



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

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

7M05203 Waste Management,
7M05303 Chemistry of Biologically active compounds

NON-PROFIT JOINT-STOCK COMPANY
"KOKSHETAU UNIVERSITY NAMED AFTER Sh. UALIKHANOV"

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

Date of visit: from May 27 to May 29, 2024

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

*Addressed to
the IAAR Accreditation
Council*

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Kokshetau city

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(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

ECTS	European Credit Transfer and Accumulation System
AIS	Automated information system
BD	Basic disciplines
HEI	Higher education institution
EEC	External Expert Commission
SPUE	State-owned public utility enterprise
SMSE	The State mandatory standard of education
GA	Government agency
UNT	Unified national testing
ICT	Information and communication technologies
IT	Information technology
MGA	Municipal government agency
CTA	Comprehensive testing of applicants
CES	Catalog of elective subjects
MES RK	Ministry of Education and Science of the Republic of Kazakhstan
MSHE RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
MEP	Modular educational program
IAAR	Independent Agency for Accreditation and Rating
NAS RK	National Academy of Sciences of the Republic of Kazakhstan
SRI	Scientific Research Institute
SRW	Scientific research work
RD	Regulatory documents
NCE	National Chamber of Entrepreneurs
NCSSTE	National Center for State Scientific and Technical Expertise
GES	General education subjects
EP	Educational program
PD	Profile disciplines
AS	Academic staff
RK	Republic of Kazakhstan
REMC	Republican Educational and Methodological Council
WC	Working curriculum
MM	Mass media
SIW	Student's independent work
IWST	Independent work of a student with a teacher
LLP	Limited Liability Partnership
TTT	Technical training tools
EMA	Educational and methodical association
EMW	Educational and methodical work
EMC	Educational and Methodological Council

(II) INTRODUCTION

In accordance with Order 93-24-Required document dated 1.03.2024 of the Director General of the NU "Independent Agency for Accreditation and Rating" from May 27 to May 29, 2024. an external expert commission assessed the quality of educational programs 7M05203 Waste Management, 7M05303 Chemistry of biologically active compounds for compliance with the Standards of primary specialized accreditation of educational programs (ex-ante) organizations of higher and (or) postgraduate education (Approved and put into effect by Order of the Director General of NU "Independent Agency for Accreditation and Rating" No. 68-18/1-OD dated May 25, 2018).

The report of the external expert commission (EEC) contains the results of the evaluation of educational programs 7M05203 Waste Management, 7M05303 Chemistry of biologically active compounds according to the criteria of accreditation standards, recommendations of the external expert commission on further improvement of the educational program, the conclusion of the EEC (Appendix 1. Parameters of the specialized profile), the program of the visit of the EEC (Appendix 2), the results of a survey of representatives Teaching staff and students (Appendices 3-4).

Structure EEC IAAR:

Chairman of the EEC – Akybayeva Gulvira Sovetbekovna, Candidate of Economics, Karaganda University named after Academician E.A.Buketov (Karaganda); *Off-line* participation

Foreign expert IAAR– Kulagina Natalia Aleksandrovna, Doctor of Economics, Professor, MIREA – Russian Technological University (Moscow, Russia); *On-line* participation;

Foreign expert IAAR – Astanov Shavkatbek Mominzhanovich, Responsible for the clinical training of students, Senior Lecturer at the Department of Hospital Therapy, Faculty of Medicine, Bekmamat Osmonov Jalalabad State University (Jalalabad, Kyrgyzstan); *On-line* participation

IAAR expert - Kulakhmetova Mergul Sabitovna, Philological science, Associate Professor of the Department of Foreign Languages of Pavlodar Pedagogical University named after A. L. Margulan (Pavlodar); *Off-line* participation;

IAAR expert – Nasim Kazhimuratovna Nosieva, Candidate of Philological Sciences, Acting Associate Professor, Academy of Physical Culture and Mass Sports of Astana city (Astana); *On-line* participation

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

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

IAAR expert – Musabalina Gulnar Toleugazynovna, Doctor of Historical Sciences, Professor, L.N. Gumilyov Eurasian National University (Astana); *On-line* participation

IAAR expert – Karstina Svetlana Gennadijevna, Doctor of Physico-Mathematical Sciences, Professor of the Department of Physics and Nanotechnology, Non-profit Joint-Stock Company Karaganda State University. Academician E.A. Buketov" (Karaganda); *Off-line* participation

IAAR expert – Safarov Ruslan Zairovich, Candidate of Chemical Sciences, L.N. Gumilyov Eurasian National University (Astana); *Off-line* participation

IAAR expert – Baimagambetova Aigerim Askarovna, PhD, Dean of the School of Public Health and Management Non-profit Joint Stock Company Astana Medical University (Astana); *Off-line* participation

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

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

IAAR expert, student – Zholdasova Nazira Zhenisovna, 4th year student of the educational program "Kazakh language and Literature", Non-profit Joint-stock Company Aktobe Regional University named after K.Zhubanov (Aktobe); *On-line* participation

IAAR expert, student – Omarova Adel Zhanatovna, 3rd year student of the Finance educational program, Kazakh Agrotechnical Research University named after S. Seifullin (Astana); *On-line* participation

IAAR expert, student – Ekaterina Sergeevna Kandratieva, 2nd year student of the educational program 7M05101 Biology Non-profit Joint-Stock Company "M. Kozybaev North Kazakhstan University" (Petropavlovsk); *On-line* participation

IAAR expert, student – Dinara yerkhankiza, 2nd year student of the History educational program, Korkyt A Kyzylorda University (Kyzylorda); *On-line* participation

IAAR expert, student – Umirzakova Gulshat Armankyzy, 2nd year Master's student of the educational program 7M01501 - Mathematics Non-profit Joint Stock Company Aktobe Regional University named after K. Zhubanov (Aktobe); *On-line* participation

IAAR expert, student – Kayyrbekov Nariman Ruslanuly, 1st year Master's student of the Chemistry educational program, Sarsen Amanzholov East Kazakhstan University (Ust-Kamenogorsk); *On-line* participation

IAAR expert, student – Makulbek Aigerim Serikpayevna master's Student 1 year of training on the specialty of Public Health non-profit Joint Stock Company "Karaganda Medical University" (Karaganda); *On-line* participation

Coordinator EEC IAAR – Dinara Bekenova, IAAR Project Manager (Astana); *Off-line* participation



(III) REPRESENTATION OF AN EDUCATIONAL ORGANIZATION

Non-profit Joint-stock Company "Kokshetau University named after Sh. Ualikhanov University" (hereinafter – KU named after Sh. Ualikhanov) operates on the basis of the following documents:

- Charter of the Non-profit Joint-stock Company "Kokshetau University named after Sh. Ualikhanov", approved by the order of the Chairman of the State Property and Privatization Committee of the Ministry of Finance of the Republic of Kazakhstan (№ 319 dated 05/27/2020);
- State license for the right to conduct educational activities No. KZ94LAA00018491 dated 07/28/2020.

