REPORT

on the results of the external expert commission's assessment of
compliance with the standards of specialized accreditation
for degree programs:
6B11201 - Life Safety and Environmental Protection
6B07107 - Entrepreneurship in Engineering
7M11201 - Life Safety and Environmental Protection

Non-profit JSC "Almaty University of Power Engineering and
Telecommunications
named after Gumarbek Daukeev"
during the period of March 11-13, 2024.

Addressed to
Accreditation
Council of IAAR

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during the period of March 11-13, 2024.**

"March 13th, 2024"

Almaty

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(I) LIST OF ABBREVIATIONS AND ACRONYMS

AIS – Automated Information System;
BD – Basic Disciplines;
LS&E – Life Safety and Environmental Protection;
UC - University Component;
EC – Elective component;
EALA – External Assessment of Learning Achievements;
AC – Attestation Commission;
SCES- State Compulsory Educational Standard;
DAA – Department of Academic Affairs;
AFE – Additional Forms of Education;
ECTS – European Credit Transfer and Accumulation System;
UNT – Unified National Testing;
ICT – Information and Communication Technologies;
ISP – Individual Study Plan;
IE&GT – Institute of Energy and Green Technologies;
EME – Ecology and Management in Engineering;
CIS – Computer and Information Security;
CTA – Comprehensive Testing of Applicants;
CTM – Credit Teaching Method;
CED – Catalog of Elective Disciplines;
MSP – Modular Study Plan;
Non-profit JSC AUPET – Non-Profit Joint-Stock Company Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeev;
R&D – Research and Development;
SRS – Student Research Work;
DP – Degree Program;
OC – Obligatory Component;
PD – Profile Disciplines;
PC – Personal Computer;
EC – Electronic Catalog;
AS – Academic Staff;
WSP – Working Study Plan;
MM – Mass Media;
ISS – Independent study of students;
ISWAS – Independent student work under the guidance of academic staff;
TSRL – Thematic Scientific Research Laboratories;
TSP – Typical Study Plan;
TDP – Typical Discipline Program;
EAS – Educational Auxiliary Staff;
EMC – Educational and Methodological Committee;
EMCD – Educational and Methodological Complex of Discipline;
EMCDP – Educational and Methodological Complex of Degree Program;
EMW – Educational and Methodological Work;
EMS – Educational and Methodological Section;
CAC – Center for Academic Consultation;
DIT – Department of Information Technology;
CC – Career Center.

(II)   INTRODUCTION

In accordance with Order No. 32-24-OD dated January 31, 2024, issued by the Director General of the Independent Agency for Accreditation and Rating, an external expert commission conducted an assessment of the compliance of educational programs 6B11201 - Life Safety and Environmental Protection, 6B07107 - Entrepreneurship in Engineering, 7M11201 - Life Safety and Environmental Protection at Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeev (Almaty city) with the standards of specialized accreditation of higher and postgraduate education programs of the Independent Agency for Accreditation and Rating (No. 68-18/1-OD dated May 25, 2018, first edition).

The report of the external expert commission (EEC) includes an evaluation of the submitted educational programs against the criteria of the IAAR standards, recommendations of the EEC for further improvement of the educational programs, and parameters of the educational programs' profiles.

Composition of the EEC:

Chair of the EEC IAAR – Anatolijs Popovs, PhD, Professor at the Institute of Solid State Physics, University of Latvia (Riga, Latvia);

Coordinator of the EEC IAAR – Gulfia Rivkatovna Nazyrova, Candidate of Economic Sciences, Project Manager for the Specialized and Institutional Accreditation of IAAR (Astana, Republic of Kazakhstan);

Foreign Expert of the IAAR – Maria Atanasova Fartunova, Associate Professor, PhD, St. Ivan Rilski University of Mining and Geology (Sofia, Bulgaria);

Foreign Expert of the IAAR – Andrei Valerievich Tamyarov, Candidate of Technical Sciences, Associate Professor at Ulyanovsk State Technical University (Ulyanovsk, Russian Federation), Expert of the 1st category;

National Expert of the IAAR – Vadim Pavlovich Markovsky, Candidate of Technical Sciences, Professor at Toraygyrov University (Pavlodar, Republic of Kazakhstan);

National Expert of the IAAR – Alexandra Olegovna Potapenko, PhD, Toraygyrov University (Pavlodar, Republic of Kazakhstan);

National Expert of the IAAR – Askar Bagdatovich Kasymov, PhD, Acting Associate Professor, Shakarim University (Semey, Republic of Kazakhstan);

National Expert of the IAAR – Laura Ilyasovna Baytlesova, Candidate of Chemical Sciences, Associate Professor, West Kazakhstan Innovative Technological University (Uralsk, Republic of Kazakhstan);

National Expert of the IAAR – Nazgul Bolatovna Kalieva, PhD, Associate Professor, al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan).

National Expert of the IAAR – Gulnar Bayanovna Turtkarayeva, Candidate of Pedagogical Sciences, Valikhanov Kokshetau University (Kokshetau, Republic of Kazakhstan), IAAR Expert of the 1st category;

National Expert of the IAAR – Zhazira Rakhatdinovna Isaeva, PhD, Senior Lecturer, S. Seifullin Kazakh Agrotechnical University (Astana, Republic of Kazakhstan);

Employer – Gulmira Zeynulovna Jagiparova, Head of the Commercial Department, KT Cloud lab (Almaty, Republic of Kazakhstan);

Employer – Azamat Serikovich Burumbayev, Chamber of Entrepreneurs "Atameken" of Aktobe Region (Aktobe, Republic of Kazakhstan);

IAAR Student – Adelina Adelevna Rakisheva, 2nd year doctoral student, D. Serikbayev East Kazakhstan Technical University (Ust-Kamenogorsk, Republic of Kazakhstan);

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

IAAR Student - Alisher Sabyrzhanuly Mukhamedzhan, 3rd year student, L.N. Gumilyov Eurasian National University (Astana, Republic of Kazakhstan);

IAAR Student – Raul Batbairuly Oserbatov, 4th year student, Serikbayev East Kazakhstan Technical University (Ust-Kamenogorsk, Republic of Kazakhstan);

IAAR Student – Gulnaz Zhaiyrbayeva, 1st year doctoral student, L.N. Gumilyov Eurasian National University (Astana, Republic of Kazakhstan); IAAR Student – Tolganay Sisenova, 2nd year master's student in Management, Turan University (Almaty, Republic of Kazakhstan).

(III)   PRESENTATION OF THE EDUCATIONAL ORGANIZATION

Non-Profit Joint-Stock Company "Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeev" (AUPET) maintains a stable reputation as a prestigious specialized technical university. According to the National Accreditation Center of the Ministry of Education and Science of the Republic of Kazakhstan, in the general rating of 2007, the university was ranked among the top 20 leading universities in Kazakhstan and secured the 3rd position among technical universities. In 2014, it was listed among the top five technical universities in Kazakhstan. Over the following years, AUPET consistently maintained high positions in its traditional educational programs in energy and telecommunications. According to employers, AUPET ranks among the top ten universities in Kazakhstan.

The university actively supports the idea of a unified educational space worldwide, and accordingly, its curricula and programs are harmonized with similar programs in Europe, America, and Russia.

The university's management system is structured vertically, with structural divisions based on areas of activity such as educational and methodological, research, and educational work. The selection of research directions at AUPET is determined by the demand for applied thematic research topics requested by external organizations as well as the current trends in scientific research pursued by university scholars. A scientific journal titled "Bulletin of AUPET" is published by the university.

Planning is carried out at various levels within the university, with mechanisms developed for monitoring activities across different areas. Internal normative and organizational-regulatory documents enable efficient management and delegation of authority.

The history of the Department of Ecology and Management in Engineering is closely intertwined with the development of Almaty University of Power Engineering and Telecommunications named after Gumarbek Daukeev.

Initially, the department was established in 1975 under the name "Labor Protection and Environmental Safety" at the Almaty University of Power Engineering and Telecommunications. Since November 1, 2014, the department has been named "Life Safety and Environmental Protection," and since January 2017, "Occupational Safety and Engineering Ecology," followed by "Engineering Ecology and Labor Protection." From August 1, 2023, with the inclusion of the Entrepreneurship in Engineering educational program and instructors in this field, the department was renamed to the Department of "Ecology and Management in Engineering."

Bachelor's degree training in the educational program "Life Safety and Environmental Protection" has been conducted at the department since 2010, and in the educational program "Entrepreneurship in Engineering" since 2019.

Currently, the Department of "Ecology and Management in Engineering" serves as the training base for specialists in labor protection, safety engineering, environmental protection, and entrepreneurship in engineering for various industrial sectors, as well as for structural units of the emergency situations departments and environmental departments of the Republic of Kazakhstan.

The EMI department has a good material and technical base, including modern equipment and laboratory setups. Specialized laboratories for conducting laboratory work are available at the department, such as Laboratory A117 "Industrial Sanitation and Occupational Hygiene," Laboratory A119 "Safety of Operation of Electrical Installations," and Thematic Scientific Research Laboratory A520 "Research on Issues of the Fuel and Energy Complex."

Brief Description of Accredited Degree Programs:

Degree Program 6B11201 - Life Safety and Environmental Protection.

The aim of the DP is to train professionals with competencies in life safety, occupational health, and environmental protection to ensure industrial and ecological safety in the Republic of Kazakhstan. Furthermore, it seeks to develop creative potential, initiative, and innovation to facilitate progression to the next stage of higher education (master's degree).

The DP is developed based on professional standards:

"Labor Protection" (Appendix No. 26 to the order of the Deputy Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" dated December 18, 2019, No. 255);

"Emergency Rescue Activities for Servicing Hazardous Industrial Facilities" (Appendix No. 14 to the order of the Deputy Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" dated December 30, 2019, No. 270).

The duration of study is 4 years for full-time education based on technical and vocational education, and 3 years for full-time education. The language of instruction is Kazakh and Russian. The NQF, OQF level: 6.

The training of bachelor's degree students in this degree program is carried out in accordance with the State License for Educational Activities No. KZ80LAA00018161 dated May 5, 2020. (https://aues.edu.kz/frontend/web/uploads/academ calendar/ru/1609232799_CWaReB.pdf).

DP 6B07107-Entrepreneurship in Engineering.
The aim of the DP is to prepare highly educated and competent entrepreneurial personnel in the fuel and energy complex, capable of becoming leaders in their chosen field of professional activity and competitive in the labor market. Graduates will possess fundamental, engineering, and economic knowledge, research skills, innovative methods and tools, as well as information technologies for effective resource management in companies and investment projects in modern conditions.

The degree program is developed based on the National Qualifications Framework and professional standards:

"Activities in the field of planning and analysis of firm resources" (Appendix No. 85 to the order of the Deputy Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" dated December 26, 2019, No. 263);

"Management of small (medium) firm" (Appendix No. 95 to the order of the Deputy Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" dated December 26, 2019, No. 263).

Duration of study: 4 years. Language of instruction: Kazakh, Russian. NQF level: 6. Bachelor's degree preparation in the given degree program is conducted in accordance with the State License for Educational Activities No. KZ80LAA00018161 dated May 05, 2020. (Link: https://aues.edu.kz/frontend/web/uploads/academ-calendar/en/1609232799_CWaReB.pdf).

DP 7M11201 - Life Safety and Environmental Protection.
The aim of this DP is to develop the personal qualities of master's students and to instill in them general cultural competencies (including scientific, social-personal, and instrumental skills) as well as professional competencies in the field of research, development, implementation, and maintenance of industrial and environmental safety systems.

This degree program is developed based on professional standards:

"Labor Protection" (Appendix No. 26 to the decree of the Deputy Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" dated December 18, 2019, No. 255);

"Emergency Rescue Activities for Servicing Hazardous Industrial Facilities" (Appendix No. 14 to the decree of the Deputy Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" dated December 30, 2019, No. 270).

The duration of study is 2 years (scientific and pedagogical master's degree program) and 1.5 years (specialized master's degree program), conducted in full-time mode. The language of

instruction is Kazakh and Russian. The level of the National Qualifications Framework (NQF) and Occupational Qualifications Framework (OQF) is 7.

The preparation of masters is carried out based on the State License for Educational Activities No. KZ80LAA00018161 dated May 5, 2020.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The university has undergone institutional and specialized accreditation by the Independent Agency for Accreditation and Rating (IAAR). The educational programs 6B11201 - Life Safety and Environmental Protection and 7M11201 - Life Safety and Environmental Protection are accredited by the agency for a period of 5 years (April 5, 2019 - April 4, 2024). https://aues.edu.kz/en/site/rating.

(V) DESCRIPTION OF THE E.E.C. VISIT

The work of the External Expert Commission (EEC) was carried out based on the approved Visit Program of the expert commission for the specialized accreditation of educational programs at the Almaty University of Energy and Telecommunications named after Gumarbek Daukeev during the period from March 11th to 13th, 2024.

With the aim of coordinating the work of the EEC, an inaugural meeting was held on March 9th, 2024, during which the responsibilities among the commission members were distributed, the visit schedule was clarified, and consensus was reached on the choice of evaluation methods.

To obtain objective information about the quality of the educational program and the entire university infrastructure, and to refine the content of the self-assessment report, meetings were held with the rector, vice-rectors responsible for various areas of activity, heads of structural units, institute directors, department heads, developers of educational programs, faculty members, students, employers, and alumni. In total, 84 representatives participated in the meetings (see Table 1).

Table 1 - Information on Staff and Students Participating in Meetings with the External Expert Commission (EEC) of the Independent Agency for Accreditation and Rating (IAAR):

Category of Participants	Amount
Rector	1
Vice-Rectors	2
Heads of Structural Units	9
Directors of Institutes	2
Heads of Departments, Curriculum Developers	17
Academic staff	26
Students	16
Employers	5
Graduates	6
Total	**84**

During the excursion, the members of the External Expert Commission familiarized themselves with the state of the material and technical base, as well as the specialized laboratories such as "Industrial Sanitation and Occupational Hygiene," "Electrical Equipment Safety," "Electrotechnical Equipment by IEK GROUP," "Electrical Supply named after Associate Professor Marcus A.S.," "Relay Protection and Automation of Power Grids," the training center "Relay Protection and Automation in Power Engineering," "Laboratory of Operating Modes of Power Systems," "Automated Electric Drive," "Electrical Insulation of

Electrical Equipment," "High-Voltage Equipment Laboratory named after E.G. Cherkasov," the three-dimensional dynamic simulator "Power Supply System," computer labs, and the university library collection.

During the meeting with the Target Groups of the University, the External Expert Commission of the Independent Agency for Accreditation and Rating (IAAR) clarified the mechanisms for implementing the university's policies and specified certain data presented in the university's self-assessment report.

During the accreditation period, a lecture was attended by the accrediting educational program 6B11201 "Life Safety and Environmental Protection" on the subject "The Use and Protection of Water Resources" on the topic "River Basins of the Republic of Kazakhstan. Water Resources Management. Key Water Management Issues in the Republic of Kazakhstan" (Bachelor's degree, 2nd year), delivered by Ph.D., Professor F.R. Zhandauletova. The lecture was conducted in a traditional format utilizing multimedia presentation techniques.

The External Expert Commission (EEC) conducted an online visit to the base for students' industrial practices for accredited degree programs, analyzing the conditions of these practice bases, and posing questions to the directors of organizations such as LLP "Basis A", JSC "National Center for Space Research and Technology", Director of LLP "Itpartner.kz", LLP "Link Master Kazakhstan", LLP "DAR tech", Corporation "Saiman", and LLP "NOVA VISION".

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

To verify the information presented in the Self-Assessment Report, external experts requested and analyzed the university's working documentation. Additionally, experts examined the university's online presence through its official website (https://aues.kz/).

As part of the planned program for recommendations to improve the accredited educational programs of the "Almaty University of Power Engineering and Telecommunications named after Gumarbek Daulebayev", developed by the EEC based on the results of the expertise, recommendations were presented at a meeting with the university's management on March 13, 2024.

VI)   COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Management of the Degree Program"

✓   The university must demonstrate the development of the purpose and strategy of the DP based on the analysis of external and internal factors with broad involvement of various stakeholders.

✓   The quality assurance policy should reflect the connection between scientific research, teaching, and learning.

✓   The university demonstrates the development of a quality assurance culture.

✓   The commitment to quality assurance should apply to any activities carried out by contractors and partners (outsourcing), including the implementation of joint/double degree programs and academic mobility.

✓   The management of the degree program ensures transparency in the development of the program development plan based on an analysis of its functioning, the real positioning of the university, and the direction of its activities to meet the needs of students, the state, employers, and other stakeholders.

✓   The management of the degree program demonstrates the functioning of mechanisms for the formation and regular revision of the program development plan and monitoring its implementation, assessing the achievement of learning objectives, meeting the needs of students, employers, and society, and making decisions aimed at continuous improvement of the program.

✓   The management of the degree program should involve representatives of stakeholder groups, including employers, students, and teaching staff, in the formation of the program development plan.

✓   The management of the degree program must demonstrate the uniqueness and individuality of the program development plan, its alignment with national development priorities, and the educational organization's development strategy.

✓   The university must demonstrate clear definition of those responsible for business processes within the degree program, allocation of staff responsibilities, and delineation of functions of collegial bodies.

✓   The management of the degree program ensures coordination of activities of all individuals involved in the development and management of the degree program, and its continuous implementation, as well as engages all stakeholders in this process.

✓ The management of the degree program must ensure transparency of the management system, functioning of the internal quality assurance system, including its design, management, and monitoring, and decision-making processes.

✓ The management of the degree program must conduct risk management.

✓ The management of the degree program must ensure the participation of representatives of stakeholders (employers, academic staff, students) in the composition of collegial bodies governing the degree program, as well as their representativeness in decision-making regarding degree program management.

✓ The university must demonstrate innovation management within the degree program, including analysis and implementation of innovative proposals.

✓ The management of the degree program must demonstrate openness and accessibility to students, teaching staff, employers, and other stakeholders.

✓ The management of the degree program confirms completion of training in education management programs.

✓ The management of the degree program must strive for progress achieved since the last external quality assurance procedure to be taken into account in preparation for the next procedure.

Evidence Base

To maintain essential processes at the Almaty University of Energy and Communications named after Gumarbek Daukeev (hereafter referred to as AUPET), a set of internal regulatory documents has been developed to regulate the implementation of degree programs. This set includes Quality Policy and Objectives, documented procedures, process-type provisions, provisions on collegial bodies, and internal normative documents (requirements, recommendations, etc.). All internal normative documents are stored on the internal file server at https://aues.edu.kz/ru/pages?id=4 and are accessible to all users of the corporate network.

The Quality Policy aims to meet the current and potential needs of consumers based on the high quality of services offered, competitiveness of the specialists produced in the labor market, continuous development, and the establishment of an exceptionally positive reputation for the university.

In 2024, the Development Strategy of AUPET until 2030 was developed.

The university implements a policy in the field of internal quality assurance at an appropriate level, and the procedure for its adoption and approval is elaborated in accordance with the regulatory documents of the Quality Management System (QMS).

