content (replacement) of academic disciplines are discussed, agreed, and approved with employers.

2. Contracts for all types of professional practice are concluded with enterprises and companies that are leaders in the field of electric Power.

3. Specialists of large enterprises are involved in the training work (for example, in DP "6B07114 Renewable Energy Technologies", "6B07122 – Hydropower" and "7M07118 - Modern and Innovative Technologies of Renewable Energy" - Technical Director of Almaty Electromechanical Plant JSC Levchenko E.S., Chief Engineer of Kazazot JSC Tarbanov M.O.,

Head of Safety Service of Energo control LLP Utebekov E.T., Deputy Director of Promstroy Energo LLP, Ph.D. Utegulov N.I. and others).

4. Inviting specialists with experience in production activities to work at AUPET on a full-time basis to conduct all types of classes in disciplines on DP (DP "6B07114 Renewable Energy Technologies", "6B07122 - Hydropower" and "7M07118 - Modern and Innovative Technologies of Renewable Energy" - 53).

An equally important aspect of the development and improvement of accredited DPs is the contacts of graduating departments with foreign universities. Examples of such activities are the arrival of Doctor of Technical Sciences, Professor of the Chelyabinsk Agrarian University Cheryazov S.K. in December 2022 to give a series of lectures for students and undergraduates of the DP "6B07114 Renewable Energy Technologies".

A professional development plan is drawn up annually for academic staff. Advanced training of academic staff is supervised by heads of departments.

The responsibility of the head of the Department for the advanced training of teachers is to plan advanced training and monitor the implementation of the plan. Planning is carried out considering the interests and needs of both the teacher and the Department, institute, and university. To improve the professional competence of the DP, the work plan of the Department annually provides for internships for employees. Considerable attention is paid by the management to advanced training, retraining and internship in foreign and Kazakhstani educational and scientific organizations.

For the PPS DP "7M07118 - Modern and Innovative Renewable Energy Technologies", "6B07114 Renewable Energy Technologies" and "6B07122 - Hydropower", the following dynamics of advanced training courses was formed: 2021 - 14 people; 2022 – 26 people; 2023 – 31 people. The venues for advanced training courses were Schneider Electric LLP (Almaty), Corporate Educational and Scientific Center of the UES (Moscow), Komsol LLC (Moscow), Kentau Transformer Plant (Kentau), Lighting Technologies (Moscow) and others.

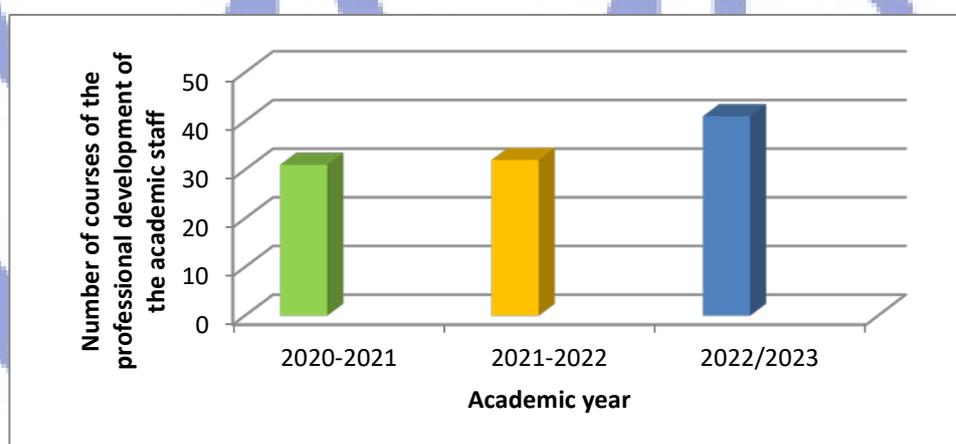


Figure 1 - Dynamics of advanced training of academic staff

### ***Analytical part***

AUPET named after G. Daukeyev has traditionally strong personnel in the field of the DP under consideration, however, since these degree programs are new, work is constantly underway to improve the qualifications of academic staff. The management assesses the risks of insufficient inflow of young personnel and carries out certain work in this direction. In interviews with the academic staff, it was revealed that the system of rewards for the achievements of the academic staff has now been abolished, but payments for publication in Q1 and Q2 journals remain. Despite this, academic staff are trying to work on indicators for passing future competition commissions for Positions. This fact confirms the commitment to work at this university.

All types of academic mobility of faculty (incoming/outgoing, external/internal) are an important factor for the development of degree programs. Except for cases when individual teachers were invited, no confirmation of the facts of full-fledged academic mobility was provided to the academic staff.

***Strengths/Best Practices:***

Not observed.

***EEC recommendations for DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Renewable Energy Technologies":***

- The management should develop a plan for the development of academic mobility of academic staff by the beginning of the 2024-2025 academic year.

***Conclusions of the EEC:***

*According to the standard "Faculty and Teaching Effectiveness", 9 criteria are revealed, of which 8 criteria have a satisfactory Position, 1 criterion requires improvement.*

**6.8 Educational Resources and Student Support Systems Standard**

- ✓ *The DP should ensure that there are sufficient instructional resources and learner support services to ensure that the objective of the DP is achieved.*
- ✓ *The DP must demonstrate the sufficiency of material and technical resources and infrastructure, considering the needs of different groups of students in the context of DP (adults, workers, foreign students, as well as students with disabilities).*
- ✓ *DP management should demonstrate that procedures are in place to support different groups of learners, including information and counselling.*
- ✓ *The management of the DP must demonstrate the compliance of information resources with the specifics of the DP, including:*
  - *technological support for students and faculty (e.g., online learning, modeling, databases, data analysis programs).*
  - *library resources, including the fund of educational, methodological, and scientific literature on general educational, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases.*
  - *examination of the results of research work, graduation papers, dissertations for plagiarism.*
  - *access to educational Internet resources.*
  - *functioning of WI-FI on the territory of the educational organization.*
- ✓ *The DP demonstrates the planning of providing the DP with educational equipment and software similar to those used in the relevant sectors of the economy.*

***Evidence-based part***

An important factor in ensuring the quality of education and guaranteeing the sustainable development of NPJSC AUPET is the constant improvement of material, technical and information resources. The university has created all the conditions for training bachelors, master's, and doctoral students, for conducting scientific research, publishing the results of research and development work for academic staff, staff, and students.

To ensure the educational process of accredited degree programs, the university has all the necessary educational and material assets. AUPET buildings and structures comply with current sanitary standards and fire safety requirements. Classroom and laboratory facilities, classrooms, and other premises, sports facilities comply with established norms and rules. The university has 3 educational and laboratory buildings with an area of 29,473 m<sup>2</sup>, 3 dormitories - 1,611 beds, 3 business incubators, sports facilities - 4,410 m<sup>2</sup>, 82 laboratories, the Entel youth center - 700 m<sup>2</sup>.

AUPET consists of three buildings located near each other. The buildings are named respectively "Building A" (more southern) and "Building B" (more northern), between them is

located “Building D”, built in 2010. For convenience, all buildings are connected by transitions.

The university's sports facilities include 5 indoor halls. In the educational building “A” there is an aerobics hall of 54 m<sup>2</sup>, an athletics hall of 72 m<sup>2</sup>, a wrestling hall of 72 m<sup>2</sup>, a volleyball and basketball hall of 112 m<sup>2</sup>, a tennis hall of 280 m<sup>2</sup>, men’s and women’s showers and locker rooms. On the territory of the university there is an open sports ground with football, volleyball, basketball fields, and a running track around the sports ground.

For various events there is a large academic hall for 100 people and a small hall for 20 people.

To meet the educational, personal and career needs of students at AUPET, there are student service services: a student dormitory, a medical center, a canteen, an assembly hall with 280 seats, equipped with multimedia equipment and sound equipment, allowing for general university events.

In October 2020, at AUPET, together with the United States Agency for International Development (USAID), a Thematic Educational and Research Laboratory (hereinafter referred to as TNRL) “Design of energy supply from renewable energy sources” was organized.

TNRL "Design of Power supply from renewable energy sources" of NPJSC "AUPET named after Gumarbek Daukeyev", carries out work and provides services for the training of specialists for solar and wind Power plants. *Scientific supervisor: Candidate of Technical Sciences, Associate Professor Nigmatullin R. M.*

Table 5 – Department laboratories implementing the considered DPs.

Laboratories	Name
B125	Electromechanical Energy Converters
B302	Simulation of automatic control systems
B131	Automated Electric Drive
B122A	Microprocessor-based means and automated electric drive system
B122	Research Laboratory of Power and Semiconductor Technology in the Electric Power Industry
A536	Renewable Energy
A538	Renewable Energy Research Laboratory
A539	UIL “Renewable energy sources and energy saving”
A537	Relay Protection and Automation
A339	Relay Protection and Automation
A340	Electricity supply named after. Associate Professor Marcus A.S.
A338	Electrical Equipment IEK GROUP
A335	Lighting technology and light sources
A337	Energy Supply for Agriculture
A334B	Laboratory "Electrical safety in electrical installations"
A27	Electrical Devices
A25	Electro technological installations and electrical installations

A534	Relay protection and automation of electrical Power systems
A532	Renewable Energy

Computer classes – at the university there are 37 computer classes for 456 workstations, a total of 1084 workstations operate on local computer networks, of which 1050 workstations have Internet access.

Local computer networks installed in buildings “A”, “B”, “D” are united into a single network via fiber-optic communication.

Library. For students, the library has 6 library and information service Dopants - a subscription, three specialized reading rooms, a room for electronic resources "MediaTek" and a reading room for extracurricular activities in dormitory No. 1.

The total area of the library premises is 1117 m<sup>2</sup> and 275 seats. The library has 33 computers connected to the Internet, four scanners, two MFPs and two printers, a projector, and equipment for working with barcodes.

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

Since January 2023, the automated integrated library system “MegaPro” has been installed in the library.

