



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of work of the external expert commission on assessment
on compliance with the requirements of the standards of specialized accreditation
of educational programs

7M01401 “Leadership in Professional Education”,
8D01401 “Management in Technical and Vocational Education”.

NJSC “Kazakh Agrotechnical Research University named after S. Seifullin”

in the period from October 14 to 16, 2024.

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

Addressed to
Accreditation
IAAR Accreditation Council



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c. Astana


«October 16», 2024

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(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. S. Seifullin
SOSE- state obligatory standards of education
IAAR - Independent Agency for Accreditation and Rating
RW - research work
SRW - student's research work
RWMS - research work of a master's student
EP - educational program
TS - teaching staff
GED - general education disciplines
BD - basic disciplines
PD - profile disciplines
FSC - final state control
AIC - agro-industrial complex
RI - research institute
MM - mass media
EMC- educational-methodical complex
EMKD - educational-methodical complex of discipline
WC - working curriculum
CED- catalog of elective disciplines
IEP - individual educational plan
MEP - modular educational program
BC - boundary control
PTS - point-rating system
IC - final control
CC - current control
IT - information technologies
SWOT -Strengths Weakness Opportunities Threats
ECTS - European Credit Transfer System
QS – QuacquarelliSymonds



(II) INTRODUCTION

In accordance with the order No. 134-24-OD dated 06.09.2024. Independent Agency for Accreditation and Rating from 14 to 16 October 2024g. external expert commission conducted an assessment of compliance of educational programs 7M01401 - Leadership in Professional Education and 8D01401 - Management in Technical and Vocational Education of Kazakh Agrotechnical Research University named after S. Seifullin standards of specialized accreditation NAAR (from "16" June 2020 №57-20-OD, as amended and supplemented by the order №189-23-OD from 04.12.2023, edition sixth) in hybrid format.

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

Composition of the EEC:

Chairman of the Higher Economic Commission – Gulnara Bayanovna Turtkarayeva, member of the IAAR Expert Council on Higher Education, PhD, Associate Professor, Shokan Ualikhanov Kokshetau University (Kokshetau); Off-line participation

IAAR foreign expert – Starciuc Nicolae, Dr. PhD, Professor at the State Agrarian University of Moldova (SAUM); On-line participation

IAAR foreign expert – Andrey Aleksandrovich Bratsikhin, Doctor of Technical Sciences, Rector of Izhevsk State Agricultural Academy (Izhevsk, Udmurt Republic, Russian Federation); On-line participation

IAAR expert – Nurgaliev Akylbek Muratovich, Candidate of Agricultural Sciences, Associate Professor, Zhangir Khan West Kazakhstan Agrarian Technical University (Uralsk, Republic of Kazakhstan); Off-line participation

IAAR expert – Taeva Aigul Maratovna, Doctor of Technical Sciences, Associate Professor, Almaty Technological University (Almaty); Off-line participation

IAAR expert – Mardan Nurmukhanbetovich Dzhulanov, Doctor of Veterinary Sciences, Professor, Kazakh National Agrarian University (Almaty); Offline participation

IAAR expert – Larisa Arnoldovna Shkutina, Doctor of Pedagogical Sciences, Professor, Karaganda University (Karaganda); Off-line participation

IAAR expert – Oshakbayeva Zhuldyz Oryntaikyzy, Candidate of Biological Sciences, Associate Professor, Kostanay M.Dulatov University of Engineering and Economics (Kostanay); Off-line participation

IAAR expert – Usenova Layla Maulyutkanovna, Candidate of Veterinary Sciences, Associate Professor of NJSC "Toraigyrov University" (Pavlodar); Off-line participation

IAAR expert – Nurzhanova Kulsara Halimardenovna, Candidate of Agricultural Sciences, Associate Professor, NJSC Shakarim Semey University (Semey); Off-line participation

IAAR expert, employer – Dinara Sandybayeva, Deputy Director for Academic Affairs, North Kazakhstan Vocational Pedagogical College (Petropavlovsk); On-line participation

IAAR expert, employer – Daniyar Amangeldinovich Zhantleuov, Candidate of Agricultural Sciences, employee of the North Kazakhstan Scientific Research Institute of Animal Husbandry and Crop Production (Petropavlovsk); On-line participation

IAAR expert, student – Fedor Sergeevich Monko, 3rd year student, OP 6B05201 Ecology, Kostanay Regional University named after Akhmet Baitursynuly (Kostanay); On-line participation

IAAR expert, student – Beknazar Raushan Rakhymkyzy, 2nd year Master's student of the OP "Technology and Engineering of Food Production" International University of Engineering and Technology (Almaty); On-line participation

IAAR expert, student – Rasul Karagulov Nysanbayuly, 3rd year student of OP 6B09103 "Veterinary Medicine", West Kazakhstan University of Innovation and Technology (Uralsk); On-line participation

IAAR expert, student – Kairat Aruzhan Ilyaskyzy, 4th-year student of Biotechnology, Aktobe Regional University named after K. Zhubanov (Aktobe); On-line participation

IAAR expert, student – Ostrovskaya Maria Alekseevna, student of the 3rd M. Kozybaev North Kazakhstan University (Petropavlovsk); On-line participation

IAAR expert, student – Abdykadyrova Aizat Tynchbekovna, 1st-year master's student in Vocational Training, Kyrgyz National Agrarian University named after Scriabin (Bishkek); On-line participation

The coordinator of the IAAR EEC is Dinara Kairbekovna Bekenova, IAAR Project Manager (Astana).



(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The NJSC Kazakh Agrotechnical Research University named after S. Seifullin (KARU) was founded in 1957 as the Akmola Agricultural Institute. Over the 67 years of its activity, KARU has trained and graduated more than 79,000 specialists and bachelors in agriculture and other sectors of the economy.

The University implements 136 educational programs at three levels of training: 52 – bachelor's degree, 51 – Master's degree, 33 – doctoral degree. More than 33% of educational programs are innovative or double-degree.

Since this year, the university has introduced a post-doctoral program aimed at improving the skills of scientists and developing projects implemented at the university. In the international ranking of QS World University 2025 among 5,663 world universities, KARU entered the top 1200+. 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. The 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 the Environmental Impact Goal ranks 535th. For the first time in 2023. The university participated in the UI Green Metric World University Rankings and took the 934th place. According to the results of the General Ranking of the TOP 20 universities of the Republic of Kazakhstan in 2024, conducted annually by the Independent Agency for Accreditation and Rating, as well as in previous years, he entered the top three best universities of the Republic of Kazakhstan.

EP 7M01401 – Leadership in Professional Education and 8D01401 – Management in technical and vocational education were accredited by the IAAR in 2019. (the certificate is valid for 5 years).

The total number of students in EP 7M01401 – Leadership in Professional Education and 8D01401 – Management in technical and vocational education in the 2022-2023 academic year was 10 students (master's degree – 9, doctoral degree – 1), 2023-2024 academic year – 10 (Master's degree – 9, doctoral degree – 1), for the 2024-2025 academic year – 8 students (master's degree – 5, doctoral degree – 3).

The teaching staff of EP 7M01401 – Leadership in Professional Education and 8D01401 – Management in technical and vocational education for the 2023-2024 academic year consisted of: 9 full-time teachers, including 2 doctors of sciences, 5 candidates of sciences, 2 PhD doctors. The graduation rate of teaching staff according to EP 7M01401 – Leadership in Professional Education and 8D01401 – Management in technical and vocational education was 100%.

According to the results of the NAAR Rating, EP 7M01401 – "Leadership in Professional Education" took 3rd place in 2021, 3rd place in 2022, 2nd place in 2023, and 2nd place in 2024. According to the results of the NAAR Rating, EP 8D01401 – Management in Technical and Vocational Education took 1st place in 2021, 1st place in 2022, 1st place in 2023, and 1st place in 2024.

(IV) A DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

From November 26 to November 28, 2019, an external expert commission assessed the compliance of OP 7M01401 – Leadership in Professional Education and 8D01401 – Management in technical and vocational education of the Kazakh Agrotechnical Research University named after S. Seifullin with the standards of specialized accreditation of the IAAR.

Composition of the VEC:

1. Chairman – Akybayeva Gulvira Sovetbekovna, Candidate of Economics, Associate Professor, Astana IT University
2. Foreign expert – Elena Viktorovna Subbotina, Candidate of Economics, Professor, Russian International Academy of Tourism, expert of the Guild of Experts in the Field of Vocational Education
3. Expert – Menlibekova Gulbakhyt Zholdasbekovna, Doctor of Pedagogical Sciences, Professor, Department of Social Pedagogy and Self-knowledge, L.Gumilyov Eurasian National University
4. Expert – Muratbek Zhanabatyrovich Isakhanov, Candidate of Technical Sciences, Professor, Kazakh National Agrarian University (Almaty)
5. Expert – Saltanat Sarsenbayevna Tamenova, Candidate of Economics, Professor, Turan University
6. Expert – Bekenova Lidiya Moldabaevna, Candidate of Economics, Associate Professor, Vice-rector for Educational Work, Almaty Academy of Economics and Statistics
7. Expert – Gusmanova Farida Ravilyevna, Ph.D., Associate Professor, Al-Farabi Kazakh National University
8. Expert – Tugambayeva Salima Manatovna, PhD, Associate Professor, State University named after Shakarima of the city of Families
9. Expert – Galina Andreevna Loskutova, Candidate of Technical Sciences, Associate Professor, Department of Chemistry and Biotechnology, Kokshetau State University named after Sh.Ualikhanov
10. Expert – Zhanerke Nauryzbaevna Shaigozova, PhD, Associate Professor, Member of the Council of Artists of the Republic of Kazakhstan, UNESCO expert on art education, KazNPU named after Abaya
11. Expert – Baykenova Dana Khasenovna, Senior lecturer, M.E., Karaganda State Technical University
12. Expert – Abdulla Ugubaevich Akhmedyanov, Ph.D., Associate Professor, L.Gumilyov Eurasian National University
13. Expert – Sauranbai Sandugash, PhD, Certified Appraiser, AlmaU
14. Expert – Alexey A. Kalinin, PhD, Karaganda State Technical University
15. Expert – Irina Yurievna Chidunchi, PhD, Associate Professor, Department of Vocational Training and Environmental Protection, S.Toraigyrov Moscow State University
16. Expert – Sabina Batyrkhanovna Rakhmetulayeva, PhD, International University of Information Technologies (Almaty)
17. Expert – Lyudmila Vladimirovna Polyakova, Deputy Chairman of the UMS, Kazakhstan University of Engineering and Technology
18. Expert – Ermanov Maksat Bekbusinovich, Senior lecturer, Faculty of Technology, Aktope Regional State University named after K.Zhubanov
19. Employer – Ualikhan Eralynovich Zhumabekov, Director of the International Foundation for the Promotion of Technical Education in the CIS Countries, Nur-Sultan

20. Employer – Said Tulegenovich Alimbayev, Deputy Director of the Department of Economics and Tariff Formation of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken"

21. Student of ASK - Lesnaya Lyubov Vasilyevna, 4th year student, Kazakh University of Technology and Business

22. Student of ASK - Tagai Ulzhan Kenzhekhankyzy, member of the RSM "Alliance of Students of Kazakhstan", student of the specialty "International Relations", L.N. Gumilyov Eurasian National University

23. Taktanov student Bekzat Tursinbeuli, student of the specialty "Thermal Power Engineering", member of the RSM "Alliance of Students of Kazakhstan", L.Gumilyov Eurasian National University

24. Student - Berdibek Oralkhanuly Oralkhanov, student of the specialty "Information Systems", member of the RSM "Alliance of Students of Kazakhstan", L.Gumilyov Eurasian National University

25. Student of ASK – Salykova Zhanar Zhastalapkyzy, 3rd year student, Turan-Astana University

26. Student ASK – Tugelbai Abylai Estayuli, 4th year student, Kazakh University of Economics, Finance and International Trade

In 2019, based on the results of specialized accreditation, the following recommendations were made

Educational Program Management Standard

- improve the relationship between research, learning and teaching;
- when shaping the content of the EP, its competitiveness in the labor market, taking into account the opinions of employers and other stakeholders, develop a culture of quality assurance implemented by the EP;
- It is proposed to clearly identify those responsible for business processes within the framework of the EP, unambiguously assign staff responsibilities, and delineate the functions of collegial bodies;
- demonstrate the successful functioning of the internal quality assurance system of the OP, including its design, management and monitoring, their improvement, and fact-based decision-making;
- ensure the involvement of diverse employers in the process of EP formation;
- Consider creating plans to upgrade the MTB, including equipping laboratories for accredited specialties;
- Provide training to the management of the EP on educational management programs.

