«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission to assess compliance with the requirements of specialized accreditation standards for educational programs:
6B07106 – "Transport, Transport Equipment and Technologies"
7M07107 – "Transport, Transport Equipment and Technologies"
8D07106 – "Transport, Transport Equipment and Technologies"
At the Non-profit S. Seifullin Kazakh Agro Technical Research University (KATRU)
during the period from October 29 to October 31, 2024

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

Addressed to
The Accreditation Council
of IAAR

«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ
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Astana **October 29, 2024**

Content

(I) LIST OF NOTATIONS AND ABBREVIATIONS

MES RK – Ministry of Science and Higher Education of the Republic of Kazakhstan;;

MA RK – Ministry of Agriculture of the Republic of Kazakhstan;

KATRU – S. Seifullin Kazakh Agro Technical Research University;

SES – State Compulsory Educational Standards;

IAAR – Independent Accreditation and Rating Agency;

R&D – Research and Development;

SRS – Student Research Work;

MRS – Master's Research Work;

EP – Educational Program;

TS – Teaching Staff;

GD – General Disciplines;

BD – Basic Disciplines;

PD – Core Disciplines;

IWS – Independent Work of Students;

SWST – Supervised Independent Work of Students;

SWMT – Supervised Independent Work of Master's Students;

FGA – Final State Certification;

AIC – Agro-Industrial Complex;

RI – Research Institute;

MSM – Mass Media;

EMC – Educational and Methodological Complex;

EMCD – Educational and Methodological Complex of the Discipline;

WUP – Working Curriculum;

CED – Catalog of Elective Disciplines;

IUP – Individual Curriculum;

MEP – Modular Educational Program;

IC – Interim Control;

PRS – Point-Rating System;

FC – Final Control;

CC – Current Control;

AIS – Automated Information System;

IT – Information Technologies;

SWOT – Strengths, Weaknesses, Opportunities, Threats;

ECTS – European Credit Transfer System;

QS – Quacquarelli Symonds;

RSE – Republican State Enterprise;

UNT – Unified National Testing;

CTA – Comprehensive Testing of Applicants;

DAA – Department of Academic Affairs;

DWR – Department of Educational Work.

(II) INTRODUCTION

In accordance with Order No. 144-24-OD dated September 13, 2024, of the Independent Accreditation and Rating Agency (IAAR), the visit of the External Expert Commission (hereinafter referred to as the EEC) to the S. Seifullin Kazakh Agro Technical Research University (KATRU) in Astana took place from October 29 to October 31, 2024. According to this order, within the framework of Cluster 3, the evaluation of the educational programs (EPs) 6B07106 – "Transport, Transport Equipment and Technologies," 7M07107 – "Transport, Transport Equipment and Technologies," and 8D07106 – "Transport, Transport Equipment and Technologies" was conducted to assess their compliance with the requirements of the IAAR specialized accreditation standards.

The report of the External Expert Commission (EEC) contains an assessment of the compliance of the activities of KATRU with the IAAR criteria for specialized accreditation, as well as recommendations from the EEC for further improvement of the specialized profile parameters.

Composition of the EEC:

Chairperson of the EEC: Akybayeva Gulvira Sovetbekovna, Candidate of Economic Sciences, Astana IT University (Astana); Offline participation.

IAAR International Expert: Vorontsov Alexander Sergeevich, Candidate of Technical Sciences, Associate Professor, Yanka Kupala State University of Grodno (Grodno, Republic of Belarus); Online participation.

IAAR International Expert: Nastasenko Vyacheslav, PhD, Associate Professor, Technical University of Moldova (Chisinau, Moldova); Online participation.

IAAR Expert: Alimgazin Altai Shurumbayevich, Doctor of Technical Sciences, L.N. Gumilyov Eurasian National University (Astana); Offline participation.

IAAR Expert: Markovsky Vadim Pavlovich, Candidate of Technical Sciences, Associate Professor, Toraighyrov University (Pavlodar); Offline participation.

IAAR Expert: Abilmazhinov Ermek Tolegenovich, Doctor of Technical Sciences, Professor, Shakarim University (Semey); Offline participation.

IAAR Expert: Kegenbekov Zhandos Kadyrkhanovich, Candidate of Technical Sciences, Associate Professor, Kazakh-German University (Almaty); Offline participation.

IAAR Expert: Sembayev Nurbolat Sakenovich, Candidate of Technical Sciences, Associate Professor, Toraighyrov University (Pavlodar); Offline participation.

IAAR Expert: Ibadullayeva Saltanat Zharylkasymovna, Doctor of Biological Sciences, Professor, Korkyt Ata Kyzylorda University (Kyzylorda); Online participation.

IAAR Expert: Akpanbetov Darkhan Berikovich, Candidate of Technical Sciences, Associate Professor, International University of Engineering and Technology (Almaty); Offline participation.

IAAR Expert, Employer: Abdikadirova Akniet Maratovna, Head of Human Capital Development Department, Atameken Chamber of Entrepreneurs (Shymkent); Online participation.

IAAR Expert, Employer: Pilipenko Yuri Alexandrovich, Chairman of the Board of Directors, International Association of Goods and Services Producers "EXPOBEST" (Almaty); Online participation.

IAAR Expert, Student: Podgorny Grigory Dmitrievich, 3rd-year student of EP 6B07112 Transport, Transport Equipment and Technologies, M. Dulaty Kostanay Engineering and Economics University (Kostanay); Online participation.

IAAR Expert, Student: Tastanov Adiet Arkabayuly, 3rd-year student of EP 6B07101 "Electric Power Engineering," Gumarbek Daukeyev Almaty University of Energy and Communications (Almaty); Online participation.

IAAR Expert, Student: Pozdnyakov Roman Evgenievich, 3rd-year student of EP Transport, Transport Equipment and Technologies, M. Kozybayev North Kazakhstan University (Petropavlovsk); Online participation.

IAAR Expert, Student: Salmenova Aruzhan Ardakovna, 2nd-year master's student of EP 7M01504-Biology, Sh. Ualikhanov Kokshetau University (Kokshetau); Online participation.

IAAR Expert, Student: Layykova Asima Arturovna, 4th-year student of EP 6B07102 "Automation and Control," L.N. Gumilyov Eurasian National University (Astana); Online participation.

IAAR Expert, Student: Tsymbal Vladimir Sergeevich, 3rd-year student of EP 6B07101 Mechanical Engineering, M. Kozybayev North Kazakhstan University (Petropavlovsk); Online participation.

IAAR EEC Coordinator: Bekenova Dinara Kairbekovna, Project Manager, IAAR (Astana).

(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION

The Non-Profit Joint Stock Company "S. Seifullin Kazakh Agrotechnical Research University" (hereinafter - KATU) is the largest university in the agricultural sector of Central and Northern Kazakhstan.

Founded in 1957 as the Akmola Agricultural Institute, KATU has trained and graduated over 79,000 specialists and bachelor's degree holders for agriculture and other sectors of the economy over its 65 years of operation.

Currently, the university comprises nine faculties and 37 departments. More than 12,000 students, master's students, and PhD candidates are enrolled in 52 undergraduate, 51 master's, and 33 PhD doctoral programs across these nine faculties. Over 33% of educational programs are innovative or dual-degree. In the 2024-2025 academic year, the university introduced postdoctoral studies.

In the QS World University Rankings 2025, KATU was ranked in the top 1200+ among 5,663 universities worldwide. This ranking confirmed KATU's growing reputation among employers. The university improved its employer reputation indicator by 130 positions, entering the TOP-800 best universities worldwide in this category.

In the QS Asia University Rankings, KATU holds the 351st position. Among the best universities in Central Asia, it ranks 19th.

In 2023, the university underwent an audit by the British rating agency Quacquarelli Symonds for the first time, earning a high overall rating of four stars.

KATU's position in the QS World Sustainability Rankings based on the Sustainable Development Goals is 1051, while in the "Environmental Impact" category, the university ranks 535th.

For the first time in 2023, the university participated in the UI Green Metric World University Rankings, securing the 934th position.

According to the General Ranking of the TOP-20 Universities of Kazakhstan for 2024, conducted annually by the Independent Accreditation and Rating Agency (IAAR), S. Seifullin Kazakh Agrotechnical Research University ranked among the top three universities in Kazakhstan.

S. Seifullin Kazakh Agrotechnical Research University is a leader in training specialists for the country's agro-industrial complex and is recognized as a dynamically developing higher education institution with established traditions, a strong corporate spirit, and ambitious plans for further success in science, education, and social activities. These aspirations are based on the university's mission, vision, and the Development Program for 2024-2029, approved by the Academic Council (January 25, 2024, Protocol No. 8).

KATU's mission is to become a leader in quality and accessible education, as well as a center for interdisciplinary research and scientific developments.

The university is one of the institutions providing social support to students. It offers tuition discounts and support for gifted students from low-income and large families, orphans, and students with disabilities and special needs.

As of now, the university's total student body is 12,847, including 12,287 undergraduate students, 369 master's students, and 191 PhD candidates.

Table 1. Enrollment in Accredited Educational Programs

Academic Year	Bachelor's	Master's	PhD	Total
2020-2021	324	4	3	331
2021-2022	312	2	3	317

2022-2023	337	1	3	341
2023-2024	346	5	4	355
2024-2025	359	7	6	372

The university's educational process is supported by 785 full-time faculty members, including 60 Doctors of Science, 278 Candidates of Science, 107 PhDs, and 245 Master's degree holders. The average age of faculty members is 49 years.

For accredited educational programs, the faculty composition is as follows:

For the educational program 6B07106 – "Transport, Transport Equipment, and Technologies," the total number of faculty members is 26, of whom 15 hold academic degrees: 3 Doctors of Science, 12 Candidates of Science, 3 PhDs, and 8 Master's degree holders. Among them, 6 hold the academic titles of "Associate Professor" or "Professor." The degree-holding rate for this program is 71.4%.

For the educational program 7M07107 – "Transport, Transport Equipment, and Technologies," the total number of faculty members is 26, of whom 16 hold academic degrees: 1 Doctor of Science, 12 Candidates of Science, 3 PhDs, and 8 Master's degree holders. Among them, 6 hold the academic titles of "Associate Professor" or "Professor." The degree-holding rate for this program is 100%.

For the educational program 8D07106 – "Transport, Transport Equipment, and Technologies," as of September 1, 2023, the total number of full-time faculty members is 7, including 1 Doctor of Technical Sciences, 3 Candidates of Science, and 3 PhDs, all with extensive teaching experience and industry expertise. The degree-holding rate for this program is 100%.

Since January 1, 2023, the journal "Bulletin of Science of the S. Seifullin Kazakh Agrotechnical Research University" has been reorganized into two series:

- "Bulletin of Science of the S. Seifullin Kazakh Agrotechnical Research University: Interdisciplinary";
- "Bulletin of Science of the S. Seifullin Kazakh Agrotechnical Research University: Veterinary Sciences."

As part of PhD training, dissertation councils operate at the university in the following fields:

1. Dissertation council for the 8D082 – Animal Husbandry field:
    - 8D08201 – Animal Science (previous code: 6D080200 – Livestock Production Technology).
2. Dissertation council for the 8D075 – "Standardization, Certification, and Metrology (by Industry)" field:
    - 8D07501 – Standardization and Quality Management of Products (previous code: 6D073200 – Standardization and Certification).
3. Dissertation council for the D091 – "Veterinary Medicine" field:
    - 8D09101 – "Veterinary Animal Welfare" (previous code: 6D120100 – Veterinary Medicine);
    - 8D09102 – "Sanitary and Epidemiological Safety of Livestock Products" (previous code: 6D120200 – Veterinary Sanitation).
4. Dissertation council for the 8D081 – "Agronomy" and 8D083 – "Forestry" fields:
    - 8D08101 – Genetics and Breeding of Agricultural Crops;
    - 8D08102 – Organic Farming (previous code: 6D080100 – Agronomy);
    - 8D08103 – Scientific Foundations of Plant Nutrition and Fertilizer Application (previous code: 6D080800 – Soil Science and Agrochemistry);
    - 8D08104 – Phytosanitary Technologies (previous code: 6D081100 – Plant Protection and Quarantine);

- 8D08301 – Sustainable Forest Resource Management (previous code: 6D080700 – Forest Resources and Forestry).

5. Dissertation council for the 8D073 – "Architecture and Construction" field:
   - 8D07301 – Architecture;
   - 8D07302 – Geodesy;
   - 8D07303 – Cadastre;
   - 8D07304 – Land Management.
6. Dissertation council for the 8D061 – "Information and Communication Technologies" field:
   - 8D06101 – Big Data Analytics;
   - 8D06103 – Business Process Modeling and Optimization;
   - 8D06102 – Systems Engineering (previous code: 6D070300 – Information Systems).
7. Dissertation council for the 8D072 – "Manufacturing and Processing Industries" field:
   - 8D07201 – Food Technology (previous codes: 6D072700 – Food Product Technology, 6D072800 – Processing Industry Technology).

The university fosters an environment for the active development of innovation. One of its key objectives is to support researchers in implementing innovative projects in scientific fields such as crop production, agriculture, agrochemistry and soil science, plant protection, microbiology, veterinary medicine and animal husbandry, plant and animal biotechnology, land management, mechanization, and electrification of agriculture. Currently, the university's database includes over 40 projects at various stages of research.

To enhance the efficiency of scientific research, the university has established research institutes, platforms, and centers.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

On December 20, 2019, at a meeting of the Accreditation Council of the NAAR, the following decision was made regarding the NAO "S. Seifullin Kazakh Agrotechnical Research University":

On international specialized accreditation of educational programs:
6B07106 – "Transport, Transport Equipment and Technologies",
7M07107 – "Transport, Transport Equipment and Technologies",
8D07106 – "Transport, Transport Equipment and Technologies" for a period of 5 years.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out based on the Visit Program using a hybrid model of the expert commission for specialized accreditation of the educational programs of S. Seifullin Kazakh Agrotechnical Research University from October 29 to 31, 2024.

