



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

on the results of the work of the external expert commission  
on the assessment of compliance with the requirements of the standards  
of the primary specialized accreditation of educational programs  
6B07213 - Mineral Processing,  
7M04105 - MBA in Mining and Metallurgical Complex.  
NJSC "Kazakh National Research Technical University  
named after K.I. Satpayev"

SITE VISIT DATES: from 26 to 28 March 2024.

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**  
**External Expert Commission**

**Addressed to**  
**Accreditation**  
**Council of IAAR**



**REPORT**

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on the assessment of compliance with the requirements of the standards of the primary  
specialized accreditation of educational programs  
6B07213 - *Mineral Processing*, 7M04105 - *MBA in Mining and Metallurgical Complex*.  
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**Almaty, 2024**

**(I) NOTATIONS AND ABBREVIATIONS**

<b>AIS</b>	Automated information system
<b>EEC</b>	External expert committee
<b>AC</b>	Attestation Commission
<b>GEP</b>	Group of educational programs
<b>UNT</b>	Unified national testing
<b>WKR</b>	West Kazakhstan region
<b>ITP</b>	Individual training plan
<b>MMC</b>	Mining and metallurgical complex
<b>CCSES MES RK</b>	Committee for Control in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan
<b>CT</b>	Complex testing
<b>CED</b>	Catalog of elective disciplines
<b>MSHE RK</b>	Ministry of Science and Higher Education of the Republic of Kazakhstan
<b>IAAR</b>	INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
<b>University</b>	Non-profit joint stock company "Kazakh National Research Technical University named after K.I. Satpayev".
<b>RW</b>	Research work
<b>NQF</b>	National Qualifications Framework
<b>SRW</b>	Student research work
<b>RC</b>	Research Center
<b>NEI</b>	Non-state educational institution
<b>EP</b>	Educational program
<b>SD</b>	Specialized disciplines
<b>TS</b>	Teaching staff
<b>WC</b>	Working curriculum
<b>RF</b>	Russian Federation
<b>IWS</b>	Independent work of the student
<b>IWST</b>	Independent work of the student with the teacher
<b>MM</b>	Mass Media
<b>LLP</b>	Limited liability partnership
<b>MC</b>	Model curriculum
<b>TMC</b>	Teaching and Methodical Council
<b>EMW</b>	Educational-methodical work
<b>EMCD</b>	Educational-methodical complex of discipline
<b>EMCS</b>	Educational-methodical complex of specialties

## **(II) INTRODUCTION**

In accordance with the order from 26-24-OD dated 31.01.2024 of the Director General of the Independent Accreditation and Rating Agency from 26 to 28 March 2024, the external expert commission assessed the compliance of educational programs 6B07213-Mineral processing, 7M04105-MBA in the mining and metallurgical complex with the standards of the primary specialized accreditation of educational program of the organization of higher and postgraduate education of the NAAR (№57-20-OD dated June 16, 2020, edition six).

The report of the External Expert Commission (EEC) contains the evaluation of the submitted educational programs to the criteria of IAAR EEC standards, EEC recommendations for further improvement of educational programs and parameters of the profile of educational programs.

***EEC composition:***

***Chairman of EEC IAAR*** - Andrey Bratsikhin, Doctor of Technical Sciences, Professor, Rector, Izhevsk State Agricultural University, Expert of "Rosakkredagentstvo", IAAR Expert of I category;

***Coordinator of EEC IAAR*** - Gulfiya Rivkatovna Nazirova, Candidate of Economic Sciences, Project Manager for specialized and institutional accreditation of universities

***IAAR Expert*** - Yermek Tolegenovich Abilmazhinov, Doctor of Technical Sciences, Associate Professor, Associate Professor, Shakarim University (Semey, Republic of Kazakhstan).

***IAAR Expert*** - Aliya Kuanyshevna Tusayeva, PhD in Economics, Associate Professor, Department of Business Administration, Turan University (Almaty, Republic of Kazakhstan).

***IAAR expert, student*** - Sisenova Tolganay, Master's student of 2nd year EP "Management" Turan University (Almaty, Republic of Kazakhstan)



### **(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION**

Non-profit Joint Stock Company «Kazakh National Research Technical University named after K.I. Satpayev» (hereinafter referred to as «KazNRTU named after K.I. Satpayev») has been carrying out educational activities as an independent higher education institution since September 2015 on the basis of the state license No. AB KZ56LAA00005304 dated 11.07.2015, issued on September 29, 2015. Committee for Control in the field of education and Science of the Ministry of Education and Science of the Republic of Kazakhstan.

The choice of strategic directions of the University's development is determined by its mission, vision and development priorities.

The mission of the University is «Science and education for the benefit of human beings».

Vision - To be in the top 200 universities in the world according to the QS ranking.

The goal of the University is to transform the University into a leading research, technical and educational center of backbone industries of the country's economy.

University ranking, accreditations. In 2020 the University passed the National Institutional Accreditation in the Independent Quality Assurance Agency in Education (NQAA-IQAA).

Independent Quality Assurance Agency in Education (IQAA).

Structure of the university. According to the website of the university, there are 66 Bachelor's degree programs, 55 Master's degree programs and 39 Doctoral degree programs.

Brief description of accredited EPs of Cluster 3. Educational programs of cluster 3 undergo the procedure of primary specialized accreditation.

Training of specialists of EP 3 cluster NJSC KazNRTU named after K.I. Satpayev is carried out according to the License KZ56LAA00005304 from 11.07.2015, the State obligatory standard of higher and postgraduate education, approved by the order of the Minister of Science and Higher Education of the Republic of Kazakhstan from July 20, 2022 № 2.

Preparation of bachelors of the educational program 6B07213-Mineral processing is carried out by the department «Metallurgy and mineral processing» on credit technology, at the level of 6NQF - bachelor's degree on a full-time basis. Study terms: 4 years.

The purpose of Educational Program 6B07213-Mineral processing is to train highly qualified, competitive and in demand on the labor market specialists in the field of mineral and technogenic raw materials beneficiation for the mining and metallurgical complex of the Republic of Kazakhstan, possessing professional and personal competencies that allow to perform calculation and design, production and technological, research, organizational, managerial and entrepreneurial activities at the beneficiation plants and industrial enterprises of the Republic of Kazakhstan.

Personnel training on the accredited Educational Program 7M04105-MBA in the mining and metallurgical complex is carried out by the Department of "Management and Mathematical Economics" at level 7 of the national qualifications framework of full-time education. Study terms: 2 years.

The purpose of the Educational Program 7M04105-MBA in the mining and metallurgical complex is to train top management specialists in the mining and metallurgical industry, who are able to effectively manage both the production business and their own development in their interrelation in the conditions of current changes.

#### **(IV) A DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

EP 6B07213-Mineral processing and 7M04105-MBA in the mining and metallurgical complex are being accredited by IAAR for the first time.

#### **(V) DESCRIPTION OF THE VISIT OF THE EEC**

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for specialized accreditation of educational programs to NJSC KazNRTU named after K.I. Satpayev in the period from 26 to 28 March 2024.

In order to coordinate the work of the EEC, on 25.03.2024, an introductory meeting was held, during which the powers were distributed among the members of the commission, the schedule of the visit was clarified, agreement was reached on the choice of methods of expertise.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings with vice-rectors in the areas of activity, heads of structural units, heads of departments, teachers, students, graduates were held. A total of 72 representatives took part in the meetings (Table 1).

Table 1 - Information on staff and trainees who participated in meetings with the IAAR EEC:

<b>Category of participants</b>	<b>Quantity</b>
Rector, vice-rectors by areas of activity	5
Heads of structural subdivisions	13
Institute directors, heads of departments	9
Teachers	13
Students	13
Graduates	9
Employers, representatives from internship centers	10
<b>Total</b>	<b>72</b>

During the excursion the members of the EEC familiarized themselves with the state of the material and technical base of the university, they saw the classrooms for lectures, practical and laboratory works on the profile of accredited EPs of cluster 3, places of functioning of services to support the educational, scientific, social and educational process.

During the meeting of the EEC NAAR with the target groups of the university the mechanisms of implementation of the university policy were clarified and some data presented in the report on the self-assessment of the university were specified. Also, the NAAR EEC attended the session in the laboratory base.

In accordance with the accreditation procedure, online questionnaire survey of 16 teachers, 31 students was conducted.

In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed 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 (<https://satbayev.university/>).

As part of the planned program, the recommendations for improving the accredited educational programs of NJSC K.I. Satpayev KazNRTU, developed by the EEC based on the results of the examination, were presented at a meeting with the management on 28.03.2024.



## **(VI) COMPLIANCE WITH THE STANDARDS OF PRIMARY SPECIALIZED ACCREDITATION (EX-ANTE)**

### **6.1 Standard "Educational Program Management"**

- ✓ *The higher and/or postgraduate educational institution should have a published quality assurance policy that reflects the link between research, teaching and learning.*
- ✓ *The higher and/or postgraduate educational institution should demonstrate the development of a culture of quality assurance, including in relation to the Educational Programme.*
- ✓ *Commitment to quality assurance should refer to any activity that is carried out by the institution.*
- ✓ *Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint/bilateral education and academic mobility*
- ✓ *The management of the EP demonstrates transparency in the development of the EP development plan, containing deadlines for the start of implementation, based on the analysis of its functioning, the real positioning of the OE and the orientation of its activities to meet the needs of the state, employers, learners and other stakeholders*
- ✓ *The management of the EP demonstrates the existence of mechanisms for the formation and regular revision of the EP development plan and monitoring of its implementation, assessment of the achievement of learning objectives, compliance with the needs of students, employers and society, decision-making aimed at continuous improvement of the EP*
- ✓ *The EP management should involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of the EP development plan*
- ✓ *The EP management should demonstrate the individuality and uniqueness of the EP development plan, its alignment with national priorities and the development strategy of the higher and/or postgraduate education institution.*
- ✓ *The higher and/or postgraduate education institution should demonstrate a clear definition of those responsible for the development of the EP development plan.*
- ✓ *The higher and (or) postgraduate education institution must demonstrate a clear definition of those responsible for business processes within the EP, 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 should demonstrate the existence of an internal system of quality assurance of the EP, including its design, management and monitoring, their improvement, evidence-based decision-making*
- ✓ *The management of the EP should implement risk management, including within the EP undergoing initial accreditation, and demonstrate a system of measures aimed at risk mitigation.*
- ✓ *The management of the EP should ensure the participation of representatives of employers, teaching staff, students and other stakeholders in the collegial management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program*
- ✓ *The EP must demonstrate the management of innovations within the framework of the EP, including the analysis and implementation of innovative proposals*
- ✓ *The management of the EP should demonstrate evidence of willingness to be open and accessible to learners, faculty, employers and other stakeholders*
- ✓ *The management of the EP should be trained in educational management programs*

#### ***Evidentiary part***

Educational activity of the university is regulated by the Charter of the university, Academic Policy of the university, Development Program of Non-profit Joint Stock Company "Kazakh National Research Technical University named after K.I. Satpayev" for 2023-2027. The University has a system of strategic planning: University Development Strategy for 2022-2026 (approved by the decision of the Board of Directors on 25.11.2022, Minutes № 8).

Mission, main goals, strategic directions of development and objectives of accredited educational programs are defined on the basis of the university strategic document "University Development Strategy for 2022-2026" for 2022-2026.

The development strategy is developed taking into account the planning of time intervals and achievement of indicators, however, the HEI management needs to indicate the indicators of these indicators and identify the risks in the implementation of EP 3 cluster development plans, which was not observed at the time of accreditation.

The quality assurance policy of the HEI is described in the documented procedure "Quality Policy for 2023-27". (approved by the Academic Council Decision dated 28.09.2023, Minutes No. 1), which reflects the link between research, teaching and learning.

The quality policy provides the basis for the development and analysis of quality objectives. Quality objectives are consistent with the commitment to continuous improvement of all processes defined at the University.

The quality assurance culture in the university is supported by documenting the implementation of basic processes and procedures, passing accreditation of rating agencies, participation in international and national ratings. An example of documentation of quality assurance procedures are the main normative documents that define the Quality Policy, documents that establish uniform requirements for the quality of professional duties of university teachers and staff.

*The uniqueness and advantage of EP 6B07213-Mineral processing is due to the innovative approach to laboratory works, which allowed to reduce the part of lecture material and increased the volume of practical works, expanded the practical skills of students. For these purposes, new laboratory equipment was purchased, which is used in the educational process and has no analogues in similar EPs of other universities.*

The University has an extensive management structure, which is available on the website of the University. The University has 7 institutes, within which the EP departments function.

The necessary information, human, financial, material and technical resources, as well as regulatory and legal documentation are available for the management and implementation of EPs, which ensure the implementation of EPs.

The heads of EPs of cluster 3 have certificates in the field of management in education.

### ***Analytical part***

Certain issues related to this standard are not fully reflected in the self-evaluation report and were not confirmed during the EEC visit.

The experts note that the Development Plans of accredited EPs: 6B07213-Mineral processing, 7M04105-MBA in mining and metallurgical complex *do not contain the analysis of external environment (labor market), which justifies the relevance of this program, competitors, internal environment (infrastructure, qualitative composition of teaching staff, teaching methods and approaches), positioning of the EP in the market of services.*

The work on risk management in the implementation of the EP *is not systematized*. Risk map for EP 7M04105-MBA in the mining and metallurgical complex is presented in the EP Development Plan without preliminary analysis of the external, internal environment analysis.

The development plans of accredited EPs are not drawn up according to a uniform format, without specifying the exact indicators of achievement. *The experts note the need* to make adjustments to both the EP Development Plan and the Graduate Model, emphasizing the specific features of accredited EPs.

During the study of materials of the self-assessment report, conversations with the management of the EP and heads of structural subdivisions *it was not documented* that the university analyzes and practical implementation of innovative proposals, ensures the connection of research work with the implementation of EP 3 cluster.



The results of the questionnaire survey of teaching staff show that 41.2% of respondents rated the promotion of innovation activity of teaching staff at the university as "very good", 51% as "good", 5.9% as "relatively bad" and 2% as "very bad".

During the questionnaire survey of the teaching staff, 31.4% of respondents rated the involvement of teaching staff in the process of making managerial and strategic decisions as very good, 60.8% - "good", 3.9% - "relatively bad" and 3.9% - "very bad".

During the study of the EP description on the website and self-assessment report, *the document describing* the graduate model 7M04105-MBA in mining and metallurgical complex, EP 6B07213-Mineral processing was demonstrated. EMBA graduate model is presented on the website. The EP management needs to correct the model and indicate the delimitations of the models between MBA and EMBA.

The graduating *department needs to better track* the effectiveness of the implementation of the EP and the achievement of its objectives and learning outcomes to track the effectiveness and efficiency of the management of the EP.

The EEC experts note positive comments from all categories of the interviewed groups about the openness and accessibility of the university management and the heads of the EP, who are constantly in close contact with both students and teaching staff, as well as with external stakeholders involved in various business processes of the university.

**Strengths / best practices of accredited EPs:**

- No EPs have been identified for this standard.

***EEC recommendations for EP 6B07213-Mineral processing, 7M04105-MBA in mining and metallurgical complex:***

1. By the beginning of the academic year 2024-2025, the management of EPs should ensure the involvement of stakeholders (external and internal stakeholders, including representatives from students of accredited EPs) in the procedure of designing and revising EP development plans. When analyzing the implementation of EP development plans and making changes, if necessary, the university management should place the relevant document on the university web resource in the public domain.

2. By the beginning of the 2024-2025 academic year, the university management needs to revise the form of the EP development plan, with the mandatory inclusion of criteria for the effectiveness of the implementation of the EP, indicating the deadlines responsible for the implementation of planned activities.

3. The management of the EP should analyze the external environment (labor market), the internal environment (infrastructure, qualitative composition of teaching staff, teaching methods and approaches), the positioning of the EP in the service market, systematization of the impact of risks on the EP's activities. Based on the analysis, to develop a plan to prevent and overcome risks, specifying responsible persons, a monitoring and reporting mechanism, and to begin its implementation from 2024-2025 academic year.

4. To develop and implement the mechanism of innovation management and its implementation in the learning process of educational programs of the 3 cluster in the period up to 2025.

***EEC Conclusions on 6B07213- "Mineral processing":***

*15 criteria are disclosed for the standard "Educational Program Management", of which: 12 items are satisfactory, 3 items require improvement.*

***EEC conclusions on 7M04105- "MBA in mining and metallurgical complex":***

*15 criteria were disclosed for the standard "Management of the educational program", of which: 12*

items - satisfactory, 3 items - require improvement.

## **6.2 Standard "Information Management and Reporting"**

- ✓ *OE shall demonstrate that it has a system for collecting, analyzing and managing information through 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*
- ✓ *EP management shall demonstrate a mechanism for systematically using processed, relevant information to improve the internal quality assurance system*
- ✓ *EP management must demonstrate evidence-based decision-making*
- ✓ *The EP should have a system of regular reporting reflecting all levels of the structure, including assessment of the performance and effectiveness of units and departments, research*
- ✓ *OE should establish periodicity, forms and methods of evaluation of EP management, activities of collegial bodies and structural units, top management, implementation of scientific projects*
- ✓ *OE should 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 existence of mechanisms for the involvement of students, employees and faculty in the processes of collecting and analyzing information, as well as decision-making on their basis*
- ✓ *EP management must demonstrate that there are mechanisms for communication with learners, workers and other stakeholders, as well as mechanisms for conflict resolution.*
- ✓ *OE must demonstrate that mechanisms are in place to measure the satisfaction of faculty, staff and learners with the needs of the EP.*
- ✓ *OE must demonstrate that mechanisms are in place to measure the satisfaction of faculty, staff and learners with the needs of the EP.*
- ✓ *OE should provide for performance and effectiveness evaluation, including in terms of the EP*
  - ✓ *The information intended to be collected and analyzed as part of the EP should take into account:*
    - o *key performance indicators*
    - o *dynamics of the contingent of students in the context of forms and types of education*
    - o *level of academic performance, students' achievements and dropouts*
    - o *satisfaction of students with the EP implementation and the quality of education at the university*
    - o *availability of educational resources and support systems for students*
  - ✓ *OE should confirm the implementation of procedures of personal data processing of students, employees and teaching staff on the basis of their documented consent.*

### ***Evidentiary part***

The university provides functioning of the system of collection, analysis and management of information on the basis of modern information and communication technologies and software.

