REPORT

on the results of the work of the external expert commission for evaluation for compliance with the requirements of the standards of primary specialized accreditation of the educational program

6B01409 Basic military training and physical education

KOSTANAY REGIONAL UNIVERSITY
NAMED AFTER A. BAITURSYNULY

in the period from April 28 to April 30, 2025.

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

Addressed to
Accreditation
to the NAAR Council

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2025 year

CONTENT

(I) LIST OF SYMBOLS AND ABBREVIATIONS

AK – Academic Calendar
BD - Basic disciplines
EAEA – External Assessment of Educational Achievements
SAC – State Attestation Commission
GOSO – State Compulsory Education Standard
DOT – Distance Educational Technologies
UNT – Unified National Testing
EHEA – European Higher Education Area
ECTS – European Credit Transfer System
IBC – Information and Library complex
ICT – Information and Communication Technologies
IEP – Individual Educational Plan
KV – Component of choice
CT – Comprehensive testing
WHO – Credit technology of education
KED – Catalog of Elective Disciplines
MES RK – Ministry of Education and Science of the Republic of Kazakhstan
MEP – Modular educational program
R&D – Scientific research work
NIRS – Scientific research work of students
OK – Mandatory component
OOD – General Education Disciplines
EP – Educational programs
PD – Major disciplines
PPS – Teaching staff
RMEB – Republican Interuniversity Electronic Library
RK – Republic of Kazakhstan
RUP – Working Curriculum
SMK – Quality Management System
SPO – Secondary vocational education
SRS – Independent work of students
SRSP – Independent work of students under the guidance of a teacher
TUP – Standard Curriculum
UMKD – Educational and methodological complex of the discipline
UMO – Educational and Methodological Department
UMS – Educational and Methodological Council

(II) INTRODUCTION

In accordance with order No. 62-25-OD dated March 31, 2025 of the Independent Agency for Accreditation and Rating, from April 28 to April 30, 2025, an external expert commission conducted assessment of the compliance of the educational program 6B01409 Basic military training and physical education of the Kostanay Regional University named after A. Baitursynuly with the standards of primary specialized accreditation (Ex-Ante) of the NAAR (dated May 25, 2018 No. 68-18/1-OD, first edition) in a hybrid format.

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

Composition of the VEC:

1. Chairperson of the IAAR Commission – Gulnara Bayanovna Turtkaraeva, Candidate of Pedagogical Sciences, Associate Professor, IAAR Expert of the 1st Category, Ualikhanov Kokshetau University (Kokshetau, Republic of Kazakhstan)

2. IAAR Expert - Tsakhueva Feruza Piralievna , Candidate of Biological Sciences, Federal State Budgetary Educational Institution of Higher Education "Dagestan State Agrarian University named after M.M. Dzhambulatov " (Makhachkala, Russian Federation)

3 . IAAR expert – Imanbetov Amanbek Nurkasimovich , candidate of pedagogical sciences, associate professor, Karaganda University named after academician E.A. Buketova (Karaganda, Republic of Kazakhstan)

4. IAAR expert – Kulseitova Madina Akbaralievna , PhD , Kazakh National Academy of Arts named after T. Zhurgenov (Almaty, Republic of Kazakhstan)

5. IAAR expert – Movkebaeva Galia Akhmetvalievna , Doctor of Historical Sciences, Professor, Professor of the Department of International Relations and World Economy, Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan)

6. IAAR Employer Expert – Temirlan Khaleluly Madiyev, Leading Expert of the Investment Projects Support Department of the Chamber of Entrepreneurs of Almaty (Republic of Kazakhstan)

7. IAAR student expert – Turganbai Gulzada Nurlankyzy, 4th year student of OP 6B01404 Basic military training, International Kazakh-Turkish University named after Khoja Ahmed Yasawi (Turkestan, Republic of Kazakhstan)

8. IAAR student expert – Seidali-zade Lenay Nasib gizi, 2nd year master's student of the program "History and Theory of the Art of Choreography", Baku Choreographic Academy, (Republic of Azerbaijan)

9. IAAR Student Expert – Abdurakhmanova Ezaza Aibekkyzy , 2nd year master's student of the program 7M02210 - History, International Kazakh-Turkish University named after Khoja Ahmed Yasawi (Turkestan, Republic of Kazakhstan)

IAAR Coordinator – Kydyrmina Nurgul Alimovna, PhD, Head of the IAAR Information and Analytical Project (Astana, Republic of Kazakhstan)

(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION

On August 1, 1939, in agreement with the Council of People's Commissars of the Kazakh SSR and the People's Commissariat of Education of the Republic, the Presidium of the Kustanai Regional Executive Committee of the Council of Workers' Deputies adopted a resolution "On the organization of the Kustanai Teachers' Institute and its departments."

In accordance with the order of the Council of Ministers of the Kazakh SSR dated July 1, 1955 No. 56-R, the Kustanai Teachers' Institute was reorganized into the Kustanai Pedagogical Institute from September 1, 1955. The Institute opened two faculties: physics and mathematics and natural geography.

Based on the Resolution of the Cabinet of Ministers of the Republic of Kazakhstan dated August 6, 1992, the Kustanai Pedagogical Institute named after the 50th anniversary of the USSR was renamed into Kustanai State University.

In 2019, the Resolution of the Republic of Kazakhstan on the reorganization by merging the RSE on the Right of Economic Management "Kostanay State University named after A. Baitursynov" and the RSE on the Right of Economic Management "Kostanay State Pedagogical University named after U. Sultangazin " into the NAO " Kostanay Regional University named after Akhmet" was issued. " Baytursynuly ".

As part of the redesign, the following academic divisions were created: the Pedagogical Institute, the Faculty of Economics and Law, the Faculty of Mechanical Engineering, Energy and Information Technology, the Faculty of Agricultural Sciences, the Faculty of Social Sciences and Humanities, and the Research Institute of Applied Biotechnology.

Non-profit joint-stock company Kostanay regional university named after Akhmet Baytursynuly » carries out educational activities on the basis of a state license for the right to conduct educational activities No. KZ41LAA00035547 dated November 11, 2023.

There are only 20 teachers at the graduation department of Theory and Practice of Physical Education, of which: 3 teachers have the title of "Honored Trainer of the Republic of Kazakhstan", 2 teachers have the title of "Honored Instructor of Tourism of the Republic of Kazakhstan", 3 teachers have the title of "Master of Sports", 4 teachers have the category - "Trainer of the Highest National Category", 3 teachers have the category of "International Category Judge", 5 teachers have the category of "National Category Judge".

Many teachers have government awards: "For services in the development of physical culture and sports in the Republic of Kazakhstan", "For services in the development of tourism in the Republic of Kazakhstan", the Honorary Badge of the National Olympic Committee of the Republic of Kazakhstan, certificates of the Ministry of Education and Science and the regional akimat.

The University has become a leader in the number of successfully implemented international Erasmus + projects.

Modern Kostanay Regional University named after Akhmet Baitursynuly successfully trains personnel for various sectors of the regional and national economy, cooperates with leading universities in the world, and is a center for scientific research.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational program 6B01409 Basic military training and physical education is undergoing initial accreditation.

(V) DESCRIPTION OF THE VEC VISIT

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for specialized accreditation of educational programs of the Kostanay Regional University named after A. Baitursynuly in the period from April 28 to 30, 2025.

In order to coordinate the work of the VEC, an online introductory meeting was held on 25.04.2025 , during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the selection of examination methods.

In order to obtain objective information on the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, heads of departments, teachers, students, employers. A total of 35 representatives took part in the meetings (Table 1).

Table 1 – Information about the employees and students who took part in the meetings with the NAAR EEC:

Category of participants	Quantity
Rector	1
Vice-Rector's building	3
Heads of structural divisions	1 7
Deans	3
Heads of Departments	4
Teachers	5
Students	-
Employers	2
Total	35

During the visual inspection, the members of the VEC became familiar with the state of the material and technical base, visited the military department, gyms, parade ground, tactical training room, medical center, computer and lecture rooms, and conference hall.

At the meetings of the NAAR EEC with the university's target groups, the mechanisms for implementing the university's policy were clarified and individual data presented in the university's self-assessment report were specified.

The members of the EEC visited the practice bases of the accredited educational institutions: NVP Center of Kostanay, KSU "Gymnasium named after A.M. Gorky Department of Education of the City of Kostanay" UOFKO.

The members of the VEC attended training sessions:

- in the discipline " Theory and Methodology of Physical Education ", topic " Features and Problems of Training Students in the Specialty "Physical Culture and Sports" , 2nd year, OP 6B01409 Basic Military Training and Physical Education , group 23-111-11, teacher - senior teacher Kuvambaev Z.N. (room 613, building 5); the lesson was practical, two questions were considered.

In accordance with the accreditation procedure, a survey was conducted on 23 teachers, 49 students, including junior and senior students.

In order to confirm the information presented in the Self-Assessment Report, the university's working documentation was requested and analyzed by external experts . In addition, the experts studied the university's online positioning through the official website of the university. https://ksu.edu.kz/

As part of the planned program, recommendations for improving the accredited educational programs of the Kostanay Regional University named after A. Baitursynuly ,

developed by the EEC based on the results of the examination, were presented at a meeting with the management on April 30, 2025.

(VI) **PRIMARY SPECIALISED ACCREDITATION STANDARDS**

6.1. Standard "Management of the educational program"

✓ *An institution of higher and/or postgraduate education must have a published quality assurance policy. The quality assurance policy must reflect the relationship between research, teaching and learning.*
✓ *The organization of higher and/or postgraduate education must demonstrate the development of a quality assurance culture, including in the context of the educational program.*
✓ *Commitment to quality assurance must apply to all activities carried out by contractors and partners (outsourcing), including in the implementation of joint/ dual degree education and academic mobility.*
✓ *The leadership of the educational institution demonstrates its readiness to ensure transparency in the development of the educational institution development plan based on the analysis of its functioning, the real positioning of the educational institution and the focus of its activities on meeting the needs of the state, employers, students and other interested parties. The plan must contain the start dates for the implementation of the educational program.*
✓ *The management of the educational program demonstrates the existence of mechanisms for the formation and regular revision of the educational program development plan and monitoring of its implementation, assessment of the achievement of educational goals, compliance with the needs of students, employers and society, and decision-making aimed at the continuous improvement of the educational program.*
✓ *The leadership of the educational institution must involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the educational institution development plan.*
✓ *The leadership of the educational institution must demonstrate the individuality and uniqueness of the educational institution's development plan, its consistency with national priorities and the development strategy of the higher and/or postgraduate education organization.*
✓ *The organization of higher and/or postgraduate education must demonstrate a clear definition of those responsible for business processes within the framework of the EP, a clear distribution of job responsibilities of personnel, and delineation of the functions of collegial bodies.*
✓ *The management of the educational institution must provide evidence of the transparency of the educational program management system.*
✓ *The management of the OP must demonstrate the existence of an internal quality assurance system for the OP, including its design, management and monitoring, their improvement, and decision-making based on facts.*
✓ *The management of the OP must implement risk management, including within the framework of the OP undergoing initial accreditation, and also demonstrate a system of measures aimed at reducing the degree of risk.*
✓ *The management of the educational program must ensure the participation of representatives of employers, teaching staff, students and other interested parties in the collegial bodies managing the educational program, as well as their representativeness in decision-making on issues of managing the educational program.*
✓ *The PO must demonstrate innovation management within the OP, including the analysis and implementation of innovative proposals.*
✓ *The leadership of the educational institution must demonstrate evidence of its readiness to be open and accessible to students, faculty, employers and other interested parties.*
✓ *The management of the educational institution must undergo training in educational management programs. (The list of relevant evaluation criteria should be left in each section)*

Educational program 6B01409 Basic military training and physical education is implemented in accordance with the Appendices to the License KZ41LAA00035547 dated 7.11.2023, issued by the RSU "Committee for Quality Assurance in Science and Higher Education of the Ministry of Higher Education of the Republic of Kazakhstan".

In its development, the University is guided by the University Development Program until 2029, approved by the Board of Directors on 12.12.2024. https://ksu.edu.kz/images/page/ksu/%D0%9E%20%D0%9A%D0%93%D0%A3/corporate-governance/doc/programma_razvitiya_2025-2029.pdf

The university has approved a matrix for distributing the functions of structural divisions for the creation and operation of an internal quality assurance system. The university has a developed, documented and published policy for ensuring the quality of educational programs https://ksu.edu.kz/images/page/ksu/%D0%9E%20%D0%9A%D0%93%D0%A3/corporate-governance/doc/programma_razvitiya_2025-2029.pdf . The quality assurance policy is determined by the regulation "Quality Assurance System at the University" and is posted on the corporate network https://ksu.edu.kz/files/docs/ksu/o_kru/mission/politika_v_oblasti_kachestva_kru-26-06-2024.pdf

The content of educational programs is updated by the teaching staff together with employers, students and representatives of sports management organizations, sports federations, taking into account key competencies and new challenges of the labor market, including the regional one.

The university has a quality assurance commission, the activities of which are regulated by the provisions of the collegial bodies, enshrined in the university regulations https://portal.ksu.edu.kz/ru/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd .

The EP management involves representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the EP development plan (Minutes No. 7 dated 02/28/2025). The management of the educational program 6B01409 Basic military training and physical education is carried out on the principles of transparency and collegiality. The program is posted on the official website of the university .

The teaching and methodological kits of disciplines are available in the digital ecosystem " Moodl e 1" https://md.ksu.edu.kz/login/index.php, online lectures of KRU, via the Youtube video channel .