The Information Management and Reporting Standard

- regularly update cluster support information on the website in three languages;
- it is necessary to formalize agreements on the processing of personal data with all employees, teaching staff and students of the University in accordance with the Law of the Republic of Kazakhstan "On Personal Data and their protection";
- according to the satisfaction of students with the implementation of the EP and the quality of education at the university, it is necessary to improve the quality of undergraduate education.

The standard "Development and approval of the educational program"

- to consider the issue of joint educational programs with foreign educational organizations;
- Develop a plan to attract foreign teaching staff to conduct joint scientific case studies;

- Develop and implement a plan for the introduction of elements of dual education in the EP.

The standard "Continuous monitoring and periodic evaluation of educational programs"

- to ensure the achievement of the goal and meet the needs of students and society, post all necessary information on the university's website;

- develop criteria for evaluating all types of educational work of students (practice, laboratory work, all types of independent work of students).

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

- Improve the availability of a feedback system on the use of various teaching methods and assessment of learning outcomes;

- develop and implement their own methodological research (for example, in the form of teaching aids) in the field of teaching elective subjects of the EP.

The "Students" standard

- strengthen career guidance in order to increase the number of students;

- Hold a series of round tables with recent graduates to share their experiences and create an alumni association;

- increase the percentage of students involved in research and development, with the development of a mechanism to stimulate them;

- Implement a set of measures to prepare students for the transition to multilingual education;

- contribute to informing students about the possibilities of external and internal mobility for students;

- Promote an increase in the number of students with academic mobility experience;

- provide an opportunity for professional certification of students;

- expand the possibility of academic mobility of students at the undergraduate level;

- introduce training courses that develop students' competencies aimed at rapid employment and career development;

- Involve employers and graduates to conduct career development workshops.

The "Teaching staff" standard

- to develop and implement massive open online courses in basic and specialized disciplines in the implementation of the EP;

- to consider the possibilities of academic mobility of teaching staff in the framework of MEP programs (e.g. Coursera, edEx, etc.);

- to ensure the involvement of foreign lecturers for lectures or on-line lectures by foreign specialists for students;

- organize joint research with representatives of universities near and far abroad;

- Continue to work on attracting practitioners to the educational process, especially in bachelor's degree subjects;

- For the bachelor's degree level, strengthen efforts to attract the best foreign and domestic teachers within the framework of academic mobility.

The standard "Educational resources and student Support systems"

- In order to implement the multilingual program, strengthen the work on the development, publication and purchase of specialized literature for accredited educational institutions in English;

- develop and implement a long-term plan for the re-equipment of educational laboratories of the EP;

- To meet the needs of various groups of students, replenish the library's resources.

The "Informing the Public" standard

- ensure that the public is informed about cooperation with scientific and consulting organizations and that the approved University Development Strategy is consistent with the budget being formed;

- Increase the transparency of the budget formation procedure with the involvement of all stakeholders.

The standard "Standards in the context of individual specialties"

- The management of the EP should provide measures to strengthen practical training in the field of specialization.

In order to develop accredited EP 7M01401 – Leadership in Professional Education and 8D01401 – Management in technical and vocational education, Action Plans have been developed to implement the recommendations of the EEC within the framework of specialized accreditation for 2020-2024.

The post-accreditation monitoring of the S. Seifullin KATRU was carried out within the framework of the developed Plans and was carried out in accordance with the requirements of the regulations on post-accreditation monitoring.

During the visit, experts analyzed the recommendations implemented by the university.

Conclusions

As a result of the accreditation procedure, EP EEK made 37 recommendations, the results of which were reflected in the Reports on the implementation of the recommendations of the EEK IAAR.

In order to improve the relationship between scientific research, learning and teaching, the results of the teaching staff of the Department of Professional Education are introduced into the educational process, for example, the research of Ph.D., Professor Galieva T.T. reflected in the textbook "Technology of teaching based on a systematic approach" is used by students during the study of master's and doctoral studies. The management of the EP develops a culture of quality assurance together with stakeholders, including employers; Functional responsibilities at departments are consolidated at the beginning of the academic year, which is reflected in the minutes of department meetings.

The university's management pursues a transparent, democratic policy towards teachers, aimed at creating a favorable atmosphere and fruitful work. For conscientious performance of functional duties, long-term impeccable work, innovation in work and achievements, employees are rewarded by awarding prizes, providing financial assistance, awarding a certificate of honor, and awarding a valuable gift.

The results of the research work of teaching staff serving accredited educational institutions are reflected in the catalog of elective disciplines; the heads of educational institutions have been trained in educational management programs. The management of EP 7M01401 – Leadership in Professional Education, 8D01401 – Management in technical and vocational education developed a "Program of cooperation with the Grodno Regional Institute of Educational Development for 2021 (Republic of Belarus, approved by the Rector, February, 2021).

In developing the evaluation criteria for teaching staff, departments follow the rules based on the Academic Policy of the university, which states the following: during the semester, students need to receive current grades based on lecture materials, LPL, SSWSwT and SSW, and admission to the exam. The final control involves passing an exam in the form of testing, oral and written exams.

For students' awareness, regulatory documents are provided on the university's website in the Academic Policy section of the NJSC "S.Seifullin KATRU". 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. The establishment of the assessment system is fixed by a regulatory document, the standard "Organization of academic performance monitoring during the final assessment of students with GNI 02.2079-2022", the Academic Policy of the University and the Code of Academic Integrity of participants in the Educational Process.

Teaching staff actively introduce active and innovative teaching methods into the educational process: the method of analyzing specific situations; the method of discussion; collaborative learning, lecture-conversation, lecture-visualization, lecture-debate, project method; business game method, etc. Annually, the department develops a program plan for the use of innovative methods and technologies in the learning process. The University evaluates the degree of satisfaction with the quality of educational services provided through the "Teacher through Student's Eyes" questionnaire. The rector's blog is also a form of feedback, as well as meetings with heads of departments, deans and university management.

To activate and increase the number of students involved in research and development, the department operates the B. Abdikarimov scientific and practical laboratory "Modern psychological problems of personality", in which students receive consultations, submit research reports and discuss dissertations with supervisors.

QMS 02.2042-2020 "Regulations on the organization of internal academic mobility of students at the Kazakh Agrotechnical University named after S. Seifullin" is used for planning, organizing and implementing academic mobility of students. The Department of International Relations functions to establish contacts. The student's achievements based on the results of mobility are taken into account by an adviser at the department level. Cooperation agreements have been concluded with the following universities within the framework of accredited educational institutions for the implementation of academic mobility: Grodno State University named after Yanka Kupala (RB), Russian State Agricultural Academy named after K.A. Timiryazev (RF), Irkutsk State Agrarian University named after A. A. Yezhevsky (RF), E.A.Buketov KarSU (RK), M. Auezov South Kazakhstan University, S. Valikhanov KSU (RK), etc.

To form the competencies of students EP7M01401 – Leadership in Professional Education and 8D01401 – Management in technical and vocational education, which allow graduates to be in demand in the modern labor market, the management of the EP in the MOE included the following courses (modules/disciplines): "Leadership qualities of a teacher", "Leadership potential of a leader in education", "Acmeology of vocational education".

Every year, the graduating department organizes alumni meetings, where the priorities of training and employment of graduates are discussed. Many graduates of the departments work in universities and colleges of the Republic of Kazakhstan, hold senior positions and regularly participate in master classes. The University has a career, practice and employment center. He provides assistance to university students and graduates in career planning and development.

The management of EP 7M01401 – Leadership in Professional Education, 8D01401 – Management in technical and vocational education cooperates with Grodno State University, Yanka Kupala (Grodno, Republic of Belarus). The result is the defense of dissertations, internships for students in scientific research, and joint publications.

Transparency in the formation of the university's budget is carried out through the rector's reporting, approval of financial documents by the Board of Directors, consisting of external stakeholders. The financial statements are publicly available on the university's website (<https://kazatu.edu.kz/pages/universitet/dokumenty/finansovaa-otcetnost>).

The data in the university's report indicates that the university has taken measures and actions that have contributed to improving the effectiveness and efficiency of cooperation with

employer partners, including the development of dual education based on them, improving the publication activity of teaching staff and students, the development of research and commercialization of teaching staff and students, improving the relationship between scientific research, training and teaching, improving the quality of the educational process in accordance with ESG standards, development of processes to ensure monitoring of all areas of the university's activities, etc. At the same time, a number of recommendations have not been fully implemented, for example, on the development of joint educational programs with universities of the Republic of Kazakhstan and foreign educational organizations.

Thus, the analysis carried out during the post-monitoring process showed that the recommendations made by the EEC were generally implemented. According to the results of post-accreditation monitoring, the average percentage of recommendations implemented is 70% of the total implementation.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission on specialized accreditation of educational programs of the NJSC "S. Seifullin KATRU" in the period from October 14 to October 16, 2024.

In order to coordinate the work of the EEC on 13.10.2024, an on-line orientation meeting was held, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and an agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programs and the entire university infrastructure, and to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, heads of departments, teachers, students, graduates, and employers. A total of 249 representatives took part in the meetings (table 1).

Table 1 – Information about employees and trainees who participated in meetings with the EEC IAAR:

Category of participants	Quantity
Chairman of the Management Board-Rector (acting)	1
Members of the Management Board-Vice-Rectors	6
Heads of structural divisions	27
Deans	3
Heads of the department	7
Teachers	55
Students	58
Graduates	54
Employers and representatives of the practice base	38
Total	249

During the visual inspection, the members of the EEC got acquainted with the state of the material and technical base, visited the library (reading rooms, conference rooms), laboratories, specialized and lecture halls, catering facilities, dormitories.

At the meetings of the Higher Attestation Commission of the Russian Academy of Sciences with the university's target groups, the mechanisms for implementing the university's policy were clarified and the individual data presented in the university's self-assessment report were specified.

The EEC members visited the practice bases of accredited programs: the Department of Vocational Education of KATU, the College of Service and Tourism, Astana Polytechnic.

In accordance with the accreditation procedure, 75 teachers and 80 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. kazatu.edu.kz/en/

As part of the planned program, recommendations for improving the accredited educational programs of S.Seifulin KATRU, developed by the EEC based on the results of the examination, were presented at a meeting with the leadership on 10/16/2024.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. The standard "Educational Program Management"

- *The university must demonstrate the development of a goal and strategy for the development of the educational program based on an analysis of external and internal factors with the broad involvement of a variety of stakeholders.*
- *The quality assurance policy should reflect the relationship between scientific research, teaching and learning.*
- *The university demonstrates the development of a culture of quality assurance.*
- *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.*
- *The management of the Educational institution ensures transparency in the development of an educational development plan based on an analysis of its functioning, the actual positioning of the university and the orientation of its activities to meet the needs of the state, employers, stakeholders and students.*
- *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 objectives, 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 development priorities and the development strategy of the educational organization.*
- *The university should demonstrate a clear definition of those responsible for business processes within the framework of the management system, the distribution of staff duties, and the differentiation of functions of collegial bodies.*

- *The management of the EP ensures coordination of the activities of all persons involved in the development and management of the EP and its continuous implementation, as well as involves all stakeholders in this process.*
- *The management of the EP should ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and appropriate decision-making.*
- *The management of the EP should carry out risk management.*
- *The management of the educational institution should ensure the participation of representatives of interested parties (employers, teaching staff, students) in the collegial management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program.*
- *The university must demonstrate innovation management within the framework of the educational program, including the analysis and implementation of innovative proposals.*
- *The management of the educational institution should demonstrate its openness and accessibility to students of teaching staff, employers and other interested persons.*
- *The management of the Educational institution confirms the completion of training in educational management programs.*
- *The management of the EP should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.*

The evidentiary part

The university's activities are carried out in accordance with the Internationalization Strategy of the Kazakh Agrotechnical University named after Saken Seifullin for 2020-2024 (<4D6963726F736F667420576F7264202D20D1F2F0E0F2E5E3E8FF20E8EDF2E5F0EDE0F6E8EEEEDE0EBE8E7E0F6E8E820CAC0D2D35FD0F3F12E646F63 > (kazatu.edu.kz)), the Development Program of the NJSC "Kazakh Agrotechnical University named after Saken Seifullin" for 2020-2024 (Programma-razvitiya-KazATU-na-2020-2024- ru.pdf). To date, a new Development Program for 2024-2029 has been developed, which was approved by the Academic Council of the University (Protocol No. 8 dated January 25, 2024).

