



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert evaluation commission
for compliance with the standards of specialized accreditation of
educational programs 6B01502-Physics,
7M01502-Physics, 7M05301-Physics

Sarsen Amanzholov East Kazakhstan University
Non-Profit Joint Stock Company

EC visit date: May 29 to 31, 2023

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

*Addressed to
To the Accreditation Center
to the IAAR Council*



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Ust-Kamenogorsk city

Content

(I) LIST OF SYMBOLS AND ABBREVIATIONS.....	3
(II) INTRODUCTION.....	4
(III) REPRESENTATION OF AN EDUCATIONAL ORGANIZATION.....	5
(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE.....	6
(V) DESCRIPTION OF THE EC SESSION	7
(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS	9
6.1. Educational Program Management Standard.....	9
6.2. Information Management and Reporting Standard.....	12
6.3. Standard "Development and approval of the educational program"	15
6.4. Standard "Continuous monitoring and periodic evaluation of educational programs"	18
6.5. Standard "Student-centered learning, teaching and assessment of academic performance"	19
6.6. The "Learners" Standard.....	22
6.7. Standard "Teaching staff"	26
6.8. Standard "Educational resources and student Support Systems".....	29
6.9. "Informing the Public" Standard.....	32
(VII) OVERVIEW OF STRENGTHS/ BEST PRACTICES FOR EACH STANDARD	35
(VIII) OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY	36
(IX) OVERVIEW RECOMMENDATIONS FOR THE DEVELOPMENT OF AN EDUCATIONAL ORGANIZATION	37
(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL	38
Appendix 1. Evaluation table "Parameters of a specialized profile".....	39
Appendix 2. PROGRAM OF A VISIT TO AN EDUCATIONAL ORGANIZATION	51
Appendix 3. RESULTS OF THE TEACHING STAFF SURVEY	60
Appendix 4. RESULTS OF THE STUDENT SURVEY	67

(I) LIST OF SYMBOLS AND ABBREVIATIONS

Kazakhstan	the Republic of Kazakhstan
of MNVO of Kazakhstan	the Ministry of science and higher education of the Republic of Kazakhstan
AIS	Automated information system
as	the Accreditation Council
WA	Bachelor
MA	MA
PhD	Doctoral
UNIVERSITY	Higher school
of VEK	External expert Commission
VKO	East Kazakhstan
Writien	Vissa school of information technology and natural Sciences
of SES	of the State obligatory standard of education
GPRO	State program of education development
of the IAAR	of the Independent Agency for accreditation and rating
KN MNVO of Kazakhstan	, the Committee of science of the Ministry of science and education of the Republic of Kazakhstan
SOE	Municipal state enterprise
MOS	Modular educational program of the
research	the research work
IQAA	- Independent Kazakhstan Agency for quality assurance in education,
scientific research	Scientific research work of students
WELL,	non-profit institution
OP	Education program
, the PR	office of the Registrar
NPA	Regulatory legal acts
of the NQF	national qualifications framework
NSC	national qualifications framework
PPP	Faculty
of science	of the Russian index of scientific tsitirovaniya
RAMBO	Republican interuniversity electronic library material
ECTS	European system of transfer and accumulation of credits
ESG	Standards and guidelines for quality assurance in the European higher education
QF-EHEA	qualifications Framework in the European higher education
too	Tovarishestvo limited liability

(II) Introduction

In accordance with Order No. 94-23-OD of 24.03.2023 of the General Director of the Independent Accreditation and Rating Agency, from May 29 to May 31, 2023, an external expert commission evaluated the quality of educational programs 6B01502-Physics, 7M01502-Physics, 7M05301-Physics for compliance with the Standards of specialized accreditation of an educational program of higher and (or) postgraduate education. educational institutions (Approved and put into effect by Order No. 57-20-OD of the General Director of the Independent Agency for Accreditation and Rating dated June 16, 2020).

The report of the External Expert Commission (EC) contains the results of the evaluation of educational programs 6B01502-Physics, 7M01502-Physics, 7M05301-Physics according to the NAAR criteria, recommendations of the EC for further improvement of the educational program and the conclusion of the external expert commission (Appendix 1. Parameters of the specialized profile).

The composition of the VEC:

Chairman of the VEC-Natalia Vereshchagina, Doctor of Pedagogical Sciences, Associate Professor, Russian State Hydrometeorological University (Saint Petersburg, Russia)

IAAR Foreign Expert - Yuri Belykh, PhD, Associate Professor, IAAR Category I expert (Grodno, Republic of Belarus)

National expert of IAAR - Khamraev Sheripidin Itakhunovich, Candidate of Technical Sciences, Professor, Abai Kazakh National Pedagogical University (Almaty, Republic of Kazakhstan)

National expert of IAAR - Gulnara Bayanovna Turtkarayeva, PhD, Sh. Ualikhanov Kokshetau University (Kokshetau, Republic of Kazakhstan)

National expert of IAAR - Menlibekova Gulbakhyt Zholdasbekovna, Doctor of Pedagogical Sciences, Professor, L. N. Gumilyov Eurasian National University (Astana, Republic of Kazakhstan)

National expert of IAAR- Zulfiya Akhmetvaliyevna Movkebayeva, Doctor of Pedagogical Sciences, Professor, Abai Kazakh National Pedagogical University (Almaty, Republic of Kazakhstan)

IAAR National Expert-Valentina V. Bobrova, Candidate of Pedagogical Sciences, Associate Professor, Karaganda Buketov University (Karaganda, Republic of Kazakhstan)

IAAR National Expert - Zhanar Ozgeldinova, PhD, L. N. Gumilyov Eurasian National University (Astana, Republic of Kazakhstan)

National expert of IAAR-Gulvira Kimovna Shaikova, Candidate of Philology, Associate Professor, Toraiyrov University (Pavlodar, Republic of Kazakhstan)

National expert of IAAR-Bekeshev Amirbek Zarlykovich, Candidate of Physical and Mathematical Sciences, Associate Professor, Aktobe Regional University named after K. Zhubanov (Aktobe, Republic of Kazakhstan)

IAAR expert, employer - Bakhytzhan Mukhtarbekova, Deputy Director for Educational Work of D. Konaev Lyceum School No. 66 (Astana, Republic of Kazakhstan)

IAAR expert, employer – -Dinara Sandybayeva, Head of the Pedagogical Department of the North Kazakhstan Vocational and Pedagogical College (Petrovsk, Republic of Kazakhstan)

IAAR expert, student-Sagymbekova Elfira Sagymbekkyzy, 2nd year master's student of OP "Technical Physics", D. Serikbayev East Kazakhstan Technical University (Ust-Kamenogorsk, Republic of Kazakhstan)

IAAR expert, студент – Zharylkasyn student Ulan Rashiduly, 2nd year student of OP "Mathematics", Korkyt Ata Kyzylorda University (Kyzylorda, Republic of Kazakhstan)

IAAR expert, student-Alieva Elvira Elshadovna 1st-year master's student of the OP "Pedagogy and Psychology", Shakarim University of Semey (Semey, Republic of Kazakhstan)

IAAR expert, Sabit student – Indira Asylkhankyzy, 2nd-year master's student of OP "Special Pedagogy", M. Kozybayev North Kazakhstan University (Petrovsk, Republic of Kazakhstan)

IAAR expert, student – Marganbayeva Sabohat Askarovna, Master's student OP 7M01506-Geography, Kazakh National Women's Pedagogical University, member of the Alliance of Students of Kazakhstan (Almaty, Republic of Kazakhstan)

IAAR expert, student – Kristina Dmitrieva, 1st year Master's student OP 7M01702 "Russian Language and Literature" , Pavlodar Pedagogical University named after Alkey Margulan (Pavlodar, Republic of Kazakhstan)

IAAR expert, student – Gulden Sansyrbayevna Zhumabekova, 2nd year master's student of OP "Physics", NAO " Toraigyrov University "(Pavlodar, Republic of Kazakhstan)

Coordinator of the IAAR EEC - Dinara Kairbekovna Bekenova, IAAR Project Manager (Astana, Republic of Kazakhstan).

(III) REPRESENTATION OF AN EDUCATIONAL ORGANIZATION

Sarsen Amanzholov East Kazakhstan University Non-Profit Joint-Stock Company (hereinafter referred to as the University), being a subject of the national system of higher professional education of Kazakhstan, positions itself as one of the leading educational, scientific, methodological and cultural centers of the Eastern region of the country. The University provides a wide range and high quality of educational services, using new teaching technologies and expanding the research base of the faculty of departments.

The formation and development of the University dates back 71 years, since 1952. Over the years of its existence, the University has trained more than 61 thousand specialists who successfully work in the Presidential Administration, the Government of the Republic of Kazakhstan, akimats, head large enterprises, courts, schools and colleges, are well-known scientists, public, cultural and political figures, both in Kazakhstan and abroad.

The University has implemented and is constantly improving credit technology of training in all educational programs and forms of study. Training is conducted, according to the Bologna process, according to a three-stage model: bachelor's degree-master's degree - doctoral degree.

The University is a member of 9 international Associations, actively participates in international and national rankings of universities and educational programs, and occupies a leading position among multidisciplinary universities of the Republic of Kazakhstan.

The high quality of the University's educational services is repeatedly confirmed by the results of various ratings conducted by independent agencies and services.

In the international ranking of higher education institutions "QS Asia University Rankings", S. Amanzholov Higher Education Institution occupies the 401-450 position (among 32 universities in Kazakhstan, it occupies the 16th place).

In the National Ranking of the best multidisciplinary universities of Kazakhstan – 2022, conducted by the Independent Agency for Quality Assurance in Education (NAOKO, IQAA), S. Amanzholov Higher Education Institution takes the 6th place.

In the National University Demand Rating of the Republic of Kazakhstan-2022, conducted by the Independent Accreditation and Rating Agency (IAAR) VKU named after S. Amanzholov takes the 6th place.

In the rating of educational programs of higher education institutions-2022, conducted by the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken", 38 educational programs of S. Amanzholov Higher Education Institution were included in the rating, 14 educational institutions were included in the top ten.

The University has successfully passed the institutional accreditation, is accredited for a period of 5 years by the NAOKO (IA-A certificate No. 0104 dated May 27, 2019): May 27, 2019-May 24, 2024

Educational activities of Sarsen Amanzholov East Kazakhstan University in bachelor's and master's degree programs are carried out on the basis of the Law "On Education" of the Republic of Kazakhstan dated July 27, 2007, state license for educational activities No. KZ74LAA00018463 dated July 22, 2020, issued by the Republican State Institution "Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan". Science of the Republic of Kazakhstan" Astana and is regulated by the University Charter (approved by the Chairman of the State Property and Privatization Committee of the Ministry of Finance of the Republic of Kazakhstan (Order No. 304 of 21.05.2020) (on the website <https://www.vku.edu.kz> section "About us", subsection "Fundamental documents"), Academic Policy of Sarsen Amanzholov East Kazakhstan University (third edition, approved By the Academic Council on 27.08.2020) (on the website <https://www.vku.edu.kz> section "Education", subsection "Academic Policy of the University"), the Development Program of S. Amanzholov East Kazakhstan University for 2020-2025 (approved by the decision of the Board of Directors of Sarsen Amanzholov Higher Education Institution Minutes No. 6 dated December 21, 2020) (on the website <https://www.vku.edu.kz> section "About us", subsection "Basic documents").

The University's management system has been improved, the Internal quality assurance system (QMS) is functioning, and a quality policy, goals and objectives have been defined. The Academic Council was established, the effectiveness of the Academic Council and student self-government bodies was increased, and the degree of participation of business partners in the work of the university was increased. The university's regulatory framework has been updated and brought in line with modern requirements, resource management schemes have been developed, and the work on ensuring the image of Sarsen Amanzholov East Kazakhstan University has significantly improved.

The University has developed and approved the Code of Honor for Teachers and Staff 024-20, the Code of Honor for Students 025-20, and the Rules of Academic Integrity 008-20, which define the basic ethical rules of conduct for teachers and students. (link <https://www.vku.edu.kz> section "EKSU Life", subsection "Educational work" and in the section "Education" in the subsection "Academic policy of the University")

The expansion of academic independence of higher education institutions is aimed not only at strengthening their competitiveness, but also, first of all, at increasing social responsibility for the results of their activities, the quality of training of specialists, and the formation of a modern worldview of the younger generation. These positions are reflected in the mission and vision of Sarsen Amanzholov East Kazakhstan University and its Academic Policy.

Mission statement: ensuring the leading role of the University in the international, national scientific and educational space for the formation of competitive specialists for the innovative development of Kazakhstan.

The strategic vision of the University suggests that by 2025 it will be clearly positioned in the main areas of training competitive personnel, among the 5 leading Kazakhstani multidisciplinary universities. This should allow the university to stand on a par with universities that have a recognizable brand, and ensure recognition in the global university space.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The result of the previous accreditation is the decision of the meeting of the Accreditation Council of the Independent Accreditation and Rating Agency (IAAR) dated September 28, 2018, according to which the Sarsen Amanzholov East Kazakhstan University Non-Profit Joint Stock Company was recognized as having passed the specialized accreditation in 6B01502(5B011000)-Physics, 7M01502(6M011000) - Physics, 7M05301(6M060400) -Physics - for 5 years.

A total of 11 recommendations were made for the VEC cluster .

Completed in full:

- Organize systematic work to define and formulate the individuality and uniqueness of educational programs in accordance with national priorities for the development of the country's economy;
- When developing and updating the content and structure of master's degree programs, take into account the needs of the labor market and the needs of society;
- More actively involve external experts in reviewing educational programs;
- Improve organizational work on systematization and dissemination in the teaching staff of their own methods of teaching academic subjects;
- Develop a comprehensive program to increase academic mobility of students and teaching staff, attract foreign and domestic teachers to conduct classes and joint research;
- Promptly and fully reflect information on interaction with partners within the framework of the EP, ensure that information about the personnel of teaching staff is posted on the website, as well as its timely updating;
- Provide for the possibility of training students of accredited educational institutions for professional certification;
- Consider the possibility of training managers of structural divisions in educational management programs.

Partially completed:

- Develop a risk management procedure, conduct an assessment of the risks of implementing educational programs and develop measures to reduce them;
- Take measures to strengthen support and meet the needs of students of various groups of the population, develop adaptation programs for foreign and newly enrolled students;
- Ensure a systematic approach to attracting practitioners, well-known scientists, public and political figures, and distinguished personalities to implement educational programs.

(V) DESCRIPTION OF THE EC SESSION

The work of the HEC was carried out on the basis of the approved Program of the visit of the expert Commission for specialized accreditation of educational programs in the Non-profit Joint-Stock Company "Sarsen Amanzholov East Kazakhstan University" in the period from May 29 to May 31, 2023.

In order to coordinate the work of the HEC, an orientation meeting was held on 26.05.2023, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, we met with the Rector, vice-rectors in the areas of activity, heads of structural divisions, heads of departments, heads of educational institutions, members of academic committees, teachers, students, graduates. A total of 171 representatives participated in the meetings (Table 1).

Table 1-Information about employees and trainees who participated in meetings with the IAAR HEC:

Category of participants	Number
Chairman of the Management Board-Rector	1
Vice-rectors in the areas of activity	1
Heads of structural divisions	18
Deans of higher schools	3
Heads of departments, heads of OP	17
Teachers	32

Students	41
Graduates	31
Employers, representatives from practice bases	27
Total	171

During the excursion, the members of the EEC got acquainted with the state of the university's material and technical base, viewed classrooms for conducting lectures, practical and laboratory work on the profile of accredited OP 1 clusters, places of functioning of support services for the educational, scientific, social and educational process, as well as the research center "Surface Engineering and Tribology".

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

At the time of accreditation, classes were not attended, as the training process was completed.

HEC experts reviewed the practice bases: School-center for Additional Education No. 48 Office of the Mayor of Ust-Kamenogorsk, School-Lyceum No. 3 named after the head of the city of Ust-Kamenogorsk. Shokan Ualikhanov Department of Education of Ust-Kamenogorsk, Department of Education of East Kazakhstan Region, KSEP "East Kazakhstan Humanitarian College named after Abai", "Technoanalit" LLP.

In accordance with the accreditation procedure, 58 teachers and 252 students were interviewed online.

In order to confirm the information provided in the Self-assessment Report, external experts requested and analyzed the university's working documentation. Along with this, the experts studied the Internet positioning of the university through the official website of the university (<https://www.vku.edu.kz/>).