The university has developed the Regulation on the organization of personnel policy P 004-2024 Personnel Policy. The university creates competitive and certification commissions, the procedure and activities of which are determined by internal regulations P 003-2024 Rules for competitive replacement of teaching staff positions of the NAO KRU named after Akhmet Baitursynov . The head of the personnel department also spoke about this at a meeting with the heads of structural divisions.

At a meeting with the heads of the EP, the head of the Department of Theory and Practice of Physical Education demonstrated the transparency of the educational program management system. The head of the EP also demonstrated the presence of an internal quality assurance system and risk management procedures, including within the EP during work with department documents.

The head of the EP ensures the participation of representatives of employers, teaching staff (protocol
No. 7 of 26.02.2024). The heads of the educational institutions have completed 96 hours of training in education management programs on the topic: "Setting up an internal quality assurance system for higher education institutions in the context of a new regulatory policy "from scratch".

Analytical part

The analysis of the submitted documents showed that the quality assurance policy is recorded in the regulatory documents of the university, which are posted on the website, which indicates accessibility, openness and transparency for all interested parties. The expert commission of the VEK, based on the analysis of documentation, conversations with the management, teaching staff and students, noted a high degree of transparency and collegiality in making management decisions.

The content of the programs is adjusted in accordance with changes in the regulatory framework, recommendations of the professional community and analysis of the labor market. At the same time, experts note that in the EP development plan, some of the tasks are formulated in a general form, there are no quantitative indicators or specific deadlines for achieving results. Revision of the mechanisms for implementing the EP Development Plan will strengthen the academic component of the programs, expand the international component of personnel training and increase the attractiveness of the educational program.

The experts were convinced that the management of the university and the accredited educational program are aware of the possible risks, but have not fully demonstrated how the risks identified within the educational program are analyzed, controlled and managed.

The established system of communication between the university management and educational institutions with students, teaching staff, employers and other interested parties generally corresponds to the goals and objectives of the university, provides comfortable working conditions and contributes to the development of the university.

A survey of students conducted during the visit of the IAAR VEC showed the following results:

- satisfaction of the content of the educational program with the needs of the teaching staff is: very good - 33.3% (4 people) , good - 66.7% (8 (person) .

- the extent to which teachers can use their own teaching strategies is : very good - 50% (6 people), good - 41.7% (5 people).

- the extent to which teachers can use educational innovations is : very good - 41.7% (5 people) and good - 58.3% (7 people).

How much attention is paid by the management of the educational institution to the content of the educational program is : very good - 41.7% (5 people), good - 58.3% (7 people).

Rate the openness and accessibility of the management to students: very good - 33.3% (4 people) , good - 66.7% (8 (person) .

Strengths/Best Practices:
- not identified.

Recommendations for EP 6B01409 Basic military training and physical education:
1. The EP management must review the EP development plan by September 1, 2025: specify the tasks, determine quantitative indicators indicating the real timeframes for achieving results.
2. The management of the educational institution must develop a long-term plan to prevent and overcome risks by September 1, 2025, in order to improve the activities of the department and enhance the quality of educational services.

Conclusions of the VEK based on the criteria:
According to the standard "Educational Program Management", 15 criteria are disclosed for the educational program 6B01409 Basic military training and physical education , of which 14 have a satisfactory position and 1 suggests improvement.

6.2. Standard "Information Management and Reporting"

✓ *The educational institution must demonstrate the existence of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software and that it uses a variety of methods for collecting and analyzing information in the context of the educational institution.*
✓ *The management of the OP must demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.*
✓ *OP leadership must demonstrate fact-based decision making*
✓ *The EP should provide for a system of regular reporting reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the activities of departments and departments, and scientific research.*
✓ *The PO must establish the frequency, forms and methods of assessing the management of the OP, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.*
✓ *The OO must demonstrate the definition of procedures and provision of information protection, including the identification of persons responsible for the accuracy and timeliness of information analysis and the provision of data*
✓ *An important factor is the availability of mechanisms for involving students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.*
✓ *The management of the educational institution must demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, as well as mechanisms for conflict resolution.*
✓ *The educational institution must demonstrate the existence of mechanisms for measuring the degree of satisfaction of the needs of the teaching staff, personnel and students within the educational institution.*
✓ The OO must provide for the assessment of the effectiveness and efficiency of activities, including in the context of the OP
✓ The information to be collected and analyzed within the OP should take into account:
Key performance indicators
dynamics of the student contingent in terms of forms and types
academic performance, student achievement and dropout
satisfaction of students with the implementation of the educational program and the quality of education at the university
availability of educational resources and support systems for learners
✓ The educational institution must confirm the implementation of procedures for processing personal data of students, employees and teaching staff based on their documentary consent.

Evidential part
The university has a system for collecting, analyzing and managing information in the context of the accredited educational program: AIS " Platonus 6.0", Moodle , electronic document management system " ARTASynergy ", the official website of the university, CA "1C:

Accounting 8.1 ", AI " Kabis ", "Irbis" and a repository https://repo.kspi.kz/.

The Paragraph information system provides access to a wide range of practical , explanatory and scientific information, the experience of leading experts and specialists in the field of law . To assess the education quality assurance system, the university organizes regular collection and analysis of information regulated in regulation P 016-2024 Internal quality assurance system .

The University has implemented the Arta electronic document management system Sinergy , designed for working with corporate documents presented in electronic form throughout their entire life cycle.

The access control and management system (ACMS) is built on the basis of a network of controllers and computers; contactless cards are used as identifiers, and turnstiles are used as actuators.

To automate the process of creating schedules, additional modules for the AIS " Platonus " were purchased: Module "Distribution of teaching staff disciplines", Module "Distribution of academic workload and creation of schedules".

In order to establish the procedure for collecting, processing, storing and using personal data of students, regulation P 041-2022 Collection, processing and protection of personal data of students has been developed .

Upon admission to the university, a Contract for the provision of educational services is concluded with students , which contains a clause aimed at collecting and processing personal data. This information about students is generated upon admission in the Platonus program in the Student's Personal Card file. When the faculty is hired, consent to the processing of data is signed upon signing the contract.

General requirements for information, information security and rules for the use of corporate resources are regulated by the provision P 054-2024 Information Security Policy https://portal.ksu.edu.kz/ru/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd . Source codes and databases of information systems (IS) are stored on the university servers . systems and issue data for authorization to university users .

Analytical part

The VEC experts note that the university has a system for collecting, analyzing and managing information based on the use of modern information technologies and software.

Based on the analysis of compliance with the criteria of the standard "Information Management and Reporting" for the accredited educational program, the commission notes the following: the university has an information management and reporting system. Most of the information is stored in electronic format. The results of processing the university's information on the results of recruitment, academic performance, movement of the contingent, number of graduates, financial resources, personnel, number of publications, business trips, contracts with foreign universities, etc. are widely used, which are presented in regular reports of the relevant services to the rector's office and the Academic Council, at the request of the Ministry of Higher Education of the Republic of Kazakhstan.

During the interviews, the members of the EEC noted the existence of an effective procedure for processing the results of the analysis of the activities of structural divisions, the management of the EP, the dynamics of the development of the EP and informing interested parties and the public.

In order to promptly respond to emerging problems and increase the involvement of all parties in improving the EP, as well as improve the quality of feedback from stakeholders, the university management needs to develop a mechanism for determining the effectiveness of the EP.

A survey of students conducted during the visit of the NAAR VEC showed that satisfaction:

- the content and informational fullness of the website of educational organizations in

general and faculties in particular is 79.3% (23 people) ;

- informing about the requirements for successfully completing this educational program 82.8% (24 people) ;

- informing students about courses, educational programs and the academic degree they will receive 65.5% (19 people) .

- information support and explanation before entering the university of the rules of admission and strategy of the educational program (specialty) 86.2 % (25 people) ;

- informing students about courses, educational programs and the academic degree they receive 82.8% (24 people) .

Strengths/Best Practices:
- not identified.

Recommendations for EP 6B01409 Basic military training and physical education :
1. The management of the EP shall develop procedures for determining the effectiveness of the EP and methods for their analysis by 01.09.2025.

Conclusions of the VEK based on the criteria:
According to the standard "Information Management and Reporting" for the educational program EP 6B01409 Initial Military Training and Physical Education, 16 criteria are disclosed, of which 16 have a satisfactory position.

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

✓ *The PO must define and document procedures for developing EPs and their approval at the institutional level.*
✓ *The management of the EP must ensure that the content of the EP corresponds to the established objectives, including the expected learning outcomes.*
✓ *The management of the EP must demonstrate the existence of mechanisms for revising the content and structure of the EP, taking into account changes in the labor market, employers' requirements and the social demands of society.*
✓ *The management of the educational program must ensure the availability of developed models of the educational program graduate, describing the learning outcomes and personal qualities*
✓ *The management of the EP must demonstrate that external assessments of the content of the EP and the planned results of its implementation have been carried out.*
✓ *The qualification awarded upon completion of the EP must be clearly defined and correspond to a specific level of the NQF and QF-EHEA*
✓ *The leadership of the EP should determine the influence of disciplines and professional practices on the formation of learning outcomes*
✓ *An important factor is the possibility of preparing students for professional certification*
✓ *The management of the educational program must provide evidence of the participation of students, faculty and other stakeholders in the development of the educational program and ensuring its quality.*
✓ *The management of the educational institution must ensure that the content of academic disciplines and planned results correspond to the level of education (bachelor's, master's, doctoral)*
✓ *The structure of the educational program should include various types of activities that ensure that students achieve the planned learning outcomes.*
✓ *An important factor is the compliance of the content of the educational program and the learning outcomes of the educational program implemented by higher and/or postgraduate education organizations in the EHEA.*

Evidential part
The development of EP 6B01409 "Initial military training and physical education" is carried out in accordance with the requirements of the following regulatory documents: State Standard of Higher and Postgraduate Education (order of the Ministry of Higher Education of the Republic of Kazakhstan as amended and supplemented on 04.03.2025); National Qualification Code; Professional Standard "Teacher" (order of 15.12.2022 No. 500), Professional Standard for Teachers (PPS) of the OPVPO, order of the Ministry of Higher Education of the Republic of Kazakhstan (as amended and supplemented on 06.12.2023) and internal regulatory documents: P 067-2023 Academic Policy.pdf and P 039-2024 Educational Programs.pdf . These provisions are presented on the official website of the University. The developed EPs contain clearly formulated goals aimed at training specialists in the field of basic military training and physical

education . The learning outcomes are correlated with professional standards and requirements of the NRC.

The educational program 6B01409 "Basic military training and physical education", submitted for accreditation, is being successfully implemented and corresponds to the mission of the university.

The members of the EEC note that the development of educational programs is carried out at the university in accordance with the Academic Policy of the university - P 067-2023 Academic Policy.pdf , Regulations on educational programs P 039-2024 Educational programs.pdf . These provisions are presented on the official website of the University.

When forming the EP, the content is agreed with employers in order to improve the effectiveness of the professional competence of future specialists. The practice of holding scientific and methodological seminars devoted to discussing the components (academic disciplines) of the EP and exchanging experiences in improving the quality of training of future teachers continues. For example, the EP in the area of training was updated in 2023. The KED was analyzed in order to identify duplication of the content of disciplines, adjustments were made and duplication of the content of disciplines was eliminated. Based on the results of training in specialized and basic disciplines, a number of meetings were held with employers in the form of conversations, joint seminars, and round tables. For example, on September 27, 2024, a round table was organized jointly with the Regional Center for Physical Culture and Additional Education at the university with teachers of basic military training and physical education teachers on the topic "Development of professional competencies of a teacher".

Preparation of students for professional practices is implemented within the framework of the educational program, in accordance with the working curricula of practices, which are annually reviewed at the department and approved by the methodological commission of the institute. Thus, for the 2024-2025 academic year, the curricula of all types of practices were reviewed and recommended at a meeting of the Department of Theory and Practice of Physical Education and Sports on May 27, 2024, Protocol No. 10, approved by the methodological commission of the Pedagogical Institute named after U. Sultangazin on June 12, 2024, Protocol No. 3, on the basis of regulatory documents, agreements with practice bases and the schedule of the educational process. All documentation on professional practices is developed in accordance with the regulatory and governing documentation of the university.

Every year, when forming the EP for the new academic year, the working group for developing the EP includes 2nd-3rd year students of the EP, which is reflected in the minutes of the department meeting, for example, minutes No. 2 of February 24, 2023.

Graduates of the accredited educational program have the opportunity to continue their education in the master's program 7M01401 "Basic military training.

Analytical part

The VEC notes that the development procedure, structure, examination procedure, requirements for the design, coordination, and approval of educational programs at the university are regulated by external and internal documents.

As a result of the analysis of the submitted documentation, the commission noted that the CED contains pre- and post-requisites, objectives, a brief summary of the discipline, expected learning outcomes and competencies in the disciplines.

The analysis of the studied documents, as well as the results of the interview with the teaching staff, students and employers, allow us to conclude that they are actively involved in the process of developing educational programs. In the process of analyzing the submitted documentation, the commission came to the conclusion that the graduate qualification model took into account changes and new trends in the labor market, the challenges of modern society, and the need for students to acquire additional competencies.

At the same time, experts noted that the content of the EP does not include a research component as a factor in determining the uniqueness of the EP.

The members of the EEC established that despite monitoring the implementation of similar EPs at domestic universities, the same monitoring of EPs at foreign universities is not carried out. The existing trips of the teaching staff abroad for advanced training can contribute to the expansion of international cooperation in the direction of developing joint EPs.