Quality Policy is established to serve as a guideline for the University. It defines desired outcomes and facilitates the organization's resource allocation to achieve these outcomes. The Quality Policy provides a basis for the development and analysis of quality objectives. Quality objectives are aligned with the Quality Policy and the commitment to continuously improve all processes defined within the university. Achieving quality objectives has a positive impact on the quality of educational services, operational efficiency, financial performance, and consequently, on the satisfaction and trust of stakeholders. Academic staff, employees, students, employers, and other interested parties are informed of the Policy by the University's departmental leaders through informational tools and clarifications at all levels. They are responsible for planning, implementing, and improving quality within the scope of their functional responsibilities.

At the department level, the assessment of the quality of degree programs is carried out through mutual visits and conducting open classes. In case of poor quality of teaching, a mentor is assigned to the lecturer, and training courses for professional development are recommended or organized. The university operates a mentoring school.

Within the Educational and Methodological Council of the university, the Quality Assurance Committee and the Educational Program Development Committee function. These committees make decisions regarding the content and implementation conditions of degree programs, assessment policies, and other academic matters. They review the results of student surveys regarding the quality of degree programs or modules, the presence of academic integrity violations, etc.

During the survey process, various aspects of degree programs are considered, including the content of the programs, course curriculum, teaching quality, and others. For example, based

on the survey results, the discipline "Organization and Management of Public Procurement" was introduced into the master's degree programs and is currently offered across all master's degree programs. Funding for the development of this discipline was provided by the Open Contracting Partnership as part of the "Social Innovations in Central Asia" program implemented by the Eurasia Foundation with support from USAID's Public Fund "Digital Society."

To ensure quality control in the development of degree programs, the program undergoes an internal evaluation within the university and is then subjected to external review by representatives of employers. A mandatory requirement for the launch of an educational program into the academic process is the alignment of program passports with the expectations of employers.

For instance, in the degree program 6B07107 Entrepreneurship in Engineering, the discipline "Economics of Heat Power Engineering" was introduced based on recommendations from employers. Similarly, in the degree program 6B11201 Life Safety and Environmental Protection, the discipline "Modern Labor Management Systems" was introduced following recommendations from the Kazakhstan Association of Industrial Safety and Labor Protection.

The assessment of the quality of program implementation is conducted within the framework of a comprehensive education quality monitoring system. Evaluation mechanisms include monitoring of class attendance, sociological surveys of participants in the educational process, feedback from external supervisors of internships, reports from chairs of state accreditation commissions, as well as analysis of performance indicators, residual knowledge, and final assessments. Regular monitoring of class attendance is carried out by department heads and representatives of the University Educational and Methodological Council. The form and criteria for evaluating classes are proposed within the documents of the Quality Management System of the University.

The management of degree programs identifies potential risks both for the University as a whole and for specific areas of activity. The main risks associated with the implementation of the degree programs 6B11201 Life Safety and Environmental Protection and 6B07107 Entrepreneurship in Engineering include: a decrease in the student body, a weakening of the personnel potential, a high percentage of faculty nearing retirement age, a high level of competition in the educational services market, and changes in the classification of training areas for personnel with higher and postgraduate education.

The program management and leading academic staff undergo training in education management programs and participate in seminars, roundtable discussions on enhancing education quality. For instance, from November 25 to December 25, 2021, a qualification enhancement course on "Higher Education Management" was organized for administrative and managerial staff at AUPET. The course was conducted by Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Psychology at Abai Kazakh National Pedagogical University, and lecturer at the Association of Universities of Kazakhstan, Aigerim Nuraliyevna Kosherbayeva. Additionally, from September 29, 2022, to November 30, 2022, all heads of structural units and heads of degree programs underwent qualification enhancement at the ULTTYQ USTAZ Academy on the program "Management in Education. University Strategy Development."

Analytical Section

Overall, the activities of the accredited degree programs are aligned with the university's strategy, mission, vision, and values. The management and planning of degree programs are aimed at their successful implementation. The university has developed an Academic Policy that reflects the connection between research, teaching, and learning.

Development plans for degree programs for the years 2020-2025 have been developed and presented. However, the materials provided do not confirm the functioning of mechanisms for forming and regularly revising the development plans of DP with the involvement of

stakeholders, monitoring their implementation, assessing the achievement of learning objectives, and meeting the needs of students, employers, and society.

The External Expert Commission (EEC) notes that it is necessary for the management to ensure transparency and accessibility of information regarding the management system of the educational program for all stakeholders and to regularly inform stakeholders about any changes made. At the time of the assessment, information regarding the development and implementation of development plans for degree programs was not accessible to stakeholders (Development Plans for Degree Programs are not available on the university's website), although the university's website serves as the primary tool for ensuring transparency in the implementation of degree programs.

The individuality of the Development Plans for Degree Programs in Cluster 4 is not clearly traced, and the formulation of the uniqueness and individuality of the development plans for degree programs, as well as their alignment with national development priorities and the university's development strategy, is not sufficiently detailed.

Based on meetings, conversations, and interviews with vice-rectors responsible for various areas of activity, directors of institutes and heads of departments, as well as managers and employees of structural units, academic staff, and students, the External Expert Commission (EEC) notes that responsible individuals have been appointed for business processes in the university. Job responsibilities have been allocated among the personnel, and the functions of collegial bodies participating in the implementation of educational programs (EPs) have been delineated.

However, the EEC found that not all documents related to the process of identifying risks to which the implemented DPs may be exposed and the mechanism for mitigating the impact of these risks were fully provided.

Strengths/Best Practices:
Not observed.

Recommendations by the Expert Council for the following Degree Programs:

1. The leadership of the Degree Programs (DPs), including "6B11201 - Life Safety and Environmental Protection," "6B07107 - Entrepreneurship in Engineering," and "7M11201 - Life Safety and Environmental Protection," is advised to revise the Development Plans of DPs, specify the uniqueness and individuality of these plans, ensuring their alignment with national priorities and the demands of the contemporary labor market. It is imperative to publish the Development Plans of DPs on the university's website. Deadline – academic year 2024-2025.

2. The leadership of the DPs should engage representatives of various stakeholder groups, including employers, students, and faculty, in the formation of the Development Plans of DPs. For accredited DPs, it is recommended to specify indicators of strategic planning in terms of directions and time intervals in accordance with the University Development Strategy. Deadline – academic year 2024-2025.

3. The leadership of the Degree Programs (DPs) in the academic year 2024-2025 is tasked with developing a Roadmap (Plan) to mitigate risks associated with the design and implementation of the DPs (including staffing, student enrollment, etc.), or incorporating corresponding measures into existing DP development plans with specific indicators, timelines, and responsible parties for implementation; systematically conduct risk management analysis at the level of the structural unit and DP.

Expert Council Findings:

Under the "Educational Program Management" standard, 17 criteria are outlined, of which, for the Degree Programs "6B11201 - Life Safety and Environmental Protection," "6B07107 -

Entrepreneurship in Engineering," and "7M11201 - Life Safety and Environmental Protection," 14 criteria have a satisfactory position, while 3 criteria require improvement.

6.2. Standard "Information Management and Reporting"

✓ *The university must ensure the functioning of a system for the collection, analysis, and management of information based on modern information and communication technologies and software tools.*

✓ *The leadership of the Degree Programs (DPs) demonstrates systematic utilization of processed, relevant information to enhance the internal quality assurance system.*

✓ *The leadership of the DPs demonstrates the existence of a reporting system reflecting the activities of all structural units and departments within the DPs, including the assessment of their performance.*

✓ *The university must determine the frequency, forms, and methods of evaluating the management of DPs, the activities of collegial bodies and structural units, and senior management.*

✓ *The university must demonstrate mechanisms for ensuring information security, including the identification of responsible parties for the accuracy and timeliness of information analysis and provision.*

✓ *The university demonstrates the involvement of students, staff, and academic staff in the processes of information collection and analysis, as well as decision-making based on them.*

✓ *The leadership of the DPs must demonstrate the existence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution.*

✓ *The university must ensure the measurement of the degree of satisfaction of students, academic staff needs within the DPs and provide evidence of addressing identified deficiencies.*

✓ *The university should assess the effectiveness and efficiency of activities within the framework of the Degree Programs (DPs).*

✓ *Information collected and analyzed by the university within the scope of the DPs should take into account:*
Key performance indicators;
Dynamics of student enrollment in terms of forms and types;
Academic performance levels, student achievements, and attrition rates;
Student satisfaction with the implementation of the DPs and the quality of education at the university;
Accessibility of educational resources and support systems for students;
Employment and career advancement of graduates.

✓ *Students, academic staff, and personnel should provide documented consent for the processing of personal data.*

✓ *The leadership of the DPs should facilitate the provision of necessary information in relevant fields of study.*

Evidence Base

At the university, information management processes, including collection and analysis, have been implemented. The provided materials demonstrated the utilization of an information collection and analysis system within the management processes of the Degree Programs (DPs). Managerial decisions are made based on factual analysis. The university ensures the timeliness, accuracy, completeness, and security of information, as well as the functioning of an information and feedback system oriented towards students, staff, and stakeholders.

In all university departments, document management is conducted in accordance with approved document classification, ensuring the preservation and archiving of documents. Operational dissemination of information to performers is carried out electronically through targeted distribution in the electronic document management system. All structural units of the university operate within the Tezis electronic document management system, which includes document signing algorithms with an integrated system of approving authorities.

In the management processes of the DPs, the university utilizes the Platonus Information System (AIS) for collecting and analyzing statistics on student and alumni demographics, available resources, faculty composition, and other university initiatives. The leadership of the DPs leverages processed, relevant information to enhance the internal quality assurance system by executing the university's strategic development plan.

To realistically assess and forecast potential developments in the competitive environment, the university systematically conducts internal monitoring to ensure compliance with the legislation of the Republic of Kazakhstan, as well as internal rules and procedures. These

functions are entrusted to the Compliance Service, whose work plan is approved annually and published on the university's official website.

To determine the needs and expectations of employers, staff, partners, society, and other stakeholders, seminars, scientific-practical conferences, and open house events are organized. Business representatives, research organizations, and other universities are invited to participate. An effective means of engaging with consumers is hosting subject-specific olympiads for school students at the university, as well as cultural, recreational, and sports events. Feedback from companies and organizations where graduates are employed is received in the form of reviews and letters of appreciation addressed to the rector, which are then reviewed by the university's management and communicated to the relevant departments.

The Automated Information System (AIS) at AUPET implements information management processes, including data collection and analysis. AUPET operates a specialized Press Service responsible for providing information about the University and its departments; shaping positive public opinion about the University through the media; assisting journalists in covering the University's activities; monitoring media coverage, studying trends in public opinion regarding the University's activities, and evaluating the media's impact on it. For example, the university's website features a section titled "Rector in the Media" (https://aues.edu.kz/ru/site/rectors-materials), which presents all publications by the rector covering various aspects of the university's activities, including educational programs.

Internal information is represented by operational data, which includes various types of information documented in primary documents:

Student information: enrollment, reinstatement, dismissal orders, scholarship appointments, student ID cards, performance reports, grade sheets, and alumni employment certificates;

Faculty information: transfer requests, directives and orders for personnel movements, information on professional development, academic staff workload, research activities, and international collaborations.

The reception, registration, and processing of applications, proposals, and complaints are overseen by the rector's office, and a Register of Inquiries is maintained to facilitate the analysis and response to these inquiries in oral or written form.

At AUPET, the SAVER program has been developed. The outcomes of the SAVER program will enable the creation of an objective information basis for the improvement and adjustment of educational and upbringing work with students, ensuring a more comprehensive consideration of their needs and interests, as well as the dynamics of their values and orientations.

One reliable method of gathering information is conducting surveys using the SAVER program. Analysis of the information obtained through surveys influences the measures included in the university's internal quality assurance system, allowing for the determination of the level of academic staff and the effectiveness of teaching at the university, as well as identifying the level of professional norms and ethics of faculty members.

During their studies, students receive information about the learning process through: the academic calendar; the electronic educational environment (EEE); internship databases; access to the AUPET electronic library; and links to open electronic libraries. Information about students' current academic performance, exam results, rating scores, and current payment status is stored in the AIS. Students have access to their "Personal Cabinet" via the Internet.

The university employs modern information systems, information and communication technologies, and software tools to adequately manage information related to the employment and career advancement of graduates.

Feedback with alumni is maintained through negotiations, correspondence, meetings, emails, as well as conducting surveys of recent and past graduates.

Access to international citation databases such as Web of Science and Scopus satisfies the information needs of the Degree Programs (DPs) in domestic and foreign publications and is of

interest in terms of obtaining macro indicators at the national and global levels, as well as for assessing the contribution of scholars to global progress through citation analysis.

At the university, curatorial hours, individual and group discussions, "Clean Session" campaigns, and a trust box are conducted. Additionally, the university rector maintains a blog on the university's website, social media platforms, etc. (https://aues.edu.kz/en/site/blog-rektora).

Analytical Section

The university has demonstrated the presence of an information collection, analysis, and management system based on the application of modern information and communication technologies and software tools, and has shown that it utilizes various methods for collecting and analyzing information within the context of the Degree Programs (DPs).

The Expert Commission notes that the information intended for collection and analysis within the DPs includes key performance indicators, dynamics of student demographics in terms of forms and types, academic performance levels, student achievements and attrition rates, student satisfaction with the implementation of the DPs and the quality of education in the university, as well as the accessibility of educational resources and support systems for students.

In all university departments, document management is conducted in accordance with approved document classification, ensuring the preservation and archiving of documents. Operational dissemination of information to performers is conducted electronically through targeted distribution in the Tezis electronic document management system and the SAVER program.

However, the experts of the external expert commission note that *the assessment of the performance and effectiveness of the department in implementing the DPs is conducted at an insufficient level*. Strategic planning indicators in the Development Plans of the DPs in terms of directions and time intervals are not specified in accordance with the University Development Strategy until 2030.

Strengths/Best Practices:
Not observed.

Recommendations of the Expert Commission for the Degree Programs (DPs) 6B11201 - Life Safety and Environmental Protection, 6B07107 - Entrepreneurship in Engineering, 7M11201 - Life Safety and Environmental Protection:

The leadership of the DPs 6B11201 - Life Safety and Environmental Protection, 6B07107 - Entrepreneurship in Engineering, 7M11201 - Life Safety and Environmental Protection should establish criteria and systematize the assessment of the performance and effectiveness of the DPs by the beginning of the 2024-2025 academic year. It is necessary to specify the key measurable indicators of effectiveness of the Development Plans of the DPs in accordance with the University Development Strategy until 2030.

Conclusions of the Expert Commission:

According to the standard "Information Management and Reporting," 17 criteria have been disclosed, all of which have a satisfactory position.

6.3. Standard "Development and Approval of Degree Programs"

The university must demonstrate the existence of a documented procedure for the development of degree programs and its approval at the institutional level.

✓ *The university must demonstrate the alignment of the developed degree program with the established goals and planned learning outcomes.*
✓ *The leadership of the degree program must determine the impact of disciplines and professional practices on the formation of learning outcomes.*

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✓ *The university may demonstrate the existence of a graduate profile for the degree program, describing the learning outcomes and personal qualities.*

✓ *The qualification awarded upon completion of the degree program must be clearly defined, explained, and correspond to a certain level of the National Qualifications Framework (NQF) and the European Higher Education Area Qualifications Framework (QF-EHEA).*

✓ *The leadership of the degree program must demonstrate a modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS), ensuring the alignment of the program and its modules (in terms of content and structure) with the stated goals, aiming to achieve the planned learning outcomes for each graduate.*

✓ *The leadership of the degree program must ensure the alignment of the content of academic disciplines and learning outcomes with each other and with the level of education (bachelor's, master's, doctoral).*

✓ *The leadership of the degree program must demonstrate the conduct of external reviews of the degree program.*

✓ *The leadership of the degree program must provide evidence of the involvement of students, academic staff, and other stakeholders in the development and quality assurance of the degree program.*

✓ *The leadership of the degree program must demonstrate the uniqueness of the educational program and its positioning in the educational market (regional/national/international).*

✓ *An important factor is the ability to prepare students for professional certification.*

✓ *An important factor is the availability of double degree programs and/or joint programs with foreign universities.*

Evidence-based section:

At AUPET, there is a well-established procedure for the development, evaluation, and approval of educational programs, as well as a system for assessing the quality of bachelor's and master's degree programs that has been formed and successfully implemented.

At the university level, the collegial body responsible for considering issues related to the development, approval, and improvement of educational programs is the Rectorate and the Academic Council, and at the level of the Institute of Energy and Environmental Technologies (IEET), it is the Institute Council. The development of educational programs is carried out at the department level, taking into account the requirements of State Compulsory Educational Standard and the labor market. The developed educational programs undergo a coordination procedure with leading enterprises in the city in the field of economics, labor safety, and ecology.

The implementation of accredited educational programs is aimed at developing the professional competence of future specialists in accordance with the qualification frameworks of education levels and professional standards, as well as meeting the needs of the market. The educational programs provide the opportunity to build an individual educational trajectory, taking into account the personal needs and capabilities of students.

Accredited educational programs have clearly formulated goals, taking into account the requirements and demands of potential consumers, based on an assessment of the demand for educational programs. Changes to the educational programs are made at stages involving adjustments to the content of goals, program structure, design of curricula, and correction of course syllabi, considering changes in the labor market, employer requirements, and societal demand.

Members of the External Expert Committee (EEC) of the Independent Agency for Academic Recognition (IAAR) note that when forming the educational trajectory, the logical sequence of learning disciplines is taken into account, considering prerequisites and post-requisites.

Within the framework of the Academic Council of the university, there are two commissions in operation: the Quality Assurance Commission and the Degree Program Development Commission. These commissions make decisions regarding the content and conditions of educational programs, evaluation policies, and other academic matters. They also review the results of student surveys regarding the quality of educational programs or modules,

as well as instances of academic integrity violations, among other issues. The Academic Integrity Policy has been approved and is available on the university's website https://aues.kz/.

A Regulation on the Development of Higher and Postgraduate Degree Programs has been developed at AUPET (approved by the university rector on February 24, 2023), which regulates the planning, design, development of structural elements, and evaluation of the quality of program development https://aues.edu.kz/ru/pages/index?id=9.

External expertise on degree programs also involves the engagement of interested employers in assessing program quality. Employers participate in the development and implementation of degree programs by shaping professional competencies within chosen specialties, organizing and conducting professional internships, delivering lectures and seminars, participating in final assessments, and jointly engaging with academic staff and students in academic conferences. For instance, the degree program "Life Safety and Environmental Protection" (6B11201) underwent evaluation by the Kazakhstan Association of Labor Protection and Industrial Safety, resulting in the addition of the discipline "Modern Systems of labor protection management" to the curriculum.

Members of the IAAR expert commission note that the degree programs presented for accreditation from the 4 clusters have undergone external review. Specifically, external expertise during the development stage of degree programs involved leading specialists: Director of "TBConsalt" LLP, Mr. F. Filipov, and Director of "LinkMasterKazakhstan" LLP, Mr. A. Potselyuev.