To coordinate the work of the EEC, an online meeting was held on October 24, 2024, during which the powers of the commission members were distributed, the visit schedule was clarified, and the list of documents for the university was agreed upon.

In accordance with the requirements of the standards, the Visit Program included meetings with the Chairman of the Board-Rector of NAO "KATIU," vice-rectors, heads of structural divisions, alumni and employers, interviews and surveys of faculty and students. Information within various focus groups is presented in Table 2.

During the visual inspection of the university and the accredited programs, the EEC members familiarized themselves with the state of the university’s material and technical base, visited the library, departments, structural divisions, laboratories, specialized classrooms, computer labs, educational laboratories, and practice bases.

Meetings with focus groups, as well as document analysis, allowed the EEC members to conduct an independent evaluation of the compliance of the data presented in the self-assessment

reports of the university's educational programs with the criteria of the specialized accreditation standards.

Table 2. Information about the staff and students who participated in meetings with the EEC of NAAR:

Category of Participants	Quantity
Chairman of the Board-Rector	1
Vice-rectors, head of the rector's office	6
Heads of structural divisions	20
Deans	4
Heads of departments and program leaders	6
Faculty members	46
Students, master's students, doctoral students	61
Alumni	36
Employers	34
Total	**214**

In accordance with the accreditation procedure, surveys were conducted for 56 faculty members and 66 students.
To verify the information presented in the Self-Assessment Report, external experts requested and analyzed the university's working documentation. Additionally, the experts reviewed the university's online positioning through its official website (https://kazatu.edu.kz/).

As part of the planned program, recommendations for improving the university's activities, developed by the EEC based on the results of the expertise, were presented at a meeting with the leadership on October 31, 2024.

During the visit, the EEC experts visited the practice bases for the accredited programs: LLP "STAHLBAU" and other facilities.

Planned program visits included attending classes. In the framework of the program, the following classes were attended:

Group V065 Transport Equipment and Technologies 06-065-22-13, discipline – Fluid and Gas Mechanics, Hydro- and Pneumatic Drives, Associate Professor Abdrahmanov A.B. (lecture), room 3214;

Group V065 Transport Equipment and Technologies 06-065-22-14, discipline – Fundamentals of Transport Vehicle Design-II, Associate Professor Toganbaev M.T. (lecture), room 4305.

The events planned within the framework of the EEC visit allowed the experts to become thoroughly familiar with the university's educational infrastructure, material and technical resources, faculty and staff, students, master's students, doctoral students, employers, and alumni. These meetings allowed the EEC members to independently evaluate the compliance of the data presented in the university's self-assessment report with the criteria of the specialized accreditation standards.

(VI) COMPLIANCE WITH THE STANDARDS OF SPECIALIZED ACCREDITATION

6.1. Standard "Management of the Educational Program"

● *The university should demonstrate the development of the goal and strategy for the educational program (EP) based on the analysis of external and internal factors, with the broad involvement of various stakeholders.*

● *The quality assurance policy should reflect the connection between scientific research, teaching, and learning.*

● *The university demonstrates the development of a culture of quality assurance.*

● *Commitment to quality assurance should extend to any activity performed by contractors and partners (outsourcing), including the implementation of joint/double degree programs and academic mobility.*

● *The management of the EP ensures transparency in the development of the EP development plan based on the analysis of its functioning, the actual positioning of the university, and its focus on meeting the needs of the state, employers, stakeholders, and students.*

● *The management of the EP demonstrates the functioning of mechanisms for developing and regularly reviewing the EP development plan, monitoring its implementation, evaluating the achievement of learning goals, meeting the needs of students, employers, and society, and making decisions aimed at the continuous improvement of the EP.*

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

● *The management of the EP should demonstrate the individuality and uniqueness of the EP development plan, its alignment with national development priorities and the educational institution's development strategy.*

● *The university should demonstrate a clear definition of responsibilities for business processes within the EP, the distribution of staff duties, and the delineation of functions of collegial bodies.*

● *The management of the EP ensures coordination of the activities of all individuals involved in the development and management of the EP, and its continuous implementation, as well as involving all stakeholders in this process.*

● *The management of the EP should ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management, and monitoring, and the making of appropriate decisions.*

● *The management of the EP should carry out risk management.*

● *The management of the EP should ensure the participation of stakeholders (employers, faculty members, students) in the collegial bodies managing the EP and their representation in decision-making regarding the management of the EP.*

● *The university should demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals.*

● *The management of the EP should demonstrate its openness and accessibility to students, faculty members, employers, and other stakeholders.*

● *The management of the EP confirms participation in educational management programs.*

● *The management of the EP should strive to ensure that progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.*

Evidence section.

The educational activities of the university are regulated by the Academic Policy of the university and the Development Program of the Non-Profit Joint-Stock Company "Kazakh Agro Technical Research University named after S. Seifullin" for 2020-2024, approved by the Government of the Republic of Kazakhstan on September 1, 2020, No. 545. Additionally, the university has developed a new Development Program for 2024-2029, which was approved by the University Academic Council on January 25, 2024, protocol No. 8.

According to the new development program, the mission of KazATU is to become a leader in the quality and accessibility of education, a center for interdisciplinary research and scientific development. The goal is to form a modern academic and research ecosystem integrated into the global and regional context. Vision: a leading research university providing accessible education, combining the highest academic standards in staff training, conducting scientific research with the generation of advanced knowledge, and being responsible to the surrounding social, cultural, and environmental context.

The Quality Assurance Policy, dated September 28, 2023, was approved by the University Academic Council and includes the main priorities, goals, and objectives of the university in the

area of quality. The document identifies five strategic areas of development: Creating a system for quality accessible education; University science; Expanding the partnership environment; Implementing new personnel policies and HR development; Infrastructure development, strengthening, and improvement of the university's material and technical base.

The Quality Assurance Policy is continuously improving, based on the best domestic and international practices in higher and postgraduate education. The systematic use of processed, adequate information to improve the internal quality assurance system and its continuous improvement is detailed in the RSVOK 02.2070-2023 "Guidelines for the Internal Quality Assurance System at NAO KazATU named after S. Seifullin," approved by the Chairman of the Board - Rector Order No. 343-N, dated September 21, 2023. The documents are published on the official website of the university and are available via the following links: https://kazatu.edu.kz/files/docs/3dd7a67bbef04ac1ebf0c4d6fb42ef74.pdf; https://kazatu.edu.kz/files/docs/9b456b972f0130824f43062bb7be1f0e.pdf.

Moreover, stakeholders can familiarize themselves with the quality assurance mechanisms at the university through the website at www.kazatu.kz by following this link: https://kazatu.edu.kz/pages/universitet/dokumenty/sistema-menedzmenta-kacestva.

In 2022 and 2024, the Development Plans for the educational programs 6B07106 – Transport, Transport Equipment, and Technology, 7M07107 – Transport, Transport Equipment, and Technology, 8D07106 – Transport, Transport Equipment, and Technology were revised, taking into account the analysis and monitoring of their implementation. The development plans for the educational programs included indicators from the university's strategic development plan, such as the incoming student population, the employment rate of graduates, the number of employer agreements, the quality indicators of teaching staff, and others (Protocol of the Department of Transport Equipment and Technology meeting, April 26, 2024, No. 11).

The university has a comprehensive database of internal regulatory documents governing all major business processes within the educational programs. Access to this database is available to management personnel and authorized individuals responsible for the implementation of key processes in the university's activities.

The management of the educational program ensures the transparency of the program management system and communicates all information and decisions to students. For this purpose, the program management uses all communication channels: advisory hours, curatorial hours, information boards, the "Platonus" system, the university website, the university's educational portal, the "Facebook" social network, and the "My University" newspaper.

The program management conducts risk management in accordance with the "Regulation on the Identification and Management of Risks." The risk management process supports decision-making by considering the significance and likelihood of future events or circumstances (whether anticipated or unanticipated) and their potential impact on the university's operations (PPOUR VND01.1021 – 2021).

Representatives of stakeholders (employers, faculty members, students) participate in the following collegial bodies managing the educational program: University Academic Council, University Academic Council, Faculty Council, Faculty Academic Quality Council. PhD, Head of the Department, Rustembaev A.B. is a member of the University Academic Council and the University Academic Council. Faculty members Zhandarbekova A.M. and Orazaliev B.T. are members of the Faculty Academic Council. The working commission for the development and updating of educational programs includes the employer, Director of "STAHLBAU" LLP, Slominsky M.I.

The accessibility and openness of the educational program management for the accredited educational programs are ensured through the head of the Department of Transport Equipment and Technology, Rustembaev A.B., with each student knowing the contact number. Additionally, they are included in common WhatsApp chats, and employers and parents can always contact the faculty dean and the department head via email (a.rustembaev@kazatu.edu.kz) or by calling the office number +77172397309. Contact information for the faculty members is also available on the

department's website: https://kazatu.edu.kz/ru/facultet/kafedra-transportnoj-tehniki-i-tehnologii in the "Faculty Members" section, such as the link to the personal page of the department head: https://kazatu.edu.kz/facultet/rustembaev-arman-bazarhanovic, and the link to the personal page of the advisor: https://kazatu.edu.kz/ru/facultet/rossylnaa-raisa-viktorovna.

The program manager holds a certificate for the educational management course.

In 2023, the educational programs underwent post-accreditation monitoring for the implementation of recommendations from the previous accreditation, during which activities aimed at improvement were carried out.

Analytical Section

Certain issues related to this standard are not fully reflected in the self-assessment report and were not confirmed during the visit of the Accreditation Expert Commission (AEC).

During the visit, the AEC members were presented with the "Regulation on the procedure for developing the educational program development plan and monitoring its implementation." It was noted that the monitoring of the educational program (EP) development plan, aimed at ensuring constant and continuous improvement, is managed by the head of the department with the involvement of faculty members, employers, and students. However, the AEC members pointed out that the development plans for accredited EPs do not contain an analysis of the external environment (labor market), which would justify the relevance of the program, competitors, the internal environment (infrastructure, quality composition of the faculty, teaching methods and approaches), and the positioning of the EP in the service market. Additionally, the report indicated that specialists from "STAHLBAU" LLP were involved in the revision and development of the new development plan for the "Transport, Transport Equipment, and Technologies" program, but there was no confirmation during the self-assessment report and interviews that stakeholders (employers, students, and faculty members) were involved in the formation of the EP development plans.

During the review of the self-assessment report materials and interviews with the management of the EP and heads of structural units, there was no documented evidence that the university conducts analysis and practical implementation of innovative proposals, or that there is a connection between scientific research and the implementation of accredited EPs.

The AEC members also noted that the development plans for the EP did not sufficiently demonstrate their individuality and uniqueness, nor alignment with national development priorities and the university’s development strategy according to the levels of education.

Furthermore, the AEC noted that according to the results of a faculty survey, 10.70% of the faculty indicated weak involvement in decision-making processes related to management and strategic decisions, which requires specific actions and the development of certain plans.

The department responsible for the EP needs to more closely monitor the effectiveness of the EP's implementation and the achievement of its goals and learning outcomes, which will allow for tracking the effectiveness and efficiency of the EP's management.

Based on the results of the faculty survey, responses to the following questions were received:

- How would you assess the involvement of faculty members in the decision-making process of management and strategy? Very good – 19.60% or 11 people, good – 69.6% or 39 people, relatively poor – 10.70% or 6 of the surveyed faculty.
- How is innovative activity of faculty members encouraged? Very good – 19.60% or 11 people, good – 69.6% or 39 people, relatively poor – 8.90% or 5 people, very poor – 1.80% or 1 person among the surveyed faculty.

Based on the results of the student survey, the following responses were received:

- How satisfied are you with the availability and responsiveness of the leadership (university, school, faculty, department)? Completely satisfied – 90.9% or 60 students, partially satisfied – 9.1% or 6 students.
- How satisfied are you with the informational support and explanation of the admission rules and educational program (specialty) strategy prior to entering the university? Completely satisfied – 90.9% or 60 students, partially satisfied – 6.1% or 4 students, somewhat

dissatisfied – 1.5% or 1 student, dissatisfied – 1.5% or 1 student among the surveyed students.

- How satisfied are you with the activities of the financial and administrative services of the educational institution? Completely satisfied – 81.8% or 54 students, partially satisfied – 13.6% or 9 students, dissatisfied – 1.5% or 1 student among the surveyed students.

It should be noted that only undergraduate students of the educational program 6B07106 – "Transport, Transport Equipment, and Technologies" participated in the survey.

Strengths/Best Practices of the Accredited Educational Programs
6B07106 – "Transport, Transport Equipment, and Technologies"
7M07107 – "Transport, Transport Equipment, and Technologies"
8D07106 – "Transport, Transport Equipment, and Technologies"
No significant strengths were identified.

Recommendations of the AEC for the Educational Programs

1. The EP management should include measures involving various stakeholder groups when developing the EP development plan. This may include organizing coordination councils with the participation of all interested parties, such as employers, students, and graduates of the relevant EPs. A list of stakeholders should be compiled, indicating their proposals and recommendations for each EP.
   Deadline: December 31, 2024
2. The EP management should revise the development plans of the accredited EPs to define and enhance their individuality and uniqueness according to the educational level. It is necessary to highlight the continuity of development plans across different levels of education.
   Deadline: December 31, 2024
3. The university administration should develop a roadmap for innovation management, incorporating criteria for assessing innovativeness and establishing a mechanism for measuring the outcomes of implemented innovations within the EPs. Additionally, an innovation management policy should be developed and implemented, considering both scientific and educational innovations.
   Deadline: March 1, 2025
4. The EP management should develop an action plan for involving faculty members and students in decision-making processes related to management and strategy, specifying responsible persons.
   Deadline: January 1, 2025

EEC Conclusions on the Criteria

*According to the standard **"Educational Program Management,"** a total of **17 criteria** were assessed: 15 criteria were rated as satisfactory.*

2 criteria require improvement.

