



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission on assessing
compliance with institutional accreditation standards
KARAGANDA INDUSTRIAL UNIVERSITY
from March 18 to March 20, 2024.

Independent Agency for Accreditation and Rating
External Expert Commission

Addressed to the Accreditation Council of IAAR



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2024 year

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(I) LIST OF ABBREVIATIONS AND ACRONYMS

KarIU – Karaganda Industrial University

EP – Educational Programs

JSC – Joint-Stock Company

LLP – Limited Liability Partnership

RK – Republic of Kazakhstan

NPOJSC – Non-Profit Joint-Stock Company

SSHEPS – State Standards of Higher and Postgraduate Education

FDP – Faculty and Teaching Staff

RI – Research Institutes

HEI – Higher Education Institution

HAC – Higher Attestation Commission

QMS – Quality Management System

EHEA – European Higher Education Area

ECTS – European Credit Transfer System

DSIIC – Department of Science, Innovation, and International Cooperation

R&D – Research and Development

SRS – Student Research Work

STC – Scientific and Technical Council

ISR – Independent Student Work

ISWR – Independent Student Work under the Guidance of a Teacher

MSHE RK – Ministry of Science and Higher Education of the Republic of Kazakhstan

DAP – Department of Academic Policy

SSC – Student Services Center

SSE – State Standard of Education

MM – Mass Media

(II) INTRODUCTION

In accordance with Order No. 28-24-OD dated January 31, 2024, issued by the Independent Agency for Accreditation and Rating (IAAR), an external expert commission conducted an evaluation from March 18 to 20, 2024, to assess the compliance of Karaganda Industrial University with the IAAR institutional accreditation standards (as of June 16, 2020, No. 57-20-OD, sixth edition).

The report of the external expert commission (EEC) includes an assessment of the educational organization against the IAAR criteria, the EEC's recommendations for further improvement of the educational organization, and the parameters of the institutional profile.

Members of the EEC:

1. **Chairman of the IAAR Commission** – Baydaulet Urmashhev, Ph.D. in Physics and Mathematics, Associate Professor, Dean, Al-Farabi Kazakh National University (Almaty). Off-line participation.
2. **IAAR Expert** – Vyacheslav Nastasenco, Assoc. Prof., PhD, Technical University of Moldova (Republic of Moldova). On-line participation.
3. **IAAR Expert** – Kairatolla Abishev, Ph.D. in Technical Sciences, Dean, Toraighyrov University (Pavlodar). Off-line participation.
4. **IAAR Expert, Employer** – Nurbike Rakhimova, Director of the Zhetysu District Branch of the Chamber of Entrepreneurs of Almaty (Almaty, Republic of Kazakhstan). On-line participation.
5. **IAAR Expert, Student** – Arnur Yeralhanuly, first-year student of the educational program "Communications and Communication Technologies," International Transport and Humanitarian University, Member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan). On-line participation.
6. **IAAR Coordinator** – Malika Saidulaeva, Project Manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan). Off-line participation.

(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION

Karaganda Industrial University (KarIU) was established as a Higher Technical Educational Institution at the Karaganda Metallurgical Plant in 1963, based on the Decree of the Central Committee of the Communist Party of the Soviet Union and the Council of Ministers of the USSR No. 533 dated May 9, 1963, and the Decree of the Central Committee of the Communist Party of Kazakhstan and the Council of Ministers of the Kazakh SSR No. 615 dated August 1, 1963. The Plant-VTUZ was transformed into KarMetI by the Decree of the Cabinet of Ministers of the Republic of Kazakhstan on March 19, 1993. In 2006, by the Government Decree of the Republic of Kazakhstan No. 705 dated July 25, 2006, the institute was transformed into Karaganda State Industrial University. In June 2020, Karaganda State Industrial University was renamed as the NPOJSC "KarIU."

Karaganda Industrial University was included in the QS World University Rankings: Asia 2024, ranking #601-650, and among Central Asian universities in the QS Asia University Rankings 2024: Central Asia, it ranked #30. In 2023, as the best technical university, KarIU was awarded the "IAAR EUR Technical University" Award in the International Ranking "IAAR Eurasian University Ranking (IAAR-EUR)." In 2022, in the National (General) Ranking of the Best Universities of Kazakhstan conducted by the Independent Agency for Quality Assurance in Education (IQAA), KarIU maintained its position in the TOP-10, ranking 7th among technical universities.

Currently, the training of bachelor's and master's students in all educational programs (EPs) is carried out based on State License No. KZ86LAA00019217 for educational activities, issued by the Committee for Control in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan on October 30, 2020.

The university structure includes three faculties: "Metallurgy and Mechanical Engineering," "Energy, Transport, and Control Systems," and "Economics and Construction," along with 10 departments employing 140 faculty members. The university also includes a technical-economic college. Eighteen faculty members have the title of "Best University Teacher of the Republic of Kazakhstan," and 11 faculty members have the title of "Honored Worker of Education of the Republic of Kazakhstan."

The university offers 25 bachelor's programs, 20 master's programs, and 5 doctoral programs. All educational programs are developed jointly with employers based on professional standards, considering the Atlas of New Professions of Kazakhstan and the regional map of professions. The student body comprises more than 2,378 individuals. The university's priority area of activity is the training of highly qualified and in-demand specialists in the fields of metallurgy, mechanical engineering, architectural construction, and information and communication technologies. The university is actively strengthening ties with large multinational companies and industrial enterprises, such as JSC "ArcelorMittal Temirtau," JSC "Kazakhmys Corporation," JSC "Kazchrome," LLP "QazTehna," JSC "Central Asia Cement," LLP "Temirtau Electrometallurgical Plant," and JSC "Aktobe Rail and Beam Plant." The university has 13 department branches at leading enterprises and research institutes in the city and region. KarIU is the only university in Kazakhstan with a pilot industrial site equipped with semi-industrial metallurgical and rolling equipment and operating models of a blast furnace and a converter.

KarIU operates with a sufficient degree of autonomy, as evidenced by its participation in the Bologna Process, and the activities of the Academic Council, Rectorate, Educational and Methodological Council, Scientific and Technical Council, and Faculty Councils, which manage the main educational, scientific, and educational processes.

The organizational structure of the university is traditional and operates in accordance with the regulatory framework of the national education system. Traditional management principles contribute to a clear distribution of functional responsibilities, adherence to official subordination, and participation in making collegial decisions.

The university's library contains about 300,000 volumes of educational and scientific literature. As part of the development of the digital ecosystem, the university's faculty has access to subscriptions to digital libraries of foreign and Kazakhstani universities, as well as its own digital library.

The university has actively participated in the process of integrating massive open online courses (MOOCs) from Coursera into its educational activities. Cisco Academy, Huawei Academy, and the Kaspersky Laboratory operate at the university. The educational process includes Internet of Things, Industrial Internet of Things, Big Data, Blockchain, and Additive Manufacturing. To develop 3D printing competencies, KarIU has established a 3D engineering lab.

The number of educational grants for bachelor's programs at the university increases annually. The employment rate for graduates consistently exceeds 90%. Between 2019 and 2024, KarIU students participated in external academic mobility programs at universities such as Lublin University of Technology (Poland), University of Chemical Technology and Metallurgy (Bulgaria), Czestochowa University of Technology (Poland), and Gazi University (Turkey). As part of internal mobility, KarIU students studied at Buketov Karaganda University, Saginov Karaganda Technical University, Ekibastuz Engineering and Technical Institute, and Baikonurov Zhezkazgan University.

KarIU is actively developing scientific research in the following areas: creating new technologies, products, and services for the metallurgical industry; organizing and conducting fundamental and applied scientific research; commercializing project developments and implementing contract research; and organizing experiments to introduce innovative technologies into the educational process.

Currently, the university has 18 research projects with a total budget of 883.1 million tenge. Funding for scientific research increased from 0.09 million tenge in 2020 to 301 million tenge in 2023.

For its dynamic development, Karaganda Industrial University was awarded the "Quality Star" at the VI Central Asian International Forum in October 2022, based on the results of the Eurasian University Ranking.

The analysis of the qualification compliance of the faculty when concluding employment contracts, transferring to another position, or confirming the position is carried out in accordance with the labor legislation of the Republic of Kazakhstan, based on the professional standard for faculty of higher and (or) postgraduate education institutions, and the Regulation on the "Qualification Characteristics of Academic and Teaching Staff Positions." The total number of faculty members is 142, of which 125 are full-time, and 61 (49%) have academic degrees.

A significant portion of students acquire necessary vocational professions during internships, enabling the preparation of highly qualified specialists with specific competencies and practical skills. The graduating departments, as part of educational programs or through additional training, offer courses in vocational professions across a wide range of specialties.

To ensure academic continuity across the stages of pre-university, university, and postgraduate training of specialists, KarIU implements a multi-level model of continuous education through the establishment of bachelor's, master's, doctoral, and advanced training programs.

Responding promptly to the needs of the regional market, KarIU implements distance learning technologies and shortened educational programs based on technical, vocational, and higher education. As a result, the working-age population has the opportunity to retrain, acquire an additional specialty in an accelerated time frame, and successfully find employment in a flexible and dynamically developing market.

Information about the faculty is available on the university's website. The instructors of specialized disciplines hold academic degrees of Candidate or Doctor of Sciences or have practical experience in the relevant professional field.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International institutional accreditation of Karaganda Industrial University according to IAAR standards is being conducted for the first time.

(V) DESCRIPTION OF THE EXPERT COMMISSION VISIT

The work of the Expert Commission (EC) was carried out based on the approved Program of the visit of the expert commission on institutional accreditation of Karaganda Industrial University from March 18 to 20, 2024.

To coordinate the work of the EC, an introductory meeting was held on March 15, 2024, during which the responsibilities were distributed among the commission members, the visit schedule was clarified, and agreement was reached on the choice of examination methods.

To obtain objective information about the organization of education and the entire infrastructure of the university, and to clarify the content of the self-assessment report, meetings were held with the acting Chair of the Board - Rector, vice-rectors in various fields of activity, heads of structural divisions, deans, department heads, teachers, students, alumni, and employers. A total of 176 representatives participated in these meetings (Table 1).

Table 1 – Information on Staff and Students Who Participated in Meetings with the IAAR EEC:

Category of Participants	Amount
Rector	1
Vice-Rectors	2
Heads of Structural Units	15
Deans	3
Department Heads	7
Faculty	36
Students	41
Master's and Doctoral Students	12
Alumni	35
Employers	24
Total	176

During the site visit, the EEC members reviewed the state of the material and technical base, visited the Entrepreneurship School of the Department of "Economics and Business," specialized classrooms for "Design of Building Structures," specialized classrooms for design and organization and technology of construction production of the Department of "Construction," the "Traditional and Alternative Energy" laboratory of the Department of "Energy," the technical automation equipment laboratories of the Department of "TI," and the Physics laboratories of the Department of "GESD," the library, computer labs, the Student Government office, two pharmaceutical chemistry laboratories of the Department of "Chemistry and Chemical Engineering," the experimental-industrial site, the smelting hall, the Laboratory of Engineering and Technology "EMiN," the Digital Engineering Center in the Department of "TMiT," the assembly hall, and the Museum.

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

EEC members visited practice bases, including AO "QarMet."