An essential stage in the implementation of the educational program is the completion of professional internships, which enable students to acquire necessary professional competencies and consolidate the results of theoretical learning. There are active agreements for internships with key enterprises in Kazakhstan and Almaty, where the material and technical infrastructure fully meets the requirements for conducting practical work and professional internships. Methodological guidelines are available for all types of internships. Students and postgraduates of accredited programs undergo internships at key enterprises in Almaty and the Republic of Kazakhstan, including "Tengizchevroil" LLP, "NC "KazMunayGas" Intergas Central Asia" JSC, "Alatau Zharyk Kompaniyasy" JSC, "KazSelZashchita" State Enterprise, the Department of Emergency Situations, and the Department of Ecology.

Analytical Section

The developed degree programs contain information on the university's determination of content, volume, and logic of constructing individual educational trajectories, taking into account the personal needs and capabilities of students. The examination of degree programs takes place at meetings of the Educational and Methodological Commission of the Institute and is approved by the Academic Council of the university.

Members of the accreditation expert commission note that accredited degree programs are supported by CED – Catalog of Elective Disciplines, MSP – Modular Study Plan, Educational and Methodological Complex of Discipline which are developed in accordance with regulatory documents and correspond to the specifics of the accredited degree program. The selection of disciplines in the curriculum, as well as the choice of enterprises for industrial internships, contributes to the development of students' professional competencies.

An essential factor in enhancing the effectiveness of degree programs is external expertise. External experts are leaders of various companies with extensive experience in the field and have made a significant contribution to the development of the corresponding industry in the Republic of Kazakhstan.

The commission observes *that students and postgraduates are not always involved in the process of shaping the degree program and its subsequent management* (no evidence provided), which was also confirmed during interviews with students.

Despite the opportunity to prepare students for professional certification, the university does not fully utilize its connections with certification centers: during interviews, both with the head of the department of cluster 4 and with students, the lack of preparation of students for professional certification was noted due to various external and internal circumstances.

The accreditation expert commission notes the necessity of implementing a more active practice of implementing practice-oriented and dual education, which was also highlighted by groups of students, graduates, employers, and internship supervisors during meetings with the accreditation expert commission.

The commission observes that there are no joint degree programs with domestic and foreign educational organizations in the accredited degree programs. The university maintains close ties with Kazakhstani and foreign universities, scientific centers regarding the accredited degree programs, which contributes to the creation of joint degree programs with them.

The presented report does not address the existence of joint degree programs with Kazakhstani and foreign educational organizations, nor does it reflect the activities planned in this direction.

Strengths/Best Practices:
None observed.

Recommendations of the External Expert Commission for Degree Programs 6B11201 - Life Safety and Environmental Protection, 6B07107 - Entrepreneurship in Engineering, 7M11201 - Life Safety and Environmental Protection:

The management of the degree programs should conduct targeted efforts to organize the professional certification of students. Develop a Plan for students' professional certification courses. Deadline - by the beginning of the 2024-2025 academic year.

Based on the analysis of prospects for cooperation with domestic or foreign universities and the needs of the degree programs, the management of the degree programs should identify key partners for the development and implementation of Joint Degree Programs, conclude contracts, and begin the development and implementation of Joint Degree Programs. Deadline - by the beginning of the 2025-2026 academic year.

The management of the degree programs should ensure the participation of students in the process of developing and managing the degree programs. Deadline - annually.

The management of the degree programs should consider the possibility of implementing a dual education system in the accredited degree programs and reflect the corresponding activities in the Development Plans of the Degree Programs. Deadline - by the 2024-2025 academic year.

Conclusions of the External Expert Commission (EEC):

According to the "Development and Approval of Degree Programs" standard, 12 criteria were assessed, of which 10 criteria are deemed satisfactory, while 2 criteria require improvement.

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

✓ *The university must ensure a review of the structure and content of degree programs, taking into account changes in the labor market, employer requirements, and societal demands.*
✓ *The university must demonstrate the existence of a documented procedure for conducting monitoring and periodic evaluation to achieve the objectives of the degree program and ensure its continuous improvement.*
✓ *Monitoring and periodic evaluation of degree programs should consider:*
Program content in the context of the latest scientific and technological advancements in specific disciplines;
Changes in societal needs and the professional environment;
Workload, academic performance, and graduation rates of students;

Effectiveness of student assessment procedures;

Student needs and satisfaction levels;

Alignment of the educational environment and support services with the objectives of the degree program.

✓ *All stakeholders must be informed of any planned or implemented actions within the degree program. All changes made to the degree program must be published.*

✓ *Support services should identify the needs of various student groups and their satisfaction levels with regards to organization of education, teaching, assessment, and overall degree program attainment.*

Evidence Base

AUPET conducts continuous monitoring of educational quality to assess the degree and completeness of the implementation of educational standards, alignment of operational goals of the university's activities with strategic requirements imposed by the labor market on professionals, and the academic staff's capability to prepare competitive specialists.

Monitoring and evaluation of degree programs are key elements in the system of internal quality assessment of degree programs and aim to identify the actual contribution of each component (module) to achieving the planned learning outcomes of the degree program. It consists of several stages:

1. Preparation of degree program documentation (curriculum, curriculum design);
2. Internal and external evaluation of degree programs;
3. Analysis of quantitative and qualitative indicators of degree programs;
4. Monitoring of educational process provision for the degree program;
5. Internship monitoring (internship progress research) and final assessment;
6. Preparation of monitoring reports;
7. Report to the degree program development plan and suggestions for plan adjustment or revision.

At each stage of monitoring and evaluation of degree programs, the achievement of goals within the degree programs is tracked. For example, during the "Internal evaluation of degree programs" stage, research is conducted to assess student satisfaction with learning conditions through surveys.

Monitoring the Implementation of Degree Program Development Plans

The system for monitoring the implementation of development plans for accredited degree programs includes the following mechanisms: annual reports from the department responsible for the program; annual reports from academic staff members of the departments; results of internal audits; consideration of development issues for various specialization areas during meetings of collegiate bodies.

The internal evaluation environment of degree programs includes: monitoring results and processes at AUPET; staff satisfaction assessment; feedback from students, employers, prospective students, and parents; university accreditation results (comprehensive examination) and rating assessments. The external evaluation environment of degree programs includes: interaction with enterprises and organizations regarding the organization of educational and professional internships, student employment, conduct of research and contractual work; departmental collaboration with educational institutions in the city and region.

Stakeholders of degree programs include stakeholders, alumni, students, academic staff members of the department. Degree programs are designed to meet the needs of the state, stakeholders (employers), students, and their parents.

Those responsible for revising the content and structure of degree programs in response to changes in the labor market, employer requirements, and societal demands include the Vice-Rector for Academic Affairs, DAA specialists, Director of IE&GT, heads of departments, and academic staff members.

Feedback from employers is maintained by the department to objectively assess the results of implementing the degree program and determine its directions for development and improvement. Feedback is solicited directly from workplaces as well as from organizations with

which graduates collaborated during their professional activities. To assess employer satisfaction with the quality of graduates' preparation, surveys are conducted, and their feedback is analyzed.

Student transfers from one course to another are based on the university's established Transfer Grade Point Average (GPA) set by the University Senate. A student who has fully met the requirements of the curriculum for their current course, accumulated the required number of credits, and achieved the prescribed GPA for that course is transferred to the next course by order of the university's rector. The transfer GPA is reviewed annually and established for each course.

For students who are struggling to meet academic requirements, support is organized at the level of the IE&GT management, departments, and faculty members. In accordance with the current rules for organizing the educational process using the credit technology, an additional (summer) semester lasting at least 6 weeks is provided, during which students receive academic support in preparing for exams through organized study sessions. Departments have consultation schedules within office hours held throughout the academic year, and additional information is provided in course syllabi. Students can review their learning outcomes in the "Platonus" Automated Information System.

For the purpose of enhancing students' professional orientation and acquainting them with their future careers, discussions are conducted involving industry specialists who explain the new qualification requirements demanded of professionals.

Every spring, graduates participate in a job fair, which serves as one of the ways to seek employment. Such events are highly valued by employers as they enable them to interact with numerous graduates within a few hours and expand their databases of potential employees. Graduates have the opportunity to receive invitations for interesting positions in prestigious companies.

In the educational process, electronic textbooks, academic literature, and Educational and Methodological Complex of Discipline are utilized in electronic and magnetic formats, along with other modern teaching technologies. The department utilizes the university's shared laboratory facilities and laboratories of specialized departments. There are computer labs, lecture halls equipped with interactive and multimedia tools, and a library. Students have the opportunity to participate in extracurricular activities, including sports clubs, comedy and variety shows (The club of witty and resourceful individuals), and debate clubs. They also participate annually in national subject Olympiads.

The monitoring of the implementation of degree programs and their periodic evaluation ensures the achievement of educational goals and alignment with the needs of students, employers, and society. Based on the results of monitoring and evaluation, decisions aimed at continuous improvement of degree programs are made. The procedure for monitoring the achievement of educational goals is conducted through surveys and questionnaires administered to students and employers to assess satisfaction with the competencies and qualifications acquired.

Analytical Section

The university has defined the format for conducting monitoring and periodic evaluation, as well as support services to ensure the identification and satisfaction of students' needs.

The assessment of graduates' knowledge, skills, and competencies is carried out during their final assessment. The final assessment of graduates is conducted within the deadlines stipulated by the academic calendar and degree program curricula.

Information about changes in the degree programs such as "Degree Program in Occupational Health and Environmental Safety" (6B11201), "Entrepreneurship in Engineering" (6B07107), and "Degree Program in Occupational Health and Environmental Safety" (7M11201) is disseminated during department meetings, educational and methodological commissions, and meetings of the university's Academic Council. Additionally, interested parties are informed about upcoming meetings to discuss degree programs through various communication channels

(mobile communication/electronic mail/WhatsApp). Departments maintain accounts on social media platforms (Instagram, Facebook) through which they inform all interested parties about events held in the departments and the university. However, the university website does not sufficiently reflect how interested parties are informed about planned or undertaken actions regarding this degree program. Additionally, specific examples of reviewing and evaluating catalogs of elective disciplines and degree programs are not provided.

The experts of the External Evaluation Commission (EEC) noted the absence of a mechanism for informing all stakeholders about any planned or undertaken actions regarding Degree Programs on the university's website. The university does not publish information about changes made to the Degree Programs or the Development Plans of the Degree Programs.

To assess the satisfaction with the Degree Programs among students and academic staff at the university, surveys are conducted.

The survey of academic staff (see Appendix 3), conducted during the visit of the EEC IAAR, showed the following results that require improvement:

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

- ***Academic staff note***: *"No time left for publishing articles," "Lack of equipment in lecture halls, insufficient projectors," "Internet connection issues, room B218 Electricity disconnected," "Inadequate number of sockets in the classroom," "Lack of technical equipment in lecture halls, shortage of classroom facilities," "It is necessary to consider co-authorship in articles in Scopus journals not only in priority order (1 author, 2 co-authors, 3 co-authors, etc.), as being the first author is quite difficult, usually 1-2 authors go to defend dissertations, and consider the teacher's participation. Each such article with the name of our university "G. Daukeev AUPET" is published in leading foreign publications, and this is the image," "Cleaning or classroom preparation and the toilet doesn't work at 8:00 am," "Internet problems.".*

Strengths/Best Practices:
Not observed.

Recommendations from the External Evaluation Commission (EEC) for the Degree Programs 6B11201 - Life Safety and Environmental Protection, 6B07107 - Entrepreneurship in Engineering, 7M11201 - Life Safety and Environmental Protection:
The Degree Program management is recommended to ensure that all stakeholders are informed about all planned or undertaken actions regarding the accredited Degree Programs 6B11201 - Life Safety and Environmental Protection, 6B07107 - Entrepreneurship in Engineering, 7M11201 - Life Safety and Environmental Protection.

Following the review and implementation of changes in the accredited Degree Programs, ensure the publication of the results of the implemented changes on the university website. Timeline - within 10 days after implementing the corresponding changes.

The university administration needs to conduct anonymous surveys among students and academic staff regarding the quality of the educational process. Based on the results obtained, discuss them at the Academic Council of AUPET to identify problematic issues and develop a plan for corrective and preventive actions. Timeline - before the beginning of the 2024-2025 academic year.

Conclusions of the External Evaluation Commission (EEC):

Regarding the standard "Continuous Monitoring and Periodic Evaluation of Degree Programs," 10 criteria were disclosed, among which: 9 criteria have a satisfactory position, and 1 criterion requires improvement.

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

✓ *The leadership of the degree program must ensure respect and attention to various groups of students and their needs, providing them with flexible learning trajectories.*

✓ *The leadership of the degree program must ensure teaching based on modern achievements of world science and practice in the field of the degree program, using various modern teaching and assessment methods that ensure the achievement of the degree program's goals, including competencies and skills in scientific work at the required level.*

✓ *The leadership of the degree program must determine mechanisms for distributing the academic workload of students between theory and practice within the degree program, ensuring that each graduate masters the content and achieves the goals of the degree program.*

✓ *An important factor is the presence of original research in the field of teaching methods for degree program disciplines.*

✓ *The university must ensure that the assessment procedures for learning outcomes correspond to the planned results and goals of the degree program.*

✓ *The university must ensure the consistency, transparency, and objectivity of the mechanism for assessing learning outcomes of the degree program. Criteria and methods for assessing learning outcomes must be published in advance.*

✓ *Evaluators must possess modern methods of assessing learning outcomes and regularly improve their qualifications in this area.*

✓ *The leadership of the degree program must demonstrate the presence of a feedback system on the use of various teaching and assessment methods.*

✓ *The leadership of the degree program must demonstrate support for student autonomy while providing guidance and assistance from the academic staff.*

✓ *The leadership of the degree program must demonstrate the presence of a procedure for responding to student complaints.*

Evidence Base

The implementation of a student-centered approach to education at AUPET entails the following:

1) The instructor becomes a facilitator, with both the instructor and the student sharing responsibility for learning.

2) Students are viewed as individuals, taking into account their experiences, characteristics, perceptual abilities, interests, and needs.

3) The student is involved in the process of choosing what to study.

4) The learning process involves not only the transmission of knowledge but also deeper understanding and the development of critical thinking skills.

At AUPET, all students are provided with equal opportunities regardless of the language of instruction, as catalogs of elective disciplines are available in two languages: Russian and Kazakh. All educational and methodological documents are prepared in both languages: catalogs, Educational and Methodological Complexes of Discipline (EMCD), working programs, and syllabi, while Individual Study Plans (ISP), tests, and examination tickets are prepared in the language of instruction. Thus, ensuring equal opportunities for students is achieved through the completeness of educational and methodological, organizational, and informational support of the educational process.

At AUPET, flexible learning trajectories are provided for degree programs, which are detailed in the Modular Study Plans of specialties. The flexibility of learning trajectories is determined by the selectivity of elective disciplines, as well as the choice of specialization starting from the fourth year. Each of these trajectories covers all three areas of life safety and environmental protection, namely environmental protection, occupational safety, and emergency protection.

The implementation of student-centered learning entails changes in teaching requirements and, overall, in teaching activities. The heads of departments and the Department

of Academic Affairs are responsible for the systematic development, implementation, and effectiveness of active teaching methods and innovative teaching approaches.

Since 2024, the Academic Consultation Center (ACC) has been operational at the university, assisting students in addressing various issues.

To ensure social support for students, work is organized on social support - financial support for orphans and children left without parental care, financial assistance for students from low-income and socially vulnerable families (Named Educational Grant in honor of the first rector of AUPET, G.Zh. Daukeev, Named Scholarship in honor of the first rector of AUPET, G.Zh. Daukeev). The university provides support for talented youth.

The organization of the educational process in departments is carried out jointly by both the academic staff and the students. Teachers provide guidance and assistance to students during classroom sessions and office hours according to the approved schedule. Assignments for independent work are developed by teachers based on approved working educational plans, syllabi, and distributed to students during classes.

The choice of form and type of independent work for each discipline is made in accordance with the specifics of the discipline, its goals and objectives, complexity and relevance, the level of student preparation, and the workload of the discipline. Each student is provided with methodological instructions or recommendations for completing self-study assignments in paper or electronic format.

Assessment of knowledge is carried out in accordance with the Regulations on conducting current monitoring of academic performance, interim and final assessment of students (Protocol of the Academic Council No. 1 of August 31, 2022).

Monitoring of students' progress along the educational trajectory and their achievements is carried out through the AUPET Information System (AIS) "Platonus", in which the results of current monitoring are reflected weekly, and the results of interim assessment - after passing the current exams.

At the university, a transfer coefficient for GPA (grade point average) is established, allowing for the translation of GPA from one academic year to another. The best student of the institute is determined based on the annual rankings of students (annual GPA). The results of the annual ranking determine the average GPA for the group, and the best group of the year is identified. All student achievements are reflected in the transcript. Students who have fully met all the requirements of the curriculum and educational programs are eligible for final assessment.

In the event of disputes or disagreement with the assessment results, students have the right to appeal. To resolve such cases promptly, an appeals commission consisting of academic staff members has been established. Appeals must be submitted within the next working day after the exam results are posted in the Platonus system, addressed to the chairperson of the appeals commission.

At AUPET, the Rector's blog operates, where students can ask questions, voice complaints, and express wishes. Additionally, the Academic Council of the university includes graduate student Bekkazhina A.E., doctoral student Aman A.B., and student Dauletkereya A.E.; while the Institute Council includes student Kalambay U.P. and doctoral student Toibazar D.M., who can express complaints and wishes on behalf of all students, regarding both the organization of the educational process and the university's overall operation. Directors of institutes and heads of departments hold discussions with students and promptly address emerging issues.

Analytical Section

The management of the degree programs ensures respect and attention to students and their needs, providing flexible learning trajectories.

Academic staff members of the accredited degree programs utilize both traditional and interactive teaching methods within the educational process. Members of the External Expert Committee of the Independent Agency for Accreditation and Rating (IAAR) note that the following innovative teaching methods and technologies are used in the educational process for

preparing students in the degree programs of Entrepreneurship in Engineering (6B07107), Life Safety and Environmental Protection (6B11201), and Life Safety and Environmental Protection (7M11201): video conferencing or online seminars, video lectures, group discussions, debates, business games, discussions, case method, colloquium, round table discussions, lecture-consultation, and project development.

The university applies commonly accepted assessment criteria and ensures timely communication regarding the assessment strategy being used. Transparency of assessment procedures and feedback to students are also ensured.

At the same time, the experts were not shown examples of the department's teaching staff's own developments in the field of teaching methodology for specialized academic disciplines within accredited Degree Program. The management of the accredited Degree Programs has not demonstrated the professional development of the teaching staff in the field of modern methods of assessing learning outcomes.