The university has developed a Quality Assurance Policy (3dd7a67bbef04ac1ebf0c4d6fb42ef74.pdf), which provides for interaction between the business community, the scientific community, teaching staff and students, and an internal quality assurance system (<https://kazatu.edu.kz/pages/universitet/dokumenty/sistema-menedzmenta-kacestva>), as well as the Academic Policy of the NJSC "Kazakh Agrotechnical University named after S. Seifullin" (approved by the decision of the Academic Council, Protocol No. 11 dated 26.03.2020, amended by the decision of the Academic Council, Protocol No. 19 dated 31.08.2022. / Academic policy (kazatu.edu.kz).

EP 7M01401 – Leadership in Professional Education, 8D01401 – Management in technical and vocational education was developed taking into account the strategic goals and objectives of S. Seifullin KATRU, the mission and vision of the university. For the implementation and development of accredited educational institutions, a Development Plan for the educational program 7M01401 – Leadership in Professional Education for 2023-2026 has been developed. (approved by the decision of the Faculty Council, Protocol No. 1 dated 09/04/2023), Educational Program Development Plan 8D01401 – Management in Technical and Vocational Education for 2023-2026. (approved by the decision of the Faculty Council, Protocol No. 1, dated 09/04/2023).

Transparency of the processes of formation and content of the development plans of the Faculty is carried out through the awareness of the teaching staff, staff, students and interested

persons in the following ways: explanation of the development plan, goals and objectives of the Faculty with the invitation of students, student organizations, as well as employers, managers practice bases and other interested parties; posting information on information stands, on the official website of the university <https://www.kazatu.edu.kz/>.

The structural unit of S. Seifullin KATRU, responsible for internal quality assurance, monitoring, evaluation and analysis, is the University's Quality Committee, whose goal is to maintain and improve the internal quality assurance system aimed at developing a culture of quality.

According to the submitted documents, employers of accredited persons are involved in the development of program development plans. For example, the Academic Committee on the development plan of accredited educational institutions includes: Deputy Director for Academic Affairs of the State Committee for Management and Management of the College "Service and Tourism" in Astana Satova G.R., Master's student EP 7M01401 – Leadership in Professional Education Galiaskarova A. (Order No. 374-N dated 18.10.2023).

During the review of internal documentation and interviews, experts were convinced of the presence of those responsible for business processes within the EP, the unambiguous distribution of staff duties, and the differentiation of functions of collegial bodies.

When forming an educational development plan, management systematically identifies potential risks that may affect the achievement of educational program goals. The management of the EP annually analyzes and evaluates the risks associated with the implementation of the program; they fill in risk data in the AIS "Risk Management", where ways to eliminate it are developed for each risk. In terms of risk analysis, the management of accredited EP 7M01401 – Leadership in Professional Education and 8D01401 – Management in technical and vocational education focuses on the formation of a high-quality contingent; insufficient level of external and internal academic mobility programs for teaching staff, students, and the involvement of foreign professors in the educational process; reduced participation in the development of funded research topics; an insufficient level of foreign language proficiency among a certain number of graduate students, which leads to a decrease in the number of potential applicants for doctoral studies.

The necessary information, personnel, financial, and logistical resources, as well as regulatory and legal documentation, are available for the management of educational programs.

The head of accredited educational institutions, M.D. Yessekeshova, completed courses on educational management programs: Management of an educational organization for managers, 72 hours, 2020, Management in education, 72 hours, 2024. (certificates are available).

According to the results of interviews with students, employers and faculty of the Department, the Commission of the Higher School of Economics noted the readiness for openness and accessibility of the leadership of accredited educational institutions.

The analytical part

The implementation of educational programs and their development programs are carried out in accordance with the mission, the university's development plan, academic rules and regulations. Electronic versions of the documents are available on the website and are available to teaching staff, staff and students, as well as employers and other interested parties.

Development plans have been developed for EP 7M01401 – Leadership in Professional Education and 8D01401 – Management in technical and vocational education. The development plan for EP 8D01401 – Management in technical and vocational education notes the uniqueness of the educational program for the preparation of doctors of philosophy (PhD), the development plan for EP 7M01401 – Leadership in Professional Education does not reflect this component,

which requires clarification of the uniqueness, as well as the individuality of the development plans for EP based on the competitive advantage of the educational programs being implemented.

A survey of students conducted during the visit of the EEK IAAR showed that:

- fully satisfied with relations with the dean's office (school, faculty, department) – 73 (91.3%), partially satisfied – 5 (6.3%); accessibility and responsiveness of the university leadership – 67 (83.8%); partially satisfied – 11 (13.8%);

- fully satisfied with the availability of personal counseling – 66 (82.5%); partially satisfied – 12 (15%); academic counseling – 63 (78.8%), partially satisfied – 11 (13.8%);

The survey of the teaching staff conducted during the visit of the VEK NAAR showed that:

- teachers rate the accessibility of guidance very well – 30 (40%); good – 41(54.7%);

- the involvement of teaching staff in the process of making managerial and strategic decisions is rated very well – 26 (34.7%); good – 44 (58.7%);

- they rate the level of feedback from the management staff very well – 30 (40%); well – 43 (57.3%).

Strengths/Best practices:

Not identified.

EEC recommendations for EP 7M01401 – Leadership in Professional Education and 8D01401 – Management in technical and Vocational education:

- by the beginning of the 2025-2026 academic year, formulate the competitive advantages of the implemented educational programs in order to clarify their uniqueness, as well as the individuality of the educational development plans.

Conclusions of the EEC: according to the standard "Educational Program Management": they have 16 satisfactory positions and 1 suggests improvement.

6.2. The Information Management and Reporting Standard

- *The university should ensure the functioning of the information collection, analysis and management system based on modern information and communication technologies and software.*

- *The EP management demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.*

- *The management of the EP demonstrates the existence of a reporting system reflecting the activities of all structural divisions and departments within the EP, including an assessment of their effectiveness.*

- *The university should determine the frequency, forms and methods of evaluating the management of the educational institution, the activities of collegial bodies and structural divisions, and top management.*

- *The university must demonstrate a mechanism for ensuring information protection, including identifying those responsible for the accuracy and timeliness of information analysis and data provision.*

- *The university demonstrates the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.*

- *The management of the educational institution should demonstrate the availability of communication mechanisms with students, employees and other stakeholders, including conflict resolution.*

- *The university should ensure the measurement of the degree of satisfaction of the needs of teaching staff, staff and students within the framework of the educational program and demonstrate evidence of the elimination of the identified deficiencies.*

- *The university should evaluate the effectiveness and efficiency of its activities, including in the context of EP.*

The information collected and analyzed by the university within the framework of the EP should 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;*
- *Employment and career development of graduates.*
- *Students, staff, and teaching staff must document their consent to the processing of personal data.*
- *The management of the EP should help to provide all the necessary information in the relevant fields of sciences.*

The evidentiary part

The information management process is carried out in accordance with the regulatory documents of the S. Seifullin KATRU (9b456b972f0130824f43062bb7be1f0e.pdf, <http://kazatu.kz/assets/i/deps/smk-basis-151217.pdf>).

The university collects and analyzes information within the framework of information systems: the official website of the university (KazATRU (kazatu.edu.kz)); automated educational process management system "Platonus" (Platonus (kazatu.kz)); MOODLE (1 new message (kazatu.kz)), as well as the Center for Information and Educational Resources (the Center for Information and Educational Resources - Home page (kazatu.kz)), The Student Service Center (The main functions of the COE (kazatu.edu.kz)). Educational programs are managed through the Workspace document management system, the Platonus information system and the Educational Portal (<http://portal.kazatu.kz/>). These systems cover various aspects such as electronic logging, fixed asset accounting, business trips, and quality monitoring. Current information is also disseminated through social media.

All directions of the academic process of the university are systematized on the basis of informatization and reporting of Platonus data, for example, registration of students for disciplines and teachers; formation of academic and individual plans; formation of academic streams; compilation of academic calendars; study lists, etc. Information is analyzed through the module Reports in AIS Platonus at the request of management, statistical requests from the Management Statistics Department, the Finance Department, and other structural units. The dynamics of the student body in terms of forms and types, the level of academic achievement, student achievements and deductions are carried out through various reports in AIS Platonus.

Within the framework of the unified information and educational environment of the university, information resources have been created that provide technological support for undergraduates, doctoral students, and teaching staff in accordance with programs and intellectual demands. In the educational process, support is provided from assigning an

individual code to students to registering the results of the assessment of educational activities and forming an appendix to the diploma.

The information management process is governed by the organizational structure approved by the Board of Directors on March 6, 2023. Responsible for digitalization is the Director of the Department of Digitalization, A.K.

Shiabiden. There are feedback forms such as complaint boxes and suggestions posted in each academic building; the rector's blog (the Chairman's blog (kazatu.edu.kz Facebook Instagram, Facebook, etc.; social media pages. You can also find the e-mail addresses of the dean, head and faculty on the website and contact them directly.

The systematic use of up-to-date information to improve the internal quality system is detailed in the Manual on the Internal Quality Assurance System of the NJSC "Kazakh Agrotechnical University named after S.Seifullin" (<https://kazatu.edu.kz/ru/pages/universitet/dokumenty/sistema-menedzmenta-kacestva> , Documents section). The Quality Committee conducts internal audits of all processes based on these guidelines.

The University, in accordance with the provisions of the "Information Security Policy at the S. Seifullin KATRU", defines the procedure for ensuring the protection of information and those responsible for the accuracy and timeliness of information analysis and data provision. (<https://katru.workspace.kz/storage/irds/37/nj25pSAsaR7ZcLeekQejzSRt9MgaYlhQgNAiQcu3.pdf>). The Information Security Policy defines requirements in the following areas of information security: network security policy; password policy; server protection policy; antivirus policy; Internet access rules.

Mechanisms for conflict resolution by students, employees, and other stakeholders have been established and documented at the NJSC S. Seifullin KATRU. For example, these mechanisms are described in the following internal documents: "Regulations on the procedure for reviewing Student complaints by university management" and "Regulations on the procedure for Reviewing Complaints from employees of the NJSC S. Seifullin National Research University". (<https://katru.workspace.kz/storage/irds/114/OwJWszw7ONkwbJcDfqjAfbdaAa52SGvSL26tE8Xt6.pdf>).

The main mechanism for measuring the degree of satisfaction of teaching staff and employees with the quality of training is carried out through regular questionnaires in the format of satisfaction of teaching staff with working conditions and students with the quality of educational programs through their personal accounts. To assess the satisfaction of accredited educational institutions, stakeholders also participate in an annual survey on satisfaction with the quality of educational services.

The analytical part

The members of the EEC, having analyzed the materials on accredited EP for compliance with the requirements of the Information Management and Reporting standard, note that the S. Seifullin KATRU operates an information and reporting management system. The technical support systems used for the educational process make it possible to automate all areas of the educational process, greatly simplifying the collection, analysis and storage of necessary information on all processes that students undergo during their professional training. Attention is paid to the systematic review of the effectiveness of decisions taken and monitoring of the activities of departments and programs.