EEC members attended the following classes:

- **Web Programming PHP**, topic "Common Gateway Interface CGI," 3rd year, specialty 6B06101 - Software Engineering, Senior Lecturer Titova Zh.I. (Room 122, Building 1);
- **Information Theory**, topic "Construction of Hamming Codes," 3rd year, specialty 6B06101 - Software Engineering, Associate Professor Belgibaeva L.M. (Room 120, Building 1);
- **Applied Programs and Modeling in Engineering**, 3rd year, specialties 6B07207 - Ore Enrichment, 6B07103 - Materials Science and Technology of New Materials, 6B07202/6B07206 - Ferrous Metallurgy, 6B07203/6B07205 - Non-ferrous Metallurgy, Lecturer - PhD, Associate Professor Amenova A.A. (Room 134, Building 1);
- **Heat and Mass Transfer Processes and Equipment**, online presence, 2nd year, specialty 6B07104/6B07111 - Thermal Power Engineering of Industrial Enterprises and Housing and Utilities Sector, Senior Lecturer Onishchenko O.N. (Room 100, Building N);

In accordance with the accreditation procedure, surveys were conducted with 48 faculty members and 187 students, including both junior and senior students.

To verify the information presented in the Self-Assessment Report, external experts requested and analyzed the university's working documentation. Additionally, the experts reviewed the university's online presence through its official website <https://tttu.edu.kz/>.

As part of the planned program, recommendations for improving the activities of Karaganda Industrial University, developed by the EEC based on the examination results, were presented at a meeting with the university leadership on March 20, 2024.

(VI) COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS

6.1. Standard "Strategic Development and Quality Assurance"

- The university must demonstrate the development of a unique mission, vision, and strategy based on an analysis of external and internal factors with broad involvement of various stakeholders.
- The university must show that the mission, vision, and strategy are focused on meeting the needs of the state, society, real economy sectors, potential employers, students, and other interested parties.
- The university must demonstrate transparency in the processes of forming, monitoring, and regularly reviewing the mission, vision, strategy, and quality assurance policies.
- The university must have published quality assurance policies, mission, vision, and strategy.
- The university develops documents for specific areas of activity and processes (plans, programs, regulations, etc.) that specify the quality assurance policy.
- The quality assurance policy should reflect the connection between research, teaching, and learning.
- The university must demonstrate the development of a quality culture.

Evidence

The Non-Profit Joint Stock Company "Karaganda Industrial University" (hereinafter referred to as KariU) is an entity of higher and postgraduate education in the Republic of Kazakhstan.

The university is developing according to the Development Program (strategic plan) of NAO "Karaganda Industrial University" for 2023-2029, considering the main trends in higher education development.

The quality assurance policy of KariU is based on the university's mission, vision, and values, aimed at high-quality training of technical personnel based on advanced scientific achievements and high professional standards in the field of education.

The mission, vision, and Development Program for 2023-2029 reflect the needs of the state, society, regional economy, and employers. KariU's educational activities are aimed at meeting the state's needs for qualified personnel for real economy sectors and potential employers.

To improve the quality of education and the effectiveness of the management system, KariU has implemented a quality management system. During the functioning of the quality management system at Karaganda Industrial University, a set of local regulatory documents has been developed, focused on the university's specific areas of activity.

KarIU's quality assurance policy reflects the close connection between research, teaching, and learning. This connection is driven by the university's global goal in quality assurance policy, which involves expanding cooperation with the city and ensuring real integration in the training and retraining of personnel for the country's mining and metallurgical industry, developing the knowledge economy, ensuring city safety and ecology, and volunteer activities.

The risk analysis of NAO "Karaganda Industrial University" was conducted based on the order "On Approving the Criteria for Assessing the Degree of Risk and Checklists for the Education System, in the Field of Higher and Postgraduate Education." This joint order by the Minister of Science and Higher Education of the Republic of Kazakhstan dated December 1, 2022, No. 166, and the Minister of National Economy of the Republic of Kazakhstan dated December 2, 2022, No. 116, was registered with the Ministry of Justice of the Republic of Kazakhstan on December 2, 2022, No. 30920.

Key documents regulating the educational, methodological, scientific, and educational processes and ensuring the quality and high effectiveness of the team's activities have been developed and approved, including the code of ethics for faculty and staff and academic integrity for students.

Traditional events are held to promote the growth of professional competence, responsibility, and self-organization and personal development: international conferences, qualification enhancement seminars with international experts, and the implementation of research work with external experts.

Analytical Part

The experts from the Expert Evaluation Commission (EEC) observed the process of reviewing the mission, vision, strategy, and quality assurance policy. The availability of strategic documents on the university's website, the approval of development strategic documents, the communication of the university's mission and vision to students, and the explanation of the university's mission, goals, and objectives during the orientation of new staff, including faculty, and at departmental meetings, confirm the transparency in the formation of these documents.

For each development direction, KarIU has a mechanism for task distribution from the rector to the vice-rectors, then to the heads of structural divisions and department heads, and finally to the faculty.

However, the implementation of some strategic directions at the university does not follow a cascading goal-setting principle, as evidenced by the lack of correlation between internal regulatory documents and the activities of officials. EEC members noted that planning of target and time indicators was not observed in the planning documents of structural divisions and faculty.

The university has demonstrated that its mission, vision, and development strategy are aimed at meeting the needs of the state, society, real economy sectors, potential employers, students, and other interested parties.

The EEC experts noted the presence of monitoring and analysis processes for achieving strategic goals, with protocols discussing the results of departmental plans. The university operates an internal quality assurance system model for all its processes (educational, methodological, research, etc.).

During the institutional accreditation process, experts noted that the university's strategic development directions show its focus on meeting the needs of the state, society, and all interested parties.

There is a clear link between research, teaching, and learning at the university, as evidenced by the presence of research teams, funded research projects, implementation of a publication activity motivation system, access to international scientific databases, and planning and monitoring of research effectiveness.

The research topics at KarIU are diverse, which was reflected in both the Self-Assessment Report and during the EEC visit. High funding levels for research activities were demonstrated.

Strengths/Best Practices: None identified.

EEC Recommendations:

- The university administration should ensure that planning and implementation of activities across all structural divisions and with the faculty are aligned with the current directions of the University's Development Program (strategic plan). Deadline – annually.

EEC Conclusions on Standards: For the "Strategic Development and Quality Assurance" standard, the educational organization has 7 satisfactory positions.

6.2. Standard "Leadership and Management"

- The university implements management processes, including planning and resource allocation, in accordance with its strategy.
- The university must demonstrate the successful operation and improvement of its internal quality assurance system.
- The university must demonstrate a risk management analysis.
- The university must demonstrate an analysis of the effectiveness of changes.
- The university must demonstrate the analysis of identified non-conformities and the implementation of corrective and preventive actions.
- The university must demonstrate the management of the educational process through the management of educational programs, including the assessment of their effectiveness.
- The university demonstrates the development of annual activity plans, including for academic staff, based on the Strategy.
- The commitment to quality assurance must apply to any activity performed by contractors and partners (outsourcing), including in the implementation of joint/double degree programs and academic mobility.
- The university must provide evidence of the transparency of its management system.
- The university must ensure the participation of students and academic staff in the work of collegial management bodies.
- The university must provide evidence of openness and accessibility of university leadership and administration to students, academic staff, parents, and other stakeholders.
- The university must demonstrate innovation management, including the analysis and implementation of innovative proposals.
- The university should strive to participate in international, national, and regional professional alliances, associations, etc.
- The university must ensure the training of university leadership, structural units, and educational programs in educational management programs.
 - The university should aim to ensure that progress made since the last external quality assurance procedure is considered

Supporting Evidence

The university operates in accordance with the Constitution of the Republic of Kazakhstan; the Law of the Republic of Kazakhstan "On Education" dated July 27, 2007, No. 319-III ZRK; regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan; the university's Charter; and internal regulatory documents (rules, regulations, instructions, etc.).

The non-profit joint-stock company "Karaganda Industrial University" implements management processes, including planning and resource allocation, in accordance with the approved Development Program for 2023-2029.

Management decision-making and their levels are determined by the organizational structure of "KarIU" and the job responsibilities of academic staff and employees. The governing body is the Board of Directors.

The current activities of KarIU are managed by the executive body—the Management Board. The decisions of the Management Board are made by a majority vote of the members present. The Management Board of the Society is headed by the Chairman of the Board—Rector.

The collegial management bodies of the university include: the Academic Council, the Educational and Methodological Council, the Scientific and Technical Council, and the Faculty Councils.

The activities of the university's structural units are regulated by the Regulations on the units. Job descriptions define the main functions, duties, rights, and responsibilities of each university employee.

To improve the quality of educational services, the university has established Quality Assurance Commissions based in the faculties.

The university systematically conducts risk analysis to identify potential threats. The Development Program for 2023-2029 presents an analysis and risk management activities. Each unit forms a risk register for the academic year, analyzes the results, and prepares a report on identified and unrealized risks.

Educational programs are continuously adapted to changes in the educational environment and labor market requirements.

The management of the educational process is primarily based on the management of educational programs. The development of educational programs is carried out in accordance with internal regulatory documents.

At KarIU, plans for the development of educational programs are formed, and the effectiveness of the educational programs is evaluated annually.

The university ensures access to key documents and decisions, such as the Charter, the Development Program, and local regulatory documents. This openness allows members of the university community and stakeholders to familiarize themselves with the key documents that define management processes.

Regular Activities and Conflict Resolution

At Karaganda Industrial University (KarIU), regular meetings are held with representatives of various stakeholders, such as roundtable discussions, graduate fairs, and extended department meetings, to discuss the requirements for graduates and the formation of necessary competencies.

The university's conflict of interest and relations policy includes targeted actions to prevent conflicts in educational and production units. The university's conflict resolution practices involve, when necessary, expanding the circle of participants involved in conflict resolution procedures by including other categories of employees.

The university establishes close partnerships with enterprises and industries, striving for mutual exchange of experience, conducting joint research, and implementing innovations in production activities. This strategic cooperation aims to support mutual growth and development, create progressive solutions, and ensure high-quality education that meets the needs of the modern labor market.

KarIU actively participates in various professional alliances and associations, working to expand international relations and strengthen international cooperation.

Analytical Section

In university management, risk management is given attention at the level of forming a risk register for a specific calendar year. External Evaluation Committee (EEC) experts note that risk assessment and mitigation strategies are defined at the level of the heads of structural units. However, corrective actions are not fully disclosed in the processes of documentary and strategic planning.

The evaluation and focus group interviews confirmed the collection of information through questionnaires.

The university has implemented a mechanism for assessing the opinions of various target groups involved in educational and other processes, regarding their satisfaction with the quality of these processes. An analysis of identified non-conformities is conducted based on the results of social surveys and questionnaires. However, focus groups did not confirm awareness of the results of addressing deficiencies identified through interviews and surveys.

The university has demonstrated the functioning of its internal quality assurance system. The drive to improve this system is evident in the periodic external quality assurance assessments, including accreditation processes, both institutional and specialized. EEC experts note the targeted actions taken by university leadership to implement the recommendations of the previous EEC.

To fulfill KarIU's Development Program (strategic plan), annual work plans are developed and implemented by all university structural units and academic staff. An annual monitoring of their implementation is conducted, with the results reported at collegial meetings and documented in final reports. EEC members note that during interviews with target groups (heads of structural units, program heads, academic staff) and in the study of the university's documented procedures,

there is evidence of an active mechanism for periodic monitoring of the implementation of activity plans. This monitoring assesses their effectiveness and efficiency, particularly in the implementation of educational programs and their development plans.

An analysis of the student body indicates that, for several educational programs, there has been a low number of graduates for more than one academic year, yet the university has not taken specific measures to address this situation.

Karaganda Industrial University (KarIU) provides training for university leadership, structural units, and educational program leaders in educational management programs.

Strengths/Best Practices:

- None identified.

