



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission for the
evaluation of educational programmes

6B08147 AGROECOLOGY, 6B04148 MANAGEMENT IN SPORTS
6B06150 INFORMATION TECHNOLOGY AND ARTIFICIAL
INTELLIGENCE, 6B11154 TOURISM

KOSTANAY ENGINEERING AND ECONOMICS UNIVERSITY
NAMED AFTER MYRZHAKYP DULATOV (KE_nEU)

for compliance with the requirements of the standards of primary
specialised accreditation (EX-ANTE) of higher
and/or postgraduate education

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Committee

*Addressed
to Accreditation
board IAAR*



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Date of visit: December 10 – 12, 2024

Kostanay

December 12, 2024

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(I) LIST OF NOTATIONS AND ABBREVIATIONS

ENIC - European Network of Information Centres;
 IT - Information Technology;
 KPI - key performance indicators;
 AC - attestation committee;
 ACDEP - Academic Committee for the Development of Educational Programmes;
 JSC - joint-stock company;
 AIC - agro-industrial complex;
 AW - academic work;
 ACS - automated control system;
 BD - basic disciplines;
 HEI - higher education institution;
 SAC - State Attestation Commission;
 SOSE - state obligatory standard of education;
 SI - state institution;
 DDE - Department of Distance Education;
 DES - Department of Emergency Situations;
 UNT - Unified National Testing;
 ICT - information and communication technologies;
 IS - information system;
 IT&A - information technologies and automation;
 ISP - individual study plan;
 KEnEU - Kostanay Engineering and Economics University named after M. Dulatov;
 CQAQE - Committee for Quality Assurance in Science and Higher Education;
 KRU - Kostanay Regional University;
 CTA - comprehensive testing of applicants;
 CTO - credit technology of education;
 F - farm;
 CED - catalogue of elective disciplines;
 MSHE RK - Ministry of Science and Higher Education of the Republic of Kazakhstan;
 MCI - monthly calculation index;
 MAA - K.A. Timiryazev Moscow Agricultural Academy;
 IAAR - Independent Agency for Accreditation and Rating;
 R&D - research and development;
 R&W - research work;
 RA - regulatory act;
 ICE - independent chamber of entrepreneurs;
 NQF - national qualifications framework;
 NQS - national qualifications system;
 EP - educational programme;
 PD - profile disciplines;
 PC - personal computer;
 Faculty - teaching staff;
 RSAU - Russian State Agrarian University;
 RK - Republic of Kazakhstan;

RIEL - Republican Interuniversity Electronic Library;
WC - working curriculum;
S&FT - standardisation and food technology;
JEP - joint educational programme;
Media - mass media;
IWS - independent work of the student;
IWS - independent work of the student under the guidance of the teacher;
SED - social and economic disciplines;
H&S - occupational health and safety;
LLP - limited liability partnership;
EMCD - educational and methodological complex of discipline;
EMW - educational and methodological work;
EMC - educational-methodical council;
AC - academic council;
FOL - front office of learners;
SSC - student service centre;
PI - private institution;
UNESCO - the United Nations Educational, Scientific and Cultural Organisation's specialised agency for education, science and culture.



(II) INTRODUCTION

In accordance with the order No. 174-OD dated 28.10.2024 of the Independent Agency for Accreditation and Rating from December 10 to 12, 2024, the external expert commission conducted an assessment of the compliance of educational programmes 6B08147-Agroecology, 6B04148-Management in Sports, 6B06150-Information Technology and Artificial Intelligence, 6B11154-Tourism with the requirements of the standards of specialised accreditation of higher and (or) postgraduate education.

Kostanay Engineering and Economics University named after Myrzhakyp Dulatov (KEEnEU) of the standards of specialised accreditation of the NAAR (dated June "16" 2020 No. 57-20-OD).

The report of the External Expert Commission (EEC) contains the evaluation of the submitted educational programmes against the NAAR criteria, recommendations of the EEC on further improvement of the educational programme and parameters of the profile of the educational programme.

Composition of the EEC:

Chairperson of the EEC - Lola Tatarinova, PhD in Law, Associate Professor of the Higher School of Economics "Adilet", Caspian University (Almaty); *Off-line participation*

IAAR Foreign Expert - Natalia Kulagina, Doctor of Economics, Professor, MIREA - Russian Technological University (Moscow, Russia); *On-line participation*;

IAAR Expert - Madi Gabdulov, Candidate of Agricultural Sciences, Associate Professor, Zhangir Khan West Kazakhstan Agrarian and Technical University (Uralsk); *Off-line Participation*

IAAR Expert - Aliya Aktymbaeva, Candidate of Geographical Sciences, Associate Professor of the Department of Recreational Geography and Tourism, Al-Farabi Kazakh National University (Almaty); *On-line participation*.

IAAR Expert - Aisulu Ismailova, PhD, Associate Professor at the Kazakh Agrotechnical Research University named after S. S. Seifullin; *Off-line participation*

IAAR expert, employer - Olga Ostafeichuk, deputy head on educational work of KSU "North-Kazakhstan regional specialised boarding school-college of Olympic reserve" (Petrovsk); *On-line participation*

IAAR Expert, Student - Kamilla Turdiyeva, 2nd year student of Tourism, Turan University (Almaty); *On-line participation*

IAAR EEC Coordinator - Bekenova Dinara Kairbekovna, IAAR Project Manager (Astana) *Off-line participation*

(III) REPRESENTATION OF THE EDUCATIONAL ORGANISATION

Kostanay Engineering and Economics University named after Myrzhakyp Dulatov (KEnEU) is a private higher education institution with the status of a legal entity, implementing professional educational programmes of higher and postgraduate education (<https://kineu.edu.kz/ru>).

The University carries out educational activity on the basis of the licence issued by CQAQE MES RK (No.12020748 dated 5.11.2012) within the framework of the national educational system in accordance with the legislation of the Republic of Kazakhstan (<https://kineu.edu.kz/ru/universitet/raz-02/litsenziya>).

The University has 5 departments as well as relevant structural subdivisions. (<https://kineu.edu.kz/ru>)

The University provides training of future specialists in 21 Bachelor's and 7 Master's degree programmes. At the beginning of the 2024 academic year the contingent of students - 2021 people, including 1939 students on Bachelor's programmes, 82 students on Master's programmes. Education is carried out in the state and Russian languages. The term of study in full-time basic form is 4 years.

Teaching at the University is carried out in the state and Russian languages. The total number of teachers is 186, including 47 Candidates of sciences, 2 Doctors of sciences, 8 PhDs, 38 Master's degree holders.

As a result of purposeful work on quality assurance "KEnEU" is among the 20 best universities of the Republic of Kazakhstan. According to the results of NAAR - 17th place, [Webometrics Ranking of World Universities](#) - 19933 place.

EP 6B08147 - "Agroecology" is implemented at the [Department of Standardisation and Food Technologies](#) (S&FT) The educational programme is served by 26 people. Residency was 66,6 %. Staff teaching today - 82.3 %. The average age is 40 years, faculty members with academic degrees and titles - 50 years. There are 4 correspondent members of the International Academy of Agrarian Education, 3 people have academic titles of associate professor (associate professor), awarded by the Committee for Control in the field of education and science, 1 person - Honoured Worker of Agriculture of the Republic of Kazakhstan.

EP "6B04148 Management in Sports" is implemented at the [Department of Social and Economic Disciplines](#) (SED). The educational programme is served by 12 faculty members, including 11 full-time teachers, including 50% of those with a degree of Candidate of Sciences (6 people).

EP "6B06150-Information Technologies and Artificial Intelligence" is implemented at the Department of Information Technologies and Automation (IT&A). The educational programme is served by 20 lecturers, 18 of them are full-time, 8 of them have academic degrees, 1 of them has been combined with production. The share of academic staff with academic degrees - 40%, full-time faculty - 90%.

EP "6B11154-Tourism" is implemented at the [Department of Socio and Economic Disciplines](#) (SED). The educational programme "6B11154-Tourism" is served by 11 teachers, 4 of them with a degree of Candidate of Sciences and 1 part-time. The share of permanent teaching staff with a degree is 36.4%, full-time teaching staff - 90.9%.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational programmes 6B08147-Agroecology, 6B04148-Management in Sports, 6B06150-Information Technologies and Artificial Intelligence, 6B11154-Tourism of Kostanay Engineering and Economics University named after Myrzhakyp Dulatov (KEnEU) undergo primary accreditation for compliance with the standards of primary specialised accreditation of educational programme of higher and/or postgraduate education (Ex-ante).



(V) DESCRIPTION OF EEC VISIT

The work of the EEC was carried out on the basis of the approved Programme of the visit of the Expert Commission for Specialized Accreditation of Educational Programmes of KEnEU in the period from December 10 to 12, 2024.

In order to coordinate the work of the EEC, an on-line introductory meeting was held on 09.12.2024, during which the powers were distributed among the commission members, the schedule of the visit was clarified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programmes and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings with the rector, vice-rectors of the university in the areas of activity, heads of structural units, deans, heads of departments, teachers, students, graduates, employers were held. A total of **86** representatives took part in the meetings (Table 1).

Table 1 - Information on staff and students who participated in meetings with the NAAR EEC:

Category of participants	Number of total
Rector	1
Vice-Rector's Office	3
Heads of structural divisions	26
Heads of departments and coordinators of EPs	7
Lecturers	42
Students	30
Employers	7
Total	86

During the visual inspection the EEC members got acquainted with the state of the material and technical base of the university: Main building - assembly hall; library; Corpus A - SSC (Student Service Centre), Inclusive Education Cabinet, medical station; B - co-working centre, Cafe "Garage"; Corpus A- specialized room "Mechatronics, Robotics and Artificial Intelligence", IT&AI-school, front office of students, Cabinet of tourism industry, Cabinet of sports management, computer class, training room of the Department of Information Technology and Automation; in the building B - inspection of specialised laboratories, gymnasium, laboratory of "Soil-agrochemical research", canteen.

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

EEC members visited the practice bases of accredited programmes of "Automation" LLP, the Branch of the Republican State Enterprise on the right of economic management "Kazgidromet" of the Ministry of Ecology and Natural Resources of the Republic of Kazakhstan in Kostanay region.

EEC members visited the training session on the discipline: EP "6B06150-Information Technology and Artificial Intelligence" practical session on the discipline "Mathematical Analysis" (lecturer - Zhuaspaev T.A.).

In order to confirm the information presented in the Self-Assessment Report, the external experts requested and analysed the working documentation of the university. At the same time, the experts studied internet positioning through the official website of the university <https://kineu.edu.kz/ru>.

As part of the planned programme, the recommendations for improvement of the accredited educational programmes of KEnEU, developed by EEC based on the results of the examination, were presented at the meeting with the management on 12.12.2024.



(VI) COMPLIANCE WITH THE STANDARDS OF SPECIALISED ACCREDITATION

6.1. Standard "Education Programme Management"

- *The higher and/or postgraduate education organisation should have a published quality assurance policy. The quality assurance policy should reflect the relationship between research, teaching and learning.*
- *The organisation of higher and (or) postgraduate education must demonstrate the development of a culture of quality assurance, including in the context of EPs.*
- *The commitment to quality assurance should apply to any activities carried out by contractors and partners (outsourcing), including in the implementation of joint/dual education and academic mobility.*
- *The management of the EP demonstrates readiness to ensure the transparency of the development plan of the EP based on the analysis of its functioning, the real positioning of the EP and the orientation of its activities to meet the needs of the state, employers, students and other stakeholders. The plan should contain the terms of the beginning of the implementation of the educational programme.*
- *The management of the EP demonstrates the functioning of the mechanisms of formation and regular revision of the EP development plan and monitoring of its implementation, assessment of the achievement of learning objectives, compliance with the needs of students, employers and society, decision-making aimed at continuous improvement of the EP.*
- *The management of the EP should involve representatives of stakeholder groups, including employers, students and faculty in the formation of the EP development plan.*
- *The management of the EP should demonstrate the individuality and uniqueness of the EP development plan, its alignment with national priorities and the development strategy of the higher and/or postgraduate education organisation.*
- *The organisation of higher and (or) postgraduate education should demonstrate clear definition of those responsible for business processes within the EP, unambiguous distribution of staff job responsibilities, delineation of functions of collegial bodies.*
- *The management of the EP should provide evidence of the transparency of the management system of the educational programme.*
- *The management of the EP should demonstrate that there is an internal quality assurance system for the EP, including its design, management and monitoring, their improvement, evidence-based decision-making.*
- *The management of the EP should implement risk management, including within the EP undergoing initial accreditation, and demonstrate a system of measures to mitigate risk.*
- *The management of the educational programme should ensure the participation of representatives of employers, teaching staff, students and other stakeholders in the collegial management bodies of the educational programme, as well as their representativeness when making decisions on the management of the educational programme.*
- *The OE must demonstrate innovation management within the EP, including analysing and implementing innovative proposals.*
- *The management of the EP should demonstrate evidence of willingness to be open and accessible to learners, faculty, employers and other stakeholders.*
- *The management of the EP should be trained in educational management programmes.*

Evidentiary part

Implementation of educational programmes (EP) of higher education, which are part of the cluster, is carried out at the Bachelor's degree level. EPs are developed and implemented in accordance with the requirements of the State Educational Standards of the Republic of Kazakhstan, adopted Development Program of Kostanay Engineering and Economics University for 2023-2029, focused on the consumer of educational services and taking into account the needs of the labour market.

National strategic development documents, National Qualification Framework and professional standards, Atlas of new professions and competences in the Republic of Kazakhstan, European Qualification Framework, recommendations of employers and trustees are the reference points in the development of accredited programmes. In particular, the content of EP 6B04148 Management in Sports correlates with the basic objectives defined in the Concept of Development of Physical Culture and Sports of the Republic of Kazakhstan for 2023-2029, which allows taking into account the necessary aspects that require special attention in the training of specialists in this area.

The quality assurance system has been formed and established at KEnEU. The quality assurance policy of the university is documented as "Guidelines for the system of internal quality assurance of education at Kostanay Engineering and Economics University named after M. Dulatov", approved by the Academic Council of OE dated 29.08.2024 (Minutes No. 1.). This manual is publicly available and posted on the official page of the University in the section "Quality Assurance System of Education".

According to the Quality Assurance Policy, the link between research, teaching and learning is established by:

- inclusion of the results of research work of teaching staff and students in the educational process.
- fulfilment of funded R&D, including those commissioned by enterprises;
- introduction of scientific developments into production.

The EEC also notes that according to the Quality Assurance Policy at all its stages liaises with stakeholders, faculty, staff and students and other interested parties in the quality assurance processes. Thus, for example, the Quality Assurance of EP 6B08147 Agroecology is determined by the following participants of the educational process: Eseeva G.K. - Professor of the Department of "Standardisation and Food Technologies", Candidate of Agricultural Sciences; Koblanova S.A. - Associate Professor of the Department of "Standardisation and Food Technologies", Candidate of Agricultural Sciences. "; Lobazova V.A. - lecturer of the Department of "Standardisation and Food Technologies", Master of Pedagogical Sciences; Nazarova Zh.S. - associate professor of the Department of "Standardisation and Food Technologies", Candidate of Biological Sciences; Tulkubaeva S.A. - scientific secretary of LLP "Agricultural Farm "Zarechnoye"; Kasach V.S. - 3rd year student of EP 6B08127 Agronomy.

For example, for the programme EP 6B04148 Management in Sports the Director of KSU "Regional Centre of Physical Culture and Additional Education" of the Department of Education of the Akimat of Kostanay region and the Head of the State Institution "Department of Physical Culture and Sport of the Akimat of Kostanay city" are involved as experts.

At the same time, the Commission notes that there is constant monitoring of the analysis of compliance with the requirements and satisfaction of all stakeholders. The evidence of involvement on the part of the teacher is the development of the EP, development and updating of teaching materials, which is reflected in the minutes of meetings of the department, ACDEP, the use of innovative technologies, participation in the Council of Young Scientists (<https://kineu.edu.kz/ru/sovet-molodykh-uchenykh#gsc.tab=0>), passing professional development programmes, participation in collegial bodies.

One of the main documents determining the quality of the EP implementation is the EP Development Plan. It defines the strategy and tactics of EP improvement. The mechanism of formation of the development plan is defined in the university by a documented procedure - "Regulations on the formation of educational programmes, catalogue of elective disciplines, individual and working ". This document defines a unified structure for the university. All stakeholders - faculty, employers, students - participate in the development of the EP Development Plan. The EP Development Plan is approved at an extended meeting of the department, where all stakeholders also take part.

According to the Commission, the interaction between the university (teaching staff, students) and stakeholders (business community) is ensured by:

- participation of faculty and students in the activities of the [Academic CommissionQuality](#) ;
- [involvement of students in the management of the University](#);
- organisation of the work of the [Board of Trustees](#);
- participation of representatives of the business community in the process of formation and implementation of the EP, etc.

The Commission notes that compliance with the quality assurance system through the questionnaire can always be found on the University's website under the ["Quality Assurance System"](#).tab

It should also be noted that the culture of quality assurance is supported during the activities of the partners of the OE: contractors of the dormitory building construction, canteens and cafeterias, partner Universities. The university management has a number of requirements for all partners in accordance with the legislation of the Republic of Kazakhstan and the objectives of cooperation between the University and the contractor. Legal support of all concluded contracts, memorandums and agreements is provided by the legal adviser.

All accredited programmes have development plans, which contain target indicators in the field of quality related to the achievement of strategic directions of the university development for 2024-2029. The annual work plans of the University departments are prepared on the basis of the objectives and indicators of the EP Development Plan, where specific deadlines for their fulfilment are indicated.

Faculty members, stakeholders and students take part in the formation of the EP Development Plan. For this purpose, the departments hold events aimed at the implementation of this task: round tables, scientific and methodological seminars, questionnaires, discussions with leading specialists. The criteria for participation of employers' representatives in the development, implementation and revision of the EP are: work experience at the main place of work of practical professional activity in this area - not less than 3 (three) years, it is desirable experience with innovative methods and technologies. The compliance of the EP with the requirements of employers is carried out through the collection and processing of proposals, comments and recommendations of the chairmen of the AC, reviewers of diploma theses, study of employers' feedback on graduates, trainees, questionnaires of graduates.

The representativeness of stakeholders involved in the formation and revision of the EP development plan is ensured by analysing the results of questionnaires, monitoring the interaction with all participants of the EP implementation. All stakeholders have the opportunity to influence the content of the EP development plan through the involvement of teaching staff and students in making management decisions (Academic Council, commissions, working groups), as well as through the development of new, author's courses, taking into account the proposals of experts, recommendations of chairmen of AC, feedback from enterprises-bases of practice. Potential employers influence the formation of competences of future specialists by participating in the discussion of the programme, by supervising internships, by reviewing diploma projects (works).

The collegial governing bodies at KEnEU can be categorised into:

- collegial bodies authorised to make decisions and exercise control: AC, Board of Trustees; Academic Quality Commission, EMC, ACDEP;

- collegial bodies of consultative and advisory nature: Council of Young Scientists, Student Council, Scientific and Technical Council.