Within the framework of the planned program, recommendations for improving the accredited educational programs of the Sarsen Amanzholov East Kazakhstan University Non-Profit Joint Stock Company, developed by the EEC based on the results of the expert examination, were presented at a meeting with the management on 31.05.2023.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Educational Program Management Standard

✓ *The university should demonstrate the development of the goal and strategy for the development of the OP based on the analysis of external and internal factors with a wide involvement of various stakeholders.*

✓ *A quality assurance policy should reflect the relationship between research, teaching, and learning.*

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

✓ *Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint/two-degree education and academic mobility.*

✓ *The EP management ensures transparency in the development of the EP development plan based on an analysis of its functioning, the actual positioning of the university and the focus of its activities on meeting the needs of students, the state, employers and other interested parties.*

✓ *The EP management demonstrates the functioning of mechanisms for forming and regularly reviewing the EP development plan and monitoring its implementation, evaluating the achievement of training goals, meeting the needs of students, employers and society, and making decisions aimed at continuous improvement of the EP.*

✓ *The EP management should involve representatives of groups of stakeholders, including employers, trainees and teaching staff, in the formation of the EP development plan.*

✓ *The EP management should demonstrate the individuality and uniqueness of the EP development plan, its consistency with national development priorities and the development strategy of the educational organization.*

✓ *The university must demonstrate a clear definition of those responsible for business processes within the framework of the EP, the distribution of job responsibilities of personnel, and the division of functions of collegial bodies.*

✓ *The management of the EP ensures coordination of the activities of all persons involved in the development and management of the EP and its continuous implementation, as well as involves all stakeholders in this process.*

✓ *The EP management should ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and the adoption of appropriate decisions.*

✓ *The management of the OP should manage risks.*

✓ *The EP management should ensure the participation of representatives of interested parties (employers, teaching staff, students) in the collegial management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program.*

✓ *The university must demonstrate innovation management within the framework of the EP, including the analysis and implementation of innovative proposals.*

✓ *The EP management should demonstrate its openness and accessibility to students, teaching staff, employers, and other interested parties.*

✓ *The OP management confirms the completion of training in educational management programs.*

✓ *The EP management should strive to ensure that progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.*

Proof part

The development of the university's activities is carried out in accordance with the Development Program of S. Amanzholov East Kazakhstan University for 2020-2025 (approved

by the decision of the Board of Directors of Sarsen Amanzholov Higher Education Institution Minutes No. 6 dated December 21, 2020). This program presents the strategic goals of the university, focused on achieving leadership in the national and international educational space. The analysis of the environment and operating factors is carried out at the level of describing trends and the actual state of affairs at the university and in the external environment of its activities. Based on the results of the analysis, the following sections are presented:

- Analysis of global trends;
- Forecast of labor market trends.

The University is represented in accordance with the main directions of its activity:

- Analysis of the state of activity of the S. Amanzholov Higher School of Economics;
- Scientific activity;
- International cooperation;
- Educational work;
- Infrastructure and material and technical base;
- Assessment of the innovative potential of the team;
- Transformation of the university into a non-profit joint-stock company.

SWOT analysis is presented as a risk management method, but no conclusions are drawn from the completed corresponding table, either from the point of view of deterministic factors or from the point of view of probabilistic factors – risks.

Stakeholders' participation in the development of strategic-level documents is organized within the framework of their representation in collegial bodies, at which meetings these documents were discussed and approved.

The fact that the program is kept up-to-date is confirmed by the fact that a new third edition is currently in effect. It should also be noted that in 2020, the first version was approved almost a year after the start of its implementation.

The quality assurance policy implemented by the university is presented in a set of different documents. By the decision of the Academic Council on 29.10.2020, Protocol No. 3, the Regulation on the Policy and Standards of Internal Quality Assurance of Sarsen Amanzholov East Kazakhstan University was approved, which sets out the requirements for the content and application of the quality assurance policy. The lack of a separate document in which the quality assurance policy is presented in an explicit content form makes it difficult for stakeholders to determine the intentions, guarantees and activities of the university to ensure quality.

The development of corporate culture of the university is based on the formation of values, traditions, attention to the history of the university, etc., the "Teacher's Code of Honor", "Student's Code of Honor", "Rules of Academic Integrity" are developed and approved, which define the main ethical rules of behavior of teachers and students.

Quality assurance of the activities performed by contractors and partners is provided on the basis of the university's documented procedures for selecting partners for implementing various forms and areas of interaction, as well as forming contractual relationships and paying attention to quality assurance issues.

Plans for the development of accredited educational institutions are presented in the form of Programs for the development of educational programs for 2020-2025, have an extensive structure, cover the main areas of activity for which private strategies are presented. In many cases, the target indicators of the EP development plans correspond to the indicators presented in the Development Program of S. Amanzholov East Kazakhstan University for 2020-2025, and are often formulated more clearly and correctly. The EP management declares transparency in the procedures for developing EP development plans, which was confirmed in an interview with the faculty, but other categories of stakeholders did not provide evidence of transparency in interviews, nor did they provide documentary evidence of transparency in the procedures for developing and implementing EP. The plans were reviewed and approved at a meeting of the Department and the Higher School Council, which includes some groups of stakeholders. According to the program 6B01502-Physics, the orders of the Dean of the Higher School of

Economics and the EN on the adjustment of the Program of development of the OP are presented. The program is presented in the version of December 09, 2022, No. 943/A. For the Master's degree programs: 7M01502-Physics, 7M05301-Physics, no correction certificates are presented.

In determining the individuality and uniqueness of the EP development plan, its management relies on the individuality and uniqueness of the EP plan, which should be ensured by the implementation of the EP Development Program.

Transparency of the management system, functioning of the internal quality assurance system, including its design, management and monitoring, and making appropriate decisions is ensured on the basis of posting information on the university's website and in social networks, during formal events, and on the basis of informal communication.

In the planning system, the management of the university and the OP pay attention to risks, a Regulation on the risk management system has been developed (approved by the decision of the Board of Directors 2.01.2022), but in fact there is no risk analysis and their accounting at this stage of implementing management functions, respectively, it is also absent when implementing at other stages.

The management of the CC demonstrates the broad involvement of employers in the work of collegial bodies. The collegial bodies include representatives of teaching staff and students.

The innovation management system within the framework of accredited CS has not developed. In the course of interviews with various groups of stakeholders' representatives, non-EEC members failed to obtain evidence of the development and implementation of educational innovations.

Student satisfaction is characterized by the following survey results:

- fully satisfied with relations with the dean's office (school, faculty, department) - 229 (90.9 %), partially satisfied-22 (8.7 %);
- fully satisfied with the level of accessibility of the dean's office (school, faculty, department) - 223 (88.5 %), partially satisfied-27 (10.7 %), difficult to answer-2 (0.8 %);
- fully satisfied with the level of accessibility and responsiveness of the management (university, school, faculty, department) - 227 (90.1 %), partially satisfied - 23 (9.1%), partially dissatisfied - 1 (0.4%), difficult to answer - 1 (0.4%).

Staff satisfaction is characterized by the following survey results:

- evaluate the openness and accessibility of the guide:
 - * students: very good-39 (67.2 %), good-19 (32.8%);
 - * teachers: very good - 35 (60.3 %), good - 23 (39.7 %).
- evaluate the involvement of teaching staff in the process of making managerial and strategic decisions: very good-26 (44.8%), good-32 (55.2 %);
- how is the innovative activity of teaching staff encouraged? very good-34 (58.6 %), good-23 (39.7 %), relatively bad-1 (1.7 %);
- evaluate the level of feedback between the teaching staff and the management: very good-35 (60.3%), good - 23 (39.7%).

Analytical part

Analysis of the submitted information and supporting documents for this standard allows us to draw the following conclusions.

The University demonstrates the management of educational programs in the context of the implementation of strategic documents. The management of the EP demonstrates the consistency of the EP/RUP with national development priorities and the development strategy of the educational organization. The University provides a Quality Assurance Policy that generally reflects the interaction between the business community, the scientific community, teaching staff and students.

К разработке Employers and students are involved in the development and implementation of EE development plans. The variable part of educational programs was supplemented as a result of recommendations from stakeholders.

The university management demonstrated openness in communicating with students, which is also confirmed by the survey results.

However, the WEC notes the following.

A study of the documentation and the results of focus group interviews showed that the management of the University pays insufficient attention to the correlation of the development plan of the University with the strategic development plan of the university as a whole. The university does not conduct a sufficiently in-depth analysis of the external environment and internal capabilities, and also weakly involves various stakeholders in the process of developing a development plan for the OP, determining specific quantitative indicators. This creates a threat of lack of attention and consideration of significant factors, which weakens the university's position in the higher education market and makes it difficult to achieve the desired results.

Lack of an effective risk management mechanism in the OP's management. The university does not have a proper methodology and does not use the necessary mechanisms for identifying, assessing and managing risks in educational programs. This creates a threat of unpredictable consequences, such as poor quality of education, financial losses and loss of reputation.

There are no effective mechanisms for managing innovation within the framework of the EP, including the analysis and implementation of innovative proposals.

Strengths/Best practices:

Absent.

WEC recommendations:

- In order to update and effectively apply the development plans of the OP in management practice, document the Procedure for developing development plans of the OP by 30.10.2023, providing in it:
 - measures to ensure transparency, inform stakeholders, and actively involve them in planning processes;
 - the procedure for regular review and monitoring of its implementation.
- Ensure that the OP development plans are adjusted in accordance with the documented procedure for their development until 12/30/2023.
 - From 01.01.2024, formalized risk management procedures should be introduced into the practice of planning activities at all management levels, taking into account:
 - the procedure for their identification, evaluation and selection;
 - assessing the consequences and identifying opportunities (positive risks);
 - planning measures to reduce negative consequences and realize opportunities in the event of exposure to risk factors.
 - Define and implement the innovation management procedure starting from 01.09.2023:
 - indicators of innovation in the framework of the EP in accordance with the priorities of the development of the economy of the region and the country;
 - mechanisms and tools for innovation management and monitoring;
 - documented procedure for innovation management within the framework of the EP.

HEC's conclusions based on the following criteria: strong-0, satisfactory-15, suggest improvements-2.

6.2. Information Management and Reporting Standard

✓ *The university should ensure the functioning of a system for collecting, analyzing and managing information based on modern information and communication technologies and software tools.*

✓ *The OP management demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.*

✓ *The EP management demonstrates the existence of a reporting system that reflects the*

activities of all structural divisions and departments within the EP, including an assessment of their performance.

✓ The university should determine the frequency, forms and methods of evaluating the management of the OP, the activities of collegial bodies and structural divisions, and top management.

✓ The university must demonstrate a mechanism for ensuring information security, including identifying those responsible for the accuracy and timeliness of information analysis and data provision.

✓ The university demonstrates the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.

✓ The EP management should demonstrate the existence of mechanisms for communication with students, employees, and other stakeholders, including conflict resolution.

✓ The university should measure the degree of satisfaction with the needs of students, teaching staff and staff within the framework of the EP and demonstrate evidence of addressing the identified shortcomings.

✓ The university should evaluate the effectiveness and efficiency of its activities in the context of OP.

✓ Information collected and analyzed by the university within the framework of the EP should take into account:

key performance indicators;

dynamics of the number of students in the context of forms and types;

the level of academic performance, student achievements, and deductions.

satisfaction of students with the implementation of the OP and the quality of education at the university;

availability of educational resources and support systems for students;

employment and career development of graduates.

✓ Students, teaching staff and staff must document their consent to the processing of personal data.

✓ The management of the OP should help to provide the necessary information in the relevant fields of science.

Proof part

The system for collecting, analyzing and managing information includes various software and technical systems. Software and technical support is provided by the Center for Information Technology Support and Digitalization. The university has a website (www.vku.edu.kz exchange of messages, files, audio and video communication between teaching staff and employees of different buildings is carried out through the internal communication portal LYNC, an Automated Information System (AIS) has been implemented, which includes subsystems for student administration and support of the educational process (<http://euniver.vku.edu.kz>) and a distance education portal (www.vku.edu.kz), developed by mobile version of the "eUniver" system. The University's activities are supported by 11 servers, among which the Proxy server, 1C server, mail server, Moodle server, DNS server, etc. are actively used. Wi-Fi access is available in academic buildings and students' homes. The speed of Internet access in educational building No. 7 is 120 Mb / s, there are 6 WI-FI points with a speed of 15 Mb/s.

The information provided on the site, as well as submitted to the HEC in the course of work, does not always fully meet the established requirements, is outdated, and requires clarification or correction. In the course of the interview, the heads of educational institutions and teaching staff were not always aware of the requirements in force at the university: criteria for selecting practice bases, standards for designing educational institutions, parameters for monitoring and evaluating the quality of educational institutions. Accordingly, measures to improve the quality assurance system that are taken by management are developed at a

meaningful level, and not on processed, adequate information. In the course of conducting interviews, HEC members were not able to get examples or other evidence of improvements made based on the results of questionnaires, the work of collegial bodies.

Evaluation of the effectiveness of the EP is carried out at a meaningful level, evidence of the analysis of activities to analyze the results of achieving the target indicators of the EP, formed and taken actions to adjust and improve processes are not identified. There are no documented procedures that determine the frequency, forms, and methods of evaluating the management of the OP, the activities of collegial bodies and structural divisions, or top management.

The University pays due attention to information security issues at the program and organizational levels, local regulatory documents regulating the distribution of responsibility of officials have been developed and implemented. In the practice of applying the established norms, there are cases of their violation, respectively, for example, the presence of outdated information on the site or its absence in current areas of activity.

Stakeholders are involved in the processes of collecting information based on surveys and certain activities, such as mutual visits to classes, internal review of documents, participation in audits, etc. Involvement in decision-making is determined by participation in the work of collegial bodies, meetings of the department and other industrial meetings.

Procedures and mechanisms for conflict resolution are defined, formalized and reflected in a number of local regulations, and implementation in practice was confirmed by employees and trainees during interviews.

To determine the satisfaction of teaching staff, staff and students, surveys are conducted within the framework of the survey, which cover the main parameters. Examples of the identified shortcomings and measures taken to address them were not provided either in the form of documents or during the interview process.

The effectiveness of activities within the framework of the EP is evaluated in accordance with the planned actions, and a list of the main parameters for monitoring it is defined. At the same time, the result obtained is not always correlated with the cost of resources, time, and other losses, respectively, it is not always possible to evaluate the effectiveness, and therefore, the analysis of the actions taken at a sufficient level is not always carried out.

Within the framework of accredited educational programs, the university provides collection and analysis of information on all subjects. The availability of educational resources and support systems for students is analyzed. The analysis of graduates' employment, monitoring of their achievements and problems is organized at a good level.

Research performers, teaching staff and students have access to the collections of scientific literature through the website of the VCU library <https://library.vku.edu.kz>. The main page contains links to the following resources: Web-Irbis, RMEB, Epigraph, LANTAR, Aknupress, Bibliographic indexes, Portal of the Open University of Kazakhstan. There is also an opportunity to get virtual services "Ask the bibliographer" <https://library.vku.edu.kz/>. Employees have the opportunity to get information on scientometrics (<https://library.vku.edu.kz/ru>) and get useful links to databases (<https://library.vku.edu.kz/ru/page/poleznye-ssylki.html>) Web of Science, Scopus, NNP RK, RSCI, KAZNEB, etc.

Analytical part

The EC notes that the university has an information and reporting management system, which is characterized by traditional indicators and processes for universities.

The HEC notes that the university meets with representatives of key stakeholders, conducts regular surveys of students and employers, and takes appropriate measures to eliminate shortcomings based on the results of their survey / interviewing. Thus, the management of accredited educational institutions is working to ensure transparency of information in the process of auditing the quality of education and their results.

Confirmed information about the availability of special information resources of the OP

(website, stand, etc.), through which information is distributed.

The HEC confirms that students, employees and teaching staff of the university are promptly informed about changes related to a force majeure situation. During the meetings, the participants demonstrated a sufficient level of information about the processes taking place within the framework of the university's activities and educational programs.

A survey of students conducted during the visit to the UEC NAAR showed satisfaction with informing students about courses, educational programs, and academic degrees.

However, in order to improve the management of information and reporting, management needs to pay attention to the following issues.

Posting outdated or outdated information about the OP's activities on the site.

Insufficient systematic use of processed, adequate information to improve the internal quality assurance system by the OP management. The university should pay sufficient attention to the frequency and timing of analysis and application of the processed information to make decisions and improve the quality of the educational program. This will help you take timely corrective actions for improvements and stay competitive in the educational services market.

Lack of consistency and insufficient focus on information use and performance evaluation can lead to stagnation and inability of higher education institutions to adapt to the changing requirements and needs of students and the labor market.

Students' satisfaction is characterized by the following survey results: availability of personal counseling completely satisfied-222 (88.1 %), partially satisfied - 29 (11.5%), difficult to answer - 1 (0.4%).