The university's structure is represented by the following academic institutions: Pedagogical Institute, S. Sadvakasov Agrotechnical Institute, Higher School of Business and Law, Higher School of Medicine. The institutes/higher schools include 19 departments that graduate in 75 programs of higher education and 52 programs of postgraduate education.

Currently, the number of students is 7,744, of which: 7,344 for bachelor's degree, 376 for master's degree, 24 for PhD. The educational process is carried out by 551 teachers, 410 of them are full-time, including doctors of sciences – 19, candidates of sciences – 80, doctors of philosophy (PhD) – 34 people., 221 master's degrees.

The accredited educational program 7M05203 - "Waste Management" is serviced by the Department of Mining, Construction and Ecology of the S. Sadvakasov Agrotechnical Institute, the educational program 7M05303 - "Chemistry of Biologically active Compounds" is serviced by the Department of Chemistry and Biotechnology of the Pedagogical Institute named after S. Ualikhanov.



(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational programs 7M05203 Waste management, 7M05303 Chemistry of biologically active compounds Non-profit Joint Stock Company "Kokshetau University named after Sh. Ualikhanov" are undergoing primary accreditation for compliance with the standards of primary specialized accreditation of the educational program of higher and (or) postgraduate education (Ex-ante).



(V) DESCRIPTION OF THE EEC SESSION

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for quality assessment for compliance with the standards of primary specialized accreditation of the educational program of higher and (or) postgraduate education (Ex-ante) Non-profit Joint Stock Company "Kokshetau University named after Sh. Ualikhanov" in the period from May 27 to May 29, 2024.

In order to coordinate the work of the EEC, an introductory meeting was held on 05/24/2024, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the choice of assessment 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, on-line/Off-line meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, deans, heads of departments, teachers, and students. A total of 69 university representatives took part in the meetings (Table 1).

Table 1 - Information on focus groups that participated in meetings with the EEC IAAR:

Категория участников	Количество
The Acting Chairman of the Board - Rector	1
Board members	4
Heads of structural divisions	13
Directors of institutes /higher schools	4
Heads of departments	10
Teaching staff of the educational program of cluster 6	5
Students of the educational program of cluster 6	2
Graduates	37
Employers	37
Total	113

During the visual inspection, EEC offline members got acquainted with the state of the material and technical base, as well as got acquainted with the staff and documentation of departments implementing accredited educational programs, EEC members who worked online had the opportunity to view electronic copies of documents, as well as the material and technical base through videos.

During the work, the EEC members conducted a visual inspection of the practice bases using the video link, and the commission's experts visited the practice bases.: Limited Liability Company "ECO-DUMP", Limited Liability Company "Baltic ControlKZCertification", Department of Surveys, Land Monitoring and Laboratory Research Branch of Non-profit Joint Stock Company "State Corporation "Government for Citizens" in Akmola region.

In accordance with the accreditation procedure, 60 teachers and 52 students were interviewed.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. The Educational Program Management Standard

- *The organization of higher and/or postgraduate education must have a published quality assurance policy. The quality assurance policy should reflect the relationship between scientific research, teaching and learning.*
- *The organization of higher and (or) postgraduate education should demonstrate the development of a culture of quality assurance, including in the context of the educational program.*
- *Commitment to quality assurance should apply to all activities carried out by contractors and partners (outsourcing), including joint/double degree education and academic mobility.*
- *The management of the educational program demonstrates a willingness to ensure transparency in the development of an educational program development plan based on an analysis of its functioning, the real positioning of General Education and the focus of its activities on meeting the needs of the state, employers, students and other stakeholders. The plan should contain a timeline for the start of the educational program.*
- *The management of the educational program demonstrates the functioning of mechanisms for the formation and regular review of the educational program 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 the educational program.*
- *The management of the educational program should involve representatives of interested groups, including employers, students and teaching staff in the formation of an educational program development plan.*
- *The management of the educational program must demonstrate the individuality and uniqueness of the educational program development plan, its consistency with national priorities and the development strategy of the organization of higher and (or) postgraduate education.*
- *The organization of higher and (or) postgraduate education should demonstrate a clear definition of those responsible for business processes within the framework of the educational program, an unambiguous distribution of staff responsibilities, and the differentiation of functions of collegial bodies.*
- *The management of the educational program must provide evidence of the transparency of the educational program management system.*
- *The management of the educational program must demonstrate the existence of an internal quality assurance system for the educational program, including its design, management and monitoring, their improvement, and fact-based decision-making.*
- *The management of the educational program should carry out risk management, including within the framework of an educational program undergoing initial accreditation, as well as demonstrate a system of measures aimed at reducing the degree of risk.*
- *The management of the educational program should ensure the participation of representatives of employers, teaching staff, students and other stakeholders in the collegial management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program.*
- *General education should demonstrate innovation management within the educational program, including the analysis and implementation of innovative proposals.*
- *The management of the educational program must demonstrate evidence of willingness to be open and accessible to students, teaching staff, employers and other stakeholders.*
- *The management of the educational program should be trained in educational management programs.*

The evidentiary part

The non-profit Joint-stock company KU named after Sh. Ualikhanov trains specialists in the field of education and the agricultural industry according to the bachelor's, master's and doctoral degree programs based on credit technology.

In its activities, the Ualikhanov University is guided by a Development Plan, a policy of Academic Integrity, and a Development Program for 2023-2029 (<https://www.shokan.edu.kz/ru/about/>) and other documents (<https://www.shokan.edu.kz/ru/documents/>).