An internal assessment of the management quality of accredited EP is carried out on a systematic basis. The analysis of the departments' readiness for the academic year is carried out:

the availability of methodological, logistical support for the educational process in the educational program, the department's readiness to evaluate learning outcomes.

The employment and career growth of graduates is controlled by the graduating departments through online messengers and their participation in various social events of the university. Employment data is also included in the ESME. In addition, the university has the opportunity to receive information about the presence or absence of pension contributions from its graduates, which also indicates their employment.

The databases collected within the framework of the university's activities allow us to generate a variety of analytical reports and make decisions based on facts. Regular surveys of students and employers are conducted, based on the results of which appropriate measures are being taken to eliminate deficiencies. Information and communication technologies are used with a fairly high degree of efficiency.

Thus, the university has created the necessary conditions for effective and expedient management of information and reporting, which shapes the development and improvement of information systems and resources of the university based on modern ICT and user suggestions.

At the same time, a random check of personal files of students, teaching staff and employees showed that not all cases have consent to the processing of personal data stored in personal files in the personnel management department, which is a violation of Article 7 of the Law of the Republic of Kazakhstan "On Personal Data and their Protection", which regulates the conditions for the collection and processing of personal data.

A survey of students conducted during the visit of the EEC IAAR showed that they were fully and partially satisfied with: the content and information content of the website of educational organizations in general and faculties (schools) in particular, 67 (83.8%) and 11 (13.8%), respectively; informing the requirements in order to successfully graduate from this specialty – 72 (90%) and 6 (7.5%); informing students about courses, educational programs and academic degrees received – 70 (87.5%) and 8 (10%).

Strengths/Best practices:

Not identified.

Recommendations:

- **to bring into compliance with regulatory requirements the documentary confirmation by all teaching staff and employees of their consent to the processing of personal data, due on 01.01.2025.**

Conclusions of the EEC according to the criteria: According to the Information Management and Reporting standard: they have 16 satisfactory positions and 1 suggests improvement.

6.3. The standard "Development and approval of the educational program"

- *The university must demonstrate the existence of a documented procedure for the development of an educational program and its approval at the institutional level.*
- *The university must demonstrate the compliance of the developed educational program with the established goals and planned learning outcomes.*
- *The management of the educational institution should determine the impact of disciplines and professional practices on the formation of learning outcomes.*
- *The university can demonstrate the availability of a graduate's model of learning outcomes and personal qualities.*

- *Qualifications awarded upon completion of the OP should be clearly defined, explained and correspond to a certain level of the NSC, QF-EHEA.*
- *The management of the OP should demonstrate the modular structure of the program based on the European Credit Transfer and Accumulation System (ECTAS), ensure that the EP and its modules (in terms of content and structure) meet the goals set with a focus on achieving the planned learning outcomes.*
- *The management of the educational institution should ensure that the content of academic disciplines and learning outcomes correspond to each other and to the level of study (bachelor's, master's, doctoral studies).*
- *The management of the EP should demonstrate the conduct of external expertise of the EP.*
- *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 EP should demonstrate the positioning of the EP in the educational market (regional/ national / international), its uniqueness.*
- *An important factor is the possibility of preparing students for professional certification.*
- *An important factor is the availability of a double-degree EP and/or joint EP with foreign universities.*

The evidentiary part

The development and approval of educational programs is carried out in accordance with the provisions of the normative legal acts of the Ministry of Education and Science of the Republic of Kazakhstan in the field of higher and postgraduate education, as well as internal regulatory documents - the Regulation on the procedure for the development, approval, implementation and updating of educational programs, approved by the decision of the Academic Council of the NJSC "Kazakh Agrotechnical Research University named after S. Seifullin" on 04/25/2024, Academic Policy (Academic Policy (kazatu.edu.kz)), Manual on the internal quality assurance system.pdf (kazatu.edu.kz).

Accredited ops meet the set goals, including the expected learning outcomes, developed on the basis of the Dublin descriptors, taking into account the requirements of employers. The qualifications obtained as a result of mastering the EP are formulated in the EP passport, correspond to the National Qualifications Framework and are consistent with the European Qualifications Framework.

The developed and approved EP 7M01401 – Leadership in Professional Education and 8D01401 – Management in technical and vocational education are included in the Register of Educational Programs of the EOM of the Republic of Kazakhstan (EPVO,), stored at the graduate department (in Kazakh, Russian, English), and copies of them are transmitted to the Department of Academic Affairs (Bachelor's degree) and Institute of Postgraduate Education (Master's and doctoral studies).

The expected learning outcomes, which are reflected in the cycles of basic, specialized disciplines and in additional modules such as professional practice, scientific work, show student-centered and practice-oriented learning and are aimed at the formation of general professional and professional competencies. Graduate models have been developed for each educational program.

According to the submitted documents, employers and students of accredited educational institutions are involved in the development of program development plans: Satova G.R., Deputy

Director for Academic Affairs of the GKP College "Service and Tourism" in Astana, graduate student OP 7M01401 – Leadership in Professional Education Galiaskarova A. (Order No. 374-N dated 18.10.2023).

The management of the educational Institution demonstrated the implementation of external examinations of the EP content. The experts on accredited EP were the Director of the College of Energy and Communications Umirbekova S.A. and the Deputy Director of the Multidisciplinary College Omarov Zh.F.

The achievement of learning outcomes is ensured by theoretical training, pedagogical and research practice, as well as the scientific component (research and development, research, scientific publications, writing and defending a master's degree/doctoral dissertation). The learning outcomes are evaluated in accordance with the GNI 02.2079-2023 "Organization of academic performance monitoring during the final certification of students".

Assessment and teaching methods are compiled by the teaching staff for each discipline, which are reflected in the EMCD and agreed upon at the department level, the academic council of the faculty.

The practice of doctoral students and undergraduates is conducted with the aim of developing practical skills in scientific, scientific, pedagogical and professional activities (MI GNI 02.2020-2022 Methodological instruction "The procedure for organizing and conducting practical training for undergraduates/ doctoral students"). The industrial practice of undergraduates and doctoral students is carried out on the basis of the S. Seifullin KATRU, the College of Service and Tourism of Astana, the Polytechnic College of Astana, the E.A. Buketov KarU, the NJSC "Toraigyrov University"; Baishev University and other Kazakhstani universities, where they have the opportunity to collect and process research materials for writing master's and doctoral dissertations, as well as further employment.

The analytical part

The analysis of EP 7M01401 – Leadership in Professional Education and 8D01401 – Management in technical and vocational education for compliance with the requirements of the standard "Development and approval of educational programs" showed their compliance with the established requirements, including the expected learning outcomes, the availability of external expertise of the EP. The University demonstrated the participation of stakeholders in the development of the survey, which was confirmed during the interview process.

The analysis of the developed EP showed the presence of a description of learning outcomes and key competencies acquired by students. The content of the EP is relevant, corresponds to the qualification characteristics and requirements for graduates in the labor market.

However, the purpose of the 8D01401 educational program is Management in technical and vocational education "... conducting research to train managers in the field of technical and vocational education based on the integration of education and science of an effective training system for scientific, scientific and pedagogical personnel of a new formation with professional qualities to address issues of improving society, science, education and the development of new technologies in education" is incorrect and requires revision.

The external expert commission notes that the training process does not provide for the possibility of professional certification of students.

Currently, the Department of Professional Education is working on the issue of developing joint educational programs with universities of the Eurasian Economic Union, although this recommendation was made within the framework of previous accreditation.

A survey of students conducted during the visit of the EEK IAAR showed that:

- fully satisfied with the quality of educational programs – 74 (92.5%); partially satisfied -3 (8.8%).

A survey of teaching staff conducted during the visit of the Higher School of Economics of the Russian Academy of Sciences showed that:

- the focus of educational programs/training programs on the formation of students' skills to analyze the situation and make forecasts: very good – 31 (41.3%); good – 43 (57.3%);
- the management of the educational institution pays very good attention to the content of the educational program – 41 (54.7%); well – 33 (44%).

Strengths/Best practices:

Not identified.

Recommendations:

- by the beginning of the 2025-2026 academic year, adjust the objectives of the educational program 8D01401 "Management in technical and vocational education";
- by the beginning of the 2025-2026 academic year, determine the list of disciplines or areas of research, the content of which is aimed at preparing undergraduates and doctoral students for professional certification during their studies;
- The management of accredited educational institutions should consider the possibility of developing joint educational programs or separate modules of educational institutions with domestic and foreign educational organizations by 09/01/2026.

Conclusions of the EEC according to the criteria:

According to the standard "Development and approval of educational programs", educational programs have 9 satisfactory positions and 3 suggests improvement.

6.4. The standard "Continuous monitoring and periodic evaluation of educational programs"

- *The university should ensure a review of the content and structure of the educational program, taking into account changes in the labor market, employers' requirements and the social demand of society.*
- *The university must demonstrate the existence of a documented procedure for monitoring and periodic evaluation of the EP in order to achieve the goal of the EP. The results of these procedures are aimed at continuous improvement of the EP.*

The monitoring and periodic evaluation of the EP should consider:

- *the content of the programs in the context of the latest achievements of science and technology in a particular discipline;*
- *Changing needs of society and professional environment;*
- *workload, academic performance and graduation of students;*
- *Effectiveness of student assessment procedures;*
- *Students' needs and satisfaction levels;*
- *compliance of the educational environment and the activities of support services with the objectives of the EP.*
- *All stakeholders should be informed of any planned or undertaken actions regarding the EP. All changes made to the EP must be published.*

- *Support services should identify the needs of different groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, and mastering the EP in general.*

The evidentiary part

Experts note that the university has defined the procedure for monitoring, analyzing, reviewing and periodically evaluating the implementation of the EP. All processes are provided with the necessary external and internal regulatory documents, such as the Academic Policy of the NJSC "Kazakh Agrotechnical University named after S.Seifullin" (approved by the decision of the Academic Council, Protocol No. 11, dated 26.03.2020, amended by the decision of the Academic Council, Protocol No. 19 dated 31.08.2022 , Manual on the internal quality assurance system.pdf (kazatu.edu.kz), which make it possible to ensure that the educational environment meets the goals of the EP.

The student Academic Achievement assessment Policy complies with the requirements set out in the Academic Policy in paragraph 9 on the university's website). Since 2021, the verification procedure for term papers, theses and other individual papers is implemented through a special automatic system. [https://kazatu.edu.kz/webroot/js/kcfinder/upload/files/%D0%94%D0%90%D0%92/Metodichka_RU%20\(2\).pdf](https://kazatu.edu.kz/webroot/js/kcfinder/upload/files/%D0%94%D0%90%D0%92/Metodichka_RU%20(2).pdf). (operated from 2019 to 2023). The establishment of the assessment system is fixed by a regulatory document, standards FROM QMS 02.2078-2022 "Organization of academic performance monitoring during the current and interim attestation of students", "From QMS 02.2079-2022 Organization of academic performance monitoring during the final attestation of students", they are prescribed directly for each discipline in the syllabus.

Annually, the Department of Vocational Education (for example, Protocol No. 6, dated January 12, 2023) and the Faculty of Computer Systems and Vocational Education (Protocol No. 8, dated January 18, 2023) discuss the goals, objectives and content of the EP, and submit it to the Academic Council of the S. Seifullin KATRU. The results of the assessment are discussed at meetings of the department, faculty councils, and the Academic Council of the university (Protocol No. 2, dated 10/24/2023), which decide on measures to ensure the quality of education. For example, based on the results of monitoring and expertise, the following disciplines were evaluated according to EP 7M01401 – Leadership in Professional Education according to the PD cycle: Innovations in vocational education, Acmeology of vocational education, Methodological support of vocational education, Personality-oriented technologies in vocational education; according to the DB cycle: Digital pedagogy, Ethnopedagogy of vocational education; according to OP 8D01401 – Management in technical and vocational education: Methodology of pedagogical research in the field of technical and vocational training, Methods of teaching psychological and pedagogical disciplines, Methodology of higher school pedagogy.