Strengths/Best practices:

Missing items.

WEC recommendations:

- The management of the university should adjust the current regulations governing the activities of collegial bodies and structural divisions, top management, in terms of establishing the frequency (terms, periods), forms and methods of evaluating the management of the OP until 30.12.2023.
- The management of educational programs should collect and analyze up-to-date information about the activities of the OP and take appropriate corrective actions (Deadline 01.2024);

HEC's conclusions based on the criteria: strong-0, satisfactory-17, suggest improvements-0.

6.3. Standard "Development and approval of the educational program"

✓ *The university must demonstrate the existence of a documented procedure for developing the EP and its approval at the institutional level.*

✓ *The university must demonstrate that the developed OP meets the established goals and planned learning outcomes.*

✓ *The OP management should determine the impact of disciplines and professional practices on the formation of learning outcomes.*

✓ *The university demonstrates the existence of a graduate model of the OP, which describes the results of training and personal qualities.*

✓ *The qualification awarded upon completion of the EP should be clearly defined, explained and correspond to a certain level of NSC, QF-EHEA.*

✓ *The management of the EP should demonstrate the modular structure of the program based on ECTS, ensure that the structure of the content of the EP corresponds to the goals set, with a focus on achieving the planned learning outcomes of each graduate.*

✓ *The OP management should ensure that the content of academic disciplines and learning*

outcomes correspond to each other and the level of study (bachelor's, master's, doctoral studies).

- ✓ *The OP management must demonstrate that external reviews of the OP are conducted.*
- ✓ *The EP management should provide evidence of the involvement of students, teaching staff, and other stakeholders in the development and quality assurance of the EP.*
- ✓ *The OP management should demonstrate the uniqueness of the educational program, 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 existence of a joint and / or two-degree OP with foreign universities.*

Proof part

At the local level, the development of educational programs at the university is regulated by the Regulation on the development of educational programs, which was approved by the Chairman of the Management Board – Rector on 14.03.2023.

The design of accredited SPS was carried out in accordance with the established requirements. The objectives of the OP, tasks and learning outcomes are defined, according to which the content of the OP is determined. Learning outcomes – the projected competencies are aligned with the elements of the OP. Thus, the result of implementing the OP is determined by the results of mastering individual academic disciplines and modules.

A working group consisting of the department's teaching staff and employer partners is created to develop the OP project. The draft OP is being discussed at a meeting of the department. An expert review of the EE, its relevance, emerging competencies, and expected learning outcomes is conducted at a meeting of the Academic Council Committee (currently the Academic EE Committee). The OP is approved by the Methodological Council of the higher school and the Academic Council of the University. The catalog of elective subjects of the modular educational program is held at the Academic Council of the University. These collegial bodies include employers, teaching staff, and students.

The OP management ensures that the content of the disciplines corresponds to the level of study (bachelor's/master's degree) and the expected learning outcomes. The competence map of the educational program included in the MA includes key, general professional, and professional competencies, in accordance with the Dublin Descriptors. All disciplines are aimed at the formation of certain competencies listed in the content of the educational program, allowing you to achieve the planned learning outcomes. The University provides the content of disciplines to the level of training and expected learning outcomes.

The leading role in the development and updating of the EP is assigned to the Academic EP Committee, which, along with teachers, graduates and students of the university, includes representatives of partner employers. The activities of Academic Committees on EE are regulated in the University of the Higher Education Institution 023-21 "On the Project Office for the development and Development of educational programs at the Sarsen Amanzholov East Kazakhstan University".

The curriculum of OP 6B01502-Physics consists of three cycles: 1 cycle – general education subjects aimed at developing the general intellectual level; 2 cycle - basic disciplines; 3 cycle – profile disciplines. 1 cycle contains 56 ECTS credits; 2 cycle – 112 (of which 52 credits are for university disciplines, 60 credits are for elective disciplines; 3 cycle – 60 (of which 25 are for university disciplines, 35 credits are for elective disciplines).

According to OP 7M01502-Physics, 7M05301-Physics:

- basic subjects consist of 35 credits (20 credits for university subjects, 15 credits for elective subjects);
- profile subjects consist of 49 credits (14 of them are university subjects, 35 credits are

elective subjects).

Courses of the 2nd and 3rd cycles are aimed at developing professional competencies, developing creative potential, increasing the level of competitiveness of graduates, and the ability to successfully carry out their professional activities.

The MOE consists of general modules, specialty modules, a FEI module (additional types of training), and a final module. Along with Kazakhstan credits, ECTS credits are used as a conditional unit of labor intensity of the educational program, which correspond to the profile, learning outcomes, competencies, academic load of students, and ensure the achievement of learning outcomes.

In accordance with the Regulation on the development of educational programs No. 007-23 "Regulation on the development of educational programs", external expert evaluation of educational programs is carried out by employers. Candidates for OP reviewers were considered and discussed at the meeting of the Department of Physics and Technology. The main criterion for selecting a reviewer is independence, extensive practical experience in training OP graduates, knowledge of information and requirements of the labor market situation. The relevance of the OP is confirmed by the review of an external reviewer (outside the Republic of Kazakhstan) and an internal review (from universities of the Republic of Kazakhstan), to which the MOS are sent for examination. Involvement of foreign experts is a special feature of conducting the OP examination at Sarsen Amanzholov East Kazakhstan University.

For all those accredited by their management, uniqueness is defined and established in the documents. Graduates are in high demand in the region. The annual employment rate is 100%.

OP 7M05301 - " Physics "is also implemented in the framework of a two-degree joint educational program with OP 03.04.02" Physics of nanosystems " at AltSU, Barnaul, Russia. Graduates are awarded a Russian Diploma of higher education with a master's degree and a Kazakh diploma with a Master's degree in Natural Sciences.

Analytical part

Analysis of the submitted information and supporting documents for this standard allows us to draw the following conclusions.

The university documents the procedures for developing the OP and their approval. This is evidenced by the fact that the OP is reviewed and discussed at meetings of collegial bodies, reviewed by external experts. Within the framework of the EP, an effective system of external expertise of the EP has been developed based on active interaction with employers in the framework of implementing mechanisms for bilateral cooperation, the work of collegial bodies, holding meetings, seminars and other events

The OP management determines the impact of disciplines and professional practices on the formation of learning outcomes. This fact confirms that learning outcomes are formed both at the level of the entire OP, and at the level of individual modules or academic discipline and during all types of internships.

The university demonstrates the existence of a graduate model of accredited educational institutions. The graduate model is discussed at meetings with employers, as well as at a meeting of the academic committee.

The University prepares students for professional certification by studying the disciplines included in the OP and passing an internship. This is also confirmed by the fact that for the past two years, graduates of this OP have been taking a leading position in the Republic of Education according to the results of CNT.

A survey of students conducted during the visit to the UEC NAAR showed that:

- the level of accessibility and responsiveness of the university management: fully and partially satisfied-99.2%;
- availability for academic counseling: fully or partially satisfied-99.3%;
- explanation of the rules and strategy of the educational program before admission: fully

and partially satisfied-98.8%.

Strengths/best practices

There is an effective system of external expertise of the civil Code based on active interaction with employers in the framework of implementing mechanisms for bilateral cooperation, the work of collegial bodies, holding meetings, seminars and other events.

WEC recommendations:

There are no recommendations.

HEC's conclusions based on the following criteria: strong-1, satisfactory-11, suggest improvements-0.

6.4. Standard "Continuous monitoring and periodic evaluation of educational programs"

✓ *The university should ensure that the structure and content of the EP are reviewed, taking into account changes in the labor market, the requirements of employers and the social demand of society.*

✓ *The university must demonstrate that there is a documented procedure for monitoring and periodic evaluation in order to achieve the goal of the EP and continuously improve the EP.*

✓ *Monitoring and periodic evaluation of the EP should consider:*

✓ *content of the program in the context of the latest achievements in science and technology in a particular discipline;*

✓ *changes in the needs of society and the professional environment;*

✓ *students' workload, academic performance, and graduation;*

✓ *effectiveness of student assessment procedures;*

✓ *the needs and degree of satisfaction of students;*

✓ *compliance of the educational environment and support services with the goals of the OP.*

✓ *The EP management should publish information about changes to the EP, inform sinterested parties about any planned or undertaken actions within the framework of the EP.*

✓ *Support services should identify the needs of different groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, and development of the OP in general.*

Proof part

Monitoring of the EP, the requirements for it are presented in the Academic Policy of the university. However, at the present stage, this activity is based on unformalized procedures. Changes to the EP are made on an initiative basis, but changes in the labor market, employers' requirements, and the social demand of society are taken into account.

Monitoring and periodic evaluation of the EP should consider

Achievements in science and technology in a particular discipline, changes in the needs of society and the professional environment, workload, academic performance and graduation of students, the effectiveness of student assessment procedures, the needs and degree of satisfaction of students, the compliance of the educational environment and the activities of support services with the goals of the EP are taken into account in the process of discussing the content and adjusting the EP at meetings of collegial bodies and working groups.

Within the framework of the EP, the functioning of the system for informing interested parties about changes made to the EP and publishing changes was not revealed. The open resources on the university's website contain only some information about the curriculum, which

makes it impossible to track changes. No means of informing stakeholders are provided. Information is received only by those who are involved by the university to implement certain steps in the design and adjustment of the OP.

Local regulations of the university provide students with certain opportunities to form an individual educational trajectory. However, the specific capabilities and needs of individual groups are not specifically tracked. There are and are being implemented some approaches to equalizing training for first-year students and their adaptation. Part of the problem is solved in the individual work of advisors and teaching staff.

Analytical part

The University has defined mechanisms for monitoring and periodically evaluating educational programs to ensure the achievement of goals and meet the needs of students and society.

Monitoring and evaluation mechanisms are aimed at continuous improvement of the EP and include the collection and analysis of data on the quality of education, student performance, student satisfaction and other stakeholders.

Monitoring and evaluation include collecting data on the learning process and outcome, the effectiveness of teaching methods and tools, resource utilization, student satisfaction, and other quality indicators.

The management of the educational program demonstrated a systematic approach to monitoring and periodic assessment of the quality of education and defined the main indicators for assessing the quality of education.

The university has an official website. However, the EEC members note that the EP management should develop, implement and continue to keep up-to-date the procedure for informing stakeholders about changes accredited by the EP, including determining the most effective mechanisms for informing.

A survey of students conducted during the visit to the HEC NAAR showed that students rate the overall quality of educational programs as fully satisfied 93.3% and partially satisfied-15%. Informing the requirements for successfully completing this educational program: "fully satisfied" - 90.1%, "partially satisfied" - 8.7%. Objective assessment of knowledge, skills, and other academic achievements: "fully satisfied" - 90.1%, "partially satisfied" - 8.7%.

Strengths/Best practices:

missing items

WEC recommendations:

- The EP management should ensure that students, teachers of teaching staff, employers and other interested parties are regularly informed about planned and undertaken actions within the framework of the educational program (constantly).

HEC's conclusions based on the following criteria: strong-0, satisfactory-9, suggest improvements-1.

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

✓ *The EP management should ensure respect and attention to different groups of students and their needs, and provide them with flexible learning paths.*

✓ *The management of the EP should ensure that teaching is based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and assessment of learning outcomes that ensure the achievement of the goals of the EP, including competencies, skills in performing scientific work at the required level.*

✓ *The management of the OP should determine the mechanisms for distributing the academic load of students between theory and practice in the framework of the OP, ensuring the development of the content and achievement of the goals of the OP by each graduate.*

✓ *An important factor is the availability of our own research in the field of methods of teaching OP disciplines.*

✓ *The university must ensure that the procedures for evaluating learning outcomes are consistent with the planned results and goals of the EP.*

✓ *The university should ensure consistency, transparency and objectivity of the mechanism for evaluating the learning outcomes of the OP, publication of evaluation criteria and methods in advance.*

✓ *Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly improve their skills in this area.*

✓ *The EP management should demonstrate the existence of a feedback system for using various teaching methods and evaluating learning outcomes.*

✓ *The OP leadership should demonstrate support for students' autonomy, while providing guidance and assistance from the teacher.*

✓ *The EP management should demonstrate that there is a procedure in place to respond to student complaints.*

Proof part

The implementation of student-centered learning as a direction for the development of educational activities is enshrined in the Academic Policy of the University, in the Regulations on the Development of Educational Programs and in other local regulatory documents. At the same time, in the course of conducting interviews, experts revealed a weak involvement of teaching staff, employees and managers of educational institutions studying in the development of student-centered learning and the transformation of the educational process on this basis.

Two of the accredited educational programs have a pedagogical focus, and they are implemented by teaching staff, for whom pedagogical activity is not only a function, but also a subject of study and scientific research. At the same time, teaching staff, students and OP managers have difficulties when they are asked to give examples of the use of innovative teaching methods and evaluation of learning outcomes in the educational process. Due attention is not paid to the transformation of the assessment system in the context of the implementation of a competence-based approach and student-centered training. Students are involved in conducting research projects, participating in competitions and Olympiads.

The above-mentioned feature of teaching staff-involvement in pedagogical research imposes special requirements for conducting their own research in the field of teaching methods of OP disciplines. However, the results of such studies were not revealed during the accreditation process, which indicates a lack of attention to this activity, both on the part of the OP management and on the part of the teaching staff.

The training results stated in the OP are presented in the form of a graduate's competence model, but methods for evaluating these results, which can reveal the level of competence formation, are properly implemented only at the final control stage. At other stages, especially when conducting exam sessions, the approach based on testing knowledge and skills prevails.

Criteria and methods for evaluating learning outcomes are presented in syllabuses that are available on an electronic resource with password access, i.e. they are not available to external consumers, including applicants, parents, and employers.

Under these conditions, insufficient attention is paid to the feedback system on the use of various teaching methods and evaluation of learning outcomes. Some information can be obtained by the OP management from the results of surveys of students and teaching staff, but these are only fragments that are not sufficient for the systematic improvement of the system for evaluating student learning outcomes.

The university has an advisory service, which is designed to assist all students in mastering the educational program in accordance with their capabilities and needs. The duties of the adviser include familiarizing students with the organization of the educational process, the Internal Regulations of the university; providing assistance to students in determining the learning path; providing consultations for students when choosing disciplines; assisting students in drawing up individual curricula; monitoring current, intermediate, final academic performance, attendance, analysis of the results of certification, exams; monitoring the implementation of educational programs in the field of education. curriculum, etc.

Students in accordance with the individual curriculum are provided with an educational and methodological complex, which includes the Syllabus, active handouts, lecture theses, practical (seminar) lesson plans, SRS/SRM and SRSP plans/SRMP, test tasks, semester tasks, exam questions, contains a grading policy and assessment criteria (<https://www.vku.edu.kz/ru/page/polozheniya-lokalnye-normativnye-dokumenty-universiteta.html>).

For the period of the examination session and final attestation, an appeal commission is created from among teachers whose qualifications correspond to the profile of disciplines.

Analytical part

The Commission notes that the university implements an approach to creating conditions for students, which contributes to the effective promotion of students along the chosen path. Also, that students build an individual educational trajectory using the disciplines of both the main educational program and the additional one.

The HEC notes that as a prompt response to student complaints, the management ensures that students interact with advisors, curators, and immediately respond to student complaints.

The EC confirms that the university has an automated information system (AIS), which includes subsystems for student administration and support of the educational process (<http://euniver.vku.edu.kz>) and a distance education portal (www.vku.edu.kz), a mobile version of the "eUniver" system has been developed. Subsystems enable the university to track the completion of the rating journal, attendance, control of students' knowledge, assignment of teaching staff to academic disciplines, calculation of hours by department, registration of students for elective subjects, formation of working curricula, student transcript, testing, automatic generation of reports according to various criteria, support of knowledge assessment processes for students within the rating system acceptance of exams by testing, encryption of students' written works, etc.

In the course of conducting interviews with students, it was found out that the OP management uses the information system for determining borrowing "Anti-plagiarism" in the educational process in order to implement the principles of academic integrity at the university.

The system of feedback on the use of various teaching methods and assessment of learning outcomes is not sufficiently demonstrated. Specific facts and examples of the use of teaching methods, including innovative and author's ones, are not presented.

Student surveys are conducted to identify effective teaching methods and the degree of student satisfaction.

A survey of students conducted during the visit to the UEC NAAR showed that they were fully satisfied with:

- quick response to feedback from teachers regarding the educational process – 88.9%;
- quality of teaching – 90.1%;
- objectivity and fairness of examinations and attestations – 89.3 %
- the quality of services provided in libraries and reading rooms – 94.8 %;
- support of educational materials in the learning process – 89.3 %.

Strengths/Best practices:

Absent.