To automate the process of collecting and analyzing information in Kazakhstan University of Innovative and Telecommunication Systems the following systems of collection, analysis and management of information are implemented and operate: information management within the framework of the official website of the university; management of educational and methodological information within the framework of educational portals <https://sso.satbayev.university/> and distance learning system Polytechonline (<https://polytechonline.kz/>); system of automation of electronic dormitory "Dormitory" (<https://dormitory.satbayev.university/>); HR system of personnel accounting (<http://hr.satbayev.university/>); electronic dormitory "Dormitory" (<https://dormitory.satbayev.university/>); HR system "HR" (<http://hr.satbayev.university/>).

PolytechOnline has developed and effectively uses its own educational portal of distance education for training, including for persons with special educational needs. This portal is a tool for monitoring the remote work of students and teachers, including attendance control, analytics of academic performance, content ratings. The portal has testing, homework, lectures, video player, text material, surveys, certificates, forums, chats, support for SCORM, H5P, IMS, glossaries, integration

with library and webinar systems. This system is integrated with internal services of the university - anti-plagiarism, online proctoring, electronic library, Microsoft Office 365 including MS Teams.

The University has a system of control and quality assurance of education, which complies with the regulations and is a continuous process.

On the official website of KazNRTU named after K.I.Satpayev, normative documents of the educational institution, such as the Strategic Development Plan, quality management system procedures, information about institutes, departments and others are widely available. All structural units of the University have access to the Internet. The University provides free access to the Internet and Wi-Fi on the entire territory of the educational institution for teachers and students.

The system of information and feedback is realized through the work of collegial bodies, scheduled meetings of the rector with the staff, students, the rector's reception on personal and official issues; questions and answers on the rector's blog; curatorial hours; official web portal; information, hinged stands; sociological surveys.

The management of the EP demonstrated the existence of a reporting system reflecting the activities within the framework of the EP, including the evaluation of their performance by the structural units of the University.

The EEC experts demonstrated the procedure for collecting, processing, storing and using personal data of students and teaching staff of the university on the basis of the approved Policy for ensuring Information Security of systems and Data Protection (approved by the decision of the University Board, Protocol No. 1 of 09/01/2023), as well as the availability of communication mechanisms with students, employees and other interested parties, including conflict resolution.

The university has organized information support for scientific research through access to Kazakh and foreign electronic resources. The electronic library is available on the university's website.

### ***Analytical part***

*The university has its own educational portal PolytechOnline.*

This portal of distance education is a tool for monitoring the remote work of students and teachers, including attendance control, analytics of academic performance, content ratings. The portal has testing, homework, lectures, video player, text material, surveys, certificates, forums, chats, support for SCORM, H5P, IMS, glossaries, integration with library and webinar systems. This system is integrated with internal services of the university - anti-plagiarism, online proctoring, electronic library, Microsoft Office 365 including MS Teams.

The internal system of quality assurance of EP in the university is based on the fundamental documents, *however*, when studying the report materials and during the interviews, there is a discrepancy in the composition of the Academic Committee. The composition of the Academic Committee in the approved educational programs in the order on the composition of the Academic Committee does not coincide.

Teaching staff, students, and employers are involved in the processes of collecting and analyzing information through questionnaires and interviews. The responsible department forms questionnaires and assigns them to a group of respondents (students, teachers, staff). Respondents are interviewed twice a year at the end of the semester. The results of the survey are reviewed at the meetings of the departments. The results of the survey are presented in the management analysis report for senior management, where the analysis and recommendations for improvement are prescribed. Every year, when compiling the next management analysis report, an analysis of the implementation of the recommendations of the previous report is carried out.

Monitoring of the implementation of the Main educational program is carried out by analyzing and evaluating the quality of educational services (external and internal audit), conducting questionnaires and surveys of students and representatives of practice bases. Ensuring the quality of the implementation of the EP is achieved on the basis of internal regulatory documentation.



*However*, it should be noted that there are not enough actions on the part of the university management and the EP management to *determine* the effectiveness and efficiency of the EP implementation. Thus, collection, monitoring, analysis, exchange of current information, formation of statistical and reference reporting on the contingent of students in the context of specialties and forms of education, formation of orders on the movement of the contingent of students is carried out by the registration department. *The information collected and analyzed by the university within the framework of the EP* takes into account the level of academic performance, student achievements and dropout, student satisfaction with the implementation of the EP and the quality of education at the university (questionnaire survey of students), employment and career development of graduates (reports on the activities of the career and employment center). The university has introduced an automated KPI system for teaching staff (faculty). This system incentivizes additional payments and is aimed at the development of key aspects of university activities. A new automated environment is being developed that will improve the process of filling in information, making it more convenient and efficient for the university staff.

The questionnaire survey of students, conducted during the visit of EEC IAAR, showed that the satisfaction with:

- the content and information content of the website of the educational organization in general and the school in particular is 72.1% (fully satisfied), 27.9% (partially satisfied);
- information support and explanation of the rules of admission and strategy of the educational program (specialty) before entering a higher education institution is 74.4% (fully satisfied), 23.3% (partially satisfied), 2.3% (find it difficult to answer);
- informing about the requirements in order to successfully graduate from the given educational program (specialty) - 76,7% (fully satisfied), 18,6% (partially satisfied), 2,3% (partially satisfied) and 2,3% (find it difficult to answer);
- informing students about courses, educational programs and the academic degree received - 79.1% (fully satisfied), 16.3% (partially satisfied), 4.7% (partially satisfied);
- clarity of procedures for disciplinary measures - 72.1% (fully satisfied), 23.3% (partially satisfied), 4.7% (difficult to answer).

EEC notes that the university conducts questionnaire survey of students, employers and based on the results of their questionnaires / *interviews appropriate* measures are taken to eliminate shortcomings. *However*, during the visit of the EEC there was revealed insufficient *awareness* of the teaching staff and students about the availability of a mechanism for processing the identified questions on the results of the survey "Teacher through the eyes of the student". In this regard, the management of the EP needs to organize the coherence of work to assess the performance and effectiveness of teaching disciplines.

***Strengths / best practices in accredited EPs: 6B07213 - "Mineral processing", 7M04105 - "MBA in mining and metallurgical complex":***

PolytechOnline own educational portal for distance education has been developed and is effectively used for training, including for persons with special educational needs.

***EEC recommendations for EP 6B07213-Mineral processing, 7M04105-MBA in mining and metallurgical complex:***

1. The university administration should use a unified approach on the Academic Committee composition and, if necessary, make changes in the relevant documents (Regulations on EP development, approved by the IEP). Term of implementation - 1.01.2025g.

### ***Conclusions of the EEC:***

According to the Information Management and Reporting standard, 16 criteria have been disclosed, of which 1 is a strong position, 15 positions have a satisfactory position.

### **6.3 Standard "Development and Approval of Educational Program"**

- ✓ The OE should define and document procedures for EP development and institutional approval
- ✓ EP management should ensure that the content of the EP is consistent with the established objectives, including the intended learning outcomes
- ✓ EP management should demonstrate that mechanisms are in place to revise the content and structure of the EP taking into account changes in the labor market, employers' requirements and social demand of the society
- ✓ EP management must ensure the availability of developed EP graduate models describing learning outcomes and personal qualities
- ✓ EP management must demonstrate external expertise of the EP content and planned results of its implementation.
- ✓ The qualification to be awarded upon completion of the EP should be clearly defined and correspond to the defined level of the NSC and QF-EHEA
- ✓ EP management should determine the influence of disciplines and professional practices on the formation of learning outcomes.
- ✓ An important factor is the ability to prepare learners for professional certification
- ✓ EP management should provide evidence of the participation of learners, faculty and other stakeholders in the development of the EP and its quality assurance.
- ✓ EP management should ensure compliance of the content of academic disciplines and planned results with the level of training (bachelor's, master's, doctoral studies).
- ✓ The structure of the EP should provide for various types of activities that ensure the achievement of planned learning outcomes by students
- ✓ An important factor is the correspondence of EP content and learning outcomes of EPs implemented by organizations of higher and (or) postgraduate education in the EHEA.

#### ***The evidentiary part***

The EP submitted for accreditation is focused on the implementation of a competence-based approach to learning in accordance with the Dublin Descriptors, the European Qualifications Framework and is aimed at the development and formation of professional and social competencies of students. The content and structure of educational programs comply with state standards of higher and postgraduate professional education and are implemented through work curricula and work study programs (syllabus).

When determining the goals of the EP, learning outcomes and competencies, the needs of stakeholders, the results of the survey of students and employers are taken into account. *Students, teaching staff, and employers are involved in the development of the EP.*

An educational program has been developed for each accredited educational institution, which is aimed at the formation of appropriate competencies that allow achieving results in the professional field of activity of the appropriate level of education.

The University has defined the procedures for the development of EPs and their approval at the institutional level according to the *Regulations* on the development of educational programs. The departments provide for the availability of regulatory guidance in the field of quality assurance of the EP in the form of the Working curriculum for the EP 6B07213 - "Mineral Processing" and 7M04105 - "MBA in MMC", approved in the appropriate manner.

The graduating department implementing this program is responsible for the quality assurance of the EP. The developed educational program is submitted for discussion to the Teaching and Methodical Council of the Institute and the Teaching and Methodical Council of the University. After the development of the educational program is sent for approval at the Academic Council of the



University. Then it is approved by the Rector based on the decision of the Academic Council of the University.

*However*, during the study of the materials for the report, namely extracts from the minutes of the meeting of the Department and the Academic Council of the Institute, there is a lack of fixation of discussions and their results, and the identity of the content of all discussions is noted.

The structure of the curricula for the EP is designed to ensure the maximum balance of theoretical and practical areas of study. The algorithm for creating a curriculum for all subjects of the cluster is based on the principle of compliance of the content of the discipline with the competencies laid down in the National Framework of Competencies in the relevant specialties. According to EP 7M04105-MBA, disciplines forming professional and personal leadership competencies are included in the mining and metallurgical department.

Various types of practices play an important role in the training of specialists, namely in the formation of their professional competencies. At the university, upon completion of the internship, students submit reports signed by the head of the practice base.

Every year, in order to assess the quality of the implementation of educational programs at the university, a sociological study is conducted among students to assess the degree of consumer satisfaction with educational services. The presented report contains an analysis of student satisfaction. The degree of satisfaction with the quality of teaching is 94.2%, with information and library resources -94.3%, with the work of the AMS - 89.1% and with the equipment of the classrooms – 82%.

The results of the survey of teaching staff showed that 64.7% (very good) and 35.3% (good) of respondents were satisfied with the content of the educational program for scientific and professional interests and needs.

Students assessed how much they agree that the taught material is relevant: 69.8% – full agreement, 20.9% – agree, 9.3% - partial agreement.

### ***The analytical part***

In accordance with the main directions of the national education policy and the requirements of the Bologna Convention, the university implements a modular construction of educational programs aimed at improving and implementing competence-based education.

The university has defined and documented the procedure for assessing the quality of the EP, and developed the structure of the EP. The conditions for the organization and conduct of professional practice are demonstrated. Taking into account modern professional requirements, the needs of the labor market and the offer of employers, the content of the EP is being revised.

*As a positive moment*, the EEC Commission notes the clarity and logic of the process of formation of the EP, the involvement of students, faculty, employers and all stakeholders. Changes in the content of the EP is made after a survey of all parties and analyze its results, taking into account the proposals of employers, the wishes of students and faculty.

The management of the EP conducts an external examination, with the participation of employers' representatives. There are the following positive responses to the assessed EPs: EP 6B07213-Mineral processing from the General Director of JSC "Goldstone Minerals" Arinov A.K., Chief Concentrator of LLP "Kazminerals Management" Dzhetybaeva U.K., Graz University of technology - Qamar Abbas; EP 7M04105-MBA in mining and metallurgical complex from the Executive Director of LLP "ANTAL" Amankulov M.B.

The set of disciplines of accredited EPs demonstrated orientation to the goals and learning outcomes. The topics of diploma theses and master's theses reflect the research direction of the scientific activity of the department, scientists of EP and the university as a whole. The site has access to the choice of a supervisor according to the faculty profile.

In order to strengthen the competences of the graduate, the *EEC experts recommend* to consider the possibility of additional certification for the trainees within the framework of additional education, taught courses. For those studying EP 7M04105-MBA at MMC to consider the possibility of providing Project Management professional certification courses.

*EEC experts note the need for* targeted actions on the part of the management of EP 7M04105-MBA in the mining and metallurgical complex to position the program in the educational market outside the Republic of Kazakhstan.

According to the criteria of this standard there is a *need to establish conformity and harmonization* of the content of the accredited EP with similar programs of the leading universities of the country and universities of foreign countries for the purpose of cooperation, exchange of experience, educational integration, quality training of specialists, which is not reflected in the EP Development Plan.

In addition, EEC notes the need *to introduce a more active practice* of dual training in the implementation of EP 3 cluster. It was noted that the university is ready to start a targeted work on large-scale practice-oriented training according to documented procedures. It is necessary to bring to the practice bases, branches of departments not only summer professional practices, but also to conduct practical, laboratory and lecture classes in the framework of full-fledged disciplines, with the preparation of official schedules at the bases of enterprises (not only guest or excursion classes).

***Strengths / best practices for accredited EP:***

- No EP has been identified according to this standard.

***EEC recommendations for EP 6B07213-Mineral processing, 7M04105-MBA in the mining and metallurgical complex:***

1. C 2024-25 management of EP 6B07213-Mineral processing, EP 7M04105-MBA at MMC to consider providing professional certification courses as part of a module, practicum, internship or additional training.

2. The management of EP 6B07213-Mineral processing, EP 7M04105-MBA in MMC should annually analyze the content of educational programs for the harmonization of modules with the EPs of foreign and Kazakhstani partner universities, in the development plans of EPs to include a section on the implementation of double diploma program, SOP, with the development of a roadmap, and begin its implementation in the period up to 2025.

***EEC conclusions on 6B07213- "Mineral processing":***

For the *standard* "Development and approval of educational program" disclosed 12 criteria, of which: *11 items - satisfactory, 1 item - requires improvement.*

***EEC conclusions on 7M04105- "MBA in mining and metallurgical complex":***

12 criteria were disclosed for the standard "Development and approval of the educational program", of which: *12 items - satisfactory.*

**6.4 Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs"**

- OE should define mechanisms for monitoring and periodic evaluation of the EP to ensure that the objective is achieved and the needs of learners, society are met, and to show that the mechanisms are aimed at continuous improvement of the EP.
- Monitoring and periodic evaluation of EP should provide for:
  - program content 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
- the workload, progress and graduation of students
- effectiveness of evaluation procedures for students
- expectations, needs and satisfaction of learners with EP training
- the educational environment and support services and their relevance to the objectives of the EP
- ✓ EP management should demonstrate a systematic approach to monitoring and periodic quality assessment of EPs
- ✓ OE, EP management should define a mechanism for informing all stakeholders of any planned or undertaken actions regarding the EP.
- ✓ All changes made to the EP should be publicized

### ***Evidentiary part***

The processes of continuous monitoring and periodic evaluation of programs are regulated by the "Regulations on the development of the EP", "Regulations on the Academic Quality Council" and "Regulations on the Academic Committee of the EP".

The procedure of monitoring of periodic evaluation and revision of the content of educational programs at the University is supervised by the Office of the Registrar. In the plan of educational and methodical work the schedule of revision of working curricula and programs of academic disciplines in the areas of training, implemented at the departments is approved.

Satisfaction of the participants of the educational process is revealed in the course of regular questionnaires. The results of the survey are discussed at the meetings of collegial bodies.

The content of training programs is constantly revised to ensure the relevance of the disciplines taught.

During the whole period of training the University controls the knowledge of students in the form of current and interim certification, final control, defense of reports on practice, collects and analyzes data on the satisfaction of EP consumers. The department evaluates the performance of EP implementation by means of control visits to classes and analyzing the feedback from external practice supervisors.

Monitoring of the Individual study plan of students shows that the procedure of recording, execution of the Individual study plan is observed: all components of the curriculum, defined for the current course of the student for the academic year, the name of the discipline, discipline code, number of credits, type of classes, full name of the teacher, number of hours and form of control are included.

Indicators of monitoring the implementation of educational programs are grouped into main blocks:

1 block - resource support of EP (staffing, state of educational documentation, educational and methodical support of the educational process);

2 block - EP contingent (average CT score, contingent retention, group occupancy, budget and commercial admission, student satisfaction, etc.);

3 block - demand for EP (employment, retention of graduates, etc.).

The workload, academic performance and graduation of students meet the regulatory requirements and the State Educational Standards.

Monitoring of students' progress is carried out according to the results of the examination session, reports on practical training. The results of passing intermediate controls (boundary control 1 and boundary control 2), completed intermediate works and examination sessions are discussed at the meetings of departments and educational-methodical council of the university.

According to the Regulations on the Appeal Commission, a student who does not agree with the results of the assessment of the examination has the right to appeal.

Departments identify and evaluate the degree of satisfaction of employers with the quality of training of university graduates as the most important condition for improving the quality of training.