In order to forecast the possible level of risks, the University conducts annual studies of the external and internal environment. To the research of the external environment can include: analysis of the projected number of potential applicants; the level of employers' demand for specialists in this area of training; analysis of the results of employers' questionnaires on the results of practical training; analysis of recommendations of the chairmen of the SAC on the results of final certification. The internal environment research can include the analysis of the results of questionnaire survey of students for satisfaction with the learning process, the analysis of annual monitoring of the indicators of the implementation of the EP development plans.

The most important principle of EP management is openness and accessibility of the management for students and their parents, teaching staff and employers. The HEI website has the rector's blog, information about the management staff with contact details, and the reception hours. The openness of HEI management is determined on the basis of sociological monitoring (on-line questionnaires, surveys).

The feedback procedure is regulated by relevant internal documents. In particular, the Complaints and Disciplinary Offences Procedure regulates all activities to resolve the problem - from registration of a complaint, grievance, appointment of a responsible executor, review of the complaint to the formation of a response and its delivery to the complainant. Feedback facilitates changes in the business processes of the EP, as its main goal is to increase customer focus.

Analytical part

The HEI has a published and documented procedure for all areas of its activity. In line with this it should be noted that the HEI has a Quality Assurance Policy, in which an explicit link between research, teaching and learning is established through:

- inclusion of the results of research work of teaching staff and students in the educational process.
- fulfilment of funded R&D, including those commissioned by enterprises;
- introduction of scientific developments into production.

The Commission notes that the management of accredited EPs at all stages of their activities: in the development of EPs, the formation of plans for the development of EPs are actively involved teaching staff, students and stakeholders. The activity of the parties, their openness and transparency when considering different aspects of activity were confirmed during the interviewing of teaching staff, stakeholders and students.

The strengths of the EEC members note the wide involvement of employers, teaching staff and students at various stages of work in the development and updating of educational programmes.

The management of the assessed EPs were trained in education management programmes at Excellent Educational Centre on the programme: "Management in Education: Management of Educational Programmes" in the volume of 90 hours.

The University provides transparency of the educational programme management system on the HEI website in the relevant sections. Students, employees and interested parties can personally address the heads of departments, deans, vice-rectors and the rector. This is confirmed by the results of the commission's work: during the interviews and questionnaires, 78.6 % (33 people) of faculty and students

noted openness and accessibility as "very good" and 21.4 % (7 people) noted it as "okay".

At the same time, the Commission notes that the development plans of accredited EPs are not distinguished by individuality and uniqueness. Thus, in the university, in accordance with the documented procedure "Regulations on the formation of EPs", the development plans of educational programmes are formed according to a single template and structure. This template allows the development plans to be formed quite completely. At the same time, the analysis of the submitted development plans for accredited EPs does not allow distinguishing the uniqueness and individuality of these plans from similar ones, as well as does not allow comparing them with the national priorities in the areas of these EPs.

Strengths / Best Practices:

The following strengths are identified for this standard:

1) Employers, teaching staff, students and other stakeholders are well represented in the composition of collegial management bodies of educational programmes, which together with the management of accredited educational programmes take an active part in decision-making on the issues of educational programme management.

2) There is a corporate spirit in the university, the university management, the EP on all issues of activity show a high degree of openness and accessibility for students, teaching staff, employers and other interested parties

EEC Recommendations:

The management of the EP to revise the EP Development Plans, ensuring individuality and uniqueness, and its alignment with the national priorities of the RK to achieve the objectives. Deadline: till 01.04.2025.

EEC findings on criteria:

According to the standard "Educational Programme Management" accredited educational programmes have 2 - strong, 12 - satisfactory and 1 - suggests improvement positions.

6.2. Standard "Information Management and Reporting"

- *OE should demonstrate that it has a system for collecting, analysing and managing information based on the application of modern information and communication technologies and software tools and that it uses a variety of methods to collect and analyse information in the context of the EP.*
- *The management of the EP should demonstrate that there is a mechanism in place to systematically use processed, relevant information to improve the internal quality assurance system.*
- *The management of the EP must demonstrate fact-based decision-making.*
- *The EP should provide for a system of regular reporting, reflecting all levels of the structure, including assessment of the efficiency and effectiveness of subdivisions and departments, scientific research.*
- *The OE should establish periodicity, forms and methods of evaluation of the management of the EP, activities of collegial bodies and structural subdivisions, top management, implementation of scientific projects.*
- *The OE should demonstrate the identification of procedures and ensure the protection of information, including the identification of those responsible for the reliability and timeliness of information analysis and data provision.*
- *An important factor is the existence of mechanisms for involving students, employees and faculty in the processes of collecting and analysing information, as well as decision-making on their basis.*
- *The management of the EP should demonstrate that there is a mechanism for communication with learners, employees and other stakeholders, as well as mechanisms for conflict resolution.*
- *The OE should demonstrate that mechanisms are in place to measure the satisfaction of the needs of faculty, staff and learners within the EP.*
- *The OE should provide for performance and efficiency evaluation, including by EP.*
- *Information intended to be collected and analysed as part of the OP should take into account:*
 - *key performance indicators;*
 - *dynamics of the contingent of students in the context of forms and types;*
 - *level, student achievement and retention;*
 - *satisfaction of students with the implementation of the programme and the quality of education at the university;*
 - *accessibility of educational resources and support systems for learners;*
- *The OE should confirm the implementation of procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent.*

Evidentiary part

The collection, analysis and reporting of performance information is described within the processes embedded in the university's QMS. Feedback is provided through document management, regular questionnaires, personal enquiries, statements, memos, rector's blog, groups in social networks. The University and EP management holds meetings with students as necessary to clarify the issues that have arisen.

Protection and safety of information is ensured by unambiguous distribution of roles and functions in the information systems used, availability of anti-virus programmes, system administration of servers, backup system on servers, restricted access of individuals to the premises with servers, technical equipment of premises with servers to ensure safe operation. The Commission notes that the principles and procedure for the implementation of communications between the University and target audiences (external and internal), units of the University are regulated by the [Information Policy](#)

The University has implemented the following information management processes:

1. Information collection: Systematic collection of data from various sources, including questionnaires of learners, teachers and other stakeholders.
2. Data analysis and processing: Application of statistical and analytical tools for interpreting the information collected.
3. Data Storage: Provide secure and systematised storage of information using modern databases.

4. Data Access: Regulate access to information taking into account the level of confidentiality and the employee's role within the University.

5. Visualisation and reporting: Create visual reports based on data analysis for management decision making.

6. Updating and archiving: Regular updating and archiving of data, taking into account relevance and retention periods.

Information management is carried out in accordance with the "[Guidelines for the KEnEU Internal Quality Assurance System](#)".

The information management process utilises elements of an information system (IS) by functional area.

IS KEnEU solves the issues of automation of the educational process, management of educational materials, control and monitoring of students' progress, online lectures and webinars, as well as automation of administrative tasks. It serves the processes of control and testing of students' knowledge in online mode; automatic scheduling of classes; providing access to learning materials; attendance records; reporting for teachers and administration.

With the use of the IS KEnEU with integrated ACS, the university optimises the educational and administrative processes, making them more efficient and convenient for all participants of the educational process.

The University has a unified corporate mail, which includes addresses placed on its domain and used only in its interests. The corporate mail allows convenient management of all addresses within the University, sending mass e-mail mailings, protection from spam and viruses. Example of an address: gorbenko.a@kineu.kz or projectcenter@kineu.kz

Those responsible for the operation of information management processes and the reliability of the information provided are identified from among the participants and process managers in accordance with job descriptions and internal regulatory documents. These documents are located on the QNAP (NAS) and are available to all network users.

It should be noted that the University uses a tiered system of access to information. Employees have access only to information that is necessary for the fulfilment of their professional duties. Confidential information is protected and accessible only to a narrow circle of people. All users of the system are trained and sign a non-disclosure agreement.

Access to the University portal is confidential and is carried out through a personal access password for students and faculty. In the student's personal cabinet there are: academic calendar; guidebook; QED; practice bases by speciality; access to the electronic library of KEnEU; a selection of links to open electronic libraries. Information about current academic progress, results of examinations, rating grades and current level of tuition fees are posted. Personal account is used by students to familiarise themselves with the individual study plan, view the schedule of classes, get access to learning materials, etc. Faculty members use the possibilities of the personal account to automate basic tasks.

Information on grade level, student achievement on paper is available in the Registrar's Office.

Information on the administration and structural units, on the organisation of the educational process, on the organisation of the control of students' knowledge and other information is available on the University's website in the "[Student](#)"/"[Guidebook](#)" tab

Information on faculty members is posted on website by departments:
<https://kineu.edu.kz/ru/kafedra-standartizatsii-i-pishchevykh-tekhnologij>,
<https://kineu.edu.kz/ru/kafedra-informatsionnykh-tekhnologii-i-avtomatiki#gsc.tab=0>,

<https://kineu.edu.kz/ru/kafedra-sotsialno-ekonomicheskikh-distiplin#gsc.tab=0>.

The commission also notes that the university has implemented a comprehensive approach to information security: servers are protected and access to them is by certificates, access to platforms is by login and password, for students, the first login is a mail check and a unique pair of credentials is generated. Public files are only accessible from the local network or through authorisation on the QNAP corporate server/cloud. All data is transmitted through encrypted connections, the network is protected by VLAN separation and firewall. The 1000 Mbps LAN is divided into VLANs for protection and stability. For students there is a Wi-Fi network SSID: studentnet, covering the whole territory thanks to 23 MikroTik cAP ac points; for employees there is a separate network SSID: admkit. Filters are configured on the central router to ensure network security. Server infrastructure and backup: The university uses 5 physical Gen 9-Gen 10 servers with RAID 5/6/10. The servers are protected by security policies and antivirus (Microsoft Security Essential, ClamAV, ImunifyAV) and their data is backed up daily to QNAP storage with RAID 5. Critical systems, including erp.kineu.kz, are backed up daily.

Servers are located in an air-conditioned server room with restricted access.

On users' computers with restricted, 360 Total Security.

Every 3 months an internal audit of information security of the HEI's internal resources is carried out and measures are taken based on the results.

To ensure a practice-oriented approach to EP 6B11154-Tourism in the study of special disciplines, the possibility of introducing professional software products from the hospitality industry is considered.

At the University computers are connected to a local network with a network bandwidth of 1000 Mb/s. The work of the local network is controlled by the main switches, which are located in the server room. The network is a branched network with managed switches protecting against loops, division by VLAN.

The emergence of conflicts of interest and relations between the employer and the faculty, faculty and students is resolved through a system of procedures at the following management levels: the head of the structural unit (head of the department, advisor); supervising vice-rector; rector; commission on academic integrity.

When considering complaints and appeals of students (leave of absence, social problems, e.g. provision of dormitory accommodation, etc.), the question of eliminating the reason causing them is raised. The decision is communicated to all interested parties.

In most cases, conflicts are resolved at the department chair level.

The mechanisms for identifying conflicts are statements of faculty, staff and students, memos and reports, personal appeal to the head. The procedure for consideration of appeals is approved by the Rector's Order No. 7 dated 28.02.2022.

In 2021 a conciliation commission, which is in charge of settling disputes and conflicts between employees and the employer was established. The commission consists of 6 people: 3 representatives from the trade union and 3 representatives from the employer. The teaching staff is involved in the processes of collecting and analysing information, taking part in the meetings of departments, in the meetings of the AC. According to the plan of the commission on academic quality, regular questionnaires are conducted among all: faculty and staff, students, employers and graduates. In order to simplify the process of collecting and analysing information, Google forms are mainly used, with the faculty and employees having the right to participate in the development/adjustment of questionnaires.

In order to increase the involvement of the team, the results of the questionnaire are further discussed at the meetings of collegial bodies such as the department meeting, the Academic Quality Commission, and the Academic Council.

The results of the analysis are public and open to stakeholders (posted on the University's website <https://kineu.edu.kz/ru/rezultaty-anketirovaniya>), reviewed by the management and decisions are made, which are also posted on <https://kineu.edu.kz/ru/resheniya-rukovodstva-po-rezultatam-anketirovanij#gsc.tab=0>.

One of the examples of management's decision can be considered the introduction of the Order No. 6-a dated January 15, 2024, where it is stated that when publishing in journals with non-zero impact factor (WoS, Scopus, etc.), in scientific publications recommended by CQAQE MSAHE RK, when obtaining a patent for inventions and utility models, certificate of state registration of copyrights, the university reimburses the costs of teachers at 100%.

Analytical part

According to the criteria of the Management and Reporting Standard, the self-reports provide sufficiently complete information. In the course of the Commission's work, the information provided in the reports was confirmed.

The Board notes that the University has a multi-tiered information management and reporting system. Information management includes management of traditional flows and digital information flows. All documents developed at the University are distributed to all structural units through electronic document flow.

The management of accredited EPs provides work on the assessment of the degree of satisfaction of students, employees and teachers by means of their questionnaires. EEC notes that the information collected as part of the university activities, including through statistical processing of information, reporting, allows the formation of analytical reports.

The University has a documented procedure for information management and it is carried out in accordance with the "[Guidelines Internal System for the KEnEU Quality Assurance](#)". The information management process utilises elements of the information system (IS) by functional areas.

With the application of IS KEnEU with integrated ACS, the university optimises the educational and administrative processes, making them more efficient and convenient for all participants of the educational process.

Document analysis and visual familiarisation showed that the University has a unified corporate mail, which includes addresses hosted on its domain and used only in its interests. The corporate mail allows convenient management of all addresses within the University, sending mass e-mail mailings, protection from spam and viruses. Example of an address: gorbenco.a@kineu.kz or projectcenter@kineu.kz.

It should also be noted that those responsible for the functioning of information management processes and the reliability of the information provided at the university are determined from among the participants and process managers in accordance with job descriptions and internal regulatory documents. These documents are located in the QNAP network storage system (NAS) and are available to all network users.

It should be noted that the University uses a tiered system of access to information. Employees have access only to information that is necessary for the fulfilment of their professional duties. Confidential information is protected and accessible only to a narrow circle of people. All users of the system are trained and sign a non-disclosure agreement.

Analysis of information protection issues at the university has shown that a comprehensive approach to information protection has been implemented: servers are protected and access to them is by certificates, login to the platforms is by login and password, for students at the first login the mail is checked and a unique pair of credentials is generated. Public files are only accessible from the local network or through authorisation on the QNAP corporate server/cloud. All data is transmitted through encrypted connections, the network is protected by VLAN separation and firewall. The 1000 Mbps LAN is divided into VLANs for protection and stability. For students there is a Wi-Fi network SSID: studentnet, covering the whole territory thanks to 23 MikroTik cAP ac points; for employees there is a separate network SSID: admkit. Filters are configured on the central router to ensure network security. Server infrastructure and backup: The university uses 5 physical Gen9-Gen 10 servers with RAID 5/6/10. The servers are protected by security policies and antivirus (Microsoft Security Essential, ClamAV, ImunifyAV) and their data is backed up daily to QNAP storage with RAID 5. Critical systems, including erp.kineu.kz, are backed up daily.

The teaching staff is involved in the processes of collecting and analysing information, taking part in the meetings of the departments, in the meetings of the AC.

For EP 6B11154-Tourism to consider the possibility of introducing special software products such as Amadeus, Sabre and / or R-keeper in the educational process for a practice-oriented approach in the study of professional disciplines GDS in tourism.

Strengths / Best Practices:

No strengths have been identified.

VEC Recommendations:

Management of the EP 6B11154-Tourism to consider the possibility of implementation of software for specialised disciplines such as Amadeus, Sabre and/or R-keeper.

EEC findings on criteria:

There are 16 criteria for the Information Management and Reporting standard for accredited EPs, of which 16 are satisfactory.

6.3. Standard "Development and approval of educational programme"

- *The OE should define and document procedures for the development of EPs and their approval at the institutional level.*
- *The management of the EP should ensure that the developed EPs are fit for purpose, including the intended learning outcomes.*
- *The management of the EP should demonstrate the existence of mechanisms for revising the content and structure of the EP taking into account changes in the labour market, employers' requirements and social demand of the society.*
- *The management of the EP should ensure that there are developed EP graduate models describing learning outcomes and personal qualities.*
- *The management of the EP should demonstrate external expertise of the EP content and planned results of its implementation.*
- *The qualification awarded upon completion of the EP, must be clearly defined and meet the defined level of the NSC and QF-EHEA.*
- *The management of the EP should determine the influence of disciplines and professional practices on the formation of learning outcomes.*
- *An important factor is the ability to prepare trainees for professional certification.*
- *The management of the EP should provide evidence of the participation of learners, faculty and other stakeholders in the development of the EP, ensuring its quality.*
- *The management of the EP should ensure the content of academic disciplines and learning outcomes of the level of study (Bachelor's, Master's, Doctoral).*
- *The structure of the programme should provide for various types of activities that ensure the achievement of planned learning outcomes by students.*
- *An important factor is the conformity of the content of the EPs and learning outcomes of the EPs implemented by organisations of higher and/or postgraduate education in the EHEA.*

Evidentiary part

At KEnEU there is a procedure of development, evaluation and approval of EPs, as well as a system of quality assessment of EPs is formed and applied. The procedure of the EP development is documented by the Regulations on the formation of educational programmes, catalogue of elective disciplines, individual and working curriculum (approved by the University Teaching and Methodological Council, Minutes No. 1 dated 27.08.2024).

Accredited educational programmes are focused on learning outcomes and are built on a modular principle, and developed in accordance with the requirements of the State Educational Standards approved by the order of the Minister of Education and Science of the RK. Information from the Atlas of new professions of the RK is also taken into account.

Educational programmes at all levels are oriented towards learning outcomes. When compiling an educational programme, a working group headed by the head of the department of the respective educational programme is organised. In addition to the head of the department, the working group includes the most experienced teaching staff of the departments, where there are teachers with extensive practical experience, or extensive experience in conducting research projects, as well as representatives from employers. Also, implementing the principles of student-centred learning, when compiling an educational programme, the working group may include learners (students) who collect all the information from their fellow students on certain preferences.

The objectives of accredited EPs, content of academic disciplines, graduate competences are formed taking into account the mission of the university. The procedure of discussion and approval of the OPs are reflected in the minutes of the department, EMC and Academic Council of the University (Minutes #8 the Academic Council meeting dated 26.03.2024).

For evaluation of the mechanisms of internal and external quality assessment and expertise of educational programmes have been established at the University and are regulated by the Quality Policy approved at the meeting of the Academic Council on 31.08.2023.

At the stage of programme design, graduate departments determine graduate models. For each accredited programme "Graduate Model and Qualification Characteristics" is developed and is publicly available on the University website.

Professional practice is a university component of the educational programme and a compulsory type of academic work of students. The University has approved the [Rules on the procedure for organising and conducting professional practice and determining enterprises \(organisations\) as practice bases](#) (Approved by the Academic Council of the University, Minutes No. 1 dated 31.08.2023) Types, terms, content of professional practice are determined by the EP, [academic calendar](#) and cross-curricular curricula of practice (Approved by the EMC, Minutes No. 7 dated 24.06.2024).

The University has developed short-term training programmes (microqualifications) with certificate to provide specific knowledge, skills and competencies that meet the requirements of the labour market and the needs of society. Programmes have been developed for the following microqualifications: "Tour guide", "Python developer", "Laboratory assistant", "Instructor-methodist of sports organisations", which were considered at the meeting of the departments and approved by the EMC of the University (Minutes of the EMC No. 5 dated 20.03.2024).