WEC recommendations:

- Develop criteria for evaluating the results of using their own teaching methods and provide for forms of motivation for teaching staff (by the beginning of the 2023/2024 academic year);
- In order to improve student-centered learning, ensure the effectiveness of student assessment procedures, taking into account best practices and best practices. Provide training seminars or advanced training courses for teaching staff in this area (until 01.2024).

HEC's conclusions based on the following criteria: strong-0, satisfactory-8, suggest improvements-2.

6.6. The "Learners" Standard

- ✓ *The university must demonstrate the policy of forming a contingent of students and ensure transparency and publication of procedures regulating the life cycle of students (from admission to completion).*
- ✓ *The OP management should provide for special adaptation and support programs for newly enrolled and foreign students.*
- ✓ *The university must demonstrate that its actions comply 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 should provide opportunities for external and internal academic mobility of students, as well as assist them in obtaining external grants for training.*
- ✓ *The university should encourage students to self-educate and develop outside of the main program (extracurricular activities).*
- ✓ *An important factor is the availability of a support mechanism for gifted students.*
- ✓ *The university must demonstrate cooperation with other educational organizations and national centers of the " European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers " ENIC/NARIC to ensure comparable recognition of qualifications.*
- ✓ *The university should provide students with places of practice, demonstrate the procedure for promoting employment of graduates, and maintain communication with them.*
- ✓ *The university must demonstrate the procedure for issuing graduates with documents confirming their qualifications, including the achieved learning outcomes.*
- ✓ *The management of the OP should demonstrate that graduates of the program have the skills that are in demand in the labor market and that these skills are really relevant.*
- ✓ *The OP management should demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.*
- ✓ *An important factor is the existence of a functioning alumni association.*

Proof part

The opposite trends in recruitment dynamics are observed for accredited SPS.

Table 1. Contingent of students enrolled in the accredited 6B01502-Physics program of Sarsen Amanzholov Higher School of Economics, by 5 years (2018-2022)

Year	of OP 6B01502-Physics		
	Total number of kaz / Rus	State model grant of kaz / rus	On a contractual basis of kaz/rus
2018-2019	60/0	48	12
2019-2020	72/0	68	4
2020-2021	25/0	24	1
2021-2022	19/3	22	-

According to this OP, all quantitative indicators are decreasing and are at a critically low level.

Table 2. Contingent of students enrolled in the accredited 7M01502-Physics program of Sarsen Amanzholov Higher School of Economics, by 5 years (2018-2022)

Year	7M01502-Physics		
	Total number of students	State model grant	On a contractual basis
2018-2019	5	5-2019-2020	-
2019-2020	6	4	2
2020-2021	20	9	11
2021-2022	22	11	11

In this case, there is a steady increase, but as the final courses with small enrollment and in the master's program approach, a decrease in the number of students is predicted.

Table 3. Contingent of students enrolled in the accredited 7M05301-Physics program of Sarsen Amanzholov Higher School of Economics, by 5 years (2018-2022)

Year	7M05301-Physics		
	Total number of students	State model grant	On a contractual basis
2018-2019	3	3-2019-2020	-
2019-2020	1	1-2020-2021	-
2020-2021	4	4-2021-2022	-
2021-2022	--	-	1

According to this OP, the situation is consistently critical.

Thus, the formation of a contingent of students enrolled in accredited educational programs is a complex problem. The solution of this problem at a high level is especially relevant given the presence of not fully satisfied demand for graduates in the labor market.

Efforts are being made at the institutional level and at the level of the OP to address this

problem.

The university's website provides a tab for applicants, which contains the main regulatory documents and background information. It should be noted that this information is not always up-to-date. In some cases, it is outdated and requires updating.

To inform applicants, there are open days, booklets, information sheets, questionnaires, brochures, visits to schools, colleges, lyceums, gymnasiums, calling students of the final grades listed in the university database, conducting subject Olympiads, business games, debates, invitations to open areas of the institute, a reference guide for 1st-year students, giving lectures, conducting master classes and trainings.

For applicants and their parents, reference books of specialties have been prepared in Russian and Kazakh, containing information about the features of specialties, as well as future professional activities.

The procedures governing the life cycle of students are presented in the Regulation " On the procedure for transfer and reinstatement, deduction and granting academic leave "(approved by the Chairman of the Management Board – Rector on 07.03.2021) and in other local documents of the university. All documents are posted on the university's website.

For the adaptation of first-year students, an organizational week and other events are organized by the dean of the higher school, the head of the department, advisors and curators. Advisors and curators introduce students to the features and rules of credit technology, the knowledge assessment system, the rules for translating and calculating a BACHELOR's degree, introduce them to departments, the rules for living in dormitories, the corporate culture code and the circles and student self-government organizations operating at the university and institute, the library's working hours, instructions for users of reading rooms and subscriptions, the electronic search system information, a guide book.

At the institutional level, the procedures for organizing and supporting academic mobility are defined, documented and implemented in practice. (<https://www.vku.edu.kz/ru/page/obrazovanie-akadem-mobilnost.html>).

From 21.01.2019-01.06.2019 students of OP 6B01502-Physics Damdin Anigan and Tabigat Tilekberdi completed academic mobility at Shakarim State University (Semey). Students Turlybek Zhazira and Makisheva Madina from Shakarim State University arrived at the S. Amanzholov High School for Academic mobility through mutual exchange.

From Abai Kazakh National Pedagogical University (KazNPU, Almaty) Sabetkanova Ayaulym from 21.01.2019-01.06.2019 passed academic mobility in the NAO VKU named after S. Amanzholov.

From 24.01.2022-01.06.2022, student OP 6B01502-Physics Kudaibergen Bereke completed academic mobility at Shakarim State University (Semey) online.

From October 1 to December 2022, students of OP 6B01502-Physics (Skakova R., Khuzhadeldinova M., Azat A., Akhmadiev M., etc.), undergraduates of OP 7M01502-Physics (Sagadieva A., Baigelov A, Ilyashova N., etc.), 7M05301 - "Physics" (Nabioldina A., Berdimuratov N.) They completed separate modules of the online course "Project Activity" within the framework of the agreement and academic mobility programs on the network form of OP implementation at AltSU (Barnaul, Russia).

At the end of their stay at the partner university, students submit to the academic mobility coordinator a transcript with a list of subjects studied, including the results of exams on the individual curriculum, an academic certificate, and information about their internship. On the basis of the transcript, in accordance with the standard curriculum and the catalog of elective subjects, mandatory transfer of credits according to the ECTS type is carried out.

Students are involved in conducting research, preparing publications, participating in Olympiads and competitions held at the university and abroad. Various competitions and

festivals, concerts, evenings, KVN, debates, visits to concerts, museums, exhibitions, performances, sports competitions are organized. Curators and advisors, together with students, annually participate in AIDS prevention months, clean-up days "Clean Thursday", "Plant your Tree", "I am a patriot", etc.

In 2020, Alexander Musin, a 3rd-year student of OP 6B01502-Physics, took 3rd place at the XII Republican Subject Olympiad in Physics (Ust-Kamenogorsk).

In 2021, Ardak Alau, a 3rd-year student of OP 6B01502-Physics, took the 3rd place at the XIII Republican Subject Olympiad in Physics (Zhezkazgan).

In the nomination "Best Student of the Year" were awarded: Abdiyeva G. (2018), Mambetiyar A. (2019), Oralbekova T. (2020), Smailova A. (2021).

Due attention is paid to practical training. All basic procedures are carried out in accordance with the Rules of organization, conducting professional (pedagogical) practice and defining organizations as practice bases (approved by the Chairman of the Management Board – Rector on 01.06.2022). A visit to the practice bases during the HEC visit revealed that not in all cases educational institutions that provide students with practical training have sufficient material equipment for the educational process.

As noted, graduates of accredited educational institutions are in high demand in the labor market, and therefore do not experience employment problems. At the institutional level, the Chairman of the Management Board-Rector approved the regulation "On employment of young specialists and Doctors of Philosophy (PhD)" on 13.04.2021.

Upon graduation from the university, graduates who have successfully completed their studies are issued a state-issued diploma, a state-issued transcript in three languages indicating the number of credits studied-Kazakh and ECTS credits, Diploma Supplement with the results of training.

Formally, the university has established an Alumni Association, but during the accreditation process, the heads of the University Administration were unable to provide evidence of its activities. Graduates who participated in the interview with HEC members were not aware of the existence of the Alumni Association.

Analytical part

During the analysis of the submitted documents and based on the results of the visit to the university, meetings with students, graduates and employers, the commission came to the conclusion that the university has a policy of forming a contingent of students from admission to graduation.

Students express full satisfaction with the availability of academic counseling (86.5%); the availability of health services (82.9%); the availability of library resources (92.1%); existing educational resources (90.1%); the overall quality of educational programs (93.3%); and the objectivity and fairness of teachers (89.3%).

At the same time, the Higher Economic Commission notes that the public association "Alumni Association" functions formally. Members of the Alumni Association do not actively participate in the development of educational programs, the development plan of the University, or the social life of the university.

Strengths/best practices

Absent.

WEC recommendations:

- Develop documents regulating and planning the activities of the alumni association, ensure regular updating of the tab on the website dedicated to the activities of the association

until 30.12.2023.

HEC's conclusions based on the following criteria: strong-0, satisfactory-11, suggest improvements-1.

6.7. Standard "Teaching staff"

✓ *The university should have an objective and transparent HR policy in the context of OP, including hiring (including invited teaching staff), professional growth and development of personnel, ensuring the professional competence of the entire staff.*

✓ *The university must demonstrate that the quality of teaching staff meets the established qualification requirements, the university's strategy, and the goals of the OP.*

✓ *The OP management should demonstrate a change in the role of the teacher 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 involve in teaching specialists of relevant industries who have professional competencies that meet the requirements of the EP.*

▪ *The university must demonstrate the existence of a mechanism for motivating the professional and personal development of teaching staff.*

✓ *The university must demonstrate the wide use of teaching staff of information and communication technologies and software tools in the educational process (for example, on-line training, e-portfolio, MOHS, etc.).*

✓ *The university must demonstrate its focus on developing academic mobility and attracting the best foreign and domestic teachers.*

✓ *The university must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity in the university, and determine the contribution of teaching staff, including invited ones, to achieving the goals of the OP.*

✓ *An important factor is the involvement of teaching staff in the development of the economy, education, science and culture of the region and the country.*

Proof part

The personnel policy of the University is documented in the form of the regulation " On Personnel Policy " (approved by the Chairman of the Management Board – Rector on 09.03.2021), which reflects:

- goals and objectives of the HR policy;
- mission and vision of HR policy;
- basic principles of personnel policy;
- key areas of HR policy;
- creating and maintaining organizational order at the university.

The University has developed the "Teacher and Employee Code of Honor", " Student Code of Honor", which define the basic ethical principles and moral values underlying educational activities, " Rules of Academic Integrity", which define the basic concepts and mechanisms for implementing the academic integrity policy.

OP 6B01502-Physics is implemented by 28 teachers, including 26 full - time and 2 part - time teachers. Of the full-time teachers, 17 have an academic degree. The share of teaching staff with degrees and titles is 60.7%. All teachers have a basic education that corresponds to the training profile, the stated requirements for the OP.

OP 7M01502-Physics is implemented by 12 teachers, including 11 full - time teachers. Of the full-time teachers, 11 have an academic degree. All teachers have a basic education corresponding to the training profile.

The 7M05301-Physics educational program is implemented by 10 teachers, including 9 full-time ones. The share of teaching staff with degrees and titles is 100%. All teachers have a

basic education corresponding to the training profile.

The Department of Physics and Technology consists of 2 Doctors of Sciences, 4 Doctors of Philosophy(PhD), 5 candidates of Sciences. The average age of teachers is 50 years.

Work on modernizing the educational process in connection with the transition to student-centered learning and teaching is sporadic. Goals are not defined, and the results of actions taken are evaluated.

Teaching staff of the Department of Physics and Technology take part in competitions of pedagogical skills and achieve recognition. In the 2018-2019 academic year, Ph. D., Professor Abylkalykova R. B. and Associate Professor Rakhadilov B. K. won the title "Best University Teacher-2018" in the competition of the Ministry of Education and Science of the Republic of Kazakhstan. PhD, Associate Professor Sagdoldina Zh. B. won the title "Best University Teacher-2021". In 2022, the title "Best University Teacher – 2022" was awarded to Doctor of Physical and Mathematical Sciences, Professor Skakov M. K. and Ph. D. Buitkenov D. B.

Teachers who ensure the implementation of accredited educational programs regularly undergo advanced training, including in the Federal State Educational Institution of Higher Education Altai State University.

Within the framework of academic mobility in November 2020, a well-known scientist Gradoboev A.V., Doctor of Technical Sciences, Professor of the Federal State Educational Institution of Higher Professional Education "National Research Tomsk Polytechnic University" gave lectures for students of the department.

From 25.10.2021 to 20.11.2021, lectures were delivered by Doctor of Physical and Mathematical Sciences, Professor, Head of the Department of General and Experimental Physics of Altai State University Plotnikov V. A., and Doctor of Physical and Mathematical Sciences, Professor, Director of the Institute of Digital Technologies, Electronics and Physics of Altai State University Makarov S. V. For lectures

The following persons were invited to give lectures, conduct consultations and conduct joint research projects:

- Sang Mei Lee, PdD Doctor, Professor at Busan University (South Korea);
- Wojtek Wieleba, PdD Doctor, Professor, Wrocław University of Science and Technology (Wrocław, Poland);
- Leszek Latka, PdD Professor, Wrocław University of Science and Technology (Wrocław, Poland).
- Ali Çoruh, PhD, Professor of Sakarya University, Turkey (Istanbul, Turkey).

Teachers from schools with which partnerships are maintained are involved in conducting practical classes.

Teachers of the Department of Physics and Technology have an H-index in the Scopus database.

Table 4. h-index of teaching staff of the Department of Physics and Technology in the Scopus database

Full database	name	h-index in the Scopus
1	Yerbolatuly D.	1
2	Kuanyshebekov T. K.	1
3	Bektasova G. S.	2
4	Sakenova R. E.	2
5	Baymoldanova L. S.	2
6	Abylkalykova R. B.	3
7	Kveglis L. I.	6
8	Sagdoldina Zh. B.	8
9	Skakov M. K.	10
10	Rakhadilov B. K.	11

Over the past 5 years, the faculty of the Department of Physics and Technology has published 7 monographs.

Faculty members of the department cooperate with schools in the city and region, annually hold regional physics Olympiads, participate as jury members in various Olympiads, project competitions, hold round tables with teachers of schools in the city and region, participate in rating events. Teachers of the department receive awards and letters of appreciation for their contribution to the development of the economy, education, science and culture of the region.

Analytical part

The University has demonstrated an objective and transparent personnel policy. Hiring processes that include invitees in accordance with their professional competencies lead to planned learning outcomes.

The OP management demonstrated that the quality of its staff meets the established qualification requirements of the university's strategy and development. Teachers have the necessary qualifications and experience related to accredited educational programs, which guarantees a high level of quality of training.

The University provides opportunities for professional development of teaching staff, including young teachers. The availability of support and training, mentoring and mentoring that ensure professional development and the development of their professional development programs. The management of the university provides for the provision of living space for young talented teachers, as well as invited lecturers.

The University attracts to teaching specialists who have practical work experience corresponding to educational programs. This requires the relevance and practical orientation of education, as well as the development of professional skills of doctoral students.

Teaching staff rated the content of the educational program as excellent (77.6%); the opportunities provided by the university for the professional development of teaching staff (65.5%); the possibility of using their own teaching methods (79.3%); the use of various educational innovations (69%); the openness and accessibility of the management to teachers (60.3%); the work of the university management to improve the quality of teaching teaching staff qualifications (60.3%).

During the visit, the EEC experts on this standard found that the department has a low level of academic mobility, which can lead to a lack of access to the resources of third-party higher education institutions.

In this regard, the EP management needs to increase the level of academic mobility of teaching staff, in particular, to provide alternative models for organizing outgoing internal academic mobility of teaching staff.

In addition, the HEC notes the weak involvement of civil service teaching staff in the development of a quality assurance culture and low activity in the application of innovative teaching methods.

Strengths:

Absent.

WEC recommendations:

- Ensure that each teacher is involved in the development of a culture of quality and academic integrity, evaluating and recognizing their contribution to achieving the goals of the student-centered learning program. (Constantly).

HEC's conclusions based on the following criteria: strong-0, satisfactory-10, suggest improvements-0.