6.2. Standard "Information Management and Reporting"

- *The university must ensure the operation of a system for collecting, analyzing, and managing information based on modern information and communication technologies and software tools.*
- *The EP management demonstrates systematic use of processed, adequate information to improve the internal quality assurance system.*
- *The EP management demonstrates the presence of a reporting system that reflects the activities of all structural units and departments within the EP, including an assessment of their effectiveness.*

- *The university must determine the frequency, forms, and methods of assessing the management of the EP, the activities of collegial bodies and structural units, and senior management.*
- *The university must demonstrate a mechanism for ensuring information security, including the designation of responsible persons for the accuracy and timeliness of data analysis and reporting.*
- *The university demonstrates the involvement of students, staff, and faculty members in the processes of collecting and analyzing information, as well as in decision-making based on this data.*
- *The EP management must demonstrate the existence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution.*
- *The university must measure the level of satisfaction of faculty, staff, and students within the EP and provide evidence of corrective actions taken to address identified deficiencies.*
- *The university must assess the effectiveness and efficiency of activities, including at the EP level.*

The information collected and analyzed by the university within the EP must take into account:

- *key performance indicators;*
- *student population dynamics by form and type;*
- *student academic performance, achievements, and dropout rates;*
- *student satisfaction with the implementation of the EP and the quality of education at the university;*
- *accessibility of educational resources and support systems for students;*
- *graduate employment and career growth.*
- *Students, staff, and faculty members must document their consent to the processing of personal data.*
- *The EP management must facilitate the provision of all necessary information in relevant scientific fields.*

Evidence Section

The official website of the university is available at http://www.kazatu.edu.kz. The university also has an educational portal (kazatu.kz) accessible at http://portal.kazatu.kz.

The university's web portal provides information in sections such as education, science, admissions, library, announcements, the Center for Open Education (COE), farmer support, career opportunities, educational programs, faculties, and departments. The website offers details on educational programs, including international cooperation, faculty information, student life, development plans, curriculum details (CEDs), and methodological teaching materials (MOPs).

The EP management collects and analyzes data obtained through surveys and questionnaires to assess the quality assurance system based on indicators such as:

- Student academic performance;
- Student satisfaction with the quality of implemented EPs;
- Educational resources and the effectiveness of KATU’s activities;
- Employer satisfaction and graduate employability in the labor market;
- Compliance of program outcomes with educational goals;
- Government procurement, dormitory availability, and other aspects.

Each faculty member is provided with technical support, including a personal computer with access to the local network, for writing and formatting electronic textbooks. Assistance in formatting electronic textbooks is provided in accordance with the document "Structure, Content, Procedure for Developing and Approving the Electronic Educational and Methodological Complex of a Discipline" (SO VND, Protocol No. 13, dated April 25, 2024). When publishing methodological and scientific literature, faculty members follow the guidelines outlined in MIVND "Procedure for Formatting Educational and Methodological Literature for Publication" (02.2072-2023).

Additionally, informational support is available through the university's electronic library. Library users can freely access the database of electronic catalogs of the scientific library through the university’s website http://portal.kazatu.kz/e-books/. The electronic resources include the Republican Interuniversity Electronic Library, the Kazakhstan National Electronic Library, and global resources such as Web of Knowledge, Web of Science, Elsevier, Springer Science Direct, and Sciverse Scopus.

Each year, departments present a report on their activities to the faculty council. The faculty council reviews reports from academic advisors based on semester results, as well as reports from senior curators. Department heads report twice a year at off-site faculty council meetings. Based on

these reports, the academic council makes decisions, develops an action plan to address identified issues, and annually, deans and department heads present reports on the implementation of the academic council's decisions.

The university also operates a Scientific and Technical Council (STC), comprising leading researchers and university scientists. The STC serves as an advisory body in the development and implementation of scientific, technical, and innovative activities.

In compliance with national legislation on information protection, including the Law of the Republic of Kazakhstan "On Personal Data and Their Protection," the university develops and implements internal policies and procedures for information security. These measures include preventing data leaks, protecting against cyberattacks, and ensuring data confidentiality. Designated officials and departments (such as the information security department and IT services) are responsible for ensuring the accuracy and timeliness of data analysis and reporting.

To assess student satisfaction with the educational process (content, organization, and quality of teaching), an analysis of the "Student Social Well-Being Assessment" survey was conducted based on the results of the 2022-2023 academic year (Protocol No. 13, dated May 31, 2023). The study revealed that modern students at KATU named self-realization as a key priority, emphasizing values such as determination, professionalism, family, and financial well-being. Education is perceived as a fundamental tool for achieving success and career goals.

To evaluate the satisfaction of students regarding their educational and social needs, attitudes toward the learning process and chosen specialization, socio-cultural environment, and psychological atmosphere within the university, the "Student Satisfaction with the Educational Process" survey is conducted. Survey results indicate that over 90% of students and employers are satisfied with the quality of education at KATU.

The satisfaction level of faculty, staff, and students with the university’s management system is assessed by the Administrative Department and the Center for Sociological Research through regular sociological surveys. In response to issues identified through these surveys, social housing for faculty and staff (three buildings) and a dormitory for students have been constructed.

Graduates of the EP find employment in various industries. The department has an approved graduate employment support program for 2022-2025. The employment rate for 2023 graduates was 98.6% for bachelor’s degree holders, 100% for master’s graduates, and 100% for doctoral graduates.

Students, staff, and faculty members provide documented consent for the processing of personal data, as mandated by the rector's order of NAO "KATU," which specifies the list of data subject to processing.

Analytical Part

Analysis is conducted through surveys of students, faculty, and employers via the educational portal, with results presented to the university administration for decision-making on structural changes. Based on data analysis, mechanisms are improved to ensure access to educational resources for all stakeholders, enhance feedback efficiency, and make necessary adjustments during EP implementation. However, the EP leadership has not demonstrated a systematic approach to utilizing processed, adequate information for improving the internal quality assurance system.

Technical support is provided through the supply of computer equipment, equipping classrooms with multimedia tools and technical teaching aids (TTA), and offering assistance in formatting electronic textbooks, test assignments, distance learning documentation, publishing methodological and scientific literature, and working within the PLATONUS system and the educational portal.

To assess effectiveness and efficiency within the EP framework, faculty and students are surveyed via the educational portal of NAO "S. Seifullin Kazakh Agrotechnical University," in addition to reports from department heads, audits, and opinion polls. Evaluation covers all aspects of academic, methodological, informational, research, and educational activities, as well as material

and technical support for the educational process. However, there is an apparent lack of actions from the university administration and EP leadership in determining the effectiveness and efficiency of EP implementation.

Student, staff, and faculty involvement in data collection and analysis is carried out through surveys on the educational portal (http://portal.kazatu.kz). Survey results are sent to departments for discussion, and critical remarks are addressed accordingly. Key performance indicators (KPIs) for students include results from interim and final assessments and overall certification. KPIs for faculty include annual ranking results, which determine salary bonuses, and department-wide rankings, which establish the department's position within the university.

However, during the External Expert Commission (EEC) visit, it was found that faculty and students were insufficiently informed about mechanisms for addressing issues identified in the "Teacher Through the Eyes of a Student" survey. The EP leadership needs to enhance coordination efforts to assess teaching effectiveness and efficiency.

EEC members also noted a lack of justification for the roles of staff, faculty, and students in data collection, analysis, and decision-making based on factual evidence within the reviewed EPs. Furthermore, EEC members were not provided with documentation demonstrating decision-making based on measured satisfaction levels of students and faculty in the accredited EPs.

Faculty Survey Results:

- How do you rate the feedback level between faculty and administration?
  - Very good – 26.8% (16 respondents)
  - Good – 67.9% (38 respondents)
  - Relatively poor – 3.6% (2 respondents)
  - Very poor – 1.8% (1 respondent)
- How does university management perceive criticism?
  - Very well – 16.1% (9 respondents)
  - Well – 69.6% (39 respondents)
  - Relatively poorly – 8.9% (5 respondents)
  - Poorly – 5.4% (3 respondents)

Student Survey Results:

- How satisfied are you with the accessibility and quality of internet resources?
  - Completely satisfied – 80.3% (53 respondents)
  - Partially satisfied – 15.2% (10 respondents)
  - Partially dissatisfied – 1.5% (1 respondent)
  - Dissatisfied – 1.5% (1 respondent)
- How satisfied are you with the content and information available on the university and faculty websites?
  - Completely satisfied – 86.4% (57 respondents)
  - Partially satisfied – 7.6% (5 respondents)
  - Partially dissatisfied – 4.5% (3 respondents)
  - Dissatisfied – 1.5% (1 respondent)
- Do you agree with the statement: "The library is well-equipped and has a sufficient collection of scientific, educational, and methodological literature"?
  - Strongly agree – 80.3% (53 respondents)
  - Agree – 15.2% (10 respondents)
  - Partially agree – 3% (2 respondents)
  - Strongly disagree – 1.5% (1 respondent)

It should be noted that the student survey participants were exclusively undergraduate students enrolled in the EP 6B07106 – "Transport, Transport Equipment, and Technologies."

Strengths/Best Practices of the Accredited Educational Programs
6B07106 – "Transport, Transport Equipment, and Technologies"
7M07107 – "Transport, Transport Equipment, and Technologies"

8D07106 – "Transport, Transport Equipment, and Technologies"
No strengths identified.

Recommendations of the AEC for the Educational Programs
6B07106 – "Transport, Transport Equipment, and Technologies"
7M07107 – "Transport, Transport Equipment, and Technologies"
8D07106 – "Transport, Transport Equipment, and Technologies"

1. The university administration should approve parameters and criteria for the effectiveness and efficiency of activities within the EP, determine methods for analyzing the effectiveness and efficiency of activities within the EP, and establish mechanisms for how the results of this analysis influence EP management.
   Deadline: May 1, 2025

EEC Conclusions on the Criteria:
According to the standard **"Information Management and Reporting,"** all **17 criteria** were rated as satisfactory.

6.3. Standard "Development and Approval of the Educational Program"

- *The university must demonstrate the existence of a documented procedure for developing the EP and its approval at the institutional level.*
- *The university must demonstrate that the developed EP meets the established goals and planned learning outcomes.*
- *The EP management must determine the impact of disciplines and professional practices on the formation of learning outcomes.*
- *The university may demonstrate the presence of a graduate model describing learning outcomes and personal qualities.*
- *The qualification awarded upon completion of the EP must be clearly defined, explained, and correspond to the appropriate level of NSC, QF-EHEA.*
- *The EP management must demonstrate a modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS) and ensure that the EP and its modules (in terms of content and structure) align with the stated goals, focusing on achieving the planned learning outcomes.*
- *The EP management must ensure that the content of academic disciplines and learning outcomes correspond to each other and to the level of education (bachelor's, master's, doctoral studies).*
- *The EP management must demonstrate the implementation of external reviews of the EP.*
- *The EP management must provide evidence of the participation of students, faculty, and other stakeholders in the development of the EP and in ensuring its quality.*
- *The EP management must demonstrate the positioning of the EP in the educational market (regional/national/international) and its uniqueness.*
- *An important factor is the possibility of preparing students for professional certification.*
- *An important factor is the presence of dual-degree EPs and/or joint EPs with foreign universities.*

Evidentiary Section

The principles of educational program (EP) development are implemented in accordance with the document: "Regulations on the Procedure for Developing, Approving, Implementing, and Updating Educational Programs," approved by the decision of the Academic Council of S. Seifullin Kazakh Agrotechnical University (KATU) on April 25, 2024, Protocol No. 13.

The EP development system consists of the following procedures: appointment of a curriculum and program commission; drafting of a working curriculum and its discussion with employers; preparation of EP document packages (WCP, MEP, CEP); external review of the EP by external experts; discussion of the EP at the Faculty Academic Methodological Council (AMC); approval by the Faculty Council and the Academic Council of KATU; updating (development) of teaching and learning materials (TLM); formation of individual study plans for students.

The content of the basic (BD) and profile (PD) disciplines aligns with the theoretical cycle profile and is reinforced through professional practice. The academic interconnection logic of the

disciplines is determined by a system of prerequisites and post-requisites. The organization of practical training at all stages ensures the continuity and consistency of students' acquisition of professional skills in accordance with the qualification requirements of future specialists. The department carries out planning and monitoring of professional practice, with a specific faculty member assigned to oversee it. The schedules for professional practice are developed in accordance with the WCP and coordinated with the relevant departments and organizations. With the increasing emphasis on practice-oriented learning, the workload of academic and industrial practice has been increased since the 2019-2020 academic year from 1 credit (30 hours) to 6 credits (180 hours).

For master's and doctoral students of the "Transport, Transport Equipment, and Technologies" EPs, pedagogical practice is conducted at S. Seifullin KATU, while research practice is carried out at research institutes and centers.

The graduate model for EPs 6B07106, 7M07107, and 8D07106 - "Transport, Transport Equipment, and Technologies" has been developed based on state educational standards (SES). To account for employer interests in shaping the graduate model, regular meetings, round tables, employer surveys, and graduate fairs involving stakeholders are held throughout the academic year.

Upon admission to the university, advisors explain to students, master's, and doctoral students the qualification they will receive upon completion of the EP and how it corresponds to the National Qualifications Framework (NQF).

