REPORT

on the results of the work of the external expert commission for evaluation of compliance with the requirements of the standards of specialized accreditation of the educational program higher and (or) postgraduate education
(Republic of Kazakhstan)

6B01501- Mathematics, 6B01504 – Physics

of M. Utemisov West Kazakhstan University
from "9" to "11" April 2024

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Panel

Addressed to
The Accreditation Council
Of IAAR

REPORT

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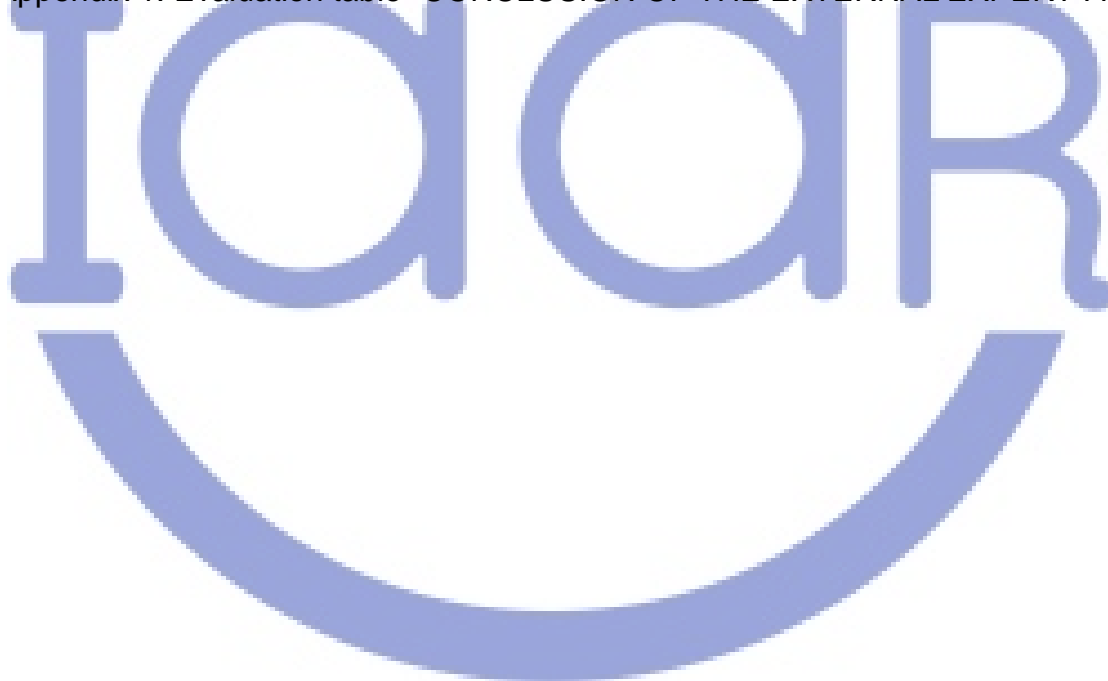**(Republic of Kazakhstan)**

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Uralsk, 2024

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(I) <u>LIST OF DESIGNATIONS AND ABBREVIATIONS</u>

AIS – Automated Information System;
AC - Academic Council;
BD - basic disciplines;
HE - higher education;
EEP - External Expert Panel;
SCES – State Compulsory Educational Standards;
WKU - M. Utemisov West Kazakhstan University;
FAC - Final Attestation Commission
NSQ - National System Of Qualifications;
IT - information technologies;
IC – Individual Curriculum;
CLT - credit-based learning technology;
CED – Catalogue of Elective Disciplines;
MSHE RK - Ministry of Science and Higher Education of the Republic of Kazakhstan;
MES RK - Ministry of Education and Science of the Republic of Kazakhstan;
MOOCs - Massive Open Online Courses;
MEP - modular educational programs;
IAAR – Independent Agency for Accreditation and Rating
NPJSC - a non-profit joint stock company;
RW – Research Work;
NCE - National Chamber of Entrepreneurs;
NQF - National Qualifications Framework;
HPEO - higher postgraduate education organisation;
EP – Educational Program;
PD - profile disciplines;
PD - profile direction;
TS – Teaching Staff;
MPSW - mathematics problem solving workshop;
RK - Republic of Kazakhstan;
WC – Working Curriculum;
MM - mass media;;
QMS – Quality Management System;
SGES - secondary general education school;
SSE - secondary specialised education;
IWST – Independent Work of Students with a Teacher;
SC - Scientific Council;
SSC - Student Service Centre;
ECTS - European Credit Transfer System;
ECTS - Европейская система переноса и накопления кредитов;
GPA - Grade point average.

(II) INTRODUCTION

In accordance with the order of the IAAR No. of the Independent Agency for Accreditation and Rating, from April 9 to 11, 2024, an independent external expert panel evaluated the educational programs 6B01501- Mathematics, 6B01504 – Physics of the M. Utemisov West Kazakhstan University to the standards of institutional and specialized accreditation of the IAAR.

The report of the external expert panel (EEP) contains an evaluation of the presented educational program according to the criteria of the IAAR, recommendations of the EEP for further improvement of educational programs and parameters of the profile of educational programs of the M. Utemisov West Kazakhstan University.

EEP Members:

1) *Chairman of the EEP* – Gulvira Sovetbekovna Akybayeva, Candidate of Economic Sciences, Academician E.A. Buketov Karaganda University (Karaganda); Off-line participation

2) *Foreign expert of IAAR* – Yuri Nikolaevich Vyazmin, Candidate of Pedagogical Sciences, Professor, L. and M. Rostropovich Orenburg State Institute of Arts (Orenburg, Russia); Off-line participation

3) *Foreign expert of IAAR* –Davron Dadojanovich Babajanov, Doctor of Economic Sciences, Professor, Tajik State University of Law, Business and Politics (Khujand, Republic of Tajikistan); On-line participation

4) *IAAR expert* – Zhuldyz Oryntaykyzy Oshakbayeva, Candidate of Biological Sciences, Associate Professor, Private institution M.Dulatov Kostanay State University of Engineering and Economics (Kostanay); On-line participation

5) *IAAR expert* – Aisulu Abzhapparovna Ismailova, PhD, Associate Professor of the non-commercial joint-stock company "S. Seifullin Kazakh Agrotechnical Research University" (Astana); Off-line participation

6) *IAAR expert* – Larisa Anatolyevna Lebedeva, Candidate of Pedagogical Sciences, Abai Kazakh National Pedagogical University (Almaty); Off-line participation

7) *IAAR expert* –Kurmangali Medeu Shungenuly, Candidate of Legal Sciences, Associate Professor, Narkhoz University (Almaty); Off-line participation

8) *IAAR expert* –Ainur Zhumagazievna Gabdulina, Candidate of Historical Sciences, S. Seifullin Kazakh Agrotechnical Research University (Astana); Off-line participation

9) *IAAR expert* – Miras Armiyanovich Alkeev, PhD, Associate Professor at Toraighyrov University (Pavlodar); On-line participation

10) *IAAR expert* – Dilnara Ikramkhanovna Zakirova, PhD, Research Professor, Turan University (Almaty); Off-line participation

11) *IAAR expert* – Sheripidin Itakhunovich Khamraev, Candidate of Technical Sciences, Professor, Abai Kazakh National Pedagogical University (Almaty); Off-line participation

12) *IAAR expert* – Talgat Turganbayevich Taishanov, senior lecturer, director, cinematographer, producer, graduate of VGIK, Member of the National Academy of Cinematographic Arts, Full member of the Eurasian Academy of Television and Radio of the CIS, Member of the Confederation of the Union of Cinematographers of the CIS and Baltic Countries, Member of the Union of Journalists of Kazakhstan, Kazakh National University of Arts (Astana); Off-line participation

13) IAAR expert – Kaliakbarova Layla Taitoleuovna, Candidate of Pedagogical Sciences, PhD MBA, Professor, Kurmangazy Kazakh National Conservatory; (Almaty); Off-line participation

14) IAAR expert –Menlibekova Gulbakhyt Zholdasbekovna, Doctor of Pedagogical Sciences, Professor, L.N. Gumilyov Eurasian National University (Astana); On-line participation;

15) IAAR expert – Kuzbakova Gulnara Zhanabergenovna, PhD in Art History, Kazakh National University of Arts (Astana); On-line participation

16) IAAR expert – Ibadullayeva Saltanat Zharylkasymovna, Doctor of Biological Sciences, Professor, Korkyt-Ata Kyzylorda University (Kyzylorda); Off-line participation

17) IAAR expert, employer – Khamzina Kalamkas Karimtaevna, Department of Culture of Akmola region (Kokshetau); On-line participation

18) IAAR expert, employer – Sutula Maxim Yurievich, PhD, Leading Researcher, National Center of Biotechnology (Astana); On-line participation

19) IAAR expert, student – Dyldina Polina Andreevna, 2nd year student of EP 6B01802 Social pedagogy of non-commercial joint-stock company "Manash Kozybayev North Kazakhstan University" (Petropavlovsk); On-line participation;

20) IAAR expert, student – Salmenova Aruzhan Ardakovna, 1st year postgraduate of the EP 7M01504-Biology, Sh.Ualikhanov Kokshetau University (Kokshetau); On-line participation

21) IAAR expert, student –Zharylkasyn Ulan Rashiduly, 4th year student of EP "Mathematics", Korkyt-Ata Kyzylorda University (Kyzylorda); On-line participation

22) IAAR expert, student – Omarova Adel Zhanatovna, 3rd year student of the EP "Finance", non-commercial joint-stock company "S. Seifullin Kazakh Agrotechnical Research University" (Astana); On-line participation;

23) IAAR expert, student – Marganbaeva Sabokhat Askarovna postgraduate of the EP 7M01506-Geography, Kazakh National Women's Pedagogical University, member of the Alliance of Students of Kazakhstan (Almaty). On-line participation

24) IAAR expert, student – Amanzhol Ailana Galyudinovna, 3rd year student of the EP B092 Leisure non-commercial joint-stock company "Manash Kozybayev North Kazakhstan University" (Petropavlovsk); On-line participation;

25) IAAR expert, student – Abdibekov Gaziz Zhalgasbaevich, 2nd year postgraduate of the EP 7M01503 - Informatics of non-commercial joint-stock company "K. Zhubanov Aktobe Regional University" (Aktobe); On-line participation;

26) IAAR expert, student – Yerzhan Amanzhol, 2nd year student of the EP "Acting", T. Zhurgenev Kazakh National Academy of Arts (Almaty); On-line participation;

27) The coordinator of the IAAR EEP is Dinara Kairbekovna Bekenova, the head of the IAAR project (Astana); Off-line participation.