6.8. Standard "Educational resources and student Support Systems"

- ✓ *The university must ensure that the infrastructure and educational resources, including material and technical resources, meet the goals of the educational program.*
- ✓ *The OP management must demonstrate that classrooms, laboratories, and other facilities equipped with modern equipment are sufficient to meet the OP's goals.*
- ✓ *The university must demonstrate that the information resources meet the needs of the university and the implemented educational programs, including in the following areas:*
technological support for students and teaching staff in accordance with educational programs (for example, online training, modeling, databases, data analysis programs);
library resources, including the collection of educational, methodological and scientific literature on general education, basic and profile disciplines on paper and electronic media, periodicals, access to scientific databases;
examination of research results, graduation papers, and dissertations for plagiarism;
access to online educational resources;
operation of WI-FI on its territory.
- ✓ *The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of research work of teaching staff, employees, and students.*
- ✓ *The university should strive to ensure that the educational equipment and software used for mastering educational programs are similar to those used in the relevant sectors of the economy.*
- ✓ *The EP management should demonstrate that there are procedures in place to support various groups of students, including informing and advising them.*
- ✓ *The OP management should show that there are conditions for the student's progress along the individual educational path.*
- ✓ *The university should take into account the needs of different groups of students (adults, working people, foreign students, as well as students with special educational needs).*
- ✓ *The university must ensure that the infrastructure meets the security requirements.*

Proof part

The university has material, informational and other resources, the quantity and quality of which make it possible to ensure the achievement of the goals of the OP and compliance with the basic requirements for the quality of educational activities. Systematic work is being carried out to update and improve the material and technical base of educational programs, replenish other resources in accordance with changing needs.

The educational process uses equipment and software of the same professional level as in the corresponding organizations. All equipment meets the safety requirements for operation. The graduating department analyzes the available equipment for compliance with modern requirements and submits applications for the purchase of the necessary equipment. For the implementation of educational programs, there is a necessary number of computer classes, which include classes in programming, computer graphics, computer modeling, and intellectual analysis. The number of seats meets the standards and sanitary and epidemiological requirements.

The University has at its disposal:

- game sports hall - 415 sq. m.; gymnasium - 529 sq. m.; gym - 51.1 sq. m.; fitness hall-51.3 sq. m., equipped with appropriate sports equipment;
- assembly hall - 218.5 sq. m.
- two large and three small sports halls with an area of 1261.1 sq. m. for training, elective classes, organization of sports events;
- football field, running track, 2 volleyball and 2 basketball courts.

The university has 205 classrooms, including 58 lecture halls, 29 academic and scientific laboratories, 102 specialized classrooms equipped with learning tools, 16 computer labs, and 6 reading rooms in all buildings.

Nonresident students are provided with accommodation in four student houses for 1,753 places with a total area of 16,687. 1 sq. m. Students' Houses have: recreation rooms, reading rooms, laundry rooms, and other specialized facilities.

In all academic buildings, according to lease agreements, there are public catering points. Medical care for employees and students is provided by the health center and City Hospital No. 1.

The university has 74 WI-FI access points, including 26 in academic buildings and 48 in students' homes. The access speed varies in the range of 5-30 Mbps.

Informatization of education and maintenance at the university is carried out by the Center for Information Technology Support and Digitalization. The university has 24 computer classes, a computer room of the Central Control Center, 55 sets of projection equipment, a server cluster has been created that combines the resources and computing power of all server equipment. The total capacity of the cluster is more than 600 GB of RAM and more than 10 terabytes of external memory.

All computer equipment of the University is connected to the Internet at a speed of 40 Mbps. The network is protected by a licensed Kaspersky Anti-virus program for 1,100 computers. The University's learning process is supported by 9 servers: Proxy server, 1C server, mail server, Moodle server, DNS server, social network, etc.

The Department of Physics and Technology has at its disposal the following laboratories:

- «STEAM»,
- mechanics and molecular physics,
- optics and astronomy,
- atomic and nuclear physics,
- electricity and magnetism,
- nuclear physics,
- methods of teaching physics,
- center for continuing and inclusive education,
- «DANA BALA»,
- "Gifted children",
- digital pedagogy,
- electrical engineering and industrial electronics,
- psychological counseling,
- hardware psychodiagnostics and psychocorrection,
- LOGOLAB,
- touch integration and correction.

The total area of the VKU Scientific Library is 2,108 sq. m. The number of seats in the reading rooms is 350. Readers are served in 10 locations, including 4 subscriptions.

The scientific library is being developed on the basis of modern information and communication technologies.

As of 01.01.2023, the library's book collection consists of 1,038,923 copies and 115,456 titles, including the collection of educational, methodical and scientific literature of 621,457 copies, of which 366,719 copies are in the state language.

Table 5. The educational and methodical book fund for the OP is as follows:

OP	of all textbooks and study guides (exp)	, incl. on kaz.	on in. yaz.
6B01502-Physics	17223	9403	66

7M01502-Physics	1883	799	33
7M05301-Physics	1839	682	33

Table 6. Volume of the general book fund

№	Indicator number	Academic year /	
		ex. 2020-2021	2021-2022
1	6B01502-Physics	16251	17223
	including in English	14	16
2	7M01502-Physics	1650	1883
	including in English	7	9
3	7M05301-Physics	1606	1839
	including in English	7	9

Table 7. Quantity on electronic media as of 01.01.2022

Majors	in languages		
	kaz.	rus.	engl.
6VO1502 Physics	162	117	6
7MO1502 Physics	86	62	6
7MO5301 Physics	86	62	6

Work is underway to create an electronic library of the VCU, which provides local and remote access to bibliographic and full-text databases of its own generation.

The University has signed contracts for library and information services with scientific organizations and universities in Kazakhstan.

The document processing process is automated using the Irbis 64+ automated control System. The library's electronic catalog is available on the library's website (<https://library.vku.edu.kz/>).

The library is equipped with 114 personal computers, 84 are provided to library users; 17 units of copying and multiplying equipment, 2 units of demonstration equipment. Digitization of the library's collection is carried out on a high-speed scanner ELAR Plan Scan A2 series. All computers provided to users and employees of the library are connected to the Internet.

Access to international and national resources is provided: the Republican Interuniversity Electronic Library (RMEB); the project of the Kazakhstan National Electronic Library (EGBF-KazNEB); the National Subscription project for using the resources of the international databases Scopus and Web of Science; Epigraph, LANTAR, Aknurpress, Lan, Kasipkor Regional project of Ust-Kamenogorsk libraries on corporate bibliographic processing of periodicals of the Republic of Kazakhstan.

Procedures for checking theses (projects) for plagiarism and uniqueness are regulated at the university by the Regulation "On the use of the Anti-Plagiarism system". Based on the results of the examination of the thesis, a certificate of the established sample is issued. The student gets admission to the defense if the percentage of originality of the text (excluding citations) is 50% or higher.

The University publishes the scientific journal "Bulletin of Amanzholov University", which was transformed from the scientific journal "Regional Bulletin of the East", published by Sarsen Amanzholov East Kazakhstan University since 1999. The journal was published once a

quarter and contained the following headings: engineering, technology and physical and mathematical sciences, natural sciences and medicine, social sciences and humanities, psychological and pedagogical sciences.

The student Service Center "PARASAT" provides more than 30 types of services, including state ones, for students and their parents. In order to implement inclusive education for students with disabilities, ramps were installed in academic buildings No. 1 and No. 5, 7.

Analytical part

The University has infrastructure and educational resources, including material and technical resources, that meet the goals of educational programs. There is a sufficient classroom fund, laboratories equipped with equipment that ensures the achievement of the goals of the OP.

The Higher School of Economics confirms the availability of student support systems, including support through the university's website. During meetings with students and teaching staff, it was revealed that, unfortunately, most do not have the financial resources to complete training, internships, and advanced training at leading universities in the world, so it is advisable to involve students and teaching staff more widely in the best online courses.

As a result of a visual inspection of the facilities of the material base, the members of the EEC were convinced that the university has the necessary educational and material assets to ensure the educational process and conduct scientific research of accredited educational programs. Buildings and structures of the University comply with the current sanitary standards and fire safety requirements.

The quality of the material base, including IT infrastructure, library stock, and the degree of satisfaction with teachers' support for innovation activities on the part of the management indicate that conditions have been created for conducting scientific research, integrating science and education, but they are not sufficient to achieve the goals set. The experts of the Higher Economic Commission came to this conclusion after visiting and studying the material and technical base of the university's physical laboratories. In this regard, the OP management needs to conduct an audit of the material and technical base of educational physical laboratories and provide for their updates.

In addition, insufficient attention is paid to providing special material and technical means to support students with special educational needs in the educational process.

Strengths:

Missing items

WEC recommendations:

- It is necessary to develop a development program or introduce indicators for improving the material and technical base of educational physical laboratories for the course of general physics and school experiment technology (01.2025);
- Develop a step-by-step plan for providing special material and technical means to support students with special educational needs in the educational process by 01.09.2023;

HEC's conclusions based on the following criteria: strong-0, satisfactory-12, suggest improvements-1.

6.9. "Informing the Public" Standard

✓ *The university guarantees that the published information is accurate, objective, up-to-date and reflects all areas of the university's activities within the framework of the educational program.*

✓ *Public awareness should include supporting and explaining the national development programs of the country and the system of higher and postgraduate education.*

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

✓ *Information about the educational program is objective, up-to-date and should include:*

✓ *the purpose and planned results of the OP, the qualification to be assigned;*

✓ *information about the system for evaluating students ' academic achievements;*

✓ *information about academic mobility programs and other forms of cooperation with partner universities and employers;*

✓ *information about opportunities for developing students ' personal and professional competencies and employment;*

✓ *data that reflects the OP's positioning in the educational services market (at the regional, national, and international levels).*

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

✓ *The university must publish on its own web resource the audited financial statements on the OP.*

✓ *The university should post information and links to external resources based on the results of external assessment procedures.*

Proof part

The main means of informing about the state and activities of the university is the website <https://vku.edu.kz/ru>.

Sections of the website cover the main activities of the university. The site is consistently supported in three languages.

A significant part of the information on accredited CS is available to users only if they have a password, and the information provided in the public domain is not sufficient for all issues relevant to the main groups of stakeholders. Some sections contain outdated information.

Not in all cases, the site design is friendly to users in terms of the selected color scheme and font sizes.

The site contains links to external resources, including those that contain official information. information about the national development programs of the country and the system of higher and postgraduate education. A number of documents of similar significance are posted on the site in full-text form.

The University is represented in social networks, which are also actively used for communication and informing stakeholders.

Facebook https://www.facebook.com/profile.php?id=100040105579382&mi_bextid=ZbWKwL

Instagram https://instagram.com/amanzholov_university?igshid=YmMyMTA2M2Y

YouTube <https://youtube.com/@amanzholovuniversity>.

The following information is not sufficiently presented:

- about the teaching staff,

- about academic mobility,

- on the results of external evaluation procedures,

- about cooperation and interaction with partners, including scientific/consulting organizations, business partners, and social partners. and educational organizations require additions.

Analytical part

The EEC notes that in the field of information dissemination policy, the university demonstrates transparency, openness, involvement in informing the public of applicants, employers, participants in the educational process and all interested parties, constant development and adaptability to the changing realities of society.

The EEC notes the university's openness and willingness to provide objective information

to external stakeholders.

At the same time, experts note the need to supplement the objective information provided on the site about changes in the EP, implementation of plans for the development of educational programs, discussion and revision of the strategy, planned goals of the EP and learning outcomes, compliance with professional standards of the EP, as well as information about teaching staff, courses taught, publications, and their scientific interests.

In addition, the HEC recommends publishing the audited financial statements on the official website.

Strengths/best practices

Recommendations:

- To ensure the reliability, objectivity, and relevance of information, and to reflect all areas of activity, including in the context of OP:
 - conduct an audit of the site structure and content before 01.09.2023,
 - develop regulations for monitoring the implementation of a regulatory document that determine the procedure for providing and updating information on the site in all areas of activity until 01.12.2023.
- Publish and regularly update the audited financial statements on the website in subsequent years.

HEC's conclusions based on the following criteria: strong-0, satisfactory-10, suggest improvements-2.

(VII) OVERVIEW OF STRENGTHS/ BEST PRACTICES FOR EACH STANDARD***Educational Program Management Standard***

Missing items.

Information Management and Reporting Standard

Missing items.

Standard "Development and approval of an educational program"

Within the framework of the EP, an effective system of external expertise of the EP has been developed based on active interaction with employers in the framework of implementing mechanisms for bilateral cooperation, the work of collegial bodies, holding meetings, seminars and other events.

Standard "Continuous monitoring and periodic evaluation of educational programs"

Missing items.

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

Missing items.

Standard "Students"

Missing items.

Standard "Teaching staff"

Missing items.

Standard "Educational resources and student Support systems"

Missing items.

Public Awareness Standard

Missing items.

(VIII) OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY

According to the standard "Educational program management"

In order to update and effectively apply the development plans of the OP in management practice, document the Procedure for developing development plans of the OP by 30.10.2023, providing in it:

- measures to ensure transparency, inform stakeholders, and actively involve them in planning processes;
- the procedure for regular review and monitoring of its implementation.

Ensure that the OP development plans are adjusted in accordance with the documented procedure for their development until 12/30/2023.

From 01.01.2024, formalized risk management procedures should be introduced into the practice of planning activities at all management levels, taking into account:

- the procedure for their identification, evaluation and selection;
- assessing the consequences and identifying opportunities (positive risks);
- planning measures to reduce negative consequences and realize opportunities in the event of exposure to risk factors.

Define and implement the innovation management procedure starting from 01.09.2023:

- indicators of innovation in the framework of the EP in accordance with the priorities of the development of the economy of the region and the country;
- mechanisms and tools for innovation management and monitoring;
- documented procedure for innovation management within the framework of the EP.

According to the "Information Management and Reporting" standard

The management of the university should adjust the current regulations governing the activities of collegial bodies and structural divisions, top management, in terms of establishing the frequency (terms, periods), forms and methods of evaluating the management of the OP until 30.12.2023.

The management of educational programs should collect and analyze up-to-date information about the activities of the OP and take appropriate corrective actions (Deadline 01.2024);

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

There are no recommendations.

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

The EP management should ensure that students, teachers and other stakeholders are regularly informed about planned and implemented actions within the framework of the educational program (constantly).

According to the standard "Student-centered learning, teaching and assessment of academic performance"

To develop criteria for evaluating the results of using their own teaching methods and provide for forms of motivation for teaching staff (beginning of the 2023/2024 academic year);

In order to improve student-centered learning, ensure the effectiveness of student assessment procedures, taking into account best practices and best practices. Provide training

seminars or advanced training courses for teaching staff in this area (until 01.2024).

According to the "Students" standard

Develop documents regulating and planning the activities of the alumni association, ensure regular updating of the tab on the website dedicated to the activities of the association until 30.12.2023.

According to the standard "Teaching staff"

Ensure the involvement of each teacher in the development of a culture of quality and academic integrity, evaluating and recognizing their contribution to achieving the goals of the student-centered learning program (Continuously);

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

It is necessary to develop a development program or introduce indicators for improving the material and technical base of educational physical laboratories for the course of general physics and school experiment technology (01.2025);

Develop a step-by-step plan for providing special material and technical means to support students with special educational needs in the educational process (by 01.09.2023).

According to the "Informing the Public" standard

To ensure the reliability, objectivity, and relevance of information, and to reflect all areas of activity, including in the context of OP:

- conduct an audit of the site structure and content before 01.09.2023,
- develop regulations for monitoring the implementation of a regulatory document that determine the procedure for providing and updating information on the site in all areas of activity until 01.12.2023.

Publish and regularly update the audited financial statements on the website in subsequent years.

(IX) OVERVIEW RECOMMENDATIONS FOR THE DEVELOPMENT OF AN EDUCATIONAL ORGANIZATION

Missing items.

(X) **RECOMMENDATION TO THE ACCREDITATION COUNCIL**

The external Expert Commission made a unanimous decision to recommend to the Accreditation Council the educational programs 6B01502-Physics, 7M01502-Physics, 7M05301-Physics of the Sarsen Amanzholov East Kazakhstan University Non-Profit Joint Stock Company to be accredited for a period of 5 years.