Strengths/Best Practice:
Not observed

***Recommendations of the External Expert Commission (EEC) for** Degree Program **(DP) 6B11201-Life Safety and Environmental Protection, 6B07107-** Entrepreneurship in engineering*, *7M11201-Life Safety and Environmental Protection:*

The management of Degree Program *(DP)* should monitor the applied methods of teaching profile disciplines and organize regular methodological conferences/seminars dedicated to modern teaching methods for profile disciplines to enhance the quality of teaching. Term: annually.

The management of Degree Program *(DP)* to develop a plan and ensure that the teaching staff undergo professional development in the field of modern methods of assessing the learning outcomes of students. Term: Academic year 2024-2025.

The management of Degree Programs to develop a plan and ensure that teaching staff undergo professional development in the field of modern methods of assessment of student learning outcomes. Term -2024-2025 academic year.

Conclusions of the *External Expert Commission (EEC):*
According to the standard "Student Centered Learning, Teaching and Assessment of Learning" 10 criteria are disclosed, of which 9 criteria have a satisfactory position, 1 criterion needs improvement.

6.6 The standard "Students"

✓ The HEI must demonstrate the policy of forming the contingent of students and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to completion) should be defined, approved, published.
✓ The management of the *DP* should provide for special adaptation and support programs for newly enrolled and foreign learners.
✓ The University is obliged to demonstrate the compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.
✓ The University is obliged to provide the opportunity for external and internal academic mobility of students, as well as to assist them in obtaining external grants for training.
✓ The university should actively encourage students to self-education and development outside the main program (extracurricular activities)
✓ An important factor is the existence of a mechanism to support gifted students
✓ The university is obliged to demonstrate cooperation with other educational organizations and national centers of "European Network of National Information Centers for Academic

Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications.
- ✓ The higher education institution is obliged to provide students with internship places, to demonstrate the procedure for promoting employment of graduates, maintaining contact with them
- ✓ The HEI is obliged to demonstrate the procedure of issuing to graduates the documents confirming the obtained qualification, including the achieved learning outcomes.
- ✓ The *DP* management must demonstrate that the graduates of the program possess skills in demand on the labor market and that these skills are actually in demand on the labor market
- ✓ The *DP* management must demonstrate that there is a mechanism for monitoring the employment and professional activity of the graduates.
- ✓ An important factor is the existence of an active alumni association/association.

Evidentiary part

Formation of the contingent of students in AUES is carried out on the basis of systematic career guidance work during the year. Working groups are created to visit schools and colleges of the city and the region. The explanatory work is organized among school leavers: meetings with schoolchildren, parents, teachers are held. The meetings are attended by members of the admission committee, teachers responsible for career guidance, where the issues and features of the formation of the student contingent, the rules of admission to the university, the list of documents, conditions, profile subjects in specialties, passing scores, the list of preferential categories, etc. are highlighted. Each applicant can get information on the University website.

Leaflets are developed in advance for school leavers of the current year and applicants taking the CT with brief information about the list of documents, deadlines for admission to all stages: testing, competition for state educational grants, and enrollment. The booklet published annually contains information about the **DP** and lists of documents with the indication of time frames. Visits to the districts of the region are organized to meet with school leavers. Open Doors Days are traditionally organized for school leavers of the city and region for all educational programs.

The AUPET admits persons having general secondary, technical and vocational, post-secondary, higher and postgraduate education. Admission of persons entering AUPET is carried out through the placement of educational grant of higher education, at the expense of the republican budget or local budget, as well as payment of tuition at the expense of the student's own funds and other sources. The right for foreigners to receive higher education on a competitive basis in accordance with the state educational order is determined by international treaties of the Republic of Kazakhstan.

The process of managing the movement of students includes the following procedures:

1) enrollment of students is carried out on the basis of the approved Rules of admission to the University;

2) groups of students are formed on the basis of the order of the Director of the Institute, groups are combined into streams, the number of students on which should not exceed the possibility of lecture halls of the University;

3) formation of groups of students is made by the registration department in AIS "Platonus";

4) within two weeks after the issuance of the order on enrollment of students in the first year, the admission committee transfers personal files of students to the registration office of the university.

The total number of full-time students from 2020 to 2023 on DP 6B11201-Life Safety and Environmental Protection is 146 people, on DP 6A07107-Enterprise in Engineering - 42 people, on DP 7M11201-Life Safety and Environmental Protection - 27 master's degree students.

The contingent of students under educational programs is given in Table 2.

Table 2 - Dynamics of the number of students at the Department of Ecology and Management in Engineering

Year of admission	Number of students, full-time education		
	6B07107 - Entrepreneurship in Engineering	6B11201-Life Safety and Environmental Protection	7M11201-Life Safety and Environmental Protection
2020	20	59	5
2021	12	39	7
2022	8	26	4
2023	2	22	11

Experts note a decrease in enrollment of students in accredited Bachelor's degree programs, and an increase in enrollment of Master's degree students in 2023 in cluster 4 programs (Figure 1).
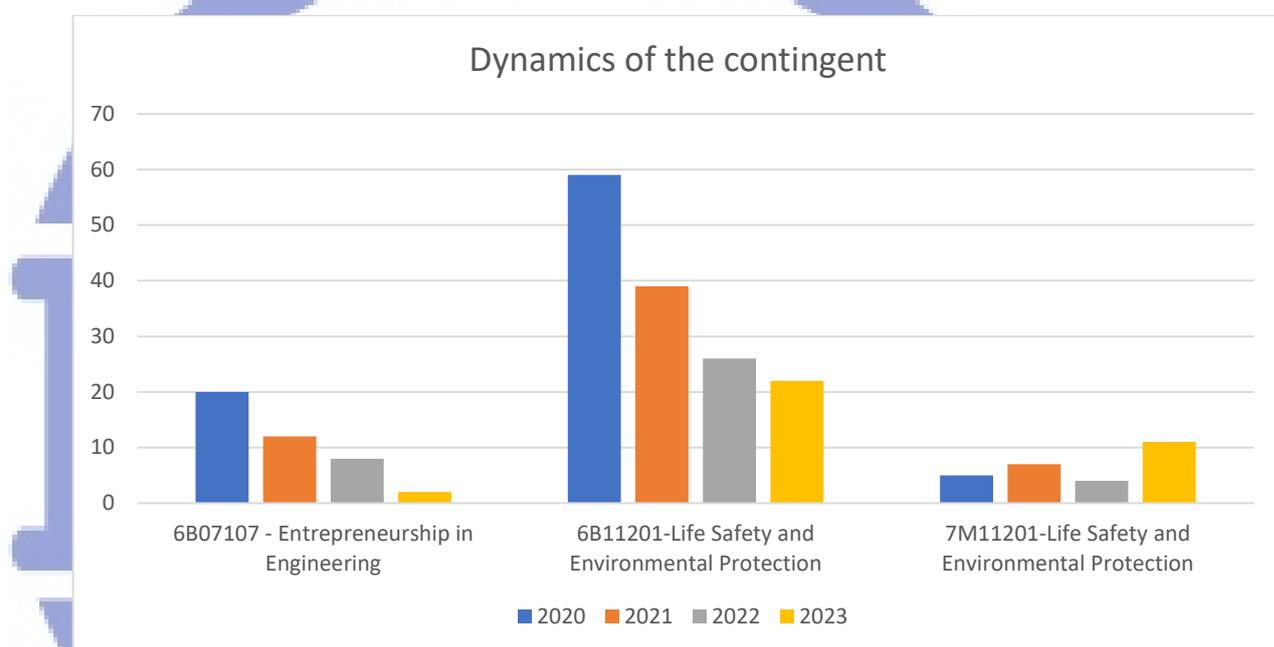
Figure 1 - Information about the contingent of bachelor's and master's degree students

Students of all forms and levels of training are provided with access to electronic resources of AUPET: electronic library, curricula, academic calendar, catalog of elective disciplines.

University students in the Academic Advising Center (AAC) can get acquainted with the rules of admission, transfer from course to course, from other universities, about the order of re-crediting credits mastered in other universities, expulsion, etc. Specialists of AAC, if necessary, provide consulting assistance.

When enrolling first-year students is held Freshman Decade. During the Freshman Decade the following events are held to familiarize the new enrollment of students and explain the provisions of the University activities.

The direction of the university's activity is as follows: creation, implementation and development of support services for foreign students (informational, social, social and cultural, language), promotion of social, cultural, social-academic and psychological adaptation of foreign citizens.

All conditions have been created for foreign students at the time of enrollment. Namely, when entering the university at the beginning of the academic year, foreign students can be registered, visa support, initial diagnosis of the level of knowledge of the Kazakh (Russian) language. In the future, to improve the adaptation of foreign students is provided for their

involvement in hobby groups and sports sections, to participate in cultural events and festivals, scientific activities, conferences, as well as various activities in the dormitory on holidays.

In order to implement in AUPET the principles of the Bologna Process in ensuring academic mobility and recognition of educational programs in the international educational space, the Regulation on Academic Mobility of Students (https://aues.edu.kz/frontend/web/uploads/academ-calendar/ru/1609229904_tsYaUI.pdf) was developed and approved.

Currently, AUPET on cooperation in the field of education, including academic mobility, has 123 agreements with far and near abroad countries, as well as with Kazakhstani educational organizations (https://aues.edu.kz/frontend/web/uploads/academ-calendar/ru/1609229217_Pn6kCC.pdf).

On the website of the University www.aues.kz in the tab International Cooperation the position International Mobility has been created. This content is filled by the department of "International Cooperation", which together with the department and the institute fully accompanies the student during the external or internal mobility. The students can independently choose a partner university, determine the list of disciplines to be studied, after which they must apply to the graduating department. To attract students from other universities on academic mobility, information about the programs offered at the university is placed on the university website.

Table 3 shows the list of students who have been trained in AUPET on incoming mobility on DP 6B11201 Life Safety and Environmental Protection.

Table 3 - List of students on incoming mobility

№	Student's name	DP	Year of study	Teaching language	Group	time period
Caspian University of Technology and Engineering named after Sh. Esenov						
1	Iliyasova Anar Maratkyzy	6B11201 Life Safety and Environmental Protection	3	Kazakh	BZhDк-20-4	01.02.-01.07.2023.
JSC "West Kazakhstan Agrarian and Technical University named after Zhangir khan"						
2	Abukhanov Ruslan Bakytzhanovich	6B11201 Life Safety and Environmental Protection	2	Kazakh	BZhDк-22-1	01.09-03.01.2024
3	Dushaev Aibolat Albekuly					
JSC "West Kazakhstan Agrarian and Technical University named after Zhangir khan"						
4	Bauyrzhanuly Nurkhan	6B11201 Life Safety and Environmental Protection	3	Kazakh	BZhDк-21-1	22.01-25.05.2024
5	Ishberdin Anvar Ranilievich		3	Russian	BZhD-21-3	

Table 3 presents data on incoming academic mobility of students for DP 6B11201-Life Safety and Environmental Protection (there is no information on outgoing academic mobility).

There is no information on academic mobility, both incoming and outgoing, for two other educational programs of cluster 4. Thus, the experts note the insufficient implementation of the program "academic mobility of students".

To provide the bases of educational, pedagogical and industrial practices, contracts are concluded with educational institutions and organizations.

Practice bases are KEGOC JSC, Alatau Zharyk Company JSC, Ecology Engineering LLP, RGU Department of Ecology in Almaty of the Committee for Environmental Regulation, Control and State Inspection in Oil and Gas Complex of the Ministry of Energy of the Republic of Kazakhstan, State Institution Department of Emergency Situations in Almaty of the Ministry of Emergency Situations of the Republic of Kazakhstan, ALES JSC. In addition to them, practically all industrial and design organizations of the Republic of Kazakhstan can be the place of industrial and pre-graduation practices at the conclusion of a tripartite agreement.

The Career Center is responsible for assisting graduates in finding a job at the university. Twice a year AUPET holds a Job Fair. More than 50 enterprises of different forms of ownership take part in the work of the job fair. AUPET students can directly interview the specialists present at the fair, as well as view the vacancies available in the companies of the university partners.

AUPET informs undergraduate and graduate students about company applications (as they become available) at the booth under the Career Center tab (https://aues.edu.kz/ru/career).

During the implementation of the Degree program special attention is paid to the involvement of students in research and development. Students and master's students show their individuality, creative potential, when performing thesis, term papers, calculations and graphical works, laboratory and practical works, participating in various scientific conferences, university-wide and interuniversity events. Alternative forms of participation of students in research work are preparation of scientific reports, participation in student conferences, publication of articles in co-authorship with a supervisor. In 2019-2020 academic year the student of DP 6B11201-Life Safety and Environmental Protection Sagingalieva Alua took III place in the Republican competition of research works, in 2021-2022 academic year in the same competition III place was taken by Khasenova Zarina.

The university works with gifted students. The center for organizing and conducting work with young people is the students' trade union. Activity of the trade union committee The AUPET students' trade union has been the best in the city since 2013.

A number of student clubs operate under the auspices of the trade union committee: "Children Charity Club", "Gibrat", "Ýlagat", a guitar club, two debate leagues, a film club, KVN teams, a "Brain-Ring" club, dance groups, singers - about 20 clubs in total (https://studlife.aues.kz/).

Students show their individuality, creative potential, participating in cultural and mass events of the University "Dedication to students", "Freshman Decade", "Miss and Mr. AUES", "AUPET Spring", "MuzEnergy", Decade of Kazakhstani cinema, dedicated to the Day of the First President of the country, "Miss AUPET "; "Mr. AUPET "; " AUPET Spring"; charity fairs of "SSS" club; review-contest of student groups for the title of the best group; cooking match; various flash mobs; many KVN tournaments; competition for the best dorm room; Instaroom (in the university dormitories), as well as inter-university events.

The departments work on maintaining communication with the graduates of previous years, for which purpose the public association "AUPET Alumni Association" was established. Members of the Alumni Association annually take part in the event "Alumni Day" of the University, as chairmen and members of attestation commissions, participate in solving issues related to the organization and conduct of professional practices, the process of organizing the design of graduate works, etc. "Graduates' Day" is held every year on the last Saturday of May.

Analytical part

Analyzing the standard "Students" members of the *External Expert Commission (EEC)* came to the conclusion that the university has demonstrated the policy of forming the contingent

of students and transparency of its procedures, compliance of its actions with the Lisbon Convention on Recognition. The management of the DP demonstrated the implementation of special programs of adaptation and support of foreign students and first-year students.

The management of the DP has demonstrated readiness to provide students with places of practice.

The University provides an opportunity for external and internal mobility of DP students. For the development of interaction between internal and external mobility memorandums and agreements with partner universities are concluded. However, the *External Expert Commission (EEC)* experts note the need for further development of the implementation of the program "Academic mobility of students", special attention should be paid to the criterion of incoming (external and internal) mobility of students on accredited DPs.

The University promotes the employment of graduates. The average percentage of employment for DP 6B11201-Life Safety and Environmental Protection is 87%, for DP 7M11201-Life Safety and Environmental Protection - 100%.

It is noted that students are attracted to carry out scientific research work together with the teaching staff. The system of motivation to attract students to scientific research work has been formed. The students who won in the intra-university competitions of research works, conferences, Olympiads, round tables, etc. are awarded diplomas, certificates, letters of thanks and valuable gifts.

The AUPET Alumni Association has been established at the university, however, during interviews with graduates, employers, experts it was noted that this organization is not quite active, acting formally, not having a significant impact on the improvement of the educational process. The website also lacks any information about the activities of the Alumni Association.

Strengths/best practices:
Not observed.

External Expert Commission (EEC) recommendations for DP 6B11201-Life Safety and Environmental Protection, 6B07107-Engineering Entrepreneurship, 7M11201-Life Safety and Environmental Protection:

1. Management of DP 6B11201-Life Safety and Environmental Protection, 6B07107-Enterprise in Engineering, 7M11201-Life Safety and Environmental Protection to plan and achieve indicative indicators in the Educational Program Development Plans of the item "Activation of the process of academic mobility of students both in the country and abroad" to work in this direction on a systematic basis. Term - annually.

2. The university management should develop an updated work plan of the "AUPET Alumni Association" with the definition of specific activities to ensure the participation of university graduates in the development and implementation of educational programs. Deadline - 2024-2025 academic year. The university management is recommended to ensure regular and timely informing stakeholders about the activities of the "AUPET Alumni Association". Term - permanently.

Conclusions of the *External Expert Commission (EEC)*:

There are 12 criteria disclosed for the Learners standard, of which all 12 criteria have a satisfactory position.

6.7 The standard "Academic Staff"

✓ University should have an objective and transparent personnel policy in the context of Degree Program *(DP)* including recruitment (including visiting faculty), professional growth and development of staff, ensuring professional competence of the entire staff.

- ✓ The University should demonstrate compliance of the qualitative composition of the teaching staff with the established qualification requirements, University strategy, and the objectives of the Degree Program *(DP)*
- ✓ The Degree Program *(DP)* management should demonstrate the change of the teacher's role in connection with the transition to student-centered learning and teaching.
- ✓ The university should provide opportunities for career growth and professional development of teaching staff, including young teachers.
- ✓ The university should attract to teaching specialists of the relevant industries with professional competencies that meet the requirements of the Degree Program *(DP)*
- ✓ The University is obliged to demonstrate the existence of a mechanism for motivation of professional and personal development of the teaching staff
- ✓ The university is obliged to demonstrate a wide application of information and communication technologies and software tools in the educational process (e.g. on-line learning, e-portfolio, MEPhys, etc.) by the teaching staff.
- ✓ The university is obliged to demonstrate the focus of activities on the development of academic mobility, attraction of the best foreign and domestic teachers.
- ✓ The university must demonstrate the involvement of each faculty member in promoting a culture of quality and academic integrity within the institution, as well as determine the contribution of all teaching staff, including adjunct faculty, towards achieving the objectives of the academic Degree Program *(DP)*
- ✓ An important factor is the involvement of the teaching staff in the development of the economy, education, science and culture of the region and the country.

Evidentiary part

HR policy at the University is implemented in accordance with the main priorities of the University Development Strategy and corresponds to modern trends in the field of human resources. The existing procedure at the University ensures the transparency of personnel policy, as all decisions are announced at the Academic Council, the Council of Institutes, meetings of departments and thus are available to the teaching staff.

When teachers are hired, there is a competition for the position they hold. First, the competition for vacant positions is announced, which is publicized in the media. Documents are submitted online through the platform kkk.AUPET.kz. The procedure of competition for vacant positions is regulated by the normative documents of the Ministry of Education and Science of the Republic of Kazakhstan and the Regulation on Competition developed at AUPET (https://AUPET.edu.kz/admin/web/uploads/personal-documents/1651645168_u4K1X0.pdf).

Decisions on hiring, rewards and penalties, promotion are communicated to the teachers through the Rector's orders, which are announced at the meetings of the Institute Councils, Academic Council, Rectorate, ceremonial meetings or sent to the head of the department using the automated document management program Tezis. At the same time, teachers have the opportunity to make an appointment with the rector on the days set by the schedule, to address their working questions to the vice-rectors in the working mode without an appointment. In addition, it is possible to address personally on the Rector's blog (https://AUPET.edu.kz/en/site/blog-rektora).

