REPORT

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

6B07111 Technical service of the motor vehicles
(Master of Industrial Training)

NAO "KAZAKH AGROTECHNICAL RESEARCH UNIVERSITY
NAMED AFTER S.SEIFULLIN"

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

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

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Addressed to
Accreditation
IAAR Accreditation Council

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

Date of visit: from October 29 to October 31, 2024

Astana,   **October 31, 2024**

Content

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

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

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

KATRU– Kazakh Agrotechnical Research University named after S.Seifullin;

SMES – state mandatory education standards;

IAAR – Independent Agency for Accreditation and Rating;

SRW– scientific and research work;

SRW – Student's research work;

RWGS – research work of a graduate student;

EP – educational program;

TS – teaching staff;

GES – general education subjects;

BD– basic disciplines;

PD – profile disciplines;

FSC – final state control;

IC–industrial complex;

SRI– scientific research institute;

MM– mass media;

EMC – educational and methodical complex;

EMCD – educational and methodical complex of the discipline;

WC – working curriculum;

CED – catalog of elective disciplines;

IC – individual curriculum;

MOE- modular educational program;

BC– border control;

FC– final control;

CC – current control;

AIS – automated information system;

IT- Information technology;

SWOT –Strengths Weakness Opportunities Threats;

ECTS – European Credit Transfer System;

QS - QuacguarelliSymonds

RSOE – republican state-owned enterprise;

UNT- unified national testing.

(II) INTRODUCTION

In accordance with Order No. 144-24-OD dated 09/13/2024 of the Director General of the Independent Agency for Accreditation and Rating, from October 29 to October 31, 2024, an external expert commission assessed the compliance of the educational program 6B07111 Technical Service of Motor Vehicles (Master of Industrial Training) NJC "KAZAKH AGROTECHNICAL RESEARCH UNIVERSITY NAMED AFTER S.SEIFULLIN" to the standards of primary specialized accreditation of the educational program of the Organization of Higher and postgraduate education of the National Academy of Sciences (No. 68-18/1-OD dated May 25, 2018, first edition).

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

Composition of the EEC:

Chairman of the EEC – Gulvira Sovetbekovna Akybayeva, PhD in Economics, Astana IT University (Astana); Off-line participation

IAAR foreign expert – Vorontsov Alexander Sergeevich, Candidate of Technical Sciences, Associate Professor, Yanka Kupala Grodno State University (Grodno, Belarus); On-line participation

IAAR foreign expert – Vyacheslav Nastasenko, PhD, Associate Professor, Technical University of Moldova (Chisinau, Moldova); On-line participation

IAAR expert – Alimgazin Altay Shurumbaevich, Doctor of Technical Sciences, L.N.Gumilyov Eurasian National University (Astana); Off-line participation

IAAR expert – Vadim Pavlovich Markovsky, Candidate of Technical Sciences, Associate Professor, Toraighyrov University (Pavlodar); Offline participation

IAAR expert – Abilmazhinov Ermek Tolegenovich, Doctor of Technical Sciences, Associate Professor of the NAO Shakarim Semey University (Semey); Offline participation

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

IAAR expert – Sembaev Nurbolat Sakenovich, Candidate of Technical Sciences, Associate Professor at Toraighyrov University (Pavlodar); Offline participation

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

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

IAAR expert, employer – Abdikadirova Akniet Maratovna, Head of the Human Capital Development Department of the Atameken Chamber of Entrepreneurs, Shymkent (Shymkent); On-line participation

IAAR expert, employer – Yuri A. Pilipenko, Chairman of the Board of Directors, EXPOBEST International Association of Manufacturers of Goods and Services (Almaty); On-line participation

IAAR expert, Grigoriy Dmitrievich Podgorny, 3rd year student EP 6B07112 Transport, Transport Equipment and Technologies, M. Dulatov Kostanay University of Engineering and Economics (Kostanay); On-line participation

IAAR expert, student – Tastanov Adiet Arkabayuli, 3rd year student of EP 6B07101 "Electric Power Industry", Gumarbek Daukeev Almaty University of Energy and Communications (Almaty); On-line participation

IAAR expert, student - Pozdnyakov Roman Evgenievich, 3rd year student of EP Transport, Transport Engineering and Technology, M. Kozybayev North Kazakhstan University (Petropavlovsk); On-line participation

IAAR expert, student - Aruzhan Ardakovna Salmenova, 2nd year Master's student EP 7M01504-Biology, Kokshetau University named after Sh.Ualikhanov (Kokshetau); On-line participation

IAAR expert, student - Laiykova Asima Arturovna, 4th year student of EP 6B07102 "Automation and Control", NAO "L.N. Gumilyov Eurasian National University" (Astana); On-line participation

IAAR expert, student – Tsimbal Vladimir Sergeevich, 3rd year student EP 6B07101 Mechanical Engineering, M. Kozybaev North Kazakhstan University (Petropavlovsk); On-line participation

The coordinator of the IAAR EEC is Dinara Kairbekovna Bekenova, IAAR Project Manager (Astana).
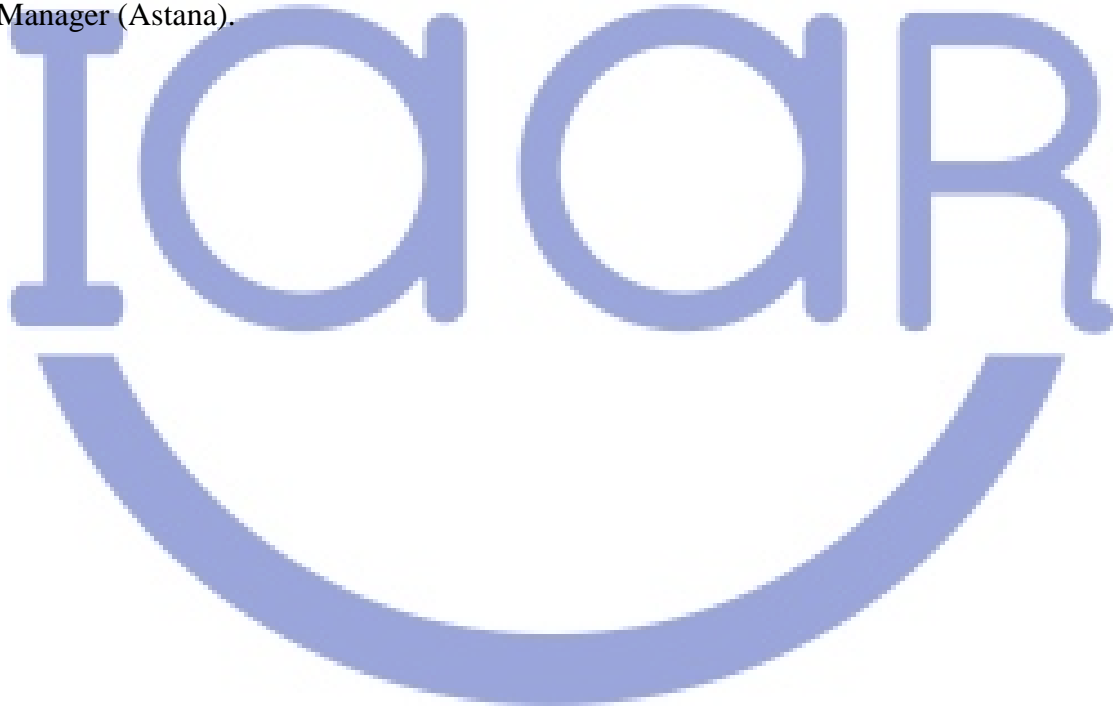
(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

NJSC Kazakh Agrotechnical Research University named after S. Seifullin (hereinafter - KATRU) is the largest university in Central and Northern Kazakhstan in the agricultural sector.

It was founded in 1957 as the Akmola Agricultural Institute. Over 65 years of activity, KATI has trained and graduated more than 79,000 specialists and bachelors in agriculture and other sectors of the economy.

Currently, the university has nine faculties and 37 departments. Over 12,000 students, undergraduates, and doctoral students study at 9 faculties of the university in 52 bachelor's degree programs, 51 master's degree programs, and 33 PhD degree programs. More than 33 percent of educational programs are innovative or double-degree. In the current academic year 2024-2025, the university has introduced post-doctoral studies.

In the international ranking of QS World University 2025 among 5,663 world universities, KATI entered the top 1200+. This rating confirmed the increased reputation of KATRU among employers. According to the indicator of reputation among employers, the university has grown by 130 positions and entered the TOP 800 best universities in the world according to this indicator.

The position in the QS Asian University Rankings is 351. Our university ranks 19th among the best universities in Central Asia.

In 2023, the British rating agency QuacquarelliSymonds was audited for the first time, according to the results of which the university was awarded an overall high rating of 4 stars.

The University's position in the QS World Sustainability Rankings is 1051, and KATRU ranks 535th in terms of the Environmental Impact Goal.

For the first time in 2023, the university participated in the UI Green Metric World University Rankings and took 934th place.

According to the results of the General Rating of the TOP 20 universities of the Republic of Kazakhstan in 2024, conducted annually by the Independent Agency for Accreditation and Rating (IAAR), the Kazakh Agrotechnical Research University named after S.Seifullin entered the top three best universities of the Republic of Kazakhstan.

Kazakh Agrotechnical Research University named after S. Seifullin is a leader in the field of training specialists in the agro-industrial complex of the country and is an actively developing higher education institution with existing traditions, corporate spirit and plans for further successful activities in the field of science, education and public activities based on the mission, vision of the university, as well as according to the approved Academic Council of the University (20.01.2024 Protocol No. 8) Development Program for 2024-2029.

KATRU's mission is to become a leader in the quality and accessibility of education, a center for interdisciplinary research and scientific developments.

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

Currently, the number of students at the university is 12847, Bachelor's degree - 12287, Master's degree - 369, Doctoral students – 191.

The number of accredited programs is 31 students (Table 1).

Table 1 – Student body

Academic year	Total students	Including foreign ones. students	Grant students		Students on a paid basis	
			rus	kaz	rus	kaz
EP "6B07111 Technical service of motor vehicles (master of industrial training)"						
2021-2022						
2022-2023	14	-		14	-	-
2023-2024	17	-	-	17	-	-

The educational process at the university is accompanied by 785 full-time teachers, including 60 doctors of Sciences, 278 candidates of Science, 107 PhDs, and masters.245, the average age of the university is 49 years.