Recommendations from the External Evaluation Committee (EEC):

- None for this standard.

EEC Conclusions on Criteria:

- For the "Leadership and Management" standard, the educational organization meets 15 satisfactory criteria.

6.3. Standard "Information Management and Reporting"

- The university must ensure the functioning of a system for collecting, analyzing, and managing information using modern information and communication technologies and software tools.
- The university must demonstrate the use of processed, adequate information for the effective management of educational programs and the improvement of the internal quality assurance system.
- The university should have a regular reporting system at all levels of the organizational structure, including the assessment of the effectiveness and efficiency of units, educational programs (EPs), research activities, and their interactions.
- The university must establish the frequency, forms, and methods for evaluating the management of EPs, the activities of collegial bodies and structural units, senior management, and the implementation of research projects.
- The university must demonstrate the establishment of procedures and the protection of information, including the designation of responsible individuals for the accuracy and timeliness of information analysis and data provision.
- An important factor is the involvement of students, staff, and academic personnel in the processes of information collection and analysis, as well as decision-making based on this information.
- The university must demonstrate the existence of a communication mechanism with students, staff, and other stakeholders, including mechanisms for conflict resolution.
- The university must ensure the measurement of satisfaction degree of the academic staff, personnel, and students needs, and demonstrate evidence of addressing identified deficiencies.
- The university must evaluate the effectiveness and efficiency of its activities, including in the context of educational programs.
- The information collected and analyzed by the university should consider:
 - Key performance indicators;
 - Dynamics of the student body by forms and types;
 - Academic performance, student achievements, and dropout rates;
 - Student satisfaction with the implementation of educational programs and the quality of education at the university;
 - Accessibility of educational resources and support systems for students;
 - Employment and career growth of graduates.
- Students, academic personnel, and other internal stakeholders must document their consent for the processing of personal data.
- The university must facilitate access to all necessary information in relevant scientific fields.

Supporting Evidence

KarIU has implemented information management processes, including the collection and analysis of data to assess performance, determine the extent to which the mission, goals, and objectives are achieved, and identify opportunities for continuous improvement of educational services.

The official website of KarIU (<https://tttu.edu.kz/>) serves as the primary public source of information about the university. The site is regularly updated and is available in three languages. The university also maintains accounts on social media platforms such as Instagram, Facebook,

Odnoklassniki, and TikTok. These accounts allow the university to inform the public about its developments and maintain feedback with its representatives.

KarIU's main information flows, whether in electronic or paper format, are categorized as external, internal, horizontal, and vertical.

In the process of information management, systems such as AIS Platonus, LMS Moodle, SEDO "Documentologist," and 1C Accounting are used.

For publishing information on the website and social media pages, responsible employees of the structural units provide information to the press center representative, who, in cooperation with the DCT employee responsible for website maintenance, posts the information on the website. The responsible employees of the structural units are accountable for the content, accuracy, timeliness, literary style, and correctness of the information. University leadership is responsible for coordinating all internal and external activities and ensuring the relevance and accuracy of the information.

KarIU has an effective internal monitoring system for the quality of knowledge and learning outcomes. The system includes the mandatory discussion of analytical reports at Academic Council meetings and meetings of the heads of structural units. The accuracy of information for managing the quality of educational activities is achieved by providing interested units with information on academic achievements through specific levels and modules of access in AIS "Platonus."

The university systematically conducts risk analysis, identifying potential threats. Methods used in KarIU for risk analysis include surveys of students and academic personnel, as well as the work of a task force on identifying corruption risks. Decisions are made, and measures are taken to prevent identified risks.

Karaganda Industrial University (KarIU) has established a regular reporting system that allows for the assessment of the performance and efficiency of each unit, educational program (EP), research activities, and their interactions. This reporting system includes various indicators reflecting the results of unit performance, the quality of educational and research processes, and student achievements, among other factors.

The university's website provides information on the recognition of its achievements in both national and international educational arenas, highlighted in national and global university rankings. KarIU also participates in the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" rankings of university educational programs based on employment outcomes.

An essential criterion for evaluating the university's performance and efficiency is the external examination of EPs. Leading specialists from organizations and enterprises relevant to the EPs' profile are involved as external experts.

The reporting system at KarIU is transparent and objective, with university leadership and staff having access to the reports and an understanding of how they are assessed and used for decision-making. Reporting results are also used to justify financial decisions, plan the university's development, and improve the quality of education and research.

The Academic Council is the university's collegial governing body. At the end of each academic year, during the final meeting of the Academic Council, all heads of structural units present reports on the implementation of the Academic Council's decisions over the academic year. These reports form the basis for evaluating the units' performance. This evaluation helps identify problem areas, take corrective actions, and improve the university's overall functioning.

KarIU's information security policy sets out requirements in several key areas: network security, password policy, server protection, antivirus policy, and internet access rules.

Students, staff, and academic personnel are actively involved in the processes of information collection, analysis, and decision-making based on this information. The primary methods for gathering information include external communication results, interviews, and surveys of all the above-mentioned stakeholders.

To assess the satisfaction levels of academic staff, personnel, and students, KarIU conducts

periodic surveys of students, staff, and employers, organizes open days, holds personal meetings with the rector, and maintains a rector's blog on the university's official website.

The quality of educational services is evaluated through classroom observation, open lessons, and methodical weeks. This allows for the analysis of teaching methods and the evaluation of teacher-student interactions. The information gathered helps identify areas in need of improvement, leading to the development of faculty training programs.

KarIU leadership ensures that students and staff have access to all necessary information in their respective scientific fields. Information support for research at KarIU is provided by the resources of the scientific library, access to the electronic resources of the Republican Inter-University Electronic Library, and international abstract databases such as Scopus and Web of Science.

Analytical Part

During meetings with target groups, in accordance with the visit program, and after familiarizing themselves with the university's educational infrastructure, material and technical resources, methodological materials, and internal documents, the External Evaluation Committee (EEC) noted that KarIU utilizes appropriate information systems, information and communication technologies, and software tools to adequately manage information.

The information collected and analyzed by the university considers various aspects such as student enrollment data, academic performance and achievements, student satisfaction with educational programs, accessibility of educational resources and student support services, graduate employment rates, key university performance indicators, staff personal data, material and technical resources, research activities, international cooperation, and other areas.

The university has a mechanism for monitoring the effectiveness and efficiency of changes implemented based on the information collected.

For the further development of the university, the EEC of NAAR recommends enhancing the university's website by reflecting all changes made to key documents based on the analysis of collected data regarding its activities.

The results of student surveys revealed that:

- Satisfaction with the relationship with the dean's office (faculty, department) was "completely satisfied" for 74.3%, "partially satisfied" for 24.1%, and "not satisfied" for 1.6%;
- Satisfaction with the promptness of feedback from teachers on academic process issues was "completely satisfied" for 78.6%, "partially satisfied" for 16.6%, "partially dissatisfied" for 2.1%, "not satisfied" for 0.5%, and "undecided" for 2.1%;
- Satisfaction with the faculty's requirements for students was "completely satisfied" for 74.9%, "partially satisfied" for 22.5%, "partially dissatisfied" for 1.6%, "not satisfied" for 0%, and "undecided" for 1.1%;
- Satisfaction with being informed about the requirements for successfully completing the educational program (specialization) was "completely satisfied" for 79.1%, "partially satisfied" for 18.2%, "partially dissatisfied" for 0.5%, "not satisfied" for 0%, and "undecided" for 2.1%.

The results of the faculty survey showed that:

- Perception of criticism by university leadership and administration was rated as "very good" by 14.6%, "good" by 79.2%, "relatively poor" by 4.2%, and "poor" by 2.1%;
- The level of feedback from the faculty with leadership was rated as "very good" by 54.2%, "good" by 45.8%, "relatively poor" by 0%, and "poor" by 0%.

The EEC of NAAR, after conducting meetings, discussions, and interviews with vice-rectors, department heads, leaders and staff of structural units, students, faculty, employer representatives, and alumni, as well as conducting surveys of students and faculty, and thoroughly reviewing the information and methodological resources, as well as necessary documents, confirmed the presence of a mechanism at KarIU for managing the implemented educational programs, which includes assessing the effectiveness and efficiency of the departments.

Furthermore, EEC members confirmed the existence of a system for interaction among participants in the educational process, which is facilitated through personal messages, chats, and forums.

Strengths/Best Practices for the Standard "Information Management and Reporting":
None identified.

EEC Recommendations for the Standard "Information Management and Reporting":
None for this standard.

EEC Conclusions by Criteria: For the standard "Information Management and Reporting," the educational organization has 17 satisfactory positions.

6.4. Standard "Development and Approval of Educational Programs"

- The university must demonstrate the presence of a documented procedure for developing and approving educational programs at the institutional level.
- The university must demonstrate that the developed educational programs align with established objectives, including the intended learning outcomes.
- The university must demonstrate the presence of a developed graduate model for the educational program, describing the learning outcomes and personal qualities.
- The university must demonstrate the conduct of external evaluations of educational programs.
- The qualification awarded upon completion of the educational program must be clearly defined, explained, and correspond to a specific level of the National Qualifications System (NQS) and the Qualifications Framework for the European Higher Education Area (QF-EHEA).
- The university must determine the impact of courses and professional practices on the formation of learning outcomes.
- An important factor is the possibility of preparing students for professional certification.
- The university must present evidence of the involvement of students, faculty, and other stakeholders in the development of educational programs and ensuring their quality.
- The university must ensure that the content of courses and learning outcomes correspond to the level of study (bachelor's, master's, doctoral).
- The structure of the educational programs should provide for various types of activities corresponding to the learning outcomes.
- An important factor is the presence of joint educational programs with foreign educational organizations.

Evidentiary PART

The development and approval of educational programs at KarIU are carried out in accordance with the requirements of the legislation of the Republic of Kazakhstan in the field of higher and postgraduate education, as well as internal regulatory documents, such as the Academic Policy; Regulation on the Development of Modular Educational Programs; Requirements for Educational and Methodological Complexes of the Educational Program and Disciplines; General Requirements for the Organization and Conduct of Professional Practices, and others.

All educational programs at the university are designed based on the modular principle using a competency-based approach in line with clearly formulated objectives. The measurability of the objectives of the educational programs is ensured by clearly defined learning outcomes. The learning outcomes are determined based on the Dublin Descriptors of the European Qualifications Framework, the National Qualifications Framework, Sectoral Qualifications Frameworks, and relevant professional standards.

The achievability of the educational program (EP) goals and learning outcomes is ensured by the approved list of university component disciplines and elective component disciplines, educational and methodological materials, the determination of assessment methods and tools, the faculty, and the material and technical base.

The graduate model defines the content and implementation process of the EP, meaning the sequential formation of the required set of competencies in students according to the level of education they receive.

The relevance and modernity of the content of the EP's courses are ensured through monitoring the current state and future prospects of technical development in relevant industries, scientific and technical achievements, and best practices in the industry.

To prepare students for professional certification, the university integrates additional educational programs—microqualifications—into the curriculum alongside the core component disciplines. As of the accreditation, 10 microqualification programs have been implemented.

In October 2023, the university also opened a Competency Development Center. The center operates in several areas, including the professional development of competencies for students and graduates of the university, and the organization of training sessions to enhance these competencies.

The sequence of studying the EP's courses is determined by the logic of building a system of interdisciplinary connections and is based on continuity, ensuring the integrity of the educational process and allowing students to optimally master the required learning outcomes.