The purpose of the educational program 7M05203 - "Waste Management" is to train competitive personnel in demand in the modern labor market, competent in the field of waste management, capable of using innovative approaches in creating waste management infrastructure.

The purpose of the educational program 7M05303 – "Chemistry of biologically active compounds" is to implement education aimed at training highly qualified personnel with modern chemical skills and leadership qualities, through the introduction of innovative learning technologies for the formation of leadership competencies in the framework of the study of disciplines, ensuring the training of qualified, competitive masters of chemistry who meet modern

requirements with higher education in chemistry biologically active compounds in English.

To achieve these goals, the graduate departments have developed and approved development plans for the educational program 7M05203 Waste Management for 2023-2025. (https://drive.google.com/file/d/1OjvJFY871ant_2f1k4z7KGGjwVmV4xm8D/view?usp=drive_link), according to the educational program 7M05303 Chemistry of biologically active compounds for 2022-2027 (<https://drive.google.com/file/d/1BlwMXCz6TpiwVJ5LXLZij2KfXWDrUOYF/view>). The objectives of the educational program are available on the organization's website.

Kokshetau University named after Sh. Ualikhanov is guided by the Quality Policy (<https://www.shokan.edu.kz/documents/1412/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%D0%9A%D0%A3%2023%D0%B3%D0%BE%D0%B4.pdf>) Quality assurance issues are also reflected in the University's Mission Statement. The quality policy and goals are posted on the website and are available to all interested parties. (<https://www.shokan.edu.kz/ru/about/>). Policy of the KU named after Sh. The quality policy is an integral element of the strategic management of the university, the basis for planning its educational activities, defines the high quality of education as one of the main priorities in the university's activities.

Responsibility and authority for business processes within the framework of the educational program are regulated by the Academic Policy of the University named after Sh. Ualikhanov (QMS P4.45-2022) (<https://drive.google.com/file/d/1QX36DUKgdS5cznr5Z6v3aJ1wGaG2zXmG/view>).

The transparency of the educational program management system is achieved by involving stakeholders in the development and coordination of Modular Educational Programs and Educational Program Development Plans.

In accordance with the regulatory documents of the educational program, the staff of the S. Ualikhanov University conducts annual monitoring and analysis of the effectiveness of the educational program and the development of corrective actions for its further implementation in order to increase its effectiveness.

Internal quality assurance is carried out through participation in various surveys of students, teaching staff, and employers. The results of the analysis of inspections and audits are presented in the form of acts, certificates, memos, reports and are considered at meetings of the collegial bodies of the University named after Sh. Ualikhanov (meetings of departments, the Institute Council, the Educational, Methodological, Scientific, Technical and Academic Council of the University, meetings with employers, the website of the University named after Sh. Ualikhanov <https://shokan.edu.kz/ru/>).

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

The management of the educational program is open to interaction with interested parties: the university's website has widespread access to information where you can contact with questions of interest. You can also find information about institutes, phone numbers of structural divisions on the website and contact them directly.

The teaching staff of the educational program is actively undergoing training in numerous educational programs. It follows from the appendices to the Self-assessment Report that in recent years, not only the head of the educational program, but also other employees have received various certificates of advanced training, some of which are aimed at improving pedagogical skills and obtaining special skills in the disciplines of the educational program.

Risk management at the university is regulated by the Risk Management Policy, which outlines the categories of risks, methods for identifying and minimizing them, as well as the structures responsible for various risk management processes. (<https://www.shokan.edu.kz/documents/1400/%D0%9F%D0%BE%D0%BB%D0%B8>

<https://www.unwaste-erasmus.com/>), and the educational programs 7M05303 Chemistry of Biologically active Compounds were developed mainly for the development of scientific research in the field of chemistry of natural compounds and are implemented entirely in English. Both educational programs are relevant, taking into account the regional situation.

The analytical part

The Commission notes that the university has a Quality Management System, a list of regulatory documents of the university is provided on the website, the documentation is available for review by external users of the website. Accredited programs are characterized by a high degree of individuality and uniqueness. Thus, the educational program 7M05203 Waste Management was developed as a result of an international project (Erasmus+) (<https://www.unwaste-erasmus.com/>), and the educational programs 7M05303 Chemistry of Biologically active Compounds were developed mainly for the development of scientific research in the field of chemistry of natural compounds and are implemented entirely in English. Both educational programs are relevant, taking into account the regional situation.

However, documenting educational program development processes regarding accredited programs does not fully meet the definition of openness. Thus, transparency in the development of a Development Plan implies, among other things, the publication of the document in the public domain. However, according to the link <https://shokan.edu.kz/ru/educational-programs/upravlenie-othodami/> The development plan of the Waste Management educational program has not been published. According to the Chemistry of Biologically Active Compounds educational programs, not a single material is posted on the university's official website in the Educational Programs section. Also, when analyzing the Development Plans, it was noted that the developers of the Development Plan did not sign the document. This casts doubt on the responsibility of the developers for the content of the document.

It also notes that management of innovation by management is understood as part of research activities, while clear mechanisms and regulations in the field of innovation management, including academic ones, have not been demonstrated.

The Commission notes the close cooperation of the educational program management with employers, teaching staff and students. *The survey results show a high level of satisfaction with the management and strategic decision-making process at the university, which is confirmed by 95% of positive ratings and no negative feedback. Only 5% of the respondents mentioned minor problems, indicating minimal areas for improvement.*

Strengths / Best practices:

Strengths have not been identified.

EEC Recommendations:

- *The management of the educational program 7M05203 Waste Management, 7M05303 Chemistry of Biologically active Compounds should ensure that the Plans for the development of the educational program are publicly available on the university's website by 09/01/2024.*

- *The university management should develop and document innovation management procedures by 09/01/2025, taking into account scientific, technical and educational innovations.*

EEC conclusions on criteria:

According to the "Educational Program Management" standard, 15 criteria are disclosed, of which 0 have a strong position, 13 are satisfactory, and 2 suggest improvement.