This indicates the accessibility of the management and its interest in the development of feedback from the team. An example of transparency of labor relations in the university is the presence of the Trade Union Committee, which represents the interests of the labor collective before the management, supervises the issues of allocation of preferential vouchers to the preventorium and recreation areas of the university, financial assistance, participates in the work of the competition committee of the university.

The total number of teachers at the Department of "Ecology and Management in Engineering", providing training of students in accredited is 32 people, including 3 Doctors of Sciences, 2 PhDs, 8 candidates of sciences, 17 masters and 2 senior lecturers *(Figure 2)*. The

share of full-time faculty members with academic degrees and titles is 55%. Two senior lecturers - Masters have completed their doctoral studies and are preparing to defend their doctoral thesis.
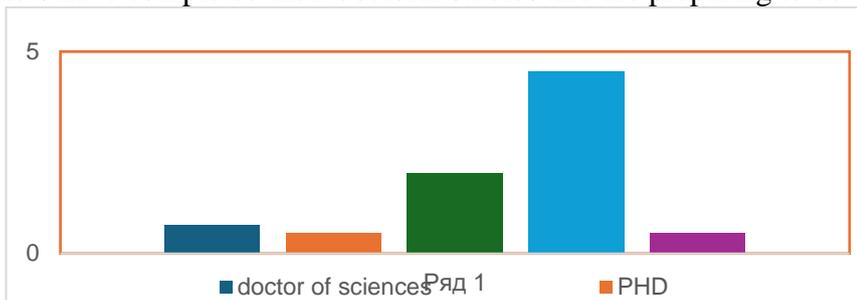
Figure 2 - Indicators of staffing of the teaching staff of the department "Ecology and Management in Engineering"

In the university based on the Standard Qualification Characteristics of the posts of pedagogical workers and persons equated to them and taking into account the position occupied by the teaching staff, a competence model of teaching staff has been created, including developed job descriptions. The job descriptions are developed for all categories of employees and are available at the Department. The requirements to the competence of the teaching staff are formed taking into account the requirements of professional standards, industry frameworks and National Qualifications Framework (NQF)

Non-commercial joint-stock company about AUPET is responsible for its employees, provides them with favorable conditions for work. The University's activity in this direction is reflected in the Charter of AUPET (https://AUPET.edu.kz/admin/web/uploads/personal-documents/1629863377_2B6Ebv.pdf), AUPET collective agreement. According to the collective agreement AUPET undertakes to implement social guarantees, to finance measures on labor protection, occupational safety, industrial sanitation, improvement of working and living conditions of employees (the list of measures is given in Appendix 4 of the collective agreement).

AUPET offers discounts for the education of employees' children. Additionally, employees are eligible for discounts of up to 50% on vouchers for recreation centers and sanatoriums. Children of employees are also entitled to discounts on health and sports camps. Furthermore, employees working in hazardous conditions, as listed in Appendix 5 of the Collective Agreement, receive additional payments to their basic salary.

It should be noted that for the last 3 years annually the teachers of the Department of Ecology and Management in Engineering become the winners of the republican competition "The best teacher of the university", held by the Ministry of Science and Higher Education of the Republic of Kazakhstan. In 2021 "The best teacher of the university" was recognized as the director of the Institute of Energy and Green Technologies, PhD Begimbetova A.S., in 2022 head of the Department of Ecology and Management in Engineering, PhD Abikenova A.A., in

2023 - professor of the Department of Ecology and Management in Engineering, PhD Prikhodko N.G.

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Teachers have high publication activity to publicize the results of their research. The publications are placed in both Kazakhstan editions and abroad. At the international scientific forum ELSEVIER "Scopus Award-2019" professor of the department "EME" Satova R.K. was announced as the author of the best scientific article "Business Valuation and Equity Management When Entering the IPO Market" and awarded a diploma of the International scientific edition ELSEVIER and the Astana International Financial Center (AIFC) for her contribution to the development of the IPO market in Kazakhstan.

The faculty members of the department carry out scientific researches within the framework of grant financing by the Ministry of Science and Higher Education of Kazakhstan, contractual engineering and consulting works. Research work in the direction of the department "Ecology and Management in Engineering" is carried out in the following directions:

"Research of problems of fuel and energy complex" (scientific supervisor, candidate of technical sciences, Tuzelbaev B.I.);

- "Development of norms of natural loss of certain types of waste", customer "Green Recycle" LLP (responsible executors Abikenova A.A., Sanatova T.S.);

- "Acquisition of ASCME with commercial metering point, with works on installation, commissioning, testing and organization of training of the customer's employees, in accordance with the technical specification", customer Kazakhstan Electricity Grid Management Company KEGOC JSC (responsible executor Zhakupov A.A.);

- Development of technical and technological norms of fuel and energy consumption for heat and electricity generation at TPP-2 of AMT JSC, customer ArcelorMittal Temirtau JSC (responsible executors Zhakupov A.A., Tuzelbaev B.I.);

- "Enhancement of innovative competencies and entrepreneurial skills in engineering education" within the framework of ERASMUS+ (stage 3 - completion of work, responsible executor Tuzelbaev B.I.);

- Within the framework of the program "Social Innovation in Central Asia", implemented by the Eurasia Foundation with the support of USAID Public Foundation Digital Society together with the IPK and the Department of Management and Entrepreneurship in Engineering developed a project, the purpose of which is to develop a pilot course "Transparent and Sustainable Public Procurement" for undergraduates of AUPET, Customer Open Contracting Partnership (responsible executors Satova R.K., Nurmuratova L.S., Baitenova L.M.);

- "Technical expertise of investment program execution for 2020", customer Kazakhstan Electricity Grid Operating Company, KEGOC (responsible executor Tuzelbaev B.I.);

- "Development of the concept of development of electric networks of the countries of central Asia", "Development of the concept of development of electric networks of the countries of central Asia", customer JSC "National Electric Networks of Uzbekistan" (co-executors Zhakupov A.A., Tuzelbaev B.I.);

- Research and analysis of hydrogen technologies in order to analyze the possibility of application on the railroad, by order of the assessment of the railroad sector of the Asia-Pacific region, contract No. 3 RASIRAHT, coordinator JSC "NC "KTZh" (Project Manager: Satova R.K., executors: Nurmuratova L.S. and others).

According to the AUPET strategy for the future, specific measures for continuous professional development of the staff are envisaged and implemented. Every academic year the teaching staff of the departments undergo professional development at the university, regional, oblast, republican levels. The teachers of the department undergo planned professional development once in 3-5 years.

In January 2024, 50 annual subscriptions for faculty to Cousera courses were purchased for staff development, with unlimited access to all courses.

Experts note the involvement of practicing teachers in the educational process in order to acquire practical skills of students, as well as they contribute to the expansion of the bases of industrial and pre-diploma practices. The list of involved specialists is given in Table 3.

Table 3 - List of involved specialists from production

№	Name	Co-location position AUPET	Primary place of work
1	Bauyrzhan Abishev	senior lecturer	State Institution "Kazselezaschita", Ministry of Emergency Situations of the Republic of Kazakhstan, Head of the Department of Emergency Prevention and Operation of Protective Structures
2	Zhanar Aitbayeva	practitioner	Bazis Construction LLP, Methodologist of the Training Center
3	Alexander Cherednichenko	associate professor	Zhasyl Damu JSC, Greenhouse Gas Inventory Department, National Expert on the UN Framework Convention on Climate Change, Kyoto Protocol and Paris Agreement
4	Asel Koblanova	senior lecturer	Fire Fighting and Emergency Response Service of Almaty City Emergency Situations Department, MES RK, Inspector
5	Dinara Tusupzhanova	senior lecturer	Safety and Labor Protection Engineer of "Motor Company Astana-Motors" LLP

Academic mobility of teachers is an integral part of the development of professional skills. The process of cooperation in the field of education, scientific research, academic mobility of students and teaching staff with Non-profit joint-stock company "Kyzylorda University named after Korkyt Ata", with JSC "Zhezkazgan University named after O.A. Baikonurov" has been established. Teachers of AUPET successfully delivered lectures in these universities. Also, teachers of the department had international internships in foreign universities: George Washington University (Washington, USA), The London BioScience Innovation Centre (UK), University of Koblenz-Landau (Koblenz, Germany), as well as in universities in Japan, Bulgaria, Portugal, Turkey, Poland.

To support young teachers, the departments are working to create a reserve of personnel, provide material support for research and internships. Young teachers who are actively engaged in scientific research, who show themselves as creative individuals with an active life position are sent to doctoral studies.

In the case of enrollment in doctoral studies, the university in order to support the professional development of young full-time teachers provides social support and accepts them on a part-time basis at 0.5 rate.

Material incentives include a system of bonuses to teachers and staff for personal contribution and achieved results in labor activity. Bonuses are paid for the results of work for the academic year, successful admission campaign, certification, accreditation, scientific results, for birthdays and anniversaries, official state holidays. Other mechanisms for motivating employees to work more efficiently and creatively include sending them to courses, seminars, conferences and internships, including to foreign countries.

The university allocates funds for the publication of textbooks, teaching aids and monographs of its teachers.

All full-time faculty members of the university are provided with personal laptops.

Analytical part

All teaching staff meet the qualification requirements of educational activities according to the Law of RK "On Education". The main indicators of success in the implementation of personnel policy are the improvement of the qualitative level of the teaching staff. In this direction the University carries out purposeful work, which is evidenced by the steady qualitative growth of the teaching staff.

The university management has developed a mechanism and systematically works on motivation of professional and personal development of teachers of Degree Program.

One of the tools of such encouragement is the system of categories of payment, which takes into account the publication activity of scientists and teachers of the university. However, experts note that when encouraging the teaching staff who have publications in scientific journals of the international databases Web of Science, Scopus categories Q1, Q2, the university management should encourage not only the first two authors, but also other co-authors who are teachers and staff of AUPET. During the meeting with the EEC, as well as in the questionnaires, the university faculty members expressed their wish to revise the motivation mechanism.

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The teaching staff of the department uses the classical presentation of educational material for students of accredited Degree Program.

However, within the framework of the development of distance education technologies, the faculty of the department should continue to develop skills in the application of information and communication technologies and software tools in the educational process, the development of mass open online courses and their placement on the university website. **External Expert Commission (EEC)** experts note that the accredited Degree Program do not show the dynamics of development of incoming and outgoing academic mobility of teaching staff, both external and internal. In addition, it is necessary to provide for the implementation of the possibility of inviting foreign teachers within the framework of the academic mobility program.

Strengths/best practices:

Not observed.

Recommendations of the External Expert Commission (EEC) for Degree Program 6B11201-Life safety and Environmental protection, 6B07107-Enterprise in Engineering, 7M11201- Life safety and Environmental protection:

1. The management of Degree Program 6B11201-Life Safety and Environmental Protection, 6B07107-Enterprise in Engineering, 7M11201-Life Safety and Environmental Protection to include indicative indicators in the Development Plans of Degree Program and in the Work Plan of the Department and implement the items: "Activation of the process of academic mobility of teaching staff both in the country and abroad", "Invitation to cooperation of Kazakhstani and foreign scientists". Term - 2024-2025 academic year.

2. The university management should revise the mechanism of motivation and encouragement of teaching staff who are the authors of scientific articles published in rating journals of international bases Web of Science, Scopus. Term - 2024-2025 academic year.

Conclusions of External Expert Commission (EEC):

According to the standard " **The academic staff** " for Degree Program 6B11201-Life Safety and Environmental Protection, 6B07107-Enterprise in Engineering, 7M11201-Life Safety and Environmental Protection, 10 criteria were disclosed, of which 9 have a satisfactory position and 1 suggests improvement.

6.8 Standard "Educational resources and student support systems"

✓ The university must guarantee the compliance of educational resources, including material and technical, and infrastructure with the objectives of the Degree Program

✓ Degree Program management must demonstrate the availability of classrooms, laboratories and other facilities equipped with modern equipment and ensuring the achievement of Degree Program objectives.

✓ The university must demonstrate the compliance of information resources with the needs of the university and the realized Degree Program, including the following areas:

- technological support for students and teaching staff in accordance with the Degree Program (e.g., online learning, modeling, databases, data analysis programs)

- library resources, including the fund of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases

- Expert examination of the results of research, graduate works, theses and dissertations for plagiarism

- access to educational Internet resources

- functioning of WI-FI on its territory

✓ The university is obliged to demonstrate that it creates conditions for conducting scientific research, integration of science and education, publication of the results of research work of faculty, staff and students.

✓ The university is obliged to strive to ensure that the educational equipment and software tools used to master Degree Programs are similar to those used in the relevant industries

✓ The management of Degree Program must demonstrate the existence of procedures for supporting different groups of learners, including information and counseling.

✓ The management of Degree Program must demonstrate the existence of conditions for the progression of the student on an individual educational trajectory.

✓ The university must take into account the needs of different groups of students (adults, working, foreign students, as well as students with special educational needs)

✓ The university is obliged to ensure the compliance of the infrastructure with safety requirements.

Evidentiary part

The University has a material and technical base, providing all types of practical training and research work of students, envisaged by the educational programs of the University and corresponding to the current sanitary and epidemiological and fire safety norms and rules.

The main complex of educational, laboratory and sports and training buildings of the University is compactly located in Almaty, in Bostandyk district at 126 Baitursynova Street and consists of one five-storey and two four-storey buildings with a total area of 28437.4 m2.

Nonresident students in need of housing live in five dormitories with a total area of 19829.7 m2, four of which are of sectional type (dormitories No. 2A, 2B, and No. 3), and dormitory No. 1 is of corridor type with an area of 3343.6 m2.

Material and technical base for Degree Program 6B11201 - Life Safety and Environmental Protection, Degree Program 7M11201 - Life Safety and Environmental Protection, Degree Program 6B07107 - Entrepreneurship in Engineering:

- Laboratory A117-Industrial Sanitation and Occupational Hygiene.
- Laboratory A119 "Safety of operation of electrical installations».
- "Research of Fuel and Energy Complex Problems".

The laboratories and specialized classrooms have stands and installations "Wet dust collection", "Gas emissions", "Harmful substances regulation", "Noise and vibration", "Gas cleaning", "Air dustness", "Illumination".

The number of computer classes, multimedia classrooms, language laboratories, TV classrooms, interactive classrooms meet the modern needs of the educational process and research activities of the teaching staff and students.

Computer and material-technical resources of AUPET consist of:

- 35 computer classrooms for 430 workstations;
- 3 lecture multimedia classrooms for 250 workplaces;
- 2 lecture sound classrooms for 220 workplaces;
- 7 interactive classrooms for 120 workplaces;
- 10 television classrooms for 840 workplaces.

The University Library is a part of the information and educational environment of the University, its tasks are to accumulate and provide various information resources oriented to the educational process.

For students, there are 6 points of library and information services available in the library - a subscription, three specialized reading rooms, a hall of electronic resources "Media Library." and a reading room for extracurricular activities in the dormitory No. 1.

The total area of the library premises is 1117m2 and 275 seats.

The total number of library users is 8437 people.

The total fund of the library is 600778 copies, including in Kazakh language 225631 copies, in foreign languages 6755 copies.

The "Вестник АУЭС", which is published four times a year and is available in all reading rooms, is especially popular and in demand.

Students and the academic staff can access electronic information resources from any computer at the university, in the "Media Library", as well as from home on the university website https://aues.edu.kz/ru/site/library.

The AUPET has a printing house with a production area where printing equipment is installed for publishing teaching aids, books, visual aids, advertising material.

The University has a well-organized system of catering and consumer services for students. There are canteens on the first floor of three buildings A, B, D.

To control the work of public catering and services for employees and students of the University there is a committee, which at least once a semester controls the quality of food preparation, sanitary and fire condition of premises in public catering and services with the obligatory drawing up of a report reflecting the results of the inspection, with the submission of inspection materials to the trade union committee of employees and the trade union committee of students. There is a medical center. The employee of the medical station is responsible for monitoring the state of sanitary and hygienic requirements of the university canteen and the quality of food, as well as the organization of sanitary and educational work and promotion of healthy lifestyles. The university has created a service of psychological support for students.

Non-resident students are fully provided with places in the dormitory. In their free and study time students are engaged in sports and gym of the University.

For social support of students, the University has an educational grant and personal scholarship named after the First Rector G.J. Daukeev.

To ensure the sufficiency and planning of the development of material resources to support the educational process, every year at the meetings of the department, the councils of the institute, the Academic Council, the Rectorate hear the issues on the provision of educational activities with the necessary resources. Based on applications for the acquisition of resources submitted by the heads of the department at the meeting of the Academic Council, the modernization plan of the department is approved.

Analytical part

As a result of the inspection of the facilities, the members of the *External Expert Commission (EEC)* note that the university has all the necessary resources to ensure the educational process. Buildings and facilities of the university meet the current sanitary norms and fire safety requirements. A variety of educational resources and support services for students are available at the university. The university has a sufficient amount of computer equipment and software.

The Degree Program management together with the university management on a regular basis create conditions to ensure the sufficiency of material resources and infrastructure for conducting scientific research, provision of practice bases, integration of science into the educational process, publication of the results of research work of students. At the same time, it should be noted that the university needs to expand quantitatively the library fund by acquiring specialized literature in the state and English languages; including electronic textbooks. The lack of specialized literature in Kazakh and English languages was expressed by students during the interview.

At the meeting with all target groups the problem of unstable work of Wi-Fi network in the university was voiced.

Strengths/best practices:

For accredited Degree Programs the university has demonstrated the availability of classrooms, laboratories and other facilities equipped with modern equipment and ensuring the achievement of Degree Program objectives.

External Expert Commission (EEC) recommendations for Degree Program 6B11201-Life Safety and Environmental Protection, 6B07107-Enterprise in Engineering, 7M11201-Life Safety and Environmental Protection:

1. The university management should analyze the Wi-Fi functionality in the university buildings, and based on the results of the analysis, determine the allocation of the necessary funding to improve Wi-Fi on its territory by the beginning of the 2024-2025 academic year.

2. The management of Degree Program to strengthen the work on the development, publication, and acquisition of specialized literature in English and state languages; electronic textbooks, including at the expense of own developments. Term - 2024-2025 academic year.

Conclusions of *External Expert Commission (EEC):*

According to the standard "Educational Resources and Student Support Systems" for Degree Program 6B11201-Life Safety and Environmental Protection, 6B07107-Enterprise in Engineering, 7M11201-Life Safety and Environmental Protection, 13 criteria are disclosed, of which 1 criterion has a strong position, 10 criteria have a satisfactory position, and 2 criteria suggest improvement.

6.9 Standard "Informing the Public"

✓ The information published by the university should be accurate, objective, relevant and reflect all areas of university activity within the framework of the educational program.

✓ Public information should support and explain the national development programs of the country and the system of higher and postgraduate education.

✓ The university management should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the public and interested parties.