Within the framework of accredited OPS, the staff of the teaching staff is: 15 teaching staff

Table 2 – Information on teaching staff within the framework of the EP "6B07111 - Technical service of motor vehicles (Master of industrial training)"

№	2021-2022		2022-2023		2023-2024	
Total number of teaching staff (people)			14		15	
Number of full-time teaching staff (people/%)			6	43%	8	53%
Number of part-time teaching staff(people/%)			8	57%	7	47%
Number of doctors, PhD (%)			6	50%	6	46%

On January 1, 2023, the journal "Bulletin of Science of the Kazakh Agrotechnical Research University named after S.Seifullin" was transformed by dividing the journal into two series.:

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

- "Bulletin of Science of the Kazakh Agrotechnical Research University named after S. Seifullin: Veterinary sciences".

The purpose of creating a new series on veterinary sciences is to gradually include the journal in the international Scopus database.

As part of the preparation of PhD doctors at the university, dissertation councils operate in hotel areas.:

1) Dissertation Council in the field of training 8D082 - Animal husbandry: 8D08201 - Animal science (6D080200 – Technology of animal products production);

2) Dissertation Council in the field of 8D075 "Standardization, certification and metrology (by industry)": 8D07501 - Standardization and product quality management (6D073200-Standardization and certification);

3) Dissertation council in the field of training D091 – "Veterinary medicine": 8D09101 – "Veterinary animal welfare" (6D120100 – "Veterinary medicine") / 8D09102 – "Sanitary and epidemiological welfare of livestock products" (6D120200 - "Veterinary sanitation");

4) Dissertation Council in the fields of 8D081 – "Agronomy" and 8D083 –"Forestry" : 8D08101 Genetics and crop breeding / 8D08102 Organic farming (6D080100 Agronomy) / 8D08103 Scientific foundations of plant nutrition and Fertilizer application (6D080800 Soil Science and Agrochemistry) / 8D08104 Phytosanitary technologies (6D081100 Plant protection and quarantine)/ 8D08301 Sustainable forest management (6D080700 Forest Resources and Forestry);

5) Dissertation Council in the field of 8D073 – Architecture and Construction: 8D07301 – Architecture, 8D07302 –Geodesy, 8D07303 – Cadastre and 8D07304 – Land Management ;

6) Dissertation Council in the field of training 8D061-"Information and communication technologies": 8D06101-Big data analytics; 8D06103-Modeling and optimization of business processes; 8D06102-System Engineering (6D070300 – Information Systems);

7) Dissertation Council in the field of training 8D072 "Manufacturing and processing industries": 8D07201 Food technology, (6D072700-Food technology, 6D072800 - Technology of processing industries).

The university creates conditions for the active development of innovation activities. One of the university's tasks is to assist scientists in the implementation of innovative projects in the following scientific areas: 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 contains more than 40 projects at various stages of research.

In order to increase the effectiveness of scientific research, the university has established research institutes, platforms, and centers.

Table 3 - Information about the university's library resources, in the context of accredited educational institutions

	Naming of the indicator	Indicator
EP "6B07111 Technical service of motor vehicles (Master of industrial training)		
	The total number of copies of educational and methodical literature in the library: including: - - on kaz lang - in english.	647639 cop. 114266 cop. 5803
	Funds allocated for the purchase of periodicals for accredited publications for the reporting period (2020-2024)	24 000 000
	General Library Fund - including on electronic media -- including periodicals	1 351 121 1479 /544152 – electronic resources 724

(IV) A DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational program 6B07111 Technical service of motor vehicles (Master of industrial training) The KAZAKH AGROTECHNICAL RESEARCH UNIVERSITY NAMED AFTER S.SEIFULLIN is undergoing primary accreditation for compliance with the standards of primary specialized accreditation of the educational program of higher and (or) postgraduate education (Ex-ante).

(V) DESCRIPTION OF THE EC VISIT

The work of the WEC was carried out on the basis of the Visit Program using a hybrid model of the expert commission on specialized accreditation of educational programs of the Kazakh Agrotechnical Research University named after S.Seifullin in the period from October 29 to October 31, 2024.

In order to coordinate the work of the EEC, an online orientation meeting was held on 24.10.2024, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and a list of documents for requesting the university was agreed upon.

In accordance with the requirements of the standards, the program of the visit included meetings with the Chairman of the Board-Rector of NJSC KATRU, vice-rectors, heads of structural divisions, graduates and employers, interviews and questionnaires of teaching staff and students. Information within the various focus groups is presented in table 1.

During the visual inspection of the university and accredited educational institutions, the members of the EEC got acquainted with the state of the material and technical base of the university, visited the library, departments, structural divisions, laboratories, specialized classrooms, computer labs, educational laboratories, and practice bases.

Meetings with focus groups, as well as the analysis of documents, allowed the members of the EEC to conduct an independent assessment of the compliance of the data set out in the university's self-assessment reports with the criteria of specialized accreditation standards.

Table 4 - Information about employees and students who took part in meetings with the EEC IAAR:

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 heads of OP	6
Teachers	46
Students, undergraduates, doctoral students	61
Graduates	36
Employers	34
Total	**214**

In accordance with the accreditation procedure, 56 teachers and 66 students were interviewed.

In order to confirm the information provided in the Self-Assessment Report, external experts requested and analyzed the university's working documentation. Along with this, the experts studied the university's Internet positioning through the university's 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 examination, were presented at a meeting with the leadership on 31.10.2024.

During the visit of the EEC, experts visited the practice bases for accredited programs: Astana Electrotechnical Plant LLP, Astana-REC JSC and other facilities.

Class visits were planned as part of the program. As part of the EP "6B07111 Technical service of motor vehicles (Master of industrial training), we attended a lesson by teacher N.Shashkenova on the discipline "Mamandykka kirispe" in auditorium 2505. The auditorium is equipped with a projector, the computer is connected to the Internet, the topic of the classes coincided with the syllabus, and the students were fully present.

The events planned within the framework of the visit of the Higher Attestation Commission of the Russian Academy of Sciences contributed to the detailed familiarization of experts with the university's educational infrastructure, material and technical resources, teaching staff and staff, students, undergraduates, doctoral students, representatives of employers, graduates. These meetings allowed the member of the EEC to conduct an independent assessment of the compliance of the data set out in the self-assessment of EP with the criteria of specialized accreditation standards.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Educational Program Management Standard

• *An organization of higher and (or) postgraduate education must have a published quality assurance policy. The quality assurance policy should reflect the relationship between scientific research, teaching and learning.*

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

• *Commitment to quality assurance should apply to all activities carried out by contractors and partners (outsourcing), including joint/double degree education and academic mobility.*

• *The management of the Educational institution demonstrates its readiness to ensure transparency in the development of an educational institution's development plan based on an analysis of its functioning, the real positioning of the NGO and the focus of its activities on meeting the needs of the state, employers, students and other stakeholders. The plan should contain a timeline for the start of the educational program.*

• *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 educational institutions.*

• *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.*

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

• *The organization of higher and (or) postgraduate education should demonstrate a clear definition of those responsible for business processes within the framework of the educational program, an unambiguous distribution of staff responsibilities, and the differentiation of functions of collegial bodies.*

• *The management of the educational institution must provide evidence of the transparency of the educational program management system.*

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

• *The management of the EP should carry out risk management, including within the framework of the EP undergoing initial accreditation, as well as demonstrate a system of measures aimed at reducing the degree of risk.*

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

• *The NGO should demonstrate innovation management within the framework of the EP, including the analysis and implementation of innovative proposals.*

• The management of the educational institution must demonstrate evidence of willingness to be open and accessible to students, teaching staff, employers and other stakeholders.

• The management of the educational institution should be trained in educational management programs.

The evidentiary part

The presented educational program 6B07111 – Technical service of motor vehicles (Master of industrial training) was developed taking into account the university's development strategy and the university's mission, fully responds to all operational processes of quality assurance of education. Since 2005, the University has adopted international standards, implemented and certified a quality management system for compliance with MS ISO 9001-2015. The quality management system has fulfilled its role in systematizing more than 300 internal regulatory documents, documenting all university procedures, bringing them in line with the requirements of ISO standards, streamlining internal audits of faculties and departments, and structural divisions. In full compliance with this order, the NJSC "Kazakh Agrotechnical Research University named after S. Seifullin" has begun the transition from the QMS to the Internal Quality Assurance System (hereinafter referred to as the QMS) since 2018. Starting in 2021. There is a Regulation on an Internal Quality Assurance System based on European standards and ESG guidelines, an Academic Quality Council has been established and is functioning, and Academic Quality Councils are functioning at each faculty, including teachers and staff, representatives from employers and students. A Quality Committee has been established and is functioning at the University level.

The quality assurance policy at NJSC S. Seifullin KATRU was approved by the Academic Council on September 28, 2023, reflecting the link between scientific research, teaching and learning.

To achieve the goals, the department has developed and approved plans for the development of educational institutions for 2023-2027. The goals of the EP are available on the organization's website (https://kazatu.edu.kz/files/docs/PR-bakalavr-rus-77b459f084e5c0088d5f78bf61bf96c2.pdf).

The developers of the EP are the faculty of the Department, Yessekeshova M.D. - Ph.D., Associate Professor, Head of the Department of Software, Akhmetov E.S. -Ph.D., Associate Professor, Dean of the Faculty of Technology, Abenova B.T.-Ph.D., Chief Manager of the Department of Academic Affairs, Satova G.R.-Deputy Director for Academic Affairs of the SCCP College of Service and Tourism, Astana, Tastanbekova N.D.- PhD, senior lecturer of the Department of Software, adviser, Bekbaeva Zh.S.- PhD, senior lecturer of the Department of Software, Kochkorbaeva E.Sh.- M.Ph.D., senior lecturer of the Department of Software.

The University has signed more than 200 agreements and memorandums of cooperation with universities and research centers from 35 countries. The full list of these agreements is available on the university's website in the International cooperation section, which also identifies key areas for developing cooperation with foreign partners. The Department of Professional Education actively cooperates with leading foreign universities, in particular, with Yanka Kupala Grodno State University (Republic of Belarus). Memoranda have also been signed with several educational institutions in Astana, such as the Higher Polytechnic College, the College of Management and the College of Service and Tourism.

The management of the EP involves representatives of groups of stakeholders in the formation of a development plan for the EP. Thus, in the EP development plan, representatives of the department, faculty, department manager for academic affairs, and employers are listed as the main developers.

The effectiveness of the quality policy is achieved through an annual analysis of the situation in higher education, the study of external and internal risks using SWOT analysis.

The participation of employers, teaching staff, students and other interested persons in the management of the PA is organized through their inclusion in the collegial bodies of the PA, as well as involvement in the examination of changes made to the PA.

Innovation management within the framework of the EP is carried out by planning and implementing the activities of the Development Strategy of the EP.

The analytical part

Based on the results of studying all the submitted documents and interviews with university representatives, experts note that the mission, main goals, strategic directions of development, the University's quality assurance policy and the tasks of the University have been fully developed, spelled out in the documents and implemented in all areas of activity. The management should be trained in educational management programs (Appendix 2).