The alignment of course content and learning outcomes is ensured based on the State Compulsory Educational Standard (SCES), WCP, MEP, and CEP. Students access course content through syllabi. Teaching and learning documentation reflecting various educational activities within the study plan is included in the TLM.

EPs are reviewed and improved annually, undergo internal and external evaluations, and ensure the quality of educational services. For external evaluation, during the reporting period, employers were involved, including M.I. Slominsky, Director of LLP "STAHLBAU."

The EP leadership conducts annual analyses of external labor market changes, employer needs, etc., to revise EPs. These discussions take place at the department level before relevant adjustments are made to WCPs. Examples of curriculum updates include:

- For EP 6B07106 – "Transport, Transport Equipment, and Technologies":
  - Digitalization in Engineering – 3 credits, 3rd semester
  - Mechanics of Materials – 5 credits, 6th semester
  - Fundamentals of Robotics – 5 credits, 6th semester
  - Engineering Systems Modeling – 4 credits, 7th semester
- For EP 7M07107 – "Transport, Transport Equipment, and Technologies":
  - Modern Information Technologies for Simulation Modeling – 6 credits, 1st semester
- For EP 8D07106 – "Transport, Transport Equipment, and Technologies":
  - Annually, guest lectures are conducted by industry representatives and leading faculty members from partner universities abroad.

The participation of faculty, employers, and students in EP development is regulated through the following activities: invitations to department meetings; employer feedback on industrial internships and graduates; reviews of EPs by representatives of potential employers.

Key Employers for the EPs:

- JSC "Kedentransservice"
- JSC "Bus Fleet No. 1"
- LLP JV "Tulpar Talgo"
- JSC "Astana Zelenstroy"
- Administrative Police Department of Nur-Sultan
- JSC "Kamaz-Engineering"
- LLP "Bus Fleet No. 3 SK"
- Department of Passenger Transport and Highways of Astana
- LLP "CityTransportationSystems"
- JSC "Passenger Transportation"

- JSC "Nursultan Nazarbayev International Airport"
- JSC "Wagon Service" Akmola Branch for Passenger Car Repairs
- RSE on PVC "Motor Transport Administration of the Office of the President of the Republic of Kazakhstan"

Analytical Section

The self-assessment report notes that the uniqueness of the educational programs lies in the development of students' knowledge and skills that integrate all theoretical and practical aspects of quality management and ensuring the competitiveness of products through the implementation of standardization and conformity assessment methods, with a focus on the most promising trends in the agricultural sector and related fields – organic farming, digital technologies, including blockchain technologies, bio-measurements, and measurement systems. However, members of the accreditation expert commission (AEC) emphasize the need for targeted actions by the EP leadership to position the programs on the educational market, both within the Republic of Kazakhstan and beyond. Attention must be paid to designing the educational program in such a way that its internal content has its uniqueness and distinction from similar EPs implemented in Kazakhstan and abroad.

The AEC also notes the necessity of aligning and harmonizing the content of the accrediting EPs with similar programs at leading universities in the country and abroad to foster collaboration, exchange of experience, educational integration, and high-quality specialist training, which was not reflected in the EP development plan.

Independent knowledge assessment is not only an evaluation of the student's knowledge and skills but also of the entire educational institution. Successful certification of students is an important indicator of the appropriate level of knowledge, skills, and professional competence of graduates. In the self-assessment report and during the AEC visit, it was shown that one student in the EP 7M07107 – "Transport, Transport Equipment, and Technologies" took the "LOGO" program in Germany, completed courses, and received certification. However, to strengthen the competencies of graduates, AEC experts recommend exploring additional certification opportunities for students within the framework of supplementary education (minor courses). The EP development plan does not present information about providing students with opportunities for professional certification in the future.

EEC members note that the accrediting EPs have good potential, as there are enterprises in the city/region that could assist in providing students with additional professional competencies, making them more competitive and in demand upon graduation through micro-qualifications and professional certificates obtained during the training.

Additionally, based on interviews and a review of departmental documents, the AEC notes that work on developing joint double-degree educational programs with foreign universities is not being conducted effectively. The self-assessment report mentions that work is underway to develop joint EPs with leading Kazakhstan and foreign educational organizations, but progress appears to be slow.

Results from faculty surveys show the following responses to the questions:

- How well does the content of the educational program meet your scientific and professional interests and needs?
  - Very well – 57.10% (32 people), Well – 42.92% (24 people)
- How well does the university leadership focus on the content of the educational program?
  - Very well – 44.60% (25 people), Well – 55.40% (31 people)
- How well does the educational program meet labor market expectations and employer needs?
  - Very well – 35.70% (20 people), Well – 60.70% (34 people), Fairly poorly – 3.60% (2 people)

Results from student surveys show the following responses to the questions:

- How satisfied are you with the overall quality of the educational program?

- Fully satisfied – 89.4% (59 people), Partially satisfied – 9.1% (6 people), Not satisfied – 1.5% (1 person)

- How satisfied are you with the information provided on the requirements to successfully complete the program (specialty)?
  - Fully satisfied – 90.9% (60 people), Partially satisfied – 7.6% (5 people), Not satisfied – 1.5% (1 person)
- How satisfied are you with the information provided to students about courses, educational programs, and the academic degree received?
  - Fully satisfied – 90.9% (60 people), Partially satisfied – 7.6% (5 people), Partially not satisfied – 1.5% (1 person)

It should be noted that only students from the bachelor's program in EP 6B07106 – "Transport, Transport Equipment, and Technologies" participated in the student survey.

Recommendations from the Accreditation Expert Commission (AEC) for Educational Programs 6B07106 – "Transport, Transport Equipment and Technologies," 7M07107 – "Transport, Transport Equipment and Technologies," 8D07106 – "Transport, Transport Equipment and Technologies":

1. The program leadership should ensure the involvement of partners in preparing students for professional certification, for example, in vehicle diagnostics methods, physical-mechanical analysis methods in scientific research. A plan of activities should be developed. Deadline: 01.02.2025.
2. The program leadership should consider, in meetings of the collegial bodies, the necessity of implementing dual degree and/or joint educational programs with foreign universities. Deadline: 01.03.2025.

EEC Conclusions on Criteria: For the standard "Development and Approval of the Educational Program," 12 criteria were disclosed, of which: 11 positions were satisfactory, and 1 position requires improvement.

6.4. Standard "Continuous Monitoring and Periodic Evaluation of the Educational Program"

- The university must ensure the review of the content and structure of the educational program (OP) in light of changes in the labor market, employer requirements, and societal demands.
- The university must demonstrate the presence of a documented procedure for monitoring and periodic evaluation of the OP to achieve the program's goals. The results of these procedures should be aimed at the continuous improvement of the OP.

Monitoring and periodic evaluation of the OP should cover:

- The content of the programs in the context of the latest achievements in science and technology related to specific disciplines.
- Changes in societal needs and professional environments.
- Student workload, academic performance, and graduation rates.
- The effectiveness of student evaluation procedures.
- The needs and level of satisfaction of students.
- The alignment of the educational environment and support services with the goals of the OP.
- All stakeholders should be informed of any planned or undertaken actions concerning the OP. Any changes made to the OP should be published.

- Support services should identify the needs of different student groups and their level of satisfaction with the organization of learning, teaching, assessment, and overall program mastery.

Evidence Section

The Department of "Transport Technology and Engineering" conducts continuous monitoring of labor market changes based on agreements with employers. It studies the qualification requirements for employees to ensure compliance with these standards. Additionally, the faculty maintains ongoing communication with the labor market through initiatives such as the graduate fair, which includes invited employers.

Changes to the educational programs are made based on the results of monitoring and evaluation, taking into account the needs of the educational services market, the university's role within it, the preferences of applicants and their parents, feedback from employer surveys, faculty, and students, as well as the analysis of the student body and its main characteristics, and the satisfaction levels of students and faculty members. All changes within the OP are discussed at the department level, during the faculty council on academic quality, and at the Faculty Council.

As a result of monitoring and periodic evaluation, changes were made to the educational programs to reflect labor market shifts and employer needs. New courses were introduced, including:

- For the undergraduate program: "Petroleum Products, Oils, Additives," "Technological Support for Electric Vehicle Services."
- For the master's program: "Automobile Production Technology," "Eco-transport."
- For the doctoral program: "Development and Management of Research Projects," "Organization of Scientific Research."

Information on the normative workload, academic performance evaluations, and requirements for graduates of the OP are outlined in the university's Academic Policy, approved by the Academic Council of the NAO "KATU named after S. Seifullin."

The effectiveness of the student assessment procedure is determined in accordance with the criteria specified in the organization standard СО ВНД 02.2079-2022, "Organization Standard: Knowledge Control and Final Certification of Students."

Throughout the reporting period, surveys were conducted at the university level in collaboration with the department, including surveys of students, faculty members, and employers. Based on the survey results, reports and recommendations were created to improve student satisfaction with the quality of educational services. According to the survey, more than 80% of students and employers are satisfied with the training quality at NAO "KATU named after S. Seifullin."

To assess the satisfaction of internal needs, the university organizes and conducts surveys every academic period for students, faculty, and parents. The surveys used include: "Teacher through the Eyes of a Student," "University through the Eyes of Parents," and "Evaluation of Social Well-being of Students." The survey results are statistically processed, discussed during department meetings, and taken into account when planning future educational activities.

Analytical Section

The organization of monitoring procedures within the framework of EP evaluation is planned. The results of monitoring the quality of EP implementation are documented in the form of analytical notes, reports, and discussed at meetings of the university’s collegial bodies in the context of adopting preventive and corrective measures. However, the EP leadership did not demonstrate any activities regarding the conduct of monitoring and periodic evaluation of the EP, analysis of the monitoring results, or targeted actions to address the remarks arising from the analysis.

During the work of the AEC and interviews with faculty and students, it was revealed that the main method of assessing students’ learning outcomes is traditional methods such as testing and

oral/written questioning. In order to improve students' academic achievements, the EP leadership needs to review the range of assessment tools in accordance with the specifics of studying the disciplines. It is advisable to include alternative types of assessment tools, for example, the completion and defense of a research/analytical project (individually or in a team), solving (and defending) situational tasks/case assignments, and others.

In the "Department" section of the official university website, the following are published: the EP development plan, the educational program, CEP, certificates of accreditation of the educational programs, etc. (for example, https://kazatu.edu.kz/ru/facultet/kafedra-transportnoj-tehniki-i-tehnologii), however, there is no information about any planned or undertaken actions regarding the EPs under review. In addition, AEC experts note that during the interviews, employers stated that they are not informed about actions regarding the EP.

Based on the faculty survey, the following responses were obtained:

- How would you rate the conditions created, taking into account the needs of various groups of students? – Very good – 44.60% (25 people), Good – 51.80% (29 people), Relatively poor – 3.60% (3 people) of the surveyed faculty;
- How well do the students' knowledge acquired at the university correspond to the demands of the modern labor market? – Very good – 30.40% (17 people), Good – 67.90% (38 people), Relatively poor – 1.80% (1 person) of the surveyed faculty;
- How do you assess the sufficiency and accessibility of the necessary scientific and educational literature in the library? – Very good – 44.60% (25 people), Good – 50.00% (28 people), Relatively poor – 5.40% (3 people) of the surveyed faculty.

Based on the student survey, the following responses were obtained:

- How satisfied are you with the objectivity of the assessment of knowledge, skills, and other academic achievements? – Fully satisfied – 92.4% (61 people), Partially satisfied – 6.1% (4 people), Not satisfied – 1.5% (1 person) of the surveyed students;
- How satisfied are you with the objectivity and fairness of the teachers? – Fully satisfied – 90.9% (60 people), Partially satisfied – 4.5% (3 people), Partially not satisfied – 1.5% (1 person), Not satisfied – 3.0% (2 people) of the surveyed students;
- How much do you agree with the statement: "The objectivity of assessing knowledge, skills, and other academic achievements" – Completely agree – 84.8% (56 people), Agree – 9.1% (6 people), Partially agree – 3% (2 people), Disagree – 1.5% (1 person), Completely disagree – 1.5% (1 person) of the surveyed students.

It should be noted that only undergraduate students enrolled in EP 6B07106 – "Transport, Transport Equipment and Technologies" participated in the student survey.

Strengths/Best Practices for Accredited EPs 6B07106 – "Transport, Transport Equipment and Technologies", 7M07107 – "Transport, Transport Equipment and Technologies", 8D07106 – "Transport, Transport Equipment and Technologies":

No strengths were identified.

Recommendations of the AEC for EPs 6B07106 – "Transport, Transport Equipment and Technologies", 7M07107 – "Transport, Transport Equipment and Technologies", 8D07106 – "Transport, Transport Equipment and Technologies":

The EP leadership should ensure that the university website displays the planned and/or implemented actions regarding the EP over the past 4 years, maintaining their relevance. Deadline: 01.12.2024.

EEC Conclusions on the Criteria:

For the standard "Continuous Monitoring and Periodic Evaluation of the Educational Program," 10 criteria were disclosed, of which: 9 positions are satisfactory, and 1 position requires improvement.