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

M. Utemisov West Kazakhstan University is one of the oldest universities in the country. Its history dates back to 1932. In 1937, it was renamed the Ural Kazakh Pedagogical Institute named after A.S. Pushkin. In 1996, the Ural Pedagogical Institute was transformed into the West Kazakhstan Humanitarian University. On February 14, 2000, by a Decree of the Government of the Republic of Kazakhstan, West Kazakhstan State University was established by merging three universities of the West Kazakhstan region: the A.S. Pushkin West Kazakhstan Humanitarian University, West Kazakhstan Agrarian University and the Dauletkerei Institute of Arts. On November 5, 2002, the WKSU was reorganized by separating the West Kazakhstan Agrarian and Technical University from it. On May 30, 2003, by Decree of the Government of the Republic of Kazakhstan No. 497, West Kazakhstan State University was named after Makhambet Utemisov. On October 11, 2019, by Decree of the Government of the Republic of Kazakhstan No. 752, the RSE on REM «M. Utemisov West Kazakhstan State University» was transformed in accordance with the procedure established by the legislation of the Republic of Kazakhstan into the Non-commercial Joint-Stock Company «M. Utemisov West Kazakhstan University» with one hundred percent state participation in the authorized capital.

Currently, the M. Utemisov West Kazakhstan University has 8 academic buildings on its balance sheet, a laboratory building (a Test laboratory of Biogeochemistry and Ecology), 4

student dormitories, 2 standard gyms, 3 adapted gyms, 2 outdoor sports grounds, an agrobiostation.

The structure of the M. Utemisov ZKU includes 6 faculties (natural geography; physics and mathematics; pedagogical; philological; history, economics and law; culture and arts), a scientific library, an editorial and publishing center, a testing laboratory of ecology and biogeochemistry and a number of other departments. The total book fund of the university library is 1,036,920 units of storage, of which 427,872 units are in the state language.

Educational activities at M. Utemisov WKU are conducted according to a two-level training system: bachelor's and master's degree in the state and Russian languages in full-time and part-time education in accordance with state license No. KZ33LAA00018425 (date of initial issuance: 19/07/2010, date of renewal: 25/06/2020) and appendices thereto. Currently, the university has 6,585 students, of whom 6,052 are students and 533 are postgraduates.

The training is carried out according to 81 bachelor's degree programs and 32 master's degree programs.

The teaching staff providing the implementation of EP 6B01510-Geography consists of 11 full-time teachers. Of these, 1 is a professor, 5 are candidates of sciences, 1 is a PhD and 3 are masters. Thus, the degree of the faculty of the department is 64%.

An important indicator of the university's competitiveness is the external evaluation by international rating agencies. According to the international Webometrics rating, in 2022, the Utemisov WKU took 15th place among 129 universities of the Republic of Kazakhstan, in 2023 – 17th place among 130 universities of the Republic of Kazakhstan, in 2024 – 17th place among 127 universities of the Republic of Kazakhstan.

Every year, the university participates in the ranking of educational programs of universities conducted by NCE "Atameken". In 2022, 38 educational programs of the university participated in the ranking, of which 24 educational programs, which is 63.2%, entered the TOP 10 and 13 educational programs entered the TOP 3 best in the Republic of Kazakhstan. In 2023, 38 educational programs of the university participated in the ranking, of which 23 educational programs, which is 60.5%, entered the TOP 10 and 9 educational programs entered the TOP 3 best in the Republic of Kazakhstan.

In 2019, the University successfully passed the institutional accreditation in the IAAR for a period of 7 years (No.AA0156/1, 24/05/19-23/05/2026).

Thus, M. Utemisov WKU is constantly working on strengthening the image of one of the best educational organisations, both in the territory of the Western region, and in the territory of the Republic of Kazakhstan and beyond.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

In accordance with the order № 28-19-OD from 19.03.2019 of the Independent Agency for Accreditation and Rating from 24-26 April 2019, the external expert panel conducted an assessment of the conformity of the activities of educational programs: 6B01501(5B010900)-Mathematics, 6B01504(5B011000) - Physics of M.Utemisov West Kazakhstan University to the standards of specialised accreditation of IAAR.

On May 24, 2019 by the decision of the Accreditation Council of the 11)   IAAR   the educational programs 6B01501(5B010900)-Mathematics, 6B01504(5B011000)-Physics were accredited for 5 years.

Post-monitoring control on assessment of the implementation of recommendations of the IAAR EEP, formed by the results of specialised accreditation of educational programs by the expert group was carried out on 28.06.2021 and 27.03.2023.

The post-accreditation monitoring of the WKU activity has shown that, in general, the recommendations given by the EEP are being fulfilled. The measures and actions taken contributed to the improvement of the quality of the educational process and implementation of educational programs of the university, positive trends in the field of internal quality assurance

of education.

At the same time, the EEP members who conducted reaccreditation from 9-11 April 2024 on the implementation of the recommendations of the previous EEP found that 12 recommendations were made for this cluster by the EEP. With an average recommendation implementation rate of 52.1 per cent

Recommendations implemented with a degree below 50%:

"To consider the issue of joint EPs in mathematics and physics with foreign educational organisations and involvement of Kazakhstani research organisations in the educational process";

"To develop and introduce mass open online courses on basic and profile disciplines in the process of implementation of EPs";

"To develop and implement a prospective long-term plan for the development of international and national academic mobility of teaching staff (incoming and outgoing) with universities included in the top 500 of the QS rating and top 10 of the IAAR rating, as well as with teaching staff included in the top 50 of the IAAR rating";

(V) DESCRIPTION OF THE EEP VISIT

The work of the EEP was carried out on the basis of the approved Programme of the visit of the expert panel for specialized accreditation of educational programs to M. Utemisov West Kazakhstan University in the period from 9 to 11 April 2024.

In order to coordinate the work of the EEP, an introductory meeting was held on 08.04.2024, during which the powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of methods of expertise.

To obtain objective information about the quality of educational programs and the whole infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the Chairman of the Board-Rector, vice-rectors of the university in the areas of activity, heads of structural units, deans of faculties, heads of EPs, teachers, students, graduates, employers. A total of 242 representatives took part in the meetings (Table 1).

Table 1 - Information on staff and students who participated in meetings with the IAAR EEP:

Category of participants	Number
Chairman of the Board-Rector	1
Vice-Rectors	3
Heads of structural divisions	24
Deans of Faculties	4
Heads of educational programs	8
Teachers	75
Students	90
Graduates	11
Employers	26
Total	**242**

During the excursion members of the EEP got acquainted with the educational buildings of the West Kazakhstan University named after M.Utemisov. Regarding EPs 6B01501-Mathematics, 6B01504-Physics the EEP visited lecture halls, scientific and methodological room for physics, teaching laboratories of mechanics, molecular physics, electricity and magnetism, radio electronics and robotics.

At the meeting of the IAAR EEP with the target groups of NPJSC "WKU named after M. Utemisov" the mechanisms of implementation of the HEI policy were clarified and some data presented in the report on the self-assessment of the EPs were specified.

During the period of accreditation the EEP attended training sessions:

1st year, discipline "Optics", teacher - Imangalieva B.S.;

1st year, discipline "Algebra and Number Theory", teacher - Ulanov B.V.

During the work, the members of the EEP visited the following internship bases: Regional Centre for Children's Technical Creativity, School №21, gymnasium "42 Akniyet".

In accordance with the accreditation procedure a questionnaire survey was conducted among 70 teachers, 106 students, including junior and senior students.

In order to confirm the information presented in the Self-Assessment Report, external experts requested and analysed the working documentation of the university. Along with this, the experts studied the internet positioning of the university through the official website of the university wku.edu.kz.

Within the framework of the planned programme, the recommendations on improvement of accredited educational programs of NPJSC "WKU named after M.Utemisov", developed by EEP recommendations on the results of the examination, were presented at the meeting with the administration on 12.04.2024.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Educational Program Management"

✓ *An institution of higher and/or postgraduate education should have a published quality assurance policy. Quality assurance policy should reflect the relationship between research, teaching and learning.*

✓ *The organization of higher and (or) postgraduate education should demonstrate the development of a culture of quality assurance, including in the context of the OP.*

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

✓ *The management of the EP demonstrates readiness to ensure the transparency of the development plan of the EP based on the analysis of its functioning, the real positioning of the EP and the orientation of its activities to meet the needs of the state, employers, students and other stakeholders. The plan should contain the terms of the beginning of the implementation of the educational program.*

✓ *The management of the EP demonstrates the functioning of mechanisms of formation and regular revision of the EP development plan and monitoring of its implementation, assessment of the achievement of learning objectives, compliance with the needs of learners, employers and society, decision-making aimed at continuous improvement of the EP.*

✓ *The EP management should involve representatives of stakeholder groups, including employers, students and faculty in the formation of the EP development plan.*

✓ *The EP management should demonstrate the individuality and uniqueness of the EP development plan, its consistency with the national priorities and development strategy of the organization of higher and (or) postgraduate education.*

✓ *The organization of higher and (or) postgraduate education must demonstrate a clear definition of those responsible for business processes within the OP, unambiguous distribution of staff job responsibilities, delineation of the functions of collegial bodies.*

✓ *The management of the EP should provide evidence of transparency of the management system of the educational program.*

✓ *The management of the EP must demonstrate the existence of an internal system of quality assurance of the EP, including its design, management and monitoring, their improvement, fact-based decision-making.*

✓ *The management of the EP should implement risk management, including in the framework of the EP undergoing initial accreditation, as well as demonstrate a system of measures aimed at reducing the degree of risk.*

✓ *The management of the EP should ensure the participation of representatives of employers, teaching staff, students and other stakeholders in the composition of the collegial management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program.*

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

✓ *The management of the EP should demonstrate evidence of readiness for openness and accessibility to learners, faculty, employers and other stakeholders.*

✓ *The management of the EP should be trained in educational management programs.*

The evidentiary part

University activity is carried out in accordance with the Development Programme of NPJSC " M. Utemisov West Kazakhstan University" for 2024-2029 (approved by the decision of the Board of Directors of the University, Minutes № 9 of 21 December 2023). This programme presents priority areas of development, focused on achieving the set goals in the educational space. The analysis of the environment and current factors is carried out at the level of description of trends and the actual state of affairs in the university and in the external environment of its activity.

SWOT-analysis is presented as a method of risk management, but no conclusions are drawn from the completed corresponding table, neither from the point of view of analysing deterministic factors, nor from the point of view of probabilistic factors - risks.

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

The link https://wku.edu.kz/ru/o-vuze/universitet/rukovodstvo-po-kachestvu-obrazovaniya presents the main documents of the internal system of quality assurance in NPJSC "M. Utemisov West Kazakhstan University", which is developed in accordance with international standards and guidelines for quality assurance of higher and postgraduate education (ESG). The main purpose of the internal quality assurance system is to develop a unified approach to quality assurance within the university, directing the efforts of all structural units to achieve the strategic goals of the university and goals in the field of quality education. At the same time, the Committee for Quality Assurance of Education was established, which included both leading teachers from all departments, representatives of structural units, students and master's students.