6.2. "The Information Management and Reporting" Standard

- *The educational organization must demonstrate the existence of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software, and that it uses modern methods of collecting and analyzing information in the general education programs.*

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

- *General Education Program leadership must demonstrate evidence-based decision making.*

- *As part of the General Education Program, a system of regular reporting must be provided, reflecting all levels of the structure, including assessment of the effectiveness and efficiency of the activities of departments and departments, and scientific research.*
- *The educational organization must establish the frequency, forms and methods of assessing the management of the General Education Program, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.*
- *The educational organization must demonstrate the determination of the procedure and ensuring the protection of information, including the identification of responsible persons for the accuracy and timeliness of information analysis and data provision.*
- *An important factor is the presence of mechanisms for involving students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.*
- *The management of the General Education Program must demonstrate the presence of a mechanism for communication with students, employees and other interested parties, as well as mechanisms for resolving conflicts.*
- *The educational organization must demonstrate the presence of mechanisms for measuring the degree of satisfaction of the needs of faculty, staff and students within the General Education Program.*
- *The educational organization must provide for an assessment of the effectiveness and efficiency of activities, including in the context of the General Education Program.*
- *Information intended for collection and analysis within the framework of the General Education Program should take into account:*
 - *key performance indicators;*
 - *dynamics of the student population by forms and types;*
 - *academic level, student achievement and dropout rates;*
 - *student satisfaction with the implementation of the general education program and the quality of education at the university;*
 - *availability of educational resources and student support systems;*
- *The educational organization must confirm the implementation of procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent.*

Evidence

Information management in the university is regulated by the Information Policy QMS P 1.16-2022 (https://drive.google.com/file/d/1-rOpxG3r_YM29hECMoMoSLydNUBkz7Gyb/view?usp=drive_link). Information about activities General education programs are available to the general public on the official website of the university. The main channels for disseminating information are the official website (<https://shokan.edu.kz/ru/>), university pages on social networks <https://www.facebook.com/kgu.kz.17>, <https://www.instagram.com/shoqan.edu.kz/>, as well as newspapers and television and radio media.

In addition to the data on the official website of the university and in the media, the activities of the department are covered on its pages on social networks. There you can find information about important events, student achievements, as well as about the learning process, teaching and research practice, research work and other aspects.

https://www.instagram.com/chem_i_biotech/

<https://www.facebook.com/profile.php?id=100085549598894>

<https://www.instagram.com/p/C58elmaMFJz/?igsh=MTN0Zms3MmNmMTJjNA==>

<https://www.facebook.com/share/p/rdCrHRJMkHVqrYZ1/?mibextid=oFDknk>

In general, the Kokshetau University named after Sh. Ualikhanov has a system for collecting and analyzing statistics that allows analyzing information on the contingent of students and graduates, available resources, personnel, research and international activities, etc. necessary for the effective management of the General Education Program. The university website has an "educational portal" in which the following sections are located: Automated information system Platonus, Telegrambot, Salemoffice, corporate mail, Information system Paragraph, electronic library, questionnaires, etc. The main core of the information educational space of the university is the Information system Platonus (<https://platonus.kgu.kz/>), allowing for the effective implementation of the General Education Program, including monitoring and creating summary data for reports.

Kokshetau University has a Student Service Center (SSC). The SSC provides a range of services to assist in the educational process. Students and their parents can contact it with any

questions they may have. In particular, acceptance of documents, expulsion, transfers, reinstatement, provision of academic leave, establishment of an individual tuition fee schedule, accommodation in a dormitory, etc. Currently, a significant number of SSC services have been replaced by digital services within the Platonus system, which allows students to receive basic services remotely without having to contact the student service center. This innovation was positively noted by students during the interview.

Assessment of satisfaction with information, effectiveness and efficiency of the university's activities is carried out by means of an annual survey. Survey section in the "educational portal" (<https://feedback.shokan.edu.kz/>) contains:

- Survey of the faculty to determine the level of satisfaction of teachers with the educational process;
- Questionnaire "Architecture of Relationships";
- Satisfaction of students with the conditions and opportunities for self-education and extracurricular activities;
- Satisfaction of students with the quality of education in the Master's program;
- Satisfaction of students with the quality of the educational process;
- The teacher through the eyes of students;
- Complaints and suggestions.

The survey is conducted primarily using Google Forms. In addition, annual reports of departments are generated annually within the General Education Program, which are analyzed at department meetings and institute councils. At the university level, an annual report (<https://www.shokan.edu.kz/ru/corporate-governance/>) and an assessment of the implementation of the development plan are generated and published annually on the official website.

Analytical part

The Commission notes that the University has an information management and reporting system. The University's information resources allow monitoring and generating various reports in the context of the General Education Program.

To improve the University's activities, surveys of the Faculty and students are continuously conducted. A student service center has been created for students, which provides services on administrative, educational and advisory issues. A number of functions are automated. The External Expert Commission confirms that the Faculty executes a written agreement on the processing of their personal data upon employment.

In addition, the External Expert Commission notes that the activities of the Faculty are not assessed using key performance indicators (KPI). The use of KPI is an effective mechanism for motivating the Faculty to carry out their activities to achieve the strategic goals of the University.

The survey results show almost complete student satisfaction with information about the requirements for successful completion of the program (82.7% fully satisfied) and with courses, educational programs and academic degree (80.8% fully satisfied), which indicates a high level of student awareness and satisfaction.

Strengths/Best Practices:

No strengths identified.

Recommendations External Expert Committee:

- The university management must implement an analysis of the activities of the teaching staff based on KPIs by 01.09.2024 and develop a plan of corrective actions based on the results of the analysis.

Conclusions External expert commission on criteria:

According to the standard "Information Management and Reporting", 16 criteria are disclosed, of which 0 have a strong position, 15 are satisfactory, and 1 suggests improvement.