When developing educational programs, the needs of students, including those with disabilities, are taken into account. The EP management has identified several programs that can accommodate students with various health conditions (e.g., musculoskeletal disorders, hearing, and vision impairments). Personal characteristics of students, including their information processing abilities, are mainly considered when they seek consultations with instructors during SRWP. The KarIU "Academic Policy" regulates the organization of the educational process for students with special educational needs.

KarIU maintains close ties with universities in Kazakhstan, as well as with Kazakhstani research organizations such as the Z.A. Abishev Chemical and Metallurgical Institute, Nazarbayev University, and the National Center for Integrated Processing of Mineral Raw Materials of the Republic of Kazakhstan. This collaboration is expressed in the involvement of research institute scientists in the joint supervision of master's and doctoral students, and the organization of scientific internships and research practices at the research institutes.

KarIU also maintains strong creative ties with many leading universities and research centers in the CIS and beyond, which facilitates the creation of joint educational programs with them. Currently, KarIU has agreements for the implementation of dual-degree programs and one joint master's educational program.

Examples of documents (Orders on the composition of academic committees, Reviews and Reports, Educational programs agreed with enterprises) were presented to demonstrate collaboration with stakeholders (enterprises, students) in the development and implementation of EPs.

Overall, the development of educational programs at the university is carried out in accordance with the Development Program (strategic plan) of the Karaganda Industrial University for 2023-2029, taking into account the main trends in higher education development.

Analytical Part

During meetings with focus groups and document analysis, the External Evaluation Committee (EEC) confirmed that the development of educational programs (EPs) at the university is carried out by the academic committee, which includes faculty members from the department and employer representatives. Additionally, protocols were presented indicating that students participate in the development and discussion of the EPs implemented by KarIU. However, during direct interviews, none of the participants could confirm the involvement of students in collegial bodies or in the process of developing and discussing the EPs at KarIU. In the process of developing educational programs, the strategic role is primarily assigned to the faculty. Methodological sessions function within the departments, where at the end of the academic year, they compile, update, and make adjustments to the working curricula.

At the same time, it was confirmed that the educational programs are developed taking into account the suggestions of employers and in accordance with the requirements of Kazakhstan's education legislation, followed by external expertise. However, the EEC members note that the requirements for EP reviewers and the content of the reviews are not reflected in the university's regulatory documents.

During meetings with EP management and faculty, it was stated that one form of collaboration with employers in the development, management, and implementation of educational programs is the involvement of industry specialists in conducting classes. Leading institutions and enterprises of the city serve as bases for practical training.

Experts verified that the university has developed a competency-based graduate model in accordance with the National Qualifications Framework.

They also note that one of the key elements of the National Qualifications Framework is the independent certification of final-year students to ensure compliance with professional standards. However, this work at the university is not systematic. The experts recommend implementing a system for preparing students for professional certification.

The EEC of NAAR, after conducting meetings, discussions, and interviews with vice-rectors, department heads, managers and staff of structural divisions, students, faculty, representatives of employer organizations, and alumni, as well as conducting surveys of students and faculty, and thoroughly familiarizing themselves with the information and methodological resources and necessary documents, notes the following: Currently, the university is implementing joint EPs: with the Astrakhan State Technical University (ASTU) under the EP "7M04103-Economics" (KariU)/"Finance of the Digital Economy" (partner university) (dual degree program); with the Ukrainian State University of Science and Technology under the EP "7M07203-Metallurgy of Ferrous and Non-ferrous Metals." However, interviews with various focus groups revealed that KariU faculty and staff do not participate in academic mobility not related to grant projects or internships within doctoral studies.

EEC experts have determined that the university does not offer multilingual education, which also requires further development. The lack of multilingualism reduces the level of student participation in international projects and competitions, as well as increases the risks of non-implementation of academic mobility for students.

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

- The alignment of the educational program's content and quality with the expectations of the labor market and employers is rated as "very good" by 50% and as "good" by 50%.
- The opportunities provided by the university for the professional development of the teaching staff are rated as "very good" by 54.2% and as "good" by 45.8%.
- The degree of academic freedom of the teaching staff is rated as "very good" by 52.1%, as "good" by 45.8%, and as "relatively poor" by 2.1%.
- The attention paid by the university administration to the content of the educational program is rated as "very good" by 62.5% and as "good" by 37.5%.

Based on the results of the student survey, it was found that:

- 78.1% are "completely satisfied" with the quality of the educational program overall, 19.8% are "partially satisfied," and 2.1% are "partially dissatisfied."

Strengths/Best Practices:

- Karaganda Industrial University implements joint educational programs with foreign educational organizations.

Recommendations from the External Evaluation Commission (EEC):

- Consider opportunities for further expanding joint scientific research with foreign universities and submitting an application for program-targeted funding (Deadline: September 1, 2025).
- With active involvement and support from specialists of relevant enterprises, it is recommended that the university increase the number of courses for preparing students for professional certification (Deadline: December 31, 2024).

EEC Conclusions by Criteria:

According to the standard "Development and Approval of Educational Programs," the educational organization has 1 strong position and 10 satisfactory positions.

6.5. Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs"

Evidentiary Part

Karaganda Industrial University (KariU) is responsible for the quality of the education it

provides and ensures its maintenance. To this end, the university continuously improves its educational programs (EPs), taking into account changes in the labor market, employer requirements, and the needs of students.

The methodology for assessing and monitoring the quality of accredited EPs at KarIU is defined in the university's internal documents:

- QMS P 4-25-1-2023 "Regulations on the Development of Modular Educational Programs,"
- QMS P 4-57-2022 "Regulations on the Procedure for Developing an Educational Program Development Plan and the Procedure for Evaluating the Effectiveness of the Implementation of an Educational Program." Meetings and interviews conducted by the External Evaluation Commission (EEC) with KarIU administrators, faculty, students, as well as employers and university graduates:
- Meetings with vice-rectors, heads of structural units, deans, department heads, and faculty on March 18, 2024,
- Meetings with students, employers, and graduates on March 19, 2024, confirmed the university's efforts to adapt the EPs to new technologies and the changing demands of the labor market.

KarIU conducts periodic monitoring, evaluation, and modernization of EPs in accordance with development plans, which are developed by the issuing departments based on an analysis of the current EP situation.

The development and updating of EPs at KarIU are carried out by academic committees, which are formed annually at the issuing departments. These committees include faculty members from the relevant departments, employers, senior students, and foreign experts.

Subsequently, the revised EPs are reviewed and approved by the Faculty Council, the Academic-Methodological Council, and the Academic Council of the university.

Most stakeholders can familiarize themselves with the EPs, propose changes, and track the status of proposals during periodic meetings and consultations with key stakeholders organized by the university.

Analysis

In 2022, the university updated a number of doctoral programs.

In 2023, due to changes in state educational standards, the university updated all bachelor's and master's degree programs, and at the recommendation of employers, updated more than 50% of the EPs in economics and business, as well as the programs "Standardization, Metrology, and Certification" and "Technological Equipment for Industry."

Several university departments conduct periodic assessments of students' needs and satisfaction with the implementation of EPs through regular surveys. The results of the latest surveys show that, overall, respondents are satisfied with the quality of the educational process and EPs.

According to the data presented to the commission, senior students from the issuing departments and employers participate in the formation and updating of EPs. This participation involves either their involvement in the meetings of the university's Academic Committees or providing written feedback on the EPs.

To involve as many stakeholders as possible in the discussion of EPs, relevant information should be made publicly available. However, no information regarding this was found on the university's website.

The university's report does not reflect how all stakeholders are informed about changes made to the EPs.

Strengths/Best Practices:

- **None identified.**

Recommendations from the External Evaluation Commission (EEC):

- The university needs to take measures to publish all planned and implemented changes made to the educational programs (EPs) to ensure that all interested parties are informed and can participate in their evaluation and discussion.

EEC Conclusions by Criteria:

- According to the standard "Continuous Monitoring and Periodic Evaluation of Educational Programs," the educational organization has 11 satisfactory positions.

6.6. Standard "Student-Centered Learning, Teaching, and Performance Evaluation"

Evidentiary Part

Karaganda Industrial University (KarIU) implements a policy of providing equal opportunities for education to all social groups, regardless of gender, race, ethnicity, age, physical abilities, cultural background, or other characteristics.

This activity is regulated by the university's internal documents:

- KarIU's Policy on Equality, Diversity, and Inclusion,
- Regulations on Organizing Inclusive Education for Persons with Disabilities at KarIU,
- Regulations on the University's Educational Grant, University Scholarship, and Tuition Discounts at KarIU,
- Regulations on the Organization of Ongoing and Final Assessments, Interim Certification, and Student Performance Evaluation.

Meetings and interviews conducted by the EEC with KarIU students and graduates on March 19, 2024, confirmed that the university prioritizes the interests and needs of students in its operations. The university practices the development of individual learning paths for students based on modular EPs and offers inclusive education.

In terms of teaching methodologies, KarIU employs student-centered teaching methods, including flipped classroom, problem-based lectures, discussion lectures, distance lectures, brainstorming, case studies, business games, and others, utilizing interactive whiteboards and digital projectors.

From 2019 to 2024, KarIU organized student mobility programs in collaboration with:

- Lublin University of Technology (Poland),
- University of Chemical Technology and Metallurgy (Bulgaria),
- Czestochowa University of Technology (Poland),
- Gazi University (Turkey),
- E. Buketov Karaganda University,
- A. Saginov Karaganda Technical University,
- Ekibastuz Engineering and Technical Institute,
- A. Baykonurov Zhezkazgan University.

Analysis

Karaganda Industrial University (KarIU) provides equal opportunities for education to all social groups of students, as outlined in the relevant corporate documentation.

Students have the flexibility to design their own educational path by selecting modules within the educational programs (EPs). Some courses are optional, and students can also acquire additional knowledge and skills through academic mobility opportunities offered by KarIU. In addition to the main EP, students can take supplementary educational programs at the university and receive corresponding professional certification.

To assist students in choosing their educational trajectory, the university practices advising. It also conducts student surveys to identify potential shortcomings in the organization of education. These surveys serve as a form of feedback on various aspects of KarIU's activities.

Students can address potential complaints to their academic advisor or the faculty dean's office. Beyond the existing "ask a question" function, it is recommended to enrich KarIU's website with a "file a complaint" feature, allowing students to track the progress of their issues.

To facilitate the exchange of teaching methods and student performance evaluation techniques, KarIU organizes "Methodological Weeks" within each department. However, the

published plans for the 2023 Methodological Weeks on the university's website do not include any events focused on analyzing and disseminating the accumulated experience among the university's teaching staff.

It is advisable to include activities involving practicing specialists engaged in dual education in the plans for Methodological Weeks, as such experience is particularly valuable and necessary, especially when assessing student learning outcomes.

Neither the Report nor the accompanying materials reflect the methods used by the university to verify the qualifications of those assessing student learning outcomes.

Strengths/Best Practices:

- **None identified.**

Recommendations from the External Evaluation Commission (EEC):

- KarIU should systematically analyze and disseminate modern teaching methods and assessment practices from both domestic and international universities.
- The university is recommended to periodically organize meetings between faculty and leading practitioners to discuss and implement modern methods of assessing learning outcomes, particularly concerning dual education programs.

EEC Conclusions by Criteria:

- According to the standard "Student-Centered Learning, Teaching, and Performance Evaluation," the educational organization has 9 satisfactory positions and 1 position that requires improvement.

6.7. Standard "Students"

Evidentiary Part

Several corporate documents of Karaganda Industrial University (KarIU) regulate the entire life cycle of student education, including:

- "Academic Policy of KarIU";
- "Admission Rules at KarIU";
- Regulations on "Rules for Transfer and Reinstatement of Students";
- Regulations on "University Educational Grant, University Scholarship, and Tuition Discounts at KarIU";
- Regulations on "Academic Mobility at KarIU."