There is a Quality Assurance Policy posted on the University website. The development of corporate culture of the university is based on the formation of values, traditions, attention to the history of the university, etc., "Academic Integrity Policy" and "Concept of Educational Work" have been developed and approved, which define the basic ethical rules of behaviour of teachers and students.

Quality assurance of activities performed by contractors and partners is ensured on the basis of documented procedures of selection of partners for implementation of various forms and directions of interaction, as well as formation of contractual relations and attention to quality assurance issues in them.

The development plan of the accredited EP is presented in the form of the Programme of Educational Program Development, has an extensive structure, covers the main areas of activity, for which private strategies are presented. The target indicators of the EP development plan in many cases correspond to the indicators presented in the University Development Programme for 2024-2029 and has clear development indicators. The management of the EP declares the transparency of the procedures of elaboration of the EP development plan, which was confirmed in the interviews with the teaching staff and other stakeholders.

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

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

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

The system of innovation management within the accredited EPs has not developed. In the process of interviews with different groups of stakeholder representatives, non-EEP members failed to obtain evidence of development and implementation of educational innovations.

Satisfaction of students is characterised by the following results of the questionnaire:

- relations with the dean's office (school, faculty, department) fully satisfied - 89.6 %, partially satisfied - 9.4 %;

- level of accessibility of the dean's office (school, faculty, department) - 89.6 % fully satisfied, 9.4 % partially satisfied;

- level of accessibility and responsiveness of the management (university, school, faculty, department) fully satisfied - 84.0%, partially satisfied - 16%.

The satisfaction of the faculty is characterised by the following results of the questionnaire:

- rate the openness and accessibility of the management:

- to students: very good - 70 %, good - 28,6 %;

- to teachers: very good - 72.9 %, good - 24.3 %.

- assess the involvement of the teaching staff in the process of making managerial and

strategic decisions: very good - 37.1 %, good - 57.1 %;

- how innovative activity of the teaching staff is encouraged: very good - 52,9 %, good - 47,1 %.

The analytical part

The analysis of the provided information and supporting documents for this standard allows us to draw the following conclusions.

The University demonstrates management of educational programs in the context of implementation of strategic documents. The management of the EP demonstrates the alignment of the EPs/WC with the national development priorities and the development strategy of the educational organisation. The University has provided a Quality Assurance Policy, generally reflecting the interaction between the business community, scientific community, teaching staff and students.

Employers and students are involved in the development and implementation of the EP development plans. The university management has demonstrated openness in communication with students, which is also confirmed by the results of questionnaires and focus group interviews.

At the same time EEP notes the following.

The results of focus group interviews showed that the management of the HEI pays insufficient attention to a universally recognised and supported system of values and norms that reflect the commitment to quality assurance in all areas of HEI activity.

There are no clear mechanisms for the formation and periodic updating of educational program development plans with the participation of all stakeholders. This deficiency prevents effective interaction between all stakeholders and hinders the adaptation of educational programs to the changing needs of society and the labour market.

In addition, it is important to provide mechanisms for feedback and evaluation of the effectiveness of the implementation of development plans, so that strategies can be adjusted based on the results obtained and feedback from stakeholders. Only such an approach will allow the university to successfully adapt to changing conditions and remain in a leading position in the field of education.

The university does not provide the necessary mechanisms for identification, assessment and management of risks within the framework of educational programs. This creates the threat of unpredictable consequences such as unsatisfactory quality of education, financial losses and loss of reputation.

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

Strengths/best practices

• The management of EP has demonstrated its openness and accessibility for students, faculty, employers and other stakeholders, which was confirmed during the interviews and focus groups.

• The university management pays special attention to the professional development of the heads of structural subdivisions and EPs in the field of education management.

EEP Recommendations

• To provide a universally recognised and supported system of values and norms that reflect a commitment to quality assurance in all areas of the HEI's activities and form a culture of quality assurance (Ongoing);

• To establish processes and mechanisms for the formation, regular review of the educational program development plan, including the participation of all interested stakeholders (Term 01.01.2025);

• To introduce formalised risk management procedures into the practice of planning activities from 01.01.2025 at all levels of management, taking into account:
- the procedure for their identification, assessment and selection;
- assessment of consequences and identification of opportunities (positive risks);
- planning measures to reduce negative consequences and realise opportunities in the event of exposure to risk factors;
• To define and implement from 01.09.2024 the innovation management procedure:
- innovation indicators within the framework of the EP in accordance with the priorities of economic development of the region and the country;
- mechanisms and tools for innovation management and monitoring;
- documented procedure of innovation management within the framework of the EP.

EEP conclusions on the criteria:
- Strong - 2
- Satisfactory - 13
- Suggesting improvement -2
- Unsatisfactory - 0

6.2. Standard «Information management and reporting»

✓ *The EO should demonstrate the availability of an information collection, analysis and management system based on the use of modern information and communication technologies and software tools and that it uses a variety of methods to collect and analyze information in the context of the EP.*

✓ *The management of the EP must demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.*

✓ *The management of the EP should demonstrate fact-based decision-making.*

✓ *A regular reporting system should be provided within the framework of the EP, reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the activities of departments and departments, scientific research.*

✓ *The EO should establish the frequency, forms and methods of evaluating the management of the EP, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.*

✓ *The EO must demonstrate the definition of the procedure and ensuring the protection of information, including the identification of responsible persons for the reliability and timeliness of information analysis and data provision.*

✓ *An important factor is the availability of mechanisms for involving students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.*

✓ *The management of the EP should demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, as well as conflict resolution mechanisms.*

✓ *The EO should demonstrate the existence of mechanisms for measuring the degree of satisfaction with the needs of teaching staff, staff and students within the framework of the EP.*

✓ *The EO should provide for an assessment of the effectiveness and efficiency of activities, including in the context of the EP.*

✓ *Information intended for collection and analysis within the framework of the EP should take into account:*

✓ *Key performance indicators;*

✓ *dynamics of the contingent of students in the context of forms and types;*

✓ *Academic performance, student achievements and expulsion;*

✓ *satisfaction of students with the implementation of the EP and the quality of education at the university;*

✓ *Availability of educational resources and support systems for students;*

✓ *The EO must confirm the implementation of procedures for processing personal data of students, employees and teaching staff on the basis of their documentary consent.*

The evidentiary part

The university has shown a sufficient level of development in the field of information collection, analysis and management. In order to optimise and improve the efficiency of information flow management in the university, in 2018 the Concept of monitoring the internal and external environment of M. Utemisov WKU activity was developed and put into effect. Some work is carried out to use the processed information to improve the quality assurance system.

The university management makes decisions based on facts. This means that their decisions and strategies are developed taking into account analytical data and objective factors, which contributes to more reasonable and successful actions.

The university involves students, employees and teaching staff in the processes of collecting and analysing information and making decisions based on it. Interviews, questionnaires of faculty, staff, students, employers and other stakeholders, questionnaires of undergraduate and graduate students are conducted annually, and the information presented in the Rector's blog is analysed.

The university uses the electronic document management system https://salemoffice.wku.edu.kz/ based on various software products of one or another functional purpose. The University has a WEB-portal in the Internet (https://wku.edu.kz), which provides access to a unified information and educational environment of the University, including both internal and external electronic resources. The University has developed and operates the following software products:

- software package "Compiling the schedule of educational classes of WKU";
- matrix of activity planning and reporting of WKU;
- questionnaire "Teacher in the eyes of the student";
- automated information system "Makhambet";
- intranet site (internal service resource, where various QMS documentation, regulations, normative documents, etc. are presented);
- electronic journal of teaching staff, etc.

The management of the HEI has demonstrated the existence of communication mechanisms with students, employees and other stakeholders. Also, the university has established mechanisms for conflict resolution, which promotes open dialogue and resolution of possible contradictions.

The university has demonstrated the existence of mechanisms to measure the degree of satisfaction with the needs of staff, faculty and learners within the EP. This confirms its commitment to continuous improvement of the conditions and quality of learning and work. WKU named after M. Utemisov systematically measures the level of satisfaction of the university with the needs of teachers, staff and learners and takes measures to improve it. An effective mechanism for obtaining information characterising this satisfaction is sociological monitoring. The tools of this monitoring are annual sociological surveys conducted by the Centre for Sociological Research within the framework of the following research projects: "Assessment of social well-being of students of M. Utemisov WKU", "Assessment of social well-being of teachers and staff of M. Utemisov WKU", "Opinion of students about the effectiveness of the educational process in M. Utemisov WKU".

The analytical part

EEP notes that the HEI has a system of information management and reporting, which is characterised by traditional indicators and processes for HEIs.

EEP notes that the HEI holds meetings with representatives of key stakeholders, conducts regular questionnaires of students, employers and based on the results of their questionnaires / interviews takes appropriate measures to address shortcomings. Thus, the management of accredited EPs is working to ensure transparency of information in the process of education

quality audits and their results.

The information about availability of special information resources of the EPs (web-site, stand, etc.) through which the information is disseminated is confirmed.

EEP confirms the prompt informing of students, employees and teaching staff of the HEI about changes related to force majeure situation. During the meetings the participants demonstrated a sufficient level of information about the processes taking place within the HEI activities and educational programs.

The questionnaire survey of students conducted during the IAAR EEP visit showed satisfaction with informing students about courses, educational programs, and academic degrees.

However, in order to improve information management and reporting, the management needs to pay attention to the real participation of students, staff and faculty in the processes of collecting and analysing information, as well as taking corrective actions based on this information.

Satisfaction of students is characterised by the following results of the questionnaire - availability of counselling on personal problems is fully satisfied - 78.3%, partially satisfied - 19.8%, partially dissatisfied - 1.8%.

Strengths/best practices
Not revealed.

EEP Recommendations
• The university management should ensure the participation of students, staff and faculty in the processes of collecting and analysing information, as well as decision-making based on this information (Permanently).

EEP conclusions on the criteria:
• Strong - 0
• Satisfactory - 17
• Suggesting improvement - 0
• Unsatisfactory - 0

6.3. Standard «Educational program development and approval»
✓ The PA must define and document procedures for developing EPs and their approval at the institutional level.

✓ The management of the EP must ensure that the developed EP meets the established goals, including the intended learning outcomes.

✓ The management of the EP must demonstrate the existence of mechanisms for revising the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demands of society.

✓ The management of the EP must ensure the availability of developed models of the EP graduate that describe learning outcomes and personal qualities.