6.3. Standard "Development and approval of the educational program"

- *The educational organization should define and document the procedures for developing the General Education Program and their approval at the institutional level.*
- *The General Education Program management should ensure that the General Education Program developed meets the established objectives, including the intended learning outcomes.*
- *The General Education Program management should demonstrate the existence of mechanisms for revising the content and structure of the General Education Program, taking into account changes in the labor market, employer requirements and social demands of society.*
- *The General Education Program management should ensure that there are developed models of the General Education Program graduate describing the learning outcomes and personal qualities.*
- *The General Education Program management should demonstrate that external assessments of the General Education Program content and the planned results of its implementation have been conducted.*
- *The qualification awarded upon completion of the General Education Program should be clearly defined and correspond to a certain level of the NQF u QF-EHEA.*
- *The General Education Program management should determine the influence of disciplines and professional practices on the formation of learning outcomes.*
- *An important factor is the possibility of preparing students for professional certification.*
- *The General Education Program Management must provide evidence of the participation of students, faculty and other stakeholders in the development of the General Education Program and ensuring their quality.*
- *The General Education Program Management must ensure the content of academic disciplines and learning outcomes for the level of study (bachelor's, master's, doctoral).*
- *The structure of the General Education Program should provide for various types of activities that ensure that students achieve the planned learning outcomes.*
- *An important factor is the compliance of the content of the General Education Program and the learning outcomes of the General Education Program implemented by higher and (or) postgraduate education organizations in EHEA.*

Evidential part

In 2021, the General Education Program 7M05303 "Chemistry of Biologically Active Compounds" was developed, in 2023, the General Education Program 7M05203 "Waste Management" was developed and both were included in the Register of the General Education Program of the Republic of Kazakhstan.

The development and management of the educational program 7M05203 - "Waste Management" is carried out on the basis of: National Qualification Framework; SNSE RK №604 from 31.10.2018. (Order № 182 from 05.05.2020); Professional standart: "Labor Standardization" from 18.12.2019 №255. [https://drive.google.com/file/d/1lu_pcRgH38jEUchQXK2KgAtnsM2Zx_Q/view?usp=drive link](https://drive.google.com/file/d/1lu_pcRgH38jEUchQXK2KgAtnsM2Zx_Q/view?usp=drive_link)

The development and management of the educational program 7M05303 - "Chemistry of Biologically Active Compounds" is carried out on the basis of: National Qualification Framework; SNSE RK №604 from 31.10.2018 (Order №182 from 05.05.2020);

The University develops its educational programs in accordance with the University standard QMS SU 4.03 "Design, development of educational services, management of educational and organizational processes." <https://www.shokan.edu.kz/ru/documents/standarty-universiteta/>. The graduate model of each educational program is presented in the "Development Plan of the Education Program" and sets out the goals, learning outcomes, values and competencies of the graduate.

The development of the educational program is carried out in 4 stages: 1. joint discussion of the graduate competencies by the educational program management with employers, taking into account professional standards; 2. development by academic committees of the content of the educational program, a catalog of elective disciplines, taking into account proposals from employers and regulatory documents in the field of education; 3. defense of the educational program with the invitation of all interested parties - employers, students, graduates, faculty; 4. approval of the educational program at a meeting of the educational and methodological council.

It is important that the faculty, employers and students are involved in the development of the General Education Program. All developed EPs undergo internal and external examination. Internal examination is conducted by the Academic Council for the natural sciences and pedagogy

(EP 7M05303 "Chemistry of Biologically Active Compounds"), for the natural sciences (EP 7M05203 "Waste Management"), for (EP) leading faculty and students. External examination - representatives of Associations, regional educational organizations, representatives of other universities, employers, strategic partners, city and regional schools and lyceums.

The examination of the accredited EPs was conducted by:

- for EP 7M05203 "Waste Management" - Deputy Chairman of the Board for Science of the Kazakh Research Institute of Forestry and Agroforestry Melioration named after A.N. Bukeikhan, Kirillov V.Yu.; https://drive.google.com/drive/folders/1eD6gtr0FgHlBv5_6AxPeWbzUIMtS4IDn?usp=drive_link
- in EP 7M05303 "Chemistry of biologically active compounds" Deputy Director of the branch of the Institute of Forensic Expertise in the Akmola region RSSE "CENTER OF FORENSIC EXPERTISE OF THE MINISTRY OF JUSTICE OF THE REPUBLIC OF KAZAKHSTAN" Baigarin Sh.K., Kirillov V.Yu. – Ph.D. in Chemistry, Deputy General Director for Research, Limited Liability Partnership “Kazakh Research Institute of Forestry and Agroforestry Melioration”. https://drive.google.com/drive/u/2/folders/1UKYxkaxr_in2GY8zDJgaMdqp1d0-m_NV

During their studies at the university, master's students - future masters - develop professional competencies through internships: professional, pedagogical, research.

Analytical part

The Commission notes that the goals of the accredited educational programs correspond to the university development strategy. The educational program management holds annual meetings with the participation of employers, faculty and students, which result in the introduction of elective disciplines into the educational process aimed at developing professional scientific and pedagogical skills. In addition, the self-report provides graduate models for all educational programs, which reflect the educational program goals, learning outcomes, professional competencies, skills and personal qualities. The influence of various practices on the formation of learning outcomes is demonstrated. Within the framework of the supervising departments, agreements have been concluded and memorandums have been signed with external organizations.

Despite the above, the External Expert Commission notes the lack of work related to the development of joint and/or double-degree educational programs with universities of the Republic of Kazakhstan and with foreign universities. This is a consequence of the fact that the programs are new and the work on harmonizing the content of the programs has not been fully launched. However, the existing developments in the field of international partnership, concluded memoranda and agreements, allow us to predict a sufficiently high potential of the EP management to create dual-degree programs based on the accredited EPs.

Analysis of EP 7M05203 Waste Management showed that the content of a number of disciplines does not correspond to the specified learning outcomes, as well as universal and professional competencies.

The results of the faculty survey show a high assessment of the support from the university and its management in the development of new educational programs and teaching methods, which is confirmed by 100% of positive reviews, of which 66.7% rated the support as "very good", and 33.3% as "good".

Strengths/Best Practices:

No strengths identified.

Recommendations of the EEC:

- *The management of EP 7M05203 Waste Management shall update the Modular Educational Program by September 1, 2024, taking into account the compliance of learning*

outcomes, universal and professional competencies with the content of the disciplines.

Conclusions of the EEK based on the criteria:

According to the standard “Development and approval of educational programs”, 12 criteria are disclosed, of which 0 have a strong position, 11 are satisfactory, and 1 suggests improvement.

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

• The educational organization should define the mechanisms for monitoring and periodic evaluation of the EP to ensure that the goals are achieved and the needs of students and society are met, and demonstrate that the mechanisms are aimed at continuously improving the EP.