Analytical part

The order of development, structure, examination procedure, requirements to the design, coordination, approval of educational programmes at KEnEU are regulated by the Regulations on the formation of educational programmes, catalogue of elective disciplines, individual and working curriculum; Quality Policy.

Analysing the curricula, as well as the content of the EP "6B06150-Information Technology and Artificial Intelligence" revealed insufficient provision of compliance of the EP content with the established objectives, including the expected learning outcomes. In the EP "Tourism" [https://kineu.edu.kz/images/OP2024-2025/ 20+++pdf](https://kineu.edu.kz/images/OP2024-2025/20+++pdf) in paragraph 6 of the Information about the disciplines of the educational programme the brief description of the disciplines of the general disciplines cycle is recommended to be revised. The field of Artificial Intelligence is multifaceted, in the content of EP "6B06150-Information Technologies and Artificial Intelligence" an attempt was made to cover many areas, for example, knowledge- based systems, neural networks, computer vision, but computer linguistics was left out, etc., it is advisable to define the EP trajectories to achieve the general learning outcomes, as well as to meet the portrait of the graduate.

EEC members note that all accredited programmes are subject to external expertise, which is confirmed by documents. During the examination of the EP the demand for the EP in the labour market, achievement the goal and objectives of the EP, completeness and logic of the EP development, achievement of learning outcomes by students and their compliance with the requirements of professional standards are assessed. Based on the results of external expertise, written expert opinions with relevant recommendations are issued. At the same time, the expert opinion is often prepared by the same employer and is formed according to one standard template. The expert report does not analyse the shortcomings of EPs and recommendations for their elimination.

During the conversation with the management of accredited EPs on the question about the preparation of students for professional certification no precise answers were received, in the self-report referring to the Register of professions (<https://career.enbek.kz/ru>) for each accredited EP selected professions that are undergoing the procedure of recognition and accordingly indicate the disciplines studied to prepare for them. Some heads of EPs confuse professional certification with microqualification, in the framework of which the trainees receive a certificate. Taking into account the initial accreditation, the EEC experts recommend to strengthen the work in this direction, to define the list of professional certification taking into account the specifics of each EP, to draw up a work plan and implement it step by step.

According to the results of the questionnaire survey of teaching staff, the majority of respondents assessed the content of the educational programme, meeting scientific and professional interests and needs: "very good" - 31 (73.8%) and "good" - 11 (26.2%), as well as students about the structuring of the course content expressed "full agreement" - 26 (86.7%) and "agreement" - 4(13.3%).

Strengths/best practices:

No strengths have been identified.

EEC Recommendations:

To the management of the EP to determine the trajectory of the EP to achieve the general learning outcomes corresponding to a certain type, field or object of professional activity. Deadline - 01.09.2025.

To the management of the EP to determine the list of professional certifications taking into account the specifics of the EP, and to develop a plan to prepare students for professional certification by 01.03.2025.

It is recommended to the management of EP "6B11154-Tourism" to revise the brief description of the disciplines of the general disciplines cycle until 01.03.2025.

EEC findings on criteria:

According to the standard "Development and approval of educational programmes" for accredited EPs there are 12 criteria, 11 of which are satisfactory, 1 requires improvement.

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

- The OE should define mechanisms for monitoring and periodic evaluation of the EP to ensure that the objective is achieved and the needs of learners, society are met, and to show that the mechanisms are aimed at continuous improvement of the EP.
- Monitoring and periodic evaluation of the EP should include:
 - Content of programmes in the light of the latest achievements of science in a particular discipline to ensure the relevance of the discipline taught;
 - Changes in the needs of society and the professional environment;
 - The workload, performance and graduation of students;
 - Effectiveness of learner assessment procedures;
 - Expectations, needs and satisfaction of students with training on the EP;
 - Educational environment and support services, and their relevance to the objectives of the EP.
- The management of the EP should demonstrate a systematic approach in monitoring and periodic evaluation of the quality of the EP.
- The PA, the management of the RP should define a mechanism for informing all stakeholders of any planned or undertaken actions in relation to the RP.
- All changes made to the EP must be published.

Evidentiary part

Monitoring and periodic assessment of the EP is implemented in accordance with the Regulations on the formation of educational programmes, catalogue of elective disciplines, individual and working curriculum (approved by the University's EMC, protocol No.1 dated 27.08.2024). According to the Regulation of the Academic Committee for the development of the EPs, approved by the University's EMC Minutes No.1 dated 28.08.2023, the constant monitoring, periodic evaluation and revision of the University's EPs are aimed at ensuring their effective implementation and creation of a favourable learning environment and is carried out on the basis of the completed information map of the EP evaluation. An analytical report is prepared based on the results of analysing the info-map data.

The process of monitoring the university activity covers a wide range of activities, including data collection and analysis, questionnaire survey of students and employers, development of methodological support, assessment of the level of informatisation of the educational process and the results of research work. This monitoring is aimed at ensuring the quality of educational services, adapting programmes to the requirements of the labour market and introducing innovative methods in the educational process.

A sociological survey of students, teachers and employers is conducted at the university level. Based on the results of the survey, reports and recommendations to improve student satisfaction with the quality of educational services are formed. In addition, the annual update of the educational programme is expected to take into account the requirements of the labour market.

The progress of a student is monitored by the results of intermediate ratings and intermediate certification, as well as during the entire period of training. Monitoring of progress is carried out by advisors and specialists of FOL through IS KEnEU. According to the current control, interim and final attestation of students, a certificate on the fulfilment of the curriculum by students with the calculation of the value of the average grade point average (GPA) for the entire period of study is prepared. GPA values are approved at the meeting of the Academic Council, Minutes No. 10 of 27.06.2023.

The annual questionnaire survey of students is conducted through the Google form, located in the personal account of students in the ACS KEnEU subsystem, during which

reveals the level of satisfaction with the learning process. The results of the surveys are discussed at the meetings of the departments, which are reflected in the minutes; the commission on academic quality and heard at the meetings of the Academic Council (for example, minutes No.1 of the meeting of the Academic Council dated 31.08.2023).

The main functions of student support services around the university to provide comprehensive assistance to students in their academic, professional and personal life. For example, the Career and Business Leadership Centre (A.S. Segizbaeva) - conducting trainings on employability skills (CV writing, interviewing), organising internships and meetings with potential employers, consultations on career planning; the Department of Youth Policy (Zh.S. Nurgazina) and together with psychologist T.D. Zhurmaganbetova social support: organising events for inclusive education, helping students from socially vulnerable groups, supporting students with disabilities; organising

On the University website in the insert "Study" and "Bachelor's degree" for each of the accredited EPs the code, degree awarded, form of study, brief description of the EP and benefits of studying on the EP at the University are indicated.

Analytical part

As a result of the visit, the EEC concluded that the university has a documented and published procedure for monitoring and periodic evaluation to achieve the purpose of the EP and to continuously improve the EP.

The experts confirm that monitoring and periodic evaluation of accredited OPs considers: programme content in the context of the latest achievements of science and technology in specific disciplines, changes in the needs of society and professional environment, workload, progress and graduation of students, effectiveness of student assessment procedures, needs and satisfaction of students, compliance of the educational environment and support services with the EP objectives.

Analysing the content of EP "6B06150-Information Technologies and Artificial Intelligence" and the syllabus of disciplines, the experts came to the conclusion that there are not enough disciplines on teaching programming languages, and also there is no discipline where the initial concepts of algorithms and data structures are given.

In the first year, in the second semester of the second year is studying the Python programming language in the discipline "Python Programming Technology", however, the topics on algorithms and data structures are not included, also in the discipline "Information and Communication Technologies" this issue is not covered.

In EP "6B06150-Information Technology and Artificial Intelligence" is presented that according to the results of training module "Systems and Networks", which includes disciplines "Organisation of Computer Systems and Networks" (the only one on networks), "Cloud technologies", etc. students receive in-depth knowledge of modern computer systems and network technologies, cloud computing and aspects of network infrastructure, but for 1 discipline to cover all network technologies is impossible, it is necessary to include a separate discipline or topics on teaching technologies of virtualisation and containerisation of servers, taking into account the presence of their own server, which will allow you to work with large amounts of data.

During the focus group interviews, respondents confirmed that the HEI and EP management have identified a mechanism for informing all stakeholders of any planned or undertaken actions in relation to the EP and any changes made to the EP will be publicised.

Based on the results of the faculty questionnaire, it was found that:

- for 20 (47.6 %) of the teaching load "very good", 21 (50 %) "good" and "relatively bad" - 1 (2.4%) meets their expectations and capabilities; According to the results of the questionnaire of the trainees it was found that:
- 26(86.7%) students are fully satisfied, satisfied - 4(13.3%) with the relevance of the materials offered by the instructor and the fact that they reflect the latest developments in science and practice.

Strengths / Best Practices:

No strengths have been identified.

EEC recommendations for EP "6B06150-Information Technology and Artificial Intelligence":

The management of the EP in the content of the discipline "Information and Communication Technologies" to include topics on algorithms and data structures or a separate discipline "Algorithms, data structure and programming" in the EP. Term 01.09.2025.

The management of the EP to include the topics on virtualisation and server containerisation technologies in the content of the relevant disciplines by 01.09.2025.

EEC findings on criteria:

According to the standard "Continuous monitoring and periodic evaluation of educational programmes" for accredited EPs there are 10 criteria, of which 10 are satisfactory.

6.5. "Student-centred learning, teaching and assessment" standard

- *The management of the EP should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths.*
- *The management of the EP should ensure that a variety of forms and methods of teaching and learning are used.*
- *An important factor is the availability of own research in the field of teaching methodology of EP academic disciplines.*
- *The management of the EP must demonstrate existence of feedback system on the use of different teaching methods and assessment of learning outcomes.*
- *The OP leadership must demonstrate support for learner autonomy while being guided and assisted by the instructor.*
- *The management of the EP must demonstrate that there is a procedure in place for responding to learner complaints.*
- *OE should ensure consistency, transparency and objectivity of the learning outcomes assessment mechanism for each EP, including appeals.*
- *OE should ensure that the procedures for assessing the learning outcomes of EP students are consistent with the planned outcomes and objectives of the programme, publication of evaluation criteria and methods in advance.*
- *OE should define the mechanisms for ensuring that each graduate of the educational programme achieves the learning outcomes and ensure the completeness of their formation.*
- *Evaluators should be familiar with modern methods of assessing learning outcomes and regularly upgrade their skills in this area.*

Evidentiary part

The strategy of the private institution "Kostanay Engineering and Economics University named after M. Dulatov" includes all types of activities that are aimed at the interests of students, their personal and professional development. The university has a student-centred learning environment. Students participate in the process of university management with the right to vote at the meetings of departments and all important committees.

The University supports student initiatives through the implementation of an open door policy, students have access to all university structures and every lecturer. KEnEU promotes inclusive education (<https://kineu.edu.kz/Polozhenie-o-poryadke-realizatsii.pdf>), offers significant support to students with disabilities and from low-income families, discounts in tuition fees are provided for excellent studies, according to the norms set out in the "[Regulations on social support of students](https://kineu.edu.kz/images/files.PDF)" <https://kineu.edu.kz/images/files.PDF>.

In accredited programmes, students of different categories are provided with equal opportunities for training. Thus, different age groups (on the basis of secondary general education, on the basis of secondary vocational education, those who have served in the army), as well as multinational groups, disabled people, by marital status (married and with children), students with different social status and financial support, orphans, foreign students, persons belonging to different religious denominations are trained. In the course of training, their needs are constantly being identified through interviews, questionnaires and during tutorial hours.

Within the framework of educational programmes, students are provided with flexible learning paths on equal opportunities and the possibility to choose additional physical education sections as well as additional optional components.

Teachers of the departments use various innovative teaching methods and techniques, the issues of implementation and application of which are discussed at the following meetings

meetings of the teaching and methodological sections of the departments and the University, as evidenced by the extracts from the minutes of meetings of collegial bodies submitted to the members of the EEC.

Various forms and methods of teaching and learning are used in the framework of accredited EPs, which have been repeatedly tested in the publication of methodological articles in journals and conference proceedings of the Republic of Kazakhstan and foreign countries, for example, promotion of educational services of higher education institution in the conditions of digitalisation, Methodology and mechanisms of sustainable development of agricultural companies on the basis of competitive advantages.

However, EEC notes that the methods of own research of the teaching staff have not been implemented in the disciplines of accredited , including the results of publications, as well as to improve the quality of the EMCD and increase the attractiveness of the discipline it is recommended to integrate relevant Coursera courses in the disciplines of accredited EPs, it is also recommended to expand the criteria and methods of assessment, to introduce assessment material for EP disciplines with parameters and qualitative indicators to assess subject knowledge and skills, expected learning outcomes of the EP.

At the university all conditions for learning are created for people with disabilities, places in the library and ramps are created.

When selecting a learning path and the formation of the student's ISP, the teacher provides individual assistance, counselling in the period of mastering the discipline by the student, the teacher becomes an assistant, the responsibility for learning is shared by both the teacher and the student. Student-centred learning is also achieved through the recognition of the results of non-formal education, provided by organisations included in the list of recognised organisations providing non-formal education, according to the [Regulations on the order of re-crediting the learning outcomes of the previous level of formal and non-formal education https://kineu.edu.kz/images/files/normativ.pdf](https://kineu.edu.kz/images/files/normativ.pdf).

Feedback from students is provided through their personal appeals to the University administration, student self-governance, surveys and questionnaires, periodically held at the University, as well as through e-mail. Students can express their opinion on the quality of teaching disciplines by answering the questions of the questionnaire "Analysis of satisfaction with the quality of the educational programme", which is available in the personal office.

An important element of the student-centred learning system is the regular monitoring of student satisfaction with the quality of the learning process, which is carried out through questionnaires. The results of monitoring are reviewed and discussed at the meetings of departments and faculties, where measures are taken to eliminate shortcomings. The university has created the necessary conditions for IWS . Tasks for IWS are defined in the syllabuses and working curricula of disciplines. The labour intensity of independent work of students is determined depending on the credit allocated for the study of the discipline according to the curriculum of the EP.

The main provisions for knowledge assessment are presented in the HEI's academic policy ([Academic Policy, https://kineu.edu.kz/images/files.pdf](https://kineu.edu.kz/images/files.pdf)).

According to the academic calendar and the schedule of the educational process, approved by the University RS, during the academic year the level of students' knowledge is checked by various forms of control of current, final and final attestation.

Current control of academic progress is systematically carried out during classroom and extracurricular activities during the academic period, and the final control at the end of it.

Based on the results of the current and final control, the Office-Registrar's Department compiles academic ratings of students' current academic performance. Any student can get reasoned information about his/her academic rating in the Office-Registrar's department. Final control (interim certification) is conducted in the form of an examination. The forms of examinations are computer testing, oral and written questioning of students. The final grade of the student in the discipline is made by the sum of points earned by the student in all types of current and end-of-term control, for the fulfilment of tasks of the IWS and in the examination.

The procedure by which a student who disagrees with the outcome of a final examination has the opportunity to appeal the final grade is described in the University's Academic Policy. The Office of the Registrar considers the application and makes a decision on the appropriateness of the appeal. For the period of the examination session (interim attestation) by the order of the head of the university creates an appeal commission from among the teachers whose qualifications correspond to the profile of the appealed disciplines are regulated by the "[Regulations on Appeal](#)", approved at the meeting of the AC dated 31.08.2023.

The main forms of feedback are: direct mail of the rector, as well as in the form of boxes of complaints and suggestions placed in each academic building; e-mail of the president, vice-rectors for directions; addresses of e-mail boxes are publicly available on the page of the official website <https://kineu.edu.kz/ru/universitet/raz-01/administratsiya#gsc.tab=0>; rector's blog <https://kineu.edu.kz/ru/blog-rektora>; e-mail of department heads is available on the page <https://kineu.edu.kz/ru/kontakty>; questionnaire of consumers of educational services and staff; system of complaints and suggestions consideration.

By Rector's Order No. 77 dated 20.11.2024, a commission was established to consider appeals and complaints of students, faculty and staff. The procedure for consideration of appeals is approved by the Rector's Order No. 7 dated 28.02.2022.

One of the main directions in the work of the teaching staff of the departments is the introduction of creative technology in the teaching process. The teaching staff of accredited programmes systematically improve their qualification in the field of teaching methods.

Analytical part

Based on the results of the visit, the EEC notes that the university emphasises a student-centred approach to education. This implies that students have the freedom to choose their individual educational path and teacher. Regular surveys of students and employers contribute to the improvement of the educational process. The institution aims to improve the quality of educational programmes, using objective methods and tools to improve teaching and assessment of students' knowledge, adhering to the principles of student-centred learning.

The EEC also notes that the departments implementing educational programmes, provide facilities for different groups of students according to their needs.

Conditions for students of these categories are created for students be active in their studies. The university creates conditions for psychological adaptation, where support is provided during classes and examinations. In addition, students with special educational needs and from vulnerable groups are given discounts on tuition. The results of the questionnaire demonstrate that equal opportunities are provided for all students. More than 96.7% (29 people) of students who participated in the questionnaire fully or partially agreed with this opinion. Also the level of created conditions, taking into account the needs of different groups of students 100% (42 people) of teaching staff assessed as "Very good" and "Good".

EEC notes that, although the teaching process of the accredited programme uses a variety of modern methods and technologies, its own innovative research in the field of teaching methodology of the discipline, the accredited programme in the context of student-centred learning is insufficiently demonstrated. Despite the achievements in this area, the heads of EPs and departments should pay special attention to the development of their own innovative methods aimed at improving the effectiveness of teaching.

Demonstrated assessment material of individual disciplines of the EP is very abstract and generalised without formal parameters and qualitative indicators at the level of subject knowledge and skills, expected learning outcomes of the EP. Also there is no process of integration of Coursera courses into the disciplines of accredited EPs. Which would contribute to the improvement of the quality of EMCD and would increase the attractiveness of disciplines for students.

The organisation of feedback from students showed the readiness of the administration to cooperate with students at all levels, which indicates the development of trusting relationships with them. This contributes to transparency in the assessment of the level of learning achievements and the process of control of learning outcomes.

The existence of a university procedure for recording complaints from students indicates the readiness of the institution's administration to improve the situation and atmosphere in the learning environment, but the procedure for handling complaints and the mechanism of conflict management are not disclosed. Students receive attention and care from teachers, which is essential for their professional development.

Questioning of students showed that 100% (30 people) of students who took part in the survey fully or partially agree that the facilities and equipment for students are safe, comfortable and modern and that the library is well equipped and has a good enough collection of books. Also EEC notes 100% (30 people) of students are fully or partially satisfied with the responsiveness to feedback from teachers regarding the learning process. More than 99% (29 persons) of students are satisfied with the level of accessibility and responsiveness of the university administration and the availability of academic counselling.

Strengths:

No strengths have been identified.

EEC Recommendations:

To develop a roadmap for the teaching staff to conduct their own research in the field of teaching methodology of academic disciplines of the EPs, including publication of articles in this direction until 01.09.2025.

To develop a mechanism for integration of Coursera courses into the disciplines of accredited EPs to improve the quality of EMCD and increase the attractiveness of the discipline by 01.09.2025.