AILS "MegaPro" is a new generation web-system that can be used in both traditional and cloud versions. Work with any module is implemented through a web interface and can be performed both on a local computer network and remotely, from anywhere on the Internet.

The university library has an agreement on information services with RIEB and Urayt.

A significant share of the replenishment of the library collection is made up of the academic staff's own editions of works, which are presented both in traditional (paper) and electronic form, for only 2023. 730 copies were received.

#### ***Analytical part***

In general, it can be stated that the university has sufficient resources for the implementation of accredited degree programs. However, during interviews with students and during the visit of students, it was noted that the classrooms were overcrowded during practical and laboratory classes, as well as the lack of literature in the state language. During interviews with the heads of departments, it was noted that there was a lack of seating in the library. The head of the library assured that work is underway to expand the area.

As for licensed software for accredited DPs, there are licensed versions of MPLAB and WORKBENCH programs.

Members of the EEC noted the low quality of the Wi-Fi signal on the territory of the university buildings. This is confirmed by the fact that in the auditorium where the experts were located, it was not possible to connect to any access points.

#### ***Strengths/best practice:***

Not observed.

***EEC recommendations for DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Renewable Energy Technologies":***

1. Annually increase the number of purchased literature in the state language.
2. Ensure the functioning of stable Wi-Fi in the university buildings by the beginning of the 2024-2025 academic year.

#### ***Conclusions of the EEC:***

*According to the standard "Educational Resources and Student Support Systems", 9*

criteria have been disclosed, out of 7 criteria have a satisfactory position, 2 positions require improvement.

### **6.9 Public Information Standard**

- ✓ *The public organization must publish reliable, objective, up-to-date information about the degree program and its specifics, which should include:*
  - *expected learning outcomes of the degree program being implemented.*
  - *qualifications and (or) 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.*
  - *information about employment Opportunities for graduates.*
- ✓ *The management of the DP should provide for a variety of ways to disseminate information, including the media, information networks to inform the 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 educational organization 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***

The university's website [www.AUPET.edu.kz](http://www.AUPET.edu.kz) provide complete information about the University as a whole and passports DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Technologies of Renewable Energy".

The website also provides all the necessary information about the qualifications awarded, the available training Opportunities for students, scientific programs, and achievements in this field.

The Press Center posts up-to-date information about upcoming events, conferences and other events held by AUPET. The most interesting events of the university are covered on the pages of the media. One of the ways is that external and internal news are published on the website in the sections " AUPET News" and "Mass Media About Us".

The university carries out systematic work to assist in employment. The main event of the university for the employment of graduates in recent years is the holding of job fairs, which have become traditional (<https://AUPET.edu.kz/ru/Most/one?id=1826>). On the AUPET website, in the section For Students – Career Center – Resume Bank, resumes of graduates of various DPs are posted, which allows employers to choose among job applicants (<https://AUPET.edu.kz/ru/career/resume-bank>).

All activities and events of the university are reflected in the media and in the relevant sections of the AUPET website. The university is represented on social networks Instagram ([https://www.instagram.com/AUPET\\_university/](https://www.instagram.com/AUPET_university/)), V Kontakte ([https://vk.com/AUPET\\_university](https://vk.com/AUPET_university)), Telegram (<https://t.me/AUPETuni>), which announces information about upcoming events at the university and covers their implementation.

AUPET also has its own Facebook page, where the results of the educational, scientific, and cultural activities of the university are presented. More than 800 subscribers are subscribed to the official Facebook page, and the university staff and academic staff also most important information about the achievements of AUPET (<https://www.facebook.com/AUPET.university>).

**Analytical part**

As it was shown in the description of the "Students" Standard, the university has a high attractiveness in its field of training. However, as the dynamics of the contingent shows, this potential is not being realized. Moreover, there is a risk of a critical decline in the number of students. There are many competing educational organizations in Almaty and in the regions. In this context, the factor of informing the public, namely the dissemination of information about the DP to all Possible channels considering the interests of the target audience are essential. It is obvious that the shortage of students in recent years is not due to the Potential of the university, but to the lack of systematic work to promote degree programs. This is especially true for DP 6B07122 "Hydropower", where there is a government plan for the development of the Hydropower industry. In this context, it should also be noted that information on the personalities of the university is very scarce, Except for some AUP of the university. As for the academic staff of the university, there is no information at all.

**Strengths/Best Practices:**

are not observed.

**EEC recommendations for DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Renewable Energy Technologies":**

1. Develop a marketing plan for the development of accredited DPs by the beginning of the admission committee for the 2024-2025 academic year.
2. Most information about the academic staff and the management of degree programs on the university's website until the beginning of the 2024-2025 academic year.

**EEC recommendations for DP 6B07122 "Hydropower":**

1. Develop a plan of explanatory work on the development of the Hydropower industry of the Republic of Kazakhstan and ensure its implementation by the beginning of the admission committee of the 2024-2025 academic year.

**Conclusions of the EEC:**

According to the standard "Informing the public", 10 criteria were disclosed, of which according to DP 6B07114 "Renewable Energy Technologies", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Technologies of Renewable Energy": 8 criteria have a satisfactory Position, 2 criteria need improvement; for DP 6B07122 "Hydropower": 7 criteria have a satisfactory Position, 3 criteria need to be improved.

**(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD**

**Standard "Degree program Management"**

are not observed.

**Information Management and Reporting Standard**

are not observed.

**Standard "Development and Approval of Degree programs"**

1. Implementation of Minor with the provision of certificates from leading companies Huawei and Cisco.

**Standard "Continuous Monitoring and Periodic Evaluation of Degree programs"**

are not observed.

**Student-Centered Learning, Teaching and Assessment Standard**

are not observed.

**Standard "Learners"**

are not observed.

**Standard "Academic staff"**

are not observed.

**Educational Resources and Student Support Systems Standard**

are not observed.

**Standard "Public Information"**

are not observed.

## (VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY FOR EACH STANDARD

### According to the "Degree Program Management" standard:

*EEC recommendations for DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Renewable Energy Technologies":*

1. The management of the above-mentioned DPs should ensure the availability of an approved risk management plan with the definition of specific measures to minimize them before the start of the work of the admission committee for the 2024-2025 academic year.
2. Include employers in the collegial bodies for all DPs under consideration by the beginning of the 2024-2025 academic year.
3. All heads of degree programs should be trained in education management programs until 2025.

### According to the Information Management and Reporting standard:

*EEC recommendations:*

Not available

### According to the Standard "Development and Approval of a Degree Program":

*EEC recommendations for DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Renewable Energy Technologies":*

1. The management of the DP should annually ensure the participation of students, academic staff and other interested persons in the procedure for the development of the DP, maintaining its quality.

### According to the Standard "Continuous Monitoring and Periodic Evaluation of Degree Programs":

*EEC recommendations for DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Renewable Energy Technologies":*

1. The management of the DP needs to ensure that the detailed content of degree programs is available on the university's website, as well as a tab with changes made to the DP by the beginning of the 2024-2025 academic year.

### According to the Student-Centered Learning, Teaching and Assessment Standard:

*Recommendations of the EEC on DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Technologies of Renewable Energy":*

1. The **academic** staff of the accredited students should take courses on modern methods of assessing the achievements of students by the beginning of 2025.

*EEC Recommendations on 6B07122 "Hydropower":*

1. Conduct their own research in the field of teaching methods of academic disciplines of DP 6B07122 "Hydropower", considering the experience of domestic and foreign universities by the beginning of the 2024-2025 academic year.

**According to the "Students" standard:*****EEC recommendations for DP 6B07122 "Hydropower":***

1. Develop and approve an effective policy for the formation of the contingent before the start of the work of the admission committee for the 2024-2025 academic year.
2. To carry out active annual career guidance work, based on the forecasting of the number of state grants for a group of degree programs - B062 "Electrical Engineering and Energy".

***EEC recommendations for DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Renewable Energy Technologies":***

1. The management of the NGO needs to develop a plan for the development of academic mobility of students in the DP under consideration by the beginning of the 2024-2025 academic year.

**According to the Standard "Academic Staff":*****EEC recommendations for DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Renewable Energy Technologies":***

1. The management should develop a plan for the development of academic mobility of academic staff by the beginning of the 2024-2025 academic year.

**According to the Standard "Educational Resources and Student Support Systems":*****EEC recommendations for DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Renewable Energy Technologies":***

1. Annually increase the number of purchased literature in the state language.
2. Ensure the functioning of stable Wi-Fi in the university buildings by the beginning of the 2024-2025 academic year.

**According to the Standard "Public Information":*****EEC recommendations for DP 6B07114 "Renewable Energy Technologies", 6B07122 "Hydropower", 6B07124 "Automated Electromechanical Systems", 7M07118 "Modern Innovative Renewable Energy Technologies":***

1. Develop a marketing plan for the development of accredited DPs by the beginning of the admission committee for the 2024-2025 academic year.
2. Most information about the academic staff and the management of degree programs on the university's website until the beginning of the 2024-2025 academic year.

***EEC recommendations for DP 6B07122 "Hydropower":***

1. Develop a plan of explanatory work on the development of the Hydropower industry of the Republic of Kazakhstan and ensure its implementation by the beginning of the admission committee of the 2024-2025 academic year.

## **(IX) OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATIONS**

- Approve the updated strategic development plan of the university.
- Most information about academic staff and the management of degree programs on the university website.
- The management of the educational institution needs to develop a plan for the development of academic mobility of students in the degree programs under consideration.
- Conduct an analysis and act based on the results of the survey of academic staff and students within the framework of this accreditation procedure.