All these documents are published on the university's website.

KarIU's commitment to student enrollment and post-graduation support was confirmed during meetings between the External Evaluation Commission (EEC), administrators, faculty, students, employers, and alumni.

Every year, KarIU conducts meetings with graduates in schools and colleges across the city, region, and republic, as well as organizes familiarization tours of the university.

To help new students adapt to the academic process, group curators meet with students at the beginning of each academic year to discuss internal regulations, GPA transfer requirements from course to course, and other relevant issues. The university's student self-government bodies are also involved in this process.

KarIU provides all necessary conditions for students to engage intensively in education and self-education, including:

- Adequate study conditions in classrooms, laboratories, the library, and reading rooms;
- Availability of a comprehensive literary collection;
- Housing and recreational facilities;
- Moral and material incentives for academic excellence.

The Department of Science, Innovation, and International Cooperation (DSIIC) at KarIU coordinates international academic mobility for students and manages the recognition and equivalence of learning outcomes and qualifications in accordance with the Bologna Process standards.

Academic mobility for students at KarIU is funded either by the university's budgetary and non-budgetary funds, the host institution (via grants from international organizations or private foundations), or by the student's personal funds.

KarIU encourages its talented students by providing them with grants or scholarships in accordance with its Educational Grant Policy.

The university's website, reports, and other documents indicate that KarIU maintains strong connections with many regional enterprises, universities, and research centers within the CIS and abroad, particularly for organizing student internships.

In addition to higher education within their chosen EP, KarIU offers students the opportunity to pursue supplementary educational programs.

To assist graduates with employment, KarIU organizes annual job fairs, meetings with employer representatives, and publishes graduate resumes on the university's website.

Analytical Section

Karaganda Industrial University (KarIU) takes steps to help new students adapt to the university's internal regulations and academic processes, including conducting sociological surveys among first-year students. However, detailed information on the results of these surveys and the actions taken based on them is not readily available.

The university maintains strong ties with various mining, metallurgical, and machinery assembly enterprises in the region. This relationship is reflected in the offered educational programs (EPs), the provision of suitable internship placements for students, and the collaborative research and applied projects between the university and these enterprises.

In the context of student academic mobility, KarIU plans to expand the number of partner universities. However, the commission could not find specific measures that the university, faculties, or departments are planning or implementing to enhance academic mobility. It is also unclear how the goals and expectations for academic mobility are set, especially when funded by the university.

Despite the measures taken by KarIU to provide conditions for student self-education, the commission believes that the university needs to improve the organization of seminars, practical classes, and project-based learning (PBL) to better support student self-education.

The supplementary educational programs offered by KarIU provide graduates with additional employment opportunities. However, regarding graduate employment, the report and other materials do not clearly indicate who within KarIU is responsible for tracking employment outcomes and what the results of these efforts are. Additionally, the relationship and interaction between the university and the KarIU Alumni Association in terms of employment and promoting the university's image are not clearly outlined.

Strengths/Best Practices:

- KarIU maintains close ties with several leading regional enterprises, which helps the university prepare students in high-demand educational programs, find internship placements, and assist graduates in finding employment.

EEC Recommendations:

- KarIU, faculties, and relevant departments should systematically plan activities to support both external and internal student mobility.
- Involve students as presenters and co-presenters in seminars on specialized subjects and implement Project-based Learning (PBL) to encourage self-education.
- Update the "Regulations on University Educational Grants, Scholarships, and Tuition Discounts at KarIU" within three months, clearly defining selection criteria for gifted students and communicating these to the student body.
- KarIU should develop annual plans for joint activities with the Alumni Association to promote the university's image in the region.

EEC Conclusions on Criteria:

Under the standard "Students," the educational organization has 1 strong position, 7 satisfactory positions, and 3 positions requiring improvement in criteria.

6.8. Standard "Faculty and Teaching Staff"

Evidence Section

The administration of KarIU ensures that the turnover of its faculty and staff is minimized, and it actively monitors and supports their professional development and the enhancement of their qualifications and competencies.

KarIU's personnel policy is implemented in accordance with corporate documents, including the "Regulations on the Qualification Characteristics of Positions of Academic and Teaching Staff," the "Regulations on the Competitive Selection for the Positions of Faculty and Research Staff of the University," the "Regulations on the Rating Evaluation of Faculty and Staff Activities of KarIU," and various competitions such as "Best Department," "Best Faculty," and "Best Unit," as well as the "Regulations on the System of Labor Remuneration, Material Incentives, and Bonuses for KarIU Employees" and the job descriptions of the faculty and research staff of the university.

Personnel movements (hiring, transfers, dismissals, etc.) of the faculty at the university are carried out in accordance with the Labor Code of the Republic of Kazakhstan and relevant legal acts, adhering to the principles of transparency, accessibility, and impartiality. This process is managed by the Human Resources Department. Specifically, the university conducts faculty hiring based on competitive selection for vacant academic positions.

The proportion of faculty with academic degrees at KarIU departments over the past 5 years has ranged from 41% to 54%, which meets the qualification requirements established by Order No. 4 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated January 5, 2024, for higher and/or postgraduate education institutions.

Each year, specialists with practical work experience from relevant enterprises and organizations are invited to teach in all areas of study at the university.

To maintain the quality of teaching, KarIU conducts a competitive review of its faculty every three years to assess their suitability for their positions.

Unfortunately, the age distribution of faculty with academic degrees was not reflected in the Report and accompanying accreditation documents, which makes it difficult to assess the expected changes in the academic composition of the departments and to relate these changes to the measures taken by the university in this context.

To improve qualifications, enhance professional knowledge and skills, and learn from the best practices of enterprises and organizations, the university's faculty undergo internships at enterprises and organizations in the city, region, and across the Republic of Kazakhstan.

KarIU faculty actively engage in research in metallurgy, construction, energy, and information technology, as well as in the field of environmental safety and energy efficiency of technological processes, participating in 18 grant projects and 3 contract-based research topics.

Incentives for the work of the faculty are provided in accordance with the "Regulations on the Rating Evaluation of Faculty Activities..."

KarIU provides material support to its employees and faculty, including paying for professional development courses, partially reimbursing the cost of publishing scientific articles in international peer-reviewed journals, providing housing for non-local employees, and offering tuition discounts for the children and family members of the university's faculty.

Analytical Section

The active involvement of KarIU faculty in research activities through grant projects and contract-based research contributes to their continuous professional growth and the integration of research results into the educational programs.

To improve the quality of student training, the Expert Commission recommends that KarIU increase the proportion of industry specialists with practical work experience involved in the university's teaching activities.

The Report and other accreditation documents do not reflect the link between the planning of professional development and competency enhancement for the faculty and the university's strategic plan and development priorities.

The Expert Commission notes that additional measures should be reviewed and approved to incentivize the faculty to attain the academic title of Professor and Associate Professor.

The Expert Commission did not find an answer to the question of whether an analysis is conducted on the satisfaction of KarIU faculty and staff with their work and whether any measures are taken based on the results of such an analysis.

Strengths/Best Practices:

None identified.

Recommendations from the Expert Commission (EC):

- By September 2024, additional measures should be reviewed and approved to more effectively fill the positions of assistant, lecturer, and associate professor at KarIU with qualified teaching staff, as well as to increase the number of associate professors and professors among faculty with academic degrees.

EC Conclusions on Criteria:

The educational organization has 11 satisfactory positions under the "Faculty and Teaching Staff" standard.

6.9. Standard "Research Work"

- The university must demonstrate that its research work priorities align with national policies in education, science, and innovation development.
- The university must ensure that its research activities are aligned with the university's mission and strategy.
- The university must engage in the planning and monitoring of the effectiveness of its research activities.
- The university must demonstrate the processes for involving students in research activities.
- The university must facilitate the presentation of scientific findings by researchers, faculty, and students at various scientific platforms, including the publication of research results.
- The university must promote the implementation of research results, including consulting and commercialization.
- The university must support the recognition of research outcomes, including the registration of scientific projects with relevant authorities, as well as the securing of patents and copyrights.
- Conducting joint research with foreign universities is an important factor.
- The university should strive to diversify the sources of funding for research activities.
- The university should implement mechanisms to motivate research activities among students, faculty, and other internal stakeholders.

Evidence Section

The university has a regulatory framework for managing research activities, including the "Management of Research Activity Processes," the "Regulations on the Department of Science, Innovation, and International Cooperation," and the "Regulations on the Scientific and Technical Council of KarIU."

KarIU is actively engaged in the development of new materials and alloys, the optimization of technological processes, the creation of energy-saving and environmentally friendly solutions, as well as information technologies and their applications in metallurgy, construction, and energy.

The Department of Science, Innovation, and International Cooperation coordinates research activities at KarIU. Currently, the university is carrying out 18 state-funded projects and 18 projects in collaboration with industrial enterprises and other universities in Kazakhstan - <https://ttu.edu.kz/ru/deystvuyushhie-nauchnie-proekti/>. As a result, from 2019 to 2023, according to the Report, the university's faculty published 208 articles in international journals indexed in Scopus and 113 articles in journals indexed in the Web of Science database.

Figure 9.1 illustrates the dynamics of the growth in the university faculty's publication activity.

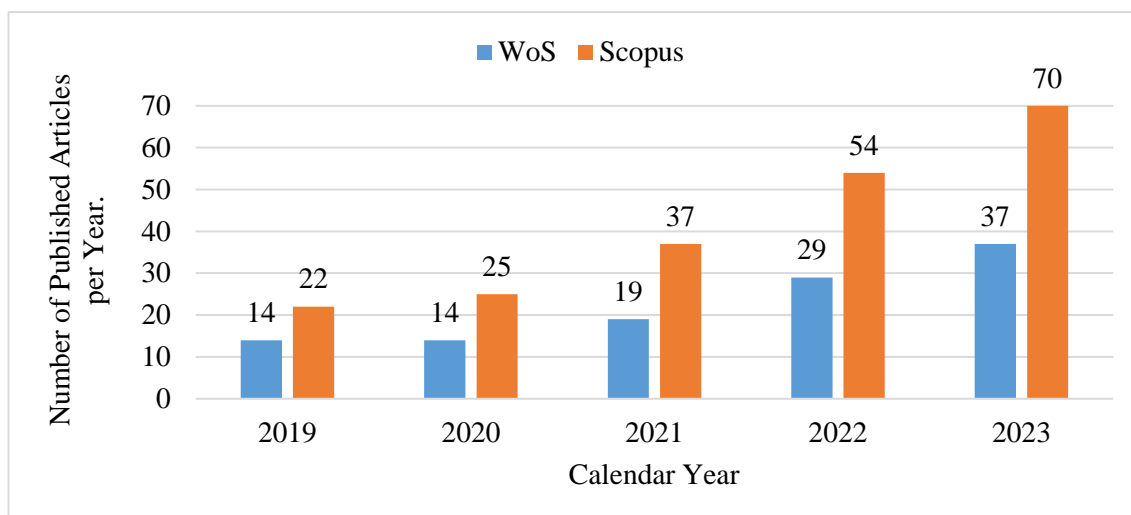


Figure 9.1 – Dynamics of KarIU Faculty's Publication Activity in International Peer-Reviewed Journals for 2019-2023

Doctoral, master's, and undergraduate students at KarIU are actively involved in research throughout their studies. The involvement of students in research activities is described in the "Regulations on Student Research Work" (QMS PP 15-25-17.09-2023). The university conducts monthly monitoring of the research activities outlined in the individual plans of the faculty. The effectiveness of research activities at the university is monitored through discussions at the meetings of the Scientific and Technical Council (STC).