To the management of the OE to expand the mechanisms of preliminary informing about the criteria and methods of assessment, as well as to introduce assessment material for EP disciplines with parameters and qualitative indicators to assess subject knowledge and skills, expected learning outcomes of the EP until September 1, 2025.

EEC findings on the criteria:

According to the standard "Student-centred learning, teaching and assessment of learning" of accredited EPs there are 10 criteria, of which 7 are satisfactory, 3 require improvement.



6.6. "Learners" standard

-OE should demonstrate the existence of a policy of formation of the contingent of students in the context of the EP, to ensure transparency and publication of its procedures governing the life cycle of students (from admission to completion).

•The management of the EP should determine the order of formation of the contingent of students on basis of:

- minimum requirements for applicants;*
- maximum group size for seminar, practical, laboratory and studio classes;*
- predicting the number of government grants;*
- analysing the available material and technical, information resources and human resources;*
- analysing potential social conditions for students, including the provision of dormitory accommodation.*
- The management of the EP should demonstrate willingness to conduct special adaptation and support programmes for new entrants and international learners.*

•OE must demonstrate compliance with the Lisbon Recognition Convention, the existence of a mechanism to recognise the results of academic mobility of learners, as well as the results of additional, formal and non-formal learning.

•OE should cooperate with other educational organizations and national centres "European Network of National Information Centres for Academic Recognition and Mobility/National Academic Recognition Information Centres" ENIC/NARIC to ensure comparable recognition of qualifications.

•OE should ensure the possibility for external and internal mobility of OP learners, as well as readiness to assist them in obtaining external grants for training.

-The management of the EP should demonstrate readiness to provide trainees with internship placements, facilitate employment of graduates, and liaise with them.

-OE should provide for the possibility to provide graduates of the EP with documents confirming the obtained qualification, including the achieved learning outcomes, as well as the context, content and status of the obtained education and evidence of its completion.

Evidentiary part

At "KEnEU named after M. Dulatov" there are rules of contingent formation, and the whole life cycle of students from admission to completion is regulated by the "Rules of admission to training on educational programmes of higher and postgraduate education", approved by the AC dated 24.05.2024 minutes No. 5, "[Rules of transfer, reinstatement, expulsion of students, granting academic leave](#)".

KEnEU named after M. Dulatov is interested in enrolling applicants with high academic performance, who in the future will be able to achieve high results in the professional sphere. The University has developed rules of admission of applicants on the basis of "Model rules of admission to study in educational organisations implementing educational programmes of higher and postgraduate education" (order of the Ministry of Education and Science of the Republic of Kazakhstan dated 31.10.2018 No. 600). The University pursues a policy of forming the contingent of students consisting in the admission to the number of students of persons who scored the required number of points (50 points) according to the results of UNT (graduates of general secondary schools, colleges) on the basis of the state order (grant) and paid basis.

Formation of the contingent of students is carried out through the placement of the state educational order, as well as payment of tuition at the expense of their own funds and other sources (<https://kineu.edu.kz/abiturientu/obrazovatelnye-programmy>). The list of documents required for admission of foreign citizens can be found on the University website at the link with admission rules <https://kineu.edu.kz/abiturientu/priem-dokumentov>, with the schedule of entrance exams.

Vocational guidance work and formation of the contingent of students is carried out on the basis of a reasonable system of forms, methods and means of influence, professional selection of entrants to EPs and areas of training of the Faculty. The issues of contingent formation and the results of admission are considered at the meetings of the departments, the

Faculty Council, the Rectorate. Admission of school, college and university graduates to the Bachelor's programme is on a full-time basis.

When carrying out career guidance work, all necessary conditions for the organisation of the educational process and enrolment of applicants are taken into account. Social conditions for students are constantly monitored by the management of OE. Provision of places in the dormitory is carried out on the application of students (<https://kineu.edu.kz/imzayavlenie.docx>). Familiarisation with the rules of living in the hostel is carried out, which are regulated in the "Regulations on the student hostel" <https://kineu.edu.kz/ru/studentu/raz-07/obshchezhitie#gsc.tab=0>.

Places are allocated by a faculty committee consisting of: faculty representatives, faculty members and student representatives. Group Advisors regularly visit students in the dormitory.

The University has developed a programme "Adaptation and support for first-year and international students", the purpose of which is to create conditions for successful adaptation of first-year and international students

To support newcomers and international students, the university organises an adaptation week, which is not included in the scope of the first semester. During this week, first-year students meet the university administration, get acquainted with the university services, receive a login and password to access the university's electronic library, take a foreign language test to determine their language level, enrol in courses and familiarise themselves with the student guide. During the introductory course, advisors acquaint students with the Academic Policy of the University, the EP, academic calendar, class schedule, internal regulations, rules of living in the House of Students (dormitory). Students are also introduced to the Student Code, consisting of the General Code of Conduct, Academic Code of Student Conduct, Complaints and Appeals Policy and Procedure.

The progress of students on the educational pathway is tracked in the electronic journal. Mentors can familiarise themselves with the results of examinations, with the results of rating assessment and elective disciplines of their group. The results of training are reviewed after each examination session at the meetings of departments, directorate. Corrective actions and decisions are taken based on the results. Monitoring of academic achievements is carried out during the academic period at the department level, as well as by the directorate of academic affairs. During the EEC the mechanism of stimulating students to self-education and development outside the main programme (extracurricular activities) was demonstrated, the list of courses is presented on the website in the tab "[Additional Education](#)".

Issues related to educational activities are considered at the meetings of the Faculty Council, meetings of the Department, the decisions of which contribute to the improvement of the process of upbringing of students.

The university has created all conditions for teaching, conducting scientific research and publishing the results of research work carried out by faculty, staff and students. Continuous development and improvement of material, technical and information resources are the strategic goal of the University.

Every year students of the University take part in various scientific and practical events, in particular, make reports at the international scientific-practical conference "Dulatov Readings".

Students who have passed the final attestation and confirmed the mastering of the relevant professional programme of higher education are awarded the academic degree of "Bachelor" of the relevant branch by the decision of the AC and are issued diplomas with an appendix. The procedure of registration and issuance of documents on education is carried out on the basis of "Rules of issuance of documents on education (diplomas), duplicates and/or

replacement of diplomas of own sample", approved at the AC dated 31.08.2023, Minutes No. 1.

The university management makes maximum efforts to ensure the employment of graduates and maintains continuous communication with employers <https://kineu.edu.kz/ru/studentu/raz-06/bazy-praktik#gsc.tab=0>. It is practised to pass industrial practice with further employment.

Information about academic mobility is available on the website <https://kineu.edu.kz/ru/obuchenie/raz-09/akademicheskaya-mobilnost#gsc.tab=0>. The mechanism of recognition of the results of academic mobility is reflected in the "[Regulations on the academic mobility of students and teachers](#)". Informing students and teaching staff about the programmes of external and internal academic mobility is carried out by means of mailings in chat groups in WhatsApp, on the official website, in official groups in social networks.

KEnEU promotes inclusive education, offers substantial support to students with disabilities and from low-income families in the form of discounts and rector's grants.

The University has a hostel for non-resident students. To support students' healthy lifestyle, the University has a sports complex with two sports halls (614 sq.m and 740.1 sq.m), a gym (45.1 sq.m), an auditorium for table games (23.4 sq.m), a hall for martial arts (56.0 sq.m). The area of the sports hall complies with the established norms (at least 1 square metre per person). There is a medical room at the service of students, which, as well as all general and educational premises (classrooms, computer rooms, reading rooms), meets sanitary and epidemiological norms and requirements. Educational programmes are fully provided with library resources. The University library provides students with the information necessary for the educational process in the form of paper and electronic media.

In order to improve the efficiency of the educational process, the University provides students with access to the electronic catalogue of academic books, which provides them with greater opportunities for searching and selecting literature compared to traditional library catalogues, as it allows automating various library functions (compiling thematic lists of new arrivals, organising the storage of the book collection, servicing readers, etc.). This electronic catalogue reflects the entire collection of the library: all periodicals received by the library are reviewed and entered into the catalogue in a timely manner.

The University has created conditions to ensure academic mobility of students, currently 93 international agreements and 71 agreements with Kazakhstani partners have been concluded.

The University has a mechanism for recognising the results of formal and non-formal education, which is regulated by the [Regulations on the procedure for recrediting the results of the previous level of formal and non-formal education](#)

Assessment of students' satisfaction with places and organisation of internship is made by questionnaire and subsequent analysis of its results.

The University systematically works to promote the employment of graduates. For this purpose, the Career and Business Leadership Centre is organised, where the needs of <https://enbek.kz/ru> for labour market specialists are studied, vacancies are searched for and cooperation agreements are concluded with representatives of the region's enterprises. Every year a Job Fair is , held <https://kineu.edu.kz/ru/novosti/item/1790-polza-ogromnaya#gsc.tab=0>, which contributes to solving the problems of employment for young specialists and recruitment for employers. The leading enterprises of the city and region, which have a need in personnel and are ready to accept young specialists - graduates of the University, are presented at the Job Fair. Informing about employment opportunities takes place on the first page of the official website menu - "Graduate". <https://kineu.edu.kz/ru/vypuskniku/raz-08/trudoustrojstvo#gsc.tab=0>

There are also online fairs, meeting with employers at the Round Table, master classes from entrepreneurs, etc. <https://kineu.edu.kz/-kadrov-rabotodatelja>,

<https://kineu.edu.kz/sotrudnichestvo>, <https://kineu.edu.kz/rabotodatelyami>.

The results of the questionnaire are reported to the management of the EP, working groups are created on the identified comments. The results are discussed at the meetings of the departments.

Analytical part

The EEC Commission was convinced that the procedure for selecting students to the university is carried out in strict compliance with the academic policy of the institution and relevant legislative acts in the field of higher education. A special admission committee is in place to accept documents and form the student contingent of all forms of education. All 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. Moreover, the Admissions Office is active on popular social media platforms such as Instagram and Facebook, where relevant information is regularly published.

At the same time, the EEC experts note that given the initial accreditation, the university management and accredited programmes need to develop mechanisms for contingent formation and career guidance work. For example, EP 6B06150 "Information Technology and Artificial Intelligence" has no minimum entrance requirements for applicants, except for passing scores on UNT and CTA. Taking into account the specificity, purpose and content of EP, the management of the EP should recruit applicants with good mathematical preparation and technical skills. During career guidance work to organise various activities together with educational institutions of the region to identify potential applicants.

Student-centred learning is also achieved through the recognition of non-formal education outcomes provided by organisations listed in the list of recognised organisations providing non-formal learning.

The assessment of compliance between the admission process and further education within the implemented educational programmes is carried out by monitoring, information about which is discussed at the meetings of collegial bodies. The University provides the necessary support to students from the moment of enrolment to the end of studies. This process is described in detail in the regulations published on the University's website, where students can get all the necessary information about their studies at all stages. Students also receive the necessary assistance and support throughout their first period of study through close interaction with counsellors, departmental and faculty management.

In order to adapt students to the educational environment of the University, the "Guidebook" is constantly updated, which is available to all students both in hard copy and in electronic format on the official website of the University and contains systematised information about the rules of internal regulations, organisational and procedural norms of the educational process; there is also a developed mechanism to encourage students to self-education and development outside the main programme (extracurricular activities).

At the same time, despite the work carried out in the field of inclusion and creation of conditions for education of persons with disabilities, experts within the framework of the EEC work drew attention to the lack of yellow stripes on stairs and thresholds, as well as yellow circles on glass doors, tactile paths are also not available in all corridors (for the visually impaired).

The University plans to accept foreign citizens and has clearly defined procedures for their admission, residence and adaptation. The University has developed documents in accordance with the Lisbon Convention, which establish procedures for the recognition of learning outcomes and competences obtained abroad or in other educational institutions. Upon

successful completion of studies and passing the final control, the university issues diplomas of its own design, accompanied by a supplement on the completion of the full volume of educational credits.

Students express full or partial satisfaction with the availability of academic counselling (98.7%)-(29 people), objectivity and fairness of teachers (100%)-(30 people), the level of availability of library resources (100%) 30 people), the availability of counselling for personal problems (98.7%)-(29 people), the availability of health care services (98.7%)-(29 people), existing academic resources of the university (98.7%)-(29 people), availability of counselling for personal problems (98.7%)-(29 people), availability of health care services (98.7%)-(29 people), overall quality of curricula in the YP (98.7%)-(29 people) and quality of the educational programme as a whole (98.7%)-(29 people).

Strengths:

No strengths have been identified.

EEC Recommendations:

The management of the EP to develop minimum entry requirements for the applicants of EP 6B06150 "Information Technology and Artificial Intelligence", taking into account, for example, mathematical, language training by 01.09.2025.

Create conditions (install paths of tactile tiles for the visually impaired, equip the entrance doors to the premises and classrooms with inscriptions for visually impaired visitors (yellow colour), if possible, use Braille inscriptions - relief-point tactile font in corridors and on railings, install ramps, lifts, etc.) for training of persons with disabilities by 01.09.2025.

EEC findings on criteria:

There are 12 criteria for the Learners standard of the accredited EPs, of which 12 are satisfactory.

6.7. Standard "Faculty of professors and academic staff"

- *The OE should have an objective and transparent personnel policy, including in the context of EPs, including recruitment, professional growth and development of staff, ensuring professional competence of the entire staff.*
- *The OE should demonstrate the relevance of the staff potential of the teaching staff to the specifics of the EP.*
- *The management of the EP should demonstrate an awareness of responsibility for its employees and ensuring favourable working conditions for them.*
- *The management of the EP must demonstrate a change in the role of the instructor due to the shift to student-centred learning.*
- *The OE should identify the contribution of the teaching staff to the implementation of the GS development strategy and other strategic documents.*
- *The OE should provide opportunities for career growth and professional development of the teaching staff EP.*
- *The management of the EP should demonstrate a willingness to engage in teaching practitioners in their respective fields.*
- *OE should demonstrate motivation for professional and personal development of teachers of the EP, including encouragement for integration of scientific activity and education, application of innovative teaching methods.*
- *An important factor is the readiness to develop academic mobility within the framework of the EP, to attract the best foreign and domestic teachers.*

Evidentiary part

One of the main resources of the University for the implementation of educational programmes is the teaching staff, which is a priority factor to ensure high quality of the educational process and training of competitive specialists taking into account the needs of the labour market. Selection, placement and movement of scientific and pedagogical staff is carried out in strict compliance with the requirements of the legislation of the Republic of Kazakhstan: the Constitution of the RK, the Labour Code of the RK, the Civil Code of the RK, the Laws of the Republic of Kazakhstan "On Education", normative documents of the Ministry of Education and Science of the RK and personnel policy.

Qualitative growth of human resource potential is one of the objectives of the Strategic Development Plan of Kostanay Engineering and Economics University named after M. Dulatov for 2020- 2025 (<https://kineu.edu.kz/images/files/Strategicheskij-plan-KInEU- 2020-2025-1.pdf>).

The HR policy on recruitment and selection ensures equality and accessibility to vacancies available at the university and guarantees equal opportunities and objective assessment of applicants' professional qualities, and is implemented directly under the direction of the President of the University https://kineu.edu.kz/images/br/kadri/Polozheniye_o_kadrovoy_politike.pdf.

In order to strengthen and develop the University's corporate culture, to understand the University's mission, to ensure conscious and voluntary support by the University community of the University's strategy and major development programmes that meet the high requirements of academic freedom and spiritual and moral development of the individual, the University has approved the Code of Corporate Ethics (<https://kineu.edu.kz/images/files/Kodeks-korporativnoj-etiki.pdf>).

Qualification of requirements for pedagogical positions of pedagogical workers (assistant, lecturer, senior-lecturer, associate professor, professor, head of department), belonging to faculty members, are approved in relevant Regulations (https://kineu.edu.kz/images/br/kadri/Polozheniye_kvalifikatsionnyye_kharakteristiki_dolzhnostey_PPS.pdf)

Admission of teaching staff and research workers is carried out on a competitive basis

accordance with the Rules of competitive recruitment of PI "Kostanay Engineering and Economics University named after. M.Dulatov" (<https://kineu.edu.kz/images/files/Правила%20конкурсного%20замещения%20вакантных%20positions%20of%20professor-teaching%20staff%20and%20scientific%20employees%20of%20KinEU%20im.M.Dulatov.pdf>).

The University forms a personnel reserve of managers for promotion to senior positions (https://kineu.edu.kz/images/files/kp_polozhenie.pdf). The main directions of formation of the personnel reserve and development of the personnel potential of teaching staff are: scientific internships, professional development of teaching staff, academic mobility of teaching staff, etc.

The procedure for evaluating the teaching staff and individual departments in terms of their effectiveness is carried out in accordance with the Regulations on the Planning of the Activities of the teaching staff. (<https://kineu.edu.kz/images/br/kadri/Положение%20о%20планировании%20ППС,%20рейтинга%20кадров%20и%20наставничестве.pdf>)

The promotion of zero tolerance of discrimination and harassment to all University staff and students and the establishment and maintenance of measures to prevent, respond to and deter discrimination and harassment is carried out in accordance with the Zero Tolerance Policy on Harassment (<https://kineu.edu.kz/ru/universitet/raz-01/politika-neterpimosti-k-kharassmentu#gsc.tab=0>).

Information about the faculty is available on the website in the section of departments: <https://kineu.edu.kz/ru/kafedra-standartizatsii-i-pishchevykh-tekhnologij>.

Information on the provision of EPs is presented in the table below.

There are former graduates in the University's teaching staff, as well as staff members who are undergoing Doctoral studies (passed and are going for defence), which indicates that work is underway to strengthen the scientific and pedagogical potential of the University.

Information on the state of human resources potential of the implemented is contained in the information map of the EPs assessment.

In order to stimulate the activity of teaching staff, their career development, improvement of their qualification level, nomination of active, highly qualified, initiative employees and teaching staff for inclusion in the University's personnel reserve, a competition is held - "Best employee of the month" (https://kineu.edu.kz/images/br/luch_sotr/polojenie_konkurs_luch_sotrudnik.pdf).

In the Regulations on Encouragement and Provision of Material Assistance to the Staff (Approved by the President of the University dated 23.12.2019), the University stipulates the main measures of monetary and non-monetary incentives (e.g., providing discounts on tuition fees, both for the teaching staff and their children).

The [KPI incentive system](#) is developed in accordance with the university's strategic development programme by decomposing the university's KPIs into the KPIs of employees, including heads of departments.

The University has approved time standards for determining the amount of workload of the teaching staff, which are fixed in the relevant regulatory document and are subject to periodic review.

Ensuring activities of young teachers, personal and professional growth and development, provision of scientific and methodological assistance, formation of teachers' psychological and pedagogical competences.

The University implements a mentoring programme in accordance with the Regulations on Mentoring (https://kineu.edu.kz/images/br/kadri/Polozheniye_o_nastavnichestve.pdf).

The effectiveness of the research work of the Faculty is evidenced by the active

participation of its teachers in international, national and university conferences and round tables.

Outgoing and incoming mobility of teaching staff is carried out in accordance with the Regulations on academic mobility of students and teachers (<https://kineu.edu.kz/images/OP2024-2025/Normative/Regulations%20about%20AM%20students%20and%20teachers,%2031.08.2023.pdf>).

The University creates conditions for inviting both Kazakhstani and foreign scientists and specialists to carry out teaching and research activities within the framework of the programme, as well as practitioners with relevant experience in profile of disciplines within the programme.