## **(X) RECOMMENDATIONS TO THE ACCREDITATION BOARD**

The external expert commission decided to recommend that the Accreditation Council accredit the degree programs of NPJSC "Almaty University of Energy and Communications named after G. Daukeyev":

- *DP 6B07114 "Renewable Energy Technologies" - for a period of 5 (five) years;*
- *DP 6B07124 "Automated electromechanical systems" - for a period of 5 (five) years;*
- *DP 7M07118 "Modern innovative technologies of renewable energy" - for a period of 5 (five) years;*
- *DP 6B07122 "Hydropower" - for a period of 3 (three) years.*



**Appendix 1. EVALUATION TABLE “PARAMETERS OF A SPECIALIZED PROFILE” (EX-ANTE) FOR DEGREE PROGRAMS 6B07114 “RENEWABLE ENERGY TECHNOLOGIES”, 6B07124 “AUTOMATED ELECTROMECHANICAL SYSTEMS”, 7M071 18 “MODERN INNOVATIVE RENEWABLE ENERGY TECHNOLOGIES”**

No.	No. n/n	Criteria for Evaluation	Position of the educational organization						
			Strong	Satisfactory	Suggests improvement	Unsatisfactory			
<b>Standard "Degree Program Management"</b>									
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 organization of higher and (or) Postgraduate education must demonstrate the development of a culture of quality assurance, 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.	The management of the DP demonstrates transparency in the development of a development plan for the DP, containing the start date for implementation, based on an 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.	The leadership of the DP demonstrates the presence of mechanisms for the formation and regular review of the DP development plan and monitoring its implementation, assessing the achievement of learning goals, compliance with the needs of students, employers, and society, making decisions aimed at continuous improvement of the DP		+					
6	6.	The management of the DP should involve representatives of stakeholder groups, including employers, students, and academic staff in the formation of a development plan for the DP		+					
7	7.	The management of the DP must demonstrate the individuality and uniqueness of the DP development plan, its consistency with national priorities and the development strategy of the organization of higher and (or) Postgraduate education		+					
8	8.	The organization of higher and (or) Postgraduate education must demonstrate a clear definition of those responsible for business processes within the DP, an unambiguous distribution of job responsibilities of staff, and delimitation of the functions of collegial bodies		+					
9	9.	The management of the degree program must provide Evidence-based part of the transparency of the degree program management system		+					
10	10.	The management of the DP must 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.	The management of the educational institution must manage risks, including within the framework of the educational institution undergoing primary accreditation, and demonstrate a system of measures aimed at reducing the degree of risk			+				
12	12.	The management of the degree program must ensure the participation of representatives of employers, academic staff, students, and other interested parties in the collegial bodies governing the degree program, as well as			+				

		their representativeness when making decisions on issues of managing the degree program				
13	13.	The DP must demonstrate innovation management within the DP, including the analysis and implementation of innovative proposals		+		
14	14.	The management of the DP must demonstrate Evidence-based part of readiness for Openness and accessibility for students, academic staff, employers, and other interested parties		+		
15	15.	DP management must undergo training in educational management programs			+	
<b>Total according to standard</b>			<b>0</b>	<b>12</b>	<b>3</b>	<b>0</b>
<b>Information Management and Reporting Standard</b>						
16	1.	The organization must 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 context of the organization.		+		
17	2.	The management of the DP must demonstrate the existence of a mechanism for the systematic ACUE of processed, adequate information to improve the internal quality assurance system		+		
18	3.	DP management must demonstrate fact-based decision making		+		
19	4.	The DP should provide for a system of regular reporting, reflecting all levels of the structure, including assessment of the effectiveness and efficiency of the activities of departments and departments, scientific research		+		
20	5.	The PA must establish the frequency, forms, and methods of assessing the management of the DP, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects		+		
21	6.	The PA must demonstrate the determination of the procedure and ensuring the protection of information, including the identification of responsible persons 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.	The management of the DP must demonstrate the existence of a communication mechanism with students, employees, and other interested parties, as well as mechanisms for resolving conflicts		+		
24	9.	The educational organization must demonstrate the presence of mechanisms for measuring the degree of satisfaction of the needs of academic staff, staff, and students within the degree program		+		
25	10.	The PA must provide for an assessment of the effectiveness and efficiency of activities, including in the context of DP		+		
		<i>Information intended for collection and analysis within the framework of the DP should consider:</i>				
26	11.	Key performance indicators		+		
27	12.	dynamics of the student population in terms of forms and types		+		
28	13.	grade level, student achievement and expulsion		+		
29	14.	student satisfaction with the implementation of the DP and the quality of education at the university		+		
30	15.	Availability of educational resources and support systems for students		+		
31	16.	The public organization must confirm the implementation of procedures for processing personal data of students, employees and academic staff based on their documented consent		+		
<b>Total according to standard</b>			<b>0</b>	<b>16</b>	<b>0</b>	<b>0</b>
<b>Standard "Development and approval of a degree program"</b>						

32	1.	The PA must define and document procedures for developing DP and their approval at the institutional level		+		
33	2.	The management of the DP must ensure that the content of the DP corresponds to the established goals, including the intended learning outcomes		+		
34	3.	The management of the DP must demonstrate the existence of mechanisms for revising the content and structure of the DP, considering changes in the labor market, the requirements of employers and the social demands of society		+		
35	4.	The management of the DP must ensure the availability of developed models of the DP graduate that describe the learning outcomes and personal qualities		+		
36	5.	The management of the DP must demonstrate the conduct of external examinations of the content of the DP and the planned results of its implementation		+		
37	6.	The qualification awarded upon completion of the DP must be clearly defined and correspond to a certain level of the NQF and QF-EHEA		+		
38	7.	DP management must determine the influence of disciplines and professional practices information of learning outcomes		+		
39	8.	An important factor is the possibility of preparing students for professional certification. Certificates Huawei, Cisco	+			
40	9.	The management of the DP must provide Evidence-based part of the participation of students, academic staff, and other interested parties in the development of the DP and ensuring its quality			+	
41	10.	The management of the DP must ensure that the content of academic disciplines and planned results correspond to the level of study (bachelor's, master's, doctoral)		+		
42	11.	The structure of the DP 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 learning outcomes of the DP implemented by organizations of higher and (or) Postgraduate education in the EHEA		+		
<b>Total according to standard</b>			<b>1</b>	<b>10</b>	<b>1</b>	<b>0</b>
<b>Standard “Continuous monitoring and periodic evaluation of degree programs”</b>						
44	1.	The educational institution must determine mechanisms for monitoring and periodically evaluating the degree program to ensure the achievement of the goal and meet the needs of students and society and show the focus of the mechanisms on the continuous improvement of the degree program.		+		
		<i>Monitoring and periodic evaluation of the DP should include:</i>				
45	2.	the content of the program 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 graduation of students		+		
48	5.	effectiveness of student assessment procedures		+		
49	6.	expectations, needs and satisfaction of students with DP training		+		
50	7.	educational environment and support services, and their compliance with the goals of the DP		+		
51	8.	The management of the DP must demonstrate a systematic approach to monitoring and periodically assessing the quality of the DP		+		
52	9.	DP, DP management must 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.			+	
<b>Total according to standard</b>			<b>0</b>	<b>9</b>	<b>1</b>	<b>0</b>

<b>Standard “Student-centered learning, teaching and assessment”</b>						
54	1.	The management of the degree program must ensure respect and attention to different groups of students and their needs, provide them with flexible learning paths		+		
55	2.	The management of the degree program should provide for the ACUE 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 teaching methods of DP academic disciplines		+		
57	4.	The management of the degree program must demonstrate the presence of feedback mechanisms on the ACUE of various teaching methods and evaluation of learning outcomes		+		
58	5.	The management of the degree program must demonstrate the presence of mechanisms to support student autonomy with simultaneous guidance and assistance from the teacher		+		
59	6.	The management of the degree program must demonstrate the existence of a procedure for responding to student complaints		+		
60	7.	The educational institution must ensure consistency, transparency, and objectivity of the mechanism for assessing learning outcomes for each degree program, including appeal		+		
61	8.	The educational organization must ensure that the procedures for assessing the learning outcomes of DP students comply with the planned results and goals of the program, publishing criteria and assessment methods in advance		+		
62	9.	The educational institution must define mechanisms to ensure that each graduate of the degree program 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			+	
<b>Total according to standard</b>			<b>0</b>	<b>9</b>	<b>1</b>	<b>0</b>
<b>Standard "Students"</b>						
64	1.	The educational organization must demonstrate the existence of a Policy for the formation of a contingent of students in the context of the degree program, ensure transparency and publication of its procedures regulating the life cycle of students (from admission to completion)		+		
		<i>The management of the DP must determine the procedure for forming the student Population based on:</i>				
65	2.	Minimum requirements for applicants		+		
66	3.	maximum group size when conducting seminars, practical, laboratory and studio classes		+		
67	4.	forecasting the number of government grants		+		
68	5.	analysis of available material, technical, information resources, human resources		+		
69	6.	analysis of Potential social conditions for students, incl. provision of places in a hostel		+		
70	7.	The management of the degree program must demonstrate readiness to conduct special adaptation and support programs for newly admitted and foreign students		+		
71	8.	The public organization must 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 results of additional, formal, and informal training		+		
72	9.	The PA 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 to ensure comparable recognition of qualifications		+		
73	10.	The educational institution must provide the opportunity for external and			+	