• Monitoring and periodic evaluation of the EP should provide for:

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

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

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

• the effectiveness of student assessment procedures;

• students' expectations, needs, and satisfaction with learning in the EP;

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

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

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

• All changes made to the EP should be published.

Evidential part

In general, the departments and the university management conduct continuous monitoring and evaluation of the EP. If at the meetings of the departments and the directorate the attendance of students is analyzed, the results of the current and midterm control are discussed in order to identify the academic performance of students, at the annual round tables with the participation of interested parties the adjustments of the EP are discussed, in particular the introduction of elective courses, the definition of practice bases, etc. Informing the groups of interested parties is carried out directly. Internal examination of the EP is carried out by the academic council of the university, the educational and methodological council and the council on academic quality of the departments. Employers and accreditation agencies are involved in external examination. The procedures for monitoring and periodic assessment are reflected in the academic policy QMS P 4.45 - 2022 and the university standard for design, development of educational services, management of educational and organizational processes QMS SU 4.03 - 2022.

Monitoring of students' progress and the quality of the teaching staff's activities is carried out weekly by the departments and the directorate of the institute. If necessary, corrective actions are taken at meetings and responsible persons are appointed. In addition, the quality of educational services is considered at meetings of the rector's office and the academic council of the university.

In the 2022-2023 academic year, the university introduced an integrated average score of academic achievements (IGPA = 0.5 academic achievements + 0.35 research skills + 0.15 social competencies), which allows for a comprehensive assessment of students' academic achievements. The procedure for assessing students' academic achievements consists of the technology of ongoing monitoring with scoring for students' activity in classes and midterm assessment. At the same time, regular surveys are conducted to determine the degree of student satisfaction.

• Monitoring the quality of educational programs (EP) includes the following stages:

• Internal evaluation of the EP: rating of the department responsible for the implementation of the EP at the university, rating of the teaching staff (TPS) of the university, self-assessment of the EP within the framework of specialized accreditation, assessment of the quality of teaching, verification of activities for the implementation of the EP.

- Internal evaluation of the university's activities: self-assessment and compliance with regulatory documents (standards, self-assessment guidelines) of independent accreditation agencies.
- External evaluation: specialized (program) accreditation, rating of the EP, final state certification of students.
- External evaluation of the educational activities of the university: verification of compliance with legislation, institutional accreditation, rating.

Monitoring and evaluation of the EP are carried out at the level of the department, directorate and rectorate with mandatory analysis and consideration of reports on the dynamics of the program's activities at meetings. Based on the results of the meetings, appropriate decisions are made for their implementation. At the department level, according to the established schedule, control is exercised over all types of activities (classroom, educational and methodological, research, educational, independent work of master's students, etc.), discussed at weekly operational meetings. At the end of each semester, an analysis of the activities of the teaching staff is carried out, discussed at the department, with subsequent decision-making and, if necessary, corrective actions.

Analytical part

The analysis of the standard "Continuous monitoring and periodic assessment of educational programs" showed that the university constantly monitors the content of the program in the context of the latest achievements in science and technology in a particular discipline, changes in the needs of society and the professional environment, workload, academic performance and graduation of students, the effectiveness of student assessment procedures, the needs and level of satisfaction of students, the compliance of the educational environment and the activities of support services with the goals of the educational program.

At the same time, during interviews with students, an insufficient supply of laboratory glassware and chemical reagents for laboratory and research work was revealed. Thus, it is necessary to monitor the compliance of the provision of laboratory infrastructure with the goals of the educational program and to carry out additional equipment if necessary.

The EEC notes the difficulty of finding up-to-date information on the implementation and development of the EP in the news on the university website. Since this section presents news from all structural divisions of the university. It would be more convenient for all users to post news on the pages of the Institutes to which the graduating departments belong. Thus, interested parties can get to know the activities of the EP better. There are also department pages on Facebook and Instagram, but there are no links to these social networks from the department page. For the convenience of stakeholders, it is necessary to post links to social networks on the department page.

Also, the EEC could not verify the timely notification of interested parties about changes in relation to the EP by publishing on the university website. In general, information regarding changes and updates to the EP is not traced on the official website of the university. Thus, to ensure transparency of the EP implementation, the EP management must complete the publication of information about the EP on the university website in the "Educational Programs" section, and also place a package of documents on the EP in the public domain, including the EP, Development Plan, Expertise and reviews of the EP.

According to the survey, students highly rate the quality of the curricula (82.7% are completely satisfied), the availability of library resources (80.8%), educational materials (75.0%), academic counseling (82.7%) and health services (78.8%), which indicates comprehensive support and student satisfaction with various aspects of the educational process. These indicators indicate the effective functioning of the university infrastructure and services.

Strengths/Best Practices:

No strengths identified.

EEC recommendations:

- The management of EP 7M05303 Chemistry of Biologically Active Compounds is to conduct an analysis of the material support for laboratory work by September 1, 2024, including the availability of laboratory glassware and reagents, draw up an application for the purchase of missing materials, and ensure appropriate conditions for conducting laboratory educational and research work.

- The university management is to propose a mechanism for publishing news and changes in the implementation of the EP on the university website by institutes/higher schools by 01.12.2024. The management of EP 7M05203 Waste Management is to post links to social media accounts on the page of the graduating department.

- The management of the EP 7M05203 Waste Management, 7M05303 Chemistry of Biologically Active Compounds, by September 1, 2024, ensure the public publication of the MOP, EP Development Plans, Graduate Models, reviews and expert opinions on the EP and other relevant materials on the university website in the Educational Programs section.

Conclusions of the EEK based on the criteria:

According to the standard "Continuous monitoring and periodic evaluation of educational programs", 10 criteria are disclosed, of which 0 have a strong position, 7 are satisfactory, and 3 suggest improvement.