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

● *The EP management must ensure respect and attention to the diverse groups of students and their needs, providing them with flexible learning trajectories.*

● *The EP management must ensure teaching based on the latest achievements of global science and practice in the field of training, using various modern teaching methods and assessment techniques that ensure the achievement of the EP goals, including the competencies and skills required for scientific work at the required level.*

● *The EP management must establish mechanisms for distributing the students' academic workload between theory and practice within the EP, ensuring that each graduate masters the content and achieves the EP goals.*

● *An important factor is the presence of in-house research in the field of teaching methodologies for the EP disciplines.*

● *The university must ensure that the procedures for assessing learning outcomes correspond to the planned outcomes and goals of the EP.*

● *The university must ensure the consistency, transparency, and objectivity of the mechanism for evaluating the EP learning outcomes. The criteria and methods for assessing learning outcomes must be published in advance.*

● *Evaluators must be proficient in modern methods of assessing learning outcomes and regularly upgrade their qualifications in this field.*

● *The EP management must demonstrate the existence of a feedback system on the use of various teaching methods and assessment techniques.*

● *The EP management must demonstrate support for student autonomy while providing guidance and assistance from the instructor.*

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

Evidence Section

In the university, student-centered learning is implemented at all levels of training within EP 6B07106 – "Transport, Transport Equipment and Technologies," 7M07107 – "Transport, Transport Equipment and Technologies," 8D07106 – "Transport, Transport Equipment and Technologies." Knowledge assessment ensures an objective evaluation of each student's achievement of the EP goals.

The Self-Assessment Report mentioned that individual educational trajectories for students are provided through registration for elective courses. Students' freedom of choice is facilitated by offering an elective course catalog (CEP) that contains information about the goals, content, and expected learning outcomes for each discipline. It is emphasized that there are equal opportunities for learning in different languages. As a result of the AEC visit, criteria were also discovered that may take into account gender equality along with the choice of language (Kazakh, Russian, and English) and preferences for disciplines. An approach to the development of inclusive education is reflected, an infrastructure has been created, and the possibility of providing individual learning plans has been demonstrated as evidence of flexible learning trajectories.

Students have the opportunity to participate in university governance; however, this remains an exceptional practice, as only isolated examples of student involvement in student self-government committees, participation of representatives in faculty councils, curriculum and program committees, as well as in the council for research work and the functioning of student organizations, associations, and unions, have been provided.

Within EP 6B07106/7M07107/8D07106 – "Transport, Transport Equipment and Technologies," there is experience in using innovative teaching methods (multimedia systems, presentations, videos, electronic versions of lectures, and materials for laboratory-practical classes are used). Experience in the active use of online resources and innovative teaching methods such as case studies, inductive and deductive methods, productive, explanatory-illustrative, exploratory, research, problem-solving, verbal, demonstrative, and practical methods during classes is presented. Among the technological tools employed, there is experience in the use of innovative devices such as the 3D Oculus Quest 2 (fully autonomous virtual reality headsets with six degrees of freedom (6DoF) used for the discipline "Fundamentals of Vehicle Design – I").

The university's approach to assessing student satisfaction with a discipline and its teaching is presented.

Student competencies, under various forms of control, are assessed using a point-rating and letter grading system, based on the normative documents "Rules for Conducting Ongoing Assessment of

Academic Performance and Interim Certification" and "Knowledge Control and Final Certification of Students," approved by the Chairman of the Board-Rector (Order No. 247-N dated 24.05.2022).

The procedure for responding to student complaints within the EP is well established and institutionalized, though it is not widespread. The appeal procedure is known and transparent, regulated by the document "Rules for Ongoing Assessment of Academic Performance and Interim Certification of Students."

Academic indicators are analyzed at department meetings in accordance with internal regulatory documents governing quality control in education, including ongoing assessment, benchmark assessments, interim, and final certification. Each student can access this information via the personal account in the "Platonus" system. The mechanism for evaluating learning outcomes within EP 6B07106/7M07107/8D07106 – "Transport, Transport Equipment and Technologies" is developed quite thoroughly.

The university provides students with the opportunity to shape their individual educational trajectory by registering for elective courses. The result of student registration is the formation of an individual study plan (ISP), which reflects both the compulsory and elective components of the curriculum.

The organization of independent work for doctoral students, aimed at mastering and practically applying skills, was conducted in the form of additional classes in a distance format on the ZOOM platform. For example, Associate Professor Abdrahmanov, Ph.D., conducted SRDP classes on the discipline "Fundamentals of Scientific Experiments" using multimedia technology in a dialogue mode and non-contact informational interaction.

For each type of assessment, the instructor chooses the appropriate evaluation tool, which serves as the form of independent work. To stimulate independence and autonomy in the learning process, teaching methods such as project creation, preparation of public presentations, artificially creating uncertainty or problem situations, and the preparation of professionally oriented videos and presentations are used.

The university has a system for responding to complaints and recommendations from students and parents through various forms of feedback. On the official university website, there is a rector's blog available at https://kazatu.edu.kz/dir-blog, where students can ask questions of interest. Every Wednesday, students can schedule a meeting with the rector. In each university building, there is a "Suggestion Box" where students can express their complaints and proposals.

The transparency of the knowledge assessment procedure is ensured by the publication on the Educational Portal of current grades, interim and final results in electronic gradebooks, video recording of exams, and collective decision-making regarding the awarding of qualifications. Thus, each student can see the status of their academic achievements and discuss them with advisors, faculty, and faculty management.

In order to implement student-centered learning and teaching, the EP leadership of 6B07106/7M07107/8D07106 – "Transport, Transport Equipment and Technologies" ensures timely information to students about the criteria and procedures used for assessing learning outcomes.

At the Department of "Transport Technology and Engineering," teaching aids have been developed, such as "Transport Systems and the Transportation Process" (Balgabekov T.K.), "Methodological Foundations for Training Vehicle Drivers" (Zhandarbekova A.M.), "Construction of Internal Combustion Engines" (Karbayev N.K., Orazaliev B.T.), among others.

Those who have completed the higher or postgraduate educational program and successfully passed the final certification are awarded the degree of "Bachelor" ("Master") and receive a diploma with an appendix (transcript) and a European Diploma Supplement.

The Diploma Supplement (transcript) specifies the latest grades according to the point-rating system for all types of academic work, along with the credit volume in academic credits and hours.

Analytical Section

The AEC notes that for most criteria of the standard for student-centered learning, both the EP management and leadership ensure compliance through sufficient institutional mechanisms as well as their strict implementation.

Nevertheless, it should be noted that flexible learning trajectories are understood as the freedom to choose disciplines within the EP, and special categories of students—such as those with specific information processing needs—are not included within the EP (Self-Assessment Report, interviews with EP leadership). Furthermore, interviews with faculty indicate that the EP leadership rarely applies the practice of developing its own teaching methodologies for academic disciplines. It is noted that faculty develop teaching and methodological complexes for conducting laboratory and practical sessions, as well as methodological manuals for completing term projects, etc. However, there is insufficient evidence of original research based on scientific studies in the implementation of EP 6B07106/7M07107/8D07106 – "Transport, Transport Equipment and Technologies" and of experience in implementing the results of their own research in the field of teaching methodology for EP disciplines, while in interviews, instructors point to the lack of any systematic encouragement of innovative activity in the field of academic work.

Of note is the mention of the evaluation of the effectiveness of faculty learning outcomes at the university level—members of the Academic Council regularly undergo professional development; however, no plan for the professional development of faculty in courses training them in modern methods of assessing learning outcomes, applicable to faculty within EP 6B07106 – "Transport, Transport Equipment and Technologies," 7M07107 – "Transport, Transport Equipment and Technologies," and 8D07106 – "Transport, Transport Equipment and Technologies" has been identified.

Strengths/Best practices for accredited EPs 6B07106 – "Transport, Transport Equipment and Technologies", 7M07107 – "Transport, Transport Equipment and Technologies", 8D07106 – "Transport, Transport Equipment and Technologies":

No strengths were identified.

Recommendations of the AEC for EPs 6B07106 – "Transport, Transport Equipment and Technologies", 7M07107 – "Transport, Transport Equipment and Technologies", 8D07106 – "Transport, Transport Equipment and Technologies":

1. *The EP leadership should ensure the implementation of the results of its own research in the field of teaching methodology for EP disciplines into the educational process. Deadline: 01.09.2025.*
2. *The EP leadership should develop a plan for the professional development of faculty in courses that train modern methods of assessing learning outcomes. Deadline: 01.12.2024.*

EEC conclusions on the criteria: For the standard "Student-Centered Learning, Teaching, and Performance Evaluation," 10 criteria were disclosed, of which 8 positions are satisfactory and 2 positions require improvement.

6.6. Standard "Students"

● The university must demonstrate a policy for forming the student body and ensure the transparency of its procedures. Procedures governing the student life cycle (from admission to graduation) must be defined, approved, and published.

● The EP leadership must provide for the implementation of special adaptation and support programs for newly admitted and international students.

● The university must demonstrate that its actions comply with the Lisbon Convention on recognition, including the existence and use of a mechanism for recognizing the results of academic mobility of students as well as the results of additional, formal, and informal learning.

● The university must ensure opportunities for both external and internal academic mobility for students, as well as provide them with assistance in obtaining external grants for education.

● The university must actively encourage students to engage in self-education and extracurricular development.

● An important factor is the existence of a mechanism for supporting gifted students.

● The university must demonstrate cooperation with other educational organizations and national centers "of the European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers" (ENIC/NARIC) in order to ensure comparable recognition of qualifications.

● The university must provide students with internship opportunities and demonstrate a procedure for facilitating graduate employment and maintaining contact with them.

● The university must demonstrate a procedure for issuing graduates documents that confirm the qualification obtained, including the achieved learning outcomes.

● The EP leadership must demonstrate that the program's graduates possess skills that are in demand in the labor market and that these skills are indeed required by the labor market.

● The EP leadership must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.

● An important factor is the existence of an active alumni association/union.

***Evidence* section**

The university has defined, published, and consistently applied internal regulatory documents governing all periods of education, including admission, academic performance, recognition and certification, as well as the recognition of previous learning outcomes and competencies.

During the AEC visit, the criteria and requirements for applicants for EP 6B07106/7M07107/8D07106 – "Transport, Transport Equipment and Technologies" were demonstrated, and access to the admission rules was provided (the list of documents can be found on the university website: https://kazatu.edu.kz/pages/abiturientu/vyssee-obrazovanie).

AEC members familiarized themselves with the material and technical base for internships of the accredited programs assigned to the Department of "Transport Technology and Engineering":

- JSC "Bus Fleet No. 1"
- JSC "Wagon Service" – Akmola Branch for Passenger Car Repairs
- JSC "Nursultan Nazarbayev International Airport"
- RGP at PVH "Auto Economy of the Department of Material and Technical Support"
- RGP at PVH "Auto Economy of the Office of the President of the Republic of Kazakhstan"
- LLP "Hyundai Premium Astana"
- LLP "City Transportation Systems"
- LLP "Global Network Logistics"
- LLP "STAHLBAU"
- LLP "Trans Logistics Capital Group"
- LLP "Bus Fleet No. 4" of the city of Astana
- LLP "Kazakhstan Paramount Engineering"
- LLP "Resource Center KZ"
- LLP "Electric Bus Fleet No. 1" of the city of Astana
- LLP "Electric Locomotive Assembly Plant"
- Administrative Police Department of Astana

With respect to EP 6B07106/7M07107/8D07106 – "Transport, Transport Equipment and Technologies," it was not possible to study an example of interest from foreign citizens (isolated cases of admission of foreign students in the number of 5 in the accredited educational programs do not reflect systematic practice), whereby the approaches to conducting special adaptation and support programs for first-year students, international students, and mobility students are not fully applicable. At the same time, the existence of such programs should be acknowledged.

At KATU named after S. Seifullin, a mechanism for the recognition of learning outcomes in accordance with the Lisbon Convention on Recognition has been defined. An example of agreements on academic mobility with other universities was shown, reflecting the opportunities for

the university to cooperate with other educational organizations and national centers "of the European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers" (ENIC/NARIC) to ensure comparable recognition of qualifications.

Academic mobility at KATU named after S. Seifullin is primarily determined by the existence of mutually beneficial cooperation agreements with many foreign universities and institutions in Kazakhstan, as well as with countries of near and far abroad in the field of science and education. The university's activities in academic mobility are primarily regulated by the Rules for Organizing the Educational Process under the Credit Technology of Learning (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated November 22, 2007, No. 566 with amendments and supplements dated July 30, 2010, No. 404), the action plan for organizing internal and external academic mobility for students, and the Regulation on Organizing External Academic Mobility for Students (https://kazatu.edu.kz/pages/coo/vnutrennaa-akademiceskaa-mobilnost).

There is an example of academic mobility of a 3rd-year bachelor's student in the educational program 6B065 – "Transport, Transport Equipment and Technologies" using distance learning technologies in the autumn trimester of the 2020–2021 academic year within the framework of the Memorandum on Mutual Cooperation in Providing Educational Services within the programs between NAO "Kazakh Agrotechnical University named after Saken Seifullin" and the Buryat State Agricultural Academy named after V.R. Filippov (Russia).

A striking example of stimulating students to engage in self-education and extracurricular development is the work on attracting students and supporting gifted students at the Department of "Transport Technology and Engineering," where scientific circles have been created, such as "Ensuring Traffic Safety" – led by Ph.D. Zhandarbekova A.M., and "Transportnik" – led by Ph.D., Associate Professor B.T. Orazaliev, as well as the "Motorist" circle – led by Ph.D., Associate Professors B.T. Orazaliev and A.B. Abdrahmanov. The circle includes 20 students. However, there was no demonstration of an actual mechanism to support gifted students.

For extracurricular development, the university operates scientific circles, sports sections, literary and debate clubs, creative collectives (dance, music, theater, KVN, etc.). In addition, throughout the academic year, a multitude of events and competitions are held, the largest of which include "First Student Autumn," "Nauryz-Meyram," "Qyz Syny," "Zhigit Sultany," the Spartakiad among first-year students, and much more (https://kazatu.edu.kz/pages/universitet/studenceskaa-zizn/naucnye-kruzki).