For this purpose, surveys of employers and the study of feedback from various companies are conducted.

During the work of studying materials to the report were presented reviews from the General Director of JSC "Goldstone Minerals" Arinov A.K., chief enrichment of LLP "Kazminerals Management" Dzhetibaeva U.K., Graz University of technology - Qamar Abbas, scientific consultant of the Weizmann Institute Kaplan V.A. on EP 7M04105-MBA in mining and metallurgical complex from the Executive Director of LLP «ANTAL» Amankulov M.B..

### ***Analytical part***

The organization of monitoring procedures within the framework of EP evaluation is of a planned nature. The results of monitoring the quality of EP implementation are formalized in the form of analytical statements, reports and are considered at the meetings of the collegial bodies of the university in the context of taking preventive and corrective measures.

*However*, the management of EP has not demonstrated the measures for monitoring and periodic evaluation of EP, analyzing the results of monitoring and targeted actions to eliminate the comments on the results of the analysis.

Due to the absence of master students on EP 7M04105-MBA in the mining and metallurgical complex during the interviews, the satisfaction of students on this standard was not assessed.

The questionnaire survey of students conducted during the IAAR EEC visit showed that satisfaction with:

- The quality of exam materials (tests and exam questions, etc.) is 74.4% (fully satisfied), 23.3% (partially satisfied), 2.3% (partially dissatisfied);
- Objectivity of assessment of knowledge, skills and other learning achievements is 79.1% (fully satisfied), 16.3% (partially satisfied) and 4.7% (partially dissatisfied).

To the question "The system of assessment of learning achievements (seminars, tests, questionnaires, etc.) reflects the content of the course" 74.4% fully agree, 23.3% agree and 2.3% of the surveyed respondents partially agree.

To the question "The evaluation criteria used by the instructor are clear and accessible" 76.7% fully agree, 20.9% agree and 2.3% of the surveyed respondents partially agree.

During the work of EEC and conducting interviews with students it was revealed that testing is the main method of assessing the learning outcomes of students. In order to improve the learning achievements of students, the management of EP should revise the list of evaluation funds depending on the specifics of the study of disciplines. It is advisable for the EP management to include in the list of alternative types of assessment tools, for example, the implementation and defense of business/analytical project (individually or in a team), the solution (and defense) of situational tasks / case studies, etc. The list of assessment tools should be updated.

Obtaining feedback from employers in the form of questionnaires and reviews should be realized on a permanent annual basis and placed in the public domain.

### ***Strengths / best practices for accredited EPs:***

- No EPs were identified for this standard.

### ***EEC recommendations for EP 6B07213-Mineral processing, 7M04105-MBA in mining and metallurgical complex:***

1. The EP management should constantly monitor the quality of the system of assessment of learning achievements and discuss the results at the meetings of the department, Institute and collegial bodies of the University.



**EEC Conclusions:**

According to the standard "Continuous monitoring and periodic evaluation of educational programs" disclosed 10 criteria, of which: 9 - have a satisfactory position, 1 position - requires improvement.

**6.5 Student-Centered Learning, Teaching, and Assessment of Learning Standard**

- ✓ *EP management should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths*
- ✓ *EP management should envisage the use of various forms and methods of teaching and learning.*
- ✓ *An important factor is the availability of own research in the field of teaching methodology of EP disciplines.*
- ✓ *EP management must demonstrate that feedback mechanisms are in place for the use of different teaching methods and assessment of learning outcomes*
- ✓ *EP management must demonstrate that mechanisms are in place to support learner autonomy while providing guidance and assistance from the teacher.*
- ✓ *EP management must demonstrate that a procedure is in place for responding to learner complaints*
- ✓ *OE must ensure that the mechanism for assessing learning outcomes for each EP, including appeals, is consistent, transparent and objective*
- ✓ *OE should ensure that the EP's learning outcomes assessment procedures are consistent with the planned outcomes and program objectives, and that assessment criteria and methods are published in advance.*
- ✓ *OE should ensure that the EP's learning outcomes assessment procedures are consistent with the planned outcomes and program objectives, and that assessment criteria and methods are published in advance.*
- ✓ *OE must define mechanisms to ensure that each EP graduate achieves the learning outcomes and ensure the completeness of their formation*
- ✓ *Evaluators must be familiar with modern methods of assessment of learning outcomes and regularly improve their qualification in this area*

When implementing student-centered learning, the university ensures respect and attention to different groups of students and their needs. Thus, the University has the Department of Youth and Sports and the Council of Young Scientists, whose representatives always make proposals to improve the conditions of scientific, educational and educational process during regular meetings with the Directorate and senior management.

The teaching staff of the university introduces modern pedagogical technologies, new means of teaching and means of activation of cognitive activity of students (<https://polytechonline.kz>). For the organization of independent acquisition of necessary competences by students, students are provided with equal opportunities of educational and methodical, organizational and informational support of the educational process in three languages, free access to the resources of electronic library systems SU, Lan, IPR BOOKS, etc. (). (<https://library.satbayev.university.ru>).

The faculty members of the departments have their own developments in the field of teaching methodology of academic disciplines, for example: Professor of the Department of Management and Mathematical Economics Khrushchev S.V. has developed a method of creating a digital workplace of the teacher in the system Microsoft 365 Education A3/A5. The created system surpasses face-to-face training both in terms of learning tools and in terms of control over students. All their work is recorded in the cloud. This allows the University to achieve very large savings and at the same time to train students anywhere in a hundred languages. Professor Khrushchev's distance learning system includes active use of Polytech Online platform and Microsoft Office 365 products, including MS Teams, Power BI, SharePoint, Kaizala.

The availability of a feedback system on the use of various teaching methods and knowledge control between the teacher and the learner is provided through personal pages of teachers and learners on the educational portal of the university.

Heads of the department conduct a review of issues on the results of open lectures and mutual attendance at the department meeting, where the issues of using teaching methods, knowledge



assessment, identified discrepancies and reasons for their occurrence are considered.

In the university to get feedback from all interested parties, and in order to improve educational programs, various types of questionnaires are carried out as part of internal monitoring: final monitoring; final control, final examinations, defense of qualification work, dissertations.

In the Mining and Metallurgical Institute by the order of the director annually creates a disciplinary council, whose competence includes the reception and consideration of complaints of students. The complaint is written to the chairman of the board, who convenes the members of the council. The decision on the complaint is made by a majority of votes of the total number of members of the commission. In case of equality of votes, the vote of the chairman of the commission is decisive. The order of registration and consideration of incoming appeals is described in Documented procedure 721 - "Consideration of appeals of citizens and legal entities".

The frequency and duration of the examination session are determined in accordance with the working curriculum of the educational program and the Academic Calendar approved by the Academic Council of the University. The procedure of the educational process is regulated in the Rules of credit technology of education, as well as in the academic policy. The EP management implements the mechanism of transparency and objectivity of learning outcomes assessment, which consists in the fact that course works on profile disciplines are accepted, as well as diploma works/projects are discussed and evaluated collegially. Also for the period of interim certification), an appeal commission is created by the Rector's order from among the teachers of the department, whose qualifications correspond to the profile of disciplines. The appeal committee also includes representatives of employers in addition to the faculty of the department.

The conformity of the procedures for assessing the level of knowledge of students to the planned learning outcomes and objectives of the program EP management provides according to the normative document "Assessment of knowledge and elimination of arrears". The University has developed the Regulations on the organization and conduct of the examination session, which reflects the mechanism of knowledge assessment according to which the student who does not agree with the result of the examination has the right to appeal.

The mastery of all disciplines of general education, basic and professional cycle, as well as additional types of training (educational and professional practices, military affairs) reflect the qualification that the student receives at the end of training.

The registrar's office is engaged in the registration of the entire history of learning achievements of the student and provides the organization of all types of knowledge control and calculation of his academic rating (<https://official.satbayev.university/ru/subdivisions/ro>).

At the University, the needs of students are identified through questionnaires and filling out special forms on the educational portal, as well as with the help of a specially developed application Satbayev University solutions. The students, regardless of the language of instruction, are given the opportunity to choose a specific educational trajectory in accordance with their life attitudes, basic education, abilities and opportunities. All educational and methodical documentation is prepared in three languages (Kazakh, Russian, English): catalogs of elective disciplines, Curriculum and Methodical Complex of Discipline, working programs and syllabuses, and individual curricula, tests, examination tickets are prepared in the language of instruction.

The individual characteristics of students affect the formation of an individual educational

trajectory and the implementation of the EP. Before the start of the EP training, the questionnaire data and electronic databases of students are processed and appropriate adjustments are made based on these data. When forming the IC, the needs of students are taken into account, including: the choice of the teacher, the language of instruction, the time of classes and the audience.

### ***Analytical part***

In the university the traditional form of improvement of teaching methods and exchange of experience, determination and analysis of the quality of conducted classes are mutual visits of teaching staff of the departments and holding of open classes, master classes, supervisory visits to classes by the heads of departments. The analysis of open and working classes according to the results of mutual visits shows that the educational process in the institute is carried out on the basis of innovative teaching technologies, informatization and computerization of the whole educational process, application of new concepts in the field of education and science, improvement of traditional teaching methods, creation and constant replenishment of the fund of electronic teaching tools.

The introduction of interactive teaching methods and innovative technologies into the educational process contributes to the improvement of the quality of specialists' training. Interactive methods provide for constant feedback, active interaction between teacher and student, students among themselves, continuous exchange of knowledge and experience, active search for solutions to problems and discussion of problems. At the same time, *EEC members* note the availability of their own research in the field of teaching methodology of academic disciplines, which is expressed in a sufficient number of monographs of scientific teams and their own textbooks used in the educational process.

According to the results of the questionnaire analysis and development of measures aimed at eliminating inconsistencies (analysis and adjustment of curricula and programs, teaching methods); analysis of the process and factors affecting the quality of training (schedule, schedule of the educational process, teaching methods, provision of information resources, etc.) and development of measures to improve the conditions affecting the quality of training.

In the report it is noted that for successful mastering of the planned courses by students, faculty members of the department in their pedagogical activities use a system of methods that provide activity and diversity of thought and practical activity of students. When conducting classes, interactive methods of teaching are used with the use of digital innovative technologies, the Internet, through the Microsoft Teams platform (method of problem statement, presentations, discussions, critical thinking method, business and role-playing games, group work, brainstorming, etc.). At the same time, the EEC notes that the information about the teaching staff on the possession of modern methods of assessment of learning outcomes and regular professional development in this area is not presented for all teaching staff involved in the implementation of the EP.

***Strengths / best practices in accredited EPs: 6B07213 - «Mineral processing», 7M04105 - "MBA in mining and metallurgical complex":***

The university has a support system in place to prepare applicants for entrance examinations to the university's Master's and Doctoral programs. HEC recommendations for the EP: 6B07213 –

«Mineral processing»:

1. EP management to develop a plan for professional development of teaching staff to take courses on programs for mastering modern methods of assessment of learning outcomes. Term of implementation till 01.08.2024.

***EEC conclusions on 6B07213- «Mineral processing»:***

10 criteria are disclosed for the standard "Student-centered learning, teaching and learning assessment", of which 1 criterion - has a strong position, 9 criteria have a satisfactory position.

***EEC Conclusions on 7M04105- "MBA in Mining and Metallurgy":***

10 criteria are disclosed for the standard "Student-Centered Learning, Teaching and Assessment of Learning", of which 1 criterion - has a strong position, 9 criteria have a satisfactory position.

**6.6. The "Students" standard**

- ✓ *OE should demonstrate the existence of the policy of formation of the contingent of students in the context of EP, to ensure transparency and publication of its procedures, regulating the life cycle of students (from admission to completion)*
- ✓ *EP management should determine the order of formation of the contingent of students based on:*
  - *minimum requirements for applicants;*
  - *maximizing group size for seminar, practicum, laboratory, and studio classes;*
  - *forecasting the number of state grants;*
  - *analyzing the available material and technical, information resources and human resources;*
- *analyzing potential social conditions for students, including the provision of places in the dormitory.*
- ✓ *EP management should demonstrate readiness to conduct special adaptation and support programs for new entrants and international learners*
- ✓ *OE should demonstrate compliance with the Lisbon Recognition Convention, the existence of a mechanism to recognize the results of academic mobility of learners, as well as the results of additional, formal and non-formal learning.*
- ✓ *OE should cooperate with other educational organizations and national centers of the "European Network of National Information Centres for Academic Recognition and Mobility/National Academic Recognition Information Centres" ENIC/NARIC in order to ensure comparable recognition of qualifications.*
- ✓ *OE should ensure that EP learners are able to mobilize externally and internally and are prepared to assist them in obtaining external study grants.*
- ✓ *The management of the EP should demonstrate a willingness to provide trainees with internship placements, facilitate the employment of graduates, and liaise with them.*
- ✓ *OE should provide for the possibility to provide EP graduates with documents confirming the obtained qualification, including the achieved learning outcomes, as well as the context, content and status of the obtained education and evidence of its completion.*

***Proof part***

Admission of persons entering KazNRTU is carried out through the placement of educational grant of higher education, at the expense of the national budget or local budget, as well as payment of tuition at the expense of the student's own funds and other sources.

Classes are conducted with the use of modern technologies and new methods of teaching, research methods are used in teaching the discipline, as well as the principle of inverted class. Since the spring semester of the 2019/2020 academic year, a distance online mode has been introduced in the educational process, conducted on the resources of Polytechonline and integrated into the Microsoft Teams platform (<https://polytechonline.kz>). All control current and final works are formed by solving case or problem tasks without memorizing theoretical provisions.

KazNRTU uses an electronic system of learning process control - <https://sso.satbayev.university/>.

Table - Formed contingent of students in the context of accredited OPs

Code and classification of the field of education	Name and code of EP	on 01.09.2023.	
6B07 - Engineering, Manufacturing and Construction Industries	6B07213 - Mineral processing	Total	60
		Grant	36
		Contract	24
7M04105 - "MBA in MMC"	7M04105 - "MBA in MMC"	Total	8

Information about the University and departments is provided to first-year students on the website of the university (<https://satbayev.university/>), on master's degree programs, stands, guide-book, which contains information about the university administration and structural units, working hours and contact numbers; on the organization of the educational process.

Places in the dormitory are distributed on a competitive basis by a specially created commission of the institute among the students in need of housing when providing a certificate of his social status. The competitive commission carries out the distribution of places in the dormitory taking into account the grounds and priority in the following priority order specified in the Rules of the University.

On the website of the University in the sections dedicated to admission, descriptions of educational programs by levels of training are available. Bachelor's degree; Master's degree; Doctoral degree; Second higher education.

Revised sections of programs (passports of educational programs) are published on the [official.satbayev.university](https://satbayev.university/) website in the section "Documents: Educational programs" in three languages, compiled in accordance with the requirements of the documents on management of business processes and educational process of the university.

The website in the section "Online Education" provides detailed information about the University's online education system and provides additional links to the platform <https://polytechonline.kz/>.

For the adaptation and support of incoming and international students the Department of Youth and Sports, the Council of Young Scientists, Student Hostel Service have been created, the representatives of which always make proposals to improve the conditions of scientific, educational and educational process during regular meetings with the directorate and senior management.

In the context of corporate culture development at the University, much attention is paid to the work on familiarization of students with the norms and values of the university, their quick adaptation to the conditions of university life, university traditions; prevention of possible negative phenomena in student groups caused by



interpersonal or interfaith misunderstanding; creation of the cult of knowledge and stimulation of students' interest in scientific activity.

Admission of foreign citizens to study at KazNRTU on a paid basis is based on an interview conducted by the SU Admissions Committee and according to the internal procedure of the University.

The mechanism of recognition of learning outcomes, mastered during academic mobility are reflected in the approved rules of credit technology (in the annex), which regulates and approves the re-crediting by the director of the registrar's office, director and vice-rector for academic affairs.

The University currently has 156 agreements/memoranda with foreign organizations of higher and postgraduate education representing 32 countries. Since the beginning of 2022, 11 new agreements have been signed, 12 agreements under the Erasmus+ program are currently active. The University develops and strengthens cooperation with more than 120 major scientific and technical centers and universities of advanced foreign countries: USA, China, Great Britain, Israel, Russia, Canada, Germany, Korea, France, Malaysia and others.

The University realizes both external and internal academic mobility, each of which is divided into incoming and outgoing academic mobility. Erasmus+ ICM - a new program of the European Union for the period from 2021 to 2027, aimed at supporting projects, academic mobility in the field of education is also part of the implementation of international exchange and internships of both students and teachers. Within the framework of external outgoing academic mobility the department of international educational programs of the OR provides consultations, assists in filling out questionnaires on the portal of the host university, assists in choosing a suitable partner university, announces current grant/paid programs, conducts negotiations with potential partners, draws up documents on the departure or acceptance of the student. Acceptance of documents and competition within the framework of the Academic Mobility program is carried out in accordance with the Academic Mobility Regulations.

To determine the quality of professional training of its graduates, the University twice a year collects data on their employment by requesting the State Center for Pension Payments about the presence/absence of pension contributions of graduates. Control and monitoring of employment of graduates is carried out according to the documented procedure of DP KazNRTU 710 "Employment of graduates". Data on employment of graduates are reviewed and analyzed at the Academic Council of the University, the result of such analysis can be decisions aimed at improving the educational process, teaching and methodological work, the employment rate of graduates, the list of specialties of the University.

Practice planning is carried out on the basis of: working curricula, practice programs; taking into account the results of previous practices; decisions taken to improve the practice of students.