✓ The management of the EP must demonstrate that external examinations of the content of the EP and the planned results of its implementation have been carried out.

✓ The qualification awarded upon completion of the EP must be clearly defined and correspond to a certain level of the NQF and QF-EHEA.

✓ EP management must determine the influence of disciplines and professional practices on the formation of learning outcomes.

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

✓ The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development of the EP and ensuring their quality.

✓ The management of the EP must ensure the content of academic disciplines and learning outcomes for the level of study (bachelor's, master's, doctoral studies).

✓ The structure of the EP should provide for various types of activities to ensure that students achieve the planned learning outcomes.

✓ An important factor is the correspondence of the content of the EP and the learning outcomes of the EP implemented by higher and (or) postgraduate education organizations in the EHEA.

The evidentiary part

At the local level, the development of educational programs at the university is regulated by the Regulation on the formation of educational programs, which was approved by the decision of the extraordinary Scientific Council of the university (Minutes No. 1 of 20.09.2020).

The design of accredited EPs was carried out in accordance with the established requirements. The EP goals, objectives and learning outcomes have been established, in accordance with which the EP content has been determined. Learning outcomes - projected competences are coordinated with the elements of the EP. Thus, the result of the EP implementation is determined by the results of mastering individual academic disciplines and modules.

The University has an official composition of the EP developers, where the EP developers include: teaching staff from the number of teaching disciplines on this EP, students on this EP, graduates working in the field and graduated from this EP, employers of this EP.

Participation of the members of developers in the development of EP is reflected in departmental meetings, reviews of new disciplines recommended by students, faculty and employers, in the acts of agreement, in the acts of implementation of scientific results of scientific research.

Taking into account the employers' opinion, analyses of the progress and results of teaching practice, results of the FAC, changes are made in the structure and content of the CED. Co-operation of physics and mathematics faculty with employers of the city and region, being social partners of faculty (on physics - director of secondary school №43 Uteshova G.G., on mathematics - director of West Kazakhstan regional school-lyceum of information technologies for gifted children Shonbaeva J.M., Director of Gymnasium №42 "Akniyet" Gubasheva A.Z.) is held in the following directions: providing places for pedagogical practice, participation in the work of the certification commission, lecturing, reviewing scientific works, etc.

Within the framework of EP 6B01501 Mathematics it is provided to conduct the discipline "Theory and technologies of renewed education" and practical classes in the discipline "Methods of teaching mathematics" by practising teachers. In February 2021, the teacher-researcher of the Waldorf-oriented school-gymnasium Nurgazinova M.K. made a presentation "Creative approach to the mathematics lesson and new technologies for taking exams online" at the meeting of the scientific-methodological seminar, and the physics teacher of Chagan secondary school of Terekta district Bisekenov M. shared his work experience on the topic "New trend of STEM-education". Teachers of EPs 6B01504 Physics, 6B01505 Physics-Informatics together with the social partner "Regional Centre for Children's Technical Creativity" introduce elements of dual education in the discipline "Astronomy" in the educational process.

The EP management ensures that the content of disciplines corresponds to the level of study (Bachelor's/Master's degree) and the intended learning outcomes. The competence map of the educational program included in the MEP includes key, general professional, professional competences, in accordance with the Dublin descriptors. All disciplines are aimed at the formation of certain competences listed in the content of the educational program, allowing to achieve the planned learning outcomes. The University provides the content of disciplines to the level of learning and the intended learning outcomes.

MEP consists of general modules, speciality modules, ATL module (additional types of learning) and final module. Along with Kazakhstani credits, ECTS credits are used as a conditional unit of labour intensity of the educational program, which correspond to the profile, learning outcomes, competencies, study load of students, ensuring the achievement of learning outcomes.

The disciplines included in the Bachelor's program and determining the subject and professional training of the graduate can be conditionally divided into cycles:

- disciplines forming basic knowledge and competences (in mathematics - elementary mathematics, mathematical analysis, algebra and number theory, analytical geometry, in physics

- mechanics, molecular physics, electricity and magnetism, optics, physics of atom and atomic nucleus);

- disciplines that deepen, expand and generalise knowledge of the subject (in mathematics - probability theory and mathematical statistics, differential equations, differential geometry and topology, in physics - classical mechanics, quantum and statistical physics, classical and relativistic electrodynamics, statistical physics, electrodynamics and electronic theory of matter, basics of physical kinetics, physical picture of the world);

- disciplines of methodical cycle (methods of teaching physics and mathematics, problem solving workshops, laboratory practice).

For the purpose of professional certification of the students of EP additional classes are held on disciplines, the content of which is aimed at successful passing of the qualification test for entry into pedagogical activity.

The analytical part

The analysis of the provided information and supporting documents on this standard allows us to draw the following conclusions.

The HEI documents the procedures of EP development and their approval. This is evidenced by the fact that the EPs are considered and discussed at the meetings of collegial bodies, reviewed by external experts. Within the framework of the EP there is an effective system of external expertise of the EP based on the active interaction with employers within the framework of bilateral co-operation mechanisms, work of collegial bodies, meetings, seminars and other activities

The EP management determines the influence of disciplines and professional practices on the formation of learning outcomes. This fact confirms the fact that learning outcomes are formed both at the level of the whole EP, and at the level of individual modules or academic disciplines and during all types of practices.

The HEI demonstrates the existence of the graduate model of accredited EPs. The graduate model is discussed at meetings with employers, as well as at the meeting of the Academic Committee.

The University prepares students for professional certification by studying disciplines included in the EP and passing the internship.

At the same time, EEP notes that the management of the EP should pay special attention to the implementation of joint educational programs or harmonisation of study programs with leading domestic universities or foreign partners. The absence of which may negatively affect the competitiveness of the EP both at the national and international level.

Strengths/best practices
Not revealed.

EEP Recommendations
• The management of EPs should provide for the possibility of development and implementation of joint EPs with domestic or foreign universities (deadline 01.01.2026).

EEP conclusions on the criteria:
• Strong – 0
• Satisfactory - 11
• Suggesting improvement - 1
• Unsatisfactory – 0

6.4. Standard «Continuous monitoring and periodic evaluation of the educational programs»

✓ *The educational institution must determine mechanisms for monitoring and periodically evaluating the educational program to ensure the achievement of goals and meet the needs of students and society and show the focus of the mechanisms on the continuous improvement of the educational program.*

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

• *content of programs in the light of the latest scientific achievements in a particular discipline to ensure the relevance of the taught discipline;*

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

• *workload, academic performance and graduation of students;*

• *effectiveness of student assessment procedures;*

• *expectations, needs and satisfaction of students with EP training;*

• *educational environment and support services and their compliance with the goals of the EP.*

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

✓ *EP management must determine a mechanism for informing all interested parties about any planned or taken actions in relation to the EP.*

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

The evidentiary part

The monitoring of EP, its requirements are presented in the normative documents of the HEI internal quality assurance system. However, this activity at the present stage is based on informalised procedures. Changes in the EP are made on an initiative basis, but changes in the labour market, employers' requirements and social demand of the society are taken into account.

Achievements of science and technology in a particular discipline, changes in the needs of society and professional environment, workload, progress and graduation of students, the effectiveness of evaluation procedures for students, the needs and satisfaction of students, the compliance of the educational environment and support services to the objectives of the EP are taken into account in the process of discussion of the content and adjustment of the EP at meetings of collegial bodies, working groups.

Achievement of EP goals is also monitored by the results of rating, current control, exam results. According to the results, changes are made in the specific content of the EP disciplines: changes are made in the content of elective courses "Physical Picture of the World", "Physics in Tasks", MPSW.

In connection with the renewal of the content of education at the secondary school there are changes in the teaching of disciplines "New approaches in teaching and criterion evaluation", "Methods of teaching mathematics" of the methodological cycle: features of the teacher's work in modern conditions and features of the system of control of learning achievement (SAS, SOQ).

The functioning of the system of informing stakeholders about the changes made in the EP and publication of changes was not revealed within the framework of the EP. The open resources on the university website provide only some information about the curricula, which does not allow tracing the changes. There are no means of informing stakeholders. Information is provided only to those who are involved by the university for the implementation of certain steps within the framework of designing and adjusting the EP.

Local normative acts of the university provide students with certain opportunities to form an individual educational trajectory. There are and are being implemented some approaches of leveling the preparation for training of first-year students, their adaptation. Partially, the problem is solved in individual work of advisors and teaching staff.

The analytical part

The University monitors and regularly evaluates its educational programs to ensure that they achieve their goals and meet the needs of students and society. This process is aimed at ensuring the quality of education and meeting the demands of various stakeholders.

Monitoring and evaluation collects and analyses data on the progress and effectiveness of learning, the efficiency of the methods and resources used, as well as the level of satisfaction of students and other participants in the educational process.

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

Monitoring and evaluation include the collection of data on the process and result of learning, the effectiveness of teaching methods and tools, the use of resources, the level of student satisfaction and other quality indicators.

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

To determine the level of customer satisfaction, both external and internal, an annual survey of all groups of customers is organised and conducted: employers, students, teachers and university staff. Recommendations of employers serve as a basis for improving the EP.

The University has an official website. However, the EEC members note that the EP management should develop, implement and further keep up-to-date the procedure of informing stakeholders about changes in the accredited EP, including the definition of the most effective mechanisms of informing. In addition, it is necessary to pay attention to the effectiveness of assessment methods for students. In particular, it is necessary to emphasise the mechanism of assessment of learning outcomes, how much the learning outcomes are covered, whether the adopted quantitative forms of assessment correspond to the qualitative description of the RO.

The questionnaire survey of the trainees conducted during the IAAR EEP visit showed that the trainees assess the overall quality of the training programs as fully satisfied 88.7% and partially satisfied 10.4%. Informing the requirements to successfully complete the given educational program: "fully satisfied" - 88,7%, "partially satisfied" - 10,4%. Objectivity of assessment of knowledge, skills and other learning achievements: "fully satisfies" - 91.5%, "partially satisfied" - 8.5%.

Strengths/best practices
Not revealed.

EEP Recommendations
- The HEI and EP management should develop and document a mechanism for informing all stakeholders about any planned or undertaken actions regarding the EP by the beginning of the 2024-2025 academic year.
- The management of the EP should regularly publish the changes made to the educational programs on the website and other information resources of the HEI.
- The EP management should organise training seminars for teaching staff to ensure the effectiveness of assessment procedures for students, taking into account the best methods and best practices in this area by 01.12.2024.