The comprehensiveness and reasonableness of the approaches within the EP regarding the organization of internships and graduate employment through systematic work with employers and the use of the partner enterprises database is noteworthy.

The university's activity to provide EP graduates with documents confirming their qualifications is organized in accordance with the VND, and a diploma, a European Diploma Supplement, and a transcript are issued.

The existence of an adapted European Credit Transfer and Accumulation System (ECTS) is a key position of NAO "Kazakh Agrotechnical University named after Saken Seifullin" in achieving transparency in education and recognition of qualifications and periods of study, which are the fundamental principles of the Bologna Process.

Upon completion of the bachelor's/master's/doctoral program, a diploma is issued indicating the degree awarded according to the EP, along with a transcript in three languages and a European Diploma Supplement to all graduates free of charge.

Analytical Section

In the university, the policy for forming the student body has been properly developed and is applied within the framework of the EP. The existing procedures comply with national legislation. The leadership of the accredited EPs carries out systematic work to ensure the quality of internship organization and the future employment of graduates. There are no obstacles to academic mobility

at the university, and the procedure for crediting previous learning outcomes is transparent and understandable.

At the same time, AEC members consider that the possibility for external mobility within EP 6B07106/7M07107/8D07106 – "Transport, Transport Equipment and Technologies" is insufficient, as the relevant agreements with foreign partners exist only on paper.

Based on its own analysis within the self-assessment, the university states that one of the problems in admission to the doctoral program, including for EP 8D07106 – "Transport, Transport Equipment and Technologies," is the weak command of foreign languages.

The university notes a growing number of foreign students, representatives of various cultures, coming to NAO "Kazakh Agrotechnical University named after Saken Seifullin" to pursue higher education. The normative basis for the university's activities in academic mobility is deemed sufficient, as it is primarily regulated by the Rules for Organizing the Educational Process under the Credit Technology of Learning (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated November 22, 2007, No. 566, with amendments and supplements dated July 30, 2010, No. 404), the action plan for organizing internal and external academic mobility for students, and the Regulation on Organizing External Academic Mobility for Students (https://kazatu.edu.kz/pages/coo/vnutrennaa-akademiceskaa-mobilnost). Despite all these conditions, it should be noted that the participation of students in the "external and internal academic mobility" program and in "participation in international competitions and grant programs" is insignificant.

Analyzing the employment data of graduates, it can be stated that, in general, graduates are in demand, with a positive dynamic in the growth of the number of graduates who find employment in the specialties of the EP. To assess student satisfaction with the educational process and the faculty's performance, an annual student survey is conducted (https://kazatu.edu.kz/pages/kar-era_20230307033007/programma-mentorstva). At the same time, the activity of the alumni association, whose existence is indicated by the normative documents provided by the university, is insufficient and requires the development of an activity plan for EP 6B07106 – "Transport, Transport Equipment and Technologies", 7M07107 – "Transport, Transport Equipment and Technologies", 8D07106 – "Transport, Transport Equipment and Technologies" to involve alumni in the implementation of the EP.

Strengths/Best Practices for the Accredited EPs 6B07106 – "Transport, Transport Equipment and Technologies," 7M07107 – "Transport, Transport Equipment and Technologies," 8D07106 – "Transport, Transport Equipment and Technologies":
No strengths identified.

Recommendations of the EEC for EPs 6B07106 – "Transport, Transport Equipment and Technologies," 7M07107 – "Transport, Transport Equipment and Technologies," 8D07106 – "Transport, Transport Equipment and Technologies":

1. The EP management should revise the indicative indicators in the EP development plan and increase the share of students participating in the "external and internal academic mobility" program, as well as in "international competitions and grant programs." Deadline: 01.07.2025.
2. The university administration should develop an action plan to attract graduates to participate in the alumni association and ensure the effective implementation of the EP. Deadline: 01.06.2025.

EEC Conclusions on the Criteria:
Under the "Students" standard, 12 criteria were assessed, of which 11 were satisfactory, and 1 requires improvement.

6.7. Standard "Faculty"

- *The university must have an objective and transparent personnel policy within the framework of the EP, including recruitment (including invited faculty), professional growth, and staff development, ensuring the professional competence of the entire faculty.*
- *The university must demonstrate that the qualitative composition of the faculty meets established qualification requirements, the university's strategy, and the EP goals.*
- *The EP management must demonstrate changes in the role of the instructor in connection with the transition to student-centered learning and teaching.*
- *The university must provide opportunities for career growth and professional development of the faculty, including young instructors.*
- *The university must involve industry specialists in teaching who have professional competencies that meet the EP requirements.*
- *The university must demonstrate the existence of a mechanism for motivating the professional and personal development of faculty members.*
- *The university must demonstrate the extensive use of information and communication technologies and software tools in the educational process by faculty (e.g., online learning, e-portfolios, MOOCs, etc.).*
- *The university must demonstrate efforts aimed at developing academic mobility and attracting the best foreign and domestic faculty members.*
- *The university must show the involvement of each instructor in promoting a culture of quality and academic integrity at the university and define the contribution of faculty members, including invited lecturers, to achieving EP goals.*
- *An important factor is the involvement of faculty members in the development of the region's and country's economy, education, science, and culture.*

Evidence section

The educational organization (EO) implements an objective and transparent personnel policy, takes responsibility for its employees, and provides them with favorable working conditions.

A set of documents regulating personnel policy has been developed within the EO. The recruitment process is accessible and transparent. The measures of personnel policy apply to all structural divisions of the EO, and the EPs 6B07106/7M07107/8D07106 – "Transport, Transport Engineering, and Technology" are no exception. The EO demonstrates that the personnel potential of the accredited EP meets existing requirements.

The university and EP management recognize their responsibility toward employees, and measures to ensure staff well-being have been demonstrated.

An analysis of faculty satisfaction with incentive measures and remuneration across the Department of Transport Engineering and Technology (TTT) shows a trend of dissatisfaction. However, the survey results and self-assessment report do not reflect motivating factors for improving faculty well-being and stimulating their professional activity. Interviews with faculty did not fully reveal the entire incentive mechanism for faculty members.

The development of academic mobility has not been demonstrated, and the involvement of top foreign and domestic professors and industry professionals in implementing the EPs 6B07106/7M07107/8D07106 – "Transport, Transport Engineering, and Technology" has not been noted. Additionally, there is no emphasis on the selection procedures, criteria, or rationale for engaging specific specialists. While partnerships within collaboration frameworks have been presented, their participation in the educational process has not been demonstrated.

All information regarding personnel procedures is available to faculty and staff through their personal accounts on the Educational Portal and corporate email.

The existing faculty composition sufficiently meets the requirements for training within the EP "Transport, Transport Engineering, and Technology." However, the average age of faculty members, especially those with academic degrees, raises concerns about the future development potential of the EP. The proportion of faculty members holding academic degrees is relatively high (71%). Many faculty members must undergo additional training to teach specialized disciplines, and annual internship programs have been presented. Faculty development and training programs are conducted regularly, at least once every three years, with a minimum of 72 hours per course, in accordance with qualification requirements.

The TTT department is working on attracting leading foreign scientists for joint research, including:

- Professor Shrini K. Upadhyaya (UC Davis, USA)
- Jacek Cieslik (AGH University of Science and Technology, Krakow, Poland)
- Dimitar Petkov Karaivanov (University of Chemical Technology and Metallurgy, Bulgaria)

Additionally, collaborations have been established with leading Kazakhstani and foreign educational institutions, including:

- Satbayev University (KazNITU)
- Kazakh National Agrarian University (KazNAU)
- Karaganda Technical University (KarTU)
- Toraighyrov University
- Shakarim University (Semey State University)
- UC Davis, USA
- AGH University of Science and Technology, Krakow, Poland
- University of Chemical Technology and Metallurgy, Bulgaria
- Belarusian State Agricultural Academy (BGATU)

For doctoral students, international scientific advisors have been engaged:

- Francisco Jurado Melguizo, PhD, Professor at the University of Jaén (Spain), Linares
- Alexander Vladimirovich Gritsenko, DSc, Professor at South Ural State University (Russia), Chelyabinsk
- Sergey Alexandrovich Bykadorov, DSc, Professor at Siberian Transport University (Russia), Novosibirsk
- Tatyana Gennadievna Nasad, DSc, Professor at Yuri Gagarin Saratov State Technical University (Russia), Saratov
- Michal Bembenek, Professor at AGH University of Science and Technology, Krakow (Poland)

The EO provides faculty and staff with favorable working conditions, which include well-equipped workspaces in classrooms, compliance with sanitary standards and requirements, and modern technical facilities for both teaching and work processes.

As noted in the "Educational Program Management" standard, ensuring personal and professional growth is one of the strengths of the EO as a whole and the accredited EPs in particular. During meetings with faculty, the presence of favorable conditions at the university and support for young teachers was highlighted.

Analytical Section

After analyzing the presented data, the members of the External Expert Commission (EEC) concluded that, according to the "Faculty" standard, the educational organization (EO) has both strengths and satisfactory aspects.

At the same time, the EO's management demonstrates care for its employees, which was noted during faculty interviews. The Self-Assessment Report, strategic documents, and the university’s website also place significant emphasis on human capital development (training, professional development) and creating comfortable working conditions.

The EO involves industry leaders (at least three individuals) and practitioner instructors in the educational process as lecturers for the educational programs 6B07106/7M07107/8D07106 – "Transport, Transport Engineering, and Technology."

However, the effectiveness of active participation in internships is not monitored, and, in the opinion of the EEC members, there are no indicative targets in the EP development plan. The presence of such indicators could enhance faculty participation in programs such as "external and internal academic mobility," "participation in international competitions and grant programs," and "inviting Kazakhstani and foreign scholars, public, and political figures."

It would be advisable to organize training using internal resources on the broader application of information and communication technologies and software tools in the educational process (e.g., online learning, e-portfolios, etc.).

Strengths / Best Practices for the Accredited Educational Programs (EPs) 6B07106 – "Transport, Transport Engineering, and Technology," 7M07107 – "Transport, Transport Engineering, and Technology," 8D07106 – "Transport, Transport Engineering, and Technology":

1. The university provides career growth and professional development opportunities for faculty members, including young lecturers.

EEC Recommendations for EPs 6B07106 – "Transport, Transport Engineering, and Technology," 7M07107 – "Transport, Transport Engineering, and Technology," 8D07106 – "Transport, Transport Engineering, and Technology":

1. The EP management should review the indicative targets in the EP development plan and increase faculty participation in programs such as "external and internal academic mobility," "participation in international competitions and grant programs," and "inviting Kazakhstani and foreign scholars, public, and political figures."

Deadline: September 1, 2025

EEC Conclusions by Criteria:

According to the "Faculty" standard, 10 criteria were assessed:
1 criterion was identified as a strength.
8 criteria were rated as satisfactory.
1 criterion requires improvement.

6.8. Standard: "Educational Resources and Student Support Systems"

- *The university must ensure that educational resources, including material and technical infrastructure, align with the objectives of the educational program.*
- *EP management must demonstrate the availability of classrooms, laboratories, and other facilities equipped with modern equipment to achieve the EP's goals.*

The university must demonstrate that its information resources meet the needs of the institution and the implemented EPs, particularly in the following areas:

- ***Technological support** for students and faculty in accordance with educational programs (e.g., online learning, modeling, databases, data analysis software).*
- ***Library resources**, including collections of educational, methodological, and scientific literature on general education, core, and specialized disciplines in both print and electronic formats, as well as periodicals and access to scientific databases.*
- ***Plagiarism detection** for research results, theses, and dissertations.*
- ***Access to educational internet resources.***
- ***Wi-Fi availability** throughout the university.*

The university must demonstrate that it creates conditions for conducting research, integrating science and education, and publishing the scientific work of faculty, staff, and students.

*The university should aim for **educational equipment and software** to be comparable to those used in relevant industries.*

*EP management must demonstrate the existence of **support procedures** for different student groups, including **information and consultation services**.*

*EP management must also show that conditions exist for **students to follow individualized educational trajectories**.*

*The university should consider the **needs of diverse student groups**, including adult learners, working professionals, international students, and students with special educational needs.*

*The university must ensure that its **infrastructure complies with safety requirements**.*

Evidentiary Section

The university is developing the infrastructure used for the implementation of EPs. At Kazakh Agrotechnical Research University named after S. Seifullin, academic support services for students

have been established and are functioning: the Student Service Center (SSC), the Registrar's Office (RO), and the advisor service. The educational process within each EP is provided with the necessary classroom facilities, educational laboratories, computer labs, dormitories, canteens, a medical center, sports halls, a library, etc.

The library collection is formed in accordance with the studied disciplines and the order of the Ministry of Education and Science of the Republic of Kazakhstan No. 508 dated July 18, 2003, "On Approval of the Instruction on the Formation of the Library Fund of State Educational Organizations of the Republic of Kazakhstan."

For the accredited EPs 6B07106/7M07107/8D07106 - "Transport, Transport Equipment, and Technologies," the following specialized software is available in computer labs: AutoCAD, ArcGIS, QGIS.

The resource planning system for EPs is aimed at eliminating the causes of non-compliance between the characteristics of the educational process and consumer requirements. The planning stages include: assessing the actual level of resource provision and existing needs in structural units; analyzing the efficiency of resource utilization; evaluating the degree of their impact on the quality of the performance results of the units; and taking into account students' opinions on the quality of resource provision for the educational program.

In addition, through surveys, the opinions of heads of organizations or departments, under whose direct supervision the graduates work, are considered regarding discrepancies between the level of theoretical and practical training in forming competencies necessary for specific activities and fulfilling job responsibilities. A request is then formed with justification and actual resource needs for the next financial year.

Overall, surveys indicate that the existing material and technical equipment is sufficient for the current student contingent in the accredited EPs; however, updating the material base is unequivocally required.