When analyzing the EP Development Plan, experts noted that students were not involved in the development of the EP Development Plan and were not included in the list of developers.

The uniqueness and individuality of EP 6B07111 "Technical service of motor vehicles (Master of industrial training)" lies in its practical orientation, the integration of science and practice, a combined approach to training, a variety of elective disciplines and adaptation to market requirements. The educational program is being reviewed and updated taking into account the opinions of interested parties (Appendix 4).

The management of the EP carries out risk management, including within the framework of the EP, and annually conducts a SWOT analysis of the internal and external environment. Identify and analyze the problems that the EP development plan is aimed at solving, and justify the need to solve them. In the development plan of the EP, there is a point "Measures to reduce the impact of risks for the EP", where the management of the EP has prescribed possible risks and ways to solve them.

Strengths / Best practices:
Strengths not identified.

Recommendations of the EEC:
- The management of the OP in the document "Development Plan OP6B07111 Technical service of motor vehicles (master of industrial training)" include students in the main developers until September 1, 2025

The EEC's conclusions on criteria:
According to the standard "Educational Program Management", 15 criteria are disclosed, of which 0 are strong, 15 are satisfactory, and -0 implies an improvement in the educational organization's position.

6.2. The Information Management and Reporting Standard

• *The NGO should demonstrate the existence of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software tools, and that it uses a variety of methods to collect and analyze information in the context of the EP.*

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

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

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

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

• *The NGO must demonstrate the definition of the procedure and ensuring the protection of information, including the identification of those responsible for the accuracy and timeliness of information analysis and data provision.*

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

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

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

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

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

• *Key performance indicators;*

• *dynamics of the student body in terms of forms and types;*

• *Academic performance, student achievements, and expulsion;*

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

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

• *The NGO must confirm the implementation of procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent.*

The evidentiary part

The University actively uses document management systems and information platforms such as Platonus and the educational portal, which make it possible to effectively collect, store and analyze data on the learning process.

All interested persons have the opportunity to make an appointment with the Rector and the Board Members according to the approved schedule of appointments. It is possible to address

work issues to the dean and heads of departments in a working mode without prior appointment. The university's website contains phone numbers and the e-mail address of the university administration. This indicates the accessibility of the management and its interest in developing feedback from stakeholders.

The management of the educational program (EP) at S.Seifullin KATRU demonstrates an effective mechanism for the systematic use of processed information for continuous improvement of the internal quality assurance system.

The management analyzes data on test assignments and educational and methodical sets of disciplines (EMSD). Based on this analysis, decisions are made about their effectiveness and quality, which makes it possible to improve educational materials.

All educational materials, such as syllabuses and methodological recommendations, are available to students through the Platonus system, which contributes to their active involvement in the educational process.

The systematic use of processed and adequate information to improve the internal quality assurance system and its continuous improvement is described in detail in the Manual on the Internal Quality Assurance System at the Kazakh Agrotechnical University named after S.Seifullin (available at the link: Manual, Documents section).

The Quality Committee conducts internal audits of all processes implemented in the university's structural divisions, according to the documented procedure, "Internal Audit".
(https://kazatu.edu.kz/files/docs/9b456b972f0130824f43062bb7be1f0e.pdf)

The S.Seifullin KATRU has developed internal regulatory documents regulating the procedure for processing and protecting information. These documents describe how information should be collected, stored, processed, and transmitted.

Boxes for suggestions and comments are installed at each faculty, helplines and the rector's e-mail are functioning. The Department of Educational and Social Work registers the received requests and sends them to the management. The authorized department analyzes the information, identifies violations and makes appropriate decisions.

On the university's website, in the section of the Student Service Center, students can submit online applications on various issues, such as: Payment of travel compensation; Registration and withdrawal from academic leave; Expulsion and transfer; Restoration and change of personal data.

The Quality Committee conducts internal audits of all processes based on the documented procedure "Guidance on the Internal Quality Assurance System".

The analytical part

The university has demonstrated the existence and evidence of the use of a system for collecting and analyzing statistics on the number of students and graduates, available resources, personnel, consulting, research and international activities in the management processes of the educational institution, through which it manages both the educational institution itself and other areas of activity, using a variety of methods.

The measurability, reliability, accuracy, timeliness and completeness of the information in the context of the EP is confirmed by the statistical information provided to the experts of the EEC, which generally shows stable positive results.

Information management and reporting processes are assessed by analyzing methods and forms of information collection and analysis, decisions of collegial bodies and management,

examining university information resources, systems and software, and interviewing all stakeholders.

Analyzing the content and semantic load of the standard "Information Management and Reporting" in accredited areas, the commission notes that the university has an information and reporting management system for student recruitment, academic performance, student body movement, and staff, which is presented in regular reports at meetings of departments, the rector's Office, and the Academic Council of the university.

According to the survey results, 11 teaching staff (19.6%) answered "very well" and 39 teaching staff (69.6%) answered "well" to the question of assessing the involvement of teaching staff in the process of making managerial and strategic decisions.

However, experts note that during the interviews with representatives of the university faculty and students, they did not receive answers to questions related to conflict resolution. Evidence of the resolution of labor disputes between an employee and an employer was not provided, as disputes between teaching staff and/or university employees studying are resolved. And the university representatives did not submit regulatory documents describing conflict resolution mechanisms.

Strengths / Best practices:
Strengths not identified.

Recommendations of the EEC:
- The NGO leadership should create a mediation (ethics) commission and develop a regulation on the commission's activities, prescribe a conflict resolution mechanism by the beginning of the 2025-2026 academic year

Conclusions of the EEC according to the criteria:
According to the Information Management and Reporting standard, 16 criteria are disclosed, of which 0 are strong, 15 are satisfactory, and -1 implies an improvement in the educational organization's position.

6.3. The standard "Development and approval of the educational program"
• *The NGO should define and document the procedures for the development of educational programs and their approval at the institutional level.*
• *The management of the EP should ensure that the developed EP meets the established goals, including the expected learning outcomes.*
• *The management of the EP should demonstrate the existence of mechanisms for reviewing the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society.*
• *The management of the EP should ensure that there are developed models of the graduate of the EP that describe learning outcomes and personal qualities.*
• *The management of the EP should demonstrate the conduct of external reviews of the content of the EP and the planned results of its implementation.*
• *The qualifications awarded upon completion of the EP must be clearly defined and correspond to a certain level of the NSC and QF-EHEA.*

• The management of the educational institution should determine the impact of disciplines and professional practices on the formation of learning outcomes.

• An important factor is the possibility of preparing students for professional certification.

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

• The management of the educational institution should ensure the content of academic disciplines and learning outcomes at the level of study (bachelor's degree, master's degree, doctoral degree).

• The structure of the educational program should provide for various types of activities that ensure that students achieve the planned learning outcomes.

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

The evidentiary part

The development and approval of educational programs at the University is carried out in accordance with the provisions of regulatory legal acts in the field of higher and postgraduate education, as well as documentation developed by the University to ensure transparency and clarity in the implementation of the development strategy. The University has a "Regulation on the procedure for the development, approval, implementation and updating of educational programs" approved by the decision of the Academic Council dated 04/25/2024, Protocol No. 13.

The development of educational programs for higher and postgraduate education consists of 4 (four) stages:

1) preparation for the development of the EP (identification of current and future market needs; analysis of the training market; analysis of the university's capabilities for the implementation of the EP; creation of an Academic Committee for the development of the EP);

2) design of the educational program (research of the field of professional activity; identification of professionally significant competencies; formulation of learning outcomes of the program; determination of the relationship between learning outcomes and evaluation criteria; design of methods and tools for assessing the achievement of the educational program; Determination of resource requirements);

3) detailing of the structural elements of the EP;

4) evaluation of the quality of the EP project.

Academic committees are involved in the development of educational programs. Academic Committees include:

- representatives from among the teaching staff, including from other OVPO;

- representatives of students;

-representatives of employers, enterprises of the relevant field

of activity, the real sector of the economy, public associations, etc.;

- representatives of partner universities, including foreign ones.

The composition of the Academic Committee is approved by the order of the Chairman of the Board-Rector of NJSC "S. Seifullin KATRU".

The development and approval of educational standards are regulated by the standard rules of educational organizations, the State Educational Standard of Higher and Postgraduate

Education, Academic Policy and internal documents of the university (link https://kazatu.edu.kz/ru/pages/obucenie/akademiceskaa-politika).

The structure of the EP includes a passport that contains information about the code and name, goals, qualifications, key competencies, and learning outcomes.

The university's internal quality assurance policy defines the main approaches to the development of educational programs, including a mechanism for their regular review. The formation of educational programs is based on the principles of a competence-based approach, modular structure and credit content. The quality assurance policy ensures the interaction between science, education and production, which contributes to the regular review and monitoring of the implementation of the EP. The graduate model of the educational program is formed by a set of competencies that meets the requirements of all stakeholders, and the resulting matrix is a visual representation of the acquired competencies (link to the graduate model https://kazatu.edu.kz/ru/facultet/kafedra-professionalnogo-obrazovania).

The accredited educational program "Technical service of motor vehicles (Master of industrial training)" is included in the register of educational programs of higher and postgraduate education, which is maintained electronically in the information system "Unified Management System of Higher Education" (EHEA) at the link: https://epvo.kz/register/education_program .

Information about the program structure is available on the university's website at https://kazatu.edu.kz/page/obrazovatel-nye-programmy-bakalavriata , which promotes transparency and accessibility of data for stakeholders.

The qualifications awarded upon completion of the educational program "Technical Service of Motor vehicles (Master of Industrial Training)" are clearly defined and comply with the established requirements of the National Qualifications System (NSC) and the Common European Qualifications Framework (OE-ENEA).

The analytical part

The University has defined and documented procedures for the development of EP and their approval at the institutional level.

The management of the EP ensured the availability of developed models of the graduate of the EP, describing the learning outcomes and personal qualities, demonstrated the conduct of external examinations of the EP.

The qualifications obtained upon completion of the EP are clearly defined, explained and correspond to a certain level of the NSC.

The management of the EP provided evidence of the participation of students, teaching staff and other stakeholders in the development of the EP, ensuring their qualities. But in the development plan of the EP, where the developers are indicated, there is no information about the participation of students.

The University maintains close ties with many leading universities and research centers of the CIS and far abroad in the field of education, which contributes to the creation of joint educational institutions with them. To date, the Department of accredited educational programs does not have a joint educational program and a two-degree program. The Commission notes that the agreements signed with foreign partners are of the nature of intentions and do not confirm the existence of joint educational programs or double degree programs.