Appendix 1. Evaluation table "Parameters of a specialized profile"

Conclusion of the external expert commission on the results of quality assessment educational programs 6B01502-Physics, 7M01502-Physics, 7M05301-Physics Sarsen Amanzholov East Kazakhstan University Non-Profit Joint Stock Company

n n/n	n p/n	evaluation Criteria	, the organization of education			
			is Strong	satisfactory	Involves improving	unsatisfactory
Standard "educational program"						
1	1.	the University must demonstrate the development of goals and strategies for the development of OP based on the analysis of external and internal factors, with wider involvement of diverse stakeholders		+		
2	2.	quality assurance Policy needs to reflect the relationship between research, teaching and learning of		+		
3	3.	, the University demonstrates the development of a quality assurance culture		+		
4	4.	Commitment to quality assurance should relate to any activity carried out by contractors and partners (outsourcing), including the implementation of joint/double-diploma education, academic mobility		+		
5	5.	Manual OP ensures the transparency of the development plan OP based on the analysis of its functioning, the actual positioning of the University and focus its activities to meet the needs of the state, employers, stakeholders and learners		+		
6	6.	OP Guide demonstrates the mechanisms of formation and regular revision of the development plan OP and monitoring its implementation, and assessment of achievement of learning objectives, meet the needs of students, employers and society, decision-making, aimed at continuous improvement of OP		+		
7	7.	Guide OP should involve representatives of stakeholder groups,		+		

		including employers, students and teachers to the formation of a development plan OP				
8	8.	Manual OP must demonstrate the individuality and uniqueness of the development plan OP consistency with national development priorities and development strategy to the organization of education		+		
9	9.	the Institution must demonstrate a clear definition of responsible for the business processes within the framework of the OP, the distribution of duties of personnel, segregation of collective bodies		+		
10	10.	Guide OP is coordinating the activities of all persons involved in the development and management of OP and its continuous implementation and involving in this process all stakeholders		+		
11	11.	Manual OP should maintain the transparency of the management system, the functioning of the internal quality assurance system, including its design, control and monitoring, the adoption of the resolutions		+		
12	12.	Guide OP should implement risk management			+	
13	13.	Manual OP should ensure the participation of representatives of stakeholders (employers, faculty, students) as part of the collegial management bodies of the educational program, as well as their representation in decision-making on the management of the educational program		+		
14	14.	University must demonstrate innovation management in OP, including analysis and implementation of innovative proposals			+	
15	15.	Manual OP needs to demonstrate its openness and accessibility for students PPP, employers and other stakeholders		+		
16	16.	Manual OP confirms the completion of training for the management of education		+		
17	17.	Manual OP should strive to ensure that progress made since the last		+		

		external quality assurance procedure is taken into account when preparing for the next procedure				
Total according to the standard			-	15	2	
Standard "Information management and reporting"						
18	1.	The university should ensure the functioning of a system for collecting, analyzing and managing information based on modern information and communication technologies and software tools		+		
19	2.	The OP management demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system		+		
20	3.	The OP management demonstrates the availability of a reporting system		+		
21	4.	The university should determine the frequency, forms and methods of evaluating the management of the OP, the activities of collegial bodies and structural divisions, and senior management+		+		
22	5.	The university should demonstrate a mechanism for ensuring information security, including identifying those responsible for the accuracy and timeliness of information analysis and data provision		+		
23	6.	The university demonstrates the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them		+		
24	7.	The management of the EP should demonstrate the existence of communication mechanisms with students, employees and other stakeholders, including conflict resolution		+		
25	8.	The university should measure the degree of satisfaction with the needs of teaching staff, staff and students within the framework of the EP and demonstrate evidence of addressing the identified shortcomings		+		
26	9.	The university should evaluate the effectiveness and efficiency of activities, including in the context of the EP		+		

		Information collected and analyzed by the university within the framework of the EP, must take into account:				
27	10.	key performance indicators		+		
28	11.	dynamics of the number of students in the context of forms and types		+		
29	12.	level of academic performance, student achievements and deductions		+		
30	13.	satisfaction of students with the implementation of the OP and the quality of education at the university		+		
31	14.	availability of educational resources and support systems for students		+		
32	15.	employment and career development of graduates		+		
33	16.	Students, employees and teaching staff must document their consent to the processing of personal data		+		
34	17.	The management of the OP should help to provide all the necessary information in the relevant fields of science		+		
Total for the standard			-	17	-	
Standard "Development and approval of the educational program"						
35	1.	The university must demonstrate the existence of a documented procedure for the development of the educational program and its approval at the institutional level		+		
36	2.	The university must demonstrate the compliance of the developed educational program with the established goals and planned learning outcomes		+		
37	3.	The management of the educational program must determine the impact of disciplines and professional practices on the formation of learning outcomes		+		
38	4.	The university can demonstrate the existence of a graduate model of the OP describing learning outcomes and personal qualities		+		
39	5.	The qualification awarded upon completion of the EP should be clearly defined, explained and correspond to a certain level of NSC, QF-EHEA		+		
40	6.	The EP management should demonstrate the modular structure of		+		

		the program based on the European Credit Transfer and Accumulation System (ECTS), ensure that the EP and its modules (in content and structure) meet the goals set, with a focus on: to achieve the planned learning outcomes				
41	7.	The OP management must ensure that the content of academic disciplines and learning outcomes correspond to each other and the level of study (bachelor's, master's, doctoral studies).		+		
42	8.	The OP management should demonstrate external expertise of the OP	+			
43	9.	The OP management should provide evidence of the participation of students, teaching staff and other stakeholders in the development of the OP, ensuring their quality		+		
44	10.	The OP management should demonstrate the positioning of the OP in the educational market, (regional/national / international), its uniqueness		+		
45	11.	An important factor is the possibility of training students and other stakeholders in the development of the OP, ensuring their quality + 44 The OP management should demonstrate the positioning of the OP in the educational market, (regional / national / international), its uniqueness + 45 students are ready for professional certification		+		
46	12.	An important factor is the presence of a two-degree OP and / or joint OP with foreign universities		+		
Total according to standard			1	11	-	
Standard "Continuous monitoring and periodic evaluation of educational programs"						
47	1.	The university should ensure that the content and structure of the EP are reviewed, taking into account changes in the labor market, employers ' requirements, and the social demand of society		+		

48	2.	The university should demonstrate that there is a documented procedure for monitoring and periodically evaluating the EP in order to achieve the goal of the EP. The results of these procedures are aimed at continuous improvement of the OP		+		
		Monitoring and periodic evaluation of the EP should consider				
49	3.	the content of programs in the context of the latest achievements in science and technology in a particular discipline		+		
50	4.	changes in the needs of society and the professional environment		+		
51	5.	the workload, academic performance and graduation of students		+		
52	6.	the effectiveness of student assessment procedures		+		
53	7.	the needs and degree of satisfaction of students		+		
54	8.	the compliance of the educational environment and the activities of support services with the goals of the EP		+		
55	9.	All interested parties should be informed of any planned or undertaken actions regarding the OP. All changes made to the OP should be published			+	
56	10.	Support services should identify the needs of different groups of students and their level of satisfaction with the organization of training, teaching, assessment, and development of the OP as a whole		+		
Total for the standard			-	9	1	
Standard "Student-centered learning, teaching and assessment of academic performance"						
57	1.	The EP leadership should ensure respect and attention to different groups of students and their needs, provide them with flexible learning paths		+		
58	2.	The EP leadership should ensure that teaching is based on modern achievements of world science and practice in the field of training, use various modern teaching methods and assessment of learning outcomes that ensure the achievement of the EP		+		

		goals, including competencies, skills of performing scientific work at the required level				
59	3.	The EP management should determine the mechanisms for distributing students ' academic load between theory and practice within the EP, ensuring that each graduate learns the content and achieves the goals of the EP		+		
60	4.	An important factor is the availability of their own research in the field of teaching methods of disciplines of the EP			+	
61	5.	The university should ensure that the procedures for evaluating learning outcomes correspond to the planned results and goals of the OP		+		
62	6.	The university should ensure that consistency, transparency, and objectivity of the learning outcomes assessment mechanism of the OP. Criteria and methods for evaluating learning outcomes should be published in advance		+		
63	7.	Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly improve their skills in this area			+	
64	8.	The EP management should demonstrate a feedback system for using various teaching methods and evaluating learning outcomes		+		
65	9.	The EP management should demonstrate support for student autonomy while guiding and evaluating students ' learning outcomes. teacher's assistance		+		
66	10.	The OP management should demonstrate that there is a procedure in place to respond to student complaints		+		
Total for the standard			-	8	2	
Standard "Students"						
67	1.	The university should demonstrate the policy of forming a contingent of students and ensure transparency of its procedures. The procedures governing the life cycle of students (from admission to completion) should be defined, approved, and		+		

		published				
68	2.	The EP management should provide for special adaptation and support programs for newly enrolled and foreign students		+		
69	3.	The university must demonstrate that its actions comply 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		+		
70	4.	The university must provide opportunities for external and internal academic mobility of students, as well as assist them in obtaining external grants for training		+		
71	5.	The university should actively encourage students to self-educate and develop outside of the main program (extracurricular activities)		+		
72	6.	An important factor is the availability of a mechanism for supporting gifted students		+		
73	7.	The university must demonstrate cooperation with other educational organizations and national centers of the " European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers " ENIC / NARIC in order to ensure comparable recognition of qualifications		+		
74	8.	The university should provide students with places of practice, demonstrate the procedure for promoting employment of graduates, maintaining communication with them		+		
75	9.	The university should demonstrate the procedure for issuing graduates with documents confirming their qualifications, including the achieved learning outcomes		+		
76	10.	The The EP management should demonstrate that graduates of the program have skills that are in demand in the labor market and that these skills are really in demand in		+		

		the labor market				
77	11.	The The OP management should demonstrate that there is a mechanism for monitoring the employment and professional activities of graduates		+		
78	12.	An important factor is the presence of a functioning alumni association/association			+	
Total according to the standard			-	11	1	
Standard "Teaching staff"						
79	1.	The university must have an objective and transparent HR policy in the context of OP, including hiring (including invited faculty members), professional growth and development of personnel, ensuring the professional competence of the entire staff		+		
80	2.	The university must demonstrate that the quality of the teaching staff meets the established qualification requirements, strategies of the university, goals of the OP		+		
81	3.	The management of the OP should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning and teaching		+		
82	4.	The university should provide opportunities for career growth and professional development of teaching staff, including young teachers		+		
83	5.	The university should attract specialists from relevant industries with professional competencies that meet the requirements of the OP		+		
84	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal development of teaching staff		+		
85 The	7.	university must demonstrate the widespread use of information and communication technologies and software tools in the educational process (for example, on-line training, e-portfolio, MOHS, etc.)		+		
86	8.	The university must demonstrate the focus of its activities on the development of academic mobility,		+		

		attracting the best foreign and domestic teachers				
87	9.	The university must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity in the university, determine the contribution of teaching staff, including invited students, to achieving the goals of OP		+		
88	10.	An important factor is the involvement of teaching staff in the development of the economy, education, science and culture of the region and the country		+		
Total for the standard			-	10	-	
Standard "Educational resources and systems-studentsupport"						
89	1.	The university must ensure that educational resources, including material and technical resources, and infrastructure meet the goals		of the+		
90	2	OP management should demonstrate the availability of classrooms, laboratories, and other facilities that are equipped with modern equipment and ensure that the goals of the OP		are achieved+		
		The university must demonstrate that the information resources meet the needs of the university and the implemented educational programs, including in the following areas:				
91	3.	technological support for students and teaching staff in accordance with educational programs (for example, online training, modeling, databases, data analysis programs)		+		
92	4.	library resources, including the collection of educational, methodological and scientific literature on general education, basic and profile disciplines on paper 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.	functioning of WI-FI on its territory		+		
96	8.	The university must demonstrate that it creates conditions for conducting scientific research, integrating		+		

		science and education, and publishing the results of research work of teaching staff, employees, and students				
97	9.	The university should strive to ensure that the educational equipment and software used for mastering educational programs are similar to those used in the relevant sectors of the economy		+		
98	10.	The EP management should demonstrate that there are procedures in place to support various groups of students, including informing and advising		+		
99	11.	The OP management should show that there are conditions for the student's progress along the individual educational path		+		
100	12.	The university should take into account the needs of various groups of students (adults, working people, foreign students, as well as students with special educational needs).			+	
101	13	The university must ensure that the infrastructure meets the security requirements		+		
Total for the standard			-	12	1	
Standard "Informing the public"						
102	1.	The information published by the university must be accurate, objective, up-to-date and reflect all areas of the university's activities within the framework				of the+
103	2 educational program.	Public awareness should include supporting and explaining the national development programs of the country and the system of higher and postgraduate education		+		
104	3.	University management should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the general public and interested parties		+		
		The information published by the university about the educational program should be objective and up-to-date and include				
105	4.	the purpose and planned results of		+		

		the OP, the assigned qualification				
106	5.	information about the system for evaluating students ' academic achievements		+		
107	6.	information about academic mobility programs and other forms of cooperation with partner universities and employers		+		
108	7.	information on opportunities for developing students ' personal and professional competencies and employment		opportunities+		
109	8.	data reflecting the positioning of the OP in the educational services market (at the regional, national, and international levels)		+		
110	9.	An important factor is the publication on open resources of reliable information about teaching staff, in the context of personnel		+		
111	10.	The university must publish on its own web resource the audited financial statements for OP			+	
112	11.	The university should post information and links to external resources based on the results of external assessment procedures		+		
113	12.	An important factor is the publication of information about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners, and educational organizations		+		
Total according to the standard			-	10	2	
TOTAL			1	103	9	

1 (0.9%) parameter has *the "strong" position*

103 (91%) parameters have *the "satisfactory" position*

9 (8.1%) parameters have the position *"suggests improvement"*

0 (0 %) parameters have the position *"suggests improvement"*

Appendix 2. PROGRAM OF A VISIT TO AN EDUCATIONAL ORGANIZATION
VISIT OF AN EXTERNAL EXPERT COMMISSION
INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)
Non-profit Joint-Stock Company "Sarsen Amanzholov East Kazakhstan University"
(SPECIALIZED ACCREDITATION)

Date of the visit: May 29, 2023

Date of arrival of experts: May 28, 2023

The program was developed taking into account the time of Ust-Kamenogorsk

DAT E AND TIM E	the Work of the WEC with the target groups of	the Position, Surname, name, patronymic of the participants of the target groups,	Location of procedure / form of the relationship
<i>may 26, 2023</i>			
15.0 0- 16.0 0	Preliminary meeting VAC	<i>External experts of the IAAR</i>	
Day 1: 29 may 2023			
10.0 0- 10.2 0	Allocation of responsibilities of experts, the organizational issues	<i>External experts of the IAAR</i>	No.218 audience to connect to the conference https://us02web.zoom.us/j/4641732969 the conference ID: 464 173 2969
10.2 0- 11.0 0	Interview with the Chairman of the Board-rector,	<i>Chairman of the Board – Rector – Tolegen Matar Albeli</i>	No.218 audience to connect to the conference https://us02web.zoom.us/j/4641732969 the conference ID: 464 173 2969
11.0 0- 11.1 5	Technical break		
11.1 5- 12.0 0	Interview with the Vice-rector	<i>Rovnacov Irina V. – Vice-rector for strategic development and research</i>	No.218 audience to connect to the conference https://us02web.zoom.us/j/4641732969 the conference ID: 464 173 2969
12.0 0- 12.1 5	Technical break		
12.1 5- 13.0 0	Interviews with heads of departments	<i>Alimbekova Nurlan the Baurzhanovna - Director of the Department of innovative development and commercialization of Bolatova Jannell Bolatovna - Director</i>	No.218 audience Connect to the conference https://us02web.zoom.us/j/4641732969

DATE AND TIME	the Work of the WEC with the target groups of	the Position, Surname, name, patronymic of the participants of the target groups,	Location of procedure / form of the relationship
		<p><i>of the Department for academic policy and management educational programs of Aymenov Bolatbek Kuatbekov - Director of the economic division</i></p> <p><i>Sharapieva Gulnur Dauletbekovna - head of the Department of science and commercialization of projects nuchnyh</i></p> <p><i>Demalata Erzhan B. – head of the project office of the Department for organization of teaching work</i></p> <p><i>Zinchenko Irina Vladimirovna - head of the Department of educational methodical work</i></p> <p><i>Abylajhanova tan Ablaihanova - head of postgraduate education</i></p> <p><i>Mustafina of Mergul Oralbekovna - Head of the DSP Registration Office "PARASAT"</i></p> <p><i>Raisova Karlygash Rakhimovna - head of the HR and Legal Support Department</i></p> <p><i>Nuralieva Perizat Kuzembayevna - Director of the scientific library</i></p> <p><i>Dildebay Balgyn - head of the Center for Information Technology Support and Digitalization</i></p> <p><i>Isebayeva Bakytgul Kudyshevna – head of the resource center for Professional training and advanced training</i></p> <p><i>Tokayeva Zhanna Toleukhanovna – head of the professorial practice of the Department for organizing educational and methodical work</i></p> <p><i>Anas Bakdaulet-bp. iActing Head of the Department for Educational Work and Social Issues</i></p> <p><i>Venera Dzhumagulova-Acting Head of the Planning and Economic Department</i></p> <p><i>Venera Tileubayeva-Head of the Center for Multilingual Education "Til Alemi"</i></p> <p><i>Kaliyeva Gulnara Kairzhanovna-Head of the student office</i></p> <p><i>management Department</i></p> <p><i>Yessimkhanova Flura Rashidovna - head of the media center "Altai jastary"</i></p>	<p>641732969</p> <p>Conference ID: 464 173 2969</p>
13.00-	Work	<i>of the VEC External experts IAAR</i>	<p>No.218 audience Connect to the conference</p>