The student who passed the final state attestation and confirmed the mastering of educational professional program KazNRTU, by the decision of the AC awarded the academic degree of "bachelor", "master" and within one month from the date of defense of the diploma work (project), master's thesis issued a diploma of bachelor / master with annexes in 3 languages. Annex to the diploma is filled out on the basis of the certificate of fulfillment of the student's individual study plan (in accordance with the received grades for all disciplines in the volume provided by the State Educational Standards and the working curriculum), completed coursework (project), types of practice and the results of the final certification, as well as available non-academic records. In the Appendix to the diploma the last grades for each academic discipline are recorded according to the point-rating letter system of knowledge assessment with indication of its volume in academic credits and academic hours.



According to the results of the questionnaire survey of the teaching staff the following questions were answered:

- Evaluate the orientation of educational programs/curricula on the formation of students' skills and abilities to analyze the situation and make forecasts: very good - 47.1%, good - 51% of surveyed faculty members.

- Assess the extent to which the educational program in terms of content and quality of implementation meets the expectations of the labor market and employers: very good - 51%, good - 43.1% of surveyed faculty.

- Evaluate the level of created conditions, taking into account the needs of different groups of students: very good - 35.3%, good - 62.7% of surveyed faculty members.

- Assess how satisfied you are with the relationship with students: fully satisfied - 86.3%, partially satisfied - 11.8% of surveyed faculty.

According to the results of the survey of students the following answers to the questions were received:

- Evaluate how satisfied you are with the information support and explanation of the rules of admission and the strategy of the educational program (specialty) before entering the university: fully satisfied - 74.4%, partially satisfied - 23.3% of surveyed students.

- Estimate how satisfied you are with informing students about courses, educational programs and academic degree: fully satisfied - 79.1%, partially satisfied - 16.3% of surveyed students.

- Estimate how satisfied you are with the academic load/requirements for the student: fully satisfied - 69.8%, partially satisfied - 27.9% of surveyed students.

- Evaluate how much you agree with the statement equal opportunities are provided to all students: fully agree - 72.1%, agree - 25.6% of surveyed students.

### ***The analytical part***

Planning, distribution and control of the use of the classroom fund is carried out by the Registrar's Office during the academic year, control over the educational and laboratory base is entrusted to the director of the Registrar's Office, heads of departments and responsible persons appointed by the order of the Rector of the University. The university has 37 computer classrooms with 491 computers, of which 364 are high-performance graphics stations from a well-known premium brand.

A powerful incentive for the development of university traditions is the organization and holding of events – Satpayev readings, Knowledge Day, Dedication to students, Independence Day of the Republic of Kazakhstan, annual student ball, Nauryz meiramy, Unity Day of the People of Kazakhstan, Victory Day, Day of State Symbols, Constitution Day of the Republic of Kazakhstan, sports events, annual student scientific conferences.

The University has concluded agreements including academic mobility of students with the following foreign universities: Ufa State Petroleum Technical University, Ural State Agrarian University, Toggle the table of contents National University of Science and Technology MISiS, Bauman Moscow State Technical University, Tomsk Polytechnic University, St. Petersburg State Polytechnic University, Russian State University of Oil and Gas named after I.M. Gubkin, AGH University of Science and Technology, Warsaw Polytechnic University, Silesian University of Technology, Lublin University of Technology, Anhalt University of Applied Sciences, Suleiman Demirel University, Sapienza University in Rome, Adam Mickiewicz University, Czestochowa Polytechnic University.

***Strengths / best practices in accredited EPs: 6B07213 - «Mineral processing», 7M04105 - "MBA in mining and metallurgical complex":***

*No strengths identified.*

***EEC recommendations for EP: 6B07213 - «Mineral processing»:***

To the management of EP 6B07213 in the development plan of the educational program for 2024/2025 academic year also in the work plan of the department to include an item on the implementation of outgoing/incoming academic mobility of students (external, internal). Term of realization till 01.09.2024.

***EEC Conclusions:***

*There are 12 criteria disclosed for the Learners standard, of which 12 criteria have a satisfactory position.*

**6.7 "Faculty" Standard**

- ✓ *The OE should have an objective and transparent personnel policy, including by EP, including recruitment, professional growth and development of staff, ensuring professional competence of the entire staff.*
- ✓ *The OE should demonstrate the compliance of the staff potential of the teaching staff with the specifics of the EP.*
- ✓ *EP management must demonstrate an awareness of responsibility for its employees and ensure favorable working conditions for them.*
- ✓ *EP management should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.*
- ✓ *OE should identify the contribution of EP faculty to the implementation of the university development strategy and other strategic documents.*
- ✓ *OE should provide opportunities for career growth and professional development of EP faculty.*
- ✓ *EP management should demonstrate readiness to attract practitioners of relevant industries to teach.*
- ✓ *OE should demonstrate motivation for professional and personal development of EP teachers, including encouragement for integration of research and education, application of innovative teaching methods.*
- ✓ *An important factor is the readiness to develop academic mobility within the EP, to attract the best foreign and domestic teachers.*

***The evidentiary part***

The personnel policy of KazNRTU named after K.I.Satpayev is an integral part of the strategic policy of the university, designed to bring human resources in line with the mission and goals of the university. The purpose of the university's personnel policy is to create a system for the formation, development and management of the university's personnel with a high level of professionalism.

The formation of teaching staff is carried out on the basis of an analysis of the needs of educational programs for which personnel are trained at the university. The qualifications of the teachers and their quantitative composition correspond to the areas of training and meet the licensing requirements.

The personnel policy of the University (posted on the official website of SU). The management's decisions on admission, transfer, and promotion of the teaching staff are made on the basis of the Rules of competitive replacement of vacant positions of the teaching staff of the NJSC KazNRTU named after K.I. Satpayev and the Rules for certification of the teaching staff of KazNRTU named after K.I. Satpayev. The competitive selection of candidates for vacant positions is carried out

in accordance with the qualification characteristics of the positions of scientific and pedagogical workers, as well as by placing ads in republican newspapers and the University's website. Recruitment is carried out on the basis of an analysis of the needs of the educational program, according to the results of which a competition is announced to fill vacant positions.

KazNRTU has defined a documented procedure DP KazNRTU 603. "Infrastructure management, designed to provide and maintain the facilities of KazNRTU in working condition, to create the necessary infrastructure to achieve the appropriate quality of educational and other basic and auxiliary processes in NJSC "Kazakh National Research Technical University named after K.I.Satpayev". To manage and maintain the infrastructure in working condition, the Department of Infrastructure Management develops plans for current and future development.

Teachers, providing training on EP 6B07213 - "Mineral Processing", actively participate in conferences, online seminars, are constantly working on professional development. Students, in turn, are also constantly improving in educational activities and personal formation. The university regularly implements a system of professional development and professional development of teaching staff.

Participation of the university community in the development of the Strategy and Development Program is confirmed by protocol decisions of departments, institutes and the university. The working group of the university was formed, which included all representatives of stakeholders, the main stakeholders of the university: research scientists, teachers, master's students, doctoral students.

At the department of "Management and Mathematical Economics" in 2022 was won a grant for research and development on the line of the Ministry of Education and Science of the Republic of Kazakhstan under the leadership of Dr. Sci, Prof. Tsekhovoy A.F. on the theme - Instruction of scientific supervisor № AP14871548 "Development of productive models of management portfolio development of small and medium-sized business organizations for the conditions of Kazakhstan on the basis of ideas and principles of Agile-technologies", as part of the research group associated professors Sultanbekova Zh.Zh. and Sarkambayeva S.G., as well as master's student Kumatov R.K..

The University defines the procedure, principles and requirements for the process of formation of the personnel reserve and applies to the positions of all university managers belonging to the categories of "administrative and managerial staff", "teaching staff", "educational and auxiliary" and "service staff" on the basis of the Regulations on the formation of the personnel reserve. Professional development plans for the teaching staff are developed for each year. Training and professional development of teaching staff is carried out through doctoral studies, short-term seminars, short-term courses and internships in leading universities and enterprises of Kazakhstan, as well as abroad.

Number of employees who have taken advanced training courses at the Department of Management and Mathematical Economics

Period	2019	2020	2021	2022	2023
at the international level	2	4	1	-	7
at the national level	13	3	4	9	11

The university provides opportunities for career growth and professional development of EP teaching staff, including young teachers, through regularly organized master classes, trainings for teaching staff, promoting the mastery of new teaching methods (e.g. training courses on MOODLE program), the use of innovative teaching methods, audio and video presentations of lectures, foreign internships.

At the departments there is a systematic work on attracting specialists with work experience

in the relevant branch of economy. Much work is carried out on cooperation with production companies and state organizations to conduct master classes, seminars and other events.

The university has chosen the incentive method as the motivation mechanism, i.e., provisions have been developed to stimulate the achievement of the goals of the university's strategic indicators. Thus, there is a Regulation on remuneration, financial incentives and social support for employees, where the establishment of an employee's official salary is carried out on the basis of the employee's qualification characteristics (education, level of English proficiency, etc.), complexity, quantity, quality and effectiveness of the work performed by him.

Every year, with the support of the Ministry of Education and Science of the Republic of Kazakhstan, the University invites highly qualified scientists from both near and far abroad. Invited foreign scientists give guest lectures, seminars and trainings for students of all levels of training during four weeks. The scientists also share their experience with the university's teaching staff.

Under the EP "MBA in Mining and Metallurgical Complex" the Department of "Management and Mathematical Economics" invited two foreign professors to the staff: - S.V. Khrushchev (Belarus) to conduct lecture and practical classes on the following disciplines: Algebra, Further Linear Algebra 1-2, Abstract Mathematics, Calculus. - Fodor Mate (Belgium) for lectures and practical classes on the following disciplines: Microeconomics, Macroeconomics, Game Theory, Statistics. Under the program "Visiting Professor", at the Department of "Management and Mathematical Economics" gave lectures, conducted practical classes with students and trainings with faculty: a foreign scientist from Romania - Dumitru Goldbach (Dumitru Goldbach), gave lectures on "Marketing Activity" in the amount of - 72 hours, and Tolymbek Almas - Assoc. Prof, Dr. PhD, DIU/GSM Barcelona professor, Canada on the topic: "Strategic management, theory and practice of leadership in business, negotiation skills, business research" - 72 hours.

According to the results of the questionnaire survey of the teaching staff, the following questions were answered:

- How do you assess the opportunities provided by the University for professional development of the teaching staff: very good - 58.8%, good - 37.3% of the surveyed teaching staff.

- How do you evaluate the opportunities provided by the University for career development of the teaching staff: very good - 47.1%, good - 45.1% of the surveyed teaching staff.

- What is the level of stimulation and involvement of young specialists in the educational process? very good - 43.1%, good - 52.9% of surveyed faculty members.

- Evaluate the created opportunities for professional and personal growth for each faculty and staff member: very good - 41.2%, good - 52.9% of surveyed faculty members.

According to the results of the survey of students the following answers to the questions were received:

- Evaluate how satisfied you are with the relationship between student and teacher: fully satisfied - 83.7%, partially satisfied - 16.3% of surveyed students.

- Responsiveness to feedback from teachers regarding the learning process: fully satisfied - 79.1%, partially satisfied - 18.6% of surveyed students.

- Estimate to what extent you agree with the statement that the teacher uses effective teaching methods: fully agree - 67.4%, agree - 27.9% of surveyed students.

- Evaluate to what extent you agree with the statement that the teacher meets my requirements for personal development and professional formation: fully agree - 69.8%, agree - 23.3% of surveyed students.

### ***Analytical part***

EEC members note the transparent and accessible policy of attracting experienced and young teaching staff to the implementation of accredited EPs.



The analysis of the conditions for the implementation of accredited EPs at the department has shown that the share of teaching staff with academic degrees and titles meets the normative requirements for teaching staff in the preparation of Bachelors and Masters. In addition, there is a sufficient percentage of attracted teachers from among the current employees of specialized enterprises.

The number of full-time faculty members with academic degrees and titles has remained stable in recent years. The personnel policy pursued by the University management, which is aimed at creating conditions and providing assistance to the teaching staff, contributes to maintaining stability.

EEC members note the high level of corporate culture and clear examples of career development of young teachers. Along with this, the university provides comfortable and affordable conditions for work and recreation, as evidenced by the availability of a canteen, sports sections at a reduced price and other socio-economic ways of support and incentives.

In the course of the interview it was established that the bonus payment to the teaching staff has a systematic character, and there is a real active institute of mentoring, also stimulated by the university management.

The total number of teaching staff, providing educational process on EP 6B07213 - «Mineral processing» is 9 people, with academic degrees and titles Candidates of Science - 4, PhD - 3, which is 78%.

Total at the Department of Management and Mathematical Economics in 2023 - 2024 academic year of full-time faculty members - 12 people, the tenure of the department is 80%, the tenure of EP 7M04105 - "MBA in the mining and metallurgical complex" is 100%.

Faculty is familiarized with all strategic documents of KazNRTU named after K.I. Satpayev. On the basis of strategic documents are made plans of work of the department, plans for the development of EP, plans for the publication of educational and methodological documentation, individual training work of teaching staff. For all the disciplines read by the teaching staff developed syllabuses, methodological instructions for practical and laboratory classes.

**Strengths / best practices in accredited EPs: 6B07213 - «Mineral processing», 7M04105 - "MBA in mining and metallurgical complex":**

*No strengths identified.*

**EEC Recommendations for EP 6B07213 - «Mineral processing», 7M04105 - "MBA in mining and metallurgy complex":**

*No recommendations.*

**EEC Conclusions:**

9 criteria are disclosed for the standard "Faculty", of which: 9 criteria have a satisfactory position.

### **6.8 "Educational Resources and Student Support Systems" Standard**

✓ *The OE must ensure that there are sufficient educational resources and student support services to ensure the achievement of the objective of the EP.*

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

✓ *The EP management must demonstrate the existence of support procedures for different groups of learners, including information and counseling.*

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

- technological support for learners and faculty in accordance with educational programs (e.g., online learning, modeling, databases, data analysis programs);
  - library resources, including the fund of educational, methodical and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases;
  - examination of the results of research, graduate works, dissertations for plagiarism;
  - access to educational Internet resources;
  - functioning of WI-FI on the territory of the educational organization.
- ✓ OE demonstrates the planning of providing the EP with educational equipment and software similar to those used in the relevant industries.

### ***Evidentiary part***

In the structure of necessary financial resources prevail the expenses for modernization and creation of modern scientific laboratories, creation of modern scientific and educational infrastructure, development of fundamental and applied research, commercialization of scientific research, provision of quality educational process at the world level, creation of modern information and communication infrastructure, implementation of programs for professional development of the staff, international academic and student exchanges, procedures for mea.

The development of material and technical base, information support and infrastructure is carried out in accordance with the documents "Classroom stock and teaching and laboratory base", "Infrastructure management", "Information resources management".

The University has 42 computer classes, 27 of which are equipped with high-performance workstations of the world-famous brand. 2 computer classes are equipped with iMac monoblocks, and the total number of computers is 578. All classes are equipped with LAN and managed network equipment.

Every year the University upgrades and expands its material and technical base with modern equipment to train highly qualified specialists. For example, only in recent years at the Department of Management and Mathematical Economics was the opening of named classrooms named after Professor E.A. Turkebayev (2019) and Professor A.F. Tsekhovoy (2023) to work with undergraduates.

The total fund of the library is 1585236 ex. as of 01.01.2024, including 298488 ex. in the state language. There are 994318 copies of textbooks, teaching aids, methodical instructions at the service of readers. The library has 681649 copies of scientific literature.

The University website and the library portal provide information about the activities and resources of the library, there is online access to the Electronic Catalogue, "Electronic Library", to foreign information electronic resources, including under the National license - "Clarivate Analytics" - Web of Science database; "Elsevier" - Scopus, SciencDirect, Wiley On-line library. In accordance with the educational and research needs of users, access to thematic electronic collections of e-books is also provided.

The University has 5 student dormitories, 1 dormitory for masters and doctoral students. Each dormitory has reading rooms.

The material and technical base of the university, with an area of 82218,4 square meters, consists of: 164 classrooms, 14 lecture halls (in-line shaft), 105 computer classrooms, 10 reading rooms, 33 scientific and methodological rooms for 465 seats, 152 classrooms equipped with modern multimedia teaching facilities, of which multimedia - 136, language laboratories - 6, mobile multimedia sets - 10, as well as 1 Technopark and 2 training grounds.

The procedure of support of different groups of students, including information and counseling is the use of various information resources.

For technological support of students and teaching staff the following systems are implemented and operate: information management within the framework of the official website of

the university (<https://satbayev.university>); management of educational and methodical information within the framework of educational portals (<https://sso.satbayev.university/>) and educational software Polytechonline (<https://polytechonline.kz/>); automation system of electronic dormitory "Dormitory" (<https://dormitory.satbayev.university/>); HR personnel accounting system (<http://hr.satbayev.university/>); electronic document management Salem Office (<https://salemoffice.kz/>); software product Microsoft Office365 (<https://www.office.com/>), application SU solutions.

The library fund is completed in accordance with the profile of the university, on the basis of curricula and educational programs, requests of departments for the necessary literature. As of 01.01.2024 the total library fund is 1585236 copies, including 298488 copies in the state language. There are 681649 copies of textbooks on general education disciplines at the service of readers, including in the state language - 158552 copies.

The University applies various measures of R&D efficiency assessment, for example, differentiated payment for successful R&D and its efficiency, in particular for publishing monographs, publications, patents, participation in conferences, training of scientific personnel, R&D, R&D, etc.

In total there are 49 Wi-Fi access points at the University. Of these, 4 points are available in dormitories and 45 points in the University campus.

The University has 52 computer labs with 665 computers, of which 338 are high-performance graphics stations. Computer classes are used for independent work of students with modern up-to-date software demanding to the technical characteristics of the computer. Three reading rooms of the Scientific Library are equipped with 87 computers of monoblock type with a widescreen diagonal of 23" with anti-glare coating to ensure maximum comfort of readers. The University also has an innovative auditorium, which includes audiovisual equipment and an innovative workplace..