✓ Information published by the university about the educational program should be objective and up-to-date and include:

- the purpose and planned results of the program, the qualification to be awarded
- information about the system of evaluation of students' academic achievements
- information about academic mobility programs and other forms of cooperation with partner universities and employers
- information about the opportunities for the development of personal and professional competencies of students and employment

- data reflecting the positioning of the Degree Program in the market of educational services (at regional, national, international levels).

✓ An important factor is the publication on open resources of reliable information about the teaching staff, in the context of personalities.

✓ The university should publish on its own web-resource audited financial statements on the Degree Program

✓ The university should publish information and links to external resources on the results of external evaluation procedures.

✓ An important factor is the placement of information on cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations.

Evidentiary part

The University, based on the principle of transparency, provides the public with information about its activities, including the programs implemented, expected learning outcomes of these programs, qualifications awarded, teaching, learning, assessment procedures, pass rates and learning opportunities provided to students, as well as information about employment opportunities for graduates.

The Department of Information Technologies and the Department of Marketing are responsible for the information support of the implemented educational programs. AUPET has a unified information network. The main goal of the Center in this area of work is to create and develop a unified educational and scientific information environment of AUPET on the basis of information and communication technologies.

Information about preparatory courses, bachelor's, master's and doctoral degree programs, formats of UNT and CT, passing scores, grants and degrees of AUPET conditions of transfer to AUPET, conditions of admission of foreign students, as well as about AUPET dormitories are available on the university website in the "Admission" tab.

Information about student life (https://aues.edu.kz/ru/student-life/index), academic mobility (https://ic.aues.kz/ru), Career Center (https://aues.edu.kz/ru/career/index), top students (https://aues.edu.kz/ru/students/best), information about outstanding alumni (https://aues.edu.kz/ru/graduate-new/our-graduates), etc. is publicly available on the university website.

The University is open for suggestions and complaints of students. On the website of the University there is a blog of the rector, where every student can ask a question to the management. https://aues.edu.kz/ru/site/blog-rektora, trust boxes are placed in each building of the University. Decisions on complaints and suggestions, depending on their scale, are made directly by the person specified in the appeal, or considered at the meeting of the department, the Council of the Institute, the teaching and methodological section, or the Academic Council of the University.

The University has technical means for communication with all interested parties: phones, e-mail, chat in WhatsApp, chat in Google Business, chat in 2GIS, feedback form on the website https://aues.edu.kz/ru/site/admissions, social networks, additional information can be obtained on the AUPET website in different sections, as well as on the official pages of the university in social networks:

https://instagram.com/aues_university, https://youtube.com/c/AuesUniversity;
https://www.facebook.com/aues.university;
https://t.me/auesuni.

Also, the public and interested parties are informed about the results of the Degree Program activity by local mass media - newspapers "Bilimdi El", "Vechernyaya Almaty", as well as TV channel Khabar 24.

On the website in the tab "About us" - "Media about us" (https://aues.edu.kz/ru/site/smi-o-nas) and "Rector in the media (https://aues.edu.kz/ru/site/rectors-materials) there are reprints of all published materials.

Information about the university partners is published on the main page of the website in the tab "International Cooperation" (https://ic.aues.kz/ru). Information on international partners is given by country with links to their websites, also scanned copies of agreements concluded with them are attached.

Analytical part

While analyzing the documents and content of the AUPET website, the experts found that the management uses a variety of ways to disseminate information: mass media, web resources, information networks and others. The EEC notes that in the field of information dissemination policy the university demonstrates the policy of openness and involvement in informing the public of applicants, employers, participants of the educational process and all interested parties. The Degree Program management uses mass media, social networks to disseminate information. The website publishes information about the university activities, financial statements.

Based on the analysis of available information in relation to the EO and the Degree Program, the Commission notes that the information on the University website is available for stakeholders of the educational process (students, teachers, employers, the public), but it is not sufficiently complete, there is no defined mechanism for its timely updating. There are no examples of how the satisfaction of stakeholders in the quality of information received and its completeness is investigated. It is necessary to improve and regularly supplement the information of the website in the main sections: in relation to the web pages of the departments, specifics and implementation of the Degree Program, information about students and the academic staff, about cooperation and interaction with partners, about scientific projects, about academic mobility programs; about employment opportunities.

In addition, reliable information about The academic staff, in terms of personalities, is not presented on public resources.

Strengths/best practices:

Not observed.

External Expert Commission (EEC) recommendations for Degree Program 6B11201-Life Safety and Environmental Protection, 6B07107-Enterprise in Engineering, 7M11201-Life Safety and Environmental Protection:

1. The management of Degree Programs to supplement and regularly update the information on the university website about the specifics of accredited Degree Programs, to publish on the university website the contingent of students in accredited Degree Programs, taking into account the dynamics; information about the system of assessment of students' academic achievements; information about academic mobility programs; information about cooperation and collaboration with partners, information about the creative activities of students and The academic staff, information about research projects, employment opportunities, etc. by the beginning of the 2024-2025 academic year.

2. To present on the university website personal information about each teacher who implements Degree Program. Term - September 2024.

External Expert Commission (EEC): 12 - criteria are disclosed for the standard "Public Awareness", of which 11 - have satisfactory positions, 1- requires improvement.

(VII) REVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD
(VIII) REVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT

1. It is necessary for Management of the DP to revise the Degree Program DP Development Plans, to specify the uniqueness and individuality of the Degree Program DP Development Plans, ensuring their consistency with the national priorities and demands of the modern labor market, with mandatory placement of the Degree Program DP Development Plans on the HEI website. Term- 2024-2025 academic year.

2. The management of Degree Program DP should involve representatives of stakeholder groups, including employers, students and faculty, in the formation of Degree Program DP Development Plans. In the Development Plans of accredited Degree Program (DP) to specify

the indicators of strategic planning in the context of directions and time intervals in accordance with the University Development Strategy. Term - 2024-2025 academic year.

3. In 2024-2025 academic year, the DP management should develop a Roadmap (Plan) to reduce the impact of risks associated with the design and implementation of the DP (including staffing, contingent formation, etc.), or introduce appropriate measures into the existing DP development plans with the indication of specific indicators, Terms and responsible for implementation; systematically analyze risk management at the level of the structural unit and the DP.

According to the Standard "Information Management and Reporting"

1. Management of Degree Program DP 6B11201-Life Safety and Environmental Protection, 6B07107-Enterprise in Engineering, 7M11201-Life Safety and Environmental Protection should define criteria and systematize the assessment of efficiency and effectiveness of Degree Program DP by the beginning of 2024-2025 academic year, key measurable performance indicators of Degree Program DP Development Plans should be specified in accordance with the University Development Strategy until 2030.

According to the Standard "Development and approval of the educational program"

1. The management of Degree Program DP to carry out targeted work on the organization of professional certification of students. Develop a plan for students to pass the courses of professional certification. Term - by the beginning of the 2024-2025 academic year.

2. Based on the analysis of the prospects of cooperation with domestic or foreign universities and the needs of the Degree Program DP, to identify key partners for the development and implementation of Standard Operating Procedures (SOPs), to conclude contracts and to start the development and implementation of Standard Operating Procedures (SOPs). Term - by the beginning of the academic year 2025-2026.

3. It is necessary for Management of the DP to ensure the participation of students in the procedure of development and management of the Degree Program DP. Term - annually.

4. Management of the DP should consider the possibility of introducing the dual system of training in accredited Degree Program DPs and reflect the relevant activities in the Degree Program DP development plans. Term -2024-2025 academic year.

According to the Standard "Continuous monitoring and periodic evaluation of educational programs"

1.Management of the DP is recommended to ensure that the stakeholders are informed about all planned or undertaken actions in relation to accredited Degree Program DP 6B11201-Life Safety and Environmental Protection, 6B07107-Engineering Entrepreneurship, 7M11201-Life Safety and Environmental Protection.

2.Following the results of revision and introduction of changes in the accredited Degree Program DPs, constantly ensure the publication on the university website of the results of the changes made. Term - within 10 days after making the relevant changes.

3.The university management should conduct an anonymous survey of students and teaching staff on the quality of the educational process, based on the results of the obtained results to discuss at the Academic Council of AUPET in order to identify problematic issues, develop a plan of corrective and preventive actions. Term - until the beginning of 2024-2025 academic year.

According to the Standard "Student-centered learning, teaching, and learning assessment."

1. Management of the DP to monitor the applied methods of teaching specialized disciplines, to practice regular methodological conferences/seminars devoted to modern methods of teaching specialized disciplines to improve the quality of teaching. Deadline - annually.

2.   Management of the DP should develop a plan and ensure that the teaching staff undergo professional development in the field of modern methods of assessing the learning outcomes of students. Term - 2024-2025 academic year.

The standard "Students"

1.   Management of the DP 6B11201-Life Safety and Environmental Protection, 6B07107-Enterprise in Engineering, 7M11201-Life Safety and Environmental Protection to plan and achieve indicative indicators in the Educational Program Development Plans of the item "Activation of the process of academic mobility of students both in the country and abroad" to work in this direction on a systematic basis. Term - annually.

2.   The university management should develop an updated work plan of the " AUPET Alumni Association" with the definition of specific activities to ensure the participation of university graduates in the development and implementation of educational programs. Deadline - 2024-2025 academic year. The university management is recommended to ensure regular and timely informing of stakeholders about the activities of the " AUPET Alumni Association". Term - permanently.

According to the Standard "The academic staff"

1.   Management of DP 6B11201-Life Safety and Environmental Protection, 6B07107-Enterprise in Engineering, 7M11201-Life Safety and Environmental Protection to include indicative indicators in the Development Plans of DPs and in the Work Plan of the Department and to implement the items: "Activation of the process of academic mobility of teaching staff both in the country and abroad", "Invitation to cooperation of Kazakhstani and foreign scientists". Term - 2024-2025 academic year.

2.   The university management should revise the mechanism of motivation and encouragement of teaching staff who are the authors of scientific articles published in rating journals of international bases Web of Science, Scopus. Term - 2024-2025 academic year.

According to the Standard "Educational resources and student support systems"

1. The university management should analyze the Wi-Fi functionality in the university buildings, and based on the results of the analysis, determine the allocation of the necessary funding to improve Wi-Fi on its territory by the beginning of the 2024-2025 academic year.

2. The management of DP to strengthen the work on the development, publication and acquisition of specialized literature in English and state languages; electronic textbooks, including at the expense of own developments. Term - 2024-2025 academic year.

According to the Standard "Public Awareness."

1. The management of DPs to supplement and regularly update the information on the university website about the specifics of accredited DPs, to publish on the university website the contingent of students in accredited DPs, taking into account the dynamics; information about the system of assessment of students' academic achievements; information about academic mobility programs; information about cooperation and collaboration with partners, information about the creative activities of students and faculty, information about research projects, employment opportunities, etc. by the beginning of the 2024-2025 academic year.

2. To present on the university website personal information about each teacher who implements DP. Term - September, 2024.

(IX) review of recommendations for the development of the educational organization

- The university management to carry out targeted work on the development of academic mobility, attracting the best foreign and domestic teachers.

- The university management should publish on the university website reliable information about the academic staff in terms of personalities; about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations in order to inform the general public and stakeholders.
- The management of the university to improve the functioning of Wi-Fi on its territory.

(X) Recommendation to the Accreditation Council

Appendix 1: Assessment Table " SPECIALISED PROFILE PARAMETERS (EX-ANTE)"

№	№	Evaluation criteria	Position of the educational organisation			
			Strong	Satisfactory	Assumes an improvement	Unsatisfactory
Standard "Degree Program Management "						
1	1.	The HEI should demonstrate the development of the goal and strategy of the DP development based on the analysis of external and internal factors with wide involvement of various stakeholders		+		
2	2.	Quality assurance policies should reflect the link between research, teaching and learning		+		
3	3.	The HEI demonstrates the development of a quality assurance culture		+		
4	4.	The commitment to quality assurance should apply to all activities carried out by contractors and partners (outsourcing), including in the implementation of joint/dual education and academic mobility		+		
5	5.	The management of the DP ensures the transparency of the development plan of the DP based on the analysis of its functioning, the real positioning of the HEI and the orientation of its activities to meet the needs of the state, employers, interested parties and students		+		
6	6.	The management of the DP demonstrates the functioning of mechanisms for the formation and regular revision of the DP development plan and monitoring of its implementation, assessment of the achievement of learning objectives, compliance with the needs of students, employers and society, decision-making aimed at continuous improvement of the DP		+		
7	7.	The management of the DP should involve representatives of stakeholder groups, including employers, students and the academic staff in the formation of the DP development plan			+	
8	8.	The management of the DP should demonstrate the individuality and uniqueness of the DP development plan, its alignment with national development priorities and the development strategy of the educational organisation			+	
9	9.	The HEI should demonstrate a clear definition of those responsible for business processes within the DP, distribution of staff job responsibilities, delineation of functions of collegiate bodies		+		
10	10.	The management of the DP ensures the coordination of all persons involved in the development and management of the DP and its continuous implementation, and involves all interested parties in the process		+		
11	11.	The management of the DP should ensure that the management		+		

		system is transparent, that the internal quality assurance system is functioning, including its design, management and monitoring, and that appropriate decisions are taken				
12	12.	The management of the DP should carry out risk management			+	
13	13.	The management of the DP should ensure the participation of representatives of interested parties (employers, academic staff, students) in the collegial management bodies of the degree program, as well as their representativeness when making decisions on the management of the educational program		+		
14	14.	The HEI must demonstrate innovation management within the DP, including analysing and implementing innovative proposals		+		
15	15.	The management of the DP should demonstrate its openness and accessibility to students, academic staff, employers and other interested parties		+		
16	16.	The management of the DP confirms the completion of training on degree management programs		+		
17	17.	The management of the DP should endeavour to ensure that the progress made since the last external quality assurance procedure is taken into account in the preparation of the next procedure		+		
		Total for the standard	**0**	**14**	**3**	**0**
Standard "Information Management and Reporting"						
18	1.	The HEI should ensure the functioning of the system of collection, analysis and management of information on the basis of modern information and communication technologies and software		+		
19	2.	DP management demonstrates systematic use of processed, adequate information to improve the internal quality assurance system		+		
20	3.	The management of the DP demonstrates the existence of a reporting system reflecting the activities of all structural units and departments within the framework of the DP, including an assessment of their effectiveness		+		
21	4.	The HEI should determine the periodicity, forms and methods of evaluation of the DP management, activities of collegial bodies and structural units, top management		+		
22	5.	The HEI must demonstrate a mechanism for ensuring information protection, including identification of responsible persons for the reliability and timeliness of information analysis and data provision		+		
23	6.	The HEI demonstrates involvement of students, employees and academic staff in the processes of collecting and analysing information, as well as decision-making on their basis		+		
24	7.	The management of the DP should demonstrate that mechanisms are in place to communicate with learners, employees and other interested parties, including conflict resolution		+		
25	8.	The HEI is obliged to ensure measurement of the degree of satisfaction of the needs of the teaching staff, staff and students within the framework of the DP and demonstrate evidence of elimination of the detected deficiencies		+		
26	9.	The HEI should assess the efficiency and effectiveness of activities, including in the context of DP		+		
		The information collected and analysed by the HEI within the framework of the DP should take into account:				
27	10.	key performance indicators		+		

28	11.	dynamics of the contingent of students in the context of forms and types of education		+		
29	12.	grade level, student achievement and dropout rates		+		
30	13.	students' satisfaction with the implementation of the program and the quality of education at the university		+		
31	14.	accessibility of educational resources and support systems for learners		+		
32	15.	employment and career development of graduates		+		
33	16.	Students, staff and academic staff must document their consent to the processing of personal data		+		
34	17.	The management of the DP should help to ensure that all necessary information is available in the relevant fields of sciences		+		
		Total for the standard	**0**	**17**	**0**	**0**
Standard "Development and approval of degree program"						
35	1.	The HEI should demonstrate the existence of a documented procedure for the development of the DP and its approval at the institutional level		+		
36	2.	The HEI must demonstrate compliance of the developed DP with the established objectives and planned learning outcomes		+		
37	3.	The DP management should determine the influence of disciplines and professional practices on the formation of learning outcomes		+		
38	4.	The HEI can demonstrate the existence of an DP graduate model describing learning outcomes and personal qualities		+		
39	5.	The qualification awarded on completion of the DP should be clearly defined, explained and appropriate to the defined level of The National Qualification Systems, QF-EHEA		+		
40	6.	The DP management should demonstrate the modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS), ensure that the DP, its modules (in terms of content and structure) are in line with the set objectives with a focus on achieving the planned learning outcomes		+		
41	7.	The DP management should ensure that the content of academic disciplines and learning outcomes correspond to each other and to the level of study (bachelor's, master's, doctoral studies)		+		
42	8.	The management of the DP should demonstrate that external reviews of the DP have been carried out		+		
43	9.	The management of the DP should provide evidence of the participation of learners, academic staff and other stakeholders in the development of the DP, ensuring its quality		+		
44	10.	The management of the DP should demonstrate the positioning of the DP in the educational market, (regional/national/international), its uniqueness		+		
45	11.	An important factor is the opportunity to prepare students for professional certification			+	
46	12.	An important factor is the availability of double degree programs and/or joint programs with foreign HEIs			+	
		Total for the standard	**0**	**10**	**2**	**0**
Standard "Continuous monitoring and periodic evaluation of degree programs"						

47	1.	The HEI should ensure the revision of the content and structure of the DP taking into account the changes in the labour market, employers' requirements and social demand of the society		+		
48	2.	The HEI is obliged to demonstrate the existence of a documented procedure for monitoring and periodic evaluation of the DP to achieve the DP objective. The results of these procedures are aimed at continuous improvement of the DP		+		
		Monitoring and periodic evaluation of the DP should consider:				
49	3.	program content in the context of the latest advances in discipline-specific science and technology		+		
50	4.	changes in the needs of society and professional environment		+		
51	5.	the workload, progress and graduation of students		+		
52	6.	effectiveness of learner assessment procedures		+		
53	7.	the needs and satisfaction of learners		+		
54	8.	Compliance of the educational environment and the activities of support services with the objectives of the DP		+		
55	9.	All interested parties should be informed of any planned or undertaken actions in relation to the DP. Any changes made to the DP should be made public			+	
56	10.	Support services should identify the needs of different groups of learners and their satisfaction with the organisation of learning, teaching, assessment, learning of the DP as a whole		+		
		Total for the standard	**0**	**9**	**1**	**0**
Standard "Student-centred Learning, Teaching and Assessment"						
57	1.	The management of the DP should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths		+		
58	2.	The DP management should ensure teaching on the basis of modern achievements of world science and practice in the field of training, the use of various modern methods of teaching and assessment of learning outcomes, ensuring the achievement of DP objectives, including competences, skills to perform scientific work at the required level.		+		
59	3.	The management of the DP should determine the mechanisms of distribution of students' study load between theory and practice within the framework of the DP, ensuring the mastery of the content and achievement of the DP goals by each graduate		+		
60	4.	An important factor is the availability of own research in the field of teaching methodology of DP disciplines			+	
61	5.	The HEI should ensure that the procedures for assessment of learning outcomes correspond to the planned outcomes and objectives of the DP		+		
62	6.	The HEI should ensure the consistency, transparency and objectivity of the mechanism of assessment of learning outcomes of DP. Criteria and methods of assessment of learning outcomes should be published in advance		+		
63	7.	Evaluators should be familiar with modern methods of assessing learning outcomes and regularly upgrade their skills in this area		+		