EEP conclusions on the criteria:
- Strong - 0
- Satisfactory - 9
- Suggesting improvement - 1
- Unsatisfactory – 0

6.5. Standard «Student-centered learning, teaching and performance assessment»

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

✓ *EP management must ensure the use of various forms and methods of teaching and learning.*

✓ *An important factor is the presence of one's own research in the field of teaching methods of EP academic disciplines.*

✓ *The management of the educational program must demonstrate the existence of a feedback system on the use of various teaching methods and evaluation of learning outcomes.*

✓ *EP management must demonstrate support for student autonomy while providing guidance and assistance from the teacher.*

✓ *The management of the EP must demonstrate the existence of a procedure for responding to student complaints.*

✓ *The PO must ensure consistency, transparency and objectivity in the learning outcome assessment mechanism for each EP, including appeals.*

✓ *The educational institution must ensure that the procedures for assessing the learning outcomes of EP students comply with the planned results and goals of the program, publishing criteria and assessment methods in advance.*

✓ *The educational institution must define mechanisms to ensure that each graduate of the educational program achieves learning outcomes and ensure the completeness of their formation.*

✓ *Assessors must be familiar with modern methods of assessing learning outcomes and regularly improve their skills in this area.*

The evidentiary part

The implementation of student-centred learning as a direction of educational activity development is fixed in the Academic Policy of the university, in the Regulations on the formation of educational programs and in other local normative documents.

In WKU the approach is implemented where students play an active role in their learning, becoming not just objects, but subjects of the educational process. Teachers act as assistants, jointly responsible for the learning process that is discussed. The individuality of each student, their experience, abilities and interests are taken into account. Students have the opportunity to shape their own learning path, to choose their teachers, to evaluate the effectiveness of teaching and learning methods, and to participate in the management of the university through student self-governance.

At the same time, the teaching staff, students and heads of EPs have difficulties when they are asked to give examples of the application of innovative teaching methods and assessment of learning outcomes in the educational process.

The above-mentioned peculiarity of the teaching staff - involvement in pedagogical research makes special requirements for conducting their own research in the field of teaching methods of teaching subjects of the program. However, the results of such research in the process of accreditation were not revealed, which is evidence of the lack of attention to this activity, both from the EP management and from the teaching staff.

The learning outcomes stated in the EP are presented in the form of a competence model of a graduate, but the methods of assessment of these outcomes, capable of revealing the level of competences formed, are properly realised only at the stage of final control. At other stages, especially during examination sessions, the approach based on knowledge and skills testing prevails.

In these conditions, insufficient attention is paid to the feedback system on the use of different teaching methods and assessment of learning outcomes. Some information can be obtained by the EP management from the results of student and faculty surveys, but these are only fragments, which are insufficient for systematic improvement of the system of student learning outcomes assessment.

The students in accordance with the individual study plan are provided with the teaching and methodical complex, which includes the study program (Syllabus), active handouts, lecture theses, plans of practical (seminar) classes, plans of SRS and SRSP, test assignments, semester assignments, exam questions, contains the grading policy and evaluation criteria

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

The analytical part
The Commission notes that the university implements the approach of creating conditions for students, contributing to the effective progress of the student on the chosen trajectory. Also, that students build an individual educational trajectory with the use of disciplines of both the main educational and additional programs.

EEP notes that as a prompt response to student complaints, the management provides interaction of students with advisors, supervisors, and immediate response to student complaints.

In the course of interviews with students, it was found out that the management of EP uses in the educational process information system of borrowing detection "Antiplagiat" in order to implement the principles of academic honesty in the university.

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

The questionnaire survey of students, conducted during the visit of the IAAR EEP, showed that they are fully satisfied with:
- responsiveness to feedback from teachers regarding the learning process - 84.0%;
- the quality of teaching - 89.6%;
- objectivity and fairness of examinations and certification - 91,5 %;
- quality of services provided in libraries and reading rooms - 84.9 %;
- support with educational materials in the learning process - 84.0%.

Strengths/best practices
Not revealed.

EEP Recommendations
• By the beginning of the 2024/2025 academic year, the management of the EPs should develop criteria for evaluating the results of the application of their own teaching methods and provide forms of motivation for the teaching staff.

EEP conclusions on the criteria:
• Strong - 0
• Satisfactory - 10
• Suggesting improvement - 0
• Unsatisfactory - 0

6.6. Standard «Students»
✓ The educational organization must demonstrate the existence of a policy for the formation of a contingent of students in the context of the educational program, ensure transparency and publication of its procedures regulating the life cycle of students (from admission to completion).
✓ The management of the EP must determine the procedure for forming the student population based on:
• minimum requirements for applicants;
• maximum group size when conducting seminars, practical, laboratory and studio classes;
• forecasting the number of government grants;
• analysis of available material, technical, information resources, human resources;
• analysis of potential social conditions for students, incl. provision of places in a hostel.

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

✓ *The public organization must demonstrate compliance of its actions with the Lisbon Recognition Convention, the presence of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and informal learning.*

✓ *The EO should cooperate with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications.*

✓ *The educational institution must provide the opportunity for external and internal mobility of students of educational programs, as well as readiness to assist them in obtaining external grants for training.*

✓ *The management of the EP must demonstrate its readiness to provide students with places of practice, facilitate the employment of graduates, and maintain contact with them.*

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

The evidentiary part

The university management has demonstrated the existence of the policy of forming the contingent of students in the context of educational programs (EP). Transparency and publication of procedures regulating the life cycle of students from enrolment to completion, confirm its readiness to ensure the availability of information about the learning processes.

The management of EPs actively determines the procedure for forming the contingent of students, taking into account the minimum requirements for applicants, restrictions on group size, forecasting of government grants and resources. This indicates a systematic and adequate approach to the management of educational processes.

Dynamics of the contingent of students in the context of forms and types of education of accredited EPs

Code, name of the EP	Year of enrolment	Full-time form of education			Part-time form of education			Total		
		grant	paid	total	grant	paid	total	grant	paid	total
6B01501 Mathematics	2021	20	10	30	-	-	-	20	10	30
	2022	18	4	22	-	50	50	18	54	72
	2023	32	29	61	4	88	92	36	117	153
6B01504 Physics	2021	16	-	16	-	-	-	16	-	16
	2022	-	-	-	-	-	-	-	-	-
	2023	-	-	-	4	7	11	4	7	11

The university is ready to conduct special adaptation and support programs for newcomers and international students, which underlines its concern for the comfort and successful adaptation of students.

The University's activity is in line with the Lisbon Recognition Convention, provides mechanisms for the recognition of the results of academic mobility and additional, formal and informal learning, which supports student mobility and academic recognition. The University has developed and approved the Regulation on the procedure of recognition of learning outcomes and re-crediting of credits for all forms of education in WKU named after M.Utemisov (No.1, 27.08.2022).

The management provides opportunities for external and internal mobility of students and is ready to assist in obtaining external grants for training, supporting a variety of educational opportunities. According to the submitted documents only the implementation of internal academic mobility of students of the EP was confirmed.

In 2019-2020 academic year, students of EP 5B011000 Physics - Torayeva S.J. went on semester training in CSUTE named after Sh. Esenov, Aktau; Zhanturina S.M., Arystangalieva G.J. went on semester training in ASU named after K. Zhubanov, Aktobe.

In 2021-2022 academic year the student EP 5B011000 Physics - Faritova G.M. went on semester training in CSUTE named after Sh. Esenov, Aktau.

The management of EP is ready to provide students with places of practice, to promote employment of graduates and keep in touch with them, which contributes to the successful adaptation and professional integration of graduates.

Dynamics of employment rates of university graduates for the last three years (in %)

№	Code of the EP	Name of the EP	2020-2021 academic year			2021-2022 academic year			2022-2023 academic year		
			Number of graduates	Employed graduates	% of employed graduates	Number of graduates	Employed graduates	% of employed graduates	Number of graduates	Employed graduates	% of employed graduates
1	6B01501	Mathematics	64	64	100	30	28	93	-	-	-
2	6B01504	Physics	67	67	100	16	15	94	-	-	-

The University has established an Alumni Association. Alumni who participated in the interview with the EEP members were also aware of the activities of the Alumni Association and some of them were members of this association.

The analytical part

The University successfully implements the policy of forming the contingent of students in the context of educational programs (EP), ensuring transparency and publication of procedures governing the life cycle of students from admission to completion of studies.

The EP management clearly defines the procedure of forming the contingent of students, taking into account the minimum requirements for applicants, the maximum group size for different types of classes, the projected number of state grants, as well as analyses the available material and technical, information resources and human resources. It also takes into account the analysis of potential social conditions for students, including the provision of places in the hostel.

The management of the EP provides students with internship places, promotes employment of graduates and maintains relations with them.

The university provides graduates with documents confirming the obtained qualification, including achieved learning outcomes and certificates of completion of education.

During the meetings with focus groups employers confirmed their active participation in the educational activities of the university. The business community participates in the discussion and updating of the educational program, in the implementation and support of practical training, in the examination of the educational program, in the final certification and review of graduation works, at various fairs, conferences and other events related both to the

support of the educational process and professional cooperation in the framework of employment.

In general, the university demonstrates compliance and fulfillment of the criteria of this standard, which confirms its high level of organisation and readiness to provide quality education and support for its students.

Students express full satisfaction with the availability of academic counselling (80.2%); availability of health services (75.5%); availability of library resources (86.8%); existing learning resources (83.0%); overall quality of curricula (88.7%); objectivity and fairness of teachers (87.7%).

Strengths/best practices
The management of the educational program actively interacts with representatives of the business community to analyse the needs of the labour market and integrates the obtained data into the learning process. It strives to constantly update the curriculum, introduce practical assignments and internships, and organise events with employers where graduates can demonstrate their skills and ensure their relevance, which contributes to the successful employment of graduates and confirms the relevance of the program to the modern labour market.

EEP Recommendations
Not revealed.

EEP conclusions on the criteria:
- *Strong - 1*
- *Satisfactory - 11*
- *Suggesting improvement - 0*
- *Unsatisfactory – 0*

6.7. Standard «Teaching Staff»
✓ *The EO must have an objective and transparent personnel policy, including in the context of EP, including recruitment, professional growth and development of personnel, ensuring the professional competence of all staff.*
✓ *The EO must demonstrate compliance of the staff potential of the teaching staff with the specifics of the EP.*
✓ *The management of the EP must demonstrate awareness of responsibility for its employees and providing them with favorable working conditions.*
✓ *The leadership of the EP must demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.*
✓ *The EO must determine the contribution of the teaching staff of the EP to the implementation of the development strategy of the PA and other strategic documents.*
✓ *The educational institution must provide opportunities for career growth and professional development of teaching staff of the EP.*
✓ *The management of the EP must demonstrate a readiness to involve practitioners from relevant industries in teaching.*
✓ *The educational institution must demonstrate the motivation for the professional and personal development of EP teachers, including encouragement for the integration of scientific activities and education, and the use of innovative teaching methods.*
✓ *An important factor is the readiness to develop academic mobility within the EP and attract the best foreign and domestic teachers.*

The evidentiary part

The University systematically updates and adapts its personnel recruitment and development procedures to meet the requirements of educational programs. This includes clear criteria for personnel selection, transparent processes for evaluating professional growth and development, and a feedback system for employees. Recruitment and evaluation of teaching staff is carried out on the basis of personnel policy of NPJSC WKU named after M.Utemisov, approved by the decision of the Scientific Council from 28.02.2022, protocol № 6.