A survey of students conducted during the visit of the NAAR VEC showed that satisfaction:

- level of accessibility of the dean's office (school, faculty, department) - 96.5% (28 people);

- the level of accessibility and responsiveness of the university management - 89.7% (26 people);

- availability for academic counseling - 82.8% (24 people);

- requirements of the teaching staff for students - 96.6% (28 people);

- quality of educational programs in the educational institution - 93.2% (27 people) .

Strengths/Best Practices:
- not identified.

Recommendations for EP 6B01409 Basic military training and physical education :

1. The management of the educational program shall conduct an analysis of the competitive advantages of the accredited educational program and reflect its uniqueness in the educational services market by September 1, 2025.

2. In order to strengthen the internationalization of the educational program, the leadership of the EP should develop a plan to expand international cooperation for the development and implementation of joint EPs by September 1, 2025.

Conclusions of the VEK based on the criteria:

*, 12 criteria are disclosed **for the educational program 6B01409 "Initial military training and physical education" , of which** 1-2 have a satisfactory position.*

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

✓ *The educational institution must define mechanisms for monitoring and periodic evaluation of the educational program to ensure that the goal is achieved and the needs of students and society are met, and demonstrate the focus of the mechanisms on continuous improvement of the educational program.*

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

the content of the program in light of the latest scientific advances in a particular discipline to ensure the relevance of the discipline taught

changes in the needs of society and the professional environment

workload, academic performance and graduation of students

the effectiveness of student assessment procedures

expectations, needs and satisfaction of students with training in the EP

educational environment and support services, and their compliance with the objectives of the EP

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

✓ *The PO and the EP management must determine a mechanism for informing all interested persons about any planned or undertaken actions in relation to the EP.*

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

Evidential part

Periodic assessment and revision of the university's educational programs are carried out to ensure their effective implementation and create a favorable learning environment . The procedure for monitoring, analyzing and revising educational programs is defined in Regulation P 016-2024 Internal Quality Assurance System https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd . The heads of the educational programs constantly monitor changes in the external and internal environment, which is reflected in changes in the educational program and its development plans. The most frequently used SWOT analysis and expert assessment method allow obtaining a fairly reliable result in a short time.

The regulation of monitoring of academic policy is carried out in accordance with the regulation "P-063-2023 Academic Policy ", P 033-2023 Organization of Dual Education , etc. (Regulatory reference documentation). The university has developed regulation P 075-2024 Academic Honesty Policy (http:// portal.ksu.edu.kz) .

The preparation of source materials for conducting internal monitoring, which implies an analysis of the effectiveness of the educational program by the management, is carried out by supervising vice-rectors, heads of departments, institutes, and the head of the Department of TiPFKiS , for whom this analysis is simultaneously an opportunity to evaluate the functioning of their departments in the system and put forward proposals for its improvement .

A series of dialogue platforms for updating the EP are held annually with the invitation of members of the Academic Committee, the Education Department, and leading teachers from city and regional schools. The departments responsible for achieving the goals of educational programs carry out continuous quality monitoring. For example, the University's Educational and Methodological Council, acting on the basis of Regulation P 016-2023 together with the departments, ensures the involvement of employers in the implementation of the EP by coordinating the list of elective modules for the EP, managing all types of practices, reviewing teachers' methodological developments, and working as part of the final state certification commission.

At the department level, a system of intra-departmental control operates. At the beginning of each academic year, the department draws up a schedule of open classes and mutual visits.

At department meetings, issues of student academic performance and the results of teaching practice are considered; supervisors of diploma theses report on the progress and quality of preparation of theses. Separately, departments consider the issue of the degree of student satisfaction with the quality of education; discussions, discussions of curricula and proposals for making adjustments to the educational program are held.

The main procedures for internal assessment of the quality of the EP are self-examination and internal verification of the EP compliance. The MEPs are reviewed annually, updated taking into account changes in the labor market, employers' interest, and the desire for innovation. The revision and update of the RUP occurs once a year, in January-February of each year, and is approved for the next academic year. The University's website presents the "Catalogue of Educational Modules" and "For Students", and information on the specifics of the EP is published. The modules of the accredited EP are regularly updated, while the requirements of the labor market and employers are taken into account when developing elective courses and developing the content of the professional practice program.

Analytical part

The members of the EEC confirm that the EP management regularly monitors and periodically evaluates the program. The content of the curricula and programs is updated annually based on the recommendations of employers. However, after meetings with representatives of employers and graduates, the experts note that not all interested parties are aware of the planned or adopted measures. Changes made to the EP are not always published on the university website .

Experts note that during regular monitoring and periodic evaluation of educational programs, the university takes into account such indicators as workload, academic performance and number of students, which is confirmed by information about the university's activities. However, the official website of the university does not have a function for notifying all interested parties about planned or ongoing activities within the educational program.

The VEC notes the need to ensure constant and timely information to students, faculty and employers about all changes and innovations in the educational program.

For this purpose, it is recommended to use various communication channels, ensuring the availability of information for all interested parties. This will increase the transparency of the educational process and strengthen the interaction between the participants of the EP.

The VEC notes that the university conducts monitoring and periodic evaluation of the EP in order to ensure that the goal and needs of students and society are achieved. The results are aimed at continuous improvement of the EP. Monitoring and periodic evaluation of the EP are reflected in the minutes of department meetings.

The survey of the teaching staff showed that the knowledge of students obtained in this university corresponds to the realities of the requirements of the modern labor market, rated as "very good" by 4 people (33.3%) and "good" by 8 people (66.7%) who took part in the survey. To the question How is the work on academic mobility organized?, 1 person (8.3%) answered "very good", 9 people (75%) answered "good", and 2 people (16.7%) answered "relatively bad". It should also be noted that 33.3% (4 people) and 66.7% (8 people) of the teaching staff who took part in the survey evaluate the compliance of the educational program in terms of content and quality of implementation with the expectations of the labor market and employers as "very good" and "good", respectively.

The student survey showed that 75.9% (22 people) of the students who took part in the survey were fully satisfied with the academic workload/requirements for students at the level of "very good" and 20.7% (6 people) were satisfied with it well. The objectivity of the assessment of knowledge, skills and other academic achievements was noted as "very good" by 82.8% (24 people) and "good" by 10.3% (3 people). The objectivity and fairness of teachers was satisfied at the level of "very good" by 79.3% (23 people) and "good" by 13.8% (4 people).

Strengths/Best Practices:
- not identified.

Recommendations for EP 6B01409 Basic military training and physical education:
1. The EP management shall ensure constant and timely informing of students, faculty and employers about all changes and innovations in the EP using various means of communication, including the website . Deadline: 01.07.2025.

Conclusions of the VEK based on the criteria:
According to the standard "Continuous monitoring and periodic evaluation of educational programs", 10 criteria are disclosed for the educational program 6B01409 Basic military training and physical education , 8 of which are satisfactory position and 2 positions suggest improvement .

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

✓ *The leadership of the educational institution must ensure respect and attention to different groups of students and their needs, and provide them with flexible learning paths.*
✓ *The management of the educational institution should provide for the use of various forms and methods of teaching and learning.*
✓ *An important factor is the availability of own research in the field of teaching methods of academic disciplines of the EP*
✓ *The leadership of the EP should demonstrate the existence of feedback mechanisms on the use of various teaching methods and assessment of learning outcomes*
✓ *The leadership of the EP should demonstrate the existence of mechanisms to support learner autonomy while simultaneously providing guidance and assistance from the teacher.*
✓ *The management of the educational institution must demonstrate the existence of a procedure for responding to student complaints.*
✓ *The educational institution must ensure consistency, transparency and objectivity of the learning outcomes assessment mechanism for each educational institution, including appeals.*
✓ *The educational institution must ensure that the assessment procedures for the learning outcomes of students in the educational program correspond to the planned results and objectives of the program, and that the assessment criteria and methods are published in advance.*
✓ *The educational institution must define mechanisms to ensure that each graduate of the educational institution achieves the learning outcomes and ensure that they are fully formed.*
✓ *Assessors must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area.*

Evidential part

At the university, the organizational model for the implementation of accredited programs is built on the basis of the approved internal regulations of the university: "Regulations on the procedure for transferring and recertifying disciplines", "Regulations on international cooperation" and "Regulations on academic mobility"; "Regulations on the procedure for checking written work for plagiarism", regulating academic honesty and control over compliance with ethical standards. The systematic nature of the approach is confirmed by the fact that the development plans of the educational program are formed with the participation of the teaching staff and representatives of employers. (Minutes No. 9 dated October 29, 2021), which indicates collegiality and openness in the management of the educational process.

An individual curriculum plan (ICP) is developed for each student. The ICP is developed on the basis of the approved educational program and is completed by agreement with the director of the institute and approval by the rector of the university.

To implement individual trajectories, students are provided with access to educational and methodological materials through the AIS "MOODLE" and AIS " Platonus " . The university's strategy provides for all types of activities aimed at the interests of students, their personal and professional development. The university has a student-oriented learning environment.

The EP ensures the use of various forms and methods of training aimed at developing key competencies of students, increasing motivation and quality of material acquisition and is implemented in accordance with the principles of a student-centered approach. This is confirmed by the normative, organizational, content and resource components of educational activities.

The assessment of learning outcomes is carried out according to the assessment criteria prescribed in the syllabuses and Regulations - P 039-2024 - "Educational programs" https://portal.ksu.edu.kz/ru/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd ,

Departments create conditions for the development of students' autonomy: the formation of goals and expected learning outcomes that are clear to students; the introduction of active teaching methods; the formation of a positive attitude towards students on the part of teachers.

The university has a number of centers that ensure respect and attention to different groups of students and their needs: the center for psychology and inclusive education (http://inclusion.ksu.edu.kz/index.html), center of practical psychology , (https://social.ksu.edu.kz/departments/kafedra-psihologii/centr-prakticheskoj-psihologii/), laboratory of innovative technologies (https://ksu.edu.kz/educational-activity/laboratoriya-inovacionnyh-tehnologij/).

One of the main areas in the work plan of the department's teaching staff is the introduction of methods for developing critical thinking, systematic professional development in the field of teaching methods; electronic teaching aids, etc.

An important element of the student-centered learning system at the university is regular monitoring of students' satisfaction with the quality of the educational process, which is carried out through questionnaires. The results of the monitoring are reviewed and discussed at department and faculty meetings, where measures are taken to eliminate deficiencies. The university has created the necessary conditions for SRO. Tasks for SRO are defined in the syllabuses and working curricula of the disciplines. The complexity of students' independent work is determined depending on the credit allocated for studying the discipline according to the curriculum of the EP.

There is an appeal system in place. For the period of midterm assessment, an appeal commission consisting of teachers is created by order of the head of the university. The university also has a "Trust Box" for reviewing complaints and appeals from students and resolving contentious issues, and the university website has a "Rector's Blog". In addition, students' appeals are reviewed at Council meetings, at assemblies, conferences at various levels, and at meetings with the university's management.

Analytical part

Following the visit, the VEC notes that the university places emphasis on a student-centered approach to learning. This means that students have the freedom to choose their individual educational path and teacher. Regular surveys of students and employers help improve the educational process.

The VEC also notes that the department implementing the accredited EP creates conditions for various groups of students in accordance with their needs, providing flexible educational trajectories of study. The university creates conditions for psychological adaptation, where support is provided during classes and exams. In addition, students with special educational needs and from vulnerable groups are provided with discounts on tuition.

The VEC notes that, although the educational process of the accredited educational program uses a variety of modern methods and technologies, its own innovative research in the field of teaching methods of the discipline of the accredited educational program in the context of student-centered learning has not been demonstrated well enough.

Feedback is collected through questionnaires, interviews, online surveys, monitoring of academic performance and analysis of academic achievements. Feedback results are regularly analyzed and used to adjust teaching methods, increase student motivation and adapt educational processes to their needs and expectations.

The existence of an internal university procedure for responding to complaints from students indicates the readiness of the educational institution's administration to improve the situation and atmosphere in the learning environment, but the conflict resolution procedure was not demonstrated either in the interviews or in the self-assessment report.

A survey of students showed that 75.9% (22 people) of students who took part in the survey fully or partially agreed that the facilities and equipment for students are safe, comfortable and modern and that the library is well equipped and has a fairly good collection of books.

The VEC also notes that 89.7% (26 people) of students are fully or partially satisfied with the speed of response to feedback from teachers regarding the educational process, and only 3.4% (1 person) find it difficult to answer this question. 79.3% (23 people) of students are satisfied with the level of accessibility and responsiveness of the university administration and the availability of academic counseling . 96.6% (28 people) are satisfied with the availability of counseling on personal problems.

Strengths/Best Practices:
- not identified.

Recommendations for EP 6B01409 Basic military training and physical education:

1. The management of the educational program shall provide for conducting its own research in the field of methods of teaching academic disciplines in its development plan, as well as ensure the implementation of the obtained results in the educational process. Deadline: 01.01.2026.

2. The university management should ensure that all interested parties are informed about the available channels for filing appeals and complaints, and regularly analyze cases of conflicts to prevent them in the future. Deadline: 01.01.2026.

Conclusions of the VEK based on the criteria:

According to the standard " Student-centered learning, teaching and assessment of academic performance" for the educational program 6B01409 Basic military training and physical education, 10 criteria are disclosed, of which 9 have a satisfactory position and 1 position suggests improvement.