		internal mobility of students of degree programs, as well as readiness to assist them in obtaining external grants for training				
74	11.	The management of the degree program must demonstrate its readiness to provide students with places of practice, promote the employment of graduates, and maintain contact with them		+		
75	12.	The educational institution must provide for the possibility of providing graduates of the degree program with documents confirming the qualifications obtained, including the achieved learning outcomes, as well as the context, content and status of the education received and Evidence-based part of its completion		+		
<b>Total according to standard</b>			<b>0</b>	<b>11</b>	<b>1</b>	<b>0</b>
<b>Standard “Faculty and academic staff”</b>						
76	1.	The PA must 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 all staff		+		
77	2.	The DP must demonstrate compliance of the staff Potential of the academic staff with the specifics of the DP		+		
78	3.	The management of the DP must demonstrate awareness of responsibility for its employees and provide them with favorable working conditions		+		
79	4.	The management of the degree program must demonstrate a change in the role of the teacher in connection with the transition to student-centered learning		+		
80	5.	The PA must determine the contribution of the academic staff of the DP to the implementation of the development strategy of the PA and other strategic documents		+		
81	6.	The educational institution should provide Opportunities for career growth and professional development of academic staff of the DP		+		
82	7.	The management of the DP must demonstrate its readiness to involve practitioners in relevant sectors of the economy in teaching.		+		
83	8.	The educational organization must demonstrate the motivation for the professional and personal development of teachers of the degree program, including encouragement for the integration of scientific activities and education, the ACUe 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			+	
<b>Total according to standard</b>			<b>0</b>	<b>8</b>	<b>1</b>	<b>0</b>
<b>Standard “Educational Resources and Student Support Systems”</b>						
85	1.	The educational institution must guarantee enough educational resources and student support services to ensure the achievement of the educational objectives		+		
86	2.	The educational institution must demonstrate the sufficiency of material and technical resources and infrastructure, considering the needs of various groups of students in the context of degree programs (adults, working people, foreign students, as well as students with disabilities)		+		
87	3.	The management of the degree program must demonstrate the availability of procedures to support various groups of students, including information and consultation		+		
		<i>The management of the DP must 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 the educational organization			+	
93	9.	The DP demonstrates planning for providing DP with educational equipment and software like those Used in the relevant sectors of the economy		+		
<b>Total according to standard</b>			<b>0</b>	<b>7</b>	<b>2</b>	<b>0</b>
<b>Public Information Standard</b>						
		<i>The public organization must 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 degree program being implemented		+		
95	2.	qualifications and (or) qualifications that will be awarded upon completion of the degree program		+		
96	3.	approaches to teaching, learning, as well as the system (procedures, methods, and forms) of assessment		+		
97	4.	information about passing scores and educational Opportunities provided to students		+		
98	5.	information about employment Opportunities for graduates		+		
99	6.	The management of the DP should provide for a variety of ways to disseminate information, including the media, information networks to inform the 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.	The educational organization must demonstrate the reflection on the web resource of information characterizing it in general and in the context of degree programs		+		
102	9.	An important factor is the availability of adequate and objective information about the academic staff of the DP			+	
103	10.	An important factor is informing the public about Cooperation and interaction with partners within the framework of the DP		+		
<b>Total according to standard</b>			<b>0</b>	<b>8</b>	<b>2</b>	<b>0</b>
<b>TOTAL</b>			<b>1</b>	<b>90</b>	<b>12</b>	<b>0</b>

**Appendix 2. Evaluation table "PARAMETERS OF SPECIALIZED PROFILE" (EX-ANTE) FOR THE DEGREE PROGRAM6B07122 "HYDROPOWER"**

No.	No. n\n	Criteria for Evaluation	Position of the educational organization
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			Str ong	Sati sfac tor y	Sug ges t s imp rov eme nts	Uns atis fact ory
<b>Standard "Degree Program Management"</b>						
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 organization of higher and (or) Postgraduate education must demonstrate the development of a culture of quality assurance, 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.	The management of the DP demonstrates transparency in the development of a development plan for the DP, containing the start date for implementation, based on an 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.	The leadership of the DP demonstrates the presence of mechanisms for the formation and regular review of the DP development plan and monitoring its implementation, assessing the achievement of learning goals, compliance with the needs of students, employers, and society, making decisions aimed at continuous improvement of the DP		+		
6	6.	The management of the DP should involve representatives of stakeholder groups, including employers, students, and academic staff in the formation of a development plan for the DP		+		
7	7.	The management of the DP must demonstrate the individuality and uniqueness of the DP development plan, its consistency with national priorities and the development strategy of the organization of higher and (or) Postgraduate education		+		
8	8.	The organization of higher and (or) Postgraduate education must demonstrate a clear definition of those responsible for business processes within the DP, an unambiguous distribution of job responsibilities of staff, and delimitation of the functions of collegial bodies		+		
9	9.	The management of the degree program must provide Evidence-based part of the transparency of the degree program management system		+		
10	10.	The management of the DP must 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.	The management of the educational institution must manage risks, including within the framework of the educational institution undergoing primary accreditation, and demonstrate a system of measures aimed at reducing the degree of risk			+	
12	12.	The management of the degree program must ensure the participation of representatives of employers, academic staff, students, and other interested parties in the collegial bodies governing the degree program, as well as their representativeness when making decisions on issues of managing the degree program			+	
13	13.	The DP must demonstrate innovation management within the DP, including the analysis and implementation of innovative proposals		+		
14	14.	The management of the DP must demonstrate Evidence-based part of readiness for Openness and accessibility for students, academic staff, employers, and other interested parties		+		
15	15.	DP management must undergo training in educational management programs			+	
<b>Total according to standard</b>			<b>0</b>	<b>12</b>	<b>3</b>	<b>0</b>

<b>Information Management and Reporting Standard</b>						
16	1.	The organization must demonstrate that it has a system for collecting, analyzing, and managing information based on the ACUE of modern information and communication technologies and software, and that it uses a variety of methods to collect and analyze information in the context of the organization.		+		
17	2.	The management of the DP must demonstrate the existence of a mechanism for the systematic ACUE of processed, adequate information to improve the internal quality assurance system		+		
18	3.	DP management must demonstrate fact-based decision making		+		
19	4.	The DP should provide for a system of regular reporting, reflecting all levels of the structure, including assessment of the effectiveness and efficiency of the activities of departments and departments, scientific research		+		
20	5.	The PA must establish the frequency, forms, and methods of assessing the management of the DP, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects		+		
21	6.	The PA must demonstrate the determination of the procedure and ensuring the protection of information, including the identification of responsible persons 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.	The management of the DP must demonstrate the existence of a communication mechanism with students, employees, and other interested parties, as well as mechanisms for resolving conflicts		+		
24	9.	The educational organization must demonstrate the presence of mechanisms for measuring the degree of satisfaction of the needs of academic staff, staff, and students within the degree program		+		
25	10.	The PA must provide for an assessment of the effectiveness and efficiency of activities, including in the context of DP		+		
		<i>Information intended for collection and analysis within the framework of the DP should consider:</i>				
26	11.	Key performance indicators		+		
27	12.	dynamics of the student Population in terms of forms and types		+		
28	13.	grade level, student achievement and expulsion		+		
29	14.	student satisfaction with the implementation of the DP and the quality of education at the university		+		
30	15.	Availability of educational resources and support systems for students		+		
31	16.	The public organization must confirm the implementation of procedures for processing personal data of students, employees and academic staff based on their documented consent		+		
<b>Total according to standard</b>			<b>0</b>	<b>16</b>	<b>0</b>	<b>0</b>
<b>Standard "Development and approval of a degree program"</b>						
32	1.	The PA must define and document procedures for developing DP and their approval at the institutional level		+		
33	2.	The management of the DP must ensure that the content of the DP corresponds to the established goals, including the intended learning outcomes		+		
34	3.	The management of the DP must demonstrate the existence of mechanisms for revising the content and structure of the DP, considering changes in the labor market, the requirements of employers and the social demands of society		+		
35	4.	The management of the DP must ensure the availability of developed models of the DP graduate that describe the learning outcomes and personal qualities		+		

36	5.	The management of the DP must demonstrate the conduct of external examinations of the content of the DP and the planned results of its implementation		+		
37	6.	The qualification awarded upon completion of the DP must be clearly defined and correspond to a certain level of the NQF and QF-EHEA		+		
38	7.	DP management must determine the influence of disciplines and professional practices information of learning outcomes		+		
39	8.	An important factor is the possibility of preparing students for professional certification. Certificates Huawei, Cisco	+			
40	9.	The management of the DP must provide Evidence-based part of the participation of students, academic staff, and other interested parties in the development of the DP and ensuring its quality			+	
41	10.	The management of the DP must ensure that the content of academic disciplines and planned results correspond to the level of study (bachelor's, master's, doctoral)		+		
42	11.	The structure of the DP 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 learning outcomes of the DP implemented by organizations of higher and (or) Postgraduate education in the EHEA		+		
<b>Total according to standard</b>			<b>1</b>	<b>10</b>	<b>1</b>	<b>0</b>
<b>Standard “Continuous monitoring and periodic evaluation of degree programs”</b>						
44	1.	The educational institution must determine mechanisms for monitoring and periodically evaluating the degree program to ensure the achievement of the goal and meet the needs of students and society and show the focus of the mechanisms on the continuous improvement of the degree program.		+		
		<i>Monitoring and periodic evaluation of the DP should include:</i>				
45	2.	the content of the program 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 graduation of students		+		
48	5.	effectiveness of student assessment procedures		+		
49	6.	expectations, needs and satisfaction of students with DP training		+		
50	7.	educational environment and support services, and their compliance with the goals of the DP		+		
51	8.	The management of the DP must demonstrate a systematic approach to monitoring and periodically assessing the quality of the DP		+		
52	9.	DP, DP management must 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.			+	
<b>Total according to standard</b>			<b>0</b>	<b>9</b>	<b>1</b>	<b>0</b>
<b>Standard “Student-centered learning, teaching and assessment”</b>						
54	11.	The management of the degree program must ensure respect and attention to different groups of students and their needs, provide them with flexible learning paths		+		
55	12.	The management of the degree program should provide for the ACUE of various forms and methods of teaching and learning		+		
56	13.	An important factor is the presence of your own research in the field of teaching methods of DP academic disciplines			+	
57	14.	The management of the degree program must demonstrate the presence of feedback mechanisms on the ACUE of various teaching methods and evaluation of learning outcomes		+		