The Scientific and Technical Council of the university holds quarterly meetings, during which recommendations are made regarding the approval and implementation of research and development plans, the practical application of their results, the publication of scientific works, and more. Based on extracts from the STC meeting minutes, the decisions made are submitted for consideration and approval at the meetings of the Academic Council of the university.

The university discusses issues of international cooperation and the implementation of research conducted in collaboration with foreign organizations and listens to reports from staff on their international scientific trips.

Research monitoring is conducted using the Platonus information system. This system includes sections on "Research Work" and "Publications." The "Inventive Activity" section collects information on obtained patents and copyright certificates for intellectual property.

External evaluation of research funded by the state budget is conducted by an expert group from the National Center for State Scientific and Technical Expertise.

The university has mechanisms in place for the moral and material incentivization of student participation in research. When participating in scientific events held in other cities, students' travel and accommodation expenses are covered by the university. Winners of student research contests, hackathons, subject Olympiads, and the most active participants in student conferences receive appropriate diplomas.

The same mechanism is in place to motivate the faculty. Indicators evaluating research activities are provided in the "Regulations on the Rating Evaluation of Faculty and Staff Activities of KarIU" and in the contests "Best Department," "Best Faculty," and "Best Unit." Annually, the university holds a competition among its faculty and staff for "Best Researcher," with winners receiving cash prizes.

Procedures for the implementation, commercialization, and recognition of research results at the university are regulated by documents such as the "Regulations on the Technology Commercialization Office" (QMS PP 15-58-17.09-2023) and the "Regulations on Innovation Management" (QMS P4 58a-2022).

Analytical Section

The presented research publications and ongoing scientific projects fully align with the national priorities in education, science, and innovation development. The Karaganda Industrial University's Development Program for 2023-2029 aligns with the university's research activities and strategy based on the results of these research activities. The planning and monitoring of research effectiveness is controlled at a high level by the university's Scientific and Technical Council.

The university engages students in research activities, with several students participating in funded research projects on a paid basis.

Some students have participated in national student research competitions and have won prizes. The university is actively working to promote the implementation and commercialization of research results.

Faculty and staff, with funding for research projects, actively participate in international trips. However, it should be noted that the university does not have international research projects or joint scientific studies with foreign universities.

The university has a rating system that provides mechanisms for motivating research activities among students, faculty, and other stakeholders.

Based on the survey results:

- 90.9% of respondents are fully satisfied and 7.5% are partially satisfied with the material provided by the faculty, which is relevant and reflects the latest advancements in science and practice.
- 95.8% of respondents are fully satisfied and 2.1% are partially satisfied with the university's support and management's encouragement of the faculty's research initiatives.
- 85.6% of respondents are fully satisfied and 12.5% are partially satisfied with the opportunity for faculty to combine teaching with research activities.

Analyzing the educational programs for the fulfillment of the "Research Work" standard in the accredited areas, the commission notes:

Strengths/Best Practices:

Not identified.

Recommendations from the External Evaluation Commission (EEC):

- The university administration should develop and implement participation in international research projects, as well as conduct joint scientific studies with foreign universities.

EEC Conclusions on Criteria:

For the "Research Work" standard, the educational organization has 9 satisfactory positions and 1 criterion requiring improvement.

6.10. Standard "Finance"

- The university should develop development scenarios aligned with its development strategy, taking risk assessment into account.
- The university should demonstrate operational and strategic budget planning.
- The university should demonstrate the existence of a formalized financial management policy, including financial reporting.
- The university should demonstrate the presence of an internal audit system.
- The university should demonstrate the conduct of an external independent audit.
- The university should have a mechanism to assess the adequacy of financial support for various university activities, including the university's development strategy, educational program development, and research projects.

Evidence

In accordance with the university's strategic development priorities for 2023-2029, a university development program is being developed, which includes a financial direction. The financial activities of the university are implemented in accordance with the established requirements of the International Financial Reporting Standards (IFRS), based on the legislative acts of the Republic of Kazakhstan, and are regulated by internal documents (Charter, Accounting Policy, Regulations on the Remuneration System, Material Incentives, and Bonuses for KarIU Employees), the Development Program, and the KarIU Development Plan.

The university's Board of Directors approves the budget and allocation of financial resources. Transparency and accessibility of the university's financial and budgetary procedures are ensured through the coordination of the Development Plan with the Board of Directors and approval by the authorized body – the Ministry of Science and Higher Education of the Republic of Kazakhstan (MoSHE RK).

The allocation of financial resources to achieve the university's strategic goals follows a standard scheme. Table 10.1 presents the sources of the university's financial resources. All categories show positive growth, except for "Other Income."

Table 10.1 - Sources of Financial Resources for KarIU

	Income Sources, thousand tenge	Years		
		2021	2022	2023
1	Extrabudgetary financing	348 345	390 334	444 466
2	Budgetary funds, including	752 092	1 425 031	1 470 197
2.1	Training of specialists under state order	608 210	804 428	941 330
2.2	Other educational services	74 096	90 837	102 462
2.3	Income from scientific and international projects	-	64 747	298 302
2.4	Dormitory accommodation	652	23 720	29 502
2.5	Other income	69 134	444 299	98 601

The budget allocation is based on the decision of the university's budget commission. Table 10.2 shows the dynamics of financial resource allocation. It is worth noting that, according to the provided data, 65% of all expenses are allocated to the university staff salary fund.

Table 10.2 - Dynamics of University Expenses (thousand tenge)

№ п/п	Indicators	2021, thousand tenge	2022, thousand tenge	2023, thousand tenge
	Total expenses, including:	1 066 642	1 781 051	1 879 400
1	Salary fund	703 685	1 017 356	1 212 902
2	Travel expenses	1 500	4 958	15 028
3	Purchase of materials	60 515	69 295	32 597
4	Purchase of fixed assets, including:	92 032	105 987	135 121
4.1	Purchase of educational literature	83 942	115 830	115 030
5	Utilities	40 576	49 000	51 000
6	Software	144 907	487 920	350 319

At meetings of the Board of Directors and the Academic Council, issues related to the formation and allocation of financial resources are discussed. Reports on the financial and economic activities of the university are also reviewed and discussed. Table 10.3 presents the effectiveness of budget allocation.

Table 10.3 - Effectiveness of Budget Allocation

Period	Income, thousand tenge	Expenses, thousand tenge	Net income, thousand tenge	Return on assets	Profitabilit y
2020	893 804,10	867 726,60	26 077,50	0,89	0,93
2021	1 100 437,0	1 066 642,0	33 795,00	1,21	1,27
2022	1 815 365,0	1 781 051,0	34 314,00	1,16	1,28
2023	1 914 663,0	1 879 400,79	35 262,21	1,06	1,11
2024 (on 01.01.2024)	2 364 790,0	2 326 422,0	38 368,00	0,99	1,03

Annual Property Inventory

An annual inventory of assets is conducted. Document processing and accounting records are managed using the "1C: Accounting" software, which allows storing, updating, and retrieving information about the activities of KarIU.

The Internal Audit Service operates within KarIU and reports to the Board of Directors. It works according to an annual plan approved by the Board. Based on internal audits, surveillance cameras have been installed, spaces have been leased, and work has been done to settle debts.

To reflect the results of financial and economic activities, the university conducts an audit annually with independent auditing organizations and special-purpose audits. After the formation of the annual financial statements, an external audit is also conducted each year.

The university conducts a general competition for this service through the government procurement portal. The financial statements for 2022 have been published on the university's website and in the financial reporting repository.

Based on the results of the external audit in 2023, a proposal was made for auditors to participate in the inventory process. In 2024, auditors were given the opportunity to conduct a partial inventory of the university's material and technical assets.

The university has a mechanism for evaluating the adequacy of financial support for various activities, including the university's development strategy, educational programs (EP), and research projects. Budget planning is carried out with the participation of the heads of university departments, who submit requests for the purchase of goods, works, and services.

Analytical Section

The documents listed and submitted for analysis lack sections that define the procedure for forming a development scenario in line with the development strategy, taking into account risk assessment. Criteria for efficiency and their indicators in demonstrating operational and strategic budget planning are not presented.

When conducting financial reporting, it is necessary to determine the level of results achieved in implementing the plan.

The internal and external audit documents do not show a systematic connection between educational, scientific, and production activities.

According to the survey results, it can be inferred that the university has a mechanism for evaluating the adequacy of financial support for various activities, including the university's development strategy, EP development, and research projects.

Survey results:

- The educational organization provides sufficient opportunities for sports and other leisure activities: 91.9% are fully satisfied, 7% are partially satisfied.
- The equipment and facilities for students are safe, comfortable, and modern: 91.5% are fully satisfied, 7.5% are partially satisfied.
- The library is well-equipped and has a good collection of books: 91% are fully satisfied, 7% are partially satisfied.

Analyzing the EP in the context of the "Finance" standard for accredited programs, the commission notes:

Strengths/Best Practices: None identified.

Recommendations for the Educational Organization:

- Develop criteria for the effectiveness of achieving the university's financial activities when preparing financial statements. (Deadline: September 1, 2025)

VEC Conclusions on Criteria: According to the "Finance" standard, the educational organization has 0 strong, 6 satisfactory, and 0 criteria requiring improvement.

6.11. Standard "Educational Resources and Student Support Systems"

- The university must ensure that educational resources, including material and technical resources, and infrastructure align with the university's strategic goals.
- The university must demonstrate the presence of procedures to support various groups of students, including providing information and counseling.
- The university must demonstrate that its information resources align with strategic goals:
 - Technological support for students and teaching staff (PPS) in accordance with educational programs (e.g., online learning, modeling, databases, data analysis software).
 - Library resources, including a collection of educational, methodological, and scientific literature on general education, basic, and specialized disciplines, available in both print and electronic formats, periodicals, and access to scientific databases.
 - Plagiarism checks of research results, final papers, and dissertations.
 - Access to educational internet resources.
 - Functioning Wi-Fi throughout the campus.
- The university must strive to create conditions for educational, research, and other activities. Infrastructure development should be based on monitoring the satisfaction of students, teachers, staff, and other stakeholders with the infrastructure.
- The university must ensure that educational equipment and software used for mastering educational programs are similar to those used in relevant industries.
- The university must ensure that the infrastructure meets safety requirements.
- The university must consider the needs of various groups of students (adults, working students, international students, and students with disabilities).
- The university creates conditions for students to pursue individualized educational pathways.

Evidence

A visual inspection of the material and technical base of KazITU indicates a sufficient level of equipment in educational computer labs, availability of wired and wireless (Wi-Fi) internet in all classrooms, and access to the university's electronic information environment, electronic library, and website. A notable achievement is the presence of facial recognition for entering academic buildings. KarIU has six educational and laboratory buildings with a total area of 44,010 square

meters, housing classrooms, specialized offices, and laboratories, computer labs, and a university museum. The campus also includes two dormitories with 890 places, a cafeteria, buffets, a medical station, a sports complex, an assembly hall, and various sports clubs and interest groups. The sports complex, covering 2,300 square meters, includes six game rooms and two outdoor courts. Additionally, the university has structural divisions such as departments, deanships, the Department of Academic Affairs, the Department of Science, Innovation, and International Cooperation, the Registrar's Office, the scientific library, the contract department, and the Center for Educational Services. The library's collection is divided into scientific, educational, and educational-methodological literature, available in both traditional print formats (books, journals, dissertations, etc.) and electronic formats. As of January 1, 2024, the total book collection consists of 296,520 items, including 115,409 in the state language and 1,348 in English. Educational literature on electronic media accounts for 23% of the total collection—67,441 items. Faculty, staff, and students have access to scientific databases such as Web of Science, Scopus, ResearchGate, SciPeople, and Wiley. This academic year, a library service agreement has been concluded with the Aktobe branch of the Republican Scientific and Technical Library.