6.6. Standard "Students"

✓ *The educational institution must demonstrate the existence of a policy for the formation of a contingent of students in the context of the educational program, ensure the transparency and publication of its procedures regulating the life cycle of students (from admission to completion)*

✓ *The management of the educational institution must determine the procedure for forming the contingent of students based on:*

minimum requirements for applicants

maximum group size for seminars, practical, laboratory and studio classes

forecasting the number of government grants

analysis of available material, technical, information resources, human resources

analysis of potential social conditions for students, including the provision of places in a dormitory

✓ *The leadership of the OP must demonstrate readiness to conduct special adaptation and support programs for newly admitted and foreign students.*

✓ *The educational institution must demonstrate that its actions comply with the Lisbon Recognition Convention, that it has a mechanism for recognizing the results of students' academic mobility, as well as the results of additional, formal and informal learning.*

✓ *The BO should cooperate with other educational organisations and national centres of the "European Network of National Information Centres on Academic Recognition and Mobility/National Academic Recognition Information Centres" ENIC/NARIC in order to ensure comparable recognition of qualifications*

✓ *The educational institution must provide opportunities for external and internal mobility of students of the educational program, as well as readiness to assist them in obtaining external grants for their studies.*

✓ *The leadership of the educational institution must demonstrate its readiness to provide students with internship places, facilitate the employment of graduates, and maintain contact with them.*

✓ *The educational institution must provide for the possibility of providing graduates of the educational program with documents confirming the qualifications received, including the learning outcomes achieved, as well as the context, content and status of the education received and evidence of its completion.*

Evidential part

At the university, the policy of forming the contingent of students is ensured by a system of internal regulatory documents governing all stages of the life cycle of students. The university's regulatory documents are publicly available on the internal information portal (https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd)

Applicants are informed about the requirements of the educational program and the specifics of its implementation through the official website of the university (Applicant section), the official Instagram account of the university, and the Instagram account of the university's admissions committee.

Career guidance work and formation of the contingent of students is carried out on the basis of a well-founded system of forms, methods and means of influence, professional selection of applicants to the EP. Various forms of cooperation are used (personal meeting; Department Open Days). Each student can track information about their academic performance in their personal account in the AIS Platonus , students have access to the academic calendar, individual curriculum, automated procedures for issuing various certificates and transcripts for students. During the introductory course, advisers introduce students to the Academic Policy of the University. The content of the adaptation week is determined by the content of the Academic Policy of the University. EP.

For foreign students studying in their first year, an adaptation program is conducted called "Introducing students to the specifics of the university's educational process."

Students of the accredited educational program take an active part in the work of secondary educational institutions, scientific and practical conferences on current issues of basic military training and physical education, and round tables organized by the department, and in republican research competitions.

Education documents are issued to university graduates no later than thirty working days from the date of the decision of the Certification Commission. Certificates are issued to students who have completed additional training or courses.

Analytical part

The VEK commission was convinced that the procedure for selecting students to the university is carried out in strict accordance with the academic policy of the educational institution and the relevant legislative acts in the field of higher education. All the necessary

regulatory and legal information on the admission of applicants is posted on the official website of the university and information boards of the admissions committee, on popular social networking platforms (Instagram and Facebook).

The University provides the necessary support to students from the moment of enrollment until completion of their studies. This process is described in detail in the rules published on the University website. The "Handbook-Guide" is constantly updated, which contains systematized information on the internal regulations, organizational and procedural standards of the educational process. However, the VEC believes that it should also reflect the developed mechanism for stimulating students to self-education and development outside the main program (extracurricular activities). In particular, student participation in research, project, volunteer, creative and other extracurricular activities should be encouraged.

Experts note that during the interview, information about the implementation of joint or double-degree education and academic mobility in the accredited educational program was not confirmed. The leadership of the educational program has not defined specific events and deadlines for the implementation of joint/ double-degree education and academic mobility.

The university has developed documents in accordance with the Lisbon Convention, which establish procedures for the recognition of learning outcomes and competencies obtained abroad or in other educational institutions.

Upon successful completion of the training, the university issues its own diplomas.

Students express complete or partial satisfaction with the availability of academic counseling - 82.8% (24 people), the quality of teaching in general - 82.8% (24 people), the level of availability of library resources - 82.8% (24 people), the existing educational resources of the university - 82.8% (24 people), the availability of academic counseling - 82.8% (24 people), accessibility of health services - 86.2% (25 people), the overall quality of educational programs in the educational institution - 79.3% (23 people) and the quality of the educational program as a whole - 82.8% (24 people).

Strengths/Best Practices:
- not identified.

Recommendations for OP 6B01409 Basic military training and physical education:
1. The university management is to develop and implement effective mechanisms to encourage students to self-education and personal development outside the framework of the main educational program. Deadline: 01.09.2025.
2. The management of the educational program should develop internal and external academic mobility of students and take specific actions to organize a joint or double-degree educational program through expanding partners, participation in exchange programs, internships and other forms of mobility. Deadline: 01.09.2025

Conclusions of the VEK based on the criteria:
According to the standard "Students" for the educational program OP 6B01409 Initial military training and physical education, 12 criteria are disclosed, of which 11 have a satisfactory position and 1 position suggests improvement.

6.7. Standard "Teaching staff"

✓ *The PO must have an objective and transparent personnel policy, including in the context of the EP, including hiring, professional growth and development of personnel, ensuring the professional competence of the entire staff*
✓ *The educational institution must demonstrate that the teaching staff potential corresponds to the specifics of the educational institution.*
✓ *The management of the EP must demonstrate awareness of responsibility for its employees and provide them with favorable working conditions.*

✓ *The leadership of the EP must demonstrate the changing role of the teacher in connection with the transition to student-centered learning*

✓ *The OO must determine the contribution of the EP teaching staff to the implementation of the OO development strategy and other strategic documents.*

✓ *The educational institution should provide opportunities for career growth and professional development of the teaching staff of the educational institution.*

✓ *The leadership of the EP must demonstrate a willingness to involve practitioners from relevant sectors of the economy in teaching*

✓ *The educational organization must demonstrate motivation for the professional and personal development of the educational institution's teachers, including encouragement for the integration of research activities and education, and the use of innovative teaching methods.*

An important factor is the readiness to develop academic mobility within the framework of the EP, attracting the best foreign and domestic teachers.

Evidential part

During the visit, the EEC found that the university as a whole has a transparent personnel policy, including procedures for hiring, professional growth and development of all personnel, ensuring the professional competence of the entire staff.

The personnel policy is based on the current labor legislation of the Republic of Kazakhstan and is carried out in accordance with the Law of the Republic of Kazakhstan "On Education", the Professional Standard "Teacher", and also relies on the internal regulatory documents in force at the university: SO 043-2024. Organization standard. Qualification characteristics of teaching staff positions and P 0 28 -202 3 Advanced training of university employees . The activities of the teaching staff are also regulated by the following documents: PR 002-2024 Internal regulations, P 053-2024 Planning of educational work and teaching load of the teaching staff

The competition for filling the positions of the teaching staff is held if there are vacancies and as needed. Announcements are published in the republican media and on the university website. Persons with higher and/or postgraduate education that meet the qualification requirements are allowed to participate in the competition.

The hiring of teachers is carried out based on the results of a competition for vacant positions, conducted in accordance with P 003-2024 Competitive filling of positions of faculty members https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd .

According to the new rules of qualification requirements (Standard of the KRU named after Akhmet Baytursynuly "Qualification characteristics of positions of the teaching staff SO 043-2024"), a competition was held at the university for compliance with the positions held (September 23 - October 3, 2024), all teaching staff of the department confirmed their positions.

The staffing level of the PPS of the EP "Basic military training and physical education" working full-time during the reporting period is 100%. As of today, the educational program is served by: a total of 45 people (including 7 people in the military department). The percentage of degree holders is 64.4%.

The control over the activity of the teaching staff is carried out through individual work plans of teachers (IPWP), including key performance indicators. Accounting and analysis are carried out in the automated system AIS "Planning and accounting of teaching load - Rating".

The assessment of the competence of the teaching staff is carried out in the form of separate procedures. The assessment of the quality of training and the level of satisfaction of the teaching staff is carried out by means of a survey of the teaching staff and students. The results are taken into account during the certification of the teaching staff and the passage of the competitive and contract commission.

Judging by the data provided in the report, issues of scientific and pedagogical activity, advanced training on the topic of "Modern approaches to teaching military disciplines in universities" (72 hours), retraining of personnel, as well as training in educational management programs through courses conducted by the university are being effectively resolved. Examples of lectures by foreign teachers, scientific and practical training, Winter and Summer schools, creative meetings for faculty and students with foreign universities are also given.

Analytical part

Professional and personal development of teachers is ensured through participation in various creative events, scientific conferences, advanced training courses, professional trainings, and master classes.

During the accreditation, the members of the EEC were asked to attend several classes according to the schedule. The results of the visit showed that the teaching staff used innovative teaching methods and actively used ICT. According to the feedback from students whom the EEC met during the survey, in general, the students were satisfied with the educational process, teaching methods and the professional level of the teachers themselves.

Favorable conditions have been created for the effective operation of the university's faculty, which is confirmed by publication activity. At the same time, the EEC notes the need for the participation of the EP faculty in seminars and international scientific and practical conferences (online/offline), as well as increasing the publication activity of the faculty in scientific publications with a high impact factor.

During the interview with the university faculty, it was established that all teachers of special subjects in basic military training are internal part-time workers, do not have special diplomas, certificates for training teachers in basic military training. The involvement of internal part-time workers limits the interdisciplinary and practice-oriented nature of the educational program. The university management needs to pay attention to the professional development of the faculty through training in master's and doctoral programs.

One of the important factors in the development of the EP is the readiness to develop academic mobility and attract foreign and domestic teachers. However, during meetings of experts with target groups, no specific examples of events carried out in this area within the framework of the accredited EP were given.

The members of the EEC note that the university intends to attract the best foreign and domestic teachers and leading practitioners in the relevant field, to develop academic mobility based on connections with foreign partner universities, a system for assessing the achievements of the teaching staff and its incentives.

The survey of the teaching staff conducted during the visit of the NAAR VEC showed that when asked how they assess the opportunities provided by the university for career growth, the teaching staff responded: "very good" - 33.3% (4 people) and "good" - 66.7% (8 people); to what extent teachers can use their own teaching strategies: "very good" - 50% (6 people), "good" - 41.7% (5 people) and "relatively bad" - 8.3% (1 person).

To what extent can teachers use educational innovations: "very good" - 41.7% (5 people) and "good" - 58.3% (7 people).

What is the level of stimulation and involvement of young specialists in the educational process: "very good" - 33.3% (4 people) and "good" - 66.7% (8 people).

How is the work on academic mobility organized: "very good" - 8.3% (1 person), "good" - 75% (9 people), "relatively bad" - 16.7% (2 people).

Assess the level of ability of the teaching staff to combine teaching with scientific research: "very good" - 33.3% (4 people), "good" - 58.3% (7 people), "relatively bad" - 8.3% (1 person).

Assess the level of ability of the teaching staff to combine teaching with practical work: "very good" - 25% (3 people), "good" - 66.7% (8 people), "relatively bad" - 8.3% (1 person).

Strengths/Best Practices:
- not identified.

Recommendations for EP 6B01409 "Initial military training and physical education" :
1. The university management should consider the possibility of involving them in teaching specialists in relevant fields who have pedagogical competencies that meet the requirements of the EP. Deadline until 01.09.2025.

2. The university management shall develop a mechanism for motivating the professional and personal development of the teaching staff by 01.07.2025.

3. The university management should consider the possibility of academic mobility within the framework of the EP, as well as inviting domestic teachers in the field of basic military training. deadline: 01.09.2025.

4. The leadership of the EP shall develop mechanisms for mentoring and involvement in the work of specialized departments by September 1, 2025.

Conclusions of the VEK based on the criteria:

According to the standard "Teaching staff" for the educational program 6B01409 Basic military training and physical education, *9 criteria are disclosed, 7 of which have a satisfactory position, 2 positions suggest improvement.*

6.8. Standard "Educational resources and student support systems"

✓ *The educational institution must ensure that there is a sufficient number of educational resources and student support services to ensure that the educational institution achieves its goals.*

✓ *The educational institution must demonstrate the sufficiency of material and technical resources and infrastructure, taking into account the needs of various groups of students in the educational institution (adults, working students, foreign students, as well as students with disabilities)*

✓ *The management of the EP should demonstrate that there are procedures in place to support different groups of students, including information and consultation.*

✓ *The management of the EP must demonstrate the compliance of information resources with the specifics of the EP, including:*

technological support for students and faculty (e.g. online learning, modeling, databases, data analysis programs)

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

examination of research results, final works, dissertations for plagiarism

access to educational Internet resources

functioning of WI-FI on the territory of the educational organization

✓ *The educational institution demonstrates planning for providing the educational institution with educational equipment and software similar to those used in the relevant sectors of the economy.*

The University has sufficient material, technical, information and library resources used to organize the process of training and education of students in the educational program "6B01409 "Basic military training and physical education".

The VEC confirms that the accredited educational institution has all the necessary educational and material assets, developed infrastructure and material and technical base for educational and scientific activities. The area of classrooms, special laboratories and offices meets the requirements for educational ones. The necessary conditions for sports, living conditions and cultural environment have been created.

The university libraries provide students with basic, additional, educational, educational-methodical, and scientific literature necessary for organizing the educational process in all disciplines.