The EEC notes low activity in the field of professional certification. The analysis of the studied documents, as well as the results of interviews with students, teaching staff, graduates and employers, led to the conclusion that the content of academic disciplines in educational programs does not always take into account changes in the labor market, the requirements of employers and the social demand of society. In this regard, there is a need to review the content of academic disciplines. It is recommended to step up efforts to involve partners/employers in the certification processes. During the interview and visual inspection of the material, technical, educational and laboratory facilities, the practice base, specific proposals from employers on the organization of student certification were identified.

The survey of teaching staff conducted during the visit of the Higher School of Economics of the IAAR demonstrated a high appreciation of the university's leadership's attention to the content of the educational program. At the same time, "very well" meets the needs of the PPP – 25 (44.6%), "well" - 31 (55.4)%.

The survey of students showed that 59 students (89.4%) were fully satisfied with the level of responsiveness to feedback from teachers regarding the educational process; 5 students (7.6%) were partially satisfied; 59 students (89.4%) were fully satisfied with the quality of teaching, and 5 students (7.6%) were partially satisfied with the quality of teaching.

Strengths / Best practices:
Strengths not identified.

Recommendations of the EEC:
- The management of the educational institution should conclude an agreement with professional certification organizations and introduce modules into the curriculum to prepare students for professional certification by the beginning of the 2026-2027 academic year
- To ensure the implementation of joint and/or double—degree programs with foreign partner universities by 09/01/2026.

Conclusions of the EEC according to the criteria:
According to the standard "Development and approval of educational programs", 12 criteria are disclosed, of which 0 are strong, 10 are satisfactory, and -2 imply an improvement in the educational organization's position.

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

• A public organization should define mechanisms for monitoring and periodic evaluation of educational programs to ensure that the goal is achieved and the needs of students and society are met, and show the focus of the mechanisms on continuous improvement of educational programs.

• Monitoring and periodic evaluation of the curriculum should include:

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

• Changing needs of society and professional environment;

• workload, academic performance and graduation of students;

• Effectiveness of student assessment procedures;

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

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

• The management of the EP should demonstrate a systematic approach to monitoring and periodically evaluating the quality of the EP.

• The NGO and the management of the EP should define a mechanism for informing all stakeholders about any planned or undertaken actions in relation to the EP.

• All changes made to the EP must be published.

The evidentiary part

To ensure the achievement of the educational institution's goals, transparency and accessibility of the necessary information on the university's activities that meet the requirements of students and society, the university's website contains complete and meaningful information on regulatory documents, rules, amendments and announcements, and more. https://kazatu.edu.kz/ru/

The Department of Academic Affairs oversees the monitoring and evaluation of the EP. The Academic Council (AC) is responsible for meeting the requirements of standards and regulations at the university, Academic Quality Councils have been established at each faculty, and the Quality Committee monitors the implementation and quality of educational services based on the results. https://kazatu.edu.kz/files/docs/9b456b972f0130824f43062bb7be1f0e.pdf .

The necessary "Regulations" and "Standards" can be found at the link https://kazatu.edu.kz/pages/obucenie/akademiceskaa-politika .

The general approaches, key principles and basic mechanisms established at the S. Seifullin KATRU for information and reporting management are determined by the University's Internal Quality Assurance System. (https://kazatu.edu.kz/pages/universitet/dokumenty/sistema-menedzmenta-kacestva).

The University defines and consistently applies procedures for monitoring, periodic evaluation and revision of educational programs in order to ensure that they achieve their goals and meet the needs of students and society. The University ensures the participation of students, employers and other stakeholders in the evaluation and revision of programs.

The analysis of the procedures for monitoring and periodic evaluation of educational programs is based on: an analysis of curricula, a catalog of elective subjects, individual program plans for students, internal regulatory documents regulating the implementation of educational programs, their monitoring and evaluation; minutes of collegial bodies and meetings of departments; interviews and questionnaires of students, teaching staff and stakeholders; the results of observations of the activities of educational services. support services.

The basis for these procedures are:

- approval of new standard curricula for specialties;

- the introduction of new professional standards;

- suggestions from employers based on the results of a survey or joint events with graduate departments;

- recommendations of the Chairmen of the AC;

- the results of the research activities of the University faculty in the field of special sciences and modern pedagogical research;

- changes in the regulatory requirements for the development of the EP.

The assessment of the quality of educational programs is based on the analysis of curricula, the catalog of elective subjects, the Master's degree program, questionnaires from students and teaching staff, and attendance at classes.

The workload, academic performance, and graduation of students comply with regulatory requirements and state standards. Based on the data of constant monitoring, a report is analyzed and compiled on the results of sessions, state exams and the quality of graduation papers.

An annual survey of full-time students is conducted to assess the teaching activities of teaching staff, and the survey is analyzed at department meetings. Based on the results of the discussion, the management of the EP makes decisions on the introduction of new disciplines and educational trajectories.

The educational environment and support services correspond to the goals of the educational program, as the educational process for accredited programs is carried out in specialized classrooms and educational laboratories equipped with modern laboratory equipment and devices.

The analytical part

Informing about changes in the EP is carried out at meetings of the department, educational and methodological councils, and the Academic Council of the university. Also, according to the self-report, interested persons are informed about upcoming meetings on the consideration of educational programs by means of communication (mobile communication/ e-mail/social networks/messengers). All interested parties are informed about any actions regarding the EP through the university's official website and social messengers, electronic means of communication and invitations.

The requirement of the principle of systematicity is the need to monitor and evaluate the activities (current control, boundary control, exam) and the results of students at all stages of studying the discipline. The consistency also lies in the fact that all students are regularly assessed.

It should also be noted that during the interview with representatives of the university, an answer was not fully received to the question of how the information on the website regarding accredited educational institutions is updated, and who is specifically responsible for posting information about educational institutions, teaching staff and other changes. What processes is the IT department responsible for, and what are the managers of the IT department responsible for? Who is responsible for the accuracy of the posted information. Documentation defining information security mechanisms has not been demonstrated.

The EEC Commission notes that there is no online access to the university's management on the university's official website for both students, applicants, and other interested parties.

Strengths / Best practices:
Strengths not identified.

Recommendations of the EEC:
- The management of the EP should develop a procedure for publishing all changes made to the OP and appoint responsible persons by January 2025

Conclusions of the EEC according to the criteria:

According to the standard "Continuous monitoring and periodic evaluation of educational programs", 10 criteria are disclosed, of which 0 are strong, 9 are satisfactory, and -1 implies an improvement in the educational organization's position.

6.5. The standard "Student-centered learning, teaching and assessment of academic performance"

• *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.*

• *The management of the educational institution should ensure the use of various forms and methods of teaching and learning.*

• *An important factor is the availability of own research in the field of teaching methods of academic disciplines of the EP.*

• *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.*

• *The management of the educational institution should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.*

• *The management of the educational institution should demonstrate the existence of a procedure for responding to student complaints.*

• *The NGO should ensure consistency, transparency, and objectivity of the learning outcomes assessment mechanism for each EP, including the appeal.*

• *The NGO should ensure that the procedures for evaluating the learning outcomes of the students of the EP correspond to the planned results and goals of the program, and publish criteria and assessment methods in advance.*

• *The NGO should define mechanisms for ensuring that each graduate of the educational institution achieves learning outcomes and ensures that they are fully formed.*

• *Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly upgrade their skills in this area.*

The evidentiary part

A system of measures, rules and procedures for planning and managing educational activities and effective organization of the educational process aimed at implementing student-oriented learning and improving the quality of education is presented in Academic Policy.

Students are provided with information materials:

- a guidebook (http://platonus .kazatu.kz/)

- academic calendar for the academic year (http://platonus .kazatu.kz /);

- individual curricula (http://platonus .kazatu.kz/);

-a catalog of elective subjects (https://kazatu.edu.kz/files/docs/KED-bak-rus_Inzeneria-i-inzenernoe-delo-6ebe2e0642160133f8937ee2abc6d935.pdf);

- working curricula of disciplines (http://platonus .kazatu.kz/);

- EMCD, practice programs.

The management of the educational institution adheres to the principle of equal rights for all categories of students in accordance with international documents.

The management of the Educational institution provides equal opportunities for students, regardless of the language of instruction, to form an individual educational program.

The formation of individual educational trajectories is carried out on the basis of Academic Policy and the QED, which contains a list of all disciplines of the component of choice, indicating the purpose of the study, a summary and expected results of the study.

In order to improve the teaching methods of the teaching staff of the departments, advanced training courses in the subjects taught are conducted on an ongoing basis.

In developing criteria for evaluating student achievements, the faculty of the department has drawn up rules based on Academic Policy at the university. The necessary "Regulations" and "Standards" can be found at the link https://kazatu.edu.kz/pages/obucenie/akademiceskaa-politika .

The University's Academic Policy and the Code of Academic Integrity for Participants in the Educational Process are freely available on the university's website.

Individual training planning is formed for the academic year by the student himself (for the academic year) under the guidance of an adviser. The Adviser is appointed by order of the Chairman of the Management Board.

The departments have the following active forms of lectures and practical classes: problem lectures, business games, control and training programs, master classes, poster presentations, trainings, information and communication technologies, teamwork.

The analytical part

Analyzing the standard "Student-centered learning, teaching and assessment of academic performance" for accredited educational institutions, the commission concluded that, within the framework of accredited specialties, great attention is paid to the formation of an individual educational program for students.

Practitioners are involved in the formation of professional competencies of students in the educational process.

A survey of students during the visit to the Higher School of Economics showed that, in general, students positively rate the following indicators:

- The dean's office's accessibility level is 58 students (87.9%)
- The level of accessibility and responsiveness of the university management – 60 students (90.9%)
- Support of educational materials in the learning process – 59 students (89.4%)
- The level of accessibility of library resources – 59 students (89.4%)
- Satisfaction with the existing educational resources of the university – 59 students (89.4%)
- Availability of computer classes and Internet resources – 54 students (81.8%) and 53 students (80.3%)
- Quality of teaching – 59 students (89.4%)
- Available scientific laboratories – 56 students (84.8%)
- Informing students about courses, educational programs, and academic degrees – 60 students (90.9%)
- Providing students with a dormitory – 55 students (83.3%)

This was confirmed during the conversation with the students.

However, experts note that during the conversation with the teaching staff and students, they did not receive information about the existence of a procedure for responding to student complaints. The self-report states that the university has an approved regulation on the procedure

for reviewing student complaints by the university administration, and the procedure for reviewing complaints is provided on the website. However, when examining the site, this information was not confirmed.

Strengths:
No strengths have been identified.

Recommendations of the EEC:
- The management of the educational institution should develop a regulation or procedure for responding to student complaints by January 2025

The EEC's conclusions on criteria:
According to the standard "Student—centered learning, teaching and academic performance assessment", 10 criteria are disclosed, of which 0 are strong, 9 are satisfactory, and -1 implies an improvement in the educational organization's position.