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

* *The EP management should ensure respect and attention to different groups of students and their needs, and provide them with flexible learning paths.*

* *The EP leadership should ensure that various forms and methods of teaching and learning are used. "*

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

* *The EP management should demonstrate that there is a system of feedback on the use of various teaching methods and assessment of learning outcomes.*

* *The OP leadership should demonstrate support for student autonomy, while providing guidance and assistance from the teacher.*

* *The EP management should demonstrate that there is a procedure in place to respond to student complaints.*

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

* *The public organization should ensure that the procedures for evaluating the learning outcomes of OP students correspond to the planned results and goals of the program, and that the evaluation criteria and methods are published in advance.*

* *The public organization should define mechanisms for ensuring that each OP graduate achieves learning outcomes and ensure that they are fully formed.*

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

Proof part

In general, the university practices student-centered learning, taking into account the characteristics and needs of students. This is evidenced by the possibility of students choosing an individual educational trajectory and the teacher of elective subjects. The university provides an opportunity to study in Russian and Kazakh languages, and in multilingual OP additionally in English. To successfully complete the OP, undergraduate and graduate students need to complete

240 and 120 credits, respectively. The university has implemented an electronic registration system for disciplines timetable.kgu.kz, which is used by students and teaching staff to create a schedule. The official website of the university has information sections for applicants, students, structural divisions and scientific activities of the university. Distance learning is provided for students who are temporarily unable to attend classes due to their health, participation in competitions or completing an internship abroad (<https://www.shokan.edu.kz/ru/distancionnoe-obuchenie/>).

Students' progress along educational trajectories is tracked in the Platonus IP. Assessment of the knowledge acquired by students in the course of training is carried out on the basis of a point-rating system and includes current and boundary control, intermediate and final certification. The evaluation procedure is described in detail in the UMCD (syllabuses). The assessment is based on the Academic Integrity Policy (QMS P 1.04-2020) (https://drive.google.com/file/d/17mB9L_s51DBMplVNF_Pm49QBa8SJcTef/view?usp=drive_link). It is important that students are given the opportunity to appeal the results of the intermediate assessment. For this purpose, the Rector's order creates an appeal commission consisting of highly qualified teachers who have completed advanced training courses in the field of education management. Students' satisfaction with the teacher is assessed by the questionnaire "Teacher through the eyes of students". In addition, there are other feedback mechanisms such as the rector's blog on the university's website, the rector's personal reception, a helpline and hot boxes.

For the formation of professional skills of students, various types of practices are provided, including in schools and research centers. In order to prepare for writing a thesis or project, students undergo a pre-graduate internship under the guidance of a research supervisor.

Teaching staff implementing accredited educational programs actively apply innovative methods of teaching academic subjects and their own scientific developments, as well as electronic textbooks. Teachers of accredited educational institutions use various platforms for conducting classes, in particular Zoom, PLATONUS, Google Meet, Google Classroom, McTeams, Kahoot, YouTube, etc. Innovative methods of teaching academic subjects are used in lectures and practical classes: using the program "Prezi.com assessment of students' knowledge in the Kahoot program; mini-conference lectures; conducting a blitz survey at the end of the lecture; technologies of role-playing games and problem-based learning; case method, working in small groups; survey on to the "chain" method.

For undergraduates, the university provides an opportunity for academic mobility within the country. External academic mobility at the university is controlled by the International Cooperation Department (<https://global.shokan.edu.kz/ru/>). It is important that undergraduates can participate in research work and report their results at a university conference. The university holds the "Shokan Tarlandary" competition (QMS P 4.41-2022), which aims to identify outstanding students and implement a set of measures for their improved training and the "StartupProject" competition for students, teaching staff and UVS.

Teachers of OP 7M05203 Waste Management, PhD Kakabaev A. A., PhD Kurmanbayeva A. S., PhD Bayazitova Z. E., and PhD Esenzholov B. Kh. are members of the working group of the scientific project Erasmus+ 618715-EPP-1-2020-1-DE- EPPKA2-CBHE-JP "Development of a circular economy (closed-loop economy) in partner countries based on the development and implementation of the Master's Program" Waste Management "UnWaste." (https://drive.google.com/drive/folders/1v-Y8tD2arqDIP922VSNipS-XknfIyTju?usp=drive_link). The main goal of the UnWaste project is to develop engineering-oriented training programs on waste management at the master's level, as well as to raise awareness of the circular economy through the development of new training programs for universities.

During the period from 2018 to 2023, active work was carried out among the teaching staff of the departments to develop educational and methodological literature. Special attention was paid to the development and publication of educational literature in the state language in the subjects taught, as well as literature in English. <https://drive.google.com/drive/folders/18haMrHL9oK5d4ez93O3NhuOG5heMscfJ?usp>

=sharing

Analytical part

The analysis of the standard "Student-centered learning, teaching and assessment of academic performance" showed that teachers of the OP actively use various training technologies and information systems. During the visit, the HEC experts found that the teachers of the OP developed electronic teaching materials on the disciplines. In the appendices of the self-report, certificates of teaching staff confirming the completion of advanced training programs were presented.

However, among the advanced training courses, there were no courses that consider modern methods of evaluating learning outcomes.

The performance evaluation system is transparent. The university has documented procedures for checking written papers for anti-plagiarism (QMS 5.03-2021), organizing summer semesters (QMS P 4.14-2020), organizing academic mobility (QMS P 4.07-2020), etc. On the university's website, there is a section "Complaints and suggestions", which provides communication between students, teaching staff and the university's management.

Experts note that the university management is continuously working to create comfortable conditions for the educational process. The University applies advanced approaches to focus on different groups of students, including people with disabilities, older students, schoolchildren, students and staff with children. The mini-kindergarten that operates at the university is an effective way to support young teachers, undergraduates and doctoral students, which allows them to freely engage in learning and teaching. Distance learning technologies make it possible not to interrupt the educational process even during long-term internships.

It is necessary to note significant achievements in the development of own teaching methods for academic disciplines.

Head of the Department of Chemistry and Biotechnology Nurmukhanbetova N. N. participates in the international educational project Erasmus Plus and project 598377-EPP-1 - 2018-1 -IT-EPPKA2-CBHE-SP "Universities of Kazakhstan for improving quality assurance processes in education using new technologies" (KUTEL, 2018-2021). The result of the introduction and effective application of innovations in the OP is the availability of our own research and development on electronic textbooks.

The survey showed complete satisfaction of students:

- Teaching methods in general–82.7%;
- Quality of teaching in general–80.8%;
- The quality of exam materials (tests and exam questions, etc.) -73.1%;
- Objectivity and fairness of teachers–76.9%;

At the same time, students are not satisfied with rest rooms for students or lack of them – 15.4%, partially dissatisfied – 7.7%, found it difficult to answer – 11.5%.