To determine the level of satisfaction of internal needs, the university organizes and conducts surveys of students, undergraduates, doctoral students and university teachers every academic period.

The analysis of the effectiveness of the results of the accredited educational programs is carried out by monitoring the employment of graduates, analyzing their achievements and the quality of professional activity based on feedback from employers, which was confirmed during the interview of teaching staff and employers.

The analytical part

The analysis of the self-assessment report and the visit to the university showed that accredited ops are monitored and evaluated in compliance with the principles of continuity,

consistency and consistency; regular review of the content and structure of ops, taking into account changes in the labor market, the opinion of employers and the social demand of society.

Supporting documents on the participation of students, employers and other stakeholders in the revision and updating of the EP (expert opinions, reviews of the EP, minutes of the meeting of the Council of the Faculty of Computer Systems and Vocational Education, Department of Vocational Education) are demonstrated. External and internal mechanisms are used to evaluate educational programs at the university.

On the university's website, in the section "Educational programs" – "Master's degree", "Doctoral studies", there is a link to the EVPO database, where you can get acquainted with the content of accredited educational programs. At the same time, registration in the registry was in 2019, and changes were made in 2023. There is no additional or specific information about any changes or additions to educational programs or plans for their development on the university's website.

A survey of students conducted during the visit of the EEK IAAR showed that:

- fully satisfied with the quality of teaching – 67 (83.8%); partially satisfied – 13 (16.2%);
- fully satisfied with the objectivity of the assessment of knowledge, skills and other academic achievements – 66 (82.5%); partially satisfied – 12 (15%);
- fully satisfied with the objectivity and fairness of teachers – 58 (82.5%); partially satisfied – 19 (23.7%).

Strengths/Best practices

- not identified.

Recommendations:

- The management of the University should constantly inform and publish planned or taken actions regarding accredited educational institutions (making changes to the content of educational institutions, plans for their development, etc.) on the university's website (within two weeks from the date of such actions). (Write it down in the analytical part)

Conclusions of the EEC according to the criteria:

According to the standard "Continuous monitoring and periodic evaluation of educational programs", educational programs have 10 satisfactory positions.

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 teaching based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and assessment of learning outcomes that ensure the achievement of the goals of the educational institution, including competencies and skills to perform scientific work at the required level.*
- *The management of the EP should determine the mechanisms for distributing the educational load of students between theory and practice within the framework of the EP, ensuring that each graduate learns the content and achieves the goals of the EP.*
- *An important factor is the availability of in-house research in the field of teaching methods of OP disciplines.*

- *The university must ensure that the procedures for evaluating learning outcomes are consistent with the planned results and objectives of the educational program.*
- *The university should ensure consistency, transparency and objectivity of the learning outcomes assessment mechanism. Criteria and methods for evaluating learning outcomes should be published in advance.*
- *Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly upgrade their skills in this area.*
- *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 evidentiary part

The management of the Educational institution provides equal opportunities for students, regardless of the language of instruction, to form an individual educational trajectory aimed at developing professional competence, respect and attention to the individual needs of students. To strengthen mutual respect between the teacher and the student at KATI, the following documents have been developed: Academic Policy of KATI ([9b456b972f0130824f43062bb7be1f0e.pdf](#)), KACHUOP BND 02.2059- 2019 "Code of Academic Integrity of participants in the educational process (APPROVED ([kazatu.edu.kz](#)))), The Regulation of the PIO QMS 02.2060-2021 "On inclusive education of the NJSC "S. Seifullin KATU" (Regulations, policies on social responsibility within the University ([kazatu.edu.kz](#)); d1e72054eb2e691770cf8d3874082a04.pdf).

The distribution of students' academic workload is regulated by the methodological instruction MI QMS 02.2076-2022 "The procedure for organizing and conducting classroom and extracurricular activities" (<https://kazatu.edu.kz/webroot/js/kcfinder/upload/files/%D0%94%D0%90%D0%92/%D0%9C%D0%98%20%D0%A1%D0%9C%D0%9A%203.pdf>).

Teaching staff of accredited educational institutions systematically apply interactive lectures, case studies, business and role-playing games, problem lectures, research methods, educational and personal training, situational problem solving, brainstorming, which meet the basic principles of student-centered learning in the educational process. For example, at the Department of Professional Education, senior lecturer, PhD Bekbaeva Zh.S. uses critical thinking technologies, senior lecturer, PhD Tastanbekova N.J., uses dual learning technology, senior lecturer, Master of Psychology Kochkorbaeva E.Sh. – training and design technologies, senior teachers Abdikarimova A.D. and Boranbayeva G.B. – information and digital technologies. The university's educational Portal, developed on the basis of the Moodle system (Kazakh Agrotechnical University named after Saken Seifullin), has been put into operation.: Login to the website ([kazatu.kz](#))). The department has developed and is implementing a Plan for the use of innovative methods and technologies in the learning process for 2023-2027.

To determine the degree of satisfaction with the quality of teaching disciplines, an online survey is conducted twice a year in Kazakh and Russian ("Bilim alushylardyn bilim beru bagdarlamalaryn sapasya kagattany" ([google.com](#)); "Student satisfaction with the quality of educational programs" ([google.com](#))). In addition, employers are being surveyed for satisfaction with the employment and internship of students ("employers' satisfaction with the quality of

training graduates of an educational organization" (google.com)), graduates (Graduate questionnaire (google.com)).

Teaching staff of the departments actively participates in the introduction of innovations, methods and methods of teaching, including in the course of scientific projects focused on the needs of employers and consumers, and also conducts research in the field of teaching methods of disciplines. During the reporting period, the faculty of the department received 5 copyright certificates for electronic textbooks, which reflect the results of their own research used in the educational process. The teaching staff systematically takes advanced training courses and receives the appropriate certificate.

The university has defined mechanisms for ensuring that each graduate learns the OP, as well as learning outcomes. The control and assessment of students' academic achievements are established in accordance with the GNI 02.2078-2022 Organization of academic performance monitoring during the current and interim certification of students..pdf (kazatu.edu.kz), The organization of academic performance monitoring during the final certification of students.pdf (kazatu.edu.kz), The procedure for organizing and conducting practical training for undergraduates and doctoral students.pdf (kazatu.edu.kz).

The master's thesis defense is regulated by the organization's standard "WITH QMS 02.2079-2022 "Organization of academic performance monitoring during final certification of students", MI QMS 02.2018 - 2021 Methodological Instructions. The procedure for completing and writing a master's thesis. The university's educational process uses an information system for determining the "Anti-Plagiarism" loan in order to implement the principles of academic integrity at the university.

Students have access to electronic libraries: The Center for Information and Educational Resources of the S. Seifullin KATRU (<https://library.kazatu.kz/index.php/ru/>), Kazakhstan National Electronic Library, Republican Interuniversity Electronic Library <http://rmebrk.kz/>, scientific electronic libraries eLibrary.RU, ELSEVER, etc.

The University has a system in place to support teaching and learning of the Central Educational Institution (Student Service Center / Main functions of the Central Educational Institution (kazatu.edu.kz), which operates on the principle of "one window". The CSU module is an easy-to-use service for students, and also allows the staff of the CSU to provide fast and high-quality assistance to students in obtaining, submitting, reviewing various certificates, applications and reducing the time spent on obtaining such services.

The analytical part

The Commission of the Higher School of Economics made sure that the organization of the educational process is aimed at ensuring the quality of the services provided and creating comfortable conditions for all students. Student-centered education at the university provides for such an organization of education for the subjects of the educational process, which is maximally focused on their individual characteristics and the specifics of personal knowledge of the world.

Teaching staff use various modern methods and technologies for teaching and evaluating learning outcomes to ensure the achievement of the goals of the EP. The introduction of the results of scientific research into the educational process, the introduction of student-centered learning into educational practice is demonstrated.

Attention is paid to improving the skills of teaching staff in the use and implementation of various forms and methods of teaching. The presence of own research in the field of teaching methods of academic disciplines of accredited educational institutions is demonstrated.

Syllabuses of accredited educational institutions contain all the necessary components, they present predicted learning outcomes, specify requirements for students, criteria and assessment methods, etc.

One of the important characteristics of student-centered learning is the instilling of independent work skills in students. An analysis of the documents showed that some work is underway in this direction for accredited EP.

A survey of students conducted during the visit of the EEK IAAR showed that:

- fully satisfied with the teaching methods in general – 65 (81.3%); partially satisfied – 12 (15%);
- fully satisfied with the quality of teaching in general – 67 (83.8%); partially satisfied – 13 (16.2%);
- fully satisfied with the quality of examination materials (tests and exam questions, etc.) – 68 (85%); partially satisfied – 10 (12.5%);
- the teacher stimulates the activity of students: I completely agree – 54 (67.5%); I agree – 15 (18.8%);
- the evaluation criteria used by the teacher are clear: I completely agree – 60 (75%); I agree – 17 (21.3%).

Strengths/Best practices:

Not identified.

Recommendations:

None.

Conclusions of the EEC according to the criteria:

According to the standard "Student-centered learning, teaching and academic performance assessment", accredited educational programs have 10 satisfactory positions.

6.6. The "Students" standard

- *The university must demonstrate the policy of forming a student body and ensure transparency of its procedures. The procedures governing the life cycle of students (from admission to completion) must be defined, approved, and published.*
- *The management of the educational institution should provide for special adaptation and support programs for newly enrolled and international students.*
- *The university must demonstrate compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.*
- *The university should provide opportunities for external and internal academic mobility of students, as well as assist them in obtaining external grants for training.*
- *The university should actively encourage students to self-education and development outside the main curriculum (extracurricular activities).*
- *An important factor is the availability of a support mechanism for gifted students.*
- *The university should demonstrate cooperation with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility/ National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications.*

- *The university should provide students with internship places, demonstrate the procedure for facilitating the employment of graduates, and maintain contact with them.*
- *The university must demonstrate the procedure for issuing documents to graduates confirming their qualifications, including the achieved learning outcomes.*
- *The management of the EP should demonstrate that graduates of the program have skills that are in demand in the labor market and that these skills are really in demand in the labor market.*
- *The management of the educational institution should demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.*
- *An important factor is the presence of an active alumni association/association.*

The evidentiary part

The procedure for admission of applicants to the university is established on the basis of the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 "On approval of the Standard Rules for admission to study in educational organizations implementing educational programs of higher and postgraduate education" (with amendments and additions) and the internal Rules for admission to study at the NAO "Kazakh Agrotechnical Research S. Seifullin University" on postgraduate education programs approved by the decision of the Board (Protocol No. 18 dated March 26, 2024)

Information about the admission rules is provided on the university's website in the section "Postgraduate education for applicants". The formation of a contingent of students at the university is carried out through the placement of a state educational order, a target order, as well as tuition fees at the expense of citizens' own funds and other sources. The formation of the student body is ensured by the active work of the teachers of the departments, which is carried out in the following areas: career guidance in the universities of the city, consulting on the subjects taught, teaching staff, fields of activity of future graduates, image events during the academic year. Anyone who wants to enroll and study under this EP can find the necessary information on the university's website. The student body for the last 3 years is shown in table 2.

Table 2 – Student body (multilingual education):

№	Cipher of OP	Course	Number of students / including grants for 2021-2022 academic year	Number of students / including grants for 2022-2023 academic years	Number of students / including grants for 2023-2024 academic years
1	7M01401 – Leadership in professional education"	1	6/5	7/7	3/2
		2	8/8	6/5	6/6
2	8D01401 – Management in technical and vocational education	1	-	-	-
		2	1/-	-	-
		3	1/-	1/1	1/-

The university's website is a tool for informing students about the procedures governing their learning life cycle (kazatu.edu.kz/kz), the personal account of AIS Platonus and the KATU services, to which the student can contact for information of interest to him.