It provides correspondence of qualification and experience of teachers and other personnel to the needs and peculiarities of each educational program. This is achieved through systematic assessment of staff competence and their participation in professional training events.

The management of educational programs supports their staff by providing appropriate working conditions, including support for professional development, a comfortable working environment and opportunities for work-life balance. This is evidenced by regular staff questionnaires and assessments of staff satisfaction with the working environment.

The University conducts systematic training activities for teachers aimed at awareness and application of a student-centred approach to teaching. This includes trainings, seminars and conferences, where active learning methods, the teacher's role as a mentor and facilitator of the learning process, as well as the principles of individualisation of students' educational experience are discussed.

The University provides a wide range of career and professional development opportunities for staff. These include training and professional development programmes, participation in research projects, internships in other institutions and enterprises, as well as opportunities to participate in conferences and seminars. Also, one of the forms of assessing the competence of teaching staff at the M. Utemisov WKU is the determination of candidates for participation in the national competition for the title of "Best Teacher of the University". The criteria related to the teacher's participation in the publication of monographs, textbooks, development of innovative technologies, implementation of scientific projects and management of research, etc. are used. The competition is held in two stages - the best teachers are determined at the faculties, and at the university level the persons recommended for participation in the national competition are determined. Teachers participate in competitions of the Ministry of Education and Science of the Republic of Kazakhstan "The best teacher of the university". The holder of the state grant "The best teacher of the university" is Candidate of Physics and Mathematics, Associate Professor A.N. Kushekkaliev (2022) .

The teaching staff includes teachers with experience of work in secondary schools and colleges, (Imangalieva B.S., Kadyrova G.M., Kadyrbaev M.M.,) who teach classes in the disciplines of teaching methods.

The University actively develops exchange and cooperation programs with foreign and domestic universities, aimed at attracting the best teachers from different countries. This includes the organisation of guest lectures, master classes and internships for teachers from other educational institutions, as well as participation in international conferences and projects together with foreign colleagues.

For lecturers of EP Mathematics, Physics and students of the following EPs: 6B01501 Mathematics, 6B01504 Physics from 06.06-10.06 2022 were given lectures by the Vice-Rector for Development and Cooperation, Doctor of Science, Professor (Kazimierz Wielki University Bydgoszcz, Poland) Marek Macko, on the following topics: "Design classes using computer-aided design methods", Structure Optimisation - classical and topological methods", "Exchange of experience in the field of quality assurance of education".

The analytical part

The University has demonstrated the existence of an objective and transparent human resources policy. Recruitment processes that include invitees according to professional competences lead to the planned learning outcomes.

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

The University provides opportunities for professional development of the teaching staff, including young teachers, availability of support and training, coaching and mentoring, which ensure the professional development of qualifications and development of their professional development programs.

The University attracts specialists with practical work experience relevant to the educational programs to teach. This requires relevance and practical orientation of education, as well as the development of professional skills of doctoral students.

The teaching staff evaluated the content of the educational program as excellent (61.4%); opportunities provided by the university for the professional development of the teaching staff (57.1%); opportunities to use their own teaching methods (74.3%); use of various educational innovations (68.6%); openness and accessibility of the management to the teachers (72.9%); work of the university management to improve the professional skills of the teaching staff (48.6%).

In addition, the EEP notes the weak involvement of the teaching staff of the EP in the development of quality assurance culture, which was confirmed during the interviewing of focus groups of teaching staff.

Strengths/best practices

The university actively invests in the career development and professional training of staff, including young teachers, providing them with access to a variety of professional development programs, mentoring and support in learning new teaching methods and advanced pedagogical approaches.

EEP Recommendations

• To ensure that each faculty member is involved in the development of a culture of quality and academic integrity, valuing and recognising their contribution to the goals of the educational program. (Permanently);

EEP conclusions on the criteria:

- Strong - 1
- Satisfactory - 9
- Suggesting improvement - 0
- Unsatisfactory - 0

6.8. Standard «Education resources and student support system»

✓ The educational institution must guarantee a sufficient number of learning resources and student support services to ensure the achievement of the objectives of the educational institution.

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

✓ EP management must demonstrate the availability of procedures to support various groups of students, including information and consultation.

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

• technological support for students and teaching staff (for example, online learning, modeling, databases, data analysis programs);

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

- *examination of research results, graduation works, dissertations for plagiarism;*
- *access to educational Internet resources;*
- *functioning of WI-FI on the territory of the educational organization.*
- ✓ *EO demonstrates planning for providing EP with educational equipment and software similar to those used in the relevant sectors of the economy.*

The evidentiary part

The quality of education is determined by a number of indicators, among which the main place is occupied by educational resources, namely resources for training and support of students.

The dynamics of material and technical resources development is positive. According to the results of the assessment of the degree of wear and tear of buildings, inventory results, obsolescence of equipment, etc., measures are taken to maintain the resources of the university at the level of requirements for educational organisations. Over the last decade a sports palace, a chemical laboratory building, a nine-storey student dormitory, a low-family house for faculty and staff have been built.

The area of educational buildings, gyms, workshops, laboratories, sports grounds of M.Utemisov WKU allows to hold all necessary educational, scientific, sports and social events. The total area of the university is 53869 square metres.

In accordance with the plan to create a modern material and technical base of the EP "Physics" in the 2019-2020 academic year, a set of teaching and laboratory equipment "Theory of electric circuits and basics of electronics" was purchased. The set consists of 92 laboratory works: for the study of direct electric current - 20 laboratory works, for the study of electric circuit connected with resistors - 10 works, for the study of rectifier diodes - 5 works, for the study of alternating current, coil inductance, capacitance of capacitors - 10 works, for the study of transformers - 6 works, etc. In 2024, a physics classroom with material and technical equipment was purchased.

The University management implements a number of programs and activities aimed at supporting different groups of students. This includes a system of information and counselling services, where students can get help and support in various issues related to the educational process, career development, social adaptation and other aspects of student life.

The University provides access to an extensive collection of educational, methodological and scientific literature in both paper and electronic formats. This includes access to periodicals, scientific databases and electronic libraries, providing students and teachers with the necessary materials for study and research.

The total book fund of the University library is 1036920 items, including 638644 books (61,59 % of the total fund), 328321 books (31,66 % of the total fund), 69 955 books (6,75 % of the total fund). Including in the state language - 427 872 items (41,27 % of the total fund), in Russian language - 593 331 items (57,23 % of the total fund), in foreign language - 9540 items (0,93 % of the total fund), electronic library fund - 6177 items (0,57 % of the total fund). (0.57 % of the total collection) The collection of educational, methodical and scientific literature on general education, basic and specialised disciplines in paper and electronic media, periodicals is regularly replenished.

The University carries out systematic examination of the results of research papers, graduation theses and dissertations for plagiarism using specialised programs and methods.

The University provides access to various educational Internet resources, such as electronic textbooks, online courses, video lessons and other materials that complement and expand the educational process. Access to all educational resources, placed on different servers and sites of WKU, is provided through the official Web-site of the University www. wksu.kz presented in 3 languages. It has open access including both internal and external electronic resources: AIS "Makhambet" http://e-portal.wksu.kz/; AIS "Platonus" http://platon.wksu.kz/; intranet-site http://inside.wksu.kz/; electronic resources of the library http://library.wksu.kz/; European system of transfer and accumulation of credits http://ects.wksu.kz/; Saraman - Mansap

- Marketing http://tylek.wksu.kz/; Talapker http://talapker.wksu.kz/; IT department management system http://it.wksu.kz/; distance learning system; video broadcasting of educational classes http://online.wksu.kz/; video news of WKU http://www.youtube.com/user/wksutv/; sites of faculties - http://econom.wksu.kz/, http://estmath.wksu.kz/, http://ped.wksu.kz/, http://fil.wksu.kz/.

However, not enough work has been done by the university to provide stable and reliable Wi-Fi throughout the institution, ensuring that students and staff can access the internet anytime and anywhere on campus.

The analytical part

The University has infrastructure, educational resources, including material and technical, corresponding to the objectives of educational programs. There is a sufficient classroom fund, laboratories equipped with equipment to ensure the achievement of the objectives of the EP.

EEP confirms the availability of support systems for students, including support through the university website. During the meetings with students and teaching staff it was revealed that, unfortunately, the majority of students do not have financial opportunities for training, internships, professional development in the leading universities of the world, so it is advisable to attract more students and teaching staff to the best online courses.

As a result of visual inspection of the facilities, the members of the EEP were convinced that the university has the necessary educational and material assets to ensure the educational process and research of the accredited educational programs. The buildings and facilities of the university comply with the current sanitary norms and fire safety requirements.

The quality of the material base, including IT infrastructure, library fund, the degree of satisfaction with the management's support of teachers' innovation activities indicates the creation of conditions for scientific research, integration of science and education, but is not sufficient to achieve the set goals. The EEP experts came to this conclusion after visiting and studying the material and technical base of the university. In this regard, the management of the EP should conduct an audit of the material and technical base of physics teaching laboratories and provide for their renewal.

In addition, insufficient attention is paid to the provision of special material and technical means to support students with special educational needs in the educational process, as well as the functioning of Wi-Fi throughout the educational institution.

Strengths/best practices
Not revealed.

EEP Recommendations
- It is necessary to develop a development program or to include in the EP development plan indicators for improving the material and technical base of teaching laboratories for the course of general physics and school experiment techniques (01.01.2025);
- To develop a plan of step-by-step provision of special material and technical means of support for students with special educational needs in the educational process by 01.09.2023.
- To provide for the possibility to ensure stable and reliable functioning of Wi-Fi on the entire territory of the educational institution (till 01.01.2025).