The university conducts plagiarism checks on research results, final papers, and dissertations using licensed software such as "StrikePlagiarism." Based on the results of the examination, a document is issued and attached to the work under review.

During the inspection of several laboratories and pilot production workshops, the Visiting Expert Commission (VEC) noted strong support from the university administration in conducting research and laboratory classes for students in technological fields.

The faculty and staff demonstrated all the educational equipment and software used in educational programs. The university has software products such as SCAD Office, Renga, Compass, Midas, 1C Accounting, Matlab, DEFORM-2D/3D, Simufact Forming, Polygon, virtual simulators for rough and finish rolling, cold rolling, steel production, the IT Alem hardware-software complex, HSC Chemistry, FactSage, Open Server, MS Visual Studio 2022, SQL Server Express, and Cisco Packet Tracer network emulator.

All educational and scientific laboratories comply with safety requirements. Safety training for students is conducted following regulatory documents, such as "Safety and Electrical Safety Instructions for Working with Electrical Equipment," "Fire Safety Measures in KarIU Divisions," and "Safety Instructions for Working with Computer Equipment." All dormitories and university buildings are equipped with video surveillance systems, security, and automatic fire alarms, with a total of 170 cameras installed. Dormitories and university buildings are also equipped with turnstiles.

All first-year students undergo an adaptation week and are introduced to group supervisors, who collect information about them and their families. Information about incoming students is also determined by the type of educational grant quotas and upon submitting documents to the admissions office. The university considers the needs of various student groups: adults, working students, international students, and students with disabilities. Working students have access to all materials, and if necessary, they can study the material independently and ask questions to the teacher.

KarIU has a special office for inclusive education students and operates under regulations on organizing inclusive education for students with disabilities.

Due to the large number of small groups across educational programs, there is no need to create multiple educational trajectories at KarIU. However, by grouping several programs from one educational group, it is possible to create a modern educational program with multiple individualized educational trajectories in information technology.

Analytical Part

The members of the Visiting Expert Commission (VEC) note that the educational resources, including material and technical resources, and infrastructure align with the university's strategic

goals. The specialized educational laboratories are equipped according to the main directions of the educational programs (OP).

The university has created an educational environment and conditions for students, as reflected in both the university's strategic documents and its regulatory acts. Additionally, the university leadership procures all necessary software products and materials to support the educational and research environment. All academic buildings and overall infrastructure are functioning at an appropriate level.

Several laboratories and computer labs are equipped with the necessary software and material-technical base, similar to those used in the corresponding industries.

The VEC members note a lack of sufficient methodological guidelines for laboratory and practical sessions in core disciplines and internships.

Theses, graduation projects, and master's dissertations are checked for plagiarism using the Anti-Plagiarism system.

Library resources provide students with access to both the core and supplementary literature listed in the syllabi. It should be noted that the university is connected to an electronic library system. However, the verification of the availability of recommended literature for each student, considering the requirements of the State Compulsory Education Standard (GOSO), was not feasible during the VEC visit.

Survey Results:

- 89.8% of students are fully satisfied with the quality of medical services at the university, while 4.3% are partially satisfied.
- 96.2% are fully satisfied with the availability of library resources, and 2.1% are partially satisfied.
- 96.3% are fully satisfied with the quality of services in libraries and reading rooms, with 0% partially satisfied.
- 97.3% are fully satisfied with the existing educational resources of the university, and 4.3% are partially satisfied.
- 95.1% are fully satisfied with the availability of computer labs, and 3.2% are partially satisfied.
- 96.8% are fully satisfied with the availability and quality of internet resources, and 0.5% are partially satisfied.
- 98.3% are fully satisfied with the content and information on the university and faculty websites, while 1.1% are partially satisfied.
- 97.4% are fully satisfied with the classrooms and lecture halls for large groups, and 2.1% are partially satisfied.
- 98.1% are fully satisfied with student rest rooms, and 5.3% are partially satisfied.

Analysis of Educational Programs (OP) Regarding the Standard "Educational Resources and Student Support Systems":

Strengths/Best Practices: None identified.

VEC Recommendations:

- Develop an action plan for publishing educational aids and methodological guidelines for laboratory and practical sessions in core disciplines and internships. (Deadline: December 31, 2024)

VEC Conclusions on Criteria: Regarding the standard "Educational Resources and Student Support Systems," the educational institution has 0 strengths, 12 satisfactory positions, and 0 criteria requiring improvement.

6.12. Standard "Public Information"

- The information published by the university must be accurate, objective, up-to-date, and reflect all areas of the university's activities.
- The university administration must use various means of disseminating information (including media, web resources, information networks, etc.) to inform the general public and stakeholders.

- Public information should support and explain national development programs and the higher and postgraduate education system.
- The university must publish audited financial statements on its website.
- The university must demonstrate the publication of information on its website that characterizes the university as a whole and in terms of educational programs.
- An important factor is the availability of adequate and objective information about the faculty (PPS) in terms of individual profiles.
- An important factor is informing the public about partnerships and collaborations with partners, including scientific/consulting organizations, business partners, social partners, and educational institutions.
- The university must publish information and links to external resources on the results of external evaluation procedures.

Evidence

The official website provides all the necessary information about the university's main activities: educational, scientific, educational, and social; information about faculties, colleges, departments, laboratories, departments, centers, offices, and other divisions; and news and events occurring at the university. Information on the website is provided in three languages: Kazakh, Russian, and English.

An analysis of the official university website, as well as the activity of social media groups, indicates further improvement. Although the official website of KaziU contains information about the university in three languages and features a modern ergonomic interface, news feed, and active rector's blog, there is a lack of transparency in publishing official documents and university reports, such as the results of educational program monitoring and surveys.

There is also an absence of information about international-level scientific research, which is crucial for increasing the university's visibility in the global scientific community and strengthening international connections.

The completed projects "Silver University" and "Young Entrepreneur School" demonstrate the university's efforts to support and explain national development programs and the higher and postgraduate education system.

The audited financial statements for 2022 are posted on the university's website at [this link](#).

The VEC notes that information about the university and objective information about the PPS are reflected at a fairly good level. The news feed is updated daily by the university's press secretary. The mechanism for informing the general public is carried out through the interaction of KarIU's press service, structural divisions, and departments with the media, open days, job fairs, and career guidance events organized by the departments and the university.

Analytical Part

The university manages information at a fairly high level. The administration uses various means of information dissemination, including media, information networks, and social networks, to inform the general public and interested parties.

Commission members note the presence of objective and up-to-date information on the university's website, including information related to educational programs (OP). This includes details on the educational programs offered, expected learning outcomes, the possibility of awarding qualifications upon completion, information on various opportunities available to students, and details on faculty achievements.

The university effectively organizes and demonstrates the involvement of OP management and faculty in social networks, the university newspaper, and media.

The evaluation of satisfaction with information about the university's activities, the specifics, and the progress of the OP is conducted regularly and systematically through surveys, feedback, and the rector's blog.

An analysis of the university's website content revealed insufficient transparency regarding the complaint handling process for consumers on the university's website; there is also a lack of

information about collaboration with educational institutions offering similar educational programs.

Strengths/Best Practices:

None identified.

VEC Recommendations:

- Publish information on the official university website about collaboration with educational institutions offering similar educational programs. (Deadline: December 31, 2024)

VEC Conclusions on Criteria: Regarding the standard "Public Information," the educational organization has 0 strengths, 8 satisfactory positions, and 0 criteria requiring improvement.

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

For the Standard "Strategic Development and Quality Assurance":

None identified.

For the Standard "Governance and Management":

None identified.

For the Standard "Information Management and Reporting":

None identified.

For the Standard "Development and Approval of Educational Programs":

Karaganda Industrial University implements joint educational programs with foreign educational institutions. KarIU has historically established traditions and close ties with leading regional enterprises, which significantly assist the university in training students for market-demanded educational programs, finding internship bases for students, and supporting graduates in employment.

For the Standard "Ongoing Monitoring and Periodic Evaluation of Educational Programs":

None identified.

For the Standard "Student-Centered Learning, Teaching, and Assessment of Academic Achievement":

None identified.

For the Standard "Students":

None identified.

For the Standard "Faculty":

None identified.

For the Standard "Research":

None identified.

For the Standard "Finances":

None identified.

For the Standard "Educational Resources and Student Support Systems":

None identified.

For the Standard "Public Information":

None identified.

(VIII) OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT BY EACH STANDARD

For the Standard "Strategic Development and Quality Assurance":

The university administration should ensure the planning and implementation of activities by all structural units in coordination with the faculty and in line with the current directions of the university's Development Program (strategic plan). Deadline: Annually.

For the Standard "Governance and Management": None.

For the Standard "Information Management and Reporting": None.

For the Standard "Development and Approval of Educational Programs":

Consider the possibility of further expanding joint research with foreign universities and submitting an application for program-targeted financing.

With active involvement and support from industry professionals, the university is recommended to increase the number of courses preparing students for professional certification.

For the Standard "Ongoing Monitoring and Periodic Evaluation of Educational Programs": The university should take measures to publish all planned and implemented changes to the OP so that all stakeholders are informed and can participate in their evaluation and discussion.

For the Standard "Student-Centered Learning, Teaching, and Assessment of Academic Achievement": KarIU should systematically analyze and disseminate modern teaching methods and assessment techniques from both domestic and foreign universities. The university is recommended to periodically hold meetings between faculty and leading practitioners to discuss and implement modern methods of assessing learning outcomes, particularly concerning dual education programs.

For the Standard "Students": KarIU, faculties, and relevant departments should plan systematic activities to promote external and internal student mobility. Engage students as speakers and co-speakers in seminars on core subjects, and implement Project-Based Learning technology to encourage self-education. Within three months, update the Regulation "On the University Educational Grant, University Scholarship, and Tuition Discounts at KarIU NAO," clearly and explicitly formulating the selection criteria for gifted students and informing students about them. KarIU needs to develop annual joint event plans with the alumni association to promote the university's image in the region.

For the Standard "Faculty"

By September 2024, it is necessary to review and approve additional measures to incentivize the faculty to more effectively fill the positions of assistant, lecturer, and associate professor at KarIU, as well as to increase the number of associate professors and professors among the teaching staff with academic degrees.

For the Standard "Research"

The university administration should develop and implement participation in international research projects, as well as conduct joint research with foreign universities.

For the Standard "Finances"

Develop a criterion for assessing the effectiveness of the university's financial activities in the formation of financial reports.

For the Standard "Educational Resources and Student Support Systems"

Develop an action plan for the publication of educational materials, methodological guidelines for laboratory and practical classes in core disciplines and practices.

For the Standard "Public Information"

Publish information on the official university website about collaboration with educational institutions offering similar educational programs.

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

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(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The VEC members unanimously agree that Karaganda Industrial University should be recommended for accreditation for a period of 5 years.