The organization of academic mobility at the university is carried out by the Department for the Development of International Cooperation and Multilingual Education together with the graduating department on the basis of QMS 11010.98-2014 "Regulations on the organization of external academic mobility of students"), where paragraph No. 9 highlights the procedure for credit transfer by ECTS type, as well as QMS 02.2042-2020 "Regulations on the organization of internal academic mobility students". The main criterion for selecting students to study for academic mobility abroad is the availability of an international certificate (for example, IELTS, TOEFL) or successful passing of a university test (advanced level) and a GPA score of at least 3.33.

According to the orders submitted by S. Seifullin KATI, students of EP 8D01401 – Management in technical and vocational education 7M01401 – Leadership in Professional Education were sent to E.A. Buketov KARA, Ya. Kupala Grodno State University for a scientific internship.

All types of internships are planned and conducted in accordance with the university's academic calendar and work curricula. Bases of professional practices (all types of practices) for students of EP 7M01401 – Leadership in professional education: S. Seifullin KATRU: Research Center for Advanced Training at the Department of Professional Education; Scientific and Practical Laboratory "Modern Psychological problems of personality named after B.Abdikaremuly"; College of Service and Tourism of Astana; Technical College of Astana; Polytechnic College of Astana; National Academy of Education named after Y. Altynsarina; Software on EP 8D01401 – Management in technical and vocational education: NJSC "Karaganda Technical University named after Abylkas Saginov", Karaganda; NJSC "Karaganda University named after Academician E.A. Buketov", Karaganda; NJSC "Toraigyrov University", Pavlodar; NJSC "Baishev University", Aktobe; Federal State Budgetary Educational Institution "Russian State Agrarian University – Ministry of Agriculture named after K.A. Timiryazev", Grodno Yanka Kupala State University.

Undergraduates and doctoral students, under the guidance of their scientific supervisors, actively participate in scientific and practical conferences and scientific competitions. Seminars, master classes and round tables are held annually at the department for faculty, undergraduates and doctoral students, for example, a training seminar "Competence and problems of using new technologies in psychology", "Innovative methods in psychology: methods, directions", "Technology of applying critical thinking strategies in the educational process" and others .

The university pays attention to monitoring annual employment, direct and feedback from the labor market, which allows monitoring the compliance of strategic plans with the real demand in the educational services market. Information on graduate employment is provided below (Table 3).

Table 3 – Information on graduate employment in 2020-2024

OII	2020 y.		2021 y.		2022 y		2023 y		2024 y	
	Gene ral numb er / by grant	% employ ment	Gene ral numb er / by grant	% employ ment	Gene ral numb er / by grant	% employ ment	Gene ral numb er / by grant	% employ ment	Gene ral numb er / by grant	% employ ment
7M01401 – LvPO	13/9	92,3	5/4	100	8/8	87,5	5/4	80	6/6	67
8D01401 Mwpo	4/3	100	2/2	100	1/1	100	-		4/4	100

Graduates take an active part in the development and analysis of the EP, which was confirmed when interviewing a focus group of graduates of accredited EP.

If you have any questions about career decisions, the student can ask for help from the person responsible for employment at the department, the Career Department, or use the information about vacancies on the university's website (the digital portal of the Department of Academic Affairs of the Kazakh Agrotechnical University named after S. Seifullin (kazatu.kz)).

In order to carry out joint activities determined by the common interests of graduates, the public association "Alumni Club of the Kazakh Agrotechnical Research University named after S.Seifullin" was established. The purpose of the Club's activities is social and legal protection, financial strengthening and improving the well-being of students, teachers and graduates of S.Seifullin KATRU, for example, the purchase of an additional module for the functional expansion and improvement of the quality of AIS Platonus. The department also holds seminars and meetings to keep in touch with graduates.

The analytical part

During the analysis of the submitted documents and based on the results of the visit to the university, meetings with students, graduates and employers, the EEK came to the conclusion that the university has a transparent policy of forming a contingent of students from admission to graduation.

An analysis of the university's activities in the implementation of doctoral and master's degree programs has shown that education is not limited only to academic studies and creates additional conditions that stimulate personal and professional development. Various extracurricular activities are offered, such as science clubs, seminars, creative meetings, and the research activities of undergraduates and doctoral students are also supported, providing resources and support for ideas for their implementation.

The material and technical base, educational and methodological support of EP 7M01401 Leadership in Professional Education and 8D01401 Management in technical and vocational education fully ensure the achievement of learning outcomes in accredited EP and the fortification of skills that are in demand in the labor market and relevant today.

At the same time, it is necessary to expand the range of career guidance, including teachers and staff of vocational schools in various fields to increase the number of students.

A survey of students conducted during the visit of the EEK IAAR showed that:

- availability of academic counseling: fully satisfied – (62) 77.5%; partially satisfied – (15) 18.8%;
- availability of personal counseling: fully satisfied – (66) 82.5%; partially satisfied – (12) 15%;
- support of educational materials in the learning process: fully satisfied – (65) 81.3%; partially satisfied – (13) 16.2%.

Strengths/Best practices:

The presence of an active public association "The Alumni Club of the NAO "Kazakh Agrotechnical Research University named after S. Seifullin"

Recommendations:

- to develop a program to attract applicants from among the teachers and staff of the VET and a career guidance plan to increase the dynamics of the contingent on OP 7M01401 Leadership in Professional Education and 8D01401 Management in technical and vocational education, the deadline is 03/01/2025.;

The EEC's conclusions on the criteria:

According to the "Students" standard, accredited educational programs have 1 strong position and 11 satisfactory positions.

6.7. The "Teaching Staff" Standard

- *The university should have an objective and transparent HR policy in the context of the OP, including hiring (including invited teaching staff), professional growth and staff development, ensuring the professional competence of the entire staff.*
- *The university must demonstrate that the quality of the teaching staff meets the established qualification requirements, the university's strategy, and the goals of the educational program.*
- *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 and teaching.*
- *The university should provide opportunities for career growth and professional development of teaching staff, including young teachers.*
- *The university should involve specialists from relevant industries with professional competencies that meet the requirements of the educational standard.*
- *The university must demonstrate the existence of a mechanism for motivating the professional and personal development of teaching staff.*
- *The university should demonstrate the widespread use of information and communication technologies and software tools by teaching staff in the educational process (for example, on-line learning, e-portfolio, MOSS, etc.).*
- *The university should demonstrate the focus of its activities on the development of academic mobility, attracting the best foreign and domestic teachers.*
- *The university must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity at the university, and determine the contribution of teaching staff, including invited ones, to achieving the goals of the educational program.*
- *An important factor is the involvement of teaching staff in the development of the economy, education, science and culture of the region and the country.*

The evidentiary part

Kazakh Agrotechnical Research University named after S. Seifullin defines the general policy and strategy for the development of the teaching staff, as well as develops standard procedures and documentation for personnel management; regulations on hiring, dismissal, promotion, form and content of an individual employment contract; the structure of job descriptions; conducts document management procedures for the movement of teaching staff and their professional development. height. The statutory norms of activity and powers of the Department are determined by the organizational structure of the University's management, Internal Regulations, regulatory documents of the Ministry of Internal Affairs of the Republic of Kazakhstan and the Law of the Republic of Kazakhstan "On Education".

The admission of the teaching staff is organized by the university on a competitive basis, which indicates the objectivity of the admission. A competition to fill vacant positions for faculty and researchers, as well as information about vacant positions, is announced through the mass media, as well as the university's media. The formation of teaching staff is carried out on the basis of regulatory documents "DP QMS 08-2016 Documented Personnel Management Procedure", "PPKZDPPSNR QMS 11010.131-2016 Regulations on the rules of competitive replacement of positions of teaching staff and researchers of NJSC "S. Seifullin KATU" and

"PKR QMS 11010.93-2014 On the personnel reserve of NJSC "S. Seifullin KATU" (<https://kazatu.edu.kz/files/docs/c921ce844ad4326e329c05ce2c5f8455.pdf>).

Ensuring the compliance of teaching staff with the qualification requirements, level and specifics of the educational program is carried out in accordance with job descriptions and qualification requirements, by certifying university staff in accordance with the requirements of PAPPSSMC07.7012-2020 "Regulations on the certification of staff of the NAO "KATU named after S. Seifullin".

In accordance with the normative indicators established by the Law of the Republic of Kazakhstan "On Education", the staff of the teaching staff of the department is determined annually. The faculty of the Department of Professional Education includes 12 full-time and 1 freelance staff, from among the employers who are involved in lecturing at the department. The number of teaching staff serving accredited EP is 100%. At the same time, a qualitative analysis of the teaching staff showed that not all teachers have a basic education in accordance with the profile of the disciplines EP 7M01401 – Leadership in Professional Education and 8D01401 – Management in technical and vocational education.

In accordance with the qualification requirements, advanced training of teaching staff is conducted regularly at least once every 3 years and for at least 72 hours per course of study (Table 4).

Table 4 – Advanced training of teaching staff of the department

Professional development of teaching staff	2020	2021-	2022-	2023-
	-2021	2022	2023	2024
	12	6	4	12

The teachers of the department conduct scientific research in the field of teaching methods of academic disciplines, and provide methodological assistance to university teaching staff. For example, "Theoretical and methodological foundations of the organization of the pedagogical process at an agrotechnical university in the context of transformation into a research university" (head, PhD, senior lecturer. Sagalieva Zh.K. 2019-2021); "Scientific and pedagogical foundations of the formation of critical thinking of students in the professional education system" (supervisor, PhD, Associate Professor Yessekeshova M.D., executive Doctor of Philosophy PhD, senior lecturer. Bekbaeva J.S.); "Scientific and theoretical foundations of the organization of dual education at the university" (head Ph.D., Associate Professor Yessekeshova M.D., executive Doctor of Philosophy PhD, senior lecturer Tastanbekova N.D.). Registration cards of these initiative topics were presented to the members of the WEC.

Teachers of the department, within the framework of professional development, annually actively participate in national and international scientific and practical conferences, publish the results of their research in scientific journals of various levels, including highly rated ones (Table 5)

Table 5 – Publications of the faculty of the Department

Year of publication	Department of Professional Education				Total number	
	National and international conferences	and scientific practical	RSCI	KKSON		Logs with a non-zero impact factor
2020	11		2	8	-	21
2021	12		5	10	3	30
2022	2		1	3	1	7

2023	9	1	2	1	13
2024	10	-	-	1	11
Бcero:	44	9	23	5	82

At the department, the formation of scientific and pedagogical personnel is carried out through the training of masters of pedagogical sciences and doctors of Philosophy PhD in accredited educational programs. From 2019 to 2022, the department had a dissertation council on the specialty 8D014 – Training teachers of the subject specialization of general development (6D012000-"Vocational training"), during which, in 2021, teachers of the department Zh.S. Bekbaeva and N.D. Tastanbekova defended their academic degrees for the degree of Doctor of Philosophy PhD.

The professional development of teaching staff is also carried out through internships, for example, from November 27 to December 7, the international online internship "Educational spaces: international approaches and sustainable solutions for creating a thriving educational environment" was held by Yessekeshova M.D., Kochkorbaeva E.Sh., Bekbaeva Zh.S.

In order to increase the professional level of motivation and stimulate the professional and personal development of teaching staff, the University has a system for evaluating key performance indicators and awarding teachers and staff for their personal contributions and achievements in their work. Employees are awarded based on the results of their work during the academic year, the successful conduct of the admission campaign, for their contribution to the use of innovative technologies in the learning process, accreditation, scientific results, anniversaries and official public holidays. The mechanisms of motivation for the professional and personal development of teaching staff are reflected in the Collective Agreement. The University has also developed and is in force Regulations on the procedure for conducting the internal selection stage of S. Seifullin KATRU faculty for participation in the "Best University Teacher" competition and Regulations on the "Best Young Researcher of the Year" competition.

Within the framework of international cooperation, faculty members of the department actively participate in international conferences and seminars with the invitation of foreign scientists. For example, the head of the Department of Pedagogy and Social Work of Grodno State University named after Ya. Kupala, Ph.D., Professor Tarantey V.P. participated in the scientific and methodological seminar "A systematic approach in education" dedicated to the 75th anniversary of Professor, Ph.D., Professor Galiev T.T. on December 11, 2020.