6.6. The "Students" Standard

• *The NGO must demonstrate the existence of a policy for the formation of a student body in the context of the educational program, ensure transparency and publication of its procedures governing the life cycle of students (from admission to completion).*

• *The management of the educational institution should determine the order of formation of the contingent of students based on:*

• *minimum requirements for applicants;*

• *the maximum group size during seminars, practical, laboratory and studio classes;*

• *forecasting the number of government grants;*

• *analysis of available logistical, information resources, and human resources;*

• *analysis of potential social conditions for students, including the provision of places in the dormitory.*

• *The management of the educational institution must demonstrate its readiness to conduct special adaptation and support programs for newly enrolled and international students.*

• *The NGO must demonstrate compliance of its actions with the Lisbon Recognition Convention, the existence of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.*

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

• *The NGO should provide opportunities for external and internal mobility of students, as well as willingness to assist them in obtaining external grants for training.*

• *The management of the educational institution should demonstrate its readiness to provide students with internship places, promote the employment of graduates, and keep in touch with them.*

• *The NGO should provide for the possibility of providing graduates with documents confirming their qualifications, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.*

The evidentiary part

The formation of the student body is carried out on the basis of the "Rules of admission to study at the NJSC "Kazakh Agrotechnical Research University named after S.Seifullin" for educational programs of higher and postgraduate education," approved by the decision of the Board of the NJSC "Kazakh Agrotechnical Research University named after S.Seifullin" (No. 18 dated March 26, 2024).

Enrollment of incoming students at KATRU is carried out by the KATRU Admissions Committee from June 20 to August 25 of the calendar year by order of the head of KATRU or a person acting as such. Holders of an educational grant of higher education at the expense of the republican budget or the local budget, as well as tuition fees at the expense of their own funds from citizens or other sources, choose an educational program from the corresponding GOP.

Applicants to the KATRU Admissions Office must attach all the necessary documents to the application for admission.

The movement of the contingent occurs as a result of the expulsion, transfer, reinstatement of students, leaving for a second year of study and granting academic leave in accordance with the QMS 02.2040-2022 "Regulations on the procedure for expulsion, transfer, restoration and granting academic leave to students of the S. Seifullin KATRU". https://kazatu.edu.kz/ru/pages/obucenie/akademiceskaa-politika.

Table 5 - Information on the contingent of trainees by forms and levels of training EP 6B07111 – "Technical service of motor vehicles (master of industrial training)"

Academic year	The number of students.
2023-2024	20
2024-2025	17

S. Seifullin KATRU conducts regular student surveys to assess their satisfaction with the learning process and educational program (EP).

Students and undergraduates have access to national and international electronic libraries, including the Kazakhstan National Electronic Library and eLibrary resources.RU, WOS, SCOPUS, which contributes to the development of scientific potential and access to relevant scientific materials.

At the Kazakh Agrotechnical Research University named after S. Seifullin (KATRU), the processing of personal data of students, employees and teaching staff (teaching staff) is carried out in accordance with the legislation of the Republic of Kazakhstan and internal regulations.

Consent to data processing: Students upload the document "Consent to the collection and processing of personal data" in the personal account of the Platonus system and sign it using an electronic digital signature (EDS).

The University provides opportunities and all possible assistance in shaping the educational trajectory. Directly through the departments, the following structural divisions of the Department of Academic Affairs accompany the educational process of students in credit educational technology, register the history of academic achievements of students throughout the entire period of study: the Department of Contingent Formation and Admission of students, the Registrar's Office Department, the Student Service Center, the Department of Planning and

Organizing the educational process, the Career Center, the Department of Digital Transformation, Department for the Development of International Cooperation and Multilingual Education, The Department of Educational Work, the Committee on Youth Affairs (CYA), the Accounting Department for work with students, the Housing and Household complex, the Scientific Library.

Students from low-income families who have been left without parental care have the opportunity to travel monthly for free by public transport from the Astana city administration.

The university has 8 student dormitories.

The university has a Student social store and a pharmacy where consumer goods are sold at reasonable prices.

The university pays due attention to the full-fledged spending of students' free time. Students have the opportunity to play sports in the sports complex "Eaglet", as well as in winter and summer to relax in the recreation center "Saryarka", Shchuchinsk. In December 2014, a ski base for 190 people was opened at the university's sports complex, and football fields were opened at dormitories No. 7 and No. 6.

The department has a scientific circle "Young Researcher" created at our university in 2013. The head of the circle: PhD, Associate professor M.D. Yessekeshova.

At the university, when planning, organizing and implementing academic mobility of students, the regulation "QMS 02.2042-2020 Regulation on the organization of internal academic mobility of students" at the Kazakh Agrotechnical Research University named after S.Seifullin is applied (https://kazatu.edu.kz/pages/coo/vnutrennaa-akademiceskaa-mobilnost).

The analytical part

Based on the results of the analysis of the self-assessment report, according to the results of meetings with students, graduates and employers, it was found that the university has organized work in the field of career guidance and student support, created an educational environment for students to achieve the required professional level, ensured the representation of students in the collegial governing bodies of the university, developed methods of feedback and informing students, the cultural and social life of the students is organized.

The university has created the necessary conditions for creative development and participation of students in scientific research.

There was no external and internal academic mobility in the accredited OP. To date, agreements on mutually beneficial cooperation in the field of academic mobility of students and teaching staff are available with the following foreign universities and universities in Kazakhstan: Chuvash State Agrarian University, South Ural State Agrarian University (Russia), S.Toraigyrov Pavlodar State University, Al-Farabi Kazakh National University, South Kazakhstan State University M. Auyezov (Moscow Shymkent), Kazakh National Technical University named after K.I. Satpayev (Almaty), Kokshetau University named after Sh. Ualikhanov. Only negotiations and coordination of training programs are underway.

The EP development plan for 2023-2027 has target indicators "The number of students studying within the framework of academic mobility (external)" - 0 students, "The number of students studying within the framework of academic mobility (internal)" - only 3 students is planned for the 2025-2026 academic year. During the interview, the students expressed their willingness to travel to foreign universities under the academic mobility program, while, in the

opinion of the students, the lack of financial support is a deterrent. The Commission notes the need for the university to participate in Erasmus+ programs and attract international students.

According to the results of the student survey, they are generally satisfied with all the processes at this university.

Strengths / Best practices:
Strengths not identified.

Recommendations of the EEC:
- To provide the management of the Educational institution with the opportunity for external and internal mobility of students of the educational institution, as well as readiness to assist them in obtaining external grants for training and to make changes to the educational institution's development plan by January 2025

Conclusions of the EEC according to the criteria:
According to the "Students" standard, 12 criteria are disclosed, of which 0 are strong, 11 are satisfactory, and -1 implies an improvement in the educational organization's position.

6.7. The "Teaching Staff" Standard
• *The NGO should have an objective and transparent personnel policy, including in the context of the HR, including recruitment, professional growth and staff development, ensuring the professional competence of the entire staff.*
• *The NGO must demonstrate the compliance of the staff potential of the teaching staff with the specifics of the EP.*
• *The management of the joint-stock company must demonstrate awareness of responsibility for its employees and ensure favorable working conditions for them.*
• *The management of the educational institution should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.*
• *The NGO should determine the contribution of the teaching staff of the EP to the implementation of the NGO development strategy and other strategic documents.*
• *The NGO should provide opportunities for career growth and professional development of the teaching staff of the EP.*
• *The management of the educational institution should demonstrate its willingness to involve practitioners from relevant industries in teaching.*
• *The NGO should demonstrate motivation for the professional and personal development of the teachers of the educational institution, including encouragement for the integration of scientific activity and education, the use of innovative teaching methods.*
• *An important factor is the willingness to develop academic mobility within the framework of the educational program, to attract the best foreign and domestic teachers.*

The evidentiary part
The main documents regulating the personnel policy at the S.Seifullin KATRU include:
1. Personnel policy.
2. Regulations on professional development of employees.
3. Regulations on the formation of the staff of departments.

4. Regulations on the internal selection of teachers.

5. Regulations on the distribution of academic workload.

6. Rules of competitive filling of positions.

7. Regulations on incentive payments.

The teaching staff is represented by specialists who correspond to the fields of knowledge covered by the educational program. More detailed information is provided in the summary of the teaching staff (https://kazatu.edu.kz/facultet/kafedra-professionalnogo-obrazovania). The staff of teaching staff is determined based on the standard academic load, calculated on the basis of approved curricula of educational programs and requirements for the procedure for planning the academic load of the teaching staff. The teaching load of the teaching staff of the specialty is carried out on the basis of the State Standard of the Republic of Kazakhstan 5.03.015-2009 "Academic work and teaching load. The main provisions". Based on this standard, the university has developed a Regulation on the time standards of the university's teaching staff for the 2023-2024 academic year.

To plan the activities of the teaching staff, an individual Teacher Work Plan has been developed. The plan has 5 sections that characterize the full activity of the teacher (educational, teaching-methodical, scientific-methodical, educational, etc.). The individual plan of the teacher is reviewed at a meeting of the department and approved by the dean of the faculty.

The EP is serviced by highly qualified university teaching staff: 2 professors, 1 associate professor, 1 PhD, 2 PhD, 6 masters.

Table 6 - Information about teachers

№	Full name.	Position and title
1	Yessekeshove M.D.	c.p.s docent head of department
2	Abdyrov A.M.	d.p.s, professor
3	Ibyshev E. S.	d.p.s, professor
4	Abenova B. T.	c.p.s., senior lecturer
5	Bekbaeva Zh.S.	PhD, Senior lecturer
6	Tastanbekova N. D.	PhD, Senior lecturer
7	Kochkorbaeva K. S.	m.p.s., Senior lecturer
8	Zhusupova A. A.	m.p.s., Senior lecturer
9	Abdikarimova A. Zh.	m.p.s., Senior lecturer
10	Nauryzbayeva G. B.	m.p.s.,., Senior lecturer
11	Kozhakhmetova Zh.K.	Master's degree, lecturer
12	Shashkenova N. Sh.	Master's degree, lecturer

The faculty of the department takes an active part in urban (https://www.facebook.com/share/p/ZQxQsQfPUe8FSN6A/?mibextid=oFDknk) and university

events (https://www.instagram.com/p/C3htUORtDdn/?igsh=ZDltd3V3b3ZkMXV6), in sports contests (https://www.facebook.com/share/p/31c3rUMnBg3YZ1Bm/?mibextid=oFDknk), in charity (https://www.instagram.com/p/C5tS5srtw0zZ/?igsh=NG9ycms5dnU2YTB0).

The department keeps a journal of mutual visits.