General and study rooms, classrooms and special rooms, computer labs, reading rooms comply with sanitary and epidemiological standards and requirements. The conditions of the production environment comply with the requirements of the current Sanitary Rules "Sanitary and Epidemiological Requirements for Educational Facilities". The formation of classrooms and laboratories is based on the principle of specialization in the educational program. For example: it is envisaged to train students with special educational needs - with musculoskeletal disorders, visual and hearing disabilities, with various somatic diseases. Special equipment has been installed for this category of students.

To maintain academic integrity and academic freedom, the university uses the StrikePlagiarism.com program to check publications, manuals, theses, master's theses (projects) and other works of faculty and students, master's students, and doctoral students for plagiarism (agreement No. 1920.12.2024).

Every year, students and faculty of the university are provided with free access to (RMEB) and are given the opportunity to use access from any computer of the university-wide network of

resources

Wi - Fi Internet access is available in all reading rooms of the library . For uninterrupted access to the Internet for employees/students, WiFi points operate in the university buildings.

One of the positive facts is the presence of its own training program " Geotactics ". This is a Kazakhstani multiplayer combat simulator designed to develop combat skills, terrain orientation and reconnaissance using optical observation and aiming devices, developed by a domestic IT company.

Analytical part

During the inspection of the MTB and analysis of the submitted documents, the VEK was convinced of the availability of equipment and all necessary resources for the educational process (educational and auxiliary materials, video and audio materials, etc.) required to provide high-quality educational services to students in the educational program "6B01409 "Basic military training and physical education".

All necessary materials, planned and introduced changes for the accredited educational program are posted on the University website; employers, teaching staff and students have access. The University library fund is constantly replenished with educational and scientific literature, periodicals of Kazakhstan and foreign publications. Every year the library issues a subscription to periodicals.

Up-to-date information on electronic resources, including scientific databases, is posted on the university website in the "Library" section.

Web Access of Science and SCOPUS are relevant. Access to the University's library resources is provided through indirect (at a distance) or not fully indirect interaction between the IBR department staff and readers (users).

The university has developed mechanisms for the procedure of supporting various groups of students, and created an effective system of consulting and individual assistance to students. This concerns both the explanation of the content of the educational process and the material support of various groups of students (discounts on tuition fees).

The university has defined groups of students: children from large families, single-parent families, low-income families, disabled people, etc. Also, accompanying support is provided to foreign students and students with disabilities, including information, consultation and their support. During the inspection of the university premises, interviews with students and faculty, it was demonstrated that all academic buildings have a free wireless Wi-Fi network .

During the visual inspection, the members of the VEC were shown the software game " Geotactics ", which is being introduced into the school curriculum throughout the republic. There is also a tactical training room.

Interviews and open discussions with teachers and students, as well as their questionnaire during the accreditation process of the EP, showed the degree of satisfaction with the resources and services of the university. According to the results of the questionnaire, the following number of students participating in the questionnaire are completely satisfied:

- existing educational resources of the university - 82.8% (24 people);
- availability of computer classes – 89.6% (26 people);
- availability and quality of Internet resources - 89.6% (26 people);
- availability of computer classes - 89.6% (26 people);
- availability and quality of Internet resources - 89.6% (26 people);
- availability of health services - 93.1% (27 people);
- quality of medical care at the university - 89.6% (26 people);
- the content and informational content of the website of educational organizations in general and faculties (schools) in particular - 96.5% (28 people).

Strengths/Best Practices:

- The university demonstrated the availability of educational equipment and modern

software similar to those used in the relevant sectors of the economy.

Recommendations for EP 6B01409 Basic military training and physical education:
- are absent.

Conclusions of the VEK based on the criteria:
According to the standard "Educational resources and student support systems" *for* **the educational program 6B01409 Basic military training and physical education** *, 9 criteria are disclosed, of which 1 has a strong position and 8 has a satisfactory position.*

6.9. Standard "Informing the Public"

✓ *The educational organization must publish reliable, objective, up-to-date information about the educational program and its specifics, which must include:*
expected learning outcomes of the implemented educational program
qualification and/or qualifications that will be awarded upon completion of the educational program
approaches to teaching, learning, and the system (procedures, methods and forms) of assessment
information on passing grades and educational opportunities provided to students
information on employment opportunities for graduates
✓ *The OP management should provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and interested parties.*
✓ *Public awareness should include support and clarification of national development programs for the country and the system of higher and postgraduate education*
✓ *The educational institution must demonstrate the reflection on the web resource of information that characterizes it as a whole and in terms of educational programs.*
✓ *An important factor is the availability of adequate and objective information about the PPS OP*
✓ *An important factor is informing the public about cooperation and interaction with partners within the framework of the OP.*

Evidential part
The university uses various methods of informing the public. The main news of the university is published on the official website https://ksu.edu.kz/ru/newslist/all-news . The official information website of the university (ksu.edu.kz) is designed to represent the interests of the university in the global information and telecommunications network Internet, including promptly familiarizing users with various aspects of its activities.

All news and information of reference and explanatory nature are published in the social network accounts of the KRU: Facebook , Instagram , TikTok , Telegram .

The university has established cooperation with all regional media, as well as with national and regional websites and public pages .

university website is available in three languages. The content of the language versions is equivalent. The information resource of the website is open, publicly available, and is aimed at forming the image of the university for prompt and objective information to the public about the activities of the university.

The student can see the results of the current, midterm and final assessments in his/her personal account. At the end of the academic periods, the student receives full information about the academic performance in the studied disciplines (transcript).

To inform applicants, information boards, posters, stands, and signs with the names of departments have been placed in the university lobby.

Information on the possibilities of obtaining a qualification upon completion of the EP, on teaching, learning and assessment procedures, information on passing scores and learning opportunities, is presented in the section "For students", as well as information on the possibilities of developing personal and professional competencies of students and employment.

www.kuef.kz system   HYPERLINK "http://www.kuef.kz" contains information on academic achievements in the context of the educational program, the portal contains information on the contingent and graduation, and a personal account is provided for students.

Information requirements are set out in the Media Center regulations and job descriptions of each department employee.

Information on employment opportunities for graduates is published on the website in the "For Students" section in the "Employment and Internship" tab. The university annually reissues image products with the university logo and publishes informational issues of the university newspaper for potential applicants.

The University informs the public and provides explanations about the country's national development programs .

The website contains adequate and objective information about the teaching staff of the departments, which is updated as necessary, and questionnaire data is supplemented and edited.

Information reflecting the positioning of the educational institution in the educational services market at different levels is reflected in the Rector's Report "On the results of the activities of the NAO "KRU named after Akhmet" " Baytursynuly ".

Analytical part

An analysis of the information presented on the university website showed that the results of the university's activities, resources of educational, scientific networks and the national information resource are reflected in sufficient volume. The university pays attention to issues of informing the public, maintaining the image of the university and forming competitive advantages in the education market.

The University actively carries out career guidance work; a career guidance group is created from among the University's teaching staff, which, according to the approved schedule, is sent to prepare and inform graduates of comprehensive schools in Kostanay and the Kostanay region.

Assessment of satisfaction with the activities of the university and the progress of the accredited educational program is carried out annually through a survey and through the rector's blog.

The members of the EEC found that the university website for the accredited program does not provide up-to-date and detailed information about the teaching staff broken down by individuals.

Interviews and open discussions with teachers and students during the VEK visit, as well as their questionnaire, showed the degree of satisfaction with the university's information resources. Thus, according to the results of the questionnaire, the following number of students participating in the questionnaire are completely satisfied:

- information support and explanation before entering a university of the rules of admission and the strategy of the educational program (specialty) - 86.2% (25 people);

- informing about the requirements for successfully completing a given educational program (specialty) - 82.8% (24 people);

- informing students about courses, educational programs and the academic degree they receive - 82.8% (24 people);

- informing students about courses, educational programs and the academic degree they receive – 96.5% (28 people);

- the content and informational content of the website of educational organizations in general and faculties (schools) in particular - 96.5% (28 people).

Strengths/Best Practices:
- not identified.

Recommendations for EP 6B01409 Basic military training and physical education:
1. The EP management shall supplement the section of the official website of the university with information on the teaching staff of the accredited EP by 01.09.2025.

Conclusions of the VEK based on the criteria:

According to the standard "Informing the public" for the educational program 6B01409 Basic military training and physical education, 10 criteria are disclosed, of which 10 have a satisfactory position.

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

For EP 6B01409 "Initial military training and physical education":

Standard " Educational Program Management ":
- Not found.

Standard " Information Management and Reporting " :
- Not found.

Standard " Development and approval of the educational program " :
- Not found.

Standard " Continuous monitoring and periodic evaluation of educational programs ":
- Not found.

Standard " Student-centered learning, teaching and assessment of academic performance " :
- Not found.

Standard " Students ":
- Not found.

Standard " Teaching staff ":
- Not found.

Standard "Educational Resources and Student Support Systems":
- The university demonstrated the availability of educational equipment and modern software similar to those used in the relevant sectors of the economy.

Standard "Informing the Public":
- Not found.

(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

Standard " Educational Program Management ":
Recommendations for EP 6B01409 Basic military training and physical education:
1. The EP management must review the EP development plan by September 1, 2025: specify the tasks, determine quantitative indicators indicating the real timeframes for achieving results.
2. The management of the educational institution must develop a long-term plan to prevent and overcome risks by September 1, 2025, in order to improve the activities of the department and enhance the quality of educational services.

Standard " Information Management and Reporting " :
Recommendations for EP 6B01409 Basic military training and physical education :
1. The management of the EP shall develop procedures for determining the effectiveness of the EP and methods for their analysis by 01.09.2025.

Standard " Development and approval of the educational program " :
Recommendations for OP 6B01409 Basic military training and physical education :
1. The management of the educational program shall conduct an analysis of the competitive advantages of the accredited educational program and reflect its uniqueness in the educational services market by September 1, 2025.
2. In order to strengthen the internationalization of the educational program, the leadership of the EP should develop a plan to expand international cooperation for the development and implementation of joint EPs by September 1, 2025.

Standard " Continuous monitoring and periodic evaluation of educational programs ":
Recommendations for EP 6B01409 Basic military training and physical education:
1. The EP management shall ensure constant and timely informing of students, faculty and employers about all changes and innovations in the EP using various means of communication, including the website . Deadline: 01.07.2025.

Standard " Student-centered learning, teaching and assessment of academic performance " :
Recommendations for EP 6B01409 Basic military training and physical education:
1. The management of the educational program shall provide for conducting its own research in the field of methods of teaching academic disciplines in its development plan, as well as ensure the implementation of the obtained results in the educational process. Deadline: 01.01.2026.
2. The university management should ensure that all interested parties are informed about the available channels for filing appeals and complaints, and regularly analyze cases of conflicts to prevent them in the future. Deadline: 01.01.2026.

Standard " Students ":
Recommendations for EP 6B01409 Basic military training and physical education:
1. The university management is to develop and implement effective mechanisms to encourage students to self-education and personal development outside the framework of the main educational program. Deadline: 01.09.2025.

2. The management of the educational program should develop internal and external academic mobility of students and take specific actions to organize a joint or double-degree educational program through expanding partners, participation in exchange programs, internships and other forms of mobility. Deadline: 01.09.2025

Standard " Teaching staff ":
Recommendations for EP 6B01409 "Initial military training and physical education" :
1. The university management should consider the possibility of involving them in teaching specialists in relevant fields who have pedagogical competencies that meet the requirements of the EP. Deadline until 01.09.2025.
2. The university management shall develop a mechanism for motivating the professional and personal development of the teaching staff by 01.07.2025.
3. The university management should consider the possibility of academic mobility within the framework of the EP, as well as inviting domestic teachers in the field of basic military training. deadline: 01.09.2025.
4. The leadership of the EP shall develop mechanisms for mentoring and involvement in the work of specialized departments by September 1, 2025.

Standard "Educational Resources and Student Support Systems":
Recommendations for EP 6B01409 Basic military training and physical education:
- are absent.

Standard "Informing the Public":
Recommendations for EP 6B01409 Basic military training and physical education:
1. The EP management shall supplement the section of the official website of the university with information on the teaching staff of the accredited EP by 01.09.2025.

(IX) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the EEC came to the unanimous opinion that 6B01409 "Basic military training and physical education" is recommended for accreditation for a period of 5 years.