DATE AND TIME	the Work of the WEC with the target groups of	the Position, Surname, name, patronymic of the participants of the target groups,	Location of procedure / form of the relationship
13.30			https://us02web.zoom.us/j/4641732969 https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
13.30-14.30	Lunch	<i>IAAR External Experts</i>	
14.30 pm-	15.10 Interview with the Dean of higher schools	<i>Adikanova Saltanat-Dean of the Higher School of IT and Natural Sciences;</i> <i>Orazalin Slyambek Kalibekovich-Dean of the Higher School of Humanities</i> <i>Kulenova Gulnara Borisovna-Dean of the Higher School of Pedagogy</i>	No.218 audience Connect to the conference https://us02web.zoom.us/j/4641732969 https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
15.10-15.25	Technical break		
15.25-16.10	Interviews with heads of departments, OP managers (In parallel)	<i>Sakenova Rimma Yerbolatkyzy - Head of the Department of Physics and Technology</i> <i>Malgazhdarov Yerzhan Amangazyly - head of the Department of Mathematics</i> <i>Zhaksylykova Zhadyra – head of OP 6B01503 Mathematics</i> <i>Ergaliev Yerlan Kanapiyanovich - head of OP 7M01503 Mathematics</i> <i>Zhaparova Meiramgul Serikkanovna-head of OP 6B01502 Physics</i> <i>Imanzhanova Kulbarchin Tleukanovna - head of OP 6M01502 Physics, 6M05301 Fizika</i> <i>Bektasova Gulsym Safuanovna- head of OP 8D01502 Fizika</i>	No.218 audience Connect to the conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

DATE AND TIME	the Work of the WEC with the target groups of	the Position, Surname, name, patronymic of the participants of the target groups,	Location of procedure / form of the relationship
		<p>Espolova Gulden Kalioldanovna - <i>Head of the Department of Pedagogical Education and Management</i></p> <p>Bekbayeva Malika Farkhatovna - <i>head of the Department of Psychology and Correctional Pedagogy</i></p> <p>Zhensikbayeva Nazgul Zhanybekovna - <i>head of the Department of Ecology and Geography</i></p> <p>Barbosynova Karlygash Turkestanovna - <i>head of the Department of Kazakh, Russian Philology and Journalism</i></p> <p>Aurenova Madina Dauletkanovna - <i>head of OP 7M01901 Defectology</i></p> <p>Stelmakh Svetlana Aleksandrovna - <i>head of OP 7M03101 Psychology</i></p> <p>Matskevich Irina Konstantinovna – <i>head of OP 6B03105 Clinical psychology</i></p> <p>Budnikova Natalia Nikolaevna – <i>head of OP 7M01702 Russian language and literature</i></p> <p>Radchenko Natalia Nikolaevna - <i>Head of OP 7M01301 Pedagogy and methods of primary education, 7M01201 Preschool education and upbringing</i></p> <p>Svetlana Sakharieva-<i>Head of OP 7M01101 Pedagogy and Psychology</i></p>	<p>No. 111 Auditoria</p> <p>Connect to the Zoom conference</p> <p>https://us02web.zoom.us/j/7172395837</p> <p>https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837</p>
16.10-16.25	Technical break		
16.25-17.10	Interview with teachers	<p>Clusters of OP Clusters 1, 2, 7-218 auditory (Appendix No. 1 List of OP teaching staff for interviews)</p> <p>Clusters 3, 4, 5, 6-111 Audience (Appendix # 1 List of interview staff)</p>	<p>No.218 Audience</p> <p>Connect to the conference</p> <p>https://us02web.zoom.us/j/4641732969</p> <p>Conference ID: 464 173 2969</p> <p>No. 111 Auditoria</p> <p>Connect to the Zoom conference</p> <p>https://us02web.zoom.us/j/7172395837</p> <p>https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837</p>
17.10-	Technical break		

DATE AND TIME	the Work of the WEC with the target groups of	the Position, Surname, name, patronymic of the participants of the target groups,	Location of procedure / form of the relationship
17.20			
17.10-18.40	Survey of teaching staff(in parallel)	<i>All teachers of the evaluated OP (Appendix No. 1.1 List of teaching staff for the survey)</i>	<i>A link to participate in the survey will be sent to the teacher personally</i>
17.20-18.30	Visual inspection of the public organization	Route No. 1 <i>Video (10-15-minute video about the infrastructure: auditoriums, halls, laboratories, sports halls, etc.)</i>	Connect to the conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
18.30-19.00	Results of the first day of	<i>the HEC External experts IAAR</i>	No.218 audience Connect to the conference https://us02web.zoom.us/j/4641732969 https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
19.00-20.30	Supper	<i>IAAR External Experts Dinner</i>	
Day 2: May 30, 2023			
10.00-10.20	Work of the HEC IAAR	<i>External Experts</i>	#218 audience Connect to the conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
10.20-11.00	Interviews with students	Clusters 1, 2, 7 <i>Appendix # 2 List of students OP for interview</i> Clusters 3, 4, 5, 6 <i>Appendix #2 List of OP students to be interviewed</i>	#218 Audience Connect to the conference https://us02web.zoom.us/j/4641732969 https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 # 111 Audience Connect to the Zoom conference https://us02web.zoom.us/j/172395837 https://us02web.zoom.us/j/172395837 Conference ID: 717 239 5837
11.00-	Technical break		

DATE AND TIME	the Work of the WEC with the target groups of	the Position, Surname, name, patronymic of the participants of the target groups,	Location of procedure / form of the relationship
11.15			
11.00-13.00	Survey of OP students (in parallel)	<i>All students of the evaluated OP (Appendix no.2.List of students (for the survey))</i>	<i>Link to participate in the survey will be sent to the student personally</i>
11.15-13.00	Working with documents of departments <i>(documents are uploaded to the cloud folders)</i> and attending teaching staff classes according to the schedule <i>Appendix 1. A "Extract from the class schedule of OP clusters" with links to ZOOM</i>	Cluster 1 https://cloud.mail.ru/public/U1w1/rqBR2buU9 Cluster 2 https://cloud.mail.ru/public/NWZ2/1tKzKrtxP Cluster 3 https://cloud.mail.ru/public/9Ug5/H8ZDNtKWj Cluster 4 https://cloud.mail.ru/public/icPH/aWJeB4yg1 Cluster 5 https://cloud.mail.ru/public/VYia/AWqB2v3ur Cluster 6 https://cloud.mail.ru/home/Department%20documents Cluster 7: https://cloud.mail.ru/public/pZKR/khNEeS1n8 <i>Appendix No. 1A</i>	No. 218 Audience Connect to the conference https://us02web.zoom.us/j/4641732969 https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
13.00-14.00	Lunch	<i>IAAR External experts</i>	
14.00-16.30	Visit to OP practice bases (in parallel)	All clusters <i>(Appendix 4.1 List of practice bases Link to videos (10-15-minute video about OP practice bases)</i>	No.218 Audience Connect to the conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
14.00-16.30	Working with department documents <i>(documents uploaded to cloud folders)</i>	Cluster 1 https://cloud.mail.ru/public/U1w1/rqBR2buU9 Cluster 2 https://cloud.mail.ru/public/NWZ2/1tKzKrtxP	No.218 Audience Connect to the conference https://us02web.zoom.us/j/4641732969 https://us02web.zoom.us/j/4641732969 Conference ID: 1732969

DATE AND TIME	the Work of the WEC with the target groups of	the Position, Surname, name, patronymic of the participants of the target groups,	Location of procedure / form of the relationship
	<p>and attending teaching staff classes according to the schedule Appendix 1. A "Extract from the class schedule" with links to ZOOM</p>	<p>Cluster 3 https://cloud.mail.ru/public/9Ug5/H8ZDNtKWj</p> <p>Cluster 4 https://cloud.mail.ru/public/icPH/aWJeB4yg1</p> <p>Cluster 5 https://cloud.mail.ru/public/VYia/AWqB2v3ur</p> <p>Cluster 6 https://cloud.mail.ru/home/Department%20documents</p> <p>Cluster 7 https://cloud.mail.ru/public/pZKR/khNEeS1n8</p> <p>Appendix No. 1A</p>	<p>464 173 2969</p>
<p>16.30-17.10</p>	<p>Interviews with OP graduates and individual work of HEC experts</p>	<p>Graduates of OP Clusters 1,2,7 (Appendix No. 3 List of OP graduates)</p> <p>Graduates of OP Clusters 3,4,5,6 (Appendix # 3 List of graduates of OP)</p>	<p>No.218 audience Connect to the conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p> <p>#111 audience) for the Zoom conference https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837</p>
<p>17.10-17.20</p>	<p>Technical break</p>		
<p>17.20-18.20</p>	<p>Interviews with employers of the OP(in parallel) and individual work of experts of the VEC</p>	<p>Clusters 1,2,7 (Appendix No. 4 List of employers of the OP)</p>	<p>No.218 audience Connect to the conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p>

DATE AND TIME	the Work of the WEC with the target groups of	the Position, Surname, name, patronymic of the participants of the target groups,	Location of procedure / form of the relationship
		Clusters 3,4,5,6 (Appendix # 4 List of OP employers)	#111 audience Connect for the Zoom conference https://us02web.zoom.us/j/7172395837 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
18.20-19.00	Work of the HEC: summing up the results of the second day	<i>External experts IAAR</i>	No.218 audience Connect to the conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
19.00-20.30	Supper	<i>IAAR External Experts Dinner</i>	
DAY 3: MAY 31, 2023			
10.00-11.30	HEC work: discussion of parameters(<i>recorded</i>)	<i>IAAR External Experts</i>	No.218 Audience Connect to the conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
11.30-11.45	Technical break		
11.45-13.00	Work of the HEC: development and discussion of recommendations (<i>recorded</i>)	<i>IAAR External Experts</i>	No.218 Audience Connect to the conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
13.00-14.00	Lunch		Canteen of the University
14.00-14.15	Technical break		
14.15-	Work of the HEC: making	<i>IAAR External Experts</i>	No.218 Audience Connect to the conference

DATE AND TIME	the Work of the WEC with the target groups of	the Position, Surname, name, patronymic of the participants of the target groups,	Location of procedure / form of the relationship
15.30	decisions by voting <i>(recorded)</i>		https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
15.30-15.45	Technical break		
15.45-16.20	Final meeting of the HEC with	<i>the university management University management, OP managers, External experts IAAR</i>	No.218 audience Connect to the conference https://us02web.zoom.us/j/4641732969 https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.20-17.00	Summing up the results of the work	<i>of the External Economic Commission IAAR experts</i>	No.218 audience Connect to the conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
18.00-19.30	Dinner		
on June 1, 2023			
	Departure of off-line experts		

Appendix 3. RESULTS OF THE TEACHING STAFF SURVEY**Total number of questionnaires: 58****2. Position, %**

Professor	11 (19%)
Associate Professor / Associate Professor	19 (32.7%)
Senior teacher	20 (34.5%)
Teacher	3 (5.2%)
Head of Department Department	5 (8.6%)
Other	0

3. Academic degree, academic title

Honored Worker	0
Doctor of Science	4 (6.9%)
Candidate of Science	27 (46.6%)
Master's degree	18 (31%)
PhD	6 (10,3%)
Professor	2 (3.4%)
Associate Professor / Associate Professor	5 (8.6%)
No	3 (5.2%)
Other	0

4. Work experience at this university

Less than 1 year	1 (1.7%)
1 year – 5 years	6 (10.3%)
Over 5 years	51 (87.9%)
Other	0.1%

№	Questions	Very good	Good	Relatively bad	Bad	Very bad	Not answered
1	To what extent does the content of the educational program meet your scientific and professional interests and needs?	45 (77,6%)	13 (22,4)				
2	How do you assess the opportunities provided by the University for the professional development of teaching	staff 38 (65,5%)	20 (34,5%)				
3	How do you assess the	staff 38	20				

	opportunities provided by the University for career development of teaching	(65,5%)	(34,5%)				
4	How do you assess the degree academic freedom of teaching staff	36 (62,1%)	22 (37,9%)				
	To what extent can teachers use their own						
5	• Learning Strategies	39 (67,2%)	19 (32,8%)				
6	• Teaching methods	46 (79,3%)	12 (20,7%)				
7	• Educational innovations	40 (69%)	17 (29,3%)	1 (1,7%)			
8	How do you assess the organization of medical care and prevention diseases at the university?	31 (53,4 %)	25 (43,1%)	2 (3,4%)			
9	What attention is paid by the management of the educational institution to the content of the educational program?	43 (74,1%)	15 (25,9 %)				
10	How do you assess the adequacy and availability of the necessary scientific and educational literature in the library?	39 (67,2 %)	19 (32,8%)				
11	Evaluate the level of created conditions that take into account the needs of different groups of students?	32 (55,2 %)	26 (44,8 %)				
	Evaluate theopenness and accessibility of the manual						
to 12	• Students	39 (67,2 %)	19 (32,8%)				
13	• for teachers	35 (60,3 %)	23 (39,7 %)				
14	Evaluate the involvement of teaching staff in the management and strategic decision-making process	26 (44,8%)	32 (55,2 %)				
15	How is the innovative activity of teaching staff encouraged?	34 (58,6 %)	23 (39,7 %)	1 (1,7 %)			
16	Evaluate the level of feedback between the staff and the management	team 35 (60,3 %)	23 (39,7 %)				
17	What is the level of incentive and involvement of young professionals in the educational process?	31 (53,4 %)	26 (44,8 %)	1 (1,7 %)			
18	Evaluate the opportunities created for professional and	33 (56,9 %)	24 (41,4 %)	1 (1,7 %)			

	personal growth for each teacher and employee						
19	Assess the adequacy of university management's recognition of teachers ' potential and abilities	30 (51.7 %)	27 (46.6 %)	1 (1.7 %)			
	How is job						
20	• on academic mobility delivered	? 29 (50 %)	25 (43,1 %)	4 (6,9 %)			
21	• On professional development of teaching	staff 35 (60,3 %)	22 (37,9 %)	1 (1,7 %)			
	Evaluate the support of the university and its management						
for 22	• research initiatives of teaching	staff 30 (51,7 %)	27 (46,6 %)	1 (1,7 %)			
23	• Development of new educational programs/disciplines/teaching methods	38 (65,5 %)	19 (32,8 %)	1 (1,7 %)			
	Assess the level of teaching staff's ability to combine teaching						
24	• with scientific research	27 (46,6 %)	29 (50 %)	1 (1,7 %)	1 (1,7 %)		
25	• with practical activities	32 (55,2 %)	25 (43,1 %)	1 (1,7 %)			
26	Evaluate how well the students ' knowledge obtained in the course corresponds to that of the University. university, the realities of the modern labor market requirements	33 (56,9 %)	24 (41,4 %)	1 (1,7 %)			
27	How does the management and administration of the university perceive criticism in their address?	23 (39,7 %)	32 (55,2 %)	3 (5,2 %)			
28	Evaluate how much your training load meets your expectations and capabilities?	23 (39,7 %)	33 (56,9 %)	2 (3,4 %)			
29	Evaluate the focus of educational programs/training programs on developing students ' skills and abilities to analyze the situation and make forecasts?	33 (56,9 %)	24 (41,4 %)	1 (1,7 %)			
30	Evaluate whether the educational program meets the expectations of the labor market and employers in terms of its	32 (55,2 %)	24 (41,4 %)	2 (3,4 %)			

content and quality of implementation							
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Why do you work at this particular university?

Professional development

Do your professional interests match?