Appendix 1. Evaluation Table "Conclusion of the External Expert Commission"

Appendix 1. Evaluation Table			Conclusion of the External Expert Commission			
№ п\п	№ п\п	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard "Strategic Development and Quality Assurance"						
1	1	The university must demonstrate the development of a unique mission, vision and strategy based on an analysis of external and internal factors with the broad involvement of various stakeholders		+		
2	2	The university must demonstrate the focus of the mission, vision and strategy on meeting the needs of the state, society, sectors of the real economy, potential employers, students and other stakeholders		+		
3	3	The university must demonstrate transparency in the processes of formation, monitoring and regular review of the mission, vision, strategy and quality assurance policy		+		
4	4	The university must have a published quality assurance policy, mission, vision and strategy		+		
5	5	The university develops documents on individual areas of activity and processes (plans, programs, regulations, etc.), specifying the quality assurance policy		+		
6	6	The quality assurance policy must reflect the relationship between research, teaching and learning		+		
7	7	The university must demonstrate the development of a quality assurance culture		+		
Total by standard			0	7	0	0
Standard "Leadership and Management"						
8	1	The university carries out management processes, including planning and resource allocation in accordance with the strategy		+		
9	2	The university must demonstrate successful operation and improvement of the internal quality assurance system		+		
10	3	The university must demonstrate risk management analysis		+		
11	4	The university must demonstrate that it has conducted an analysis of the effectiveness of the changes.		+		
12	5	The university must demonstrate an analysis of the identified non-conformities and the implementation of the developed corrective and preventive actions.		+		
13	6	The university must demonstrate the provision of management of the educational process through the management of educational programs, including the assessment of their effectiveness		+		
14	7	The University demonstrates the development of annual activity plans, including teaching staff, based on the Strategy		+		
15	8	Commitment to quality assurance should apply to all activities carried out by contractors and partners (outsourcing), including in the implementation of joint/dual degree education and academic mobility		+		
16	9	The university must provide evidence of transparency of the university management system		+		

17	10	The university must ensure the participation of students and teaching staff in the work of collegial governing bodies		+		
18	11	The university must demonstrate evidence of openness and accessibility of its leaders and administration to students, faculty, parents and other interested parties.		+		
19	12	The university must demonstrate innovation management, including the analysis and implementation of innovative proposals		+		
20	13	The university should strive to participate in international, national and regional professional alliances, associations, etc.		+		
21	14	The university must provide training for the university management, structural divisions and educational programs in educational management programs		+		
22	15	The institution should ensure that progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.		+		
Total by standard			0	15	0	0
Standard "Information Management and Reporting"						
23	1	The university must ensure the functioning of the system of collection, analysis and management of information based on the use of modern information and communication technologies and software		+		
24	2	The university must demonstrate the use of processed, adequate information for the effective management of educational programs, improvement of the internal quality assurance system		+		
25	3	The university must have a system of regular reporting at all levels of the organizational structure, including an assessment of the effectiveness and efficiency of the activities of departments, educational programs, scientific research and their interactions.		+		
26	4	The university must establish the frequency, forms and methods of assessing the management of the educational program, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.		+		
27	5	The university must demonstrate the definition of procedures and provision of information security, including the identification of persons responsible for the accuracy and timeliness of information analysis and data provision.		+		
28	6	An important factor is the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on it.		+		
29	7	The university must demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, including the existence of mechanisms for conflict resolution		+		
30	8	The university must ensure that the degree of satisfaction of the needs of the faculty, staff and students is measured and demonstrate evidence of the elimination of identified deficiencies.		+		
31	9	The university must evaluate the effectiveness and efficiency of its activities, including in the context of the educational program		+		
The information collected and analyzed by the university must take into account:						
32	10	Key performance indicators		+		
33	11	dynamics of the student contingent in terms of forms and types		+		
34	12	academic performance, student achievement and expulsion		+		

52	3	the content of the programs in light of the latest scientific achievements in a particular discipline to ensure the relevance of the discipline taught		+		
53	4	changes in the needs of society and the professional environment		+		
54	5	workload, academic performance and graduation of students		+		
55	6	Effectiveness of student assessment procedures		+		
56	7	expectations, needs and satisfaction of students with training in the EP		+		
57	8	educational environment and support services, their compliance with the objectives of the EP		+		
58	9	The university must provide evidence of the participation of students, employers and other stakeholders in the revision of the EP		+		
59	10	All interested parties must be informed of any planned or undertaken actions in relation to the OP. All changes made to the OP must be published.		+		
60	11	Support services should ensure that the needs of different groups of learners are identified and met		+		
Total by standard			0	11	0	0
Standard "Student-centered learning, teaching and assessment of academic performance"						
61	1.	The university must ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths		+		
62	2	The university must ensure the use of various forms and methods of teaching and learning		+		
63	3	The university must demonstrate the existence of a feedback system on the use of various teaching methods and assessment of learning outcomes			+	
64	4	An important factor is the presence of our own research in the field of teaching methods of academic disciplines		+		
65	5	The institution must demonstrate support for learner autonomy while providing guidance and assistance from the teacher.		+		
66	6	The university must demonstrate that it has a procedure for responding to student complaints.		+		
67	7	The university must ensure consistency, transparency and objectivity of the mechanism for assessing learning outcomes, including appeals		+		
68	8	The university must ensure that the procedures for assessing the learning outcomes of students correspond to the planned learning outcomes and objectives of the program. The criteria and methods of assessment must be published in advance		+		
69	9	The university must define mechanisms to ensure that each graduate masters the learning outcomes and ensure that they are fully formed		+		
70	10	Assessors must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area.			+	
Total by standard			0	8	2	0
Standard "Students"						
71	1	The university must demonstrate the policy of forming the contingent of students from admission to graduation and ensure transparency of its procedures. The procedures regulating the life cycle of students (from admission to graduation) must be defined, approved, published		+		

72	2	The university must provide for special adaptation and support programs for newly admitted and foreign students.		+		
73	3	The university must demonstrate that its actions comply with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and informal education.		+		
74	4	The institution should cooperate with other educational organisations and national centres of the "European Network of National Information Centres on Academic Recognition and Mobility/National Academic Recognition Information Centres" ENIC/NARIC in order to ensure comparable recognition of qualifications		+		
75	5	The university must provide opportunities for external and internal mobility of students, as well as assist them in obtaining external grants for education.		+		
76	6	The university must make every effort to provide students with internships, assist graduates in finding jobs, and maintain contact with them.	+			
77	7	The university must provide graduates with documents confirming the qualifications received, including the learning outcomes achieved, as well as the context, content and status of the education received and certificates of its completion.		+		
78	8	The university must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates		+		
79	9	The university should actively encourage students to self-educate and develop outside the main program (extracurricular activities)			+	
80	10	An important factor is the presence of an active alumni association/association			+	
81	11	An important factor is the presence of a mechanism to support gifted students			+	
Total by standard			1	7	3	0
Standard "Teaching staff"						
82	1	The university must have an objective and transparent personnel policy, including recruitment, professional growth and development of personnel, ensuring the professional competence of the entire staff		+		
83	2	The university must have clear, transparent and objective criteria for hiring, appointing, promoting, dismissing employees and follow them in its activities.		+		
84	3	The university must demonstrate that the teaching staff's human resources potential corresponds to the university's development strategy and the specifics of the educational program.		+		
85	4	The university must demonstrate the changing role of the teacher in connection with the transition to studentcentred learning		+		
86	5	The university must determine the contribution of the teaching staff to the implementation of the university development strategy and other strategic documents		+		
87	6	The university should provide opportunities for career growth and professional development of teaching staff, including young ones		+		
89	7	The university should involve practitioners from relevant fields in teaching		+		
90	8	The university must demonstrate motivation for the professional and personal development of teachers, including encouragement of both contribution to the integration of research and education, and the use of innovative teaching methods		+		

91	9	An important factor is the active use of information and communication technologies by teaching staff in the educational process (for example, on-line learning, e-portfolio, MOOCs, etc.)		+		
92	10	The university must demonstrate its focus on developing academic mobility and attracting the best foreign and domestic teachers.		+		
93	11	The university can demonstrate the involvement of the teaching staff in the life of society (the role of the teaching staff in the education system, in the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.)		+		
Total by standard			0	11	0	0
Standard "Research Work"						
94	1.	The university must demonstrate that its research priorities are in line with national policies in the field of education, science and innovative development.		+		
95	2.	The university must ensure that research activities are consistent with the mission and strategy of the university		+		
96	3.	The university must plan and monitor the effectiveness of research and development		+		
97	4.	The university must demonstrate the existence of processes for involving students in research activities		+		
98	5.	The university must demonstrate assistance in presenting the scientific positions of researchers, faculty and students at various scientific venues, including the publication of scientific results.		+		
99	6.	The university must promote the implementation of scientific research results, including consulting and commercialization		+		
100	7.	The university must facilitate the recognition of the results of scientific research work, including the registration of scientific projects with authorized bodies, the registration of patents and copyright certificates.		+		
101	8.	An important factor is conducting joint scientific research with foreign universities.			+	
102	9.	The university should strive to diversify sources of funding for research activities		+		
103	10.	The university must provide mechanisms for motivating research activities of students, faculty and other internal stakeholders		+		
Total by standard			0	9	1	0
Standard "Finance"						
104	1	The university must formulate development scenarios consistent with the development strategy, taking into account the risk assessment		+		
105	2	The university must demonstrate operational and strategic planning of its budget		+		
106	3	The university must demonstrate the existence of a formal financial management policy, including financial reporting		+		
107	4	The university must demonstrate the existence of an internal audit system		+		
108	5	The university must demonstrate that it has undergone an external independent audit		+		
109	6	The university must have a mechanism for assessing the adequacy of financial support for various types of university activities, including the university development strategy, development of educational programs, and scientific projects.		+		

Total by standard			0	6	0	0
Standard "Educational Resources and Student Support Systems"						
110	1.	The university must ensure that educational resources, including material and technical resources, and infrastructure comply with the strategic goals of the university.		+		
111	2.	The institution must demonstrate that it has procedures in place to support different groups of students, including information and counselling.		+		
The university must demonstrate that its information resources meet strategic goals:						
112	3.	technological support for students and teaching staff in accordance with educational programs (e.g. online learning, modeling, databases, data analysis programs)		+		
113	4.	library resources, including a collection of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases		+		
114	5.	examination of research results, graduation papers, dissertations for plagiarism		+		
115	6.	access to educational Internet resources		+		
116	7.	Wi-Fi operation on your territory		+		
117	8.	The university should strive to create conditions for educational, scientific and other types of activities. The corresponding development of infrastructure should be carried out based on the results of monitoring the satisfaction of students, teachers, employees and other interested persons with the infrastructure.		+		
118	9.	The university should strive to ensure that the educational equipment and software used for mastering the educational program are similar to those used in the relevant industries.		+		
119	10.	The university must ensure that its infrastructure meets safety requirements		+		
120	11.	The university must take into account the needs of different groups of students (adults, working students, international students, and students with disabilities)		+		
121	12.	The university creates conditions for the student to advance along an individual educational trajectory		+		
Total by standard			0	12	0	0
Standard "Informing the Public"						
122	1.	The information published by the university must be accurate, objective, up-to-date and reflect all areas of the university's activities.		+		
123	2.	The university management should use a variety of methods of disseminating information (including the media, web resources, information networks, etc.) to inform the general public and interested parties.		+		
124	3.	Public awareness should include support and clarification of the country's national development programs and the system of higher and postgraduate education		+		
125	4.	The university must publish audited financial statements on its own website.		+		

126	5.	The university must demonstrate the reflection on the web resource of information characterizing the university as a whole and in terms of the EP		+		
127	6.	An important factor is the availability of adequate and objective information about the teaching staff, in terms of individuals		+		
128	7.	An important factor is informing the public about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations.		+		
129	8.	The university must publish information and links to external resources based on the results of external assessment procedures.		+		
Total by standard			0	8	0	0
TOTAL			2	121	6	0