58	15.	The management of the degree program must demonstrate the presence of mechanisms to support student autonomy with simultaneous guidance and assistance from the teacher		+		
59	16.	The management of the degree program must demonstrate the existence of a procedure for responding to student complaints		+		
60	17.	The educational institution must ensure consistency, transparency, and objectivity of the mechanism for assessing learning outcomes for each degree program, including appeal		+		
61	18.	The educational organization must ensure that the procedures for assessing the learning outcomes of DP students comply with the planned results and goals of the program, publishing criteria and assessment methods in advance		+		
62	19.	The educational institution must define mechanisms to ensure that each graduate of the degree program achieves learning outcomes and ensure the completeness of their formation		+		
63	20.	Evaluators must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area			+	
<b>Total according to standard</b>			<b>0</b>	<b>8</b>	<b>2</b>	<b>0</b>
<b>Standard "Students"</b>						
64	1.	The educational organization must demonstrate the existence of a Policy for the formation of a contingent of students in the context of the degree program, ensure transparency and publication of its procedures regulating the life cycle of students (from admission to completion)			+	
		<i>The management of the DP must determine the procedure for forming the student Population based on:</i>				
65	2.	minimum requirements for applicants		+		
66	3.	maximum group size when conducting seminars, practical, laboratory and studio classes		+		
67	4.	forecasting the number of government grants			+	
68	5.	analysis of available material, technical, information resources, human resources		+		
69	6.	analysis of Potential social conditions for students, incl. provision of places in a hostel		+		
70	7.	The management of the degree program must demonstrate readiness to conduct special adaptation and support programs for newly admitted and foreign students		+		
71	8.	The public organization must 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 results of additional, formal, and informal training		+		
72	9.	The PA 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 to ensure comparable recognition of qualifications		+		
73	10.	The educational institution must provide the opportunity for external and internal mobility of students of degree programs, as well as readiness to assist them in obtaining external grants for training			+	
74	11.	The management of the degree program must demonstrate its readiness to provide students with places of practice, promote the employment of graduates, and maintain contact with them		+		
75	12.	The educational institution must provide for the possibility of providing graduates of the degree program with documents confirming the qualifications obtained, including the achieved learning outcomes, as well as the context, content and status of the education received and Evidence-based part of its completion		+		
<b>Total according to standard</b>			<b>0</b>	<b>9</b>	<b>3</b>	<b>0</b>
<b>Standard "Faculty and academic staff"</b>						

76	10.	The PA must 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 all staff		+		
77	11.	The DP must demonstrate compliance of the staff Potential of the academic staff with the specifics of the DP		+		
78	12.	The management of the DP must demonstrate awareness of responsibility for its employees and provide them with favorable working conditions		+		
79	13.	The management of the degree program must demonstrate a change in the role of the teacher in connection with the transition to student-centered learning		+		
80	14.	The PA must determine the contribution of the academic staff of the DP to the implementation of the development strategy of the PA and other strategic documents		+		
81	15.	The educational institution should provide opportunities for career growth and professional development of academic staff of the DP		+		
82	16.	The management of the DP must demonstrate its readiness to involve practitioners in relevant sectors of the economy in teaching.		+		
83	17.	The educational organization must demonstrate the motivation for the professional and personal development of teachers of the degree program, including encouragement for the integration of scientific activities and education, the ACUe of innovative teaching methods		+		
84	18.	An important factor is readiness to develop academic mobility within the DP and attract the best foreign and domestic teachers			+	
<b>Total according to standard</b>			<b>0</b>	<b>8</b>	<b>1</b>	<b>0</b>
<b>Standard "Educational Resources and Student Support Systems"</b>						
85	1.	The educational institution must guarantee enough educational resources and student support services to ensure the achievement of the educational objectives		+		
86	2.	The educational institution must demonstrate the sufficiency of material and technical resources and infrastructure, considering the needs of various groups of students in the context of degree programs (adults, working people, foreign students, as well as students with disabilities)		+		
87	3.	The management of the degree program must demonstrate the availability of procedures to support various groups of students, including information and consultation		+		
		<i>The management of the DP must 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 the educational organization			+	
93	9.	The DP demonstrates planning for providing DP with educational equipment and software like those Used in the relevant sectors of the economy		+		
<b>Total according to standard</b>			<b>0</b>	<b>7</b>	<b>2</b>	<b>0</b>
<b>Public Information Standard</b>						
		<i>The public organization must 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 degree program being implemented		+		

95	2.	qualifications and (or) qualifications that will be awarded upon completion of the degree program		+		
96	3.	approaches to teaching, learning, as well as the system (procedures, methods, and forms) of assessment		+		
97	4.	information about passing scores and educational Opportunities provided to students		+		
98	5.	information about employment Opportunities for graduates		+		
99	6.	The management of the DP should provide for a variety of ways to disseminate information, including the media, information networks to inform the 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.	The educational organization must demonstrate the reflection on the web resource of information characterizing it in general and in the context of degree programs		+		
102	9.	An important factor is the availability of adequate and objective information about the academic staff of the DP			+	
103	10.	An important factor is informing the public about Cooperation and interaction with partners within the framework of the DP		+		
<b>Total according to standard</b>			<b>0</b>	<b>7</b>	<b>3</b>	<b>0</b>
<b>TOTAL</b>			<b>1</b>	<b>86</b>	<b>16</b>	<b>0</b>



### Appendix 3. PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION



**AGREED**

Rector of the NPJSC Almaty University of Energy and Communications named after Gumarbek Daukeyev

\_\_\_\_\_ Syzdykov M.K.  
"\_\_\_" \_\_\_\_\_ 2024



**I APPROVED**

General Director of the NU "Independent Agency for Accreditation and Rating"

\_\_\_\_\_ Zhumagulova A.B.  
"\_\_\_" \_\_\_\_\_ 2024



**PROGRAM**  
**VISIT OF AN EXTERNAL EXPERT COMMISSION**  
**INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)**  
**AT NPJSC "ALMATY UNIVERSITY OF ENERGY AND COMMUNICATIONS"**

**STAGE 1 INSTITUTIONAL ACCREDITATION**

**Date of visit: March 11-13, 2024**

<b>Date and time</b>	<b>EEC work with target groups</b>	<b>Position and Surname, First Name, Patronymic of target group participants</b>	<b>Contact form</b>
<i>9 March 2024</i>			
<b>15.00–16.00</b> <i>According to Astana time</i>	Preliminary meeting of the EEC	<i>IAAR External Experts</i>	Join a Zoom meeting. <a href="https://ACU02web.zoom.us/j/6813032588">https://ACU02web.zoom.us/j/6813032588</a>  Conference ID: 681 303 2588
<i>10 March 2024</i>			
<i>On schedule during the day</i>	Arrival of members of the External Expert Commission		
<i>20.00</i>	Dinner	<i>IAAR External Experts</i>	

<i>The 1<sup>st</sup> Day: 11<sup>th</sup> of March, 2024</i>			
<b>08.10-09.00</b>	Transfer from the hotel to the University	<i>University coordinator - Azhar Erlanovna Mankhanova (Director of the Department of Academic Affairs) 87772983128</i>	
<b>09.00-09.15</b>	Distribution of responsibilities of experts, solution of organizational issues	<i>IAAR External Experts</i>	Join a Zoom meeting. <a href="https://ACU02web.zoom.AC/j/6813032588">https://ACU02web.zoom.AC/j/6813032588</a>  Conference ID: 681 303 2588
<b>09.15-09.45</b>	Interview with the rector	<b>Rector-</b> Syzdykov Murat Kanatovich	Auditorium No. 213 A building  Join a Zoom meeting. <a href="https://ACU02web.zoom.AC/j/6813032588">https://ACU02web.zoom.AC/j/6813032588</a>  Conference ID: 681 303 2588
<b>09.45-10.00</b>	Technical break		
<b>10.00-10.40</b>	Interview with vice-rector	Vice-Rector for Academic Affairs – Aigul Saparbekovna Sarenova, Vice-Rector for social and educational work - Kadylbekov Ermek Kamalbekuly, Head of the Rector’s Office – Yesimzhanov Zhanat Kuanyshevich	Auditorium No. 213 A building Join a Zoom meeting. <a href="https://ACU02web.zoom.AC/j/6813032588">https://ACU02web.zoom.AC/j/6813032588</a>  Conference ID: 681 303 2588
<b>10.40-10.50</b>	Technical break		
<b>10.50-11.30</b>	Interview with heads of structural divisions of the public organization	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 StDPanovna Netesova, The executive secretary of the admissions committee is Almuratova	Auditorium No. 213 A building Join a Zoom meeting. <a href="https://ACU02web.zoom.AC/j/6813032588">https://ACU02web.zoom.AC/j/6813032588</a>  Conference ID: 681 303 2588

		Kamshat Bimuratovna.	
<b>11.30-11.45</b>	Exchange of views among members of the external Expert commission		Auditorium No. 210 A building Join a Zoom meeting. <a href="https://ACU02web.zoom.us/j/6813032588">https://ACU02web.zoom.us/j/6813032588</a>  Conference ID: 681 303 2588
<b>11.45-12.30</b>	Interview with Department heads and PLO leaders	<p>MANAGERS:  Department of IT Engineering - Tukenova Laila Muratbekovna,  Department of Electric Power Engineering - Ernar Tanibergenovich Amitov,  Department of Renewable and Alternative Energy Sources - Shynybai Zhandos Sapargalievich,  Department of Ecology and Management in Engineering - Abikenova Asel Amangeldievna,  Department of Space Engineering - Tolendiuly Sanat,  Department of Electronic Engineering - Sandugash Kudaibergenovna Orazalieva,  DP DEVELOPERS:  DP Entrepreneurship in Engineering - head Nurmuratova Laura Syreuovna,  DP Life safety and environmental protection - Elena Mikhailovna Tyshchenko,  Farida Rustembekovna Zhandauletova  Electric Power industry - Mikhail Vladimirovich Bashkirov,  Electric Power systems - Umbetkulov Ertugan Kozhagulovich,  Electrical Power systems - Uteshkalieva Lyazzat Shynbolatovna,  Computer technology and software; - Utegenova A.U.,  Renewable energy technologies - Soltanaev A.,  Automated electromechanical systems - Almuratova N.K.,  Modern innovative technologies of renewable energy - Tergemes K.T.  Instrumentation - YusuDPva S.A.</p>	Auditorium No. 213 A building
<b>12.30-13.00</b>	Work of the EEC	<i>IAAR External Experts</i>	Auditorium No. 213 A building  Join a Zoom meeting. <a href="https://ACU02web.zoom.us/j/6813032588">https://ACU02web.zoom.us/j/6813032588</a>