In order to prepare and carry out activities to improve educational and methodological work, including through methodological seminars, scientific and methodological conferences, round tables, the University has an educational and methodological council, as well as an annual plan of educational and methodological work, which prescribes the main activities to control the quality of the educational process.

Teachers make mutual observations of their colleagues' teaching, which helps to identify best practices, methods and approaches that can be applied in their own work. Colleagues can offer constructive criticism, which contributes to the growth of professionalism.

To assess the level of satisfaction of the teaching staff with the management system, periodic meetings are held with the President, Rector, Vice-rectors for areas of activity, Heads of structural units.

Analytical part

The members of the EEC confirmed the information presented in the Self-Assessment Report that the University has a mechanism for the functioning of processes aimed at professional growth, which was repeatedly mentioned by the focus group participants during the interviews within the framework of the NAAR EEC work.

The process of promotion and staff rotation is carried out by the management on the basis of professional achievements, executive discipline, and managerial skills of the employee. The process of selection-recruitment and attestation of personnel is directly related to personnel movement, which is reflected in the relevant orders of the University and is carried out by the management on the basis of professional achievements, executive discipline, and managerial skills of the employee.

In order to create a competence-based model of teaching staff, the university has developed a relevant Regulation on Competitive Replacement of Teaching Staff Positions, which reflects the requirements for teaching staff occupying positions of different qualification levels. The National Qualification Framework and professional standards define the required level of knowledge, skills and abilities for each level of training. The qualifications of teachers, their quantitative composition generally corresponds to the accredited training areas, but attention should be paid to the basic education of the teaching staff, which implies sending teaching staff to appropriate retraining programmes or attracting teaching staff with existing basic education and will contribute to improving the quality of the training process.

Thus, the NAAR EEC experts note that the majority of teaching staff do not have basic education, corresponding to the orientation of the EP.

Within the framework of NAAR EEC work, the experts paid attention to the presence of a significant number of cooperation agreements with foreign partner HEIs, within the framework of which it is possible to attract teachers from partner HEIs to conduct joint research and to teach the disciplines of the assessed EP.

The system of motivation and encouragement of the staff by means of rating assessment of teaching staff achievements exists and actively functions in the HEI, which gives an

opportunity to stimulate the work of teaching staff, including research and development. At the same time, not enough attention is paid to the support of young teachers, increasing their involvement in scientific, educational and training work.

Distribution (approval) of the workload is carried out at the departments taking into account the capabilities of each of the representatives of the teaching staff. The share of retired teachers from the total number of teaching staff in the implementation of the EP is:

- 6B06150 Information Technology and Artificial Intelligence - 40%;
- 6B08147 Agroecology - 52,6%;
- 6B04148 Management in Sports - 50.0%;
- 6B11154 Tourism - 36.4%.

In connection with the shift to student-centred learning, the management of the EP cluster supports the changing role of the teacher. The University introduces the processes of student-centred learning, teaching and assessment in educational programmes. The teacher creates conditions for increasing motivation and involvement of students in the learning process, ensures consistency and objectivity of learning outcomes assessment, motivates students to actively participate in the cocreation of the learning process. Transition to student-centred learning involves changing the role of the teacher as a controller of knowledge to that of a facilitator, supporter and consultant. The teacher becomes a facilitator, where responsibility for learning is shared among its participants, learners are treated as individuals - their experience, characteristics, perceptive abilities, interests and needs are taken into account; learners "construct" their own content through active learning, reflection, as well as through research discovery.

Attendance of classes within the framework of the EEC work confirmed the use of various forms and methods of conducting classes, including interactive methods (for example, based on the results of advanced training courses "Methods of teaching the work of artificial intelligence"). At the same time, the uniqueness of the EP and individual disciplines is ensured through the introduction of own methodological developments, which should be published and communicated to all groups of stakeholders, which as a result will contribute to the uniqueness of the EP and increase its attractiveness.

However, as a result of the EEC visit, it was revealed that the university has only issued the only teaching and methodological manual, which considers new approaches to the use of methods and tools of learning in higher education, aimed at improving the quality of teaching educational disciplines and the use of methods of game social simulation modelling of the educational process (Zhakubova A.A., Pritula R.A. Collection of methods and tools of learning in higher education institution.- Kostanay: KEnEU named after M.Dulatov, 2022.- 52 p.).

Evaluation of teaching skills of teachers is carried out on the basis of subjective and objective criteria, which are assessed through the procedure of anonymous questionnaires of students, study of their feedback on the disciplines and directly faculty.

The analysis of the professional development programmes of the teaching staff allowed us to conclude that the teaching staff periodically pays attention to this most important aspect of improving the level of their competencies, about which there is relevant information on the University's website (<https://kineu.edu.kz/ru/vypuskniku/raz-08/povyshenie-kvalifikatsii-i-provedenie-kursov#gsc.tab=0>). However, it was revealed, that the faculty lacks advanced training in risk management, which does not allow them to carry out a qualitative assessment of risks when teaching disciplines within the framework of realization of EP. It is also advisable to possess the skills of working with students in the conditions of inclusive education, as well as the application of innovative teaching methods, which will also allow forming unique methods of teaching and assessment of learning outcomes, taking into account the peculiarities of accredited

programmes.

As the results of the questionnaire showed:

- 73.8% or 31 respondents are fully satisfied with the content of the educational programme in accordance with their academic and professional interests and needs;
- 34 people or 81.0 % very well evaluate the opportunities provided by the University for the professional development of the teaching staff;
- 69 % of the respondents (29 people) evaluate very well the opportunities provided by the HEI for career development);
- 29 people (69%) very well and 13 people (1%) well rated the degree of academic freedom of the faculty;
- 52.4% (22 people) very well and 47.6% (20 people) assess the work on organisation of medical care and disease prevention. Similar results for the criterion "sufficiency and availability of necessary scientific and educational literature in the library";
- there is feedback from the faculty to the management;
- respondents noted that the university has created opportunities for professional and personal growth for every faculty and staff member;
- faculty members are involved in managerial and strategic decision-making;
- innovative activities of faculty members are encouraged;
- the management is open to the faculty and supports their research endeavors.

Also, the faculty notes that teaching can be combined with practical activities and with research in the majority (1 person or 2.4 % disagree).

The results of interviews with faculty members and employers have shown the feasibility of establishing communication processes for the exchange of pedagogical and practical experience. Therefore, it makes sense to involve more practitioners and employer representatives in the teaching process and to organise visiting lectures in companies and institutions.

Strengths:

No strengths have been identified.

EEC Recommendations:

To develop a plan of own research publications in the field of teaching methodology in the context of each accredited subject and a set of measures for its implementation, by 01.09.2025.

The management of the university and the EP to plan and implement measures to attract the best foreign and domestic teachers on academic mobility for a period of at least 1 semester and to conduct joint research on the profile of the EP from 01.09.2025.

Teachers are recommended to take professional development courses on risk management, mastering new innovative methods of teaching and assessment of students' results, inclusive education until September 1, 2025.

The management of the organisation should consider the possibility of attracting faculty members with profile education or create conditions for professional development courses for the existing representatives of faculty members by 01.07.2026.

The management of the university and the EP to plan and implement measures to attract the best foreign and domestic teachers on academic mobility for a period of at least 1 semester and to conduct joint research on the profile of the EP from 01.09.2025.

The management of the university and the EP to consider the possibility of internships of teaching staff and heads of EPs in other educational organisations implementing similar EPs

from 01.09.2025.

The management of the university and the EP to consider the possibility of sending for targeted training of teaching staff in doctoral studies in the directions of EP from 01.08.2025.

To the EP management to include in the EP development plan the activities with the participation of faculty members aimed at the development of economy, science and culture of the region and to implement from 01.09.2025.

The management of the university and the EP to plan and implement measures to attract the best national teachers with basic education in accredited EPs from 01.09.2025.

EEC findings on the criteria:

There are 9 criteria for the "Faculty" standard of accredited EPs, of which 9 are satisfactory.



6.8. Standard "Educational Resources and Student Support Systems"

- OE should ensure that there are sufficient learning resources and learner support services to ensure that the objective of the EP is achieved.

•OE must demonstrate the sufficiency of material and technical resources and infrastructure, taking into account the needs of different groups of learners in the context of the EP (adults, working, international learners, as well as learners with disabilities).

•The management of EP must demonstrate that procedures are in place to support different groups of learners, including information and counselling.

•The management of EP should demonstrate the relevance of information resources to the specifics of the EP, which include:

•technological support for learners and faculty (e.g. online learning, modelling, databases, data analysis software);

•library resources, including the fund of educational, methodical and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases;

•examination of the results of research and development, graduate works, theses and dissertations for plagiarism;

•access to educational Internet resources;

•functioning of WI-FI on the territory of the educational organisation.

•OE demonstrates planning to provide the EP with training equipment and software tools similar to those used in the relevant industries.

Evidentiary part

The indicators of material and technical equipment of the University for the organisation of the educational process are a characteristic of the institution's potential and a guarantee of its sustainability. The University carries out a set of measures to form a modern material base, information space and effectively developed communication infrastructure, as well as to introduce new forms and methods of providing educational services based on modern information technologies.

Educational equipment and software meet the requirements for the formation of practical skills and competences that can be applied and relevant in the upcoming professional activity, which was confirmed during the visit. The University has a well-equipped regularly updated library fund that meets the requirements of accredited EPs. Faculty members and students have access to various electronic databases for academic and research work.

At Kostanay Engineering and Economics University named after M. Dulatov the necessary conditions are created for the choice of individual educational trajectory by the student, which include:

possibility to choose the language of instruction, elective disciplines, teachers;

electronic registration for elective disciplines;

formation of an individual study plan;

organising an extra semester for repeated or additional study of disciplines;

possibility of distance learning; familiarisation with personal results of achievements; possibility of learning within the framework of academic mobility; possibility to use the educational portal;

possibility to use the electronic library (<https://lib.kineu.kz/>).

The material base of the University includes teaching and laboratory buildings, dormitory, sports , library, medical centre and other educational and auxiliary facilities, premises (e.g., a co-working area).

Information support of the EP includes:

- information system for conducting the educational process and controlling the knowledge of students <http://cabinet.kineu.kz/>;

- KEnEU web-site <https://kineu.edu.kz/>;
- digital library <http://lib.kineu.kz/>.

Accredited EPs are supported by the IS KEnEU <https://sdo.kineu.kz/>, which is an internal university portal and is a resource aggregator from which intra-university systems can be accessed.

Tamberg videoconferencing systems, as well as such platforms as AdobeConnect, Zoom and others are used at the university for participation and videoconferencing. Counseling of students on the educational process is carried out by advisors and specialists of SSC, they can be contacted via "Personal Cabinet", as well as by personal contact and via WhatsApp.

The university provides access of personal laptops of students and faculty members to the wireless network (WiFi) of the university with Internet access. Therefore, providing communication between students, faculty members, students with young people and with alumni of the school through social networks Facebook, Instagram, VKontakte, YouTube, is one of the important works to ensure public awareness. Information about the activities of the department is presented on the Web-site of the university, which gives an idea about the head of the department and faculty members. The information includes information about teaching, research, educational work, as well as social life of the departments.

Students have a personal account, through which access to the necessary resources is provided on the basis of a personal login and password (<https://cabinet.kineu.kz/login>), where the contacts of all responsible officials are provided - the dean, the head of the department, the adviser, the coordinators of the Student Service Centre, technical support specialists and teachers who teach the disciplines in the current semester. Also, students have access to educational and methodological materials necessary for the study of disciplines according to the ISP.

A guidebook is available on the website, informing learners about the main issues related to learning and organising independent work (<https://kineu.edu.kz/ru/studentu/raz-05/spravochnik-putevoditel#gsc.tab=0>).

The website provides information for the freshman to adapt to the freshman year (https://docs.yandex.ru/docs/view?url=ya-browser%3A%2F%2F4DT1uXEPRrJRXlUfoewruLiQKpBveuRMClIZ1WMld4agmexuEt9hf_KN0znnWrBy82h62z_Et0gCQAar4eQq2nfJBnAeMCSC3cZhEwr2dAqJAPKO0Um85k21oGB0f68ir3Phdyt9o80ltkCZgG7Uw%3D%3D%3D%3Fsign%3D2Z6oUHgoZOF1VM7mNgUxtN4DdHpffuHmq2kTdWDSfZw%3D&name=Adaptation%20freshman!.docx&nosw=1).

Informing students about employment opportunities at PI "Kostanay Engineering and Economics University named after M.Dulatov" is carried out through the Career and Business Leadership Centre.

In the context of accredited programmes, students have access to the academic calendar (<https://kineu.edu.kz/ru/studentu/raz-05/akademicheskij-kalendar#gsc.tab=0>).

In the student's cabinet there is a guide, registration for disciplines, a model curriculum, catalogue of elective disciplines, composition of the teaching staff by disciplines.

The student's office has a guide to registering for disciplines, a catalogue of elective disciplines, the composition of the teaching staff by disciplines, and a module for registering for disciplines, through which an individual study plan is formed.

Informing students about the availability of sports sections and clubs is carried out through a special tab on the University website (<https://kineu.edu.kz/ru/studentu/raz-07/sportivnye-sektsii#gsc.tab=0>).

The University checks written works for borrowings on the basis of the "Regulations on plagiarism check of written works of students in the university with the help of the system "Anti-Plagiarism" (<https://www.antiplagiat.ru/>), as this platform has a sufficient number of sources for

verification and the algorithms of are constantly being improved, which allows to effectively find borrowings in term papers, diplomas, theses, scientific articles and reports.

The conditions for people with disabilities are set out in the [Regulations on the implementation of inclusive education](#).

The library fund is completed according to the list of disciplines studied within the framework of the study programme, in accordance with the profile of the University and makes up 396717 copies. Textbooks, educational and methodical, scientific publications, electronic resources, fiction are widely represented in the collection. The fund of is represented by Kazakhstani and Russian publishing houses, in accordance with the directions of training of specialists.

The fund of periodicals is represented by Kazakhstani and Russian publishing houses, in accordance with the directions of training of specialists.

For readers in the reading room is organised open access to educational and scientific literature, comfortable conditions for individual and group work. Students are provided with educational literature in accordance with state educational standards.

There is a wi-fi zone, 10 computers and a high-speed scanner at the service of users of the electronic hall, and a soft zone.

Every year the library staff organises planned events in which students and teachers can take part, they design thematic book exhibitions, conduct social networks. (<https://www.instagram.com/library.kineu>; <https://www.facebook.com/biblioteka.kineu>; https://t.me/library_kineu; <https://kineu.edu.kz/ru#gsc.tab=0>).

There is access to electronic libraries and databases, both on a contractual basis and in open access to domestic resources, as well as resources from near and far abroad:

- 1) On a fee-paying basis: \
 - "The Republican Inter-University Electronic Library (RIEL)"
- 2) By national subscription by IP address:
 - "SCOPUS" (there is an affiliation of the university), "ScienceDirect", "Web of Science (WOS)", "Springerlink", Wiley Online Library.
- 3) In open access: "Scientific Electronic Library"; "Central Scientific Library of the Ministry of Education and Science of the Republic of Kazakhstan"; "Electronic Library on Business, Finance, Economics and Related Topics"; "Electronic Library of Economic and Business Literature" and many others.
- 4) Contracts for free library and information services for the students of the University are concluded: "Pavlodar branch of the JSC "Republican Scientific and Technical Library"; "Kostanay Regional Universal Scientific Library named after L.N. Tolstoy"; KRU named after A. Baitursynov; Branch of JSC NC Kazakhstan Temir Zholy; Pavlodar Branch of Republican Scientific and Technical Library; Kostanay Higher College of Kazpotreboysuz, Licence agreement with "AlashBook".

The library annually forms a map of provision of educational, educational and methodical and scientific literature, updating the book fund taking into account the norms - 10 years in all areas of science.

Analytical part

During the EEC visit, the experts were convinced that the university has established and clearly functioning local infrastructure that ensures the implementation of the educational process under the accredited programmes. Educational equipment and software meet the requirements for the formation of practical skills and competences that can be applied and relevant in the upcoming professional activity, which was confirmed during the visit. The

University has a well-equipped regularly updated library fund that meets the requirements of accredited programmes. Faculty members and students have access to various electronic databases for academic and research work.

The library annually forms a map of provision of educational, educational and methodical and scientific literature, updating the book fund taking into account the norms - 10 years in all areas of science.

The university has a local network. Users have the opportunity to use the necessary educational material in any computer class without coming to the library. The latest technologies have made it possible to significantly change the information service of the library, to improve the quality and efficiency of information provision.

The university provides access of personal laptops of students and faculty members to the wireless network (WiFi) of the university with Internet access. Therefore, providing communication between students, faculty members, students with young people and with alumni of the school through social networks Facebook, Instagram, VKontakte, YouTube, is one of the important works to provide information. Information about the activities of the departments are presented on the Web-site of the university, which gives an idea about the head of the department and faculty members. The information includes information about teaching, research, educational work, as well as social life of the departments.

The University actively involves graduates and employers in explaining the advantages of studying at the University, as well as in developing the competitive advantages of the EP in the educational market.

Responsible and learner support systems are in place.

Students have access to information on the disciplines studied through the Educational Portal of KEnEU named after M. Dulatov. In the student's cabinet there is a guide, registration for disciplines, a model curriculum, catalogue of elective disciplines, the composition of the faculty for disciplines, the module of registration disciplines, through which the individual study plan is formed.

The educational building has an assembly hall equipped with professional sound equipment.

The results of the questionnaire survey of students' satisfaction with educational resources and support systems are as follows:

- 83.3% of students (or 25 people) are satisfied with the information support and explanation of the rules of admission and the strategy of the educational programme before entering the university;
- 86.7% or 26 students are fully satisfied with the level of accessibility of library resources and the quality of services provided in libraries and reading rooms;
- 86.7% or 26 people are fully satisfied with the quality of services provided in libraries and reading rooms;
- 86.7% or 26 people of respondents are fully satisfied with the existing learning resources of the HEI;
- 27 people are fully satisfied with the availability of computer classes (90%);
- fully satisfied with the availability and quality of Internet resources 21 respondents (90.0%); 8 people (26.7%) are partially satisfied, 1 learner is not satisfied (3.3%);
- 93.3% of respondents or 28 people are fully satisfied with the content and information content of the website of educational organisations in general and faculties (schools);
- over 90% of respondents were fully satisfied with the computer labs and science labs;
- 26 people (86.7%) are fully satisfied with the information about the courses,

educational programmes and academic degree obtained

- 83.3% (25 people) are fully satisfied with the student lounges;
- 73.3% (22 people) are fully satisfied with the provision of dormitory accommodation.