The student learning environment, including material-technical and information resources, fully corresponds to the objectives of the educational programs. The infrastructure used for EP implementation is developed annually based on the results of monitoring satisfaction with the infrastructure among students, faculty, staff, and other stakeholders.

Analytical Section

A remote inspection and analysis of the provided documents show that the material and technical provision and infrastructure are at an adequate level to ensure the quality of the educational process.

The university demonstrates the presence of support systems for various groups of students, including an active mechanism for inclusive education.

The information resources used in the implementation of EPs 6B07106/7M07107/8D07106 - "Transport, Transport Equipment, and Technologies" are sufficient, and their updating is proceeding gradually. The members of the WEC note the strict quality control of students' written work by checking for plagiarism.

At Kazakh Agrotechnical Research University named after S. Seifullin, conditions have been created for the functioning of the electronic information educational environment for educational programs. In the electronic hall, students work with electronic textbooks, an electronic catalog, Kazakh and foreign electronic resources (Thomson Reuters, Elzevir, SpringerScienceDirect, SciverseScopus, etc.), the electronic library of RMEB, etc. Based on the wired connection to the Internet in classrooms and the wireless Wi-Fi network, access to the electronic information educational environment Platon is provided.

The presence of a system of measures to support various categories of students is demonstrated in the example of socially vulnerable groups (people with disabilities, orphans, large families, etc.). Currently, there are students with individual characteristics at the Department of "Transport Equipment and Technologies," who are receiving education under the EP with inclusive opportunities. The Inclusive Education Regulation at NAO "Kazakh Agrotechnical University

named after S. Seifullin" (PIO VND 02.2060-2021) is in effect and is mandatory for review and strict compliance by all staff members.

A barrier-free architectural environment has been created, ensuring conditions for the unhindered, safe, and convenient movement of students with limited mobility, providing access to buildings and structures of NAO "KATIU named after S. Seifullin." These include ensuring accessibility of pathways, placing informational and navigational support means, duplicating stairs with ramps or lifting devices, equipping stairs and ramps with handrails, contrasting colors on doors and stairs, designating parking spaces for vehicles of persons with disabilities, and more.

In accordance with the applicable regulations at the university, labor protection and safety measures are ensured in the organization of the educational process.

Strengths/Best Practice for the Accredited EPs 6B07106 – "Transport, Transport Equipment, and Technologies," 7M07107 – "Transport, Transport Equipment, and Technologies," 8D07106 – "Transport, Transport Equipment, and Technologies":

No strengths identified.

Recommendations from the WEC for EPs 6B07106 – "Transport, Transport Equipment, and Technologies," 7M07107 – "Transport, Transport Equipment, and Technologies," 8D07106 – "Transport, Transport Equipment, and Technologies":

No recommendations for this standard.

EEC Conclusions on Criteria:

For the standard "Educational Resources and Student Support Systems," 13 criteria were disclosed, of which 13 positions are satisfactory.

6.9. Standard "Public Information"

- *The information published by the university must be accurate, objective, current, and reflect all areas of the university's activities within the framework of the educational program.*
- *Public information should include support and clarification of national development programs of the country and the system of higher and postgraduate education.*
- *The university management must use various methods of disseminating information (including mass media, web resources, information networks, etc.) to inform the general public and interested parties.*

The information published by the university about the educational program must be objective, current, and include:

- *The goal and planned outcomes of the program, the qualification to be awarded;*
- *Information about the system of assessment of students' academic achievements;*
- *Information about academic mobility programs and other forms of cooperation with partner universities and employers;*
- *Information about opportunities for the development of personal and professional competencies of students and employment prospects;*
- *Data reflecting the positioning of the educational program in the educational services market (at regional, national, and international levels).*
- *An important factor is the publication of reliable information about the academic staff, broken down by individual personnel.*
- *The university must publish audited financial reports related to the educational program on its own web resource.*
- *The university should post information and links to external resources on the results of external evaluation procedures.*
- *An important factor is the publication of information about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners, and educational organizations.*

Evidentiary Section

The university publishes information about the implemented educational programs (EP), including details about the programs, teaching, learning, assessment procedures, passing scores, educational opportunities provided to students, expected learning outcomes, the academic

degree/qualification awarded, as well as employment opportunities for graduates through a unified system of information support for students and academic staff, which includes the university's website www.kazatu.edu.kz.

The university demonstrates the continuous development of educational programs, adapting them to global education trends through its implemented information policy. Timely and up-to-date information about the implemented EP 6B07106/7M07107/8D07106 - "Transport, Transport Equipment, and Technologies" is updated on the university website (http://kazatu.edu.kz), AIS "Platonus", social media (https://www.facebook.com/kazatu.official/, "Technical Faculty" https://www.facebook.com/groups/590163404486733/, Instagram accounts @kazatu.official, @sms_kafedrasy), and mass media for the public and all interested parties.

All information regarding passing scores and educational opportunities is presented in the relevant regulatory documents (VND).

Information on graduate employment is available on the university website. Graduate employment is monitored through the collection of employment certificates from employers.

To inform graduates about employment opportunities, the university uses mailings, brochures, and information.

Information for all interested parties regarding the EP is disseminated through the university website, electronic communication means (email, mass media), and the distribution of printed materials.

Public information includes support and clarification of national development programs and the higher education and postgraduate education system. The university's website features sections where national programs and regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan (MNE RK) are posted. Separate sections are dedicated to educational programs.

The primary means of informing the public (future students, their parents, current students, graduates, and employers) is the official university website www.kazatu.edu.kz, as well as the university's social media accounts.

The university has a mechanism for informing the public about its activities, the conditions, and features of the implementation of the initially accredited EP. The management of the EP operates based on the principles of transparency, openness, engagement, and informing students, academic staff, employers, and other stakeholders about the implementation of the EP, initiative, and continuous development and adaptation to changing conditions.

The university timely publishes the necessary information about the accredited EP, as has been repeatedly demonstrated in previous standards.

Information about the academic staff of the EP is presented in detail, with the university website providing regularly updated objective data about the academic staff.

Links to the university's news resources are provided. Data on publications about cooperation with partners within the framework of the EP 6B07106/7M07107/8D07106 - "Transport, Transport Equipment, and Technologies" are not provided.

Analytical Section

A review of the information presented on the university's website, social media, the Self-Assessment Report, surveys of academic staff and students, as well as responses during interviews, leads to the conclusion that there is a large amount of information about NAO "KATIU named after S. Seifullin" available to interested parties. The portfolio of academic staff and detailed information about individual educational programs (EP) are publicly accessible.

What stands out is the structure of information presentation across different EPs, which seems to lack uniformity in the format of presenting personnel details. The information about academic staff on the university's website by EP should be updated to reflect the details of the personnel serving the EP, starting from the first year of all three levels of education.

The university's outreach is represented in mass media and social networks, although the activity of various structural units varies. The public is informed about events taking place at the

university, with significant attention given to image-building and the university's positions in international rankings.

Strengths/Best practices for the accredited EPs 6B07106 – "Transport, Transport Equipment, and Technologies", 7M07107 – "Transport, Transport Equipment, and Technologies", 8D07106 – "Transport, Transport Equipment, and Technologies":

No strengths have been identified.

Recommendations from the EEC for the EPs 6B07106 – "Transport, Transport Equipment, and Technologies", 7M07107 – "Transport, Transport Equipment, and Technologies", 8D07106 – "Transport, Transport Equipment, and Technologies":

1. The EP management should standardize the format of the information about academic staff on the university's website by EP and update the information about the personnel serving the EP, starting from the first year across all three levels of education. Deadline: 01.06.2025.

EEC conclusions by criteria:

The "Public Information" standard includes 12 criteria, all of which are rated as satisfactory.

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

For the "Educational Program Management" standard:
No strengths identified for this section.

For the "Information Management and Reporting" standard:
No strengths identified for this section.

For the "Development and Approval of the Educational Program" standard:
No strengths identified for this section.

For the "Continuous Monitoring and Periodic Evaluation of Educational Programs" standard:
No strengths identified for this section.

For the "Student-Centered Learning, Teaching, and Assessment of Academic Achievement" standard:
No strengths identified for this section.

For the "Students" standard:
No strengths identified for this section.

For the "Academic Staff" standard:
The university provides opportunities for career growth and professional development for academic staff, including young lecturers.

For the "Educational Resources and Student Support Systems" standard:
No strengths identified for this section.

For the "Public Information" standard:
No strengths identified for this section.

(VIII) REVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY FOR EACH STANDARD

For the "Educational Program Management" standard

Recommendations from the External Expert Commission (EEC) for the EPs 6B07106 – "Transport, Transport Equipment, and Technology," 7M07107 – "Transport, Transport Equipment, and Technology," and 8D07106 – "Transport, Transport Equipment, and Technology":

1. The leadership of the EP should include activities with different stakeholder groups when developing the EP development plan. For example, organizing coordination councils with the invitation of all interested parties, including employers, students, and graduates, for the considered EP. A list of stakeholders should be created, indicating their suggestions and recommendations for each EP. Deadline: 31.12.2024.

2. The leadership of the EP should review the development plans for the accredited EPs to define and develop the individuality and uniqueness of the EP in accordance with the educational level, highlighting the continuity of plans across the levels of education. Deadline: 31.12.2024.

3. The university leadership should develop a roadmap for innovation management, including criteria for evaluating innovation and a mechanism for measuring the results of implementing innovative proposals within the EP. Develop and implement an innovation management policy, considering both scientific and educational innovations. Deadline: 01.03.2025.

4. The leadership of the EP should develop a plan to involve academic staff and students in the management and strategic decision-making processes, with designated responsible persons. Deadline: 01.01.2025.

For the "Information Management and Reporting" standard

Recommendations from the External Expert Commission (EEC) for the EPs 6B07106 – "Transport, Transport Equipment, and Technology," 7M07107 – "Transport, Transport Equipment, and Technology," and 8D07106 – "Transport, Transport Equipment, and Technology":

1. The university leadership should approve the parameters and criteria for the effectiveness and efficiency of the EP activities, define methods for analyzing the effectiveness and efficiency of the EP activities, and establish mechanisms to influence the management of the EP based on the analysis results. Deadline: 01.05.2025.

For the "Development and Approval of the Educational Program" standard

Recommendations from the External Expert Commission (EEC) for the EPs 6B07106 – "Transport, Transport Equipment, and Technology," 7M07107 – "Transport, Transport Equipment, and Technology," and 8D07106 – "Transport, Transport Equipment, and Technology":

1. The leadership of the EP should ensure the participation of partners in preparing students for professional certification, such as methods for diagnosing vehicles, and physical-mechanical methods of analysis in scientific research. A plan of activities should be developed. Deadline: 01.02.2025.

2. The leadership of the EP should consider, at a collegial management meeting, the necessity of implementing a double-degree EP and/or joint EPs with foreign universities. Deadline: 01.03.2025.

For the "Continuous Monitoring and Periodic Evaluation of Educational Programs" standard

Recommendations from the External Expert Commission (EEC) for the EPs 6B07106 – "Transport, Transport Equipment, and Technology," 7M07107 – "Transport, Transport

Equipment, and Technology," and 8D07106 – "Transport, Transport Equipment, and Technology":

1. The leadership of the EP should ensure that the planned and/or implemented actions regarding the EP over the last 4 years are posted on the university's website and kept up to date. Deadline: 01.12.2024.

For the "Student-Centered Learning, Teaching, and Assessment of Performance" standard

Recommendations from the Accreditation and Evaluation Commission (AEC) for the EPs 6B07106 – "Transport, Transport Equipment, and Technology," 7M07107 – "Transport, Transport Equipment, and Technology," and 8D07106 – "Transport, Transport Equipment, and Technology":

1. The leadership of the EP should ensure the integration of their own research findings into the teaching methods of the EP's disciplines within the educational process. Deadline: 01.09.2025.

2. The leadership of the EP should develop a plan for the professional development of the teaching staff through courses on modern methods of assessing learning outcomes. Deadline: 01.12.2024.

For the "Students" standard

Recommendations from the External Expert Commission (EEC) for the EPs 6B07106 – "Transport, Transport Equipment, and Technology," 7M07107 – "Transport, Transport Equipment, and Technology," and 8D07106 – "Transport, Transport Equipment, and Technology":

1. The leadership of the EP should review the indicative indicators in the EP development plan and increase student participation in the "external and internal academic mobility" program and participation in international competitions and grant programs. Deadline: 01.07.2025.

2. The university leadership should develop a plan of activities to engage graduates in the alumni association and to effectively implement the EP. Deadline: 01.06.2025.

For the "Faculty" standard

Recommendations from the External Expert Commission (EEC) for the EPs 6B07106 – "Transport, Transport Equipment, and Technology," 7M07107 – "Transport, Transport Equipment, and Technology," and 8D07106 – "Transport, Transport Equipment, and Technology":

1. The leadership of the EP should review the indicative indicators in the EP development plan and increase faculty participation in the "external and internal academic mobility" program, participation in international competitions and grant programs, and invite Kazakhstani and foreign scientists, public, and political figures. Deadline: 01.09.2025.

For the "Educational Resources and Student Support Systems" standard

- None

For the "Public Information" standard

Recommendations from the External Expert Commission (EEC) for the EPs 6B07106 – "Transport, Transport Equipment, and Technology," 7M07107 – "Transport, Transport Equipment, and Technology," and 8D07106 – "Transport, Transport Equipment, and Technology":

1. The leadership of the EP should standardize the information about the teaching staff on the university's website in relation to the EP, and update the information about the faculty involved

in the EP, starting from the first year and for all three levels of study. Deadline: 01.06.2025.