EEP conclusions on the criteria:
- *Strong - 0*
- *Satisfactory - 12*
- *Suggesting improvement - 1*
- *Unsatisfactory – 0*

6.9. Standard «Public awareness»

✓ *The public organization must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:*

● *expected learning outcomes of the educational program being implemented;*

● *qualifications and (or) qualifications that will be awarded upon completion of the educational program;*

● *approaches to teaching, learning, as well as the system (procedures, methods and forms) of assessment;*

● *information about passing scores and educational opportunities provided to students;*

● *information about employment opportunities for graduates.*

✓ *The management of the EP should provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and interested parties.*

✓ *Public information should include support and explanation of the country's national development programs and the system of higher and postgraduate education.*

✓ *The educational organization must demonstrate the reflection on the web resource of information characterizing it in general and in the context of educational programs.*

✓ *An important factor is the availability of adequate and objective information about the teaching staff of the EP.*

✓ *An important factor is informing the public about cooperation and interaction with partners within the framework of the EP.*

The evidentiary part

West Kazakhstan University is one of the leading multidisciplinary universities in the region, famous for its educational and scientific activities, almost a century of history, as well as active participation in the professional development and retraining of managerial and scientific personnel for the western region of Kazakhstan. The University is constantly improving its activities and infrastructure, actively introducing technological, pedagogical and managerial innovations to improve the quality of education and training of qualified specialists.

One of the key features of WKU is openness and accessibility of information about its activities for a wide audience, including applicants, students, graduates, as well as other interested stakeholders and the public. The University provides extensive information about its programs, expected learning outcomes, lecturers, learning opportunities, as well as employment opportunities for graduates.

An important factor in the formation of a positive image of WKU is the active dissemination of information about its activities. The university actively uses various communication channels, such as the university website, social networks, printed and electronic media. The university website and the university newspaper regularly publish news, articles, video news and other materials reflecting the life of the university and its achievements.

The University has its own WEB-portal (https://wku.edu.kz/ru/) in the Internet, where access to the unified information and educational environment of the University is available, including both internal and external electronic resources: intranet-site https://plans.wku.edu.kz/; electronic resources of the library http://library.wku.edu.kz/; career centre https://wku.edu.kz/ru/ucheba/uchebno-metodicheskaya-rabota3/tsentr-karery; applicant about:blank; distance learning system Moodle https://wku.edu.kz/ru/distantsionnoe-obuchenie-2/distantsionnaya-sistema; AIS "Makhambet" https://wku.nnsoft.kz/timetable/; AIS "Platon" https://platon.nnsoft.kz/; sites of faculties: physics and mathematics https://fim.wku.edu.kz/. The site provides an opportunity to refer to the rector's blog, write to the complaint book, get counselling on issues of interest. For example, the Faculty of Physics and Mathematics has pages in social networks: instagram (https://www. instagram.com/makhambet_university/).

The University is also actively engaged with the public through the organisation of various events such as open days, briefings, round tables with businesses and institutions, as well as through participation in television programmes and radio interviews. These events help the university to maintain a dialogue with the community, share information and receive feedback.

During the academic year the activities of the university are systematically covered in the mass media:

- in republican printed editions (newspapers "Kazakhstanskaya Pravda", "Egemen Kazakhstan", "Ana tili", magazine "Ustaz", "Ak Zhaiyk. kz", "Modern Education", etc.), on the republican television broadcasting (KAZTRK "Kazakhstan", "Khabar", "24 KZ") - 20 publications/programmes;

- regional mass media (socio-political newspaper "Oral Oral", "Priuralie", "Zhaiyk Uni", "Pulse of the City", regional television "Kazakhstan Oral", city television "TDK - 42") - 50 publications/programmes;

- the university student newspaper "Orken" is published.

In general, West Kazakhstan University successfully promotes its image due to openness and accessibility of information about its activities, active interaction with society and use of modern communication technologies.

The analytical part

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

EEP notes the openness of the university and readiness to provide objective information to external stakeholders.

At the same time, experts note the need to supplement the syllabus of academic disciplines with measurable evaluation criteria and expected levels of their achievement.

According to the results of questionnaire survey of students the content and information content of the website of educational organisations in general and faculties (school) in particular are fully satisfied – 92 (86,8%), partially satisfied - 12 (11,3%), informing the requirements for successful completion of a given educational program (speciality) are fully satisfied – 94 (88,7%), partially satisfied -11 (10,4%). Informing students about the courses, educational programs and academic degree received – 95 (89,6%) are fully satisfied, partially satisfied – 9 (8,5%).

According to the results of the questionnaire the teaching staff evaluated how well the students' knowledge received at the university corresponds to the requirements of the modern labour market - 47,1% very well, 52,9% - well. Untimely receipt of information about events - 5.7% sometimes, 94.6% - never.

Strengths/best practices
Not revealed.

EEP Recommendations

• Within the framework of providing information on the EP to provide students with up-to-date information on the evaluation system in the syllabuses of academic disciplines it is necessary to reflect in more detail the evaluation criteria and expected levels of achievement (deadline 01.01.2025).

EEP conclusions on the criteria:
• *Strong - 0*
• *Satisfactory - 12*
• *Suggesting improvement - 0*
• *Unsatisfactory – 0*

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

According to the standard «Educational program management»
• The management of EP has demonstrated its openness and accessibility for students, faculty, employers and other stakeholders, which was confirmed during the interviews and focus groups.
• The university management pays special attention to the professional development of the heads of structural subdivisions and EPs in the field of education management.

According to the standard «Students»
The management of the educational program actively interacts with representatives of the business community to analyse the needs of the labour market and integrates the obtained data into the learning process. It strives to constantly update the curriculum, introduce practical assignments and internships, and organise events with employers where graduates can demonstrate their skills and ensure their relevance, which contributes to the successful employment of graduates and confirms the relevance of the program to the modern labour market.

According to the standard «Teaching Staff»
The university actively invests in the career development and professional training of staff, including young teachers, providing them with access to a variety of professional development programs, mentoring and support in learning new teaching methods and advanced pedagogical approaches.

(VIII) REVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT

According to the standard «Educational program management»
• To provide a universally recognised and supported system of values and norms that reflect a commitment to quality assurance in all areas of the HEI's activities and form a culture of quality assurance (Ongoing);
• To establish processes and mechanisms for the formation, regular review of the educational program development plan, including the participation of all interested stakeholders (Term 01.01.2025);
• To introduce formalised risk management procedures into the practice of planning activities from 01.01.2025 at all levels of management, taking into account:
  - the procedure for their identification, assessment and selection;
  - assessment of consequences and identification of opportunities (positive risks);
  - planning measures to reduce negative consequences and realise opportunities in the event of exposure to risk factors;
• To define and implement from 01.09.2024 the innovation management procedure:
  - innovation indicators within the framework of the EP in accordance with the priorities of economic development of the region and the country;
  - mechanisms and tools for innovation management and monitoring;
  - documented procedure of innovation management within the framework of the EP.

According to the standard «Information management and reporting»
• The university management should ensure the participation of students, staff and faculty in the processes of collecting and analysing information, as well as decision-making based on this information (Permanently).

According to the standard «Educational program development and approval»
• The management of EPs should provide for the possibility of development and implementation of joint EPs with domestic or foreign universities (deadline 01.01.2026).

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

- The HEI and EP management should develop and document a mechanism for informing all stakeholders about any planned or undertaken actions regarding the EP by the beginning of the 2024-2025 academic year.
- The management of the EP should regularly publish the changes made to the educational programs on the website and other information resources of the HEI.
- The EP management should organise training seminars for teaching staff to ensure the effectiveness of assessment procedures for students, taking into account the best methods and best practices in this area by 01.12.2024.

According to the standard «Student-centered learning, teaching and performance assessment»

- By the beginning of the 2024/2025 academic year, the management of the EPs should develop criteria for evaluating the results of the application of their own teaching methods and provide forms of motivation for the teaching staff.

According to the standard «Students»
No recommendations.

According to the standard «Teaching Staff»
- To ensure that each faculty member is involved in the development of a culture of quality and academic integrity, valuing and recognising their contribution to the goals of the educational program. (Permanently).

According to the standard «Education resources and student support system»
- It is necessary to develop a development program or to include in the EP development plan indicators for improving the material and technical base of teaching laboratories for the course of general physics and school experiment techniques (01.01.2025);
- To develop a plan of step-by-step provision of special material and technical means of support for students with special educational needs in the educational process by 01.09.2023.
- To provide for the possibility to ensure stable and reliable functioning of Wi-Fi on the entire territory of the educational institution (till 01.01.2025).

According to the standard «Public awareness»
- Within the framework of providing information on the EP to provide students with up-to-date information on the evaluation system in the syllabuses of academic disciplines it is necessary to reflect in more detail the evaluation criteria and expected levels of achievement (deadline 01.01.2025).

(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE EDUCATIONAL ORGANISATION

Not revealed.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

Appendix 1. Evaluation table "CONCLUSION OF THE EXTERNAL EXPERT PANEl"

The number in order	№	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard «Educational program management»						
1	1.	The university should demonstrate the development of a goal and strategy for the development of the EP based on an analysis of external and internal factors with the broad involvement of a variety of stakeholders.		+		
2	2.	The quality assurance policy should reflect the relationship between scientific research, teaching and learning.		+		
3	3.	The university demonstrates the development of a culture of quality assurance.		+		
4	4.	Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including in the implementation of modern/double-degree education and academic mobility.		+		
5	5.	The management of the EP ensure transparency in the development of the EP development plan based on an analysis of its functioning, the real positioning of the university and the orientation of its activities to meet the needs of the state, employers, and stakeholders.		+		
6	6.	The management of the EP demonstrates the functioning of mechanisms for the formation and regular review of the development plan of the EP and monitoring its implementation, evaluating the achievement of learning goals, meeting the needs of students, employers and society, and making decisions aimed at continuous improvement of the EP.			+	
7	7.	The management of the EP should involve representatives of groups of interested persons, including employers, students and teaching staff in		+		

		the formation of a development plan for the EP.				
8	8.	The management of the EP should demonstrate the individuality and uniqueness of the educational institution's development plan, its consistency with national development priorities and development strategies of the educational organization.		+		
9	9.	The university must demonstrate a clear definition of those responsible for business processes within the framework of the EP, the distribution of staff responsibilities, and the differentiation of functions of collegial bodies.		+		
10	10.	The management of the EP ensures coordination of the activities of all persons involved in the development and management of the EP, and its continuous implementation, as well as to involve all stakeholders in this process.		+		
11	11.	The management of the EP should ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and appropriate decision-making.		+		
12	12.	The management of the EP should carry out risk management.			+	
13	13.	The management of the EP should ensure the participation of representatives of interested persons (employers, teaching staff, students) in the collegial management bodies of the EP, as well as their representativeness in making decisions on the management of the EP.		+		
14	14.	The university must demonstrate innovation management within the framework of the EP, including the analysis and implementation of innovative proposals.		+		
15	15.	The management of the EP should demonstrate its openness and accessibility to students and teaching staff, employers and other interested persons.	+			
16	16.	The management of the EP confirm the completion of training in educational management programs.	+			
17	17.	The management of the EP should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.		+		
		Total for the standard	**2**	**13**	**2**	**0**