### ***Analytical part***

In the course of visual inspection and interviews with faculty and students, a high level of material and technical support of the educational process was established. The library contains traditional and electronic publications, including methodical developments of the university teachers. The library activity is based on the principle of openness and accessibility of information resources and services for all participants of the scientific and educational process. The university website and the library portal provide information about the activities and resources of the library, there is online access to the Electronic Catalogue, "Electronic Library", to foreign information electronic resources, including under the National license - "Clarivate Analytics" - Web of Science database; "Elsevier" - Scopus, ScienDirect, Wiley On-line library.

Faculty members and students during the interview noted the use of the Anti-Plagiarism system through the StrikePlagiarism.com. system to check the degree of borrowing in various types of works, both current (term papers, essays, etc.) and final works of students and scientific and methodological works of teachers.

It is established that there are feedback channels and students have a wide range of opportunities to convey their wishes to the management of EP and the university.

According to the results of the questionnaire survey of teaching staff the following questions were answered:

- How do you assess the sufficiency and availability of necessary scientific and educational literature in the library? very good - 47.1%, good - 47.1% of surveyed faculty members.
- To what extent does the content of the educational program meet your scientific and professional interests and needs? very good - 64.7%, good - 35.3% of surveyed faculty members.
- Evaluate the support of the university and its management for the research endeavors of the faculty members: very good - 41,2%, good - 51,8% of the surveyed faculty members.
- Evaluate the level of faculty members' ability to combine teaching with research: very good

- 41.2%, good - 49% of surveyed faculty members.

According to the results of the survey of students the following answers to the questions were received:

- Assess how satisfied you are with the level of accessibility of library resources: fully satisfied - 74.4%, partially satisfied - 20.9% of surveyed students.
- Estimate how satisfied you are with the availability of computer classes: fully satisfied - 65.1%, partially satisfied - 30.2% of surveyed students.
- Estimate how satisfied you are with the availability and quality of Internet resources: fully satisfied - 69.8%, partially satisfied - 25.6% of surveyed students.
- . Rate how much you agree with the statement of facilities and equipment for students are safe, comfortable and modern: fully agree - 67,4%, agree - 27,9% of surveyed students.

***Strengths / best practices for accredited EPs: 6B07213 - "Mineral processing", 7M04105 - "MBA in mining and metallurgical complex":***

No strengths identified.

***External expert committee recommendations for EP: 6B07213 - "Mineral processing", 7M04105 - "MBA in mining and metallurgical complex":*** No recommendations.

#### **External expert committee Conclusions :**

For the standard "Public Awareness", 9 criteria were disclosed, of which: *9 items - satisfactory.*

#### **6.9 Standard "Public Awareness"**

- ✓ *The ED must publish reliable, objective, relevant information about the educational program and its specifics, which must include:*
  - *expected learning outcomes of the implemented educational program;*
  - *the qualification and (or) qualifications to be awarded upon completion of the educational program;*
  - *teaching and learning approaches, as well as the system (procedures, methods and forms) of assessment;*
  - *information about passing grades and learning opportunities provided to students;*
  - *information about employment opportunities for graduates.*
- ✓ *The EP management should provide for a variety of ways of information dissemination, including mass media, information networks to inform the general public and stakeholders.*
- ✓ *Public awareness should include support and explanation of national development programs of the country and the system of higher and postgraduate education.*
- ✓ *The EO should demonstrate the reflection on the web resource of information that characterizes it as a whole 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 to inform the public about cooperation and interaction with partners within the framework of the EP.*

#### ***Evidentiary part***

The University, relying on the principle of transparency, provides the public with information about its activities, including the implemented programs, expected learning outcomes of these programs, qualifications awarded, teaching, learning, assessment procedures, pass rates and learning opportunities provided to students, as well as information about employment opportunities for graduates.



Informing the public and forming a positive attitude of the public to the University is carried out in the following directions: the University Museum operates, there is a system of traditional events both within the University and in the external environment (Open Doors Day, Student Community Fair, Job Fair, etc.).

The University has an integral system of information support for students and teachers based on the website for all educational programs. In addition to the Satbayev University website, this system includes Polytech Online Distance Learning Portal integrated with the University's educational portal.

The educational program of Master's degree "MBA in Mining and Metallurgical Complex" is the second level of qualification of the three-level system of higher education, it lays the foundation for subsequent doctoral programs. Master's student must come prepared for lecture and practical (laboratory) classes. Timely defense and complete fulfillment of all types of work (practical and independent) is required. Mandatory participation in training sessions according to the schedule, which determines the readiness for the class. In case of absence from the class, the student is obliged to notify the teacher within twenty-four hours and explain the plan of independent study of the class.

Information about the University activities is disseminated through a variety of information channels, including electronic media and social networks. Dissemination of information is carried out by the Center for Public Relations on the basis of internal standards of the University. After the stage of information gathering, creation of information materials and their approval by the university management, the materials are disseminated through the website, social networks, electronic media. The University widely uses social networks, where on a regular basis publishes information about educational programs and opportunities for studying at the university.

The University website contains full information about the University's activities in the historical perspective. All regulatory documents related to teaching, academic integrity and other issues are posted in the "Regulatory Documents" section. Information in the context of educational programs is placed on the pages dedicated to education by levels of training: Bachelor's degree; Master's degree; Doctoral degree. In the section "News" the actual information about the University activity is placed, including in the context of educational programs and students' training.

Information about joint programs, results of negotiations with corporate clients is regularly posted in social networks. For example, for the students of the university was held a presentation of the development program for young professionals "Izbasar", created by Joint Stock Company "National Atomic Company "Kazatomprom", signed memorandums of understanding with QazaqGaz, Eurasian Resources Group (ERG) and others.

The public is informed on a regular basis about the courses held to improve the qualifications of employees of business partners.

### ***Analytical part***

All information about the university activity is presented on the pages "About the University" and "Main Provisions". The page "Quality assurance of education" identifies the priority areas of the university's activities, as well as its achievements in the field of providing students with quality education and scientific work. The University widely uses modern means of communication, Internet and mass media to ensure the transparency of university processes and inform the public about the activities and educational programs of the university.

All information about teaching, learning, assessment procedures is published in the Academic Policy, which is placed in the section "Teaching", as well as in each discipline syllabus.

The external expert committee Commission notes the absence of systematized information on employment opportunities for EP graduates on the University website.

Within the framework of public information the University and the management of the EP provide support and explanation of the national development programs of the country and the higher education system.

The audited financial statements of the University for 2022 are available on its own website and accepted by the depositary on 13.07.2023.

The website contains complete information about all faculty members working in the university. Each faculty member has a profile containing a photo of the faculty member, information about his/her academic achievements and interests, and syllabi. Faculty profiles are posted on the institute pages at <https://official.satbayev.university/ru/mining-metallurgy>.

The Independent Accreditation and Rating Agency External expert committee notes that there is no information on the website regarding admission requirements for the 7M04105 - MBA in Mining and Metallurgy program. The site has general information on admission to the Master's program of scientific and pedagogical, profile direction. The conditions and requirements for admission to MBA were clarified during interviews with the heads of EPs. Also, the website lacks information about the approaches and teaching methods used in the MBA program.

On the University website, in the social network Facebook and Instagram the University posts relevant, up-to-date information about upcoming joint activities, conferences and other events held by the university with its partners.

According to the results of the questionnaire survey of faculty members the following questions were answered:

- Assess how satisfied you are with the working conditions, the list and quality of services provided at the university: fully satisfied - 64.7 %, partially satisfied - 29.4 % of surveyed faculty members.

- How often do you face the following problems in your work: untimely receipt of information about events - never - 62,7%, sometimes - 35,3% of surveyed faculty members.

- How often do you encounter the following problems in your work: Lack of technical means in classrooms - never - 35.3%, sometimes - 56.9% of surveyed faculty members.

According to the results of the survey of students the following answers to the questions were received:

- Assess how satisfied you are with the content and information content of the website of educational organizations in general and faculties (school) in particular: fully satisfied - 72.1%, partially satisfied - 27.9% of surveyed students.

- Assess how satisfied you are with the financial and administrative services of the educational institution: fully satisfied - 72.1%, partially satisfied - 23.3% of surveyed students.

- Estimate how satisfied you are with the Satisfaction with the existing educational resources of the institution: fully satisfied - 72.1%, partially satisfied - 25.6% of surveyed students.

***Strengths / best practices in accredited EPs: 6B07213 - "Mineral processing", 7M04105 - "MBA in mining and metallurgical complex":***

*No strengths identified.*

***Recommendations of for EP 7M04105 - "MBA in mining and metallurgical complex»***

1. The management of EP 7M04105 should place information on the website about teaching approaches and methods, procedure and requirements for admission to the program. Implementation period till 01.08.2024

***External expert committee conclusions on EP 6B07213 - " Mineral processing":***

*10 criteria are disclosed for the standard "Public Awareness", of which: 10 have a satisfactory position.*

***External expert conclusions on EP 7M04105 - "MBA in mining and metallurgical complex"***

*For the standard "Public Awareness" 10 criteria are disclosed, of which: 9 positions - satisfactory, 1 position - requires improvement.*



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

*Strengths/best practices for EP 6B07213 - Mineral Processing, 7M04105 - MBA at MMC:*

***Educational Program Management standard***

*- No EPs were identified for this standard.*

***Standard "Information Management and Reporting"***

*The university has demonstrated the development and effective use of its own educational portal of distance education PolytechOnline for training, including for persons with special educational needs.*

***Standard "Development and approval of the educational program"***

*- No EPs have been identified under this standard.*

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

*- No EPs have been identified under this standard.*

***Standard "Student-centered learning, teaching and learning assessment"***

*The university has demonstrated the presence of a support system for applicants to prepare them for entrance examinations to the master's and doctoral programs of the university.*

***Standard "Learners"***

*- According to this standard of the EP is not identified.*

***Standard "Teaching staff"***

*- No RPs have been identified under this standard.*

***Educational Resources and Student Support Systems Standard***

*- Not identified for this EP standard.*

***Public Awareness Standard***

*- No findings were identified for this EP standard.*



**(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD**

***External expert recommendations for EPs 6B07213 - "Mineral processing", 7M04105 - "MBA in mining and metallurgical complex:***

***Educational Program Management" standard***

1. The management of EPs by the beginning of 2024-2025 academic year to ensure the involvement of stakeholders (external and internal stakeholders, including representatives from the students of accredited EPs) in the procedure of designing, revision of EP development plans. When analyzing the implementation of EP development plans and making changes, if necessary, the university management should place the relevant document on the university web resource in the public domain.

2. By the beginning of the 2024-2025 academic year the HEI management should revise the form of the EP development plan, with the mandatory inclusion of criteria for the effectiveness of EP implementation, indicating the timing, responsible for the implementation of planned activities.

3. The management of the EP should analyze the external environment (labor market), internal environment (infrastructure, qualitative composition of teaching staff, teaching methods and approaches), positioning of the EP in the market of services, systematization of the impact of risks on the activity of the EP. On the basis of the analysis to develop a plan to prevent and overcome risks with the indication of responsible persons, monitoring and reporting mechanism, and to begin its implementation from 2024-2025 academic year.

4. To develop and implement the mechanism of innovation management and its implementation in the learning process of educational programs of the 3 cluster within the period until 2025.

***Standard "Information Management and Reporting"***

1. The university management should use a unified approach to the composition of the Academic Committee and, if necessary, make changes to the relevant documents (Regulations on the development of the EP, MOP). Implementation period - 1.01.2025.

***Standard "Development and approval of the educational program"***

1. 2024-25 to the management of EP 7M04105-MBA at MMC to consider the possibility of providing PM professional certification courses as part of a module, internship or additional training.

2. The management of EP 6B07213-Mineral processing, EP 7M04105-MBA in MMC should annually analyze the content of educational programs for the harmonization of modules with the OPs of foreign and Kazakhstan partner universities, in the development plans of EPs to include a section on the implementation of double diploma program, SOP, with the development of a road map, and begin its implementation in the period up to 2025.

***Standard "Continuous monitoring and periodic evaluation of educational programs"***

1. The management of the EP should continuously monitor the quality of the system of assessment of educational achievements and discuss the results at the meetings of the Department, Institute and collegial bodies of the University.

***Standard "Student-centered learning, teaching and learning assessment"***

1. To develop a plan for professional development of teaching staff to take courses on the programs of mastering modern methods of assessment of learning outcomes. Term of implementation till 01.08.2024..

***Standard "Students"***

1. To the management of the EP 6B07213 in the development plan of the educational program for 2024/2025 academic year also in the work plan of the department to include an item on the implementation of outgoing/incoming academic mobility of students (external, internal). The term of realization till 01.09.2024.

***Standard "Faculty".***

No recommendations have been developed.

***Standard "Educational Resources and Student Support Systems".***

No recommendations have been developed. Standard "Public Awareness"

1. The management of EP 7M04105 should post information on the website about teaching approaches and methods, procedure and requirements for admission to the program. To be implemented by 01/08/2024.



**(IX) REVIEW OF THE RECOMMENDATION FOR THE DEVELOPMENT OF THE EDUCATIONAL ORGANIZATION**

Not available

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

Annex 1: Evaluation table "PARAMETERS OF SPECIALIZED PROFILE"

**EP 6B07213 – «Mineral processing»**

№	№	Evaluation criteria	The position of the educational organization			
			Strong	Satisfactory	Suggestions for improvement	Unsatisfactory
<b>The standard "Educational Program Management»</b>						
1	1	The organization of higher and (or) postgraduate education should have a published quality assurance policy that reflects the link between research, teaching and learning		1		
2	2	The higher and/or postgraduate education institution should demonstrate the development of a culture of quality assurance, including by EP		1		
3	3	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		1		
4	4	OE management demonstrates transparency in elaboration of the EP development plan, containing deadlines for the start of implementation, based on the analysis of its functioning, real positioning of the EP and orientation of its activities to meet the needs of the state, employers, learners and other stakeholders		1		
5	5	EP management demonstrates the existence of mechanisms for the 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			1	
6	6	EP management should involve representatives of stakeholder groups, including employers, students and faculty in the formation of the EP development plan.			1	
7	7	EP management should demonstrate the individuality and uniqueness of the EP development plan, its consistency with the national priorities and development strategy of the higher and/or postgraduate education organization.		1		
8	8	The organization of higher and/or postgraduate education should demonstrate a clear definition of those responsible for business processes within the EP, unambiguous distribution of staff job responsibilities, delineation of functions of collegial bodies		1		
9	9	The EP management should provide evidence of transparency of the management system of the educational program		1		

10	10	The EP management should demonstrate the existence of an internal system of EP quality assurance, including its design, management and monitoring, their improvement, evidence-based decision making		1		
11	11	The management of the EP must implement risk management, including within the EP undergoing initial accreditation, as well as demonstrate a system of measures aimed at risk mitigation.			1	
12	12	EP management should ensure the participation of representatives of employers, faculty, students and other stakeholders in the collegial management bodies of the educational program, as well as their representativeness in decision-making on the management of the educational program		1		
13	13	OE must demonstrate the management of innovation within the EP, including the analysis and implementation of innovative proposals		1		
14	14	EP management should demonstrate evidence of readiness for openness and accessibility to learners, faculty, employers and other stakeholders		1		
15	15	EP management should be trained in educational management programs		1		
<b>Total according to the standard</b>			<b>0</b>	<b>12</b>	<b>3</b>	
<b>The Information Management and Reporting Standard»</b>						
16	1	OE shall demonstrate that it has a system for collecting, analyzing and managing information based on the application of modern information and communication technologies and software tools and that it uses a variety of methods to collect and analyze information in the context of the EP	1			
17	2	EP management shall demonstrate a mechanism for systematically using processed, relevant information to improve the internal quality assurance system		1		
18	3	EP management should demonstrate evidence-based decision making		1		
19	4	The EP should have a system of regular reporting, reflecting all levels of the structure, including assessment of the efficiency and effectiveness of subdivisions and departments, scientific research		1		
20	5	OE should establish periodicity, forms and methods of evaluation of EP management, activities of collegial bodies and structural units, top management, implementation of scientific projects		1		
21	6	OE should demonstrate the definition of the procedure and ensuring the protection of information, including the identification of responsible persons for the reliability and timeliness of the analysis of information and the provision of data		1		
22	7	An important factor is the existence of mechanisms for involving students, employees and faculty in the processes of collecting and analyzing information, as well as decision-making on their basis		1		
23	8	EP management must demonstrate that there is a mechanism for communication with learners, workers and other stakeholders, as well as mechanisms for conflict resolution		1		
24	9	OE should demonstrate that mechanisms are in place to measure the satisfaction of the needs of faculty, staff and learners within the EP.		1		
25	10	OE should provide for the assessment of performance and effectiveness of activities, including in the context of EPs		1		
		The information intended to be collected and analyzed as part of the EP should take into account:				
26	11.	key performance indicators		1		
27	12.	dynamics of the contingent of students in the context of forms and types of education		1		
28	13.	level of academic performance, students' achievements and dropouts		1		
29	14.	satisfaction of students with the EP implementation and the quality of education at the university		1		