			Conference ID: 681 303 2588
<b>13.00-14.00</b>	<i>Dinner</i>		
<b>14.00-14.15</b>	Exchange of views among members of the external Expert commission		Auditorium No. 213 A building Join a Zoom meeting. <a href="https://ACU02web.zoom.us/j/6813032588">https://ACU02web.zoom.us/j/6813032588</a>  Conference ID: 681 303 2588
<b>14.15-15.00</b>	Interview with TS ODP	<i>Appendix 1</i>	Auditorium No. 213 A building Join a Zoom meeting. <a href="https://ACU02web.zoom.us/j/6813032588">https://ACU02web.zoom.us/j/6813032588</a>  Conference ID: 681 303 2588
<b>15.00-15.15</b>	Technical break		
<b>15.00-16.00</b>	Survey of academic staff (in parallel)	<i>Appendix 1</i>	The link is sent to the teacher's e-mail personally
<b>15.15-16.00</b>	Interview with ODP students	<i>Appendix 2</i>	Auditorium No. 213 building A Join a Zoom meeting. <a href="https://ACU02web.zoom.us/j/6813032588">https://ACU02web.zoom.us/j/6813032588</a>  Conference ID: 681 303 2588
<b>16.00-17.00</b>	Questioning of students (in parallel)	<i>Appendix 2</i>	The link is sent to the student's e-mail personally
<b>16.15-18.00</b>	Visual inspection of the facility and material, technical and educational laboratory base	<i>Route sheet Appendix 3</i>	
<b>18.00-19.00</b>	Work of the EEC discussion of the results of the first day	<i>IAAR External Experts</i>	Auditorium No. 210 building A Join a Zoom meeting. <a href="https://ACU02web.zoom.us/j/6813032588">https://ACU02web.zoom.us/j/6813032588</a>  Conference ID: 681 303 2588
<b>19.00-20.00</b>	Dinner		
<b>Day 2:12March 2024</b>			

<b>08.10-09.00</b>	Transfer from the hotel to the University		
<b>09.00-09.15</b>	Work of the EEC		Auditorium No. 210 building A Join a Zoom meeting. <a href="https://ACU02web.zoom.us/j/6813032588">https://ACU02web.zoom.us/j/6813032588</a>  Conference ID: 681 303 2588
<b>09.15-10.50</b>	Attendance at scheduled classes (Appendix: links to classes)	<i>IAAR External Experts Appendix 4</i>	
<b>10.50-11.30</b>	Meeting with stakeholders (representatives of practice bases and employers)	<i>Appendix 5</i>	Auditorium No. 213 building A Join a Zoom meeting. <a href="https://ACU02web.zoom.us/j/6813032588">https://ACU02web.zoom.us/j/6813032588</a>  Conference ID: 681 303 2588
<b>11.30-11.40</b>	Technical break		
<b>11.40-13.00</b>	Working with documents (documents must be uploaded to the cloud in advance)		Auditorium No. 210 building A
<b>13.00-14.00</b>	<b>Dinner</b>		
<b>14.00-14.15</b>	Technical break		
<b>14.15-15.00</b>	Interview with PLO graduates	<i>Appendix 6</i>	Auditorium No. 213 building A Join a Zoom meeting. <a href="https://ACU02web.zoom.us/j/6813032588">https://ACU02web.zoom.us/j/6813032588</a> Conference ID: 681 303 2588
<b>15.00-17.00</b>	Selective visits to DP practice bases	<i>Appendix 7</i>	
<b>17.00-17.15</b>	Technical break		
<b>17.00-18.00</b>	Work of the EEC,		Auditorium No. 210 building A Join a Zoom meeting.

	discussion of the results of the second day and profile parameters (recording is being carried out)		<a href="https://ACU02web.zoom.ACU/j/6813032588">https://ACU02web.zoom.ACU/j/6813032588</a> Conference ID: 681 303 2588
<b>18.30-19.30</b>	Dinner		
<b><i>Day 3: 13 March 2024</i></b>			
<b>08.10-09.00</b>	Transfer from the hotel to the University		
<b>09.00-10.00</b>	Work of the EEC development and discussion of recommendations (recorded)	<i>IAAR E External Experts</i>	Auditorium No. 210 building A Join a Zoom meeting. <a href="https://ACU02web.zoom.ACU/j/6813032588">https://ACU02web.zoom.ACU/j/6813032588</a> Conference ID: 681 303 2588
<b>10.00-10.20</b>	Technical break		
<b>10.20-12.30</b>	Work of the EEC discussion, decision-making by voting (recorded)	<i>IAAR External Experts</i>	Auditorium No. 210 building A Join a Zoom meeting. <a href="https://ACU02web.zoom.ACU/j/6813032588">https://ACU02web.zoom.ACU/j/6813032588</a> Conference ID: 681 303 2588
<b>12.30-13.00</b>	Final meeting of the EEC with the university management		Auditorium No. 213 building A Join a Zoom meeting. <a href="https://ACU02web.zoom.ACU/j/6813032588">https://ACU02web.zoom.ACU/j/6813032588</a> Conference ID: 681 303 2588
<b>13.00-14.00</b>	Dinner		
<b>14.00-15.00</b>	Work of the EEC, Discussion of the results of quality assessment	<i>IAAR External Experts</i>	Auditorium No. 210 building A Join a Zoom meeting. <a href="https://ACU02web.zoom.ACU/j/6813032588">https://ACU02web.zoom.ACU/j/6813032588</a> Conference ID: 681 303 2588
<b>15.00-15.15</b>	Technical break		
<b>15.15-18.00</b>	Work of the EEC, Discussion of the results of quality assessment	<i>IAAR External Experts</i>	Auditorium No. 213 building A Join a Zoom meeting. <a href="https://ACU02web.zoom.ACU/j/6813032588">https://ACU02web.zoom.ACU/j/6813032588</a>

			Conference ID: 681 303 2588
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## Appendix 4. RESULTS OF A SURVEY OF TEACHERS

### Faculty Questionnaire

#### 1. Total number of questionnaires: 60

#### 2. 3. Position

Professor	7 people	11.7%
Assistant professor	13 people	21.7%
Aga Okytushy (Senior Lecturer)	29 people	48.3%
Okytushy (Teacher)	9 people	15%
Head Department	1 person	1.7%
And about professors	1 person	1.7%
And about associate professor	0 people	0%

#### 4. Academic degree, academic title

KR enbek sinirgen kairatkeri (Honored Worker of the Republic of Kazakhstan)	0 people	0%
Gylym doctors (Doctor of Science)	4 people	6.7%
Gylym candidates (PhD)	12 people	20%
master	36 people	60%
PhD	8 people	13.3%
Professor	5 people	8.3%
Assistant professor	3 people	5%
No (Zhok)	1 person	1.7%

#### 5. Work experience

Less than 1 year	2 people	3.3%
1 year – 5 years	16 people	26.7%
Over 5 years	42 people	70%

No.	Questions	Very good	Fine	Relatively bad	Badly	Very bad	Didn't answer
6	To what extent does the content of the degree program meet your scientific and professional interests and needs?	34 people (56.7%)	26 people (43.3%)	0 people (0%)	0 people (0%)	0 people (0%)	-
7	How do you assess the Opportunities provided by the University for the professional development of academic staff?	22 people (36.7%)	34 people (56.7%)	4 people (6.7%)	0 people (0%)	0 people (0%)	-
8	How do you assess the Opportunities provided by the University for career growth of academic staff?	17 people (28.3%)	41 people (68.3%)	2 people (3.3%)	0 people (0%)	0 people (0%)	-
9	How do you assess the degree of academic freedom of the academic staff?	17 people (28.3%)	43 people (71.7%)	0 people (0%)	0 people (0%)	0 people (0%)	-
	To what extent can teachers ACUe their own						
10	• Strategies	25 people (41.7%)	33 people (55%)	1 person (1.7%)	1 person (1.7%)	0 people (0%)	-
11	• Methods	26 people (43.3%)	32 people (53.3%)	2 people (3.3%)	0 people (0%)	0 people (0%)	-
12	• Innovation in the learning	21 people	37 people	2 people	0	0	-

	process	(35%)	(61.7%)	(3.3%)	people (0%)	people (0%)	
13	How do you evaluate the work on organizing medical care and preventing diseases at the university?	12 people (20%)	41 people (68.3%)	6 people (10%)	1 person (1.7%)	0 people (0%)	-
14	How much attention is paid by the management of the educational institution to the content of the degree program?	22 people (36.7%)	38 people (63.3%)	0 people (0%)	0 people (0%)	0 people (0%)	-
15	How do you assess the sufficiency and accessibility of the necessary scientific and educational literature in the library?	17 people (28.3%)	41 people (68.3%)	2 people (3.3%)	0 people (0%)	0 people (0%)	-
16	Assess the level of conditions created that consider the needs of different groups of students?	11 people (18.3%)	43 people (71.7%)	6 people (10%)	0 people (0%)	0 people (0%)	-
	Evaluate the accessibility of the manual						
17	• For students	17 people (28.3%)	43 people (71.7%)	0 people (0%)	0 people (0%)	0 people (0%)	-
18	• For teachers	15 people (25%)	43 people (71.7%)	2 people (3.3%)	0 people (0%)	0 people (0%)	-
19	Assess the involvement of academic staff in the process of making management and strategic decisions	9 people (15%)	43 people (71.7%)	7 people (11.7%)	1 person (1.7%)	0 people (0%)	-
20	How are innovative activities of academic staff encouraged?	17 people (28.3%)	39 people (65%)	4 people (6.7%)	0 people (0%)	0 people (0%)	-
21	Assess the level of feedback from academic staff to management	17 people (28.3%)	40 people (66.7%)	2 people (3.3%)	1 person (1.7%)	0 people (0%)	-
22	What is the level of stimulation and involvement of young specialists in the educational process?	22 people (36.7%)	33 people (55%)	5 people (8.3%)	0 people (0%)	0 people (0%)	-
23	Evaluate the created Opportunities for professional and personal growth for each teacher and staff member	20 people (33.3%)	37 people (61.7%)	3 people (5%)	0 people (0%)	0 people (0%)	-
24	Assess the adequacy of recognition of teachers' Potential and abilities	14 people (23.3%)	44 people (73.3%)	2 people (3.3%)	0 people (0%)	0 people (0%)	-
	How is the work delivered?						
25	• By academic mobility	14 people (23.3%)	42 people (70%)	3 people (5%)	1 person (1.7%)	0 people (0%)	-
26	• To improve the qualifications of academic staff	20 people (33.3%)	36 people (60%)	3 people (5%)	1 person (1.7%)	0 people (0%)	-
	Rate the support of the university and its leadership						
27	• Faculty research endeavors	18 people (thirty %)	38 people (63.3%)	3 people (5%)	1 person (1.7%)	0 people (0%)	-
28	• Development of new degree programs/academic disciplines/methods	23 people (38.3%)	37 people (61.7%)	0 people (0%)	0 people (0%)	0 people (0%)	-
	Assess the level of ability of academic staff to combine teaching						
29	• With scientific research	17 people (28.3%)	30 people (50%)	11 people (18.3%)	2 people (3.3%)	0 people (0%)	-
30	• With practical activities	13 people	37 people	8 people	2	0	-