(IX) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the external expert commission unanimously concluded that the educational programs 6B07106 – "Transport, Transport Equipment, and Technology," 7M07107 – "Transport, Transport Equipment, and Technology," and 8D07106 – "Transport, Transport Equipment, and Technology," implemented at the National Agrarian University named after S. Seifullin, may be accredited for a period of 5 (five) years.

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

Conclusion of the External Expert Commission on the quality assessment of educational programs 6B07106 – "Transport, Transport Equipment and Technologies," 7M07107 – "Transport, Transport Equipment and Technologies," 8D07106 – "Transport, Transport Equipment and Technologies" at the Non-profit "Kazakh Agrotechnical Research University named after S. Seifullin"

№	№	Evaluationcriteria	The position of the educational organization			
			Strong	Satisfactory	Implies improvement	Unsatisfactory
Standard «The Educational Program Management »						
1	1.	The university should demonstrate the development of a goal and strategy for the development of an educational institution based on an analysis of external and internal factors with the broad involvement of a variety of stakeholders.		+		
2	2.	The quality assurance policy should reflect the relationship between scientific research, teaching and learning		+		
3	3.	The university demonstrates the development of a culture of quality assurance		+		
4	4.	Commitment to quality assurance should apply to any activity carried out by contractors and partners (outsourcing), including in the implementation of joint/double-degree education and academic mobility		+		
5	5.	The management of the educational institution ensures transparency in the development of an educational development plan based on an analysis of its functioning, the actual positioning of the university and the orientation of its activities to meet the needs of the state, employers, stakeholders and students.		+		
6	6.	The management of the educational institution demonstrates the functioning of mechanisms for the formation and regular review of the educational development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers and society, and making decisions aimed at continuous improvement of the operational		+		
7	7.	The management of the EP should involve representatives of groups of stakeholders, including employers, students and teaching staff in the formation of a development plan for the EP			+	
8	8.	The management of the educational institution should demonstrate the individuality and uniqueness of the educational institution's development plan, its consistency with national development priorities and the educational organization's development strategy.		+		
9	9.	The university must demonstrate a clear definition of those responsible for business processes within the framework of the management system, the distribution of staff duties, and the differentiation of functions of collegial bodies.		+		
10	10.	The management of the EP ensures coordination of the activities of all persons involved in the development and management of the EP, and its continuous implementation, as well as involves all stakeholders in this process.		+		
11	11.	The management of the EP should ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and appropriate		+		

		decision-making.				
12	12.	The management of the EP should carry out risk management		+		
13	13.	The management of the educational institution should ensure the participation of representatives of interested parties (employers, teaching staff, students) in the collegial management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program.		+		
14	14.	The university must demonstrate innovation management within the framework of the EP, including the analysis and implementation of innovative proposals.			+	
15	15.	The management of the educational institution should demonstrate its openness and accessibility to students of teaching staff, employers and other interested parties.		+		
16	16.	The management of the educational institution confirms the completion of training in educational management programs		+		
17	17.	The management of the EP should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.		+		
		Total according to the standard	**-**	**15**	**2**	
Standard«The Information Management and Reporting »						
18	1.	The university should ensure the functioning of the information collection, analysis and management system based on modern information and communication technologies and software		+		
19	2.	The EP's management demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
20	3.	The management of the EP demonstrates the existence of a reporting system reflecting the activities of all structural divisions and departments within the EP, including an assessment of their effectiveness.		+		
21	4.	The university should determine the frequency, forms and methods of evaluating the management of the educational institution, the activities of collegial bodies and structural divisions, and top management.		+		
22	5.	The university must demonstrate a mechanism for ensuring information protection, including identifying those responsible for the accuracy and timeliness of information analysis and data provision.		+		
23	6.	The university demonstrates the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.		+		
24	7.	The management of the educational institution should demonstrate the availability of communication mechanisms with students, employees and other stakeholders, including conflict resolution.		+		
25	8.	The university should ensure the measurement of the degree of satisfaction of the needs of teaching staff, staff and students within the framework of the educational program and demonstrate evidence of the elimination of the identified deficiencies.		+		
26	9.	The university should evaluate the effectiveness and efficiency of its activities, including in the context of EP		+		
		The information collected and analyzed by the university within the framework of the EP should consider:				
27	10.	key performance indicators		+		
28	11.	the dynamics of the student body in terms of forms and types		+		
29	12.	of academic performance, student achievements and expulsion		+		
30	13.	satisfaction of students with the implementation of the EP and the quality of education at the university		+		
31	14.	availability of educational resources and support systems for students		+		
32	15.	employment and career development of graduates		+		
33	16.	Students, staff, and teaching staff must document their consent to the processing of personal data.		+		
34	17.	The management of the EP should help to provide all the necessary information in the relevant fields of sciences.		+		

		Total according to the standard	**-**	**17**	**-**	
The standard «Development and approval of the educational program»						
35	1.	The university must demonstrate the existence of a documented procedure for the development of an EP and its approval at the institutional level.		+		
36	2.	The university must demonstrate the compliance of the developed EP with the established goals and planned learning outcomes.		+		
37	3.	The management of the educational institution should determine the impact of discipline and professional practices on the formation of learning outcomes.		+		
38	4.	The university can demonstrate the availability of a graduate's model of learning outcomes and personal qualities.		+		
39	5.	The qualifications awarded upon completion of the EP should be clearly defined, explained and correspond to a certain level of the NSC, QF-EHEA		+		
40	6.	The management of the EP should demonstrate the modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS), ensure that the EP and its modules (in terms of content and structure) meet the goals set with a focus on achieving the planned learning outcomes.		+		
41	7.	The management of the educational institution should ensure that the content of academic disciplines and learning outcomes correspond to each other and to the level of study (bachelor's, master's, doctoral studies).		+		
42	8.	The management of the EP must demonstrate the conduct of external expertise of the EP		+		
43	9.	The management of the educational institution must provide evidence of the participation of students, teaching staff and other stakeholders in the development of educational programs and ensuring their quality		+		
44	10.	The management of the EP should demonstrate the positioning of the EP in the educational market (regional/ national/ international), its uniqueness		+		
45	11.	An important factor is the possibility of preparing students for professional certification		+		
46	12.	An important factor is the availability of a double-degree EP and/or joint EP with foreign universities.			+	
		Total according to the standard	**-**	**11**	**1**	
The standard «Continuous monitoring and periodic evaluation of basic educational programs»						
47	1.	The university should ensure the revision of the content and structure of the educational program, considering changes in the labor market, the requirements of employers and the social demand of society.		+		
48	2.	The university must demonstrate the existence of a documented procedure for monitoring and periodic evaluation of the EP to achieve the goal of the EP. The results of these procedures are aimed at continuous improvement of the EP		+		
		The monitoring and periodic evaluation of the EP should consider				
49	3.	the content of the programs in the context of the latest achievements of science and technology in a particular discipline.		+		
50	4.	changes in the needs of society and the professional environment		+		
51	5.	of students' workload, academic performance and graduation		+		
52	6.	effectiveness of student assessment procedures		+		
53	7.	students' needs and satisfaction levels		+		
54	8.	compliance with the educational environment and the activities of support services with the objectives of the EP		+		
55	9.	All stakeholders should be informed of any planned or undertaken action regarding the EP. All changes made to the EP must be published.			+	
56	10.	Support services should identify the needs of different groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, and mastering the EP in general.		+		
		Total according to the standard	**-**	**9**	**1**	
The standard «Student-centered learning, teaching and assessment of academic performance»						

57	1.	The management of the educational institution should ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths.		+		
58	2.	The management of the educational institution should ensure teaching based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and assessment of learning outcomes, ensuring the achievement of the goals of the educational institution, including competencies and skills to perform scientific work at the required level.		+		
59	3.	The management of the EP should determine the mechanisms for distributing the educational load of students between theory and practice within the framework of the EP, ensuring that each graduate learns the content and achieves the goals of the EP.		+		
60	4.	An important factor is the availability of our own research in the field of teaching methods of EP disciplines			+	
61	5.	The university must ensure that the procedures for evaluating learning outcomes comply with the planned results and objectives of the educational program.		+		
62	6.	The university should ensure consistency, transparency and objectivity of the learning outcomes assessment mechanism. Criteria and methods for evaluating learning outcomes should be published in advance.		+		
63	7.	Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly upgrade their skills in this area.			+	
64	8.	The management of the educational institution should demonstrate the existence of a feedback system on the use of various teaching methods and assessment of learning outcomes.		+		
65	9.	The management of the educational institution should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.		+		
66	10.	The management of the educational institution should demonstrate the existence of a procedure for responding to student complaints.		+		
		Total according to the standard	**-**	**8**	**2**	
The standard «Students»						
67	1.	The university must demonstrate the policy of forming a contingent of students and ensure transparency of its procedures. The procedures governing the life cycle of students (from admission to completion) must be defined, approved, and published.		+		
68	2.	The management of the educational institution should provide for special adaptation and support programs for newly enrolled and international students.		+		
69	3.	The university must demonstrate compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.		+		
70	4.	The university should provide an opportunity for external and internal academic mobility of students, as well as assist them in obtaining external grants for training.			+	
71	5.	The university should actively encourage students to self-education and development outside the main curriculum (extracurricular activities)		+		
72	6.	An important factor is the availability of a support mechanism for gifted students		+		
73	7.	The university should demonstrate cooperation with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications		+		
74	8.	The university should provide students with internship places, demonstrate the procedure for facilitating the employment of graduates, and maintain contact with them.		+		
75	9.	The university must demonstrate the procedure for issuing documents to		+		

		graduates confirming their qualifications, including the achieved learning outcomes.				
76	10.	The management of the EP should demonstrate that graduates of the program have skills that are in demand in the labor market and that these skills are really in demand in the labor market.		+		
77	11.	The management of the educational institution should demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.		+		
78	12.	An important factor is the presence of an active alumni association/association		+		
		Total according to the standard		**11**	**1**	
The standard «Teaching staff»						
79	1.	The university should have an objective and transparent HR policy in the context of the EP, including hiring (including invited teaching staff), professional growth and staff development, ensuring the professional competence of the entire staff.		+		
80	2.	The university must demonstrate that the quality of the teaching staff meets the established qualification requirements, the university's strategy, and the goals of the educational program.		+		
81	3.	The leadership of the EP should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning and teaching		+		
82	4.	The university should provide opportunities for career growth and professional development of teaching staff, including young teachers.	+			
83	5.	The university should involve specialists from relevant industries with professional competencies that meet the requirements of the educational Standard.		+		
84	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal development of teaching staff		+		
85	7.	The university should demonstrate the widespread use of information and communication technologies and software tools by teaching staff in the educational process (for example, on-line learning, u-portfolios, Morses, etc.)		+		
86	8.	The university should demonstrate the focus of its activities on the development of academic mobility, attracting the best foreign and domestic teachers.			+	
87	9.	The university must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity at the university, and determine the contribution of teaching staff, including invited ones, to achieving CERTAIN goals.		+		
88	10.	An important factor is the involvement of teaching staff in the development of the economy, education, science and culture of the region and the country.		+		
		Total according to the standard	**1**	**8**	**1**	
The standard «Educational resources and student Support systems»						
89	1.	The university must ensure that educational resources, including logistical and infrastructure, meet the objectives of the educational program.		+		
90	2.	The management of the EP should demonstrate the availability of classrooms, laboratories and other facilities equipped with modern equipment and ensuring the achievement of the goals of the EP		+		
		The university must demonstrate the compliance of information resources with the needs of the university and the implemented educational programs, including in the following areas:		+		
91	3.	technological support for students and teaching staff in accordance with educational programs (for example, online learning, modeling, databases, data analysis programs)		+		
92	4.	library resources, including a collection of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases		+		
93	5.	examination of research results, graduation papers, dissertations for plagiarism		+		

94	6.	access to educational Internet resources		+		
95	7.	the operation of WI-FI on its territory		+		
96	8.	The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of the research work of teaching staff, staff, and students.		+		
97	9.	The university should strive to ensure that the educational equipment and software used for the development of educational programs are similar to those used in the relevant sectors of the economy.		+		
98	10.	The management of the educational institution should demonstrate the availability of support procedures for various groups of students, including information and counseling		+		
99	11.	The management of the educational institution should show the availability of conditions for the student's advancement along an individual educational trajectory.		+		
100	12.	The university should take into account the needs of different groups of students (adults, working people, foreign students, as well as students with special educational needs)		+		
101	13.	The university must ensure that the infrastructure meets the security requirements		+		
		Total according to the standard	**-**	**13**	**-**	
The standard «Informing the Public»						
102	1.	The information published by the university must be accurate, objective, relevant and reflect all areas of the university's activities within the framework of the educational program.		+		
103	2.	Public awareness should include support and explanation of the national development programs of the country and the system of higher and postgraduate education.		+		
104	3.	The university management should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the general public and interested parties.		+		
		The information published by the university about the educational program should be objective and relevant and include:				
105	4.	the purpose and planned results of the EP, the assigned qualification.		+		
106	5.	information about the assessment system for students' academic achievements		+		
107	6.	information about academic mobility programs and other forms of cooperation with partner universities and employers		+		
108	7.	information about the opportunities for the development of personal and professional competencies of students and employment		+		
109	8.	data reflecting the EP's position in the educational services market (at the regional, national, and international levels)		+		
110	9.	An important factor is the publication on open resources of reliable information about the teaching staff, in terms of personalities		+		
111	10.	The university must publish audited financial statements on its own web resource.		+		
112	11.	The university should post information and links to external resources based on the results of external assessment procedures.		+		
113	12.	An important factor is the posting of information about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations.		+		
		Total according to the standard	**-**	**12**	**-**	
		in total	**1**	**104**	**8**	