30	15.	accessibility of educational resources and support systems for students		1		
31	16.	OE should confirm the implementation of procedures for the processing of personal data of students, employees and faculty on the basis of their documented consent		1		
<b>Total according to the standard</b>			<b>1</b>	<b>15</b>	<b>0</b>	
<b>The standard "Development and approval of an educational program»</b>						
32	1	OE should define and document procedures for EP development and approval at the institutional level		1		
33	2	The EP management should ensure that the EP content is consistent with the established objectives, including the intended learning outcomes		1		
34	3	The EP management should demonstrate mechanisms for revision of the EP content and structure taking into account changes in the labor market, employers' requirements and social demand of the society.		1		
35	4	EP management must ensure the availability of developed EP graduate models describing learning outcomes and personal qualities.		1		
36	5	The EP management must demonstrate external expertise of the EP content and planned results of its implementation.		1		
37	6	The qualification awarded upon completion of the EP should be clearly defined and correspond to the defined level of the NSC and QF-EHEA.		1		
38	7	EP management should determine the impact of disciplines and professional practices on the formation of learning outcomes		1		
39	8	An important factor is the ability to prepare trainees for professional certification			1	
40	9	EP management should provide evidence of participation of students, faculty and other stakeholders in the development of the EP, ensuring its quality.		1		
41	10	EP management should ensure the compliance of the content of academic disciplines and planned results with the level of training (bachelor's, master's, doctoral studies).		1		
42	11	The structure of the EP should provide for various types of activities that ensure the achievement by students of the planned learning outcomes		1		
43	12	An important factor is the correspondence of EP content and learning outcomes of EPs implemented by organizations of higher and (or) postgraduate education in the EHEA		1		
<b>Total according to the standard</b>				<b>11</b>	<b>1</b>	
<b>The standard "Continuous monitoring and periodic evaluation of educational programs»</b>						
44	1	OE should define mechanisms for monitoring and periodic evaluation of the EP to ensure that the goal is achieved and the needs of learners, society are met, and to show the focus of the mechanisms on continuous improvement of the EP		1		
		Monitoring and periodic evaluation of the EP should provide for:				
45	2	the content of the program in the light of the latest achievements of science in a particular discipline to ensure the relevance of the discipline taught		1		
46	3	changes in the needs of society and professional environment		1		
47	4	workload, progress and graduation of students		1		
48	5	the effectiveness of evaluation procedures for students		1		
49	6	expectations, needs and satisfaction of students with EP training		1		
50	7	the educational environment and support services, and their relevance to the objectives of the EP.		1		

51	8	EP management should demonstrate a systematic approach to monitoring and periodic evaluation of EP quality.		1		
52	9	OE, the management of the EP should define a mechanism for informing all stakeholders about any planned or undertaken actions in relation to the EP.			1	
53	10	All changes made to the EP should be publicized		1		
<b>Total according to the standard</b>				<b>9</b>	<b>1</b>	
<b>The standard "Student-centered learning, teaching and assessment of academic performance»</b>						
54	1	EP management should ensure respect and attention to different groups of learners and their needs, provide them with flexible learning pathways	1			
55	2	The EP management should provide for the use of different forms and methods of teaching and learning		1		
56	3	An important factor is the availability of in-house research in the EP's teaching methodology.		1		
57	4	EP management should demonstrate that feedback mechanisms are in place for the use of different teaching methods and assessment of learning outcomes.		1		
58	5	EP management must demonstrate that mechanisms are in place to support learner autonomy while being guided and assisted by the instructor		1		
59	6	EP management must demonstrate a procedure for responding to learner complaints		1		
60	7	OE should ensure that the learning outcomes assessment mechanism for each EP, including appeals, is consistent, transparent and objective.		1		
61	8	OE should ensure that the procedures for assessing the learning outcomes of EP learners are consistent with the planned outcomes and objectives of the program, publication of evaluation criteria and methods in advance.		1		
62	9	OE must define the mechanisms to ensure that each graduate of the EP achieves the learning outcomes and ensure the completeness of their formation		1		
63	10	Evaluators must be familiar with modern methods of assessment of learning outcomes and regularly improve their qualification in this area		1		
<b>Total according to the standard</b>			<b>1</b>	<b>9</b>	<b>0</b>	
<b>The standard "Students»</b>						
64	1	OE should demonstrate the existence of the policy of formation of the contingent of students in the context of EP, to ensure transparency and publication of its procedures governing the life cycle of students (from admission to completion)		1		
		<i>EP management should determine the order of formation of the contingent of students based on:</i>				
65	2	minimum requirements for applicants		1		
66	3	maximum group size for seminars, practical, laboratory and studio classes		1		
67	4	forecasting the number of state grants		1		
68	5	analyzing the available material and technical, information resources, personnel potential		1		
69	6	analysis of potential social conditions for students, including the provision of places in the hostel.		1		
70	7	EP management should demonstrate readiness to conduct special adaptation and support programs for newcomers and international students		1		
71	8	OE should demonstrate its compliance with the Lisbon Recognition Convention, the existence of a mechanism to recognize the results of		1		

		academic mobility of students, as well as the results of additional, formal and non-formal learning.				
72	9	OE should cooperate with other educational organizations and national centers of the "European Network of National Information Centres for Academic Recognition and Mobility/National Academic Recognition Information Centres" ENIC/NARIC in order to ensure comparable recognition of qualifications.		1		
73	10	The OE should ensure that the EP learners have the opportunity for external and internal mobility and are prepared to assist them in obtaining external grants for their studies		1		
74	11	The EP management should demonstrate readiness to provide trainees with internship placements, to facilitate the employment of graduates and to keep in touch with them.		1		
75	12	OE should provide for the possibility to provide EP graduates with documents confirming the obtained qualification, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.		1		
<b>Total according to the standard</b>			<b>0</b>	<b>12</b>	<b>0</b>	
<b>The standard "Teaching staff»</b>						
76	1	OE should have an objective and transparent personnel policy, including in the context of the EP, including recruitment, professional growth and development of staff, ensuring professional competence of the entire staff.		1		
77	2	OE should demonstrate the compliance of the staff potential of the teaching staff with the specifics of the EP.		1		
78	3	EP management should demonstrate responsibility for its employees and ensure favorable working conditions for them.		1		
79	4	The EP management must demonstrate a change in the role of the faculty member in connection with the transition to student-centered learning		1		
80	5	OE should identify the contribution of EP faculty to the implementation of the EP development strategy, and other strategic documents		1		
81	6	OE should provide career and professional development opportunities for EP faculty members		1		
82	7	EP management should demonstrate readiness to attract practitioners from relevant industries to teach		1		
83	8	OE should demonstrate motivation for professional and personal development of EP teachers, including encouragement for integration of research and education, application of innovative teaching methods.		1		
84	9	An important factor is readiness to develop academic mobility within the EP, to attract the best foreign and domestic teachers		1		
<b>Total according to the standard</b>			<b>0</b>	<b>9</b>	<b>0</b>	
<b>The standard "Educational Resources and student support systems»</b>						
85	1.	The OE must ensure that there are sufficient learning resources and learner support services to ensure the achievement of the EP objective		1		
86	2.	OE must demonstrate the adequacy of logistical resources and infrastructure to meet the needs of different groups of learners in the EP (adult, working, international, and disabled learners).		1		
87	3.	EP management must demonstrate the existence of procedures to support different groups of learners, including information and counseling		1		
		EP management must demonstrate the compliance of information resources with the specifics of the EP, including:				

88	4.	technological support for learners and faculty (e.g., online learning, modeling, databases, data analysis programs)		1		
89	5.	library resources, including the fund of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases		1		
90	6.	expert examination of the results of research, graduate works, theses and dissertations for plagiarism		1		
91	7.	access to educational Internet resources		1		
92	8.	functioning of WI-FI on the territory of the educational organization		1		
93	9.	OE demonstrates planning to provide EP with educational equipment and software similar to those used in relevant industries		1		
<b>Total according to the standard</b>			0	<b>9</b>	0	
<b>The standard "Informing the public»</b>						
		OE must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:				
94	1.	expected learning outcomes of the educational program being implemented		1		
95	2.	qualification and (or) qualifications to be awarded upon completion of the educational program		1		
96	3.	teaching and learning approaches, as well as the system (procedures, methods and forms) of assessment		1		
97	4.	information about passing scores and learning opportunities provided to students		1		
98	5.	information about employment opportunities for graduates		1		
99	6.	EP management should provide for a variety of ways to disseminate information, including mass media, information networks to inform the general public and stakeholders.		1		
100	7.	Public information should support and explain the national development programs of the country and the system of higher and postgraduate education.		1		
101	8.	<input type="checkbox"/> OE should demonstrate the reflection on the web resource of information that characterizes it as a whole and in the context of educational programs		1		
102	9.	An important factor is the availability of adequate and objective information about the EP faculty.		1		
103	10.	An important factor is informing the public about cooperation and interaction with partners in the framework of the EP		1		
<b>Total according to the standard</b>			0	<b>10</b>	0	
<b>in total</b>			<b>2</b>	<b>94</b>	<b>7</b>	



## EP 7M04105 - "MBA in MMC".

№	№	Evaluation criteria	The position of the educational organization			
			Strong	Satisfactory	Suggestions for improvement	Unsatisfactory
<b>The standard «Educational Program Management»</b>						
1	1	The organization of higher and (or) postgraduate education should have a published quality assurance policy that reflects the link between research, teaching and learning		+		
2	2	The higher and/or postgraduate education institution should demonstrate the development of a culture of quality assurance, including by EP		+		
3	3	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		+		
4	4	OE management demonstrates transparency in elaboration of the EP development plan, containing deadlines for the start of implementation, based on the analysis of its functioning, real positioning of the EP and orientation of its activities to meet the needs of the state, employers, learners and other stakeholders		+		
5	5	EP management demonstrates the existence of mechanisms for the 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		+		
6	6	EP management should involve representatives of stakeholder groups, including employers, students and faculty in the formation of the EP development plan.		+		
7	7	EP management should demonstrate the individuality and uniqueness of the EP development plan, its consistency with the national priorities and development strategy of the higher and/or postgraduate education organization.			+	
8	8	The organization of higher and/or postgraduate education should demonstrate a clear definition of those responsible for business processes within the EP, unambiguous distribution of staff job responsibilities, delineation of functions of collegial bodies		+		
9	9	The EP management should provide evidence of transparency of the management system of the educational program		+		
10	10	The EP management should demonstrate the existence of an internal system of EP quality assurance, including its design, management and monitoring, their improvement, evidence-based decision making		+		
11	11	The management of the EP must implement risk management, including within the EP undergoing initial accreditation, as well as demonstrate a system of measures aimed at risk mitigation.			+	
12	12	EP management should ensure the participation of representatives of employers, faculty, students and other stakeholders in the collegial management bodies of the educational program, as well as their representativeness in decision-making on the management of the educational program		+		
13	13	OE must demonstrate the management of innovation within the EP, including the analysis and implementation of innovative proposals			+	

14	14	EP management should demonstrate evidence of readiness for openness and accessibility to learners, faculty, employers and other stakeholders		+		
15	15	EP management should be trained in educational management programs		+		
<b>Total according to the standard</b>			0	<b>12</b>	<b>3</b>	
<b>The Information Management and Reporting Standard»</b>						
16	1	OE shall demonstrate that it has a system for collecting, analyzing and managing information based on the application of modern information and communication technologies and software tools and that it uses a variety of methods to collect and analyze information in the context of the EP	+			
17	2	EP management shall demonstrate a mechanism for systematically using processed, relevant information to improve the internal quality assurance system		+		
18	3	EP management should demonstrate evidence-based decision making		+		
19	4	The EP should have a system of regular reporting, reflecting all levels of the structure, including assessment of the efficiency and effectiveness of subdivisions and departments, scientific research		+		
20	5	OE should establish periodicity, forms and methods of evaluation of EP management, activities of collegial bodies and structural units, top management, implementation of scientific projects		+		
21	6	OE should demonstrate the definition of the procedure and ensuring the protection of information, including the identification of responsible persons for the reliability and timeliness of the analysis of information and the provision of data		+		
22	7	An important factor is the existence of mechanisms for involving students, employees and faculty in the processes of collecting and analyzing information, as well as decision-making on their basis		+		
23	8	EP management must demonstrate that there is a mechanism for communication with learners, workers and other stakeholders, as well as mechanisms for conflict resolution		+		
24	9	OE should demonstrate that mechanisms are in place to measure the satisfaction of the needs of faculty, staff and learners within the EP.		+		
25	10.	OE should provide for the assessment of performance and effectiveness of activities, including in the context of EPs		+		
		The information intended to be collected and analyzed as part of the EP should take into account:				
26	11.	key performance indicators		+		
27	12.	dynamics of the contingent of students in the context of forms and types of education		+		
28	13.	level of academic performance, students' achievements and dropouts		+		
29	14.	satisfaction of students with the EP implementation and the quality of education at the university		+		
30	15.	accessibility of educational resources and support systems for students		+		
31	16.	OE should confirm the implementation of procedures for the processing of personal data of students, employees and faculty on the basis of their documented consent		+		
<b>Total according to the standard</b>			1	<b>15</b>		
<b>The standard "Development and approval of an educational program»</b>						
32	1	OE should define and document procedures for EP development and approval at the institutional level		+		
33	2	The EP management should ensure that the EP content is consistent with the established objectives, including the intended learning outcomes		+		

34	3	The EP management should demonstrate mechanisms for revision of the EP content and structure taking into account changes in the labor market, employers' requirements and social demand of the society.		+		
35	4	EP management must ensure the availability of developed EP graduate models describing learning outcomes and personal qualities.		+		
36	5	The EP management must demonstrate external expertise of the EP content and planned results of its implementation.		+		
37	6	The qualification awarded upon completion of the EP should be clearly defined and correspond to the defined level of the NSC and QF-EHEA.		+		
38	7	EP management should determine the impact of disciplines and professional practices on the formation of learning outcomes		+		
39	8	An important factor is the ability to prepare trainees for professional certification		+		
40	9	EP management should provide evidence of participation of students, faculty and other stakeholders in the development of the EP, ensuring its quality.		+		
41	10	EP management should ensure the compliance of the content of academic disciplines and planned results with the level of training (bachelor's, master's, doctoral studies).		+		
42	11	The structure of the EP should provide for various types of activities that ensure the achievement by students of the planned learning outcomes		+		
43	12	An important factor is the correspondence of EP content and learning outcomes of EPs implemented by organizations of higher and (or) postgraduate education in the EHEA		+		
<b>Total according to the standard</b>			0	<b>12</b>	<b>0</b>	
<b>The standard "Continuous monitoring and periodic evaluation of educational programs»</b>						
44	1	OE should define mechanisms for monitoring and periodic evaluation of the EP to ensure that the goal is achieved and the needs of learners, society are met, and to show the focus of the mechanisms on continuous improvement of the EP		+		
		Monitoring and periodic evaluation of the EP should provide for:				
45	2	the content of the program in the light of the latest achievements of science in a particular discipline to ensure the relevance of the discipline taught		+		
46	3	changes in the needs of society and professional environment		+		
47	4	workload, progress and graduation of students		+		
48	5	the effectiveness of evaluation procedures for students		+		
49	6	expectations, needs and satisfaction of students with EP training		+		
50	7	the educational environment and support services, and their relevance to the objectives of the EP.		+		
51	8	EP management should demonstrate a systematic approach to monitoring and periodic evaluation of EP quality.		+		
52	9	OE, the management of the EP should define a mechanism for informing all stakeholders about any planned or undertaken actions in relation to the EP.		+		
53	10	All changes made to the EP should be publicized			+	
<b>Total according to the standard</b>			0	<b>9</b>	<b>1</b>	
<b>The standard "Student-centered learning, teaching and assessment of academic performance»</b>						
54	1	EP management should ensure respect and attention to different groups of learners and their needs, provide them with flexible learning pathways	+			

55	2	The EP management should provide for the use of different forms and methods of teaching and learning		+		
56	3	An important factor is the availability of in-house research in the EP's teaching methodology.		+		
57	4	EP management should demonstrate that feedback mechanisms are in place for the use of different teaching methods and assessment of learning outcomes.		+		
58	5	EP management must demonstrate that mechanisms are in place to support learner autonomy while being guided and assisted by the instructor		+		
59	6	EP management must demonstrate a procedure for responding to learner complaints		+		
60	7	OE should ensure that the learning outcomes assessment mechanism for each EP, including appeals, is consistent, transparent and objective.		+		
61	8	OE should ensure that the procedures for assessing the learning outcomes of EP learners are consistent with the planned outcomes and objectives of the program, publication of evaluation criteria and methods in advance.		+		
62	9	OE must define the mechanisms to ensure that each graduate of the EP achieves the learning outcomes and ensure the completeness of their formation		+		
63	10	Evaluators must be familiar with modern methods of assessment of learning outcomes and regularly improve their qualification in this area		+		
<b>Total according to the standard</b>			1	9	0	
<b>The standard "Students»</b>						
64	1	OE should demonstrate the existence of the policy of formation of the contingent of students in the context of EP, to ensure transparency and publication of its procedures governing the life cycle of students (from admission to completion)		+		
		<i>EP management should determine the order of formation of the contingent of students based on:</i>				
65	2	minimum requirements for applicants		+		
66	3	maximum group size for seminars, practical, laboratory and studio classes		+		
67	4	forecasting the number of state grants		+		
68	5	analyzing the available material and technical, information resources, personnel potential		+		
69	6	analysis of potential social conditions for students, including the provision of places in the hostel.		+		
70	7	EP management should demonstrate readiness to conduct special adaptation and support programs for newcomers and international students		+		
71	8	OE should demonstrate its compliance with the Lisbon Recognition Convention, the existence of a mechanism to recognize the results of academic mobility of students, as well as the results of additional, formal and non-formal learning.		+		
72	9	OE should cooperate with other educational organizations and national centers of the "European Network of National Information Centres for Academic Recognition and Mobility/National Academic Recognition Information Centres" ENIC/NARIC in order to ensure comparable recognition of qualifications.		+		
73	10	The OE should ensure that the EP learners have the opportunity for external and internal mobility and are prepared to assist them in obtaining external grants for their studies		+		
74	11	The EP management should demonstrate readiness to provide trainees with internship placements, to facilitate the employment of graduates and to keep in touch with them.		+		