Strengths / Best Practices:

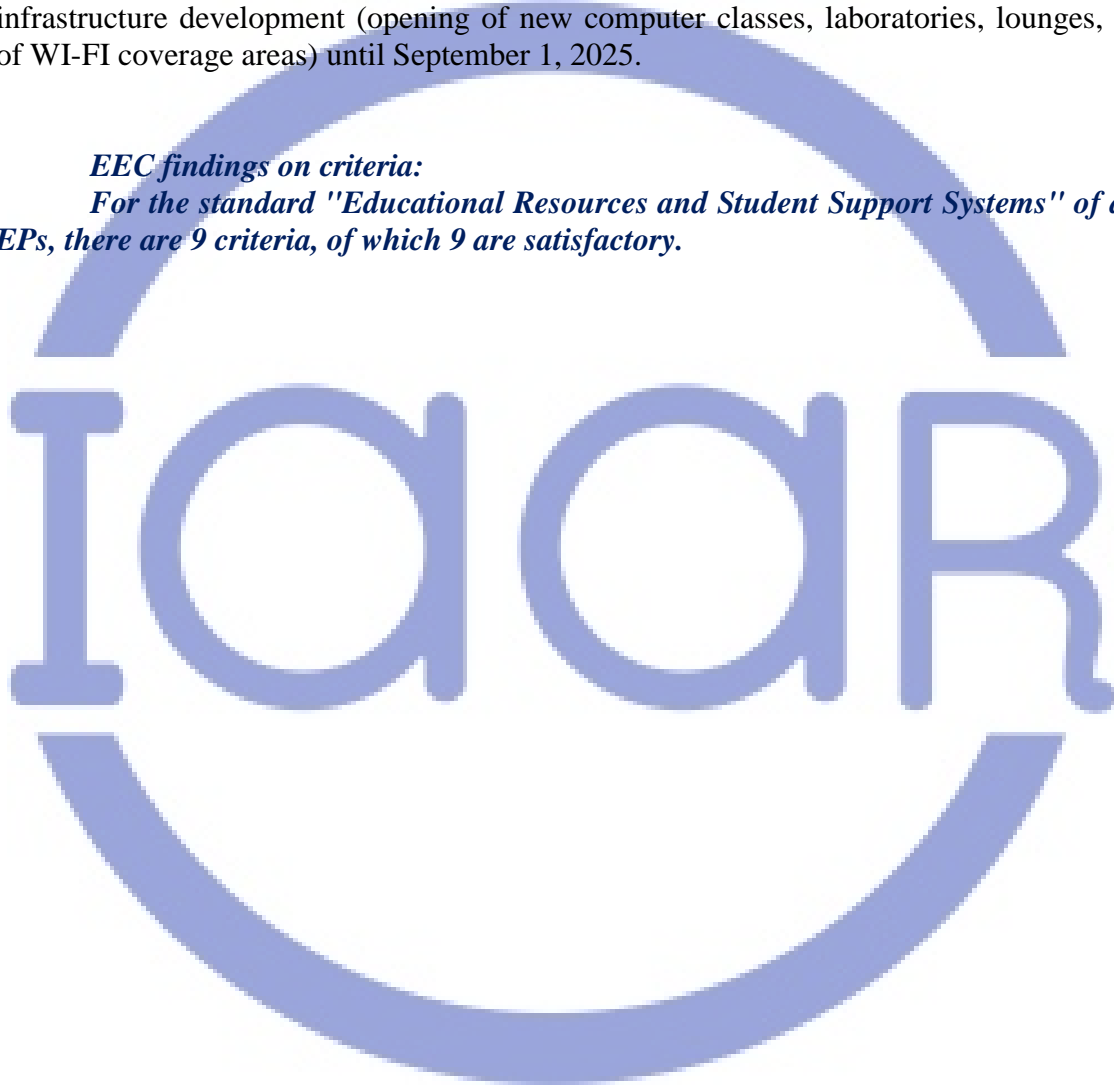
No strengths have been identified.

EEC Recommendations:

In order to improve the provision of students with educational resources and support systems to increase the level of student satisfaction, develop a plan to meet the need for library and information resources accordance with the specifics of accredited programmes, as well as infrastructure development (opening of new computer classes, laboratories, lounges, expansion of WI-FI coverage areas) until September 1, 2025.

EEC findings on criteria:

For the standard "Educational Resources and Student Support Systems" of accredited EPs, there are 9 criteria, of which 9 are satisfactory.



6.9. "Public Awareness" Standard

- OE must publish accurate, objective, up-to-date information about the educational programme and its specifics, which should include:
 - expected learning outcomes of the educational programme being implemented;
 - qualification and (or) qualification to be awarded upon completion of the educational programme;
 - teaching and learning approaches, as well as the system (procedures, methods and forms) of assessment;
 - information on passing grades and learning opportunities available to students;
 - information on employment opportunities for graduates.
- The management of the EP should envisage a variety of ways to disseminate information, including mass media, information networks to inform the general public and stakeholders.
- Public information should support and explain the national development programmes of the country and the higher and postgraduate education system.
- OE should demonstrate that the web resource reflects information describing it as a whole and in terms of educational programmes.
- An important factor is the availability of adequate and unbiased information on the faculty members of the EP.
- An important factor is to inform the public about cooperation and collaboration with partners within the EP.

Evidentiary part

The official website of the University is used as one of the main mechanisms for informing the public about KEnEU activities (<https://kineu.edu.kz/ru>). Through this website, the transfer and dissemination of culture and the realisation of socially important functions on the transfer of knowledge, skills, social experience and the formation of competences are also carried out, as well as the work of explaining national development programmes for the region and the country as a whole.

The procedure for determining the methods of information submission, requirements to sources of information, and the form of information submission are also prescribed in the Information Policy Regulations. The structure and requirements to the information published on the website are defined in the Information Policy and Website Regulations.

The information published by the university within the framework of accredited EP 6B08147-Agroecology; EP 6B04148-Management in Sports; EP 6B06150-Information Technology and Artificial Intelligence; EP 6B11154-Tourism is accurate, objective, up-to-date and includes the following areas: brief description of the EP, qualification characteristics, area of professional activity of graduates. In addition, there is information on the following areas: educational programme; EP development plan; employers and experts; QED; graduate model; EP monitoring; additions and amendments to the EP.

Also, financial statements are posted on the official website, which at the time of monitoring referred to 2017-2023.

The official website of KEnEU contains other information, in particular: information on academic mobility; information on the accreditation of educational programmes implemented by this university; information on partners, etc. The official website of KEnEU contains other information.

In addition to the official website of the university, to inform the public, KEnEU named after M.Dulatov actively uses social networks, in particular: Instagram (<https://instagram.com/kineu.kz?>); Facebook (<https://www.facebook.com/profile.LQQJ4d>); YouTube channel (<https://www.youtube.com/@kineukz/videos>). In addition to social networks, the messenger Telegram (https://t.me/kineu_dulatov) is actively used.

As part of the work of NAAR EEC experts have confirmed that the university closely cooperates with local mass media – newspapers and TV channels, whose readers are

mostly middle-aged and elderly people. Among the partners of the university are the newspapers "Kostanay News", "Kostanay-Agro", "Nash Kostanay", "Nasha Gazeta", "Teachers' +", Qostanai and "Alau" TV channels.

The University organises events to explain and support national development programmes of the Republic of Kazakhstan, for example, Digital Kazakhstan, Educated Nation, Kaz Volunteer and others.

The University has its own research and production journal "Science" (<https://journal.kineu.kz/>).

Data of the university management, heads of departments (<https://kineu.edu.kz/ru/kontakty#gsc.tab=0>) are published on the KEnEU website in the "Contacts" tab.

Visitors to the site can ask any questions and voice suggestions on the Rector's blog (<https://kineu.edu.kz/ru/blog-rektora#gsc.tab=0>).

Analytical part

Within the framework of the accreditation procedure, the experts analysed KEnEU website, as a result of which it was confirmed that the official website is one of the main tools for public information. Thus, the website publishes reliable information about the staff composition of the teaching staff of the accredited programmes. The information is published on the pages of the relevant graduate departments, and includes information about the personal composition of teaching staff with indication of the level of education, qualification, position, academic experience, disciplines taught, etc. The information is published on the website.

Certainly, it is impossible not to mention the presence on the site of Academic Policy, Strategic Plan 2020-2025, Development Programme of Kostanay Engineering and Economics University for 2023 - 2029, as well as the Register of risks, risk management of Kostanay Engineering and Economics University for 2023-2029.

Also, the official website provides information necessary for students, including information about passing grades and study opportunities provided to students, about study opportunities, including a publication: "Guidebook". Information on employment of graduates is posted on the website in the section "Graduate"/"Employment".

The university's social media pages publish daily posts with news about the university, students, faculty members, and explanatory posts to help applicants and parents determine their future profession.

At the same time, despite the existence of a published assessment policy, the experts did not identify pre-published teaching methods, methodological recommendations for the performance of certain tasks, as well as criteria for assessing learning outcomes in terms of types of tasks and taking into account the specifics of the EP and/or disciplines. In addition, when analysing the website, the experts within the framework of the EEC work revealed the lack of authenticity of some in the proposed three languages, i.e. on the Russian-language page of the website there is one piece of information, on the pages with the information in the state language and the English language are different.

The questionnaire survey of faculty members showed that 83.3% (35) of respondents "never" met with untimely receipt of information about events, and 16.7% (7) of respondents "sometimes" met with untimely receipt of information about events.

As for students, 100% of respondents are satisfied with the level of public awareness, which is confirmed by the received answers to the question whether they are satisfied with the "Content and information content of the web site of educational organisations in general and

faculties (school) in particular": 93.3% (28) - answered "fully satisfied" and 6.7% (2) - "partially satisfied".

When asked whether the students are satisfied with "Information support and explanation of the rules of admission and the strategy of the educational programme (specialty) before entering the university", 83.3% (25) of respondents answered "fully satisfied", and 13.3% (4) - "partially satisfied".

Strengths / Best Practices:

No strengths have been identified.

EEC Recommendations:

It is recommended that the management of accredited programmes should place information on the official website of the university about teaching approaches, teaching methods, methodological recommendations for the implementation of various types of assignments (IWS, IWST, case project, etc.), as well as criteria for assessing learning outcomes in terms of types of assignments, taking into account the specifics of disciplines of the programme, by 01.09.2025.

It is recommended to ensure authenticity of all information published on the official website of the university in the proposed three languages (Kazakh, Russian, English) by 01.09.2025.

EEC findings on the criteria:

There are 10 criteria for the Public Awareness standard for accredited EPs, of which 10 are satisfactory.

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

Recommendations of the EEC for accredited programmes: 6B08147-Agroecology, 6B04148- Management in Sports, 6B06150-Information Technology and Artificial Intelligence, 6B11154-Tourism

Strengths / best practices

According to the standard 'Managing the Education Programme:

The following strengths are identified for this standard:

1) Employers, teaching staff, students and other stakeholders are well represented in the composition of collegial management bodies of educational programmes, which together with the management of accredited EPs take an active part in decision-making on the issues of educational programme management;

2) There is a corporate spirit in the university, the university management, the EP on all issues of activity show a high degree of openness and accessibility for students, teaching staff, employers and other interested parties.

On Information Management and Reporting standard:

No strengths have been identified.

On Development and Approval of Educational Programmes standard:

No strengths have been identified.

On Continuous Monitoring and Periodic Evaluation of Educational Programmes standard:

No strengths have been identified.

On Student-centred Learning, Teaching and Assessment of Learning standard:

No strengths have been identified.

On Learners standard:

No strengths have been identified.

On Teaching Staff standard:

No strengths have been identified.

On Educational Resources and Student Support Systems standard:

No strengths have been identified.

On Public Awareness standard:

No strengths have been identified.

(VIII) REVIEW RECOMMENDATIONS ON IMPROVEMENTS OF QUALITY FOR EACH STANDARD

Recommendations of the EEC for accredited programmes: 6B08147-Agroecology, 6B04148- Management in Sports, 6B06150-Information Technology and Artificial Intelligence, 6B11154-Tourism

On Management of the educational programme standard

The management of the EP to revise the EP Development Plans, ensuring individuality and uniqueness, and its alignment with the national priorities of the RK to achieve the targets. Deadline until 01.04.2025.

On Information Management and Reporting standard

The management of the EP 6B11154-Tourism to consider the possibility of introducing software for specialised disciplines such as: Amadeus, Sabre and/or R- keeper.

On Development and Approval of Educational Programme standard

The management of the EP to determine the trajectory of the Educational Programme to achieve the general learning outcomes corresponding to a certain type, field or object of professional activity. Deadline until 01.09.2025.

The management of the EP to determine the list of professional certification taking into account the specifics of the EP, and to develop a plan to prepare students for professional certification by 01.03.2025.

It is recommended to the management of the EP "6B11154-Tourism" to revise the brief description of the disciplines of the general disciplines cycle until 01.03.2025.

On Continuous Monitoring and Periodic Evaluation of Educational Programmes standard

The management of the EP in the content of the discipline "Information and Communication Technologies" to include topics on algorithms and data structures or a separate discipline "Algorithms, data structure and programming" in the EP. Deadline until 01.09.2025.

The management of the EP to include the topics on virtualisation and server containerisation technologies in the content of the relevant disciplines by 01.09.2025.

On Student-centred Learning, Teaching and Assessment of Learning standard

The management of the EP to develop a roadmap for own research of the teaching staff in the field of teaching methodology of academic disciplines of the EP, the publication of articles in this direction until 01.09.2025.

To develop a mechanism for integration of Coursera courses into the disciplines of accredited EPs to improve the quality of EMCD and increase the attractiveness of the discipline by 01.09.2025.

The management of the EP should expand the mechanisms of preliminary informing about the criteria and methods of assessment, as well as introduce assessment material for EP disciplines with parameters and qualitative indicators for assessment of subject knowledge and skills, expected learning outcomes of the EP by September 1, 2025.

On Learners standard

The management of the EP to develop minimum entry requirements for the applicants of EP 6B06150 "Information Technology and Artificial Intelligence", taking into account, for example, mathematical, language training by 01.09.2025.

To create conditions (to install tactile tiles for visually impaired people, to equip entrance doors to the premises and classrooms with inscriptions for visually impaired visitors (yellow colour), if possible to use inscriptions in Braille - relief-dot tactile font in corridors and on railings, to install ramps, lifts, etc.) for training of persons with disabilities by 01.09.2025.

On Teaching Staff standard

To develop a plan of own research publications in the field of teaching methodology in the context of each accredited subject and a set of measures for its implementation, by 01.09.2025.

The management of the university and the EP to plan and implement measures to attract the best foreign and domestic teachers on academic mobility for a period of at least 1 semester and to conduct joint research on the profile of the EP from 01.09.2025.

Teachers are recommended to take professional development courses on risk management, mastering new innovative methods of teaching and assessment of students' results, inclusive education until September 1, 2025.

The management of the university should consider the possibility of attracting faculty members with profile education or create conditions for professional development courses for the existing representatives of faculty members by 01.07.2026.

The management of the university and EP to plan and implement measures to attract the best foreign and domestic teachers on academic mobility for a period of at least 1 semester and to conduct joint research on the profile of the EP from 01.09.2025.

The management of the university and EP to consider the possibility of internships of teaching staff and heads of EPs in other educational organisations implementing similar EPs from 01.09.2025.

The management of the university and EP to consider the possibility of sending for targeted training of teaching staff in doctoral studies in the directions of EP from 01.08.2025.

The management of EP to include in the EP development plan the activities with the participation of faculty members aimed at the development of economy, science and culture of the region and to implement from 01.09.2025.

The management of the university and EP to plan and implement measures to attract the best national teachers with basic education in accredited EPs from 01.09.2025.

On Educational Resources and Student Support Systems standard

Develop a plan to meet the resource needs of educational programmes and a set of measures for its implementation, including the provision of broadband internet and expansion of WI-FI coverage areas by September 1, 2025.

On Public Awareness standard

It is recommended that the management of accredited programmes should place information on the official website of the university about teaching approaches, teaching methods, methodological recommendations for the implementation of various types of assignments (IWS, IWST, case project, etc.), as well as criteria for assessing learning outcomes

in terms of types of assignments, taking into account the specifics of disciplines of the programme, by 01.09.2025.

It is recommended to ensure authenticity of all information published on the official website of the university in the proposed three languages (Kazakh, Russian, English) by 01.09.2025.



**(IX) REVIEW OF RECOMMENDATIONS ON DEVELOPMENT OF
EDUCATIONAL ORGANISATION**

Not worked out



(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL

The External Expert Commission made a unanimous decision to recommend the Accreditation Council to accredit educational programmes 6B08147- Agroecology, 6B04148- Management in Sports, 6B06150-Information Technologies and Artificial Intelligence, 6B11154-Tourism of Kostanay Engineering and Economics University named after M.Dulatov for a period of 5 (five) years for a period of 5 (five) years.

App. 1. Evaluation table "SPECIALISED PROFILE PARAMETERS"

Conclusion of the External Expert Commission on quality assessment of educational programmes 6B08147-Agroecology, 6B04148-Management in Sports, 6B06150-Information Technologies and Artificial Intelligence, 6B11154-Tourism of PI "Kostanay Engineering and Economics University named after M. Dulatov" (KEnEU).