		Standard «Information management and reporting»				
18	1.	The university must ensure the functioning of the information collection, analysis and management system based on modern information and communication technologies and software.		+		
19	2.	The management of the EP demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
20	3.	The management of the EP demonstrates the existence of a reporting system reflecting the activities of all structural divisions and departments within the framework of the EP, including an assessment of their effectiveness.		+		
21	4.	The university should determine the frequency, forms and methods of evaluating the management of the EP, the activities of collegial bodies and structural units, and senior management.		+		
22	5.	The university must demonstrate a mechanism to ensure the protection of information, including the identification of responsible persons for the reliability and timeliness of information analysis and data provision.		+		
23	6.	The university demonstrates the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.		+		
24	7.	The management of the EP should demonstrate the availability of communication mechanisms with students, employees and other stakeholders, including conflict resolution.		+		
25	8.	The university must ensure the measurement of the degree of satisfaction of the needs of students, teaching staff and employees within the framework of the EP and demonstrate evidence of the elimination of the detected shortcomings.		+		
26	9.	The university should evaluate the effectiveness and efficiency of its activities in the context of the EP.		+		
		The information collected and analyzed by the university within the framework of the EP should take into account:				
27	10.	key performance indicators;		+		
28	11	dynamics of the contingent of students in the		+		

№	№					
		context of forms and types;				
29	12.	academic performance, student achievements and expulsion;		+		
30	13.	students' satisfaction with the implementation of the EP and the quality of education at the university;		+		
31	14.	accessibility of educational resources and support systems for students;		+		
32	15.	employment and career development of graduates.		+		
33	16.	Students, teaching staff and employees must document their consent to the processing of personal data.		+		
34	17.	The management of the EP should help to provide the necessary information in the relevant fields of science.		+		
		Total for the standard	**0**	**17**	**0**	**0**
Standard «Educational program development and approval»						
35	1.	The university must demonstrate the existence of a documented procedure for the development of an EP and its approval at the institutional level.		+		
36	2.	The university must demonstrate the compliance of the developed EP with the established goals and planned learning outcomes.		+		
37	3.	The management of the EP should determine the impact of disciplines and professional internrships on the formation of learning outcomes.		+		
38	4.	The university demonstrates the existence of a graduate model of an EP describing learning outcomes and personal qualities.		+		
39	5.	The qualification awarded upon completion of the EP must be clearly defined, explained and correspond to a certain level of the NQS, QF-EHEA.		+		
40	6.	The management of the EP should demonstrate the modular structure of the program based on ECTS, ensure that the structure of the content of the EP meets the set goals with a focus on achieving the planned learning outcomes for each graduate.		+		
41	7.	The management of the EP should ensure that the content of academic disciplines and learning outcomes correspond to each other and to the level of study (bachelor's, master's, doctoral		+		

		studies).				
42	8.	The management of the EP must demonstrate the conduct of external expertise of the EP.		+		
43	9.	The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development and quality assurance of the EP.		+		
44	10.	The management of the EP should demonstrate the uniqueness of the educational program, its positioning in the educational market (regional/ national/ international).		+		
45	11.	An important factor is the possibility of preparing students for professional certification.		+		
46	12.	An important factor is the availability of joint and/or double-degree EP with foreign universities.			+	
		Total for the standard	**0**	**11**	**1**	**0**
Standard «Continuous monitoring and periodic evaluation of the educational programs»						
47	1.	The university should ensure the revision of the structure and content of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society		+		
48	2.	The university must demonstrate the existence of a documented procedure for monitoring and periodic evaluation of the purpose of the EP and continuous improvement of the EP		+		
		Monitoring and periodic evaluation of the EP should consider:				
49	3.	the content of the program in the context of the latest achievements of science and technology in a particular discipline;		+		
50	4.	changes in the needs of society and the professional environment;		+		
51	5.	workload, academic performance and graduation of students;		+		
52	6.	effectiveness of student assessment procedures;		+		
53	7.	the needs and satisfaction of students;		+		
54	8.	compliance of the educational environment and the activities of support services with the objectives of the EP		+		
55	9.	The management of the EP should publish information about the changes to the EP, inform			+	

		interested parties about any planned or undertaken actions within the framework of the EP		+		
56	10.	Support services should identify the needs of various groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, and mastering the EP in general.		+		
		Total for the standard	**0**	**9**	**1**	**0**
Standard «Student-centered learning, teaching and performance assessment»						
57	1.	The management of the EP should ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths.		+		
58	2.	The management of the EP should ensure teaching based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and evaluation of learning outcomes that ensure the achievement of the goals of the EP, including competencies, skills to perform scientific work at the required level		+		
59	3.	The management of the EP should determine the mechanisms for distributing the educational load of students between theory and practice within the framework of the EP, ensuring the development of the content and achievement of the goals of the EP by each graduate		+		
60	4.	An important factor is the availability of own research in the field of teaching methods of the disciplines of the EP		+		
61	5.	The university must ensure that the procedures for evaluating learning outcomes are consistent with the planned results and goals of the EP		+		
62	6.	The university must ensure the consistency, transparency and objectivity of the mechanism for evaluating learning outcomes of the EP, the publication of criteria and methods for evaluating learning outcomes in advance		+		
63	7.	Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly improve their skills in this area		+		
64	8.	The management of the EP should demonstrate the existence of a feedback system for the use of		+		

		various teaching methods and evaluation of learning outcomes				
65	9.	The management of the EP should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher		+		
66	10.	The management of the EP must demonstrate the existence of a procedure for responding to student complaints		+		
		Total for the standard	**0**	**10**	**0**	**0**
Standard «Students»						
67	1.	The university must demonstrate the policy of forming a contingent of students and ensure transparency, publication of procedures governing the life cycle of students (from admission to completion)		+		
68	2.	The management of the EP should provide having special adaptation and support programs for newly enrolled and foreign students		+		
69	3.	The university must demonstrate compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education		+		
70	4.	The university should provide an opportunity for external and internal academic mobility of students, as well as assist them in obtaining external grants for training		+		
71	5.	The university should actively encourage students to self-education and development outside the main program (extracurricular activities)		+		
72	6.	An important factor is the availability of a support mechanism for gifted students		+		
73	7.	The university should demonstrate cooperation with other educational organizations and national centers of the «European Network of Information Centres for Academic Recognition and Mobility/ National Academic Recognition Information Centres in the European Union» ENIC/NARIC in order to ensure comparable recognition of qualifications		+		
74	8.	The university must provide students with internship places, demonstrate the procedure for		+		

		facilitating the employment of graduates, and maintain contact with them				
75	9.	The university must demonstrate the procedure for issuing graduates with documents confirming their qualifications, including the achieved learning outcomes		+		
76	10.	The management of the EP must demonstrate that graduates of the program have skills that are in demand in the labor market and that these skills are really in demand in the labor market	+			
77	11.	The management of the EP should demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates		+		
78	12.	An important factor is the presence of an active alumni association		+		
		Total for the standard	**1**	**11**	**0**	**0**
Standard «Teaching Staff»						
79	1.	The University should have an objective and transparent personnel policy in the context of EP, including recruitment (including invited teaching staff), professional growth and development of personnel, ensuring the professional competence of the entire staff.		+		
80	2.	The university must demonstrate that the qualitative composition of teaching staff meets the established qualification requirements, the university's strategy, and the goals of the EP		+		
81	3.	The management should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning and teaching		+		
82	4.	The university should provide opportunities for career growth and professional development of teaching staff, including young teachers	+			
83	5.	The university should involve in teaching specialists from relevant industries with professional competencies that meet the requirements of the EP		+		
84	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal growth of teaching staff		+		
85	7.	The university should demonstrate the widespread use of information and communication technologies and software by teaching staff in the educational process (for example, on-line training, e-portfolios,		+		

№	№					
		MOOCs, etc.)				
86	8.	The university should demonstrate the focus of its activities on the development of academic mobility, attracting the best foreign and domestic teachers		+		
87	9.	The university must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity at the university, determine the contribution of teaching staff, including invited ones, to achieving the goals of the EP		+		
88	10.	An important factor is the involvement of teaching staff in the development of the economy, education, science and culture of the region and the country		+		
Total for the standard			**1**	**9**	**0**	**0**
Standard «Education resources and student support system»						
89	1.	The university must ensure that the infrastructure, educational resources, including material and technical ones, meet the goals of the educational program		+		
90	2.	The management of the EP must demonstrate the sufficiency of classrooms, laboratories and other facilities equipped with modern equipment and ensuring the achievement of the goals of the EP		+		
		The university must demonstrate the compliance of information resources with the needs of the university and the implemented EPs, including in the following areas:				
91	3.	Technological support for students and teaching staff in accordance with educational programs (for example, online training, modeling, databases, data analysis programs)		+		
92	4.	Library resources, including a fund of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases		+		
93	5.	Examination of research results, graduation papers, dissertations on plagiarism		+		
94	6.	Access to educational Internet resources		+		
95	7.	The operation of WI-FI in its territory			+	
96	8.	The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, publishing the		+		

		results of research work of teaching staff, employees and students				
97	9.	The university should strive to ensure that the educational equipment and software used to master the EP are similar to those used in the relevant sectors of the economy		+		
98	10.	The management of the EP should demonstrate the availability of support procedures for various groups of students, including information and counseling		+		
99	11.	The management of the EP should show the availability of conditions for the advancement of the student along an individual educational trajectory		+		
100	12.	The university should take into account the needs of different groups of students (adults, working, foreign students, as well as students with special educational needs)		+		
101	13	The university must ensure that the infrastructure meets the security requirements		+		
		Total for the standard	**0**	**12**	**1**	**0**
Standard «Public awareness»						
102	1.	The university guarantees that the published information is accurate, objective, relevant and reflects all areas of the university's activities within the framework of the educational program		+		
103	2.	Public awareness should include support and clarification of the national development programs of the country and the system of higher and postgraduate education		+		
104	3.	The university's management should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the general public and interested parties		+		
		The information published by the university about the EP should be objective and relevant and include:				
105	4.	the purpose and planned results of the EP, the assigned qualification		+		
106	5.	information and a system for evaluating students' academic achievements		+		
107	6.	information about academic mobility programs and other forms of cooperation with partner		+		

		universities and employers				
108	7.	information about the opportunities for the development of personal and professional competencies of students and employment		+		
109	8.	reflecting the positioning of the EP in the educational services market (at the regional, national, and international levels)		+		
110	9.	An important factor is the publication of reliable information about TS on open resources, in terms of personalities		+		
111	10.	The university must publish audited financial statements according to the EP on its own web resource		+		
112	11.	The university should post information and links to external resources based on the results of external assessment procedures		+		
113	12.	An important factor is the placement of information about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations		+		
		Total for the standard	0	12	0	0
		TOTAL	4	104	5	0