75	12	OE should provide for the possibility to provide EP graduates with documents confirming the obtained qualification, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.		+		
<b>Total according to the standard</b>			0	<b>12</b>	0	
<b>The standard "Teaching staff»</b>						
76	1	OE should have an objective and transparent personnel policy, including in the context of the EP, including recruitment, professional growth and development of staff, ensuring professional competence of the entire staff.		+		
77	2	OE should demonstrate the compliance of the staff potential of the teaching staff with the specifics of the EP.		+		
78	3	EP management should demonstrate responsibility for its employees and ensure favorable working conditions for them.		+		
79	4	The EP management must demonstrate a change in the role of the faculty member in connection with the transition to student-centered learning		+		
80	5	OE should identify the contribution of EP faculty to the implementation of the EP development strategy, and other strategic documents		+		
81	6	OE should provide career and professional development opportunities for EP faculty members		+		
82	7	EP management should demonstrate readiness to attract practitioners from relevant industries to teach		+		
83	8	OE should demonstrate motivation for professional and personal development of EP teachers, including encouragement for integration of research and education, application of innovative teaching methods.		+		
84	9	An important factor is readiness to develop academic mobility within the EP, to attract the best foreign and domestic teachers		+		
<b>Total according to the standard</b>			0	<b>9</b>	<b>0</b>	
<b>The standard "Educational resources and student support systems»</b>						
85	1.	The OE must ensure that there are sufficient learning resources and learner support services to ensure the achievement of the EP objective		+		
86	2.	OE must demonstrate the adequacy of logistical resources and infrastructure to meet the needs of different groups of learners in the EP (adult, working, international, and disabled learners).		+		
87	3.	EP management must demonstrate the existence of procedures to support different groups of learners, including information and counseling		+		
		EP management must demonstrate the compliance of information resources with the specifics of the EP, including:				
88	4.	technological support for learners and faculty (e.g., online learning, modeling, databases, data analysis programs)		+		
89	5.	library resources, including the fund of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases		+		
90	6.	expert examination of the results of research, graduate works, theses and dissertations for plagiarism		+		
91	7.	access to educational Internet resources		+		
92	8.	functioning of WI-FI on the territory of the educational organization		+		
93	9.	OE demonstrates planning to provide EP with educational equipment and software similar to those used in relevant industries		+		

<b>Total according to the standard</b>			0	9	0	
<b>The standard "Informing the public»</b>						
		OE must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:				
94	1.	expected learning outcomes of the educational program being implemented		+		
95	2.	qualification and (or) qualifications to be awarded upon completion of the educational program		+		
96	3.	teaching and learning approaches, as well as the system (procedures, methods and forms) of assessment			+	
97	4.	information about passing scores and learning opportunities provided to students		+		
98	5.	information about employment opportunities for graduates		+		
99	6.	EP management should provide for a variety of ways to disseminate information, including mass media, information networks to inform the general public and stakeholders.		+		
100	7.	Public information should support and explain the national development programs of the country and the system of higher and postgraduate education.		+		
101	8.	<input type="checkbox"/> OE should demonstrate the reflection on the web resource of information that characterizes it as a whole and in the context of educational programs		+		
102	9.	An important factor is the availability of adequate and objective information about the EP faculty.		+		
103	10.	An important factor is informing the public about cooperation and interaction with partners in the framework of the EP		+		
<b>Total according to the standard</b>			0	9	1	
<b>in total</b>			2	96	5	

**Appendix 2. THE PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION**

<b>Date and time</b>	<b>EEC's work with target groups</b>	<b>Position and Surname, First name, Patronymic of the target group participants</b>	<b>The form of communication</b>
<b>March 25, 2024</b>			
<i>During the day</i>	Arrival of the members of the External Expert Commission		
<b>16.00-17.00</b>	Preliminary meeting of the EEC	<i>External IAAR experts</i>	Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/6813032588">https://us02web.zoom.us/j/6813032588</a> Conference ID: 681 3032588
<b>20.00</b>	Supper	<i>External IAAR experts</i>	
<b>Day 1: March 26, 2024</b>			
<b>09.30-10.00</b>	Transfer from the hotel to the University	<i>External IAAR experts, University Coordinator –</i>	
<b>10.00-10.20</b>	Allocation of responsibility of experts, solution of organizational issues	<i>External IAAR experts</i>	<b>302 OC</b> <b>Connect to the Zoom Conference</b> <a href="https://us02web.zoom.us/j/6813032588">https://us02web.zoom.us/j/6813032588</a> <b>Conference ID:</b> <b>6813032588</b>
<b>10.20-11.00</b>	Interviews with the Rector and vice-rectors	<i>Chairman of the Board - Rector - Begentaev Meiram Mukhametrakhimovich, Doctor of Economics. Member of the Board - First Vice-Rector for International Cooperation and Strategic Development - Yermekbayev Samgat Kuatovich, Member of the Board - Vice-Rector for Academic Affairs - Raisa Kabieva Uskenbaeva, Ph. Member of the Board - Vice-Rector for Science and Corporate Development - Yerzhan Itemenovich Kuldeev, Ph. Member of the Board - Vice-Rector for Administrative, Social and Educational Work - Shalabaev Sapar Kataevich Shalabaev</i>	<b>302 OC</b> <b>Connect to the Zoom Conference</b> <a href="https://us02web.zoom.us/j/6813032588">https://us02web.zoom.us/j/6813032588</a> <b>Conference ID:</b> <b>6813032588</b>
<b>11.00-10.10</b>	Technical break		
<b>11.10-11.50</b>	Interviews with the heads of the structural divisions of the OE	<i>Director of Finance and Accounting Department - Chief Accountant - Gulnara Beisengazieva Togzhigitova Director of Infrastructure Management Department - Rishat Imelovich Tynybekov Director of the Public Relations Center - Balgabaeva Madina Kadyrovna, MBA Director of the Department of Scientific Projects Support and Postgraduate Education - Dina Unerbekkyzy Alshimbayeva, MBA Director of Strategic Development Department - Yensebayeva Marzhan Zaitovna, Ph. Director of the Office of the Registrar - Kyzylbaev Nurlan Kuttybaevich Director of the Institute of Digital Technologies and Professional Development - Andrey Simonov Director of HR Service - Beisova Azhar Kairollovna Director of Scientific Library - Sholpan Medetbekovna Omirzakova Director of the Department of Youth and Sports - Tolepbergen Edilhan Temirhanuly Head of the Office of International Cooperation - Akataeva Aliya Askarovna</i>	<b>316 OC</b> <b>Connect to the Zoom Conference</b> <a href="https://us02web.zoom.us/j/6813032588">https://us02web.zoom.us/j/6813032588</a> <b>Conference ID:</b> <b>681 3032588</b>

Date and time	EEC's work with target groups	Position and Surname, First name, Patronymic of the target group participants	The form of communication
		<i>Executive Secretary of the Admissions Committee - Narbayev Mars Tursynbekovich</i> <i>Chairman of the trade union committee - Marlanuly Serik</i>	
11.50-12.00	Exchange of views of the members of the external expert commission	External IAAR experts	<b>302 OC</b> <b>Connect to the Zoom Conference</b> <b><a href="https://us02web.zoom.us/j/82972841841">https://us02web.zoom.us/j/82972841841</a></b> <b>841</b> <b>Conference ID: 82972841841</b>
12.00-12.40	Interviews with deans and heads of departments	<i>Director of the Institute of Power Engineering and Mechanical Engineering - Mr. Kasym Koptleuovich Yelemesov, Candidate of Technical Sciences, Professor</i> <i>Director of Mining and Metallurgical Institute - Rysbekov Kanai Bakhytovich, Candidate of Technical Sciences, Professor.</i> <i>Director of the Institute of Project Management - Amralinova Bakytzhan Bazarbekovna, Doctor PhD</i> <i>Deputy Director of the Institute of Automation and Information Technologies - Kalpeeva Zhuldyz Beishenalievna Dr. Ph.D., Associate Prof.</i> <i>Head of the Department of "Electronics, Telecommunications and Space Technologies" - Tashtay Yerlan, Ph.D., Associate Professor.</i> <i>Head of the chair "Software Engineering" - Abdoldina Farida Nauryzbaevna, Candidate of Technical Sciences, Associate Professor.</i> <i>Head of the chair "Standardization, Certification and Metrology" - Erezhep Darhan Eseyuly, Candidate of Technical Sciences, Doctor PhD</i> <i>Head of the Department of "Metallurgy and mineral processing" - Barmenshinova Madina Bogembaevna, Candidate of Technical Sciences, Associate Professor.</i> <i>Head of the Department of "Management and Mathematical Economics" - Turegeldinova Aliya Zhumabekovna, Ph.D</i>	<b>316 PB</b> <b>Connect to the Zoom Conference</b> <b><a href="https://us02web.zoom.us/j/6813032588">https://us02web.zoom.us/j/6813032588</a></b> <b>88</b> <b>Conference ID: 6813032588</b>



### Appendix 3. THE RESULTS OF THE SURVEY of the teaching staff

The results of an anonymous survey of the teaching staff

1. Total number of questionnaires: 51

2. Which EP do you serve:

7M06102 Machine Learning & Data Science	12	23,5%
8D06102 Machine Learning & Data Science	5	9,8%
6B07121 Space Engineering & Technology	5	9,8%
7M07138 Space Engineering and Technology	1	1%
6B07104 Electronic and Electrical Engineering	5	9,8%
7M07502 Metrology (by branches)	9	17,6%
6B07213 Mineral processing	5	9,8%
7M04105 MBA in Mining and Metallurgical Complex	9	17,6%

3. Post

Professor	10	19,6%
Associate Professor	14	27,5%
Senior Lecturer	21	41,2%
Lecturer	3	5,9%
Head of Department	1	2%
Acting Professor	2	4%
Acting Assistant Professor		

4. Academic degree, academic title

Honored Worker of the Republic of Kazakhstan	0	0%
Doctor of Science (D.Sc.)	1	2%
Candidate of Science	19	37,3%
Master's degree	16	31,4%
PhD	15	29,4%

5. Work experience

Less than 1 year	4 people .	7,8%
1 year – 5 years	11 people .	21,6%
Over 5 years	36 people .	70,6%

№	Questions	Very well	Well	Relatively bad	Badly	Very bad	They didn't answer
6	To what extent does the content of the educational program meet your scientific and professional interests and needs?	33people (64,7%)	18people (35,3%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
7	How do you assess the opportunities provided by the University for the professional development of the faculty?	30people (58,8%)	19people (37,3%)	2people. (3,9%)	0 people. (0%)	0 people. (0%)	-
8	How do you assess the opportunities provided by the University for career development of the faculty?	24people (47,1%)	23people (45,1%)	4people. (7,8%)	0 people. (0%)	0 people. (0%)	-

9	How do you assess the degree of academic freedom of the teaching staff?	21people (41,2%)	27people (52,9%)	2people. (3,9%)	1people (2%)	0 people. (0%)	-
	<b>To what extent are faculty members able to use their own</b>						
10	- Strategies	28people (54,9%)	22people (43,1%)	1 person. (2%)	0 people. (0%)	0 people. (0%)	-
11	- Methods	people. (52,9%)	people. (45,1%)	0 person. (2%)	0 people. (0%)	0 people. (0%)	-
12	- Innovations in the teaching process	28people (54,9%)	23people (45,1%)	0people. (0%)	0 people. (0%)	0 people. (0%)	-
13	How do you evaluate the work on organization of medical care and disease prevention in the university?	17people (33,3%)	28people (54,9%)	5people. (9,8%)	1people (2%)	people (0%)	-
14	How much attention is paid by the management of the institution to the content of the educational program?	28people (52,9%)	23people (45,1%)	1people. (2%)	0 people (0%)	0 people (0%)	-
15	How do you assess the sufficiency and availability of necessary scientific and educational literature in the library?	24people (47,1%)	24people (47,1%)	3people. (5,9%)	0 people (0%)	0 people (0%)	-
16	Evaluate the level of created conditions, taking into account the needs of different groups of students?	18people (35,3%)	32people (62,7%)	1people. (2%)	0people (0%)	0 people (0%)	-
	<b>Assess the accessibility of the management</b>						
17	- To students	31people (60,8%)	19people (37,3%)	1people. (2%)	0 people (0%)	0 people (0%)	-
18	- Teachers	29 people. (56,9%)	20people (39,2%)	1 person. (2%)	0 people (0%)	1person (2%)	-
19	Evaluate the involvement of the faculty in management and strategic decision making process	16 people. (31,4%)	31 people. (60,8%)	2people. (3,9%)	0people (0%)	2 people (3,9%)	-
20	How are faculty members encouraged to innovate?	21people (41,2%)	26people (51%)	3people. (5,9%)	0people (0%)	1person (2%)	-
21	Evaluate the level of feedback from the faculty to the management.	20people (39,2%)	27 people. (52,9%)	3 person. (5,9%)	0 people. (0%)	1 people. (2%)	-
22	What is the level of stimulation and involvement of young specialists in the educational process?	22people (43,1%)	27 people. (52,9%)	1 person. (2%)	0 people. (0%)	1 people (2%)	-
23	Evaluate the opportunities created for professional and personal growth for each faculty and staff member	21people (41,2%)	27people (52,9%)	1person. (2%)	1person (2%)	1 person (2%)	-

24	Assess the adequacy of recognition of faculty potential and abilities	23people (45,1%)	25 people. (49%)	1 people. (2%)	1 people (2%)	1 people (2%)	-
<b>How the work is organized</b>							
25	- On academic mobility	19people (37,3%)	28people (54,9%)	3people. (5,9%)	1 people. (2%)	0 people. (0%)	-
26	- On professional development of the teaching staff	22people (43,1%)	25people (49%)	3people (5,9%)	1 people (2%)	0 people. (0%)	-
<b>Evaluate the support of the university and its leadership</b>							
27	- Research endeavors of the teaching staff	21 people. (41,2%)	26 people. (51,8%)	3 people. (5,9%)	0 people. (0%)	1 people. (2%)	-
28	- Development of new educational programs/curricular disciplines/methods	25people (49%)	26 people. (51%)	0 people (0%)	0 people. (0%)	0 people. (0%)	-
<b>Evaluate the level of faculty members' ability to combine teaching</b>							
29	- With research	21 people. (41,2%)	25people (49%)	2 people. (3,9%)	2people (3,9%)	1 people (2%)	-
30	- With practical activities	20 people. (39,2%)	26 people. (51%)	4people (7,8%)	1people (2%)	0 people (0%)	-
31	Evaluate the extent to which the knowledge of students received at this university corresponds to the realities of the requirements of the modern labor market.	24 people. (47,1%)	25people (49%)	1 people. (2%)	1 people. (2%)	0 people. (0%)	-
32	How do the management and administration of the university perceive criticism?	15 people. (29,4%)	29people (56,9%)	6people. (11,8%)	0 people. (0%)	1 people (2%)	-
33	Evaluate to what extent your study load corresponds to your expectations and possibilities.	16 people. (31,4%)	31 people. (60,8%)	4people. (7,8%)	0people (0%)	0 people. (0%)	-
34	Evaluate the orientation of educational programs/curricula on the formation of students' skills and abilities to analyze the situation and make forecasts.	24 people. (47,1%)	26people (51%)	1 people. (2%)	0 people. (0%)	0 people. (0%)	-
35	Assess the extent to which the content and quality of the educational program meets the expectations of the labor market and employers.	26 people. (51%)	22 people. (43,1%)	2people. (3,9%)	1 people (2%)	people. (0%)	-

### 36. Why do you work at this particular university?

- ✓ *Prestigious National Technical University in Kazakhstan*
- ✓ *I am a graduate of this university and Technical University No. 1*
- ✓ *Bachelor graduated from this university*
- ✓ *And the Polytech is the best of all! I am a patriot of my country! This university is one of the most prestigious technical universities in Kazakhstan and gives an opportunity to combine science and education.*
- ✓ *Openness, opportunities for growth and realization.*
- ✓ *This university is the most important and technical university of the country. It trains a lot of specialists for the*

- whole country. It has a great history and we are recognized in many countries.
- ✓ National university
  - ✓ Leading technical university, good opportunities for growth as a teacher and research. Contribute to my country
  - ✓ There are several reasons: collective, the load is more effective compared to other universities
  - ✓ A comfortable environment for education and science
  - ✓ To engage in science
  - ✓ As well as prestige and hope for a future tangible realization of oneself
  - ✓ I am working on the specifics, here is a good atmosphere in the Vuse, good and friendly collective.
  - ✓ technical
  - ✓ The best technical universities of the Republic of Kazakhstan and my alma mater
  - ✓ I have already mentioned this issue, there is an opportunity to work in scientific work. I am interested in my work in this collective. I am a graduate of this university.
  - ✓ I consider this university a leading Technical University in Kazakhstan. For this reason, working at this university is a great pleasure for me
  - ✓ The opportunity to combine scientific activity and teaching
  - ✓ Because here I am being realized as a teacher and researcher
  - ✓ Studied at this university
  - ✓ Knows how to truly appreciate the work of employees.
  - ✓ KazNRTU named after K.I.Satpayev is the first technical university, I am a graduate of this university, there is an opportunity to realize all creative needs.
  - ✓ I like working with students, I like working graphics, my collector
  - ✓ The university has prospects in which I can be integrated
  - ✓ Because it is the best university in the Republic of Kazakhstan and it is the only university that has a complete Microsoft 365 Education A3/A5+Moodle system, which allows you to apply the most advanced teaching methods, including using AI.
  - ✓ Study at this university, graduate school at this educational institution
  - ✓ The reason for choosing my position is that this university is a leading Technical University in Kazakhstan
  - ✓ Because conditions are created here for both students and staff
  - ✓ I like to work.
  - ✓ Studied here
  - ✓ Everything is fine
  - ✓ the salary corresponds to the workload, the material and technical base is sufficient for conducting research in the field of metrology, a friendly team, the leadership of the university and the head of the department support and stimulate the development of the teacher in both pedagogical and scientific activities, a good dining room
  - ✓ satisfy all working conditions
  - ✓ I like myself
  - ✓ A familiar university, I have been working since 1976.
  - ✓ I have a basic diploma, a master's degree in this specialty , a doctoral degree in Metallurgy
  - ✓ The first technical university
  - ✓ I like it, I feel comfortable
  - ✓ After all, in this higher educational institution I studied, my basic and master's diplomas in this specialty (mineral processing, primary processing
  - ✓ I really like the close connection between production and education, the corporate spirit
  - ✓ Because this university is my home university, where I studied.
  - ✓ High quality of training