Reputable educational institution

Meets my interests

There is an opportunity for professional development

Commitment to higher education as a psychology graduate

Almater, professional environment of the department

Best University in the region

For the realization of my professional interest, providing opportunities

High quality of Education

I am a graduate of this university, and I like it

My alma mater

Keleshegi Bar

Ozime Unay

By profession

After all, while studying at the university, I was impressed by the level of knowledge of the teachers of this university, and I wanted to stay here and serve

According to my research direction, this is the best university in our region

Opportunity for professional growth

I graduated from it myself, and I believe that this is the best university in the region

While studying at the school, back in Soviet times, I was taken on an excursion to the university, which made a great impression on me. I've always wanted to work here

For the opportunity to implement a practical situation with professional interests and improve my competence

The best university in the region

Like

High fee fee

I graduated from this university, worked in management positions in various fields and, after graduate school, returned to the university. This made it possible to bring the experience of consulting and consulting activities in practical psychology to the educational process. My commitment and loyalty to the university is based on identical values, an understanding of the mission, and a desire to train competitive specialists for my region.

good team

Native university, like it

All conditions have been created

I am a graduate of this university and I love my university

1. Native university 2. The university provides an opportunity to improve professionally 3. A good microclimate at the department and at the university

Good material and technical base, opportunity for professional growth, support and encouragement of teachers, favorable environment

I am attracted to the opportunity to engage in teaching and research activities

As a graduate of the S. Amanzholov Higher School of Economics (Bachelor's degree, Master's degree, postgraduate degree), I found a worthy option for realizing my creative abilities and level of education in my native university.

interest

a regional university with a 70-year history, OP has scientific schools, equipped laboratories for OP

S. Amanzholov ECU has excellent opportunities to study your favorite subject.

Like

the university is developing, using new technologies and applying the experience of previous years, the university has a fairly rich history and currently occupies a leading position

The university meets my needs and desires in many ways

I like this University

"I don't know," I said. An interesting university life, the achievements of my university and the predominance of interest in teachers who gave me knowledge.

Positive communication in the team and the opportunity to improve your skills

Students are my element and I love my university

I arrived on assignment in 1977 this is my university

I work in my specialty.

The University where I studied

This is one of the best universities in East Kazakhstan

I graduated from it, completed graduate school, and created opportunities for defense

This is my Alma Mater

Corresponds to my basic education

more than 35 years ago I was invited to work

My alma mater, there is an opportunity for growth

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

very often	often	sometimes	very rarely	never
24 (41,4 %)	30 (51,7 %)	4 (6,9 %)		

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

very often	often	sometimes	very rarely	never
14 (24,1 %)	25 (43,1 %)	18 (31 %)	1 (1,7 %)	

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

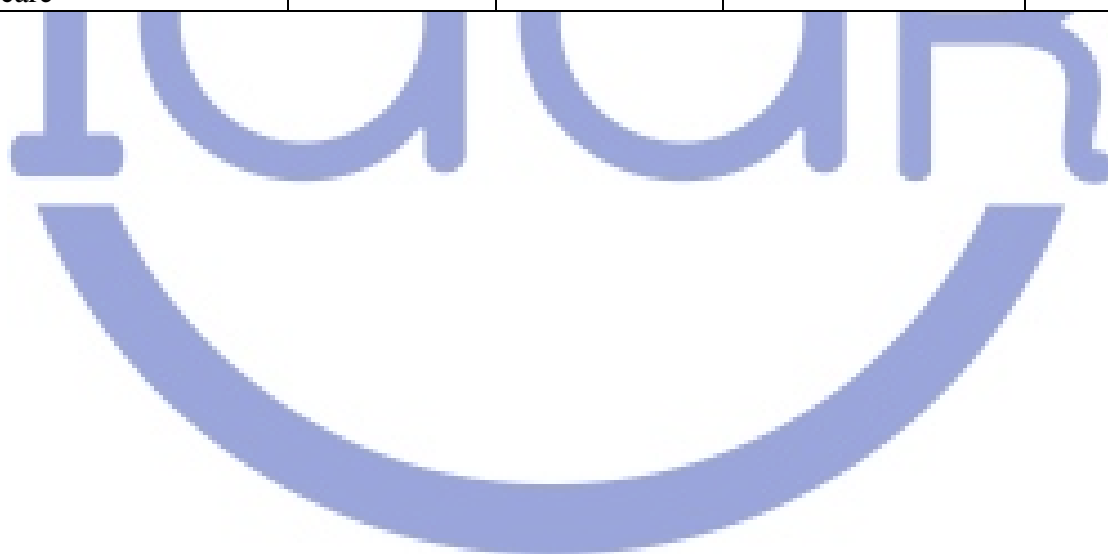
Questions	Are Often	Sometimes	Never	Answered
Lack of classrooms		18 (31 %)	40 (69%)	
Unbalanced academic load by semester	4 (6,9 %)	22 (37,9 %)	32 (55,2 %)	
Unavailability of necessary literature in the library	1 (1,7 %)	20 (34,5 %)	37 (63,8 %)	
Overcrowding of study groups (too many students in the group)	1 (1,7 %)	16 (27,6 %)	41 (70,7 %)	
Inconvenient schedule	1 (1,7 %)	22 (37,9 %)	35 (60,3 %)	
Inappropriate classroom conditions		18 (31 %)	40 (69 %)	
Lack of Internet access/weak Internet	connection 2 (3,4 %)	25 (43,1 %)	31 (53,4 %)	
Students ' lack of interest in learning		28 (48,3 %)	30 (51,7 %)	
Late receipt of information about events		13 (22,4 %)	45 (77,6 %)	
Lack of technical training tools in	1 (1,7 %)	28 (48,3 %)	29 (50 %)	

classrooms				
Other problems	<p>No</p> <p>, no</p> <p>no problems with humor</p> <p>Technical support</p> <p>, no</p> <p>quality management. Corporate scientific ethics</p> <p>Jock problem</p> <p>The transition to a grant for applicants is very high in Bali, because the transition to a mathematics teacher is a small grant. As a result, there is a shortage of mathematics teachers. School principals have a lot of support for mathematics teachers</p> <p>There is no entrepreneur, the current entrepreneur is the master of solving everything</p> <p>In Sagat there is a verymost student lecture.</p> <p>no</p> <p>Improving public spaces for students, creating an open library, organizing coworking spaces.</p> <p>No problem</p> <p>No</p> <p>-</p> <p>I want less papers and reports</p> <p>"I'm sorry," she said.</p> <p>It's hard for me to answer, as if there are no plot issues here</p> <p>No problem</p>			

35. In the life of a university, there are many different aspects and aspects that affect each teacher and employee in one way or another. Rate how satisfied you are with:

Questions	Fully satisfied (1)	Partially satisfied (2)	Not satisfied (3)	I can't answer (4)
The attitude of the university's management towards you	50 (86,2 %)	8 (13,8 %)		
Relationships with direct management	55 (94,8 %)	3 (5,2 %)		
Relations with colleagues in the department	55 (94,8 %)	3 (5,2 %)		
Degree of participation in management decision	-making 45 (77,6 %)	12 (20,7 %)	1 (1,7 %)	
Relations with students	54 (93,1 %)	4 (6,9 %)		
Recognition of your success and achievements by the administration	46 (79,3 %)	10 (17,2 %)	1 (1,7 %)	1 (1,7 %)

Support for your suggestions and comments	45 (77,6 %)	11 (19 %)	1 (1,7 %)	1 (1,7 %)
Activities of the university administration	40 (69 %)	16 (27,6 %)	2 (3,4 %)	
Payment terms and conditions	37 (63,8 %)	19 (32,8 %)	2 (3,4 %)	
Working conditions, list and quality of services provided at the university	46 (79,3 %)	12 (20,7 %)		
Occupational health and safety	52 (89,7 %)	5 (8,6 %)	1 (1,7 %)	
Managing changes in the university	's activities 47 (81 %)	11 (19 %)		
Providing a social package: recreation, sanatorium treatment, etc	. 35 (60,3 %)	19 (32,8 %)	3 (5,2 %)	1 (1,7 %)
Organization and quality of nutrition at the university	34 (58,6 %)	19 (32,8 %)	5 (8,6 %)	
Organization and quality of medical care	39 (67,2 %)	16 (27,6 %)	2 (3,4 %)	1 (1,7 %)



Appendix 4. RESULTS OF THE STUDENT SURVEY**Total number of questionnaires: 252**

Gender:

Male	28 (11.1 %)
Female	224 (88.9 %)

Rate how satisfied you are with:

Questions	Fully satisfied	Partially satisfied	Partially	dissatisfied Not satisfied	I can't answer
1. Relations with the dean's office (school, faculty, department)	229 (90,9 %)	22 (8,7 %)			
2. The level of accessibility of the dean's office (school, faculty, department)	223 (88,5 %)	27 (10,7 %)			2 (0,8 %)
3. The level of accessibility and responsiveness of the management (university, school, faculty, department)	227 (90,1 %)	23 (9,1 %)	1 (0,4 %)		1 (0,4 %)
4. Access to academic counseling	218 (86,5 %)	32 (12,7 %)			2 (0,8 %)
5. Support of educational materials in the learning process	225 (89,3 %)	27 (10,7 %)			
6. Access to personal counseling	222 (88.1 %)	29 (11,5 %)			1 (0,4 %)
7. Student-teacher relations	226 (89,7 %)	24 (9,5 %)		2 (0,8 %)	
8. Financial and administrative services of the educational institution	219 (86.9 %)	31 (12,3 %)			2 (0,8 %)
9. Access to health services	209 (82,9 %)	35 (13,9 %)	2 (0,8 %)	3 (1,2 %)	3 (1,2 %)
10. Quality of medical care at the university	199 (79 %)	40 (15,9 %)	1 (0,4 %)		12 (4,8 %)
11. Level of availability of library resources	232 (92,1 %)	16 (6,3 %)	1 (0,4 %)		3 (1,2 %)
12. The quality of services provided in libraries and	239	10 (4			3 (1,2

reading rooms	(94,8 %)	%)			%)
13. Existing educational resources of the university	227 (90,1 %)	23 (9,1 %)			2 (0,8 %)
14. Availability of computer classes	221 (87,7 %)	26 (10,3 %)	2 (0,8 %)		3 (1,2 %)
15. Availability and quality of Internet resources	211 (83,7 %)	33 (13,1 %)	3 (1,2 %)	2 (0,8 %)	3 (1,2 %)
16. Content and information content of the website of educational organizations in general and faculties (schools) in particular	220 (87,3 %)	30 (11,9 %)			2 (0,8 %)
17. Study rooms and auditoriums for large groups	220 (87,3 %)	29 (11,5 %)			3 (1,2 %)
18. Rest rooms for students (if available)	197 (78,2 %)	39 (15,5 %)	4 (1,6 %)	4 (1,6 %)	8 (3,2 %)
19. Clarity of disciplinary procedures	219 (86,9 %)	29 (11,5 %)			4 (1,6 %)
20. The overall quality of the educational program	234 (92,9 %)	16 (6,3 %)		1 (0,4 %)	1 (0,4 %)
21. Quality of educational programs in the OP	235 (93,3 %)	15 (6 %)		1 (0,4 %)	1 (0,4 %)
22. Teaching methods in general	231 (91,7 %)	20 (7,9 %)			1 (0,4 %)
23. Quick response to teachers ' feedback on the learning process	224 (88,9 %)	23 (9,1 %)	1 (0,4 %)	2 (0,8 %)	2 (0,8 %)
24. The quality of teaching in general	227 (90,1%)	22 (8,7 %)		1 (0,4 %)	2 (0,8 %)
25. Academic load/requirements for the student	226 (89,7 %)	23 (9,1 %)	1 (0,4 %)		3 (1,2 %)
26. Teaching staff requirements for the student	225 (89,3 %)	23 (9,1 %)	1 (0,4 %)		3 (1,2 %)
27. Information support and explanation of the admission rules and strategy of the educational program (specialty) before entering the university	228 (90,5 %)	21 (8,3 %)	2 (0,8 %)		1 (0,4 %)
28. Informing the requirements for successfully completing a given educational program (specialty)	227 (90,1 %)	22 (8,7 %)		1 (0,4 %)	2 (0,8 %)
29. The quality of exam materials (tests and exam questions, etc.)	228 (90,5 %)	20 (7,9 %)	2 (0,8 %)	1 (0,4 %)	1 (0,4 %)

30. Objective assessment of knowledge, skills, and other academic achievements	227 (90,1 %)	22 (8,7 %)	2 (0,8 %)		
31. Available computer classes	211 (83,7 %)	36 (14,3 %)		2 (0,8 %)	3 (1,2 %)
32. Existing scientific laboratories	218 (86,5 %)	30 (11,9 %)		1 (0,4 %)	3 (1,2 %)
33. The objectivity and fairness of teachers	225 (89,3 %)	24 (9,5 %)	2 (0,8 %)		1 (0,4 %)
34. Informing students about courses, educational programs, and the academic degree	they receive 225 (89,3 %)	24 (9,5 %)	2 (0,8 %)		1 (0,4 %)
35. Providing students with a hostel	213 (84,5 %)	26 (10,3 %)	1 (0,4 %)	3 (1,2 %)	9 (3,6 %)

Rate how much you agree with:

Approval	Full agreement	Agree	Partially agree	Disagree	Completely disagree	Did not respond
36. The course program was clearly presented	221 (87,7 %)	25 (9,9 %)	5 (2 %)		1 (0,4 %)	
37. The course content is well structured	214 (84,9 %)	33 (13,1 %)	4 (1,6 %)		1 (0,4 %)	
38. Key terms are sufficiently explained	208 (82,5 %)	38 (15,1 %)	6 (2,4 %)			
39. The material proposed by the teacher is relevant and reflects the latest achievements in science and practice	206 (81,7 %)	41 (16,3 %)	4 (1,6 %)	1 (0,4 %)		
40. The teacher uses effective teaching methods	213 (84,5 %)	34 (13,5 %)	4 (1,6 %)	1 (0,4 %)		
41. The teacher	has 221 (87.7 %)	27 (10,7 %)	2 (0,8 %)	1 (0,4 %)	1 (0,4 %)	
42. Teacher's presentation is clear	211 (83.7 %)	37 (14,7 %)	4 (1,6 %)			
43. The teacher presents the material in an interesting form	206 (81.7 %)	39 (15,5 %)	5 (2 %)	2 (0,8 %)		
44. Objective assessment of knowledge,	208 (82,5 %)	39	3 (1,2)	2 (0,8)		

skills, and other academic achievements		(15,5 %)	%	%		
45. Timely assessment of students ' academic achievements	207 (82,1 %)	40 (15,9 %)	3 (1,2 %)	2 (0,8 %)		
46. The teacher meets your requirements and expectations for professional and personal development	204 (81 %)	42 (16,7 %)	2 (0,8 %)	4 (1,6 %)		
47. The teacher encourages students ' activity	212 (84,1 %)	35 (13,9 %)	1 (0,4 %)	4 (1,6 %)		
48. The teacher encourages students ' creative thinking	208 (82,5 %)	38 (15,1 %)	3 (1,2 %)	3 (1,2 %)		
49. The appearance and manners of the teacher are adequate	215 (85,3 %)	35 (13,9 %)	2 (0,8 %)			
50. The teacher shows a positive attitude towards students	210 (83,3 %)	36 (14,3 %)	5 (2 %)	1 (0,4 %)		
51. The system of assessment of academic achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	208 (82,5 %)	37 (14,7 %)	6 (2,4 %)	1 (0,4 %)		
52. The assessment criteria used by the teacher are clear and accessible	204 (81 %)	43 (17,1 %)	5 (2 %)			
53. The teacher evaluates students ' achievements objectively	205 (81,3 %)	41 (16,3 %)	5 (2 %)	1 (0,4 %)		
54. The teacher speaks a professional language	203 (80,6 %)	45 (17,9 %)	4 (1,6 %)			
55. The organization of education provides sufficient opportunities for sports and other leisure activities	199 (79 %)	48 (19 %)	4 (1,6 %)	1 (0,4 %)		
56. Facilities and equipment for students are safe, comfortable and up-to-date	191 (75,8 %)	52 (20,6 %)	6 (2,4 %)	3 (1,2 %)		
57. The library is well-equipped and has a sufficient fund of scientific, educational and methodical literature	205 (81,3 %)	44 (17,5 %)	2 (0,8 %)	1 (0,4 %)		
58. 211 students (83.7 %)are provided with equal opportunities for mastering the OP and personal development	211 (83,7 %)	37 (14,7 %)	1 (0,4 %)	3 (1,2 %)		

Other concerns about the quality of teaching:

There are no problems

I find it difficult to answer

No problem

Everything is fine

Ulken I can say thank you to the teachers and staff of the Department!!!

I believe that the quality of training is at the highest level
I am completely satisfied
Everything is at the highest level
No other problem
We have everything great
no problems yet
Satisfied with everyone no problem
No other problems
The problems have not yet met
No problem everything is fine!
So far, everything is fine.
Everything is good there is no more fuss
There are no problems
I have no complaints
All right
Everything is at the highest level!
All conditions have been created for the acquisition of knowledge and replenishment of
knowledge.For the same.Read.read and read!
Everything is at the highest level.I was disappointed