		(21.7%)	(61.7%)	(13.3%)	people (3.3%)	people (0%)	
31	Assess how well the students' knowledge acquired at this university corresponds to the realities of the requirements of the modern labor market	21 people (35%)	37 people (61.7%)	2 people (3.3%)	0 people (0%)	0 people (0%)	-
32	How do the management and administration of the university perceive criticism addressed to them?	11 people (18.3%)	41 people (68.3%)	6 people (10%)	1 person (1.7%)	1 person (1.7%)	-
33	Assess how well your workload meets your expectations and capabilities	17 people (28.3%)	37 people (61.7%)	5 people (8.3%)	1 person (1.7%)	0 people (0%)	-
34	Assess the focus of degree programs/curricula on developing students' skills and abilities to analyze the situation and make forecasts	19 people (31.7%)	39 people (65%)	2 people (3.3%)	0 people (0%)	0 people (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	19 people (31.7%)	40 people (66.7%)	1 person (1.7%)	0 people (0%)	people (0%)	-

### 36. Why do you work at this university?

- ✓ *I am attracted by the values and objectives of this university, focused on the development of an innovative educational environment for all participants in the educational process. I am confident that my contribution to educational activities will help students successfully achieve their educational and career goals at AUPET.*
- ✓ *Good laboratory base for physics and engineering*
- ✓ *I am a graduate of this university.*
- ✓ *Level high.*
- ✓ *AUPET has a reputation as one of the best universities in the country.*
- ✓ *Team, one of the leading technical universities*
- ✓ *Only here there is a direction for renewable energy sources.*
- ✓ *I am a graduate of Energo, and in the future I want to invest in my Energo*
- ✓ *I am a graduate of AUPET.*
- ✓ *Opportunity for professional growth*
- ✓ *Graduated from this university.*
- ✓ *No correction*
- ✓ *Good team, fair working conditions*
- ✓ *Because AUPET is one of the leading universities in the country*
- ✓ *In the technical direction of the university*
- ✓ *AUPET is the leading university of the Republic of Kazakhstan. There is an Opportunity to realize your professional and personal aspirations.*
- ✓ *This is one of the best universities, I love working here.*
- ✓ *I think I can contribute to the educational process by helping students develop and achieve their goals.*
- ✓ *Technical information on how to take care of your food.*
- ✓ *Like sharing knowledge in the field of energy*
- ✓ *AUPET is one of the strongest technical universities in Kazakhstan.*
- ✓ *Good university*
- ✓ *I like working here*
- ✓ *Because my work is appreciated here.*
- ✓ *I am proud to work at AUPET named after Gumarbek Daukeyev*
- ✓ *Stability*

- ✓ *I like the composition of the academic staff.*
- ✓ *Here they value the work of the academic staff, the clear organization and control of the educational process.*
- ✓ *As a graduate and as an employee of the university, I can say that AUPET is one of the best technical universities in Kazakhstan.*
- ✓ *Matches my educations and qualifications.*
- ✓ *Technical university*
- ✓ *An excellent university, according to reviews from my colleagues from other universities, friends, relatives, and graduates, has an engineering direction that matches my education.*
- ✓ *This is my home university.*
- ✓ *Comfortable conditions have been created for me to realize my Potential.*
- ✓ *Favorable working conditions*
- ✓ *Because here I can apply my knowledge and skills in teaching students, and I also can contribute to the educational process.*
- ✓ *The only university specialized in energy.*
- ✓ *I started my studies here with a bachelor's degree, and I liked the academic staff very much, and when I was invited to work with them, I gladly agreed.*

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

These are alive (very often)	4 people	6.7%
Live (often)	20 people	33.3%
Kade (sometimes)	34 people	56.7%
Ote sirek (very rare)	1 person	1.7%
Muldem bolmaiday (never)	1 person	1.7%

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

These are alive (very often)	5 people	8.3%
Live (often)	16 people	26.7%
Kade (sometimes)	32 people	53.3%
Ote sirek (very rare)	6 people	10%
Muldem bolmaiday (never)	1 person	1.7%

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

	Often	Sometimes	Never	No answer
Lack of classrooms	6 people (10%)	30 people (50%)	24 people (40%)	-
Imbalance of teaching load by semester	6 people (10%)	29 people (48.3%)	25 people (41.7%)	-
Inaccessibility of necessary literature in the library	0 people (0%)	32 people (53.3%)	28 people (46.7%)	-
Overcrowding of study groups (too many students in a group)	10 people (16.7%)	23 people (38.3%)	27 people (45%)	-
Inconvenient schedule	5 people (8.3%)	24 people (40%)	31 people (51.7%)	-
Inadequate classroom conditions	9 people (15%)	31 people (51.7%)	20 people (33.3%)	-
Lack of Internet access/weak Internet	13 people (21.7%)	33 people (55%)	14 people (23.3%)	-
Lack of interest among students in learning	3 people (5%)	34 people (56.7%)	23 people (38.3%)	-
Late receipt of information about events	0 people (0%)	23 people (38.3%)	37 people (61.7%)	-
Lack of technical equipment in classrooms	9 people (15%)	36 people (60%)	15 people (25%)	-

Other problems	<ul style="list-style-type: none"> <li>✓ -</li> <li>✓ No</li> <li>✓ <i>There is no time left to publish the article.</i></li> <li>✓ <i>The lecture halls are not equipped with enough projectors.</i></li> <li>✓ <i>I don't notice any obvious problems.</i></li> <li>✓ <i>INTERNET BOLMAUY. b218 ELECTRICITY TARTYLMANAN</i></li> <li>✓ None</li> <li>✓ <i>Insufficient number of sockets in the classroom. Lack of technical support for lecture halls</i></li> <li>✓ <i>1. It is necessary to consider co-authorship in articles in Scopus journals not only in the order of 1 priority (1 author, 2 co-author, 3 co-authors, etc.), since it is quite difficult to be 1 author, mostly 1-2 authors go to defense of dissertations, but consider the very participation of the teacher. Each such article with the name of our university "AUPET named after G. Daukeyev" is published in major publications abroad, and this is an image.</i></li> <li>✓ No problem</li> <li>✓ No problem</li> <li>✓ <i>Lack of projectors and monitors</i></li> <li>✓ No</li> <li>✓ <i>Not available, except as stated above.</i></li> <li>✓ <i>Internet quality</i></li> <li>✓ <i>Internet problems</i></li> <li>✓ <i>Only if the amount of legal money in wages is honest</i></li> </ul>
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40. There are many different sides and aspects in the life of a university that in one way or another affect every teacher and employee. Rate how satisfied you are:

Question	Completely satisfied	Partially satisfied	Not satisfied	I find it difficult to answer
The attitude of the university management towards you	37 people (61.7%)	21 people (35%)	0 people (0%)	2 people (3.3%)
Relationships with immediate management	45 people (75%)	12 people (20%)	0 people (0%)	3 people (5%)
Relations with colleagues at the Department	55 people (91.7%)	5 people (8.3%)	0 people (0%)	0 people (0%)
Participation in management decision making	39 people (65%)	14 people (23.3%)	3 people (5%)	4 people (6.7%)
Relations with students	55 people (91.7%)	5 people (8.3%)	0 people (0%)	0 people (0%)
Recognition of your successes and achievements by the administration	41 people (68.3%)	15 people (25%)	1 person (1.7%)	3 people (5%)
Support for your suggestions and comments	36 people (60%)	20 people (33.3%)	0 people (0%)	4 people (6.7%)
Activities of the university administration	39 people (65%)	3 people (26.7%)	2 people (3.3%)	3 people (5%)
Terms of payment	27 people (45%)	24 people (40%)	6 people (10%)	3 people (5%)
Working conditions, list and quality of services provided at the university	35 people (58.3%)	20 people (33.3%)	1 person (1.7%)	4 people (6.7%)
Labor protection and safety	44 people (73.3%)	14 people (23.3%)	1 person (1.7%)	1 person (1.7%)
Managing changes in the activities of the university	29 people (48.3%)	24 people (40%)	2 people (3.3%)	5 people (8.3%)
Providing a social package: rest,	22 people	21 people	7 people	10 people

sanatorium treatment, etc.	(36.7%)	(35%)	(11.7%)	(16.7%)
Organization and quality of food at the university	36 people (60%)	17 people (28.3%)	4 people (6.7%)	3 people (5%)
Organization and quality of medical care	30 people (50%)	21 people (35%)	3 people (5%)	6 people (10%)