The analytical part

The University has demonstrated the existence of an objective and transparent personnel policy. Teachers have the necessary qualifications and experience related to accredited educational programs, which guarantees a high level of learning quality.

The Educational Program Guide demonstrated awareness and a shift in the role of the teacher towards student-centered learning and teaching. Teachers actively interact with students, encourage their active participation in the learning process, and develop their creative skills.

The University provides professional development opportunities for teaching staff, including young teachers. The availability of support and training, mentoring, which ensure the professional development of qualifications and their development through professional development programs. At the same time, it can be noted that there is an insufficient level of both internal and external mobility of teaching staff.

The University attracts specialists with practical work experience who correspond to educational programs to improve the quality of education and develop the professional skills of doctoral students.

The faculty rated the opportunities provided by the university for professional development very well (40 (53.3%) and 32 (42.7%)), respectively; the created opportunities for professional and personal growth for each teacher and employee – 29 (38.7%) and 42 (56%); the level of feedback from the faculty with the management – 30 (40%) and 43 (57.3%); stimulating and attracting young professionals to the educational process – 32 (42.7%) and 38 (50.7%).

Strengths/Best practices:

Not identified.

Recommendations:

- The management of the faculty should adjust the academic mobility plan for the teaching staff of accredited faculty members in order to increase participation, including through the use of DOT, deadline: until 09/01/2025.

Conclusions of the EEC according to the criteria:

According to the "Teaching Staff" standard, accredited educational programs have 9 satisfactory positions, 1 requires improvement.

6.8. The standard "Educational resources and student support systems"

- *The university must ensure that educational resources, including logistical and infrastructure, meet the objectives of the educational program.*

- *The management of the EP should demonstrate the presence of classrooms, laboratories and other facilities equipped with modern equipment and ensuring the achievement of the goals of the EP.*

The university must demonstrate the compliance of information resources with the needs of the university and the implemented educational programs, including in the following areas::

- *technological support for students and teaching staff in accordance with educational programs (for example, online learning, modeling, databases, data analysis programs);*

- *library resources, including the 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 your territory.*

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

- *The university should strive to ensure that the educational equipment and software used for the development of educational programs are similar to those used in the relevant sectors of the economy.*

- *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 show the availability of conditions for the student's advancement along an individual educational trajectory.*

- *The university should take into account the needs of different groups of students (adults, working people, foreign students, as well as students with special educational needs).*

- *The university must ensure that the infrastructure meets the security requirements.*

The evidentiary part

During the audit, the Higher School of Economics made sure that the university has sufficient material, technical, information and library resources used to organize the process of teaching and educating students and to implement the university's mission, goals and objectives. The logistical support of educational programs takes into account the development of scientific and technological progress, the possibility of advanced training.

The resources used to organize the learning process according to EP 7M01401 – Leadership in Professional Education and 8D01401 – Management in technical and vocational education are sufficient and meet the requirements of the programs being implemented. The Department of Professional Education has an educational and material base that provides training for undergraduates and doctoral students in accordance with the requirements of the State Educational Standard, which includes 4 classrooms, including 1 specialized laboratory "Modern psychological problems of personality named after B. Abdykarimov". During the reporting period, 1 interactive panel, 2 monoblocks, 2 complete computers and 1 printer were purchased.

The University has an Information and Educational Resources Center (Information and Educational Resources Center - Home (kazatu.kz)). Total area: 1,835 sq.m.; library fund – 1,351,106 units.

Electronic catalog, posted on the CIOR website <https://ecatalog.kazatu.kz/jirbis2/>. To quickly and efficiently search for information, we use a single search box – the system involves searching through all resources from a single search tool. <https://research.ebsco.com/c/vidwmi/search/results?limiters=&q=%D1%85%D0%B8%D0%BC%D0%B8%D1%8F>.

Electronic resources are publicly available, there are 38 resources. KATU's subscription to licensed resources: Republican Interuniversity Electronic Library (books and articles in Kazakh, Russian yaz, English) – 44541 books, 27560 articles <http://rmebrk.kz/>; The Institutional Repository of the S.Seifullin KATU – 2032 copies. 884 on the state. Russian, 962 in Russian, 101 in English, video lectures – 10, seminars, forums – 66, articles – 9 <https://repository.kazatu.kz/jspui/>; Russian Universal Scientific Electronic Library – 8345 scientific journals <https://www.elibrary.ru/defaultx.asp>; EB "LAN" (technical and agricultural literature) – 171467 books, 1375 magazines <https://e.lanbook.com/>; IPR Smart – 49280 books, 800,000 magazines, 1,670 audio, 30,980 video – the opportunity to introduce inclusive education methods to teach people with visual impairments in forms adapted to their health limitations <https://www.iprbookshop.ru/>; Access to the Scopus databases <https://www.scopus.com/search/form.uri?display=basic#basic>; Web of science <https://www.webofscience.com/wos/woscc/basic-search>; Wiley online library <https://onlinelibrary.wiley.com/>; Elsevier: book collection – 200 copies, book collection – for 2021 – 139 - ScienceDirect.

All library work processes are automated through the IRBIS 64 program: electronic library card, electronic book distribution, books have tags, anti-theft gates.

The examination of research results, graduation papers, dissertations for plagiarism is carried out through the Antiplagiate LLP system "Kazakhstan" on the basis of clause 8.1 of the Public Procurement Contract No. 017 dated December 26, 2023..(the contract is valid until 31.12.2024).

Students can use the library's computer lab and Internet classroom to work outside of school hours. The buildings have terminals with access to the university's local network. Wi-Fi is available in academic buildings and student dormitories.

Teaching staff, undergraduates and doctoral students are trained in safety requirements in accordance with the regulatory document GOST12.0.004-2015-"STBT". Organization of occupational safety training. General provisions", as well as internal regulatory documents (Occupational safety and Health (kazatu.edu.kz)).

The analytical part

The University has an infrastructure and educational resources, including logistical ones, that correspond to the goals of educational programs. There is a sufficient classroom fund, laboratories equipped with modern equipment to ensure the achievement of the objectives of the EP.

The EEC confirms the availability of student support systems, including support through the university's website. As a result of a visual inspection of the facilities of the material base, the members of the EEC were convinced that the university has the necessary educational and material assets to ensure the educational process and conduct scientific research of accredited educational programs. The university's buildings and facilities comply with current sanitary standards and fire safety requirements.

The quality of the material base, including the IT infrastructure, of the library fund, the increase in the share of funding for scientific activities of teaching staff, the availability of scientific topics, patents, and the degree of satisfaction with leadership support for innovative activities of teachers indicate the creation of conditions for conducting scientific research, integrating science and education

Strengths/Best practices:

Not identified.

Recommendations:

None.

Conclusions of the EEC according to the criteria:

According to the standard "Educational Resources and student Support systems", accredited educational programs have 13 satisfactory positions.

6.9. The "Informing the Public" Standard

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

The information published by the university about the educational program should be objective and relevant and include:

- *the purpose and planned results of the EP, the assigned qualification;*
- *information about the assessment system for students' academic achievements;*
- *information about academic mobility programs and other forms of cooperation with partner universities and employers;*
- *information about the opportunities for the development of personal and professional competencies of students and employment;*

- *Data reflecting the EP's positioning in the educational services market (at the regional, national, and international levels).*
- *An important factor is the publication on open resources of reliable information about the teaching staff, in terms of personalities.*
- *The university must publish audited financial statements on its own web resource.*
- *The university should post information and links to external resources based on the results of external assessment procedures.*
- *An important factor is the posting of information about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations.*

The evidentiary part

Based on the study of the self-assessment report, the university's website, publications in the media and social networks, the EEC experts note that the university has a specific strategy for promoting the university in the educational services market. KATU informs the public about the OP and the conditions of its implementation. Information about educational programs, university achievements, announcements, and information reports is posted in the traditional format, as well as published on the university's website (KazATRU (kazatu.edu.kz)), Instagram, Facebook, In contact. In addition, information about the OP is provided on the page of the Department of Vocational Education (Department of Vocational Education (kazatu.edu.kz)). The work of the website is regulated by the regulatory document Regulation "On the official information site of the S. Seifullin KATRU".

The dissemination of information is carried out in accordance with the information policy of the University, the Regulation on Information Security Policy at the S.Seifullin KATU was developed on 09.9015-2021 ([nj25pSAsaR7ZcLeekQejzSRt9MgaYIhQgNAiQcu3.pdf](#) (workspace.kz)).

The fundamental documents are published on the university's website in the "About us" section: mission, Vision, Strategy and Development Programs of the university, regulatory documents (Vision, Mission, strategy (kazatu.edu.kz)). The history of the university, ratings, university structure, accreditation information and other important information are reflected. The website also provides general information about the university: reference materials on educational programs, forms of study, the order of admission to the university; materials on the organization of the educational process.; materials on scientific and innovative activities, international contacts of the university; electronic library resources.

Information about OP 7M01401 – Leadership in Professional Education, 8D01401 – Management in technical and vocational education is presented on the university's corporate website with information about individual curricula, catalogs of elective subjects, graduate models, modular educational programs, work curricula, work curricula on learning paths (<https://kazatu.edu.kz/facultet/fakultet-komputernyh-sistem-i-professionalnogo-obrazovania> , <https://kazatu.edu.kz/facultet/kafedra-professionalnogo-obrazovania>).

Information about teaching staff, in terms of personalities, is presented on the pages of departments (for example, Maral Duiseneevna Yessekeshova (kazatu.edu.kz)).

The University's website "Documents – Financial Statements" regularly publishes audited financial statements on the EP (Financial Statements (kazatu.edu.kz)).

The results of the external evaluation of the university are published on the official website in the "About us" section. In the subsection "Accreditation" (Accreditation (kazatu.edu.kz)) certificates of completion of accreditation of all EP KATRU are presented. Subsection

Achievements of the university in the ratings (kazatu.edu.kz) demonstrates his participation in international and national ratings.

However, there is an irregular update of information. For example, the website of the Faculty of Computer Systems and Vocational Education (Faculty of Computer Systems and Vocational Education) presents an Admission Plan for the 2021-2022 academic year; the section Scientific and innovative activities of the Faculty contains information up to 2020-2021. On the website of the Department of Professional Education (Department of Professional Education), research work is also presented until 2022; Student life is only 2023. On the website for EP 8D01401 – Management in technical and vocational education, the qualification is indicated – Master of Pedagogical Sciences / Management in Technical and Vocational Education (kazatu.edu.kz)

To implement public relations, the university has a PR department, a university press service, and a media department. Every event held at the university is photographed and videotaped by a television studio and archived to preserve the history of the university. The filmed materials are broadcast on the S. Seifullin KATRU University TV channel through LCD TVs installed in all academic buildings and dormitories.

The press service of the S. Seifullin KATRU regularly monitors the media, analyzes the dynamics of public opinion on key issues of the university and departments, and promptly informs the university management about the results.

The analytical part

The EEC confirms that the university's management has demonstrated its openness and accessibility to students, teaching staff, and employers: reception hours for personal matters have been determined, and meetings with the rector are held on a systematic basis.

An analysis of the information provided on the university's website showed that the results of the university's activities in implementing accredited educational programs are sufficiently fully reflected on the university's website and on social networks, information and links to external resources based on the results of external assessment procedures are posted both on the university's website and on various social networks. Information about the educational programs being implemented is posted in special sections of the website. Information about accredited ops includes the goals of the EPS, learning outcomes, and areas of professional activity.

At the same time, there is an irregular update of information on the websites of the Faculty of Computer Systems and Vocational Education and the Department of Vocational Education.

The results of the student survey showed that 67 (83.8%) respondents were completely satisfied with the content and information content of the website of educational organizations in general and faculties, 72 (90%) were informed about the requirements for successfully completing this educational program, 70 (87.5%).

Strengths/Best practices:

Not identified.