64	8.	DP management should demonstrate a feedback system on the use of different teaching methods and assessment of learning outcomes		+		
65	9.	The DP leadership must demonstrate support for learner autonomy while being guided and assisted by the instructor		+		
66	10.	DP management must demonstrate that there is a procedure in place for responding to learner complaints		+		
		Total for the standard	**0**	**9**	**1**	**0**
Standard "Students"						
67	1.	The HEI should demonstrate the policy of forming the contingent of students and ensure the transparency of its procedures. The procedures regulating the life cycle of students (from admission to completion) should be defined, approved, published		+		
68	2.	The management of the DP should provide for special adaptation and support programs for new entrants and international students		+		
69	3.	The HEI must demonstrate compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism to recognise the results of academic mobility of students, as well as the results of additional, formal and non-formal education		+		
70	4.	The HEI should ensure the possibility for external and internal academic mobility of students, as well as assist them in obtaining external grants for studies		+		
71	5.	The university should actively encourage students to self-education and development outside the main program (extracurricular activities)		+		
72	6.	An important factor is the existence of a support mechanism for gifted students		+		
73	7.	The HEI should demonstrate cooperation with other educational organisations and national centres of the "European Network of National Information Centres for Academic Recognition and Mobility/National Academic Recognition Information Centres" ENIC/NARIC in order to ensure comparable recognition of qualifications		+		
74	8.	The HEI should provide students with internship places, demonstrate the procedure for facilitating the employment of graduates, liaising with them		+		
75	9.	The HEI is obliged to demonstrate the procedure of issuing to graduates the documents confirming the obtained qualification, including the achieved learning outcomes		+		
76	10.	The DP management should demonstrate that graduates of the program have skills that are in demand on the labour market and that these skills are indeed in demand on the labour market		+		
77	11.	The management of the OP should demonstrate that a mechanism is in place to monitor the employment and professional performance of graduates		+		
78	12.	An important factor is the existence of an active association/ alumni association		+		
		Total for the standard	**0**	**12**	**0**	**0**
Standard "Academic staff"						
79	1.	The HEI should have an objective and transparent HR policy in the context of the DPs, including recruitment (including visiting academic staff), professional growth and development of staff, ensuring professional competence of the whole staff		+		

80	2.	The HEI should demonstrate the compliance of the qualitative composition of the teaching staff with the established qualification requirements, HEI strategy, objectives of the DP		+		
81	3.	DP leadership must demonstrate a change in the role of the faculty member in relation to the shift to student-centred learning and teaching		+		
82	4.	The HEI should provide opportunities for career growth and professional development of the academic staff, including young teachers		+		
83	5.	The HEI should involve in teaching specialists of relevant industries, who have professional competences, corresponding to the requirements of the DP		+		
84	6.	The HEI should demonstrate the existence of a mechanism of motivation for professional and personal development of the academic staff		+		
85	7.	The HEI should demonstrate a wide application of information and communication technologies and software tools in the educational process (e.g. on-line learning, e-portfolios, MOOCs, etc.).		+		
86	8.	The university should demonstrate the focus on the development of academic mobility, attracting the best foreign and domestic teachers			+	
87	9.	The HEI should demonstrate the involvement of each faculty member in promoting the culture of quality and academic integrity in the HEI, determine the contribution of the academic staff, including invited ones, to the achievement of the DP goals		+		
88	10.	An important factor is the involvement of faculty in the development of the economy, education, science and culture of the region and the country		+		
		Total for the standard	**0**	**9**	**1**	**0**
Standard "Educational Resources and Student Support Systems"						
89	1.	The HEI must guarantee the compliance of educational resources, including material and technical resources, and infrastructure with the objectives of the degree programs		+		
90	2.	The DP management should demonstrate the availability of classrooms, laboratories and other facilities equipped with modern equipment and ensuring the achievement of DP objectives	+			
		The HEI should demonstrate the compliance of information resources with the needs of the HEI and the implemented DPs, including the following areas:				
91	3.	technological support for students and faculty in accordance with degree programs (e.g. online learning, modelling, databases, data analysis software)		+		
92	4.	Library resources, including the collection of educational, methodological and scientific literature on general education, basic and specialised disciplines in hard copy and electronic media, periodicals, access to scientific databases			+	
93	5.	Examination of research results, graduation papers, dissertations for plagiarism		+		
94	6.	access to educational Internet resources		+		
95	7.	operation of WI-FI on its territory			+	
96	8.	The university should demonstrate that it creates conditions for conducting scientific research, integration of science and		+		

		education, publication of the results of research work of the faculty, staff and students				
97	9.	The HEI should strive to ensure that the educational equipment and software tools used for mastering educational programs are similar to those used in the relevant sectors of the economy		+		
98	10.	DP management should demonstrate that procedures are in place to support different groups of learners, including information and counselling		+		
99	11.	The management of the DP must show the presence of conditions for the progress of the student on an individual educational trajectory		+		
100	12.	HEI should take into account the needs of different groups of students (adults, working, foreign students, as well as students with special educational needs)		+		
101	13	The HEI should ensure that the infrastructure meets security requirements		+		
		Total for the standard	**1**	**10**	**2**	**0**
Standard "Informing the public "						
102	1.	The information published by the university should be accurate, objective, relevant and reflect all areas of the university's activities within the framework of the degree programs.		+		
103	2.	Public information should support and explain the national development programs of the country and the higher and postgraduate education system		+		
104	3.	The HEI management should use a variety of information dissemination methods (including mass media, web resources, information networks, etc.) to inform the general public and interested parties		+		
		Information published by the HEI about the degree program should be objective and up-to-date and should include:				
105	4.	purpose and planned results of the program, qualification to be awarded		+		
106	5.	information and system of evaluation of students' academic achievements		+		
107	6.	information on academic mobility programs and other forms of cooperation with partner universities, employers		+		
108	7.	information on opportunities to develop students' personal and professional competences and employment opportunities		+		
109	8.	data reflecting the positioning of the DP on the market of educational services (at regional, national, international levels)		+		
110	9.	An important factor is the publication on open resources of reliable information about academic staff, in terms of personalities			+	
111	10.	The HEI should publish audited financial statements on the DP on its own web resource		+		
112	11.	The HEI should place information and links to external resources on the results of external evaluation procedures		+		
113	12.	An important factor is the posting of information on cooperation and collaboration with partners, including scientific/consulting organisations, business partners, social partners and educational organisations		+		
		Total for the standard	**0**	**11**	**1**	**0**
		TOTAL	**1**	**101**	**11**	**0**

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Appendix 2. "VISIT PROGRAM TO THE EDUCATIONAL ORGANISATION"
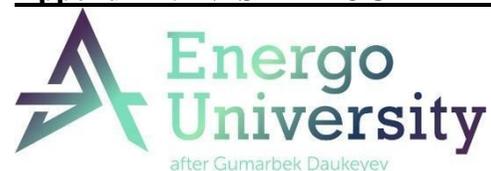
AGREED

Rector of Non-profit JSC "Almaty University of Power Engineering and Communications named after Gumarbek Daukeev"

_____Syzdykov M.K.

"___" _____2024 г.

APPROVED

General Director of "Independent Agency for Accreditation and Rating"

_____Zhumagulova A.B.

"___" _____2024 г.

**PROGRAM
THE VISIT OF AN EXTERNAL EXPERT COMMISSION
INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)
TO NON-PROFIT JSC "ALMATY UNIVERSITY OF POWER ENGINEERING AND TELECOMMUNICATIONS"**

1 STAGE SPECIALISED ACCREDITATION
Date of the visit: 11-13 March 2024

Date and time	Work of the EEC with target groups	Position and Surname, First Name of the participants of the target groups	Contact form
		9 March 2024	
15.00-16.00 *Astana time*	Preliminary meeting of the EEC	*IAAR external experts*	Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
		10 March 2024	
On schedule during the day	Arrival of the members of the External Expert Commission		
20.00	Dinner	*IAAR external experts*	
		Day 1: 11 March 2024	
08.10-09.00	Transfer from the hotel to the University	*University Coordinator - Mankhanova Azhar Yerlanovna (Director of Academic Affairs Department) 87772983128*	

09.00-09.15	Allocation of expert responsibilities, resolution of organizational issues	*IAAR external experts*	Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
09.15-09.45	Interview with the Rector	***Rector - Syzdykov Murat Kanatovich***	Auditorium No. 213, Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
09.45-10.00	Technical break		
10.00-10.40	Interviews with Vice-rectors	Vice-rector for Academic Affairs - Sarenova Aigul Saparbekovna, Vice-rector for Social and Educational work - Kadylbekov Yermek Kamalbekuly, Chief of Staff of the Rector's Office - Esimzhanov Zhanat Kuanyshevich	Auditorium No. 213, Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
10.40-10.50	Technical break		
10.50-11.30	Interviews with heads of structural subdivisions of the EO	Digital officer - Urazakov Margulan Maksutovich, The head of the registrar's office - Neledva Vera Vasilievna, Financial Director - Gulziya Salatovna Rakhmetova, Director of Academic Affairs - Mankhanova Azhar Erlanovna, The Head of the Academic Advising Centre - Kudaibergen Zhuldyz Malikkyzy Director of the Youth Policy Department - Kabi Elikbay Kasenkhanuly, The chief librarian - Netesova Natalya Stepanovna, Responsible Secretary of the Admissions Committee - Almuratova Kamshat Bimuratovna.	Auditorium No. 213, Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
11.30-11.45	Exchange of views of the members of the external expert committee		Auditorium No. 210, Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
11.45-12.30	Interviews with Heads of Departments and Heads of MDP	HEADS OF DEPARTMENTS: Department of IT Engineering - Tukenova Laila Muratbekovna, Department of Electrical Engineering - Amitov Yernar Tanibergenovich, Department of Renewable and Alternative Energy Sources - Shynybai Zhandos Sapargalievich,	Auditorium No. 213, Building A

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	Department of Ecology and Management in Engineering - Abikenova Asel Amangeldievna, Department of Space Engineering - Tolendiuly Sanat, Department of Electronic Engineering - Orazalieva Sandugash Kudaibergenovna, DP DEVELOPERS: DP Entrepreneurship in Engineering - Nurmuratova Laura Syreuovna, DP Life Safety and Environmental Protection - Elena Mikhailovna Tyshchenko, Electrical engineering - Mikhail Bashkirov, Electric power systems - Yertugan Umbetkulov Kozhagulovich, Electric power systems - Lyazzat Uteshkalieva Shynbolatovna, Computer science and software; - Utegenova A.U., Renewable Energy Technologies - Soltanaev A., Automated electromechanical systems - Almuratova N.K., Modern and innovative renewable energy technologies - Tergemes K.T. Instrumentation - Yusupova S.A.		
12.30-13.00	The work of the EEC	*IAAR external experts*	Auditorium No. 213, Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
13.00-14.00	*Lunch*		
14.00-14.15	Exchange of views of the members of the external expert committee		Auditorium No. 213, Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
14.15-15.00	Interviews with academic staff of the main degree programs	*Appendix 1*	Auditorium No. 213, Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
15.00-15.15	Technical break		
15.00-16.00	Questionnaire survey of academic staff (in parallel)	*Appendix 1*	The link is sent to the faculty member's e-mail address personally
15.15-16.00	Interviews with students of the main degree program	*Appendix 2*	Auditorium No. 213, Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588

16.00-17.00	Questionnaire survey of students (in parallel)	*Appendix 2*	The link is sent to the learner's e-mail address personally
16.15-18.00	Visual inspection of EO and the material, technical, training and laboratory facilities	*Itinerary Appendix 3*	
18.00-19.00	Work of the EEC Discussion of the results of the first day	*IAAR external experts*	Auditorium No. 210, Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
19.00-20.00	Dinner		
Day 2: 12 March 2024			
08.10-09.00	Transfer from the hotel to the University		
09.00-09.15	The work of the EEC		Auditorium No. 210, Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
09.15-10.50	Attendance at scheduled classes (Annex: links to classes)	*IAAR external experts Appendix 4*	
10.50-11.30	Meeting with stakeholders (representatives of practice centers and employers)	*Appendix 5*	Auditorium No. 213, Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
11.30-11.40	Technical break		
11.40-13.00	Work with documents *(documents must be uploaded to the cloud in advance)*		Auditorium No. 210 Building A
13.00-14.00	**Lunch**		
14.00-14.15	Technical break		
	Interviews with MDP		Auditorium No. 213 Building A

14.15-15.00	graduates	*Appendix 6*	Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
15.00-17.00	Selective visit to the practice bases of the DP	*Appendix 7*	
17.00-17.15	Technical break		
17.00-18.00	EEC work, discussion of the results of the second day and parameters of the profiles *(recording is in progress)*		Auditorium No. 210 Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
18.30-19.30	Dinner		
Day 3: 13 March 2024			
08.10-09.00	Transfer from the hotel to the University		
09.00-10.00	Work of the EEC Development and discussion of recommendations *(recorded)*	*IAAR external experts*	Auditorium No. 210 Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
10.00-10.20	Technical break		
10.20-12.30	Work of the EEC discussion, decision-making by voting (recorded)	*IAAR external experts*	Auditorium No. 210 Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
12:30-13:00	Final meeting of the EEC with the university management		Auditorium No. 213 Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
13.00-14.00	Lunch		
14.00-15.00	EEC work, Discussion of quality assessment results	*IAAR external experts*	Auditorium No. 210 Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588

			Conference ID: 681 303 2588
15.00-15.15	Technical break		
15.15-18.00	EEC work, Discussion of quality assessment results	*IAAR external experts*	Auditorium No. 213 Building A Connect to a Zoom conference https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588

Appendix 3. ACADEMIC STAFF'S SURVEY RESULTS
Results of anonymous questionnaire survey of the academic staff Almaty University of Power Engineering and Telecommunications

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

2. **3. Position**

Professor	7 people.	11,7%
Associate Professor	13 people.	21,7%
Senior Lecturer	29 people.	48,3%
Lecturer	9 people.	15%
Head of Department	1 person	1,7%
Acting Professor	1 person	1,7%
Acting Associate Professor	0 person	0%

4. **Academic degree, academic title**

Honored Worker of the Republic of Kazakhstan	0 person	0%
Doctor of Sciences	4 people	6,7%
Candidate of Sciences	12 people.	20%
Master	36 people.	60%
PhD	8 people	13,3%
Professor	5 people.	8,3%
Associate Professor	3 people.	5%
No	1 person	1,7%

5. **Length of service**

Less than 1 year	2 people.	3,3%
1 year - 5 years	16 people.	26,7%
Over 5 years	42 people.	70%

№	Questions	Very good	Good	Relatively bad	Badly	Very badly.	No reply
6	How does the program's content match your academic and professional interests and needs?	34 people. (56,7%)	26 people. (43,3%)	0 person (0%)	0 person (0%)	0 person (0%)	-
7	How do you assess the opportunities provided by the University for the professional development of the academic staff?	22 people. (36,7%)	34 people. (56,7%)	4 people. (6,7%)	0 person. (0%)	0 person. (0%)	-
8	What is your assessment of the opportunities provided by the University for career development of the academic staff?	17 people (28,3%)	41 people (68,3%)	2 people (3,3%)	0 person (0%)	0 person. (0%)	-
9	How do you assess the degree of academic	17 people. (28,3%)	43 people. (71,7%)	0 person. (0%)	0 person (0%)	0 person. (0%)	-

	freedom of the academic staff?					
	To what extent are teachers able to use their own					
10	• Strategies	25 people. (41,7%)	33 people. (55%)	1 person (1,7%)	1 person (1,7%)	0 person. (0%)	-
11	• Methods	26 people. (43,3%)	32 people. (53,3%)	2 people. (3,3%)	0 person (0%)	0 person (0%)	-
12	Innovations in the learning process	21 people. (35%)	37 people. (61,7%)	2 people. (3,3%)	0 person. (0%)	0 person (0%)	-
13	How do you assess the work on organisation of medical care and disease prevention at the university?	12 people. (20%)	41 people. (68,3%)	6 people. (10%)	1 person. (1,7%)	0 person (0%)	-
14	How much attention is paid by the institution's management to the content of the degree program?	22 people. (36,7%)	38 people. (63,3%)	0 person. (0%)	0 person (0%)	0 person (0%)	-
15	How do you assess the sufficiency and availability of necessary scientific and educational literature in the library?	17 people. (28,3%)	41 people. (68,3%)	2 people. (3,3%)	0 person (0%)	0 person (0%)	-
16	Assess the level of conditions created to meet the needs of different groups of learners?	11 people. (18,3%)	43 people. (71,7%)	6 people. (10%)	0 person (0%)	0 person (0%)	-
	Evaluate the accessibility of the manual					
17	• To the students	17 people. (28,3%)	43 people. (71,7%)	0 person. (0%)	0 person (0%)	0 person (0%)	-
18	• Teachers	15 people. (25%)	43 people. (71,7%)	2 people. (3,3%)	0 person (0%)	0 person (0%)	-
19	Evaluate the involvement of academic staff in managerial and strategic decision- making process	9 people. (15%)	43 people. (71,7%)	7 people. (11,7%)	1 person. (1,7%)	0 person (0%)	-
20	How is innovation by academic staff encouraged?	17 people. (28,3%)	39 people. (65%)	4 people. (6,7%)	0 person (0%)	0 person (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 person.	-
22	What is the level of stimulation and involvement of young professionals in the educational process?	22 people (36,7%)	33 people (55%)	5 people (8,3%)	0 person. (0%)	0 person. (0%)	-

23	Evaluate the opportunities created for professional and personal growth for each faculty and staff member	20 people (33,3%)	37 people (61,7%)	3 people (5%)	0 person (0%)	0 person (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 person (0%)	0 person. (0%)	-
	How the work is organised						
25	• On academic • mobility	14 people (23,3%)	42 people (70%)	3 people (5%)	1 person. (1,7%)	0 person. (0%)	-
26	• On professional • development of teaching staff	20 people (33,3%)	36 people (60%)	3 people (5%)	1 person. (1,7%)	0 person. (0%)	-
	Evaluate the support of the university and its management						
27	• Research • endeavours of academic staff	18 people (30%)	38 people (63,3%)	3 people (5%)	1 person. (1,7%)	0 person. (0%)	-
28	• Development of new degree • programs/curricular disciplines/methods	23 people (38,3%)	37 people (61,7%)	0 people (0%)	0 people (0%)	0 people (0%)	-
	Evaluate the level of academic staff' ability to combine teaching						
29	• With scientific research	17 people (28,3%)	30 people (50%)	11 people (18,3%)	2 people. (3,3%)	0 person (0%)	-
30	• With practical activities	13 people (21,7%)	37 people (61,7%)	8 people (13,3%)	2 people (3,3%)	0 person (0%)	-
31	Assess the extent to which the knowledge of students received at this university corresponds to the realities of the requirements of the modern labour market	21 people (35 %)	37 people (61,7%)	2 people (3,3%)	0 person (0%)	0 person (0%)	-
32	How do the management and administration of the university perceive criticism?	11 people (18,3%)	41 people (68,3%)	6 people (10%)	1 pers. (1,7%)	1 pers. (1,7%)	-
33	Assess how well your study load matches your expectations and capabilities	17 people (28,3%)	37 people (61,7 %)	5 people (8,3%)	1 pers. (1,7%)	0 person (0%)	-
34	Evaluate the focus of degree programs/ curricula on the formation of students' abilities and skills to analyse the situation and make forecasts	19 people (31,7%)	39 people (65%)	2 people (3,3%)	0 person. (0%)	0 person (0%)	-

35	Assess the extent to which the educational program meets the expectations of the labour market and employers in terms of content and quality of implementation	19 people (31,7%)	40 people (66,7%)	1pers. (1,7%)	0 person (0%)	0 person (0%)	-

36. Why do you work at this particular university?

✓ I am attracted by the values and objectives of this university, oriented towards the development of an innovative educational environment for all participants of the educational process. I am confident that my contribution to academic activities will help students to successfully achieve their educational and career goals at AUES.