No.	No.	Evaluation criteria	Position of the educational organisation			
			Strong	Satisfactory	Suggests an improvement	Unsatisfactory
Standard 1 Management of the Education Programme						
1	1	An organisation of higher and/or postgraduate education should have a published quality assurance policy that reflects the link between research, teaching and learning		+		
2	2	The higher and/or postgraduate education organisation should demonstrate the development of a quality assurance culture, including EPs		+		
3	3	The commitment to quality assurance should apply to any activities carried out by contractors and partners (outsourcing), including in the implementation of collaborative/dual education and academic mobility		+		

4	4	The management of the EP demonstrates transparency in the development of the EP development plan, which contains a timeline for the start of implementation, based on an analysis of its functioning, the real positioning of the OE and the focus of its activities to meet the needs of the State, employers, learners and other stakeholders		+		
5	5	The management of EP demonstrates that mechanisms are in place to formulate and regularly review the EP development plan and monitor its implementation, assess achievement of learning objectives, compliance with the needs of learners, employers and society, making decisions aimed at the continuous improvement of the EP		+		
6	6	The management of the EP should involve representatives of groups, including employers, students and teaching staff to formulate the EP development plan		+		
7	7	The management of the EP must demonstrate the individuality and uniqueness of the development plan of EP, its consistency with national priorities and the development strategy of the higher and/or postgraduate education organisation			+	
8	8	The higher and/or postgraduate education organisation must demonstrate clear identification of those responsible for the business processes within the EP, unambiguous job allocation of responsibilities of the staff, delineation of the functions of collegial bodies		+		
9	9	The management of the EP should provide evidence of transparency education programme management system		+		
10	10	The management of the EP should demonstrate that there is an internal quality assurance system for the EP, including its design, management and monitoring, their improvement, fact-based decision-making		+		
11	11	The management of the EP should perform risk management, including within the EP undergoing initial accreditation, as well as demonstrate a system of measures to mitigate the degree of risk		+		
12	12	The management of the EP should ensure the participation of representatives of employers, teaching staff, students and other stakeholders in the collegial management bodies of the educational programme, as well as their representativeness when making decisions on the management of the educational programme	+			
13	13	OE should demonstrate innovation management within the framework of EP, including analysis and implementation of innovative proposals		+		
14	14	The management of EP must demonstrate evidence of readiness for openness and accessibility for learners, faculty, employers and other stakeholders	+			
15	15	The management of the EP must be trained in programmes of educational management		+		
Total standard			2	12	1	0
Standard 2 Information Management and Reporting						

16	1	OE should demonstrate a system for collecting, analysing and managing information based on the use of modern information and communication technologies and software means; that uses a variety of methods to collect and analyse information in the context of the EP		+		
17	2	The management of the EP should demonstrate that a mechanism is in place of systematic use of processed, relevant information to improve the internal quality assurance system		+		
18	3	The management of the EP must demonstrate evidence-based decision-making		+		
19	4	The EP should have a regular reporting system, reflecting all levels of the structure, including evaluation of performance and efficiency of subdivisions and departments, research activities		+		
20	5	OE should establish the frequency, forms and methods of evaluating the management of EP, activities collegial bodies and structural subdivisions, top management, implementation of scientific projects		+		
21	6	OE must demonstrate definition of procedures and ensuring protection of information, including determination of the responsible for the reliability and timeliness of analysing information and providing data		+		
22	7	An important factor is the presence of mechanisms for engagement of learners, employees and teaching staff in the processes of collecting and analysing information, as well as decision-making on their basis		+		
23	8	The management of the EP should demonstrate that a communication mechanism is in place with learners, employees and others The programme has been developed by the Ministry of Labour and Social Protection of the Republic of Kazakhstan.		+		
24	9	OE must demonstrate that measurement mechanisms are in place the degree of satisfaction with the needs of faculty, staff and students within the framework of the EP		+		
25	10	OE should provide for the assessment of performance and efficiency of activities, including in the context of the EPs		+		
		<i>Information expected to be collected and analysed as part of EP, should take into account:</i>				
26	11	key performance indicators		+		
27	12	dynamics of the contingent of students in the context of forms and types of education		+		
28	13	level, student achievement and dropout rates		+		
29	14	students' satisfaction with the implementation of the programme and the quality of education at the university		+		
30	15	accessibility of educational resources and support systems for trainees		+		
31	16	OE shall confirm about the implementation of procedures of processing personal data of students, employees and teaching staff on the basis of their documented consent		+		
Total standard			0	16	0	0
Standard 3 Development and Approval of an Educational Programme						

32	1	OE should define and document procedures for the development of EPs and their approval at the institutional level		+		
33	2	The management of the EP should ensure that the content of the EP is in line with the established objectives, including intended learning outcomes		+		
34	3	The management of the EP should demonstrate that mechanisms are in place to revise the content and structure of the EP in response to market changes, employers' requirements and social demands of the society		+		
35	4	The management of the EP should ensure that there are developed EP graduate models that is describing learning outcomes and personal qualities		+		
36	5	The management of the EP should demonstrate the conduct of external examinations of contents of EPs and planned outcomes of its realisation		+		
37	6	Qualification awarded on completion of the EP should be clearly defined and correspond to a certain level of NSC and QF-EHEA		+		
38	7	The management of 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 training learners for professional certification (IC)			+	
40	9	The management of EP must provide evidence of participation of students, teaching staff and other stakeholders in the development of the EP, its quality assurance		+		
41	10	The management of the EP should ensure that the content of academic disciplines and the planned results correspond to the level of learning (Bachelor's, Master's, Doctoral studies)		+		
42	11	The structure of the EP should provide for various activities, ensuring learners achieving planned learning outcomes		+		
43	12	An important factor is the consistency of the content of EP and the learning outcomes of educational programmes implemented by higher education organisations and (or) postgraduate education in the EHEA		+		
Total standard			0	11	1	0
Standard 4 Continuous Monitoring and Periodic Evaluation of Educational Programmes						
44	1	OE should identify mechanisms for monitoring and periodic evaluation of the EP to ensure that the objective is being achieved and that it is satisfactory with the needs of learners, society and show the focus of mechanisms for continuous improvement of the EP		+		
		<i>Monitoring and periodic evaluation of EP should include:</i>				
45	2	the content of the programme in the light of the latest scientific achievements in a particular discipline to ensure relevance of taught discipline		+		
46	3	changes in the needs of society and the professional environment		+		
47	4	the workload, progress and graduation of students		+		
48	5	effectiveness of student assessment procedures		+		
49	6	expectations, needs and satisfaction of the students with training on the EP		+		

50	7	the educational environment and support services, and their compliance with EP objectives		+		
51	8	The management of the EP should demonstrate a systematic approach in monitoring and periodic assessment of the quality of the EPs		+		
52	9	OE, the management of the EP should define a mechanism for informing all stakeholders persons of any actions planned or taken in relation to the EPs		+		
53	10	All changes made to the EP must be published		+		
Total standard			0	10	0	0
Standard 5 Student-centred Learning, Teaching and Assessment of Learning						
54	1	The management of the EP should ensure respect and attention different groups of learners and their needs, provide the fact that they have flexible learning paths		+		
55	2	The management of the EP should envisage the use of various forms and methods of teaching and learning			+	
56	3	An important factor is the availability of own research in the field of teaching methodology of EP academic disciplines			+	
57	4	The management of the EP should demonstrate that mechanisms are in place of feedback on the use of different teaching methods and assessment of learning outcomes		+		
58	5	The management of the EP must demonstrate that mechanisms are in place to support autonomy of learners while at the same time guidance and assistance from the teacher		+		
59	6	The management of the EP must demonstrate that a procedure is in place responding to student complaints		+		
60	7	OE should ensure consistency, transparency and objectivity of the mechanism for assessing learning outcomes for each EP, including appeal		+		
61	8	OE should ensure that the procedures for assessing the learning outcomes of EP are in line with the planned outcomes and objectives of programmes, publication of criteria and methods of evaluation in advance			+	
62	9	Mechanisms of assurance should be defined in OE		+		
		Achievement of learning outcomes by each graduate of the programme and the completeness of their formation is ensured				
63	10	Assessing persons must be proficient in modern methods of evaluating learning outcomes and regularly upgrading skills in this area		+		
Total standard			0	7	3	0
Standard 6 Learners						
64		OE must demonstrate the existence of a policy of forming the contingent of students in the context of the EP, to ensure transparency and the publication of its procedures governing the lifecycle of learners (from entry to completion)				
		<i>The management of the EP shall determine how the formation of the of the student number based on:</i>				
65		minimum requirements for applicants				

66		maximum size of group when conducting workshops, practical, laboratory and studio classes				
67		forecasting the number of government grants				
68		analysing the available material and technical, information resources and human resources potential				
69		analysing potential social conditions for students, including. provision of dormitory accommodation				
70		The management of EP must demonstrate readiness for special adaptation and support programmes for new entrants and international students				
71		OE must demonstrate compliance with the Lisbon Recognition Convention and the existence of a mechanism to recognise the results of the academic mobility of learners, as well as the results of additional, formal and non-formal education				
72		OE should cooperate with other educational organisations and national centres of the "European Network of National Information Centres for Academic Recognition and Mobility/National Academic Information Centres Recognition" ENIC/NARIC with the aim of providing comparable recognition of qualifications				
73		OE should provide opportunities for external and internal mobility of EP students, as well as readiness to assist them in obtaining external grants for training				
74		The management of the EP must demonstrate readiness for provision of trainees with places for internships, facilitating the employment of graduates and liaising with them				
75		OE should provide for the possibility to provide the graduates of the EP with documents confirming the obtained qualification, including the achieved learning outcomes, as well as the context, the content and status of the education received and evidence of its completion				
Total standard			0	12	0	0
Standard 7 Teaching Staff						
76		OE should have an objective and transparent personnel policy, including in the context of EPs, including recruitment, professional staff growth and development, ensuring professional competence of the entire staff		+		
77		OE must demonstrate its compliance of capacity of faculty to the specifics of the EP			+	
78		The management of the EP must demonstrate awareness, responsibility for its employees, and ensuring favourable working conditions for them		+		
79		The management of the EP must demonstrate a change in the role of the teacher in connection with the transition to student-centred learning		+		
80		OE should identify the contribution of the teaching staff to the implementation of the OE development strategy and other strategic documents		+		
81		OE should provide opportunities for career growth and professional development of teaching staff		+		
82		The management of the EP must demonstrate willingness to involve practitioners from relevant industries in teaching of economics		+		

83		OE should demonstrate motivation for professional and personal development of the teachers of the EP, including encouragement to for the integration of research and education, application of innovative teaching methods		+p		
84		An important factor is the readiness to develop an academic mobility within the framework of the , attraction of the best foreign and domestic teachers		+		
Total standard			0	8	1	0
Standard 8 Educational Resources and Student Support Systems						
85	1	OE should guarantee sufficient number of learning resources and support services for learners, providing achievement of the YP objective		+		
86	2	OE should demonstrate the adequacy of material and technical resources and infrastructure to meet the needs of different groups of learners in the EP (adults, employed, foreign students, as well as students with disabilities)		+		
87	3	The management of the EP should demonstrate that procedures are in place to support different groups of learners, including information and counselling		+		
		<i>The management of the EP should demonstrate the relevance of the information resources to the specifics of the EP, which include:</i>				
88	4	Technological support for learners and faculty (e.g., online learning, modelling, databases, data analysis software)		+		
89	5	library resources, including the collection of educational, methodological and scientific literature on general education, basic and specialised disciplines in hard copy and electronic media, periodicals, access to scientific databases		+		
90	6	examination of the results of research and development, graduate works, dissertations for plagiarism		+		
91	7	access to educational Internet resources		+		
92	8	operation of Wi-Fi on the territory of the educational organisation		+		
93	9	OE demonstrates planning of provisioning of EP with educational equipment and software similar to those used in the relevant sectors of the economy			+	
Total standard			0	8	1	0
Standard 9 Public Awareness						
		<i>OE should publish accurate, objective, up-to-date information about the educational programme and its specifics, which should include:</i>				
94	1	expected learning outcomes of the educational programme being implemented		+		
95	2	qualification and (or) qualifications to be awarded on the basis of completion of an educational programme		+		
96	3	teaching, learning approaches, and system (procedures, methods and forms) of evaluation		+		
97	4	information on passing grades and learning opportunities available to students		+		
98	5	information on employment opportunities for graduates		+		

99	6	The management of the EP should envisage a variety of ways to disseminate information, including media, informational networks to inform general public and interested parties		+		
100	7	Informing public should include supporting and explaining the national development programmes of the country and the higher and postgraduate education system		+		
101	8	OE must demonstrate that the web resource reflects information describing it as a whole and in terms of educational programmes.		+		
102	9	An important factor is the availability of adequate and objective information about the faculty of the EPs		+		
103	10	An important factor is to inform the public about cooperation and interaction with partners within the framework of the EP		+		
Total standard			0	10	0	0
TOTAL			2	94	7	0



Annex 2. PROGRAMME FOR A VISIT TO AN ORGANISATION OF EDUCATION

АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ

НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

AGREED

Rector

PI "Kostanay Engineering and Economics
University named after M.Dulatov"

_____ Ismailov A.O.
"___" _____ 2024

APPROVED

General Director

"Independent Agency for Accreditation and Rating"
Zhumagulova A.B.

"___" _____ 2024

PROGRAMME
VISIT OF THE EXTERNAL EXPERT COMMISSION OF INDEPENDENT AGENCY FOR ACCREDITATION AND
RATING (IAAR)
AT PRIVATE INSTITUTION "KOSTANAY ENGINEERING AND ECONOMICS UNIVERSITY NAMED AFTER
M.DULATOV".
(international programme accreditation)

Date of visit: 10-12 December 2024

Cluster	Educational programmes
Cluster 1. Specialised accreditation (primary)	6B08147 Agroecology; 6B04148 Management in Sports ; 6B06150 Information Technology and Artificial Intelligence; 6B11154 Tourism

Date and time	EEC work with target groups	Position and Full name of the participants of the focus groups	Contact form
9 December 2024.			
15.00-16.00 <i>(time to be confirmed)</i>	Preliminary meeting of the EEC	<i>IAAR external experts</i>	Connect to a Zoom https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
<i>On schedule during the day</i>	Arrival of the members of the External Expert Commission		
18.00	Dinner	<i>IAAR external experts</i>	
Day 1: 10 December 2024.			
09.00-09.15	Allocation of responsibility of experts, resolution of organisational issues	<i>IAAR external experts</i>	Classroom/ auditorium No. (working room of EEC) Auditorium No. 304 MB Connect to a Zoom https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
09.15-09.45	Interview with the Rector	<i>Rector of the University - Ismailov Arman Orazalievich, Candidate of Technical Sciences, Associated Professor</i>	Auditorium No. 305 MB. Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
09.45-10.00	Technical break		
10.00-10.40	Interviews with Vice-rectors	<i>Vice-Rector for Academic Development - Zhuldyz Oshakbaeva, Candidate of Biological Sciences, Professor, Vice-Rector for Science and Innovation - Amangeldy Shayakhmetov; Candidate of Technical Sciences, Professor Director of Youth Policy Department - Zhanar Nurgazina</i>	Auditorium No. 305 MB Connect to Zoom https://us02web.zoom.us/j/4641732969 ID: 464 173 2969
10.40-10.50	Technical break		

10.50-11.35	Interviews with heads of structural subdivisions of the OE	<p>Head of the Department for Planning and Organisation of the Educational Process – Elena Kholina</p> <p>Head of the Front Office of Students - Babakhanov Farhad</p> <p>Head of Registrar's Office - Sokur Galina</p> <p>Head of Student Service Centre - Kedelbaeva Dina</p> <p>Head of Digitalisation and Information Technology Department - Alisher Amantaev</p> <p>Head of Distance Learning Centre - Ivan Kulagin</p> <p>Head of Accreditation and Rating Sector - Alyona Gorbenko</p> <p>Secretary of the Academic Council - Natalya Kamysheva</p> <p>Sector of Teaching and Methodological Work - Dana Karisovna Zhumambetova</p> <p>Secretary of the EMC - Evgeniya Pritula</p> <p>Chief specialist of the Centre – Elena Subbotina</p> <p>Head of Centre for International Cooperation and Project Implementation – Jabassova Zhanat</p> <p>Head of Marketing and Communications Department - Zhalgasbek Shokenov</p> <p>Chief specialist of the Department of Youth Policy - Kaisar Nurlan</p> <p>Head of Scientific Research Sector - Nurgul Baimbetova</p> <p>Director of "Career and Business Leadership Centre" - Segizbaeva Ai-Gul</p> <p>Responsible secretary of admission committee – Zheisgul Zhemash</p>	<p>Auditorium No.305MB</p> <p>Connect to Zoom</p> <p>https://us02web.zoom.us/j/4641732969</p> <p>ID: 464 173 2969</p>
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		<p><i>Head of HR Management Service - Dinara Yermagambetova</i></p> <p><i>Head of the library - Aray Shunusheva</i></p> <p><i>Chief Accountant - Lisogor Marina</i></p> <p><i>Director of the sports and recreation centre - Tatyana Chernyshova</i></p> <p><i>Head of Postgraduate Education Department - Tatyana Ostryanina</i></p> <p><i>Acting Head of Business Incubator Department - Salimzhan Ersultan</i></p> <p><i>Head of Infrastructure Development and Operation Department - Karashash Zoinovna</i></p> <p><i>Legal Advisor – Talgatbek Baibulatov</i></p> <p><i>Occupational Health and Safety Engineer – Nurlan Bizhanov</i></p>	
11.35-11.50	Exchange of views of the members of the external expert committee		<p>Auditorium No. 304 MB</p> <p>Connect to the Zoom Conference</p> <p>https://us02web.zoom.us/j/4641732969</p> <p>Conference ID: 464 173 2969</p>

11.50-12.35	Interviews with heads of departments and heads of EPs	<p>Head of the department of Social and Economic Disciplines - Akhmetov Darkhan, Doctor of Philosophy PhD, Associated Professor Head of department Standardisation and Food Technologies" -Mukhambetova Beren, Senior Lecturer</p> <p>Head of the Department of Information Technologies and Automation - Uderbaeva Nurgul, Master of Technical Sciences, senior lecturer.</p> <p>Head of EP 6B08147 Agroecology - Lobazova Valentina, Master's degree - Agriculture Sciences, Lecturer of the department.</p> <p>Head of EP 6B04148 Management in Sports - Kabzhanova Gulmira, , Master of Economic Sciences, Senior Lecturer of the department</p> <p>Head of the EP 6B06150 Information technologies and Artificial Intelligence - Daniyal Koskadamov, lecturer of the Department ;</p> <p>Head of EP 6B11154 Tourism - Bimurzina Lyazzat, Master of Economic Sciences, Senior Lecturer of the department</p>	<p>Auditorium #305 G.K. Connect to Zoom https://us02web.zoom.us/j/4641732969</p> <p>ID: 464 173 2969</p>
12.35-13.00	The work of the EEC	<i>IAAR external experts</i>	<p>Auditorium No. 304MB</p> <p>Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969</p> <p>Conference ID: 464 173 2969</p>
13.00-14.00	Lunch		
14.00-14.15	The work of the EEC		<p>Auditorium No. 304 MB</p> <p>Connect to Zoom https://us02web.zoom.us/j/4641732969</p> <p>ID: 464 173 2969</p>
14.15-15.00	Interviews with EP faculty members	Annex 1	<p>Auditorium No.305 MB</p> <p>Connect to Zoom https://us02web.zoom.us/j/4641732969</p> <p>ID: 464 173 2969</p>
15.00-15.15	Technical break		

15.00-16.00	Questionnaire survey of teaching staff (in parallel)	Annex 2	The link is sent to the faculty member's e-mail address personally
15.15-16.00	Interviews with EP students	Annex 3	Auditorium No. 305 MB Connect to Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.00-17.00	Questionnaire survey of students (in parallel)	Annex 4	The link is sent to the learner's e-mail address personally
16.00-17.30	Visual inspection of the EP and material and technical facilities technical and training laboratory facilities	Annex 5 (Itinerary)	
17.30-18.00	Work of the EEC Discussion of the results of the first day	<i>IAAR external experts</i>	Auditorium No.304 MB Connect to Zoom https://us02web.zoom.us/j/4641732969 ID: 464 173 2969
18.00-19.00	Dinner	<i>IAAR external experts</i>	
Day 2: 11 December 2024.			
09.00-09.30	The work of the EEC	<i>IAAR external experts</i>	Auditorium No. 304 MB Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

09.30-11.30	Selective visits to practice bases of EP	<i>IAAR external experts according to the itinerary sheet</i> Annex 6	
11.30-13.00	Working with departmental documents (<i>documents should be uploaded to the cloud by clusters in advance, if necessary, superint Heads will be invited to the Zoom online room) and attend classes Timetabled teaching staff endents</i>	Annex 7 Head of the department of Social and Economic Disciplines - Akhmetov Darkhan, Doctor of Philosophy, Associate Professor Head of the Department of Standardisation and Certification - Beren Kabylovna, Senior Lecturer Head of department of Information Technologies and Automation - Uderbaeva Nurgul, Master of Technical Sciences, Senior Lecturer	Auditorium No.304 MB Connect to Zoom https://us02web.zoom.us/j/4641732969 ID: 464 173 2969
13.00-14.00	Lunch		
14.00-14.30	The work of the EEC	<i>IAAR external experts</i>	
14.30-15.30	Meeting with stakeholders (representatives of practice centres and employers)	Annex 8	Auditorium No.304 MB Connect to Zoom https://us02web.zoom.us/j/4641732969 ID: 464 173 2969
15.30-15.45	Technical break		
15.45-16.30	EEC work, discussion of the results of the second day and parameters of the profiles (<i>recording in progress</i>)	<i>IAAR external experts</i>	Auditorium No.304 MB Connect to Zoom https://us02web.zoom.us/j/4641732969 ID: 464 173 2969