## **Appendix 5. RESULTS OF THE STUDENT SURVEY**

### *Questionnaire for students*

**Total number of profiles: 13**

1. Zhynysynyz (Male/Female)

Er (male)	2 people	15.4%
Əyel (female)	11 people	84.6%

2. Please rate how satisfied you are:)

Questions	Completely satisfied	Partially satisfied	Partially unsatisfied	Not satisfied	I'm at a loss answer
1. Relations with the dean's office	11 people (84.6%)	1 person (7.7%)	1 person (7.7%)	0 people (0%)	0 people (0%)
2. Level of accessibility of the dean's office	11 people (84.6%)	2 people (15.4%)	0 people (0%)	0 people (0%)	0 people (0%)
3. The level of accessibility and responsiveness of the university management	10 people (76.9%)	3 people (23.1%)	0 people (0%)	0 people (0%)	0 people (0%)
4. Availability of academic advising to you	7 people (53.8%)	6 people (46.2%)	0 people (0%)	0 people (0%)	0 people (0%)
5. Support with educational materials during the learning process	8 people (61.5%)	4 people (30.8%)	1 person (7.7%)	0 people (0%)	0 people (0%)
6. Availability of counseling on personal problems	9 people (69.2%)	3 people (23.1%)	0 people (0%)	0 people (0%)	1 person (7.7%)
7. Relationship between student and teacher	9 people (69.2%)	4 people (30.8%)	0 people (0%)	0 people (0%)	0 people (0%)
8. Financial and administrative services of the educational institution	8 people (61.5%)	3 people (23.1%)	2 people (15.4%)	0 people (0%)	0 people (0%)
9. Availability of health services	8 people (61.5%)	3 people (23.1%)	0 people (0%)	0 people (0%)	2 people (15.4%)
10. Quality of medical care at the university	8 people (61.5%)	2 people (15.4%)	1 person (7.7%)	0 people (0%)	2 people (15.4%)
11. Level of accessibility of library resources	10 people (76.9%)	3 people (23.1%)	0 people (0%)	0 people (0%)	0 people (0%)
12. The quality of services provided in libraries and reading rooms	11 people (84.6%)	2 people (15.4%)	0 people (0%)	0 people (0%)	0 people (0%)
13. Satisfaction with existing educational resources of the university	9 people (69.2%)	3 people (23.1%)	1 person (7.7%)	0 people (0%)	0 people (0%)
14. Availability of computer classes	9 people (69.2%)	3 people (23.1%)	0 people (0%)	1 person (7.7%)	0 people (0%)
15. Availability and quality of Internet resources	8 people (61.5%)	5 people (38.5%)	0 people (0%)	0 people (0%)	0 people (0%)
16. The content and information content of the website of educational organizations in general and faculties (schools) in particular	11 people (84.6%)	1 person (7.7%)	1 person (7.7%)	0 people (0%)	0 people (0%)
17. Study rooms, auditorium for large groups	8 people (61.5%)	2 people (15.4%)	3 people (23.1%)	0 people (0%)	0 people (0%)

Questions	Completely satisfied	Partially satisfied	Partially unsatisfied	Not satisfied	I'm at a loss answer
18. Lounges for students (if available)	6 people (46.2%)	2 people (15.4%)	1 person (7.7%)	3 people (23.1%)	1 person (7.7%)
19. Clarity of procedure for taking disciplinary action	9 people (69.2%)	2 people (15.4%)	0 people (0%)	0 people (0%)	2 people (15.4%)
20. The quality of the degree program as a whole	9 people (69.2%)	4 people (30.8%)	0 people (0%)	0 people (0%)	0 people (0%)
21. The quality of degree programs in the DP	12 people (92.3%)	1 person (7.7%)	0 people (0%)	0 people (0%)	0 people (0%)
22. Teaching methods in general	11 people (84.6%)	2 people (15.4%)	0 people (0%)	0 people (0%)	0 people (0%)
23. Quick response to feedback from teachers regarding the educational process	9 people (69.2%)	4 people (30.8%)	0 people (0%)	0 people (0%)	0 people (0%)
24. Overall quality of teaching	10 people (76.9%)	3 people (23.1%)	0 people (0%)	0 people (0%)	0 people (0%)
25. Academic load/requirements for the student	9 people (69.2%)	3 people (23.1%)	1 person (7.7%)	0 people (0%)	0 people (0%)
26. Requirements of academic staff for students	11 people (84.6%)	2 people (15.4%)	0 people (0%)	0 people (0%)	0 people (0%)
27. Information support and explanation before entering the university of the rules of admission and the strategy of the degree program (specialty)	11 people (84.6%)	1 person (7.7%)	1 person (7.7%)	0 people (0%)	0 people (0%)
28. Informing the requirements to successfully complete a given degree program (specialty)	11 people (84.6%)	1 person (7.7%)	1 person (7.7%)	0 people (0%)	0 people (0%)
29. The quality of examination materials (tests and examination questions, etc.)	9 people (69.2%)	4 people (30.8%)	0 people (0%)	0 people (0%)	0 people (0%)
30. Objective assessment of knowledge, skills, and other educational achievements	11 people (84.6%)	2 people (15.4%)	0 people (0%)	0 people (0%)	0 people (0%)
31. Available computer classes	11 people (84.6%)	2 people (15.4%)	0 people (0%)	0 people (0%)	0 people (0%)
32. Available scientific laboratories	11 people (84.6%)	1 person (7.7%)	1 person (7.7%)	0 people (0%)	0 people (0%)
33. Objectivity and fairness of teachers	11 people (84.6%)	2 people (15.4%)	0 people (0%)	0 people (0%)	0 people (0%)
34. Informing students about courses, degree programs and academic degrees received	10 people (76.9%)	2 people (15.4%)	1 person (7.7%)	0 people (0%)	0 people (0%)
35. Providing students with hostel accommodation	9 people (69.2%)	2 people (15.4%)	0 people (0%)	0 people (0%)	2 people (15.4%)

4. Rate how much you agree:

Statement	Full agreement	Agree	Partially agree	I don't agree	Complete Disagreement	Didn't answer
1. The course program was clearly presented	10 people (76.9%)	1 person (7.7%)	1 person (7.7%)	1 person (7.7%)	0 people (0%)	-
2. Course content is well structured	8 people (61.5%)	3 people (23.1%)	2 people (15.4%)	0 people (0%)	0 people (0%)	-
3. Key terms are sufficiently explained	9 people (69.2%)	3 people (23.1%)	1 person (7.7%)	0 people (0%)	0 people (0%)	-
4. The material proposed by the teacher is relevant and reflects the latest achievements of science and practice	9 people (69.2%)	4 people (30.8%)	0 people (0%)	0 people (0%)	0 people (0%)	-
5. The teacher Uses effective teaching methods	8 people (61.5%)	4 people (30.8%)	1 person (7.7%)	0 people (0%)	0 people (0%)	-
6. The teacher knows the material being taught.	10 people (76.9%)	2 people (15.4%)	1 person (7.7%)	0 people (0%)	0 people (0%)	-
7. The teacher's presentation is clear	8 people (61.5%)	4 people (30.8%)	1 person (7.7%)	0 people (0%)	0 people (0%)	-
8. The teacher presents the material in an interesting way.	8 people (61.5%)	3 people (23.1%)	1 person (7.7%)	1 person (7.7%)	0 people (0%)	-
9. Objectivity in assessing knowledge, skills, and other educational achievements	8 people (61.5%)	3 people (23.1%)	1 person (7.7%)	1 person (7.7%)	0 people (0%)	-
10. Timely assessment of students' educational achievements	8 people (61.5%)	3 people (23.1%)	1 person (7.7%)	1 person (7.7%)	0 people (0%)	-
11. The teacher satisfies my requirements for personal development and professional formation	7 people (53.8%)	4 people (30.8%)	2 people (15.4%)	0 people (0%)	0 people (0%)	-
12. The teacher stimulates student activity	7 people (53.8%)	4 people (30.8%)	1 person (7.7%)	1 person (7.7%)	0 people (0%)	-
13. The teacher stimulates creative thinking of students	7 people (53.8%)	4 people (30.8%)	1 person (7.7%)	0 people (0%)	0 people (0%)	-
14. The appearance and manners of the teacher are adequate	11 people (84.6%)	1 person (7.7%)	1 person (7.7%)	0 people (0%)	0 people (0%)	-
15. The teacher shows a DPsitive attitude towards students	9 people (69.2%)	3 people (23.1%)	1 person (7.7%)	0 people (0%)	0 people (0%)	-
16. The system for assessing educational achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	8 people (61.5%)	3 people (23.1%)	2 people (15.4%)	0 people (0%)	0 people (0%)	-
17. The assessment criteria Used by the teacher are clear	9 people (69.2%)	3 people (23.1%)	1 person (7.7%)	0 people (0%)	0 people (0%)	-
18. The teacher objectively evaluates student achievements	9 people (69.2%)	3 people (23.1%)	1 person (7.7%)	0 people (0%)	0 people (0%)	-
19. The teacher speaks a professional language	8 people (61.5%)	4 people (30.8%)	1 person (7.7%)	0 people (0%)	0 people (0%)	-
20. The organization of education provides sufficient Opportunity for sports and other leisure activities	11 people (84.6%)	1 person (7.7%)	1 person (7.7%)	0 people (0%)	0 people (0%)	-
21. Facilities and equipment for students are safe, comfortable, and modern	9 people (69.2%)	3 people (23.1%)	1 person (7.7%)	0 people (0%)	0 people (0%)	-
22. The library is well equipped and has a good collection of books	9 people (69.2%)	2 people (15.4%)	1 person (7.7%)	1 person (7.7%)	0 people (0%)	-
23. Equal Opportunities are provided to all students	9 people (69.2%)	4 people (30.8%)	0 people (0%)	0 people (0%)	0 people (0%)	-

5. Other problems regarding the quality of teaching: 0 answers