Appendix 1. Evaluation table "Conclusion of the external expert commission" (for EP 6B01409 Basic military training and physical education)

№ p\p	No. p\p	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard " Educational Program Management "						
1	1.	An institution of higher and/or postgraduate education must have a published quality assurance policy. The quality assurance policy must reflect the relationship between research, teaching and learning.		+		
2	2.	The organization of higher and/or postgraduate education must demonstrate the development of a quality assurance culture, including in the context of the educational program.		+		
3	3.	Commitment to quality assurance must apply to all activities carried out by contractors and partners (outsourcing), including in the implementation of joint/ dual degree education and academic mobility.			+	
4	4.	The leadership of the educational institution demonstrates its readiness to ensure transparency in the development of the educational institution development plan based on the analysis of its functioning, the real positioning of the educational institution and the focus of its activities on meeting the needs of the state, employers, students and other interested parties. The plan must contain the start dates for the implementation of the educational program.		+		
5	5.	The management of the educational program demonstrates the existence of mechanisms for the formation and regular revision of the educational program development plan and monitoring of its implementation, assessment of the achievement of educational goals, compliance with the needs of students, employers and society, and decision-making aimed at the continuous improvement of the educational program.		+		
6	6.	The leadership of the educational institution must involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the educational institution development plan .		+		
7	7.	The leadership of the educational institution must demonstrate the individuality and uniqueness of the educational institution's development plan , its consistency with national priorities and the development strategy of the higher and/or postgraduate education organization.		+		
8	8.	Organization of higher and (or) postgraduate education must demonstrate a clear definition of those responsible for business processes within the EP, an unambiguous distribution of personnel responsibilities, and delineation of the functions of collegial bodies.		+		
9	9.	The management of the educational institution must provide evidence of the transparency of the educational program management system.		+		
10	10.	The management of the EP must demonstrate the existence of an internal quality assurance system for the EP, including its design, management and monitoring, their improvement, and decision-making based on facts.		+		
11	11.	The management of the EP must implement risk management, including within the framework of the EP undergoing initial accreditation, and also demonstrate a system of measures aimed at		+		

№	№	Criteria				
		reducing the degree of risk.		+		
12	12.	The management of the educational program must ensure the participation of representatives of employers, teaching staff, students and other interested parties in the collegial bodies managing the educational program, as well as their representativeness in decision-making on issues of managing the educational program.		+		
13	13.	The PO must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals.		+		
14	14.	The leadership of the educational institution must demonstrate evidence of its readiness to be open and accessible to students, faculty, employers and other interested parties.		+		
15	15.	The management of the educational institution must undergo training in educational management programs.		+		
		Total by standard		**14**	**1**	
Standard " Information Management and Reporting "						
16	1.	The OO must demonstrate the existence of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software and that it uses a variety of methods for collecting and analyzing information in the context of the EP.		+		
17	2.	The management of the EP must demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
18	3.	The leadership of the EP must demonstrate fact-based decision making.		+		
19	4.	The EP should provide for a system of regular reporting reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the activities of divisions and departments, and scientific research.		+		
20	5.	The educational organization must establish the frequency, forms and methods of assessing the management of the educational institution, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.		+		
21	6.	The OO must demonstrate the definition of procedures and provision of information security, including the identification of persons responsible for the accuracy and timeliness of information analysis and the provision of data.		+		
22	7.	An important factor is the availability of mechanisms for involving students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.		+		
23	8.	The leadership of the educational institution must demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, as well as mechanisms for conflict resolution.		+		
24	9.	The educational institution must demonstrate the existence of mechanisms for measuring the degree of satisfaction of the needs of the teaching staff, personnel and students within the educational institution.		+		
25	10.	The educational institution must provide for the assessment of the effectiveness and efficiency of activities, including in the context of the educational institution.		+		
The information to be collected and analyzed within the EP should take into account:						
26	11.	key performance indicators;		+		
27	12.	dynamics of the student contingent in terms of forms and types;		+		
28	13.	academic performance, student achievement and dropout;		+		
29	14.	satisfaction of students with the implementation of the educational program and the quality of education at the university;		+		

30	15.	availability of educational resources and support systems for learners		+		
31	16.	The educational institution must confirm the implementation of procedures for processing personal data of students, employees and teaching staff based on their documentary consent.		+		
		Total by standard		**16**		

Standard " Development and approval of the educational program "

32	1.	The PO must define and document procedures for developing EPs and their approval at the institutional level.		+		
33	2.	The management of the EP must ensure that the developed EPs comply with the established objectives, including the expected learning outcomes.		+		
34	3.	The management of the EP must demonstrate the existence of mechanisms for revising the content and structure of the EP, taking into account changes in the labor market, employers' requirements and the social demands of society.		+		
35	4.	The management of the educational program must ensure the availability of developed models of the educational program graduate, describing the learning outcomes and personal qualities		+		
36	5.	The management of the EP must demonstrate that external assessments of the content of the EP and the planned results of its implementation have been carried out.		+		
37	6.	The qualification awarded upon completion of the EP must be clearly defined and correspond to a specific level of the NQF and QF - EHEA		+		
38	7.	The leadership of the EP should determine the influence of disciplines and professional practices on the formation of learning outcomes		+		
39	8.	An important factor is the possibility of preparing students for professional certification		+		
40	9.	The management of the educational program must provide evidence of the participation of students, faculty and other stakeholders in the development of the educational program and ensuring its quality.		+		
41	10.	The management of the educational institution must ensure that the content of academic disciplines and planned results correspond to the level of education (bachelor's, master's, doctoral)		+		
42	11.	The structure of the educational program should include various types of activities that ensure that students achieve the planned learning outcomes.		+		
43	12.	An important factor is the compliance of the content of the EP and the learning outcomes of the EP implemented by higher and/or postgraduate education organizations in the EHEA		+		
		Total by standard		**12**		

Standard " Continuous monitoring and periodic evaluation of educational programs "

| 44 | 1. | The educational institution must define mechanisms for monitoring and periodic evaluation of the educational program to ensure that the goal is achieved and the needs of students and society are met, and demonstrate the focus of the mechanisms on continuous improvement of the educational program. | | + | | |

Monitoring and periodic evaluation of the EP should include:

45	2.	the content of the programs in light of the latest scientific achievements in a particular discipline to ensure the relevance of the discipline taught;		+		
46	3.	changes in the needs of society and the professional environment;		+		
47	4.	workload and academic performance of students;		+		
48	5.	the effectiveness of student assessment procedures;		+		
49	6.	expectations, needs and satisfaction of students with training in the educational program;		+		

50	7.	educational environment and support services, and their compliance with the objectives of the EP		+		
51	8.	The management of the EP must demonstrate a systematic approach to monitoring and periodically assessing the quality of the EP.			+	
52	9.	The PO and the EP management must determine a mechanism for informing all interested persons about any planned or undertaken actions in relation to the EP.		+		
53	10.	All changes made to the EP must be published.			+	
		Total by standard		**8**	**2**	

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

54	1.	The leadership of the educational institution must ensure respect and attention to different groups of students and their needs, and provide them with flexible learning paths.		+		
55	2.	The management of the educational institution must provide for the use of various forms and methods of teaching and learning.		+		
56	3.	An important factor is the availability of our own research in the field of teaching methods of the educational disciplines of the educational program.			+	
57	4.	The leadership of the educational institution must demonstrate the existence of feedback mechanisms on the use of various teaching methods and assessment of learning outcomes.		+		
58	5.	The leadership of the EP should demonstrate the existence of mechanisms to support learner autonomy while providing guidance and assistance from the teacher.		+		
59	6.	The management of the educational institution must demonstrate that there is a procedure for responding to student complaints.		+		
60	7.	The educational institution must ensure consistency, transparency and objectivity of the mechanism for assessing the educational outcomes of the educational institution, including appeals.		+		
61	8.	The educational institution must ensure that the assessment procedures for the learning outcomes of students in the educational program correspond to the planned results and objectives of the program, and that the assessment criteria and methods are published in advance.		+		
62	9.	The educational institution must define mechanisms to ensure that each graduate of the educational institution achieves the learning outcomes and ensure that they are fully formed.		+		
63	10.	Assessors must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area.		+		
		Total by standard		**9**	**1**	

Standard " Students "

64	1.	The educational institution must demonstrate the existence of a policy for the formation of a contingent of students in the context of the educational program, ensure the transparency and publication of its procedures regulating the life cycle of students (from admission to completion)		+		
		The management of the educational institution must determine the procedure for forming the contingent of students based on:				
65	2.	minimum requirements for applicants;				
66	3.	maximum group size for seminars, practical, laboratory and studio classes;		+		
67	4.	forecasting the number of government grants;		+		
68	5.	analysis of available material, technical, information resources, and human resources;		+		
69	6.	analysis of potential social conditions for students, including the provision of places in a dormitory		+		
70	7.	The leadership of the EP must demonstrate readiness to conduct special adaptation and support programs for newly admitted and foreign		+		

		students.			
71	8.	The educational institution must demonstrate that its actions comply with the Lisbon Recognition Convention, that it has a mechanism for recognizing the results of students' academic mobility, as well as the results of additional, formal and informal learning.		+	
72	9.	The BO should cooperate with other educational organisations and national centres of the " European Network of National Information Centres on Academic Recognition and Mobility/ National Academic Recognition Information Centres" ENIC / NARIC in order to ensure comparable recognition of qualifications		+	
73	10.	The educational institution must provide opportunities for external and internal mobility of students of the educational program, as well as readiness to assist them in obtaining external grants for their studies.			+
74	11.	The management of the educational institution must demonstrate its readiness to provide students with internship places, facilitate the employment of graduates, and maintain contact with them.		+	
75	12.	The educational institution must provide for the possibility of providing graduates of the educational institution with documents confirming the acquired qualifications, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.		+	
		Total by standard		**11**	**1**
Standard " Teaching staff "					
76	1.	The PO must have an objective and transparent personnel policy, including in the context of the EP, including hiring, professional growth and development of personnel, ensuring the professional competence of the entire staff		+	
77	2.	The educational institution must demonstrate that the teaching staff potential corresponds to the specifics of the educational institution.		+	
78	3.	The management of the EP must demonstrate awareness of responsibility for its employees and provide them with favorable working conditions.		+	
79	4.	The leadership of the EP must demonstrate the changing role of the teacher in connection with the transition to student-centered learning		+	
80	5.	The OO must determine the contribution of the OP teaching staff to the implementation of the OO development strategy and other strategic documents.		+	
81	6.	The educational institution should provide opportunities for career growth and professional development of the teaching staff of the educational institution.			+
82	7.	The leadership of the EP must demonstrate a willingness to involve practitioners from relevant sectors of the economy in teaching		+	
83	8.	The educational organization must demonstrate motivation for the professional and personal development of the educational institution's teachers, including encouragement for the integration of research activities and education, and the use of innovative teaching methods.		+	
84	9.	An important factor is the readiness to develop academic mobility within the EP, attracting the best foreign and domestic teachers			+
		Total by standard		**7**	**2**
Standard "Educational Resources and Student Support Systems"					
85	1.	The educational institution must ensure that there is a sufficient number of educational resources and student support services to ensure that the educational institution achieves its goals.		+	
86	2.	The educational institution must demonstrate the sufficiency of material and technical resources and infrastructure, taking into account		+	

		the needs of various groups of students in the educational institution (adults, working students, foreign students, as well as students with disabilities)				
87	3.	The management of the EP should demonstrate that there are procedures in place to support different groups of students, including information and consultation.		+		
The management of the EP must demonstrate the compliance of information resources with the specifics of the OP, including:						
88	4 .	technological support for students and faculty (e.g. online learning, modeling, databases, data analysis programs);		+		
89	5 .	library resources, including a collection of educational, methodological and scientific literature on general educational, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases;		+		
90	6 .	examination of research results, graduation works, dissertations for plagiarism;		+		
91	7 .	access to educational Internet resources;		+		
92	8 .	functioning of WI-FI on the territory of the educational organization.		+		
93	9 .	The educational institution demonstrates planning for providing the educational institution with educational equipment and software similar to those used in the relevant sectors of the economy.	+			
		Total by standard	1	8		
Standard "Informing the Public"						
The educational organization must publish reliable, objective, up-to-date information about the educational program and its specifics, which must include:						
94	1.	expected learning outcomes of the educational program being implemented;		+		
95	2.	qualification and/or qualifications that will be awarded upon completion of the educational programme;		+		
96	3.	approaches to teaching, learning, and the system (procedures, methods and forms) of assessment;		+		
97	4.	information on passing scores and educational opportunities provided to students;		+		
98	5.	information on employment opportunities for graduates.		+		
99	6.	The EP management should provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and interested parties.		+		
100	7.	Public awareness should include support and clarification of the country's national development programs and the system of higher and postgraduate education.		+		
101	8.	The educational institution must demonstrate the reflection on the web resource of information that characterizes it as a whole and in terms of educational programs.		+		
102	9.	An important factor is the availability of adequate and objective information about the PPS EP.		+		
103	10.	An important factor is informing the public about cooperation and interaction with partners within the framework of the OP.		+		
		Total by standard		10		
		TOTAL	1	95	7	

Appendix 2. PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION

BU
BAITURSYNULY UNIVERSITY

СОГЛАСОВАНО
Председатель Правления-Ректор НАО
«Костанайский региональный университет имени
Ахмет Байтұрсынұлы»
_____ Куанышбаев С.Б.
«14» апреля 2025 года

IAAR
«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ
НУ «НЕЗАВИСИМОЕ АГЕНТСТВО АККРЕДИТАЦИИ И РЕЙТИНГА»
INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

УТВЕРЖДАЮ
Генеральный директор
НУ «Независимое агентство
аккредитации и рейтинга»
_____ Жумагулова А.Б.
«14» апреля 2025 года

ПРОГРАММА
ВИЗИТА ВНЕШНЕЙ ЭКСПЕРТНОЙ КОМИССИИ
НЕЗАВИСИМОГО АГЕНТСТВА АККРЕДИТАЦИИ И РЕЙТИНГА (IAAR)
В НАО «КОСТАНАЙСКИЙ РЕГИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АХМЕТ БАЙТҰРСЫНҰЛЫ»
(международная специализированная аккредитация)

Дата проведения визита: 28-30 апреля 2025 года
*По времени города Астана

Кластер 1 (первичная аккредитация)	1) 6В01409 Начальная военная подготовка и физическая культура
Кластер 2	2) 6В11103 Культурно-досуговая деятельность в хореографическом исполнительстве 3) 6В11104 Актерское мастерство и организация театрализованных представлений
Кластер 3	4)7М01505 География 5)7М01601 История