A systematic assessment of the teacher's competence is conducted annually at the end of the academic year according to the rating, and according to the schedule, the teaching staff conducts open lessons, educational and methodological seminars and trainings in offline and online format, where all interested university teachers of the Republic of Kazakhstan can attend. (https://www.facebook.com/share/p/31c3rUMnBg3YZ1Bm/?mibextid=oFDknk)

The University constantly evaluates the activities of teachers through scheduled attestation, control visits to classes, and scheduled sociological surveys, thereby ensuring that the staff potential of the teaching staff corresponds to the university's development strategy and the specifics of the educational process.

The Information and Library Center provides teachers with the right to use the book collection and electronic resources free of charge in all academic buildings; provides electronic delivery of ordered sources; provides free access to international subscription databases; conducts free training for teachers in trainings on the use of international subscription databases.

The creation of conditions for the personal development of teachers is facilitated by a set of social support measures, including benefits for medical care in dispensaries of the Republic of Kazakhstan (https://kazatu.edu.kz/pages/universitet/profsouz).

The department provides opportunities for career growth and professional development of teaching staff.

Advanced training of teaching staff is carried out through doctoral studies, participation in various training seminars, courses, internships at domestic and foreign universities, as well as at enterprises in the fields of specialties.

The research work of the department is carried out within the framework of grant funding for scientific and (or) scientific and technical projects for 2021-2023 of the Ministry of Education and Science of the Republic of Kazakhstan scientific project No. AP09260956 "Scientific and methodological foundations of the educational process in the conditions of distance learning at the research University of agrarian profile". The project leader is PhD, Professor Abdyrov Aitzhan Mukhamedzhanovich, PhD co–head, senior lecturer Zhuldyz Mukhtarovna Tashkent Bayeva.

At the department, the professional development of teaching staff is also carried out through internships, for example, from November 27 to December 7, the following teachers completed an international online internship "Educational spaces: international approaches and sustainable solutions for creating a prosperous educational environment": Yessekeshova M.D., Kochkorbaeva E.Sh., Bekbaeva Zh.S. in the field of Education, Certificate numbers: no.-00560, no.00558, no.00559

The teachers of the department pay great attention to personal and professional development, therefore, in addition to the approved professional development plan, they regularly improve their professional skills through international, innovative courses.

One of these courses was a course organized at the NazarbayevUniversity in which the University of Hame of Finland participated on the topic: "The introduction of an educational pedagogical model and the intensification of its content." The following teachers completed this

course in the period from January to May 2024 in the amount of 160 hours: Yessekeshova M.D., Kochkorbaeva E.Sh., Bekbaeva Zh.S., Tastanbekova N.D.

The analytical part

The department provides a rational distribution of the teaching staff's workload, including classroom, extracurricular activities, practice hours, and graduate work management.

The staff of the Department of Professional Education teaches the disciplines of basic and specialized pedagogical modules, and the basic and specialized disciplines of technical modules are served by the following departments of the Faculty of Technology: Department of Transport Engineering and Technology, Department of Technical Mechanics, Department of Agricultural Machinery and Technology, Department of Technological Machinery and Equipment.

Students of the accredited educational institution are currently enrolled in 1-2 courses, and therefore the main specialized disciplines will be taught in 3-4 courses.

During the interview, the staff and teaching staff expressed satisfaction with the current personnel policy at the university, and confirmed the fact that a competition was being held to fill vacant positions. The young teachers are also satisfied with the working conditions. The university provides accommodation for all young scientists, which is an excellent opportunity for the professional development of young scientists. Also, the management has organized transport running between the house of scientists and the university.

According to the results of the IAAR survey, the teaching staff expresses full satisfaction with the opportunities provided by the University: 54 respondents (96.5%) for the professional development of teaching staff, 55 respondents (98.2%) for the career growth of teaching staff, 55 respondents (98.2%), the degree of academic freedom of teaching staff, sufficiency and accessibility 52 respondents (94.6%) had the necessary scientific and educational literature in the library, and 50 respondents (89.2%) had the innovative activity of teaching staff.

Bonuses for employees are provided in accordance with the regulations developed at the university on incentive payments for teaching staff, researchers and other categories of employees of the NJSC "KATRU named after S.Seifullina"

The Department of Professional Education cooperates with leading foreign and domestic universities, such as Grodno State University. Yanka Kupala (Republic of Belarus), Ural State Agrarian University (Russian Federation) and E.A. Buketov Karaganda University

The Department continues to support academic mobility of students and attract the best foreign and domestic teachers. But cooperating with foreign and domestic universities on this educational program, academic mobility of teaching staff is not developed at the proper level. In the faculty development plan, "The number of attracted domestic teachers within the framework of internal academic mobility" - only 1 faculty is planned in the 2025-2026 academic year, there is no information in the plans for external academic mobility.

Strengths:

- The management of the EP demonstrates awareness of responsibility for its employees and ensuring favorable working conditions for them

Recommendations of the EEC:

- The management of the Educational Institution should review the indicative indicators in terms of the development of educational programs and increase the share of participation of

teaching staff in the program "external and internal academic mobility", "participation in international competitions, grant programs", "invitation of Kazakhstani and foreign scientists, public and political figures" by January 2025

Conclusions of the EEC according to the criteria:

According to the "Teaching staff" standard, 9 criteria are disclosed, of which 1 is strong, 7 is satisfactory, and -1 implies an improvement in the educational organization's position.

6.8. The standard "Educational Resources and student Support Systems"

• *The NGO must ensure that there are sufficient educational resources and student support services to ensure that the goal of the educational program is achieved.*

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

• *The management of the educational institution should demonstrate the availability of support procedures for various groups of students, including information and counseling.*

• *The management of the EP should demonstrate the compliance of information resources with the specifics of the EP, including:*

• *technological support for students and teaching staff (e.g. online learning, modeling, databases, data analysis programs);*

• *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;*

• *examination of research results, graduation papers, dissertations for plagiarism;*

• *access to educational Internet resources;*

• *the operation of WI-FI on the territory of the educational organization.*

• *The NGO demonstrates planning for the provision of educational equipment and software similar to those used in the relevant sectors of the economy.*

The evidentiary part

The University has the necessary material, technical, information and library resources for organizing the learning process and educating students. The availability and level of the material and technical base of the university is in the process of constant updating and improvement.

The University has a number of structural units and student support services that assist students in mastering educational programs, namely the Department of Academic Affairs.

Information technology support is provided by the Department of Digitalization (DD), which includes the Department of Infrastructure Management and Maintenance, the Test Center, the Center for Technical Computerization in the Field of Agricultural Digitalization, the Center for Innovative Technologies, and the Printing House. The KATRU named after S.Seifullin is a permanent coordinating, advisory and scientific advisory body of the Academic Council of the Kazakh Agrotechnical Research University named after S.Seifullin. Seifullina in the field of solving problems related to the use and development of information technologies (Organizational structure (kazatu.edu.kz \).

The development and improvement of the material and technical base of the department is carried out on the basis of the Development Strategy of the KATRU, as well as on the basis of

long-term and annual plans. The resources used to organize the learning process are sufficient and meet the requirements of the EP.

During the course of the educational process, students can contact the curators and advisors, as well as the Central Educational Institution, at any time.

Academic support services for students have been established and are functioning at the Kazakh Agrotechnical Research University named after S.Seifullin: the Department of Academic Affairs (DAA), which includes the Department of Student Affairs, the Center for Information and Educational Resources, the Center for Teaching, the Center for Career, Practice and Employment, "Military Department", "Academic Council", as well as advisors at the Department of Information Systems (Organizational structure (kazatu.edu.kz \).

S. Seifullin KATRU has established and operates student social support services: student self-government bodies (student parliament, CYA, ASK, student council), a medical center and a medical center, sports and cultural facilities, student service points.

The fund of educational, methodological and scientific literature on general education, basic and profile subjects of the educational program is formed on paper and electronic media.

The total book collection of the library as of 04.12.2023 is 814,428 copies. literature, including 153 units per 1 student.

The AIS "Electronic Library" contains 3040 electronic textbooks of the Faculty of Computer Systems and Vocational Training. Of these: 1,786 in Russian, 1,099 in the state language, 147 in English, and 6 in German. Today, starting in 2021, instead of an electronic library, the S.Seifullin KATRU Institutional Repository is being developed, with 1,974 hosted sources.

Antiplagiat.ru — this is an automated verification platform for students' written papers.

Information support for the library is provided within the "Scientific Library" section of the university's official website. http://ecatalog.kazatu.kz/jirbis2/izzdeu.php .

Figure 1 - Material and technical base

To conduct laboratory and practical classes of the accredited educational institution, the university has specialized educational laboratories and specialized classrooms based on the technical faculty, which serve the disciplines of technical modules.

This is confirmed by the laboratories listed below of the departments where the specialized disciplines of the technical modules are conducted.:

1. The Department of Transport Engineering and Technology has 5 specialized laboratories:

- Laboratory of Hydraulics and Hydraulic Machines (discipline - Pneumatic and hydraulic drives);

- laboratory of vehicle maintenance (discipline - Design and organization of technical service);

- comprehensive interdepartmental laboratory on the design of internal combustion engines, cars, tractors, vehicles, their systems, assemblies and parts (discipline - Fundamentals of automobile design and theory of internal combustion engines);

- laboratory of testing and theory of internal combustion engine work processes (discipline - Repair, maintenance and technical diagnostics of motor vehicles);

- laboratory of fuel and lubricants of vehicles (dicispline - Mechanics of liquid and gas, hydraulic and pneumatic drive);

2. The Department of Technical Mechanics has 2 drawing rooms (auditorium 4402 and 4409 (disciplines - Descriptive geometry and engineering graphics, Automation of drawings, Computer graphics);

4 specialized classrooms:

- 4405 – Fundamentals of Machine Design and Parts (discipline - Fundamentals of Machine Design and parts);

- 4406 – Engineering Mechanics (Statics, Dynamics) (discipline - Engineering Mechanics (Statics, Dynamics);

- 4407 – Computer-aided design of mechanisms (discipline Computer-aided design of mechanisms);

- 4511 – Mechanics of materials (Technology of structural materials).

3. The Department of Agricultural Machinery and Technology has a Kazakh-Belarusian center for training and retraining of engineering personnel and is equipped with current models of tractors model 3522, MTZ-80S, MTZ-1221 and a soil channel (discipline - Tractors and cars, Theory of the automobile).

The analytical part

Platonus provides access to the system for students and teachers from any location and at any time of the day. The system provides students with educational materials on disciplines, as well as information about the academic calendar, individual plan, schedule, results of knowledge and achievement assessment, and news about the educational process. The system provides an opportunity to communicate with teachers during the learning process.

All university buildings have access to Wi-Fi with speeds up to 100 Mbit/s.

The material and technical base of the university complies with the current fire safety rules and regulations and ensures that all types of laboratory, practical and scientific research work are carried out by students provided for in the curriculum.