16.30-16.45	Technical break	<i>IAAR external experts</i>	
16.45-18.00	EEC work, discussion of the results of the second day and parameters of the profiles <i>(recording in progress)</i>	<i>IAAR external experts</i>	
18.00-19.00	Dinner	<i>IAAR external experts</i>	
Day 3: 12 December 2024.			
09.00-11.30	EEC work, development and discussion of recommendations	<i>IAAR external experts</i>	Auditorium No. 304 MB Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
11.30-11.40	Technical break		
11.40-12.30	Work of the EEC Development and discussion of recommendations <i>(recording in progress)</i>	<i>IAAR external experts</i>	Auditorium No. 304 MB Connect to Zoom https://us02web.zoom.us/j/4641732969 ID: 464 173 2969
12:30-13:00	The work of the EEC	<i>IAAR external experts</i>	

13.00-14.00	Lunch		
14.00-16.00	EEC work discussion, decision-making by voting (recorded)		Auditorium No. 304 MB Connect to Zoom https://us02web.zoom.us/j/4641732969 ID: 464 173 2969
16.00-16.30	EEC work, Discussion of quality assessment results	<i>IAAR external experts</i>	
16.30-17.00	Final meeting of the EEC with the university management		Auditorium No. 304 MB Connect to Zoom https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
18.00-19.00	Dinner	<i>IAAR external experts</i>	

Abbreviations

IAAR - Independent Accreditation and Rating Agency

EEC - IAAR External Expert Committee

OE – organization of educational

EP - educational programme

Faculty - teaching staff



Appendix 3. RESULTS OF THE FACULTY QUESTIONNAIRE**Faculty Questionnaire****1. Total number of questionnaires: 42****2. Position, %**

Professor	6 (14,3%)
Associate/Associate Professor	1 (2,4%)
Senior Lecturer	25 (59,5%)
Lecturer	3 (7,1%)
Head of Department	0 (0%)
Other	7 (16,7%)

3. Academic degree, academic title

Honoured Worker	0 (0%)
Doctor of Science	0 (0%)
Candidate of Sciences	15 (35,7%)
Master	22 (52,4%)
PhD	0 (0 %)
Professor	0 (0 %)
Associate/Associate Professor	2 (4,8%)
No	5 (11,9%)
Others	1 (2,4%)

4. Length of service in this university

Less than 1 year	3 (7,1%)
1 year - 5 years	15 (35,7%)
Over 5 years	24 (57,1%)
Other	0 (0%)

No	Questions	Very good	All right	Relatively bad	Badly	Very badly	No reply
1	To what extent does the content of the educational programme meet your academic and professional interests and needs?	31 (73,8%)	11 (26,2%)	0,00%	0,00%	0,00%	0,00%
2	How do you assess the possibilities, provided by the university for the professional development of the teaching staff	34 (81%)	8 (19%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
3	How do you assess the possibilities, provided by the university for the career development of faculty members	29 (69%)	13(31%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
4	How do you assess the degree of academic freedom of the faculty?	29 (69%)	13(31%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	To what extent are teachers able to use their own						
5	• Learning Strategies	28 (66,7%)	14 (33,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
6	• Teaching methods	32	10	0 (0%)	0 (0%)	0 (0%)	0 (0%)

		(76,2%)	(23,8%)				
7	• Educational innovations	31 (73,8%)	10 (23,8%)	0 (0%)	1 (2,4%)	0 (0%)	0 (0%)
8	How do you assess the work on the organisation of medical care and disease prevention in higher education?	22 (52,4%)	20 (47,6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
9	What attention is paid by the management of the educational institution to the content of the educational programme?	31 (73,8%)	11 (26,2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
10	How would you rate the sufficiency and accessibility of the necessary scientific and academic books in the library?	22 (52,4%)	20(47,6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
11	Evaluate the level of conditions created that are responsive to needs of different groups of learners?	24 (57,1%)	18 (42,9%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Assess the openness and accessibility of the management			0 (0%)	0 (0%)	0 (0%)	0 (0%)
12	• To the students	33 (78,6%)	9 (21,4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
13	• Lecturers	33 (78,6%)	9 (21,4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
14	Assess the involvement of the faculty in the process of making managerial and strategic decisions	23 (54,8%)	19 (45,2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
15	How is innovation by faculty members encouraged?	31 (73,8%)	11 (26,2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
16	Assess the level of feedback from faculty to management	30 (71,4%)	12 (28,6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
17	What is the level of incentivising and attracting young professionals to the educational process?	27 (64,3%)	15 (35,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
18	Evaluate the opportunities created for professional and personal growth for everyone, a faculty and staff member	31 (73,8%)	11 (26,2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
19	Evaluate the adequacy of the HEI management's recognition of the potential and lecturers' abilities	29 (69%)	12 (28,6%)	1 (2,4%)	0 (0%)	0 (0%)	0 (0%)
	How the work is organised						
20	• Academically. mobility	21(50%)	21(50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
21	• On the upside faculty qualifications	29 (69%)	13 (31%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Evaluate the support of the university and its management						
22	• Scientifically research endeavours of faculty members	31 (73,8%)	11 (26,2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
23	• Development of new educational programmes/curricula disciplines/teaching methods	29 (69%)	13 (31%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Assess the level of faculty members' ability to combine teaching						
24	• scientifically	29 (69%)	12 (28,6%)	1 (2,4%)	0 (0%)	0 (0%)	0 (0%)

25	• practically	27 (64,3%)	15(25,7 %)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
26	Assess the extent to which the students' knowledge of the realities of the requirements of the modern labour market	22 (52,4%)	19 (45,2%)	1 (2,4%)	0 (0%)	0 (0%)	0 (0%)
27	How does the leadership perceive and does the university administration criticise its own ?	18 (42,9%)	23 (54,8%)	1 (2,4%)	0 (0%)	0 (0%)	0 (0%)
28	Evaluate the extent to which your learning is in line with your expectations and capabilities?	20 (47,6%)	21 (50%)	1 (2,4%)	0 (0%)	0 (0%)	0 (0%)
29	Evaluate the focus of educational on the formation of students' abilities and skills to analyse a situation and build a predictions?	24 (57,1%)	17 (40,5%)	1 (2,4%)	0 (0%)	0 (0%)	0 (0%)
30	Evaluate the extent to which the educational programme meets the expectations of the labour market in terms of content and quality of implementation and employers	30 (71,4%)	12 (28,6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Why do you work at this particular university?

Opportunities for professional self-realisation, scientific research, implementation of research results in the educational process.

Many opportunities for career growth

There is an opportunity to do scientific work like the conditions are favourite at university, it suits me.

I like the working conditions

Openness, possibility of self-learning, motivation, working conditions meet expectations

This is an innovative university, I have been working for 21 years.

I like the management's policy and support

Opportunity for career growth, favourable team climate, understanding management

Cool university, good reputation, good opportunity for development, very friendly staff, friendly team

Good atmosphere

Satisfied with all the necessary conditions, I like it

I have been working at this university for more than 20 years. I am satisfied with everything, the support of the management, the team, the salary. I am gaining skills and experience in teaching so that I can open my own public school in the future.

Excellent opportunities for work and study, participation in international projects.

Best university in the region

Comfortable atmosphere, more opportunities

Friendly team, comfortable working conditions

I chose this university because its mission and values coincide with mine. A unique environment is created here, which favours the development of both students and teachers

There is an opportunity for career growth, good team

Good opportunities for realisation and growth, opportunities for research, academic mobility

Opportunities for career growth, work

Career growth, good salary

My experience is valued here and given the opportunity to develop further

Friendly and forward-looking university with great potential and ambition work

32. How often are masterclasses and classes with practitioners organised as part of your course?

very often	frequently	occasionally	very rarely	never
10 (23,8%)	20 (47,6%)	10 (23,8%)	1 (2,4%)	1 (2,4%)

33. How often are outside guest lecturers (domestic and foreign) involved in the learning process?

very often	frequently	occasionally	very rarely	never
10 (23,8%)	20 (47,6%)	12 (28,6%)	0 (0%)	0 (0%)

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

Questions	Often	Sometimes	Never	No answer
Lack of classrooms	1 (2,4%)	7(16,7%)	34 (81%)	0 (0%)
Unbalanced teaching load by semesters	1 (2,4%)	16 (38,1%)	25 (59,5%)	0 (0%)
Inaccessibility of necessary literature in the library	2 (4,8%)	8 (19%)	32 (76,2%)	0 (0%)
Overcrowding of study groups (too many students in a group)	1 (2,4%)	6 (14,3%)	35 (83,3%)	0 (0%)
Inconvenient timetable	30 (71,4%)	11 (26,2%)	1 (2,4%)	0 (0%)
Inadequate conditions for classrooms	1 (2,4%)	3 (7,1%)	38 (90,5%)	0 (0%)
No internet access/weak internet connection	1 (2,4%)	9 (21,4%)	32 (76,2%)	0 (0%)
Lack of students' interest in learning	0 (0%)	18 (42,9%)	24 (57,1%)	0 (0%)
Failure to receive information on activities in a timely manner	0 (0%)	7 (16,7%)	35 (83,3%)	0 (0%)
Lack of technical means of training in classrooms	0 (0%)	11 (26,2%)	31 (73,8%)	0 (0%)
Other issues	No problems at all. Everything's fine If problems arise in the educational process (it is impossible without them), they are solved by the relevant structural divisions More classrooms need to be provided with projectors Problems are being addressed as they arise High load on the network and server when conducting exams			

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

Questions	Completely satisfied (1)	Partially satisfied (2)	Not satisfied (3)	I can't answer that (4)
The way you're treated by the university administration	38 (90,5%)	4 (9,5%)	0 (0%)	0 (0%)

Relationship with direct supervision	39 (92,9%)	3 (7,1%)	0 (0%)	0 (0%)
Relationship with with colleagues in the department	40 (95,2%)	2 (4,8%)	0 (0%)	0 (0%)
Degree of participation in management decision-making judgements	38(90,5%)	3 (7,1%)	0 (0%)	1 (2,4%)
Relationship with students	38 (90,5%)	4 (9,5%)	0 (0%)	0 (0%)
Recognising your successes and achievements by the administration	38 (90,5%)	4 (9,5%)	0 (0%)	0 (0%)
Supporting your suggestions and remarks	36 (85,7%)	6 (14,3%)	0 (0%)	0 (0%)
Activities of the university administration	37 (88,1%)	5 (11,9%)	0 (0%)	0 (0%)
Terms of payment of labour	31 (73,8%)	10 (23,8%)	1 (2,4%)	0 (0%)
Conditions of work, list and quality of services provided in the university	39 (92,9%)	3 (7,1%)	0 (0%)	0 (0%)
Labour protection and its safety	39 (92,9%)	3 (7,1%)	0 (0%)	0 (0%)
Change management in university activity	35 (83,3%)	7 (16,7%)	0 (0%)	0 (0%)
Provision of a social package: holidays, sanatorium treatment, etc.	27 (64,3%)	12 (28,6%)	1 (2,4%)	2 (4,8%)
Organisation and quality of catering in university	30 (71,4%)	11 (26,2%)	0 (0%)	1 (2,4%)
Organisation and quality of medical care services	33(78,6%)	8 (19%)	0 (0%)	1 (2,4%)

Annex 4: RESULTS OF THE LEARNING ASSESSMENT REQUEST

Annex 4

*Questionnaire for students***Total number of questionnaires: 30 people.****Educational programme (speciality):**

6B08147 Agroecology	4 (13,3%)
6B04148 Management in Sports	1 (3,3%)
6B06150 Information technology and artificial intelligence	24 (80%)
6B11154 Tourism	1 (3,3%)

Paul:

Male	24(80%)
Female	6 (20%)

Evaluate how satisfied you are:

Questions	Fully satisfied	Partially satisfied	Partially unsatisfied	Unsatisfied	Hard to answer
1. Relationship with the dean's office (school, faculty, department)	28 (93,3%)	2 (6,7%)	0 (0%)	0 (0%)	0 (0%)
2. The level of accessibility of the dean's office (school, faculty, department)	28 (93,3%)	2 (6,7%)	0 (0%)	0 (0%)	0 (0%)
3. Level of accessibility and responsiveness of the management (university, school, faculty, department)	25 (83,3%)	4 (13,3%)	0 (0%)	0 (0%)	1 (3,3%)

4. Accessibility of academic counselling	26 (86,7%)	2 (6,7%)	1 (3,3%)	0 (0%)	1 (3,3%)
5. Support with training materials during the training process	24 (80%)	5 (16,7%)	1 (3,3%)	0 (0%)	0 (0%)
6. Accessibility of counselling on personal problems	25 (83,3%)	4 (13,3%)	1 (3,3%)	0 (0%)	0 (0%)
7. Relationship between student and instructor	27 (90%)	1 (3,3%)	0 (0%)	0 (0%)	2 (6,7%)
8. Activities of the financial and administrative services of the educational institution	24 (80%)	6 (20%)	0 (0%)	0 (0%)	0 (0%)
9. Accessibility of health care services	23 (76,7%)	6 (20%)	0 (0%)	0 (0%)	1 (3,3%)
10. Quality of medical services at the university	23 (76,7%)	5 (16,7%)	0 (0%)	0 (0%)	2 (6,7%)
11. Level of accessibility of library resources	26 (86,7%)	4 (13,3%)	0 (0%)	0 (0%)	0 (0%)
12. Quality of services provided in libraries and reading rooms	26 (86,7%)	3 (10%)	0 (0%)	0 (0%)	1 (3,3%)
13. Existing educational resources of the university	26 (86,7%)	3 (10%)	0 (0%)	0 (0%)	1 (3,3%)
14. Accessibility of computer labs	27 (90%)	2 (6,7%)	0 (0%)	0 (0%)	1 (3,3%)
15. Availability and quality of Internet resources	21 (70%)	8 (26,7%)	0 (0%)	1 (3,3%)	0 (0%)
16. Content and information content of the website of educational organisations in general and faculties (school) in particular	28 (93,3%)	2 (6,7%)	0 (0%)	0 (0%)	0 (0%)
17. Training rooms, classrooms for large groups	27 (90%)	2 (6,7%)	0 (0%)	1 (3,3%)	0 (0%)
18. Student lounges (if available)	25 (83,3%)	4 (13,3%)	0 (0%)	0 (0%)	1 (3,3%)
19. Clarity of adoption procedures of disciplinary measures	24 (80%)	4 (13,3%)	0 (0%)	0 (0%)	2 (6,7%)

20. The quality of the educational programme as a whole	26 (86,7%)	3 (10%)	1 (3,3%)	0 (0%)	0 (0%)
21. The quality of curricula in the EP	28 (93,3%)	2 (6,7%)	0 (0%)	0 (0%)	0 (0%)
22. Teaching methods in general	27(90%)	3(10%)	0 (0%)	0 (0%)	0 (0%)
23. Responsiveness to feedback from teachers on the learning process	28 (98,3%)	1 (3,3%)	0 (0%)	0 (0%)	1 (3,3%)
24. The quality of teaching in general	25 (83,3%)	4 (13,3%)	0 (0%)	0 (0%)	1 (3,3%)
25. Academic load/requirements for the student	23 (76,7%)	7 (23,3%)	0 (0%)	0 (0%)	0 (0%)
26. Faculty requirements to the student	24 (80%)	3 (10%)	0 (0%)	0 (0%)	3 (10%)
27. Information support and explanation of the rules of admission and the strategy of the educational programme (speciality) before entering the university	25 (83,3%)	4 (13,3%)	1 (3,3%)	0 (0%)	0 (0%)
28. Informing of the requirements for successful completion of the given educational programme (speciality)	28 (93,3%)	2 (6,7%)	0 (0%)	0 (0%)	0 (0%)
29. The quality of examination materials (tests and examination questions, etc.).	26 (86,7%)	4 (13,3%)	0 (0%)	0 (0%)	0 (0%)
30. Objectivity of assessment of knowledge, skills and other learning achievements	29 (96,7%)	1(3,3%)	0 (0%)	0 (0%)	0 (0%)
31. Available computer labs	27(90%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)
32. Available scientific laboratories	28 (93,3%)	1 (3,3%)	0 (0%)	0 (0%)	1(3,3%)
33. Objectivity and fairness of teachers	28 (93,3%)	2 (6,7%)	0 (0%)	0 (0%)	0 (0%)
34. Informing students about courses, educational programmes and the academic degree they receive	26(86,7 %)	2(6,7 %)	0 (0%)	0 (0%)	2(6,7 %)

35. Providing students with dormitory accommodation	22(73,3 %)	3(10 %)	1(3,3 %)	0 (0%)	4(13,3 %)
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Evaluate how much you agree:

Statement	Fully agree	Agree	Partially agree	Disagree	Fully disagree	Not answered
36. The course programme was clearly presented	24 (80%)	6 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
37. The course content is well structured	26 (86,7%)	4(13,3 %)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
38. Key terms are sufficiently explained	27 (90%)	3(10 %)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
39. The material proposed by the teacher is up-to-date and reflects the latest achievements of science and practice	26(86,7%)	4(13,3 %)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
40. The teacher uses effective teaching methods	29(96,7%)	1(3,3 %)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
41. The teacher knows the material being taught	27 (90%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
42. The teacher's presentation is clear	24(80 %)	5(16,7 %)	1(3,3 %)	0 (0%)	0 (0%)	0 (0%)
43. The teacher presents the material in an interesting way	26(86,6%)	2(6,7 %)	2(6,7 %)	0 (0%)	0 (0%)	0 (0%)
44. Objectivity of assessment of knowledge, skills and other learning achievements	27(90 %)	3(10 %)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
45. Timeliness of assessment of students' academic achievements	23(76,7%)	7 (23,3 %)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

46. The teacher meets your requirements and expectations for professional and personal development	25(83,3%)	5(16,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
47. The instructor stimulates students' activity	22(73,3%)	8(26,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
48. The instructor stimulates students' creative thinking	26(86,7%)	4 (13,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
49. Appearance and manners of the teacher are adequate	25 (83,3%)	5 (16,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
50. The instructor has a positive attitude towards students	27 (90%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
51. The system of assessment of learning achievements (seminars, tests, questionnaires, etc.) reflects the course content	25 (83,3%)	5 (16,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
52. The assessment criteria used by the teacher are clear and accessible	26 (86,7%)	3 (10%)	1 (3,3%)	0 (0%)	0 (0%)	0 (0%)
53. The instructor objectively evaluates students' achievements	25 (83,3%)	5(16,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
54. The teacher speaks the professional language	27(90%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
55. The organisation of education provides sufficient opportunity for sports other leisure activities	23 (76,7%)	7 (23,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
56. Facilities and equipment for students are safe, comfortable and up-to-date	23 (76,7%)	7 (23,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
57. The library is well-equipped and has a sufficient collection of scientific, educational and methodological literature	23 (76,7%)	7 (23,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

58. Equal opportunities for mastering the educational programme and personal development are provided to all students	26 (86,7%)	3 (10%)	1 (3,3%)	0 (0%)	0 (0%)	0 (0%)
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Other concerns regarding the quality of teaching:

It's all right.

There's no problem with teaching

Everything's great! I am happy with everything so far. I think the teaching is organised to a