Date and time	Work of the VEC with target groups	Surname, first name, patronymic and position of the target group participants	Venue
		April 25, 2025	
15.00-16.00	Preliminary meeting of the EEC *(discussion of key issues and the program of the visit)*	*IAAR External Experts*	Join a Zoom conference (for VEC only) https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
		April 27, 2025	
On schedule during the day	**Arrival of members of the External Expert Commission**		
		Day 1: April 28, 2025	
10.00-10.30	Distribution of responsibilities of experts, solution of organizational issues	*IAAR External Experts*	**Conference hall of the main building** Join a Zoom conference (for VEC only) https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
10.30-11.00	Meeting with the Chairman of the Board-Rector	Chairman of the Board – Rector **Kuanyshbaev Seitbek Bekenovich**	**Conference hall of the main building** Join a Zoom conference (for VEC only) https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
11.00-11.15	Technical break	*IAAR External Experts*	**Conference hall of the main building**
11.15-12.00	Meeting with vice-rectors	Vice-Rector for Academic Affairs – **Nauryzbaeva Elmira Kenzhegalievna** Vice-Rector for Research, Innovation and Digitalization - **Zharlygasov Zhenis Bakhytbekovich** Vice-Rector for Social and Educational Work – **Temirbekov Nurlykhan M ukanuly**	**Conference hall of the main building** Join a Zoom conference https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
12.00 - 12.15	Technical break	*IAAR External Experts*	**Conference hall of the main building**

12.15-13.00	Meeting with heads of structural divisions	1. Koval Andrey Petrovich – Head of the Science and Commercialization Department 2. Rakpanova Diana Bolatovna – Head of the Department of Youth Policy 3. Tankina Altynai Zhitobaevna – Head of the Financial and Economic Service 4. Elena Vasilievna Kniga – Head of Human Resources Department 5. Aidnalieva Aigul Tavyldievna - Head of the Department of Legal Support and Public Procurement 6. Bozhevolnaya Natalya Vitalievna – head of the registrar's office 7. Manasbaeva Nagima Shotbaevna – Head of the Department of Internationalization and Academic Mobility 8. Dik Alexey Petrovich – Head of the Department of Strategy, Accreditation and Quality of Education 9. Ordabekova Zhanna Uzakbaevna – Head of the Documentation Department 10. Gridneva Veronika Mikhailovna – Head of Software Development and Maintenance Department 11. Gulnara Sabyrovna Ismailova – head of the educational programs department 12. Yesenbekova Zhibek Zhambylbekovna – Head of the Career and Employment Center 13. Erzhanova Jamila Sermagambetovna – head of the scientific library 14. Zhakaeva Gulnara Esengalievna – Head of the Department of Additional Education 15. Tastanova Gulden Tulendievna - Head of Distance Learning Department 16. Aitkuzhinova Saule Nortasovna – Head of the Center for Inclusive Education and Innovative OP 17.Esirkepova Kenzhegul Kabylgazinovna – director of the Pedagogical Institute named after U. Sultangazin	**Conference hall of the main building** Join a Zoom conference https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
13.00-14.00	*Lunch break*	*IAAR External Experts*	
14.00-14.15	Work of the VEC	*IAAR External Experts*	**Conference hall of the main building** Join a Zoom conference (only for VEC) https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
14.15-15.00	Meeting with the heads of the OP	Aisina Sulushash Temirtaevna - Head of the Department of Arts Baubekova Gauhar Konyspaevna - Head of the Department of END	**Conference hall of the main building** Join the Zoom conference

		Baydaly Rauan Zhomartuly – Head of the Department of History of Kazakhstan Safargalieva Gulfiya Nadimovna - Head of the Department of TPPKIS	https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
15.00-15.15	Technical break	*IAAR External Experts*	**Conference hall of the main building**
15.15-16.00	Meeting with the PPS	*1 cluster (Appendix No. 1)* *2 cluster (Appendix No. 2)* *3 cluster (Appendix No. 3)*	**Conference hall of the main building** Join the Zoom conference https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
16.00-17.00	Questioning of teaching staff *(in parallel)*	*Appendix 4* (list of PPS with valid e- mails)	*The link is sent to the teacher's email personally 5 minutes before the start of the survey.*
16.00-16.10	Technical break	*IAAR External Experts*	**Conference hall of the main building**
16.10-16.30	Work of the VEC	*IAAR External Experts*	**Conference hall of the main building** Join a Zoom conference (for VEC only) https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
16.30-18.00	Visual inspection of the OO	*Appendix 5 (Route through clusters with responsible persons)*	*On the route* Join a Zoom conference (for VEC only) https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
18.00-18.30	Work of the VEC (discussion of results and summing up of day 1)	*IAAR External Experts*	**Conference hall of the main building** Join a Zoom conference (for VEC only) https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
19.00 - 20.00	*Dinner*	*IAAR External Experts*	

		Day 2: April 29, 2025	
10.00-10.30	Work of the VEC (discussion of organizational issues)	*IAAR External Experts*	**Conference hall of the main building** Join a Zoom conference (for VEC only) https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
10.30-11.10	Interview with students	*1 cluster (Appendix 6)* *2 cluster (Appendix No. 7)* *3 cluster (Appendix No. 8)*	**Conference hall of the main building** Join the Zoom conference https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
11.10-12.10	Survey of students (in parallel)	*Appendix No. 9 (list of valid e- mails)*	*The link is sent to the student's email personally 5 minutes before the start of the survey.*
11.10-11.25	Technical break	*IAAR External Experts*	**Conference hall of the main building**
11.25-13.00	Working with department documents *(documents must be uploaded to the cloud by clusters in advance, if necessary, department heads will be invited to the online Zoom room)* and attending faculty classes according to the schedule	Aisina Sulushash Temirtaevna - Head of the Department of Arts Baubekova Gauhar Konyspaevna - Head of the Department of END Baydaly Rauan Zhomartuly - Head of the Department of History of Kazakhstan Safargalieva Gulfiya Nadimovna - Head of the Department of TPPKIS	**Conference hall of the main building** Join a Zoom conference (for VEC only) https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
13.00-14.00	*Lunch break*	*IAAR External Experts*	
14.00-15.20	Visiting the practice bases of the OP (in parallel across clusters)	*Appendix #10 (route by clusters)*	On the route
15.20-15.30	Technical break	*IAAR External Experts*	**Conference hall of the main building**
15.30-16.10	Interviews with employers OP	*Appendix No. 11 (list for each cluster*	**Conference hall of the main building**

			Join the Zoom conference https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
16.10-16.25	Technical break	*IAAR External Experts*	**Conference hall of the main building**
16.25-17.05	Interview with graduates	*Appendix No. 12 (list for each cluster)*	**Conference hall of the main building** Join the Zoom conference https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
17.05-17.20	Technical break	*IAAR External Experts*	**Conference hall of the main building**
17.20-19.00	Work of the VEC, discussion of the results of the second day and profile parameters (*recording is in progress)*	*IAAR External Experts*	**Conference hall of the main building** Join a Zoom conference (for VEC only) https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
19.00-20.00	***Dinner***	*IAAR External Experts*	
	Day 3: April 30, 2025		
10.00-11.30	Work of the VEK (development and discussion of recommendations) *(recording is in progress)*	*IAAR External Experts*	**Conference hall of the main building** Join a Zoom conference (for VEC only) https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
11.30-11.40	Technical break	*IAAR External Experts*	**Conference hall of the main building**
11.40-13.00	Work of the VEC , development and discussion of recommendations	*IAAR External Experts*	**Conference hall of the main building**
13.00-14.00	***Lunch break***	*IAAR External Experts*	
14.00-16.15	Work of the VEC,	*IAAR External Experts*	**Conference hall of the main building**

	discussion, decision-making by voting (*recording in progress)*		Join a Zoom conference (for VEC only) https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
16.15-16.30	Technical break	*IAAR External Experts*	**Conference hall of the main building**
1 6 .30-1 7 .0 0	Final meeting of the VEC with the university management	Chairman of the Board – Rector **Kuanyshbaev Seitbek Bekenovich** Vice-Rector for Academic Affairs – **Nauryzbaeva Elmira Kenzhegalievna** Vice-Rector for Research, Innovation and Digitalization - **Zharlygasov Zhenis Bakhytbekovich** Vice-Rector for Social and Educational Work – **Temirbekov Nurlykhan M ukanuly** 1. Koval A.P., Rakpanova D.B., Tankina A.Zh., Kniga E.V., Aidnalieva A.T., Bozhevolnaya N.V., Manasbaeva N.Sh., Dick A.P., Ordabekova Zh.U., Gridneva V.M., Ismailova G.S., Esenbekova Zh.Zh., Erzhanova Zh.S., Zhakaeva G. E., Tastanova G. T., Aitkuzhinova S. N., Esirkepova K. K.	**Conference hall of the main building** Join a Zoom conference (for VEC only) https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
1 8 .00 - 1 9 .00	*Dinner*	*IAAR External Experts*	
On schedule	**Departure of members of the External Expert Commission**		

Abbreviations

    IAAR – Independent Accreditation and Rating Agency

    EEC – External Expert Committee of IAAR

    OO – educational organization

    EP – educational program

    PPS – professorial and teaching staff

Appendix 3. RESULTS OF THE TEACHER STAFF SURVEY

Results of an anonymous survey of the teaching staff of the Kostanay Regional University named after A. Baitursynuly
(Kostanay city)

Total number of questionnaires: 12

1. What department/institute are you from?

Department of TPFCiS	4 people (33.3%)
Department of History of Kazakhstan	3 people (25%)
Department of END	2 people (16.7%)
Department of Arts	3 people (25%)

2. Position

Professor	2 people (16.7%)
Associate Professor	2 people (16.7%)
Aga okytushy (Senior Lecturer)	7 people (58.3 %)
Okytushy (Teacher)	1 people (8.3 %)

3. Academic degree, academic title

KR enbek synergene kairatkeri (Honored figure of the Republic of Kazakhstan)	
Gylym doctors (Doctor of Science)	1 people (8.3 %)
Gylym candidates (PhD)	2 people (16.7%)
Master	7 people (58.3 %)
PhD	2 people (3.8%)
Professor	
Associate Professor	3 people (25%)
No (Zhok)	1 people (8.3 %)
Other	

4. Length of service at this university

1 zhildan az (Less than 1 year)   1 person (8.3 %)

1 life – 5 years (1 year – 5 years) 1 person (8.3 %)

5 zhyldan zhogar (over 5 years)   10 people (83.3%)

5. Please rate the following statements:

Questions	Very good	Fine	Relatively bad	Badly	Very bad	Didn't answer
5. To what extent does the content of the educational program meet your scientific and professional interests and needs?	4 people (33.3 %)	8 people (66.7 %)				
6. How do you rate the opportunities provided by the University for the professional development of the teaching staff?	4 people (33.3 %)	8 people (66.7 %)				
7. How do you rate the opportunities provided by the University for career growth of the teaching staff?	4 people (33.3 %)	8 people (66.7 %)				
8. How do you rate the degree of academic freedom of the teaching staff?	4 people (33.3 %)	8 people (66.7 %)				
9. To what extent can teachers use their own teaching strategies?	6 people (50%)	5 people (41.7%)	1 person (8.3%)			
10. To what extent can teachers use their own teaching methods?	4 people (33.3 %)	8 people (66.7 %)				
11. To what extent can teachers use educational innovations?	5 people (41.7%)	7 people (58.3%)				
12. How do you evaluate the work on organizing medical care and disease prevention at the university?	2 people (16.7%)	10 people (83.3%)				
13. How much attention does the educational institution's management pay to the content of the educational program?	5 people (41.7%)	7 people (58.3%)				
14. How do you rate the sufficiency and availability of necessary scientific and educational literature in the library?	3 people (25%)	9 people (75%)				
15. Assess the level of conditions created that take into account the needs of different groups of students?	3 people (25%)	9 people (75%)				
16. Assess the openness and accessibility of the manual to students	4 people (33.3 %)	8 people (66.7 %)				
17. Assess the openness and accessibility of the manual to teachers	6 people (50%)	6 people (50%)				
18. Assess the involvement of the teaching staff in the process of making management and strategic decisions	2 people (16.7%)	10 people (83.3%)				
19. How is innovative activity of the teaching staff encouraged?	4 people (33.3 %)	8 people (66.7 %)				

20. Assess the level of feedback between the teaching staff and management	3 people (25%)	9 people (75%)				
21. What is the level of stimulation and involvement of young specialists in the educational process?	4 people (33.3 %)	8 people (66.7 %)				
22. Evaluate the opportunities created for professional and personal growth for each teacher and staff member	2 people (16.7%)	10 people (83.3%)				
23. Assess the adequacy of recognition of the potential and abilities of teachers	3 people (25%)	9 people (75%)				
24. How is work on academic mobility organized?	1 person (8.3%)	9 people (75%)	2 people (16.7%)			
25. How is the work on improving the qualifications of teaching staff organized?	4 people (33.3 %)	7 people (58.3%)	1 person (8.3%)			
26. Assess the support of the university and its management for the research initiatives of the teaching staff	3 people (25%)	8 people (66.7 %)	1 person (8.3%)			
27. Development of new educational programs/disciplines/teaching methods	2 people (16.7%)	10 people (83.3%)				
28. Assess the level of opportunity for teaching staff to combine teaching with scientific research	4 people (33.3 %)	7 people (58.3%)	1 person (8.3%)			
29. Assess the level of opportunity for teaching staff to combine teaching with practical activities	3 people (25%)	8 people (66.7 %)	1 person (8.3%)			
30. Assess to what extent the knowledge students receive at this university corresponds to the realities of the requirements of the modern labor market	4 people (33.3 %)	8 people (66.7 %)				
31. How do the university management and administration perceive criticism directed at them?	2 people (16.7%)	10 people (83.3%)				
32. How do you rate the extent to which your academic workload corresponds to your expectations and capabilities?	3 people (25%)	9 people (75%)				
33. Assess the focus of educational programs/curriculums on developing students' skills and abilities to analyze situations and make forecasts?	3 people (25%)	9 people (75%)				
34. Assess to what extent the educational program in terms of content and quality of implementation meets the expectations	3 people (25%)	9 people (75%)				

of the labor market and employers						

35. Why do you work at this particular university?
I am satisfied with the working conditions
Good department
Menin mamandygym boyinsha I'm sorry about that
Magan barlygy and unaydy
Our university is famous for its high level of student training and attention to the quality of teaching. It is important for me to be part of a team that values the teacher's contribution to the development of future specialists.
I like working with students, there is a favorable atmosphere in the department
Mamandygym boyinsha saykes keledi .
The main university of our region
I like the conditions and the team
My home university. I got my higher education here. Opportunity to get a qualification. Quality education. Good team.
I like the university
Kyzmet Barysyndagy atmosphere Ote zhaksy , kazebi money Ūnaydy