✓ Good laboratory facilities in physics and engineering

✓ I am an alumnus of this university

✓ High level

✓ AUES has a reputation as one of the best universities in the country.

✓ AUPET is my first step!

✓ The team, one of the foremost technical universities

✓ Because I graduated here.

✓ The reason I chose this university is that there is an opportunity for young professionals to work freely.

✓ Only here there is the direction of RES

✓ I am a graduate of Energo, in the future I want to invest in my Energo

✓ I'm a graduate of AUPET

✓ Opportunity for professional growth

✓ I graduated this university and I wanted to continue my studies here

✓ Graduated from this university

✓ Because I graduated here and I've evolved here

✓ There is no corruption

✓ Good team, fair working conditions

✓ I like this university

✓ I'm a graduate of this university

✓ Because AUPET is one of the leading universities in the country

✓ In the technical field, the university

✓ As I am an AUPET graduate and have many advantages in the speciality of electrical engineering

✓ AUPET is the leading university in the Republic of Kazakhstan. There is an opportunity to realise your professional and personal aspirations

✓ There's a relevance to my speciality

✓ This is one of the best universities, I like working here

✓ I think I can contribute to the education process by helping students to develop and achieve their goals

✓ I'd say it's one of the best technical schools out there

✓ Like to share knowledge of the energy industry

✓ AUPET is one of the strongest technical universities in Kazakhstan

✓ Presence of a department with my speciality

✓ Good university

✓ I love working here

✓ Because my work is appreciated here

✓ I am proud to work at AUPET named after Gumarbek Daukeev

✓ Stability

✓ One of the most prestigious universities in the country for training specialists

✓ I like the composition of the academic staff

✓ *The work of the academic staff is valued here, with clear organisation and control of the educational process.*

✓ *I believe that among the universities it has its own place*

✓ *As an alumnus and as an employee of the university, I can say that AUES is one of the best technical universities in Kazakhstan*

✓ *It is in line with my education and qualifications*

✓ *The best technical university*

✓ *Discipline, demanding, responsibility*

✓ *Excellent university according to feedback from my colleagues from other universities, friends, family and alumni, has an engineering focus that matches my background*

✓ *It's my home university*

✓ *it's my home university.*

✓ *I am provided with comfortable conditions to realise my potential*

✓ *Favourable working conditions*

✓ *Because here I can apply my knowledge and skills in teaching students, also have the opportunity to contribute to the educational process.*

✓ *For the education of young people*

✓ *The only university specialised in the energy sector*

I started my undergraduate studies here and really liked the academic staff and when I was called to work with them, I happily accepted

37. How often are masterclasses and seminars with practitioners organised as the part of your course?

Very often	4 people	6,7%
Often	20 people	33,3%
Sometimes	34 people	56,7%
Very rare	1 person	1,7%
Never	1 person	1,7%

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

Very often	5 people	8,3%
Often	16 people	26,7%
Sometimes	32 people	53,3%
Very rare	6 people	10%
Never	1 person	1,7%

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

	Often	Sometimes.	Never	No answer
Lack of classrooms	6 people (10%)	30 people (50%)	24 people (40%)	-
Unbalanced teaching load by semesters	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 timetable	5 people (8,3%)	24 people (40%)	31 people (51,7%)	-
Inadequate conditions for classrooms	9 people (15%)	31 people (51,7%)	20 people (33,3%)	-
No internet access/weak internet connection	13 people (21,7%)	33 people (55%)	14 people (23,3%)	-
Lack of students' interest in learning	3 people (5%)	34 people (56,7%)	23 people (38,3%)	-
Failure to receive information on activities in a timely manner	0 people (0%)	23 people (38,3%)	37 people (61,7%)	-
Lack of technical facilities in classrooms	9 people (15%)	36 people (60%)	15 people (25%)	-
Other issues	✔ - ✔ *No* ✔ *there is no any problem* ✔ *There is no time left to write an article* ✔ *Equipping lecture halls, lacking projectors.* ✔ *I don't notice any noticable problems* ✔ *There is no internet and electricity in auditorium- B218* ✔ *No.* ✔ *Inadequate number of sockets in the auditorium. Lack of technical provision of lecture rooms* ✔ *No* ✔ *classroom deficit* ✔ *1.It is necessary to take into account co-authorship in articles in Scopus journals not only in the order of 1 priority (1 author, 2 co-authors, 3 co-authors, etc.), because it is difficult enough to be 1 author, mostly 1-2 authors go to the defence of dissertations, but to take into account the participation of the teacher. Each such article with the name of our university "AUES named after G. Daukeev" is published in major publications abroad, and this is an image* ✔ *no problems* ✔ *No problems* ✔ *Shortage of projectors and monitors* ✔ *no problems* ✔ *no* ✔ *There are some non-working toilets or cleaning at 8: 00 a.m.* ✔ *None, except as noted above* ✔ *internet speed* ✔ *No problem* ✔ *Internet problems* ✔ *To be honest, the amount of cash legal funds in the payroll*

40. There are many different sides and aspects of university life that affect every lecturer and staff member in one way or another. Evaluate how satisfied you are:

Question	Completely satisfied	Partially satisfied	Unsatisfied	I find it difficult to answer
The attitude of the university administration towards you	37 people. (61,7%)	21 people. (35%)	0 people. (0%)	2 people. (3,3%)
Relationship with direct management	45 people. (75%)	12 people. (20%)	0 people. (0%)	3 people. (5%)
Relationships with colleagues in 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%)
Relationship with students	55 people. (91,7%)	5 people. (8,3%)	0 people. (0%)	0 people. (0%)
Administration's recognition of your successes and achievements	41 people. (68,3%)	15 people. (25%)	1 person. (1,7%)	3 people. (5%)
Supporting your suggestions and comments	36 people. (60%)	20 people. (33,3%)	0 people. (0%)	4 people. (6,7%)
The activities of the university administration	39 people. (65%)	3 people. (26,7%)	2 people. (3,3%)	3 people. (5%)
Terms of remuneration	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%)
Occupational health and safety	44 people. (73,3%)	14 people. (23,3%)	1 person. (1,7%)	1 person. (1,7%)
Management of changes in the university's activities	29 people. (48,3%)	24 people. (40%)	2 people. (3,3%)	5 people. (8,3%)
Provision of a social package: holidays, sanatorium treatment, etc.	22 people. (36,7%)	21 people. (35%)	7 people. (11,7%)	10 people. (16,7%)
Organisation and quality of catering at the university	36 people. (60%)	17 people. (28,3%)	4 people. (6,7%)	3 people. (5%)
Organisation and quality of medical care	30 people. (50%)	21 people. (35%)	3 people. (5%)	6 people. (10%)

Appendix 4: STUDENTS' SURVEY RESULTS
Results of anonymous questionnaire survey of students
Almaty University of Power Engineering and Telecommunications

Total number of questionnaires: 13

1. What is your degree program?

2. Gender

Male	2 people.	15,4%
Female	11 people.	84,6%

3. Please rate how satisfied you are:

Questions	Completely satisfied	Partially satisfied	Partially unsatisfied	Unsatisfied	I find it difficult to answer
1. Relationship with the dean's office	11 ppl (84,6 %)	1 person (7,7 %)	1 person (7,7%)	0 ppl (0 %)	0 ppl (0 %)
2. The level of accessibility of the dean's office	11 ppl (84,6%)	2 ppl (15,4 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)
3. Level of accessibility and responsiveness of university management	10 ppl (76,9 %)	3 ppl (23,1 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)
4. Accessibility of academic counselling to you	7 ppl (53,8 %)	6 ppl (46,2 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)
5. Support with training materials during the learning process	8 ppl (61,5 %)	4 ppl (30,8 %)	1 person (7,7 %)	0 ppl (0 %)	0 ppl (0 %)
6. Accessibility of counselling for personal problems	9 ppl (69,2 %)	3 ppl (23,1 %)	0 ppl (0 %)	0 ppl (0 %)	1 person (7,7 %)
7. The relationship between the student and the instructor	9 ppl (69,2 %)	4 ppl (30,8 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)
8. Financial and administrative services of the educational institution	8 ppl (61,5 %)	3 ppl (23,1 %)	2 ppl (15,4 %)	0 ppl (0 %)	0 ppl (0 %)
9. Accessibility of health care services	8	3	0	0	2

Questions	Completely satisfied	Partially satisfied	Partially unsatisfied	Unsatisfied	I find it difficult to answer
	ppl (61,5 %)	ppl (23,1 %)	ppl (0 %)	ppl (0 %)	ppl (15,4 %)
10. Quality of medical care at the university	8 ppl (61,5 %)	2 ppl (15,4 %)	1 1 person (7,7 %)	0 ppl (0 %)	2 ppl (15,4 %)
11. Level of accessibility of library resources	10 ppl (76,9 %)	3 ppl (23,1 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)
12. The quality of services provided in libraries and reading rooms	11 ppl (84,6 %)	2 ppl (15,4 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)
13. Satisfaction with the existing educational resources of the university	9 ppl (69,2 %)	3 ppl (23,1 %)	1 person (7,7 %)	0 ppl (0 %)	0 ppl (0 %)
14. Accessibility of computer labs	9 ppl (69,2 %)	3 ppl (23,1 %)	0 ppl (0 %)	1 person (7,7 %)	0 ppl (0 %)
15. Availability and quality of Internet resources	8 ppl (61,5 %)	5 ppl (38,5 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)
16. The content and information content of the website of educational organisations in general and faculties (schools) in particular	11 ppl (84,6 %)	1 person (7,7 %)	1 person (7,7 %)	0 ppl (0 %)	0 ppl (0 %)
17. Training rooms, classrooms for large groups	8 persons (61,5 %)	2 ppl (15,4 %)	3 ppl (23,1 %)	0 ppl (0 %)	0 ppl (0 %)
18. Student lounges (if available)	6 ppl (46,2 %)	2 ppl (15,4 %)	1 person (7,7 %)	3 ppl (23,1 %)	1 person (7,7 %)
19. Clarity of the procedure for taking disciplinary action	9 ppl (69,2 %)	2 ppl (15,4 %)	0 ppl (0 %)	0 ppl (0 %)	2 ppl (15,4 %)
20. The quality of the educational program as a whole	9 ppl (69,2 %)	4 ppl (30,8 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)
21. The quality of the curricula in the DP	12 ppl (92,3	1 person	0 ppl (0	0 ppl (0	0 ppl (0 %)

Questions	Completely satisfied	Partially satisfied	Partially unsatisfied	Unsatisfied	I find it difficult to answer
	%)	(7,7 %)	%)	%)	
22. Teaching methods in general	11 ppl (84,6 %)	2 ppl (15,4 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)
23. Responsiveness to feedback from teachers on the learning process	9 ppl (69,2 %)	4 ppl (30,8 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl 0 %)
24. The quality of teaching in general	10 ppl (76,9 %)	3 ppl (23,1 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)
25. Academic load/student requirements	9 ppl (69,2 %)	3 ppl (23,1 %)	1 person (7,7 %)	0 ppl (0 %)	0 ppl (0 %)
26. Faculty requirements for the student	11 ppl (84,6 %)	2 ppl (15,4 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)
27. Information support and explanation of the rules of admission and the strategy of the degree program (speciality) before entering the university	11 ppl (84,6 %)	1 person (7,7 %)	1 person (7,7 %)	0 ppl (0 %)	0 ppl (0 %)
28. Informing of the requirements for successful completion of this degree program (speciality)	11 ppl (84,6 %)	1 person (7,7 %)	1 person (7,7 %)	0 ppl (0 %)	0 ppl (0 %)
29. Quality of examination materials (tests and examination questions, etc.)	9 ppl (69,2 %)	4 ppl (30,8 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)
30. Objectivity in assessing knowledge, skills and other learning achievements	11 ppl (84,6 %)	2 ppl (15,4 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)
31. Available computer labs	11 ppl (84,6 %)	2 ppl (15,4 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)
32. Available scientific laboratories	11 ppl (84,6 %)	1 person (7,7 %)	1 person (7,7 %)	0 ppl (0 %)	0 ppl (0 %)
33. Objectivity and fairness of teachers	11 ppl (84,6 %)	2 ppl (15,4 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)

Questions	Completely satisfied	Partially satisfied	Partially unsatisfied	Unsatisfied	I find it difficult to answer
34. Informing students about courses, educational programs and the academic degree they are receiving	10 ppl (76,9 %)	2 ppl (15,4 %)	1 person (7,7 %)	0 ppl (0 %)	0 ppl (0 %)
35. Providing students with dormitory accommodation	9 ppl (69,2 %)	2 ppl (15,4 %)	0 ppl (0 %)	0 ppl (0 %)	2 ppl (15,4 %)

4. Evaluate how much you agree:

Assertion	I totally agree	I agree	I partially agree	I disagree	I totally disagree	No reply
1. The course program was clearly presented	10 ppl. (76,9 %)	1 ppl. (7,7 %)	1 ppl. (7,7 %)	1 ppl. (7,7 %)	0 ppl (0 %)	-
2. The course content is well structured	8 ppl (61,5 %)	3 ppl. (23,1 %)	2 ppl. (15,4 %)	0 ppl (0 %)	0 ppl (0 %)	-
3. Key terms are sufficiently explained	9 ppl. (69,2 %)	3 ppl. (23,1 %)	1 ppl. (7,7 %)	0 ppl (0 %)	0 ppl (0 %)	-
4. The material proposed by the lecturer is relevant and reflects the latest achievements of science and practice	9 ppl (69,2 %)	4 ppl (30,8 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)	-
5. The lecturer uses effective teaching methods	8 ppl (61,5 %)	4 ppl (30,8 %)	1 ppl. (7,7 %)	0 ppl (0 %)	0 ppl (0 %)	-
6. Lecturer knows the material being taught	10 ppl. (76,9 %)	2 ppl. (15,4 %)	1 ppl. (7,7 %)	0 ppl (0 %)	0 ppl (0 %)	-
7. Lecturer's presentation is clear	8 ppl (61,5 %)	4 ppl (30,8 %)	1 ppl. (7,7 %)	0 ppl (0 %)	0 ppl (0 %)	-
8. Lecturer presents the material in an interesting way	8 ppl (61,5 %)	3 ppl. (23,1 %)	1 ppl. (7,7 %)	1 ppl. (7,7 %)	0 ppl (0 %)	-
9. Objectivity of assessment of knowledge, skills and other learning achievements	8 ppl (61,5 %)	3 ppl. (23,1 %)	1 ppl. (7,7 %)	1 ppl. (7,7 %)	0 ppl (0 %)	-
10. Timeliness of assessment of students' academic achievements	8 ppl (61,5 %)	3 ppl. (23,1	1 ppl. (7,7 %)	1 ppl. (7,7 %)	0 ppl (0 %)	-

		%)				
11. Lecturer fulfils my requirements for personal development and professional formation	7 ppl. (53,8 %)	4 ppl (30,8 %)	2 ppl. (15,4 %)	0 ppl (0 %)	0 ppl (0 %)	-
12. Lecturer stimulates students' activity	7 ppl. (53,8 %)	4 ppl (30,8 %)	1 ppl. (7,7 %)	1 ppl. (7,7 %)	0 ppl (0 %)	-
13. Lecturer stimulates students' creative thinking	7 ppl. (53,8 %)	4 ppl (30,8 %)	1 ppl. (7,7 %)	0 ppl (0 %)	0 ppl (0 %)	-
14. Appearance and manners of the lecturer are adequate	11 ppl. (84,6 %)	1 ppl. (7,7 %)	1 ppl. (7,7 %)	0 ppl (0 %)	0 ppl (0 %)	-
15. Lecturer displays a positive attitude towards students	9 ppl. (69,2 %)	3 ppl. (23,1 %)	1 ppl. (7,7 %)	0 ppl (0 %)	0 ppl (0 %)	-
16. The system of assessment of learning achievements (seminars, tests, questionnaires, etc.) reflects the course content	8 ppl (61,5 %)	3 ppl. (23,1 %)	2 ppl. (15,4 %)	0 ppl (0 %)	0 ppl (0 %)	-
17. The evaluation criteria used by the lecturer are clear	9 ppl (69,2 %)	3 ppl. (23,1 %)	1 ppl. (7,7 %)	0 ppl (0 %)	0 ppl (0 %)	-
18. The instructor objectively evaluates students' achievements	9 ppl (69,2 %)	3 ppl. (23,1 %)	1 ppl. (7,7 %)	0 ppl (0 %)	0 ppl (0 %)	-
19. The lecturer speaks the professional language	8 ppl (61,5 %)	4 ppl (30,8 %)	1 ppl. (7,7 %)	0 ppl (0 %)	0 ppl (0 %)	-
20. The organisation of education provides sufficient opportunity for sports and other leisure activities	11 ppl. (84,6 %)	1 ppl. (7,7 %)	1 ppl. (7,7 %)	0 ppl (0 %)	0 ppl (0 %)	-
21. Facilities and equipment for students are safe, comfortable and up-to-date	9 ppl. (69,2 %)	3 ppl. (23,1 %)	1 ppl. (7,7 %)	0 ppl (0 %)	0 ppl (0 %)	-
22. The library is well equipped and has a reasonably good collection of books	9 ppl (69,2 %)	2 ppl. (15,4 %)	1 ppl. (7,7 %)	1 ppl. (7,7 %)	0 ppl (0 %)	-
23. Equal opportunities are provided to all learners	9 ppl. (69,2 %)	4 ppl (30,8 %)	0 ppl (0 %)	0 ppl (0 %)	0 ppl (0 %)	-

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