Based on the results of the analysis of the results of the activities accredited by the EP according to this IEC standard, an assessment was made of the completeness and accessibility of the material, technical and information resources of the accredited EP. The dynamics of resources and the development of the learning environment, library support for the educational process is shown, and the activities aimed by the management of the educational institution at improving the resource support for the implementation of the educational institution are highlighted.

At the same time, during the interview with the students, there was no need to equip the university buildings with recreational areas and open-space to provide students with leisure opportunities and autonomous preparation for classes. Only 10% (7 people) of the surveyed students noted that they were partially dissatisfied, dissatisfied or found it difficult to answer the

question of satisfaction with the rest rooms for students, which shows the correct work of the university in this direction.

Strengths / Best practices:
Strengths not identified.

Recommendations of the EEC:
- not available

Conclusions of the EEC according to the criteria:
According to the standard "Educational Resources and student Support systems", 9 criteria are disclosed, of which 0 are strong, 9 are satisfactory, and -0 implies an improvement in the educational organization's position.

6.9. The "Informing the Public" Standard

• *The NGO should publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:*

• *expected learning outcomes of the implemented educational program;*

• *qualifications and/or qualifications that will be awarded upon completion of the educational program;*

• *Teaching and learning approaches, as well as the assessment system (procedures, methods and forms);*

• *information about passing grades and educational opportunities provided to students;*

• *Information about graduate employment opportunities.*

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

• *Public awareness should include support and explanation of the national development programs of the country and the system of higher and postgraduate education.*

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

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

• *Informing the public about cooperation and interaction with partners within the framework of the EP is an important factor.*

The evidentiary part

The University regularly informs the public and key stakeholders about all aspects of its activities, conditions and features of the implementation of educational programs, within the framework of existing accreditations and licenses.

Through the information policy, the university demonstrates the continuous development of educational programs, adaptation to the trends of education in the world. The University uses all available channels and technologies in its information work, including mass media, specialized events and conference materials. The possibilities of the Internet and social networks are actively used.

Sources of information about the university's activities and the implementation of educational programs for interested parties are the headings "University", "Education", "Entrant", etc.

Students can find full information about the faculty and department (description, teaching staff, goals and learning outcomes of OP B07111 – "Technical service of motor vehicles (master of industrial training)" on the website https://kazatu.edu.kz/facultets , https://kazatu.edu.kz/edu-programs . On the website http://portal .kazatu.kz/имеется detailed information about educational programs.

Information on employment is provided on the website page. Information about employment opportunities for graduates of the OP is available on the website www.kazatu .kz in the section "Employment of graduates of NJSC S.Seifullin KATRU".

NJSC KATRU named after S.Seifullin publishes information about its activities, including the implementation of educational programs through the official website https://kazatu.edu.kz /, https://kazatu.edu.kz/facultets , local and republican media, social networks and other sources.

For students, the website contains:"Guidebook", https://kazatu.edu.kz/files/docs/1a13ed52da12ddeaec0bc82fc08bff74.pdf

https://kazatu.edu.kz/pages/obucenie/magistratura

https://kazatu.edu.kz/pages/obucenie/doktorantura

Academic policy, accreditation and licensing, regulations on the use of the Anti-Plagiarism system, educational portal, library, online service center for bachelors, undergraduates, doctoral students, anti-corruption policy of the university, academic calendar, etc.

The University annually participates in the National Ranking of the best universities in Kazakhstan, information about the results is published in the news block on the official website of the university. The international rating agency QS World University Rankings (UR) has published a rating of 700 of the best universities in the world, which includes our Kazakh Agrotechnical Research University named after S.Seifullin.

At the moment, the university occupies 601 positions.

Current news from the life of the university is reflected on the main page of the website, and science news in the corresponding Science section, for example, projects and programs. https://kazatu.edu.kz/ru/nauka-i-innovacii/nauchnie-proekti-i-programmi /.

All the events held at the Department of Professional Education at the higher school and University levels are posted on instagram social messengers. https://www.instagram.com/p/C8v6gryoCln/?igsh=MWNwd2V6N3M5NWtyOQ ==,facebook https://kazatu.edu.kz / https://kazatu.edu.kz /, vkontakte https://kazatu.edu.kz/university .

The analytical part

The EEC notes that in the field of information dissemination policy, the University demonstrates involvement in informing the public, applicants, employers, various participants in the educational process and all interested parties, continuous development and adaptability to the changing realities of society.

The EEC notes its willingness to provide objective information to external stakeholders.

The website contains information about educational programs. Materials such as the approved EP document and the materials of the EP examination are presented, which is important for studying the aspects of the educational program implementation.

At the same time, the EEC notes the inconsistency of a number of internal regulatory documents with the approved structure of the university. The NGO should demonstrate that the information on the web resource characterizes it in general and in the context of educational programs, but the accredited educational program is interdisciplinary, as in previous standards, the heads of the educational program noted that in the 3rd-4th year special modules are taught by the technical faculty and there is no information about this on the website (about teaching staff, about MTB, etc.), which makes it difficult to understand the implementation of this EP.

Informing the public about cooperation and interaction with partners within the framework of the EP is also an important factor. The website contains information only about foreign universities, but there is no specifics about the subject of cooperation, and there is also no information about practice bases or places of employment.

Strengths / Best practices:
Strengths not identified.

Recommendations of the EEC:
- The management of the EP should bring to a single format the information on the university's website about teaching staff, divided by EP, taking into account the subjects taught, complete information about the EP, on cooperation and interaction with partners within the framework of the EP, and update the information by September 1, 2025

Conclusions of the EEC according to the criteria:
According to the "Informing the Public" standard, 10 criteria are disclosed, of which 0 are strong, 7 are satisfactory, and 3 suggest an improvement in the educational organization's position.

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

Strengths / Best practices

According to the Educational Program Management standard:
- According to this standard, the EP has no strengths.

According to the Information Management and Reporting standard:
- According to this standard, the EP has no strengths.

According to the standard "Development and approval of educational programs":
- According to this standard, the EP has no strengths.

According to the standard "Continuous monitoring and periodic evaluation of educational programs":
- According to this standard, the EP has no strengths.

According to the standard "Student-centered learning, teaching and assessment of academic performance":
- According to this standard, the EP has no strengths.

According to the "Students" standard:
- According to this standard, the EP has no strengths.

According to the "Teaching staff" standard:
- The management of the EP demonstrates awareness of responsibility for its employees and ensuring favorable working conditions for them

According to the standard "Educational resources and student support systems":
- According to this standard, the EP has no strengths.

According to the "Informing the Public" standard:
- According to this standard, the EP has no strengths.

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

EEC recommendations for the educational program 6B07111 Technical service of motor vehicles (Master of industrial training) NJSC "Kazakh Agrotechnical Research University named after S. Seifullin":

According to the standard "Educational Program Management"

, the management of the EP should include students in the document "Development Plan OP6B07111 Technical Service of Motor vehicles (Master of industrial training)" until September 1, 2025.

According to the Information Management and Reporting standard

- The NGO leadership should create a mediation commission and develop a regulation on the commission's activities, prescribe a conflict resolution mechanism by the beginning of the 2025-2026 academic year

According to the standard "Development and approval of the educational program",

- the Management of the Educational institution should conclude an agreement with certification organizations and introduce modules into the curriculum content to prepare students for professional certification by the beginning of the 2026-2027 academic year.

- To ensure the implementation of joint and/or double—degree programs with foreign partner universities by 09/01/2026.

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

- The management of the EP should develop a procedure for publishing all changes made to the EP and appoint responsible persons by January 2025

According to the standard "Student-centered learning, teaching and assessment of academic performance"

- The management of the educational institution should develop a regulation or procedure for responding to student complaints by January 2025

According to the "Students" standard

- To provide the management of the Educational institution with the opportunity for external and internal mobility of students of the educational institution, as well as readiness to assist them in obtaining external grants for training and to make changes to the educational institution's development plan by January 2025

According to the "Teaching staff" standard

- The management of the Educational Institution should review the indicative indicators in terms of the development of educational programs and increase the share of participation of teaching staff in the program "external and internal academic mobility", "participation in international competitions, grant programs", "invitation of Kazakhstani and foreign scientists, public and political figures" by January 2025

According to the standard "Educational resources and student support systems"

According to the standard "Informing the public"

- The management of the EP should bring to a single format the information on the university's website about teaching staff, divided by EP, taking into account the subjects taught, complete information about the EP, cooperation and interaction with partners within the framework of the EP, and update the information by September 1, 2025.

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

Not worked out

(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL

The external expert Commission made a unanimous decision to recommend to the Accreditation Council to accredit the educational program 6B07111 Technical service of motor vehicles (Master of industrial training) NJSC "Kazakh Agrotechnical Research University named after S. Seifullin" for a period of 5 (five) years.

Appendix 1. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE"

Conclusion of the external expert commission on the assessment of the quality of the educational program 6B07111 Technical service of motor vehicles (Master of industrial training) NJSC "Kazakh Agrotechnical Research University named after S. Seifullin"

№ n\n	№ n\n	Evaluation criteria	The position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard 1 "Educational Program Management"						
1	1.	An organization of higher and/or postgraduate education should have a published quality assurance policy that reflects the relationship between research, teaching and learning.		+		
2	2.	The organization of higher and (or) postgraduate education should demonstrate the development of a culture of quality assurance, including in the context of secondary education		+		
3	3.	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		+		
4	4.	The management of the NGO demonstrates transparency in developing a development plan for the NGO, which contains a timeline for the start of implementation, based on an analysis of its functioning, the real positioning of the NGO and the focus of its activities on meeting the needs of the state, employers, students and other stakeholders.		+		
5	5.	The management of the Educational institution demonstrates the existence 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 educational institutions		+		
6	6.	The management of the OP should involve representatives of groups of stakeholders, including employers, students and teaching staff in the formation of a development plan for the EP		+		
7	7.	The management of the educational institution should demonstrate the individuality and uniqueness of the educational development plan, its consistency with national priorities and the development strategy of the		+		

		organization of higher and (or) postgraduate education.				
8	8.	The organization of higher and (or) postgraduate education should demonstrate a clear definition of those responsible for business processes within the framework of the educational program, an unambiguous distribution of staff responsibilities, and the differentiation of functions of collegial bodies.		+		
9	9.	The management of the educational institution must provide evidence of the transparency of the educational program management system.		+		
10	10	The management of the EP must demonstrate the existence of an internal quality assurance system for the EP, including its design, management and monitoring, their improvement, and fact-based decision-making.		+		
11	11	The management of the EP should carry out risk management, including within the framework of the EP undergoing initial accreditation, as well as demonstrate a system of measures aimed at reducing the degree of risk.		+		
12	12	The management of the educational institution should ensure the participation of representatives of employers, teaching staff, students and other stakeholders in the collegial management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program.		+		
13	13	The NGO should demonstrate innovation management within the framework of the EP, including the analysis and implementation of innovative proposals.		+		
14	14	The management of the educational institution should demonstrate evidence of willingness to be open and accessible to students, teaching staff, employers and other interested parties.		+		
15	15	The management of the educational institution should be trained in educational management programs		+		
Total according to the standard			**0**	**15**	**0**	**0**
Standard 2 "Information management and reporting"						
16	1.	The NGO must demonstrate the existence of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software tools, and that it uses a variety of methods to collect and analyze information in the context of the EP		+		
17	2.	The management of the EP should demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
18	3.	The management of the EP should demonstrate fact-based decision-making		+		
19	4.	A regular reporting system should be provided within the framework of the EP, reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of departments and departments, and scientific research.		+		