36. How often do your course include master classes and readings with the participation of practicing specialists?
    a) very often – 1 person (8.3%)
    b) often – 5 people (41.7%)
    c) sometimes – 5 people (41.7%)
    d) very rarely – 1 person (8.3%)
    d) never – 0 people (0%)

37. How often do invited teachers (domestic and foreign) participate in the teaching process?
    a) very often – 3 people (25%)
    b) often – 7 people (58.3%)
    c) sometimes – 12 people (22.6%)
    d) very rarely – 1 person (8.3%)
    d) never – 1 person (8.3%)

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

		Often (1)	Sometimes (2)	Never (3)	No answer
1	Lack of classrooms	1 person (8.3%)	2 people (16.7%)	9 people (75 %)	
2	Unbalanced academic workload across semesters		6 people. (50 %)	6 people. (50 %)	
3	Unavailability of required books in the library		5 people. (41.7 %)	7 people. (58.3 %)	
4	Overcrowded study groups (too many students in a group)		4 people (33.3 %)	8 people. (66.7 %)	
5	Inconvenient schedule		2 people (16.7%)	10 people (83.3%)	

6	Inadequate conditions for classroom study		7 people. (58.3 %)	5 people. (41.7 %)	
7	No internet access/weak internet		9 people (75 %)	3 people (25 %)	
8	Lack of interest in learning among students		10 people (83.3%)	2 people (16.7%)	
9	Late receipt of information about events		6 people. (50 %)	6 people. (50 %)	
10	Lack of technical equipment in classrooms		9 people (75 %)	3 people (25 %)	
	Other problems (if any). Please indicate which ones.	- No The classrooms on the 2nd floor need thick curtains Zhok The problem is Zhok . No Mesele zhok			

39. There are many different sides and aspects to the life of a university that affect each teacher and employee in one way or another. Rate how satisfied you are with:

		Completely satisfied	Partially satisfied	Not satisfied	I find it difficult to answer
1	The attitude of the university management towards you	8 people. (66.7 %)	4 people (33.3 %)		
2	Relationships with immediate management	11 people. (91.7 %)	1 person (8.3 %)		
3	Relationships with colleagues in the department	11 people. (91.7 %)	1 person (8.3 %)		
4	The degree of participation in management decision-making	9 people (75 %)	3 people (25 %)		
5	Relations with students	11 people. (91.7 %)	1 person (8.3 %)		
6	Recognition of your successes and achievements by the administration	9 people (75 %)	3 people (25 %)		
7	Support for your suggestions and comments	10 people (83.3 %)	2 people (16.7 %)		
8	Activities of the university administration	10 people (83.3 %)	2 people (16.7 %)		
9	Terms of remuneration	6 people. (50 %)	6 people. (50 %)		
10	Working conditions, list and quality of services provided at the university	8 people. (66.7 %)	4 people (33.3 %)		
11	Occupational health and safety	10 people (83.3 %)	2 people (16.7 %)		

12	Managing changes in the activities of the university	10 people (83.3 %)	2 people (16.7 %)		
13	Provision of a social package: rest, spa treatment, etc.	3 people (25 %)	3 people (25 %)	3 people (25 %)	3 people (25 %)
14	Organization and quality of food at the university	4 people (33.3 %)	3 people (25 %)	2 people (16.7 %)	3 people (25 %)
15	Organization and quality of medical care	4 people (33.3 %)	7 people. (58.3 %)	1 person (8.3 %)	

Appendix 4. RESULTS OF THE STUDENT SURVEY

Results of anonymous survey of students of Kostanay Regional University named after A. Baitursynuly
(Kostanay city)

Total number of questionnaires: 29

1. Sizdin mamandygynyz (your specialty)

6B01409 Basic military training and physical education
6B11103 Cultural and leisure activities in choreographic performance
6B11104 Acting and theatrical performance organization
7M01505 Geography
7M01601 History

2 people (6.9%)
15 people (51.7%)

6 people (20.7%)

1 person (3.4%)
5 people (17.2%)

2. Gender:
Male – 8 persons (27.6%)
Women – 21 people (72.4%)

3. Rate how satisfied you are:

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I find it difficult to answer
1. Relations with the dean's office	23 people. (79.3%)	6 people. (20.7%)			
2. Level of accessibility of the dean's office (school, faculty, department)	23 people. (79.3%)	5 people. (17.2%)	1 person (3.4%)		
3. The level of accessibility and responsiveness of the management (university, school, faculty, department)	26 people (89.7%)	2 people (6.9%)	1 person (3.4%)		
4. Making academic advising available to you	24 people (82.8%)	4 people (13.8%)		1 person (3.4%)	
5. Support with educational materials during the learning process	22 people (75.9%)	7 people (24.1%)			
6. Availability of consultations on personal problems	22 people (75.9%)	6 people. (20.7%)		1 person (3.4%)	
7. Relationships between student and teacher	25 people	3 people (10.3%)		1 person	

	(86.2%)			(3.4%)	
8. Financial and administrative services of the educational institution	21 people (72.4%)	4 people (13.8%)	3 people (10.3%)	1 person (3.4%)	
9. Availability of health services	25 people (86.2%)	2 people (6.9%)	1 person (3.4%)	1 person (3.4%)	
10. Quality of medical care at the university	18 people (62.1%)	8 people (27.6%)	1 person (3.4%)	1 person (3.4%)	1 person (3.4%)
11. The level of availability of library resources	24 people (82.8%)	3 people (10.3%)		1 person (3.4%)	1 person (3.4%)
12. The quality of services provided in libraries and reading rooms	24 people (82.8%)	3 people (10.3%)		1 person (3.4%)	1 person (3.4%)
13. Satisfaction with the existing educational resources of the university	24 people (82.8%)	3 people (10.3%)	1 person (3.4%)	1 person (3.4%)	
14. Availability of computer classes	23 people. (79.3%)	3 people (10.3%)	1 person (3.4%)	1 person (3.4%)	1 person (3.4%)
15. Availability and quality of Internet resources	17 people. (58.6%)	9 people (31%)	1 person (3.4%)	1 person (3.4%)	1 person (3.4%)
16. The content and informational content of the website of educational organizations in general and faculties (schools) in particular	23 people. (79.3%)	5 people. (17.2 %)		1 person (3.4%)	
17. Classrooms, auditoriums for large groups	23 people. (79.3%)	4 people (13.8%)	1 person (3.4%)	1 person (3.4%)	
18. Student lounges (if any)	16 people. (55.2%)	6 people. (20.7%)		2 people (6.9%)	5 people. (17.2 %)
19. Clarity of the procedure for taking disciplinary action	24 people (82.8%)	4 people (13.8%)		1 person (3.4%)	
20. The quality of the educational program as a whole	24 people (82.8%)	3 people (10.3%)	1 person (3.4%)	1 person (3.4%)	
21. The quality of the educational programs in the EP	23 people. (79.3%)	4 people (13.8%)	1 person (3.4%)	1 person (3.4%)	
22. Teaching methods in general	24 people (82.8%)	3 people (10.3%)	1 person (3.4%)	1 person (3.4%)	
23. Quick response to feedback from teachers regarding the educational process	24 people (82.8%)	4 people (13.8%)		1 person (3.4%)	

24. The quality of teaching in general	24 people (82.8%)	4 people (13.8%)		1 person (3.4%)
25. Academic workload/demands for the student	22 people (75.9%)	6 people. (20.7%)		1 person (3.4%)
26. Requirements of the teaching staff for students	24 people (82.8%)	4 people (13.8%)		1 person (3.4%)
27. Information support and explanation of admission rules and strategy of the educational program (specialty) before entering the university	25 people (86.2%)	3 people (10.3%)		1 person (3.4%)
28. Informing the requirements for successful completion of a given educational program (specialty)	24 people (82.8%)	4 people (13.8%)		1 person (3.4%)
29. The quality of examination materials (tests and examination questions, etc.)	24 people (82.8%)	4 people (13.8%)		1 person (3.4%)
30. Objectivity in assessing knowledge, skills and other academic achievements	24 people (82.8%)	3 people (10.3%)	1 person (3.4%)	1 person (3.4%)
31. Available computer classes	22 people (75.9%)	5 people. (17.2 %)	1 person (3.4%)	1 person (3.4%)
32. Available scientific laboratories	22 people (75.9%)	6 people. (20.7%)	1 person (3.4%)	
33. Objectivity and fairness of teachers	23 people. (79.3%)	4 people (13.8%)	1 person (3.4%)	1 person (3.4%)
34. Informing students about courses, educational programs and the academic degree they receive	24 people (82.8%)	4 people (13.8%)		1 person (3.4%)
35. Providing students with dormitory accommodation	19 people. (65.5%)	6 people (20.7%)	1 person (3.4%)	1 person (3.4%)	2 people (6.9%)

4. Rate the extent to which you agree:

Statement	Full agreement	Agree	I partially agree	I don't agree - sen	Total disagreement	Didn't answer
4.1. The course program was clearly presented.	22 people (75.9%)	4 people (13.8%)	2 people (6.9%)		1 person (3.4%)	
4.2. The course content is well structured.	22 people (75.9%)	4 people (13.8%)	2 people (6.9%)		1 person (3.4%)	

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4.3. Key terms are explained well enough	23 people. (79.3%)	4 people (13.8%)	1 person (3.4%)		1 person (3.4%)
4.4. The material offered by the teacher is relevant and reflects the latest achievements of science and practice.	22 people (75.9%)	6 people (20.7%)			1 person (3.4%)
4.5. The teacher uses effective teaching methods	22 people (75.9%)	5 people. (17.2 %)	1 person (3.4%)		1 person (3.4%)
4.6. The teacher is proficient in the material being taught	22 people (75.9%)	6 people (20.7%)			1 person (3.4%)
4.7. The teacher's presentation is clear	23 people. (79.3%)	5 people. (17.2 %)			1 person (3.4%)
4.8. The teacher presents the material in an interesting way.	20 people (69%)	6 people (20.7%)	2 people (6.9%)		1 person (3.4%)
4.9. Objectivity in assessing knowledge, skills and other academic achievements	22 people (75.9%)	6 people (20.7%)			1 person (3.4%)
4.10. Timeliness of assessment of students' academic achievements	22 people (75.9%)	6 people (20.7%)		1 person (3.4%)	
4.11. The teacher meets my needs for personal development and professional formation	21 people (72.4%)	6 people (20.7%)	1 person (3.4%)		1 person (3.4%)
4.12. The teacher stimulates students' activity	20 people (69%)	7 people (24.1%)	1 person (3.4%)		1 person (3.4%)
4.13. The teacher stimulates students' creative thinking	22 people (75.9%)	5 people. (17.2 %)	1 person (3.4%)		1 person (3.4%)
4.14. The teacher's appearance and manners are adequate	21 people (72.4%)	5 people. (17.2 %)	1 person (3.4%)	1 person (3.4%)	1 person (3.4%)
4.15. The teacher shows a positive attitude towards students	18 people (62.1%)	8 people. (27.6 %)	2 people (6.9%)		1 person (3.4%)
4.16. The system of assessment of academic achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	19 people (65.5%)	9 people. (31 %)			1 person (3.4%)
4.17. The assessment criteria used by the teacher are clear	18 people (62.1%)	9 people. (31 %)		1 person (3.4%)	1 person (3.4%)

4.18. The teacher objectively evaluates the students' achievements	21 people (72.4%)	5 people. (17.2%)	2 people (6.9%)		1 person (3.4%)	
4.19. The teacher speaks professional language	20 people (69%)	8 people. (27.6%)		1 person (3.4%)		
4.20. The organization of education provides sufficient opportunities for sports and other leisure activities	21 people (72.4%)	6 people (20.7%)	1 person (3.4%)		1 person (3.4%)	
4.21. The facilities and equipment for students are safe, comfortable and modern.	22 people (75.9%)	5 people. (17.2%)		1 person (3.4%)	1 person (3.4%)	
4.22. The library is well equipped and has a fairly good collection of books.	20 people (69%)	7 people (24.1%)		1 person (3.4%)	1 person (3.4%)	
4.23. Equal opportunities are provided to all students	22 people (75.9%)	6 people (20.7%)			1 person (3.4%)	

Other issues regarding the quality of teaching

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Add more acting to the schedule
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