Recommendations:

- systematically update information on the implementation of the EP, cooperation and interaction with partners within the framework of the EP on the university's website in accordance with the EP development plan and other internal documents of the university

Conclusions of the EEC according to the criteria:

According to the "Public Awareness" standard, accredited educational programs have 12 satisfactory positions.



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

According to the Educational Program Management standard:

Not identified.

According to the Information Management and Reporting standard:

Not identified.

According to the standard "Development and approval of educational programs":

Not identified.

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

Not identified.

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

Not identified.

According to the "Students" standard:

The presence of an active public association "The Alumni Club of the NJSC "Kazakh Agrotechnical Research University named after S. Seifullin"

According to the "Teaching staff" standard:

Not identified.

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

Not identified.

According to the standard "Informing the public":

Not identified.

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

According to the standard «Educational Program Management»

, by the beginning of the 2025-2026 academic year, to formulate the competitive advantages of the implemented educational programs in order to clarify their uniqueness, as well as the individuality of the educational development plans.

According to the Information Management and Reporting standard

- to bring into compliance with regulatory requirements the documentary confirmation by all teaching staff and employees of their consent to the processing of personal data, due on 01.01.2025.

According to the standard «Development and approval of the educational program»

, by the beginning of the 2025-2026 academic year, to adjust the purpose of the educational program 8D01401 "Management in technical and vocational education";

- by the beginning of the 2025-2026 academic year, determine the list of disciplines or areas of research, the content of which is aimed at preparing undergraduates and doctoral students for professional certification during their studies;

- the management of accredited educational institutions should consider the possibility of developing joint educational programs or separate modules of educational institutions with domestic and foreign educational organizations by 09/01/2026.

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

- the management of the University should constantly inform and publish planned or taken actions regarding accredited educational institutions (making changes to the content of educational institutions, plans for their development, etc.) on the university's website (within two weeks from the date of such actions).

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

- there are no recommendations.

According to the «Students» standard

, to develop a program to attract applicants from among the teachers and staff of the VET and a career guidance plan to increase the dynamics of the contingent, the deadline is 03/01/2025.

According to the «Teaching staff» standard

, the management of the faculty should adjust the academic mobility plan for the teaching staff of accredited faculty in order to increase participation, including through the use of DOT, deadline: until 09/01/2025.

According to the standard «Educational resources and student support systems»

, there are no recommendations.

According to the «Informing the Public» standard

, information on the implementation of the EP, cooperation and interaction with partners within the framework of the EP is systematically updated on the university's website in accordance with the EP development plan and other internal documents of the university.



(IX) RECOMMENDATION TO THE ACCREDITATION COUNCIL



(X) Appendix 1. Evaluation table "Conclusion of the external expert commission"

Conclusion of the external expert commission for the assessment of the quality of educational programs 7M01401 "Leadership in Professional Education", 8D01401 "Management in technical and vocational education" NJSC "Kazakh Agrotechnical Research University named after S. Seifullin"

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

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

30	13.	satisfaction of students with the implementation of the EP and the quality of education at the university		+		
31	14.	availability of educational resources and support systems for students		+		
32	15.	employment and career development of graduates		+		
33	16.	Students, staff, and teaching staff must document their consent to the processing of personal data.			+	
34	17.	The management of the OP should help to provide all the necessary information in the relevant fields of sciences.		+		
Total according to the standard				16	1	
The standard «Development and approval of the educational program»						
35	1.	The university must demonstrate the existence of a documented procedure for the development of an EP and its approval at the institutional level.		+		
36	2.	The university must demonstrate the compliance of the developed EP with the established goals and planned learning outcomes.			+	
37	3.	The management of the EP should determine the impact of disciplines and professional practices on the formation of learning outcomes.		+		
38	4.	The university can demonstrate the availability of a graduate's model of learning outcomes and personal qualities.		+		
39	5.	The qualifications awarded upon completion of the EP should be clearly defined, explained and correspond to a certain level of the NSC, QF-EHEA		+		
40	6.	The management of the EP should demonstrate the modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS), ensure that the EP and its modules (in terms of content and structure) meet the goals set with a focus on achieving the planned learning outcomes.		+		
41	7.	The management of the EP should ensure that the content of academic disciplines and learning outcomes correspond to each other and to the level of study (bachelor's, master's, doctoral studies).		+		
42	8.	The management of the EP must demonstrate the conduct of external expertise of the EP		+		
43	9.	The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development of educational programs and ensuring their quality		+		
44	10.	The management of the EP should demonstrate the positioning of the EP in the educational market (regional/ national/ international), its uniqueness		+		
45	11.	An important factor is the possibility of preparing students for professional certification			+	
46	12.	An important factor is the availability of a double-degree EP and/or joint EP with foreign universities.			+	
Total according to the standard				9	3	
The standard «Continuous monitoring and periodic evaluation of basic educational programs»						
47	1.	The university should ensure the revision of the content and structure of the educational program, taking into account changes in the labor market, the requirements of employers and the social demand of society.		+		
48	2.	The university must demonstrate the existence of a documented procedure for monitoring and periodic evaluation of the EP in order to achieve the goal of the EP. The results of these procedures are aimed at continuous improvement of the EP		+		
		The monitoring and periodic evaluation of the EP should consider				
49	3.	the content of the programs in the context of the latest achievements of science and technology in a particular discipline.		+		

50	4.	changing needs of society and professional environment		+		
51	5.	workload, academic performance and graduation of students		+		
52	6.	effectiveness of student assessment procedures		+		
53	7.	the needs and degree of satisfaction of students		+		
54	8.	correspond to the educational environment and the activities of support services to the goals of the educational program		+		
55	9.	All stakeholders should be informed of any planned or undertaken actions regarding the EP. All changes made to the EP must be published.		+		
56	10.	Support services should identify the needs of different groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, and mastering the EP in general.		+		
Total according to the standard				10		
The standard «Student-centered learning, teaching and assessment of academic performance»						
57	1.	The management of the EP should ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths.		+		
58	2.	The management of the EP should ensure teaching based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and assessment of learning outcomes, ensuring the achievement of the goals of the educational institution, including competencies and skills to perform scientific work at the required level.		+		
59	3.	The management of the EP should determine the mechanisms for distributing the educational load of students between theory and practice within the framework of the EP, ensuring that each graduate learns the content and achieves the goals of the EP.		+		
60	4.	An important factor is the availability of our own research in the field of teaching methods of EP disciplines		+		
61	5.	The university must ensure that the procedures for evaluating learning outcomes comply with the planned results and objectives of the educational program.		+		
62	6.	The university should ensure consistency, transparency and objectivity of the learning outcomes assessment mechanism. Criteria and methods for evaluating learning outcomes should be published in advance.		+		
63	7.	Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly upgrade their skills in this area.		+		
64	8.	The management of the educational institution should demonstrate the existence of a feedback system on the use of various teaching methods and assessment of learning outcomes.		+		
65	9.	The management of the EP should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.		+		
66	10.	The management of the EP should demonstrate the existence of a procedure for responding to student complaints.		+		
Total according to the standard				10		
The «Students» standard						
67	1.	The university must demonstrate the policy of forming a contingent of students and ensure transparency of its procedures. The procedures governing the life cycle of students (from admission to completion) must be defined, approved, and published.		+		
68	2.	The management of the EP should provide for special adaptation and support programs for newly enrolled and international students.		+		

69	3.	The university must demonstrate compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.		+		
70	4.	The university should provide an opportunity for external and internal academic mobility of students, as well as assist them in obtaining external grants for training.		+		
71	5.	The university should actively encourage students to self-education and development outside the main curriculum (extracurricular activities)		+		
72	6.	An important factor is the availability of a support mechanism for gifted students		+		
73	7.	The university should demonstrate cooperation with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications		+		
74	8.	The university should provide students with internship places, demonstrate the procedure for facilitating the employment of graduates, and maintain contact with them.		+		
75	9.	The university must demonstrate the procedure for issuing documents to graduates confirming their qualifications, including the achieved learning outcomes.		+		
76	10.	The management of the EP should demonstrate that graduates of the program have skills that are in demand in the labor market and that these skills are really in demand in the labor market.		+		
77	11.	The management of the EP should demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.		+		
78	12.	An important factor is the presence of an active alumni association/association	+			
Total according to the standard			1	11		
The «Teaching staff» standard						
79	1.	The university should have an objective and transparent HR policy in the context of the EP, including hiring (including invited teaching staff), professional growth and staff development, ensuring the professional competence of the entire staff.		+		
80	2.	The university must demonstrate that the quality of the teaching staff meets the established qualification requirements, the university's strategy, and the goals of the educational program.		+		
81	3.	The leadership of the EP should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning and teaching		+		
82	4.	The university should provide opportunities for career growth and professional development of teaching staff, including young teachers.		+		
83	5.	The university should involve specialists from relevant industries with professional competencies that meet the requirements of the educational Standard.		+		
84	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal development of teaching staff		+		
85	7.	The university should demonstrate the widespread use of information and communication technologies and software tools by teaching staff in the educational process (for example, on-line learning, e-portfolio, MOSS, etc.)		+		
86	8.	The university should demonstrate the focus of its activities on the development of academic mobility, attracting the best foreign and			+	

		domestic teachers.				
87	9.	The university must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity at the university, and determine the contribution of teaching staff, including invited ones, to achieving the goals of the educational program.		+		
88	10.	An important factor is the involvement of teaching staff in the development of the economy, education, science and culture of the region and the country.		+		
Total according to the standard				9	1	
The standard «Educational resources and student Support systems»						
89	1.	The university must ensure that educational resources, including logistical and infrastructure, meet the objectives of the educational program.		+		
90	2.	The management of the EP should demonstrate the presence of classrooms, laboratories and other facilities equipped with modern equipment and ensuring the achievement of the goals of the OP		+		
		The university must demonstrate the compliance of information resources with the needs of the university and the implemented educational programs, including in the following areas::				
91	3.	technological support for students and teaching staff in accordance with educational programs (for example, online learning, modeling, databases, data analysis programs)		+		
92	4.	library resources, including a collection of educational, methodological and scientific literature on general education, basic and profile disciplines on paper and electronic media, periodicals, access to scientific databases		+		
93	5.	examination of research results, graduation papers, dissertations for plagiarism		+		
94	6.	access to educational Internet resources		+		
95	7.	WI-FI operation on its territory		+		
96	8.	The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of the research work of teaching staff, staff, and students.		+		
97	9.	The university should strive to ensure that the educational equipment and software used for the development of educational programs are similar to those used in the relevant sectors of the economy.		+		
98	10.	The management of the educational institution should demonstrate the availability of support procedures for various groups of students, including information and counseling		+		
99	11.	The management of the educational institution should show the availability of conditions for the student's advancement along an individual educational trajectory.		+		
100	12.	The university must take into account the needs of different groups of students (adults, working people, foreign students, as well as students with special educational needs)		+		
101	13.	and ensure that the infrastructure meets safety requirements.		+		
Total according to the standard				13		
The «Informing the Public» standard						
102	1.	The information published by the university must be accurate, objective, relevant and reflect all areas of the university's activities within the framework of the educational program.		+		
103	2.	Public awareness should include support and explanation of the national development programs of the country and the system of higher and postgraduate education.		+		

104	3.	The university management should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the general public and interested parties.		+		
		The information published by the university about the educational program should be objective and relevant and include:				
105	4.	the purpose and planned results of the educational program, the qualifications awarded		+		
106	5.	information about the system for assessing students' academic achievements		+		
107	6.	information about academic mobility programs and other forms of cooperation with partner universities, employers		+		
108	7.	information about the opportunities for developing students' personal and professional competencies and employment		+		
109	8.	data reflecting positioning of educational institutions in the educational services market (at the regional, national, and international levels)		+		
110	9.	An important factor is the publication on open resources of reliable information about the teaching staff, in terms of personalities		+		
111	10.	The university must publish audited financial statements on its own web resource.		+		
112	11.	The university should post information and links to external resources based on the results of external assessment procedures.		+		
113	12.	An important factor is the posting of information about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations.		+		
Total according to the standard				12		
IN TOTAL			1	106	6	