20	5.	The NGO should establish the frequency, forms and methods of evaluating the management of the EP, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.		+		
21	6.	The NGO should demonstrate the definition of the procedure and information security, including the identification of those responsible for the reliability and timeliness of information analysis and data provision		+		
22	7.	. An important factor is the availability of mechanisms for involving students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.		+		
23	8.	The management of the educational institution should demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, as well as conflict resolution mechanisms.			+	
24	9.	The NGO should demonstrate the existence of mechanisms for measuring the degree of satisfaction of the needs of teaching staff, staff and students within the framework of the EP		+		
25	10.	The NGO should provide for an assessment of the effectiveness and efficiency of activities, including in the context of the EP		+		
		The information intended to be collected and analyzed within the framework of the EP should take into account:				
26	11.	key performance indicators		+		
27	12.	the dynamics of the student body in terms of forms and types		+		
28	13.	the level of academic achievement, student achievements and		+		
29	14.	graduation, student satisfaction with the implementation of the OP and the quality of education at the university		+		
30	15.	availability of educational resources and support systems for students		+		
31	16.	The NGO must confirm the implementation of procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent.		+		
Total according to the standard			**0**	**15**	**1**	**0**
Standard 3 "Development and approval of the educational program"						
32	1.	The NGO should define and document procedures for the development of the EP and their approval at the institutional level.		+		
33	2.	The management of the EP should ensure that the content of the EP meets the established goals, including the expected learning outcomes.		+		
34	3.	The management of the EP should demonstrate the existence of mechanisms for reviewing the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society.		+		
35	4.	The management of the EP should ensure that there are developed models of the graduate of the EP that describe learning outcomes and personal		+		

		qualities.		+		
36	5.	The management of the EP should demonstrate the conduct of external examinations of the content of the EP and the planned results of its implementation.		+		
37	6.	The qualifications awarded upon completion of the EP must be clearly defined and correspond to a certain level of NSC and QF-EHEA.		+		
38	7.	The management of the educational institution should determine the impact of disciplines and professional practices on the formation of learning outcomes.		+		
30	8.	An important factor is the possibility of training students for professional certification (IP)			+	
40	9.	The management of the EP should provide evidence of the participation of students, teaching staff and other stakeholders in the development of the EP, ensuring its quality			+	
41	10	The management of the educational institution should ensure that the content of academic disciplines and planned results correspond to the level of education (bachelor's, master's, doctoral studies).		+		
42	11	The structure of the educational program should provide for various types of activities that ensure that students achieve the planned learning outcomes.		+		
43	12	An important factor is the correspondence of the content of the EP and the learning outcomes of the EP implemented by organizations of higher and (or) postgraduate education in the EHEA		+		
Total according to the standard			**0**	**10**	**2**	**0**
Standard 4 "Continuous monitoring and periodic evaluation of educational programs"						
44	1.	The NGO should define mechanisms for monitoring and periodic evaluation of the educational process to ensure that the goal is achieved and the needs of students and society are met, and show the focus of the mechanisms on continuous improvement of the educational process.		+		
		Monitoring and periodic evaluation of the educational program should include:				
45	2.	the content of the program in the light of the latest scientific achievements in a particular discipline to ensure the relevance of the discipline being taught		+		
46	3.	changes in the needs of society and the professional environment		+		
47	4.	the workload, academic performance and graduation of students		+		
48	5.	the effectiveness of student assessment procedures.		+		
49	6.	expectations, needs, and satisfaction of students with EP training		+		
50	7.	the educational environment and support services, and their compliance		+		

№	№	Description				
		with the goals of the EP				
51	8.	The management of the EP should demonstrate a systematic approach in monitoring and periodically evaluating the quality of the EP		+		
52	9.	The NGO and the management of the EP should determine a mechanism for informing all stakeholders about any planned or undertaken actions regarding the EP.		+		
53	10	All changes made to the EP must be published.			+	
Total according to the standard			**0**	**9**	**1**	**0**
Standard 5 "Student-centered learning, teaching and assessment of academic performance"						
54	1.	The management of the educational institution should ensure respect and attention to different groups of students and their needs, and provide them with flexible learning paths.		+		
55	2.	The management of the educational institution should provide for the use of various forms and methods of teaching and learning		+		
56	3.	An important factor is the availability of own research in the field of teaching methods of academic disciplines.		+		
57	4.	The management of the educational institution should demonstrate the availability of feedback mechanisms on the use of various teaching methods and assessment of learning outcomes.		+		
58	5.	The management of the educational institution should demonstrate the existence of mechanisms to support the autonomy of students with simultaneous guidance and assistance from the teacher.		+		
59	6.	The management of the educational institution should demonstrate the existence of a procedure for responding to student complaints.			+	
60	7.	The NGO should ensure consistency, transparency, and objectivity of the learning outcomes assessment mechanism for each EP, including the appeal		+		
61	8.	The NGO should ensure that the procedures for evaluating the learning outcomes of the students of the EP correspond to the planned results and goals of the program, and publish evaluation criteria and methods in advance.		+		
62	9.	The NGO should define mechanisms for ensuring that each graduate of the educational institution achieves learning outcomes and ensures that they are fully formed.		+		
63	10	Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly upgrade their skills in this area.		+		
Total according to the standard			**0**	**9**	**1**	**0**
Standard 6 "Students"						
64	1.	The NGO must demonstrate the existence of a policy for the formation of a student body in the context of the educational program, ensure transparency and publication of its procedures governing the life cycle of		+		

		students (from admission to completion)				
		The management of the educational institution should determine the procedure for forming a contingent of students based on:				
65	2.	minimum requirements for applicants		+		
66	3.	maximum group size during seminars, practical, laboratory and studio classes		+		
67	4.	and forecasting the number of government grants		+		
68	5.	analysis of available logistical, information resources, human		+		
69	6.	resources, analysis of potential social conditions for students, including the provision of places in the dormitory		+		
70	7.	The management of the educational institution should demonstrate its readiness to conduct special adaptation and support programs for newly enrolled and international students.		+		
71	8.	The NGO must demonstrate compliance of its actions with the Lisbon Recognition Convention, the existence of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.		+		
72	9.	The NGO should cooperate with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications		+		
73	10	The NGO should provide opportunities for external and internal mobility of students, as well as willingness to assist them in obtaining external grants for training.			+	
74	11	The management of the educational institution should demonstrate its readiness to provide students with internship places, promote the employment of graduates, and keep in touch with them.		+		
75	12	The NGO should provide for the possibility of providing graduates with documents confirming their qualifications, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.		+		
Total according to the standard			**0**	**11**	**1**	**0**
Standard 7 "Teaching staff"						
76	1.	A public organization should have an objective and transparent personnel policy, including in the context of HR, including recruitment, professional growth and staff development, ensuring the professional competence of the entire staff.		+		
77	2.	The NGO must demonstrate the compliance of the personnel potential of the teaching staff with the specifics of the EP		+		
78	3.	The management of the EP must demonstrate awareness of responsibility	+			

		for their employees and ensure favorable working conditions for them.				
79	4.	The management of the educational institution should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.		+		
80	5.	The NGO should determine the contribution of the teaching staff of the EP to the implementation of the NGO development strategy and other strategic documents		+		
81	6.	The NGO should provide opportunities for career growth and professional development of teaching staff.		+		
82	7.	The management of the educational institution should demonstrate its willingness to involve practitioners from relevant sectors of the economy in teaching		+		
83	8.	The NGO should demonstrate motivation for the professional and personal development of teachers of the educational institution, including encouragement for the integration of scientific activity and education, the use of innovative teaching methods.		+		
84	9.	An important factor is the willingness to develop academic mobility within the framework of the EP, to attract the best foreign and domestic teachers.			+	
Total according to the standard			**1**	**7**	**1**	**0**
Standard 8 "Educational resources and student support systems"						
85	1.	The NGO must ensure that there are sufficient educational resources and student support services to ensure that the goal of the educational program is achieved.		+		
86	2.	The NGO must demonstrate the sufficiency of material and technical resources and infrastructure, taking into account the needs of various groups of students in the context of educational institutions (adults, working people, foreign students, as well as students with disabilities)		+		
87	3.	The management of the educational institution should demonstrate the availability of support procedures for various groups of students, including information and counseling		+		
		The management of the educational institution should demonstrate the compliance of information resources with the specifics of the educational institution, including:				
88	4.	technological support for students and teaching staff (for example, online training, modeling, databases, data analysis programs)		+		
89	5.	library resources, including a fund of educational, methodological and scientific literature on general education, basic and profile disciplines on paper and electronic media, periodicals publications, access to scientific databases		+		
90	6.	examination of research results, graduation papers, dissertations for plagiarism		+		
91	7.	access to educational Internet resources		+		

92	8.	the operation of Wi-Fi on the territory of the educational organization		+		
93	9.	The NGO demonstrates planning for the provision of educational equipment and software similar to those used in the relevant sectors of the economy.		+		
Total according to the standard			**0**	**9**	**0**	**0**
Standard 9 "Informing the public"						
		The NGO must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:				
94	1.	expected learning outcomes of the implemented educational program		+		
95	2.	qualifications and/or qualifications that will be awarded upon completion of the educational program		+		
96	3.	teaching and learning approaches, as well as the assessment system (procedures, methods and forms)		+		
97	4.	information on passing grades and educational opportunities provided to students		+		
98	5.	information about graduate employment opportunities		+		
99	6.	The management of the EP should provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and interested parties.		+		
100	7.	Public awareness should include support and explanation of the national development programs of the country and the system of higher and postgraduate education.		+		
101	8.	The NGO must demonstrate that the information on the web resource characterizes it in general and in the context of educational programs.			+	
102	9.	An important factor is the availability of adequate and objective information about the teaching staff of the EP			+	
103	10.	An important factor is to inform the public about cooperation and interaction with partners within the framework of the EP			+	
Total according to the standard			**0**	**7**	**3**	**0**
in total			**1**	**92**	**10**	**0**