### 37. How often does your course include master classes and reading topics with practitioners?

Very often	7	13,7%
Often	32	62,7%
Sometimes	12	23,5%
Very rare	0 people.	0%
Absolutely not	0 people.	0%

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

Very often	5	9,8%
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Often	30	58,8%
Sometimes	14	27,5%
Very rare	2	3,9%
Absolutely not	0 people.	0%

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

	Often	Sometimes	Never	There is no answer
Lack of classrooms	3 people. (5,9 %)	20people. (39,2%)	28people. (54,9%)	-
Unbalanced teaching load by semesters	2people. (3,9%)	19 people. (37,3%)	30 people. (58,8%)	-
Unavailability of necessary literature in the library	4people. (7,8%)	19people. (37,3%)	28people. (54,9%)	-
Overcrowding of study groups (too many students in a group)	5people. (9,8%)	18 people. (35,9%)	28people. (54,9%)	-
Uncomfortable timetable	5people. (9,8%)	23people. (45,1%)	23people. (45,1%)	-
Inadequate conditions for classes in classrooms	2people. (3,9%)	27people. (52,9%)	22people. (43,1%)	-
Lack of Internet access/weak Internet connection	9people. (17,6%)	28people. (54,9%)	14people. (27,5%)	-
Lack of students' interest in learning	1 people. (2%)	29people. (56,9%)	21people. (41,2%)	-
Late receipt of information about events	1 people. (2%)	18people. (35,3%)	32people. (62,7%)	-
Lack of technical facilities in classrooms	4 people. (7,8%)	29people. (56,9%)	18people. (35,3%)	-
Other problems	<ul style="list-style-type: none"> <li>✓ No</li> <li>✓ No</li> <li>✓ There are no problems</li> <li>✓ Lack of funds to invite scientists from abroad.</li> <li>✓ Problem with the Internet-</li>   <li>✓ Low salary</li> <li>✓ WiFi is very poor in some university buildings, e.g. MAB.</li> <li>✓ issues in the working order</li> <li>✓ Problems are solved as they arise, the management of the institute and the university as a whole are open, always contribute to the timely resolution of problems that have arisen.</li> <li>✓ If there are more Computer classes</li> <li>✓ Non-compliance of MES requirements to EP documents and business process with modern new requirements arising due to scientific and technical progress. The MES requirements were developed long before such services as ChatGPT Plus and Microsoft Copilot bots appeared. The emergence of these bots has rendered many MES requirements meaningless. Something has to be done about this, otherwise all these requirements will be in catastrophic contradiction with reality</li> <li>✓ no problem</li> <li>✓ Laboratory and technical base chromates</li> <li>✓ There are no normal projectors, there are no markers, there are no markers.</li> </ul>			

	✓ <i>repair in the auditorium</i> <i>"I'm sorry," I said.</i> <i>No.</i> ✓ <i>No</i>
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**40. There are many different facets and aspects of university life that affect every faculty and staff member in one way or another. Evaluate how satisfied you are:**

Question	Completely satisfied	Partially satisfied	Not satisfied	I find it difficult to answer
Attitude of the university administration towards you	38people. (74,5%)	10people. (19,6%)	2people. (3,9%)	1people. (2%)
Relationship with your immediate superiors	36people. (70,6%)	9people. (17,6%)	4people (7,8%)	2people (3,9%)
Relationship with colleagues at the department	46people. (90,2%)	4people. (7,8%)	0 people (%)	1people (2%)
Participation in management decision making	33people. (64,7%)	13people. (25,5%)	3 people (5,9%)	2 people (3,9%)
Relationship with students	44 people. (86,3%)	6 people. (11,8%)	1people (2%)	0 people (0%)
Recognition of your successes and achievements by the administration	34people. (66,7%)	13people. (25,5%)	3people (5,9%)	1 people. (2%)
Support of your suggestions and remarks	32people. (62,7%)	14people. (27,5%)	3 people (5,9%)	2people (3,9%)
Activity of the university administration	33people. (64,7%)	15people. (29,4%)	2 people (3,9%)	1people (2%)
Conditions of labor remuneration	20people. (39,2%)	21people. (41,2%)	9people. (17,6%)	1people. (2%)
Working conditions, list and quality of services provided at the university	33people. (64,7%)	15 people. (29,4%)	3people (5,9%)	0people (0%)
Occupational health and safety	38 people. (74,5%)	10 people. (19,6%)	2 people (3,9%)	1 people. (2%)
Management of changes in the university's activities	36 people. (70,6%)	12people. (23,5%)	2people. (3,9%)	1people. (2%)
Provision of social package: recreation, sanatorium treatment, etc.	27people. (52,9%)	14 people. (27,5%)	4people. (7,8%)	6people. (11%)
Organization and quality of catering at the university	26people. (51%)	20people. (38,2%)	0 people (0%)	5 people. (9,8%)
Organization and quality of medical services	26people. (51%)	17people. (33,3%)	2 people (3,9%)	6people. (11,8%)

## Appendix 4. RESULTS OF THE STUDENT SURVEY

### The results of an anonymous student survey

**Total number of questionnaires: 43**

1. Your educational program?

7M06102 Machine Learning & Data Science (MSc)	3	7%
8D06102 Machine Learning & Data Science (PhD)	2	4,7%
6B07121 Space Engineering and Technology (BSc)	3	7%
7M07138 Space Engineering and Technology (MSc)	2	4,7%
6B07104 Electronic and Electrical Engineering (Bachelor)	20	46,5%
7M07502 Metrology (by branches) (Master's degree)	1	2,3%
6B07213 Mineral processing (Bachelor's degree)	3	7%
7M04105 MBA in Mining and Metallurgical Complex (Master's Degree)	4	9,3%

**1. Your Gender**

male	34 people.	79,1 %
female	9 people	20,9 %

1. Evaluate how satisfied you are with the following situations: (please note that you are satisfied:)

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I find it difficult to answer
1. Relationship with the dean's office	38 people (88,4 %)	4 people (9,3 %)	1 people (2,3%)	0 people (0 %)	0 people (0 %)
2. The level of accessibility of the dean's office	37 people ( 86 %)	4 people ( 9,3 %)	0 people (0 %)	2 people (4,7 %)	0 people (0 %)
3. The level of accessibility and responsiveness of the university administration	32 people (74,4 %)	10 people (23,3 %)	1 people (2,3 %)	0 people (0 %)	0 people (0 %)
4. The accessibility of academic advising	31 people (72,1 %)	11 people (25,6 %)	1 people (2,3 %)	0 people (0 %)	0 people (0 %)
5. Support with learning materials during the learning process	29 people (67,4 %)	13 people (30,2 %)	1 people (2,3 %)	0 people (0 %)	0 people (0 %)
6. Availability of counseling for personal problems	27 people (62,8 %)	14 people (32,6 %)	0 people (0 %)	1 people (2,3 %)	1 people (2,3 %)
7. Relationship between student and instructor	36 people (83,7 %)	7 people	0 people (0 %)	0 people (0 %)	0 people (0 %)

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I find it difficult to answer
		(16,3 %)			
8. Financial and administrative services of the institution	31 people (72,1 %)	10 people (23,3 %)	1 people (2,3 %)	0 people (0 %)	1 people (2,3 %)
9. Accessibility of health care services	30 people (69,8 %)	8 people (18,6 %)	1 people (2,3 %)	1 people (2,3 %)	3 people (7 %)
10. Quality of health care services at the university	31 people (72,1 %)	7 people (16,3 %)	1 people (2,3 %)	1 people (2,3 %)	3 people (7 %)
11. The level of accessibility of library resources	32 people (74,4 %)	9 people (20,9 %)	0 people (0 %)	1 people (2,3 %)	1 people (2,3 %)
12. The quality of services provided in libraries and reading rooms	32 people (74,4 %)	9 people (20,9 %)	0 people (0 %)	1 people (2,3 %)	1 people (2,3 %)
13. Satisfaction with the existing educational resources of the university	31 people (72,1 %)	11 people (25,6 %)	1 people (2,3 %)	0 people (0 %)	0 people (0 %)
14. Availability of computer classes	28 people (65,1 %)	13 people (30,2 %)	0 people (0 %)	0 people (0 %)	2 people (4,7 %)
15. Availability and quality of Internet resources	30 people (69,8 %)	11 people (25,6 %)	1 people (2,3 %)	1 people (2,3 %)	0 people (0 %)
16. Content and information content of the web-site of educational organizations in general and faculties (school) in particular	31 people (72,1 %)	12 people (27,9 %)	0 people (0 %)	0 people (0 %)	0 people (0 %)
17. Training rooms, classrooms for large groups	31 people (72,1 %)	11 people (25,6 %)	0 people (0 %)	0 people (0 %)	1 people (2,3 %)
18. Recreation rooms for students (if available) 11.	32 people (74,4 %)	8 people (18,6 %)	1 people (2,3 %)	0 people (0 %)	2 people (4,7 %)
19. clarity of the procedure for taking disciplinary measures	31 people (72,1 %)	10 people (23,3 %)	0 people (0 %)	0 people (0 %)	2 people (4,7 %)

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I find it difficult to answer
20. Quality of the educational program as a whole	33 people (76,7 %)	8 people (18,6 %)	2 people (4,7 %)	0 people (0 %)	0 people (0 %)
21. Quality of the educational programs in the EP	36 people (83,7 %)	7 people (16,3 %)	0 people (0 %)	0 people (0 %)	0 people (0 %)
22. Teaching methods in general	32 people (74,4 %)	10 people (23,3 %)	1 people (2,3 %)	0 people (0 %)	0 people (0 %)
23. Responsiveness to feedback from teachers regarding the learning process	34 people (79,1 %)	8 people (18,6 %)	1 people (2,3 %)	0 people (0 %)	0 people (0 %)
24. Quality of teaching in general	34 people (79,1 %)	8 people (18,6 %)	1 people (2,3 %)	0 people (0 %)	0 people (0 %)
25. academic load/student requirements	30 people (69,8 %)	12 people (27,9 %)	1 people (2,3 %)	0 people (0 %)	0 people (0 %)
26. faculty requirements for the student	31 people (72,1 %)	10 people (23,3 %)	2 people (4,7 %)	0 people (0 %)	0 people (0 %)
27. Information support and explanation of the rules of admission and the strategy of the educational program (specialty) before entering the university	32 people (74,4 %)	10 people (23,3 %)	1 people (2,3 %)	0 people (0 %)	0 people (0 %)
28. Informing about the requirements for successful completion of the given educational program (specialty)	33 people (76,7 %)	8 people (18,6 %)	1 people (2,3 %)	0 people (0 %)	1 people (2,3 %)
29. Quality of examination materials (tests and examination questions, etc.).	32 people (74,4 %)	10 people (23,3 %)	1 people (2,3 %)	0 people (0 %)	0 people (0 %)
30. Objective assessment of knowledge, skills and other learning achievements	34 people (79,1 %)	7 people (16,3 %)	2 people (4,7 %)	0 people (0 %)	0 people (0 %)
31. Available computer labs	29 people (67,4 %)	11 people (25,6 %)	1 people (2,3 %)	0 people (0 %)	2 people (4,7 %)
32. Available science laboratories	26 people (60,5 %)	13 people	2 people (4,7 %)	0 people (0 %)	2 people (4,7 %)



Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I find it difficult to answer
		(30,2 %)			
33. Objectivity and fairness of teachers	33 people (76,7 %)	9 people (20,9 %)	1 people (2,3 %)	0 people (0 %)	0 people (0 %)
34. Informing students about courses, educational programs, and the academic degree they are receiving	34 people (79,1 %)	7 people (16,3 %)	2 people (4,7 %)	0 people (0 %)	0 people (0 %)
35. Provision of dormitory accommodation for students	27 people (62,8 %)	12 people (27,9 %)	0 people (0 %)	0 people (0 %)	4 people (9,3 %)

4. Evaluate how much you agree:

Statement	Full consent	I agree	I partially agree	I disagree	Complete disagreement	They didn't answer
1. The course syllabus was clearly presented	27 people (62,8 %)	13 people (30,2 %)	3 people (7 %)	0 people (0 %)	0 people (0 %)	-
2. Course content was well structured	29 people (67,4 %)	12 people (27,9 %)	2 people (4,7 %)	0 people (0 %)	0 people (0 %)	-
3. Key terms were sufficiently explained	30 people (69,8 %)	9 people (20,9 %)	4 people (9,3 %)	0 people (0 %)	0 people (0 %)	-
4. The material proposed by the teacher is relevant and reflects the latest achievements of science and practice	30 people (69,8 %)	9 people (20,9 %)	4 people (9,3 %)	0 people (0 %)	0 people (0 %)	-
5. The teacher uses effective teaching methods	29 people (67,4 %)	12 people (27,9 %)	2 people (4,7 %)	0 people (0 %)	0 people (0 %)	-
6. The teacher knows the material being taught	32 people (69,8 %)	13 people (30,2 %)	0 people (0 %)	0 people (0 %)	0 people (0 %)	-
7. The teacher's presentation is clear	30 people (74,4 %)	8 people (18,6 %)	3 people (7 %)	0 people (0 %)	0 people (0 %)	-
8. The teacher presents the material in an interesting way	29 people (67,4 %)	9 people (20,9 %)	5 people (11,6 %)	0 people (0 %)	0 people (0 %)	-
9. Objectivity of assessment of knowledge, skills and other learning achievements	30 people (69,8 %)	8 people (18,6 %)	3 people (7 %)	1 people (2,3 %)	1 people (2,3 %)	-
10. Timeliness of assessment of students' learning achievements	32 people (74,4 %)	9 people (20,9 %)	2 people (4,7 %)	0 people (0 %)	0 people (0 %)	-

11. The teacher satisfies my requirements of personal development and professional formation	30 people (69,8 %)	10 people (23,3 %)	3 people (7 %)	0 people (0 %)	0 people (0 %)	-
12. The instructor stimulates students' activity	28 people (65,1 %)	10 people (23,3 %)	4 people (9,3 %)	1 people (2,3 %)	0 people (0 %)	-
13. The instructor stimulates creative thinking of students	28 people (65,1 %)	11 people (25,6 %)	4 people (9,3 %)	0 people (0 %)	0 people (0 %)	-
14. The instructor's appearance and mannerisms are appropriate	33 people (76,7 %)	10 people (23,3 %)	0 people (0 %)	0 people (0 %)	0 people (0 %)	-
15. The instructor displays a positive attitude toward students	34 people (79,1 %)	9 people (20,9 %)	0 people (0 %)	0 people (0 %)	0 people (0 %)	-
16. The system of assessment of academic achievements (seminars, tests, questionnaires, etc.) reflects the course content	32 people (74,4 %)	10 people (23,3 %)	1 people (2,3 %)	0 people (0 %)	0 people (0 %)	-
17. The evaluation criteria used by the instructor are clear	33 people (76,7 %)	9 people (20,9 %)	1 people (2,3 %)	0 people (0 %)	0 people (0 %)	-
18. The instructor objectively evaluates students' achievements	31 people (72,1 %)	10 people (23,3 %)	1 people (2,3 %)	1 people (2,3 %)	0 people (0 %)	-
19. The instructor has a command of professional language	34 people (79,1 %)	8 people (18,6 %)	1 people (2,3 %)	0 people (0 %)	0 people (0 %)	-
20. The organization of education provides sufficient opportunity for sports and other leisure activities	28 people (65,1 %)	12 people (27,9 %)	2 people (4,7 %)	0 people (0 %)	1 people (2,3 %)	-
21. Facilities and equipment for students are safe, comfortable and modern	29 people (67,4 %)	12 people (27,9 %)	1 people (2,3 %)	0 people (0 %)	1 people (2,3 %)	-
22. The library is well equipped and has a sufficiently good collection of books	30 people (69,8 %)	11 people (25,6 %)	1 people (2,3 %)	0 people (0 %)	1 people (2,3 %)	-
23. Equal opportunities are provided to all students	31 people (72,1 %)	11 people (25,6 %)	0 people (0 %)	1 people (2,3 %)	0 people (0 %)	-

## 5. Other problems of quality preparation (other issues): 21 answers

- No problems in training
- No
- No
- None of the questions have been solved
- Everything fits!
- Fully equipped classrooms (scientific laboratories) are provided
- it would be better if fully equipped classrooms (scientific laboratories) were opened and provided, and not for the quality of Education.
- No problems with obtaining education does not arise
- No problems
- Fewer laboratory rooms
- There were no problems
- Super
- I believe that there are no problems
- No
- it would be better if fully equipped classrooms were opened and provided, and not for the quality of Education.
- The test does not involve training, but it is not a matter of opening more laboratory offices for professionals
- -
- It would be nice to open fully equipped training rooms