Strengths:

- the presence of own research in the field of teaching methods of academic disciplines of the OP. Our own research is largely determined by our participation in international educational projects under Erasmus+programs.

WEC recommendations:

- The management of OP 7M05203 Waste Management, 7M05303 Chemistry of biologically active compounds should ensure that teaching staff in the OP complete advanced training courses in the field of modern methods for evaluating training results by 01.09.2025.

WEC's conclusions based on the following criteria:

According to the standard "Student-centered learning, teaching and assessment of academic performance", 10 criteria are revealed, of which 1 has a strong position, 8 – satisfactory, and 1-suggests improvement.

6.6. The "Learners" Standard

- * *The public organization should demonstrate the existence of a policy for forming a contingent of students in the context of OP, ensure transparency and publication of its procedures regulating the life cycle of students (from admission to completion).*
- * *The OP management should determine the procedure for forming a contingent of students based on:*
 - * *minimum requirements for applicants;*
 - * *maximum group size for seminars, workshops, laboratory and studio sessions;*
 - * *forecasting the number of state grants;*
 - * *analysis of available material and technical resources, information resources, and human resources;*
 - * *analysis of potential social conditions for students, including the provision of places in dormitories.*
- * *The OP management should demonstrate its readiness to conduct special adaptation and support programs for newly enrolled and foreign students.*
- * *The public organization must demonstrate that its actions comply with the Lisbon Recognition Convention and that there is a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.*
- * *The NGO should cooperate with other educational organizations and national centers of the " European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers " ENIC/NARIC to ensure comparable recognition of qualifications.*
- * *The PA should provide opportunities for external and internal mobility of OP students, as well as readiness to assist them in obtaining external grants for training.*
- * *The OP management should demonstrate readiness to provide students with places of practice, promote employment of graduates, and maintain communication with them.*
- * *The PA should be able to provide graduates of the OP with documents confirming their qualifications, including the learning outcomes achieved, as well as the context, content and status of the education received and evidence of its completion.*

Proof part

In KU, the formation of a contingent of students is carried out on the basis of the current regulatory framework, standard rules for admission to training in an educational organization.

Admission to the master's program is carried out in accordance with the order "On amendments and additions to 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" dated 08.06.2020 No. 237.

Applications for admission to the Master's program are accepted through the NCT information system from June 15 to July 15 of the calendar year.

CT for the master's program is held from August 1 to August 15 of the calendar year. CT is performed in accordance with the Rules for Conducting comprehensive Testing, approved by Order No. 190 of the Minister of Education and Science of the Republic of Kazakhstan dated May 8, 2019 (registered in the Register of State Registration of Regulatory Legal Acts under No. 18657).

The rules for forming a contingent of students are regulated by the Academic Policy of KU (https://shokan.edu.kz/documents/484/%D0%A1%D0%9C%D0%9A_%D0%9F_4.45-2022_%D0%90%D0%9A%D0%90%D0%94%D0%95%D0%9C%D0%98%D0%A7%D0%95%D0%A1%D0%9A%D0%90%D0%AF_%D0%9F%D0%9E%D0%9B%D0%98%D0%A2%D0%98%D0%9A%D0%90.pdf), Standard QMS STU 4.01-2022 Students (<https://shokan.edu.kz/ru/documents/standarty-universiteta/>). In addition, the rules for admission to training are published on the Institute's website in the "Admission" section at the link <https://www.shokan.edu.kz/ru/graduate/>

The procedures governing the life cycle of students are reflected in the Standard QMS STU 4.01-2022 Students and include:

- Managing the selection of applicants, distribution of graduates, identification and traceability;
- Regulations on admission to postgraduate education programs;
- The procedure for transferring, reinstating, expelling and granting academic leave to students of the Sh. Ualikhanov;
- Regulations on the Code of Honor of students of KU named after Sh.Ualikhanov;
- Regulations on the program of support for gifted students;
- Regulations on business trips of students of KU named after Sh. Ualikhanov;
- Regulations on the organization of academic mobility and transfer of ECTS credits to the Sh.Ualikhanov;

The process of managing the movement of students' contingent includes: enrollment of students on the basis of approved admission rules; formation of groups of students on the basis of orders from deans of faculties, combining groups into streams; formation of groups of students of AIS "Platonus"; issuing an order on enrollment of students; transfer of personal files of students to the student department of the university.

The number of students enrolled in 7M05203 "Waste management" is 2 undergraduates, including 2 under the state order .

https://drive.google.com/drive/folders/1Ln6B-MsTYo-6mbZIq7gL7dbgv_v9Mje1?usp=drive_link

According to OP 7M05303 "Chemistry of biologically active compounds", recruitment has not yet been carried out.

For newly enrolled students, an orientation week is held, which includes introductory lectures, familiarization with educational and methodological documentation. The office Registrar conducts training seminars where questions of training on credit technology of training, calculation of GPA points, transfer from course to course, summer session, etc. are considered. Support and adaptation measures for international students include social, psychological, cross-cultural, language adaptation measures, as well as social and psychological support measures during training and monitoring procedures.

Students are the main consumers of educational services, so their interests are at the forefront of implementing educational programs. The educational environment models the following characteristics of students: individuality, the desire for greater freedom, the process of achieving integrity, personal and professional growth, independence and self-esteem.

Students have the opportunity to study under academic mobility programs in other universities of the Republic of Kazakhstan, as well as abroad. Procedures related to academic mobility are regulated and published (QMS P 4.07-2020 Regulation on the organization of academic Mobility). Students can get full information about the academic mobility program on the Institute's website.

<https://www.global.shokan.edu.kz/ru/%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F-%D0%BC%D0%BE%D0%B1%D0%B8%D0%BB%D1%8C%D0%BD%D0%BE%D1%81%D1%82%D1%8C/>.

The university has youth interest clubs, sports sections: Youth Wing "Zhastarrukhy", Dance Studio "Impulse", Dombrovny circle "Shanyrak", Student Youth Theater-Studio "Zhaukazyn", Vocal Studio "New voice", Video Studio, Debate club "Ziyatker", Debate Club "Molot", Youth Sports Center club "Pravda", "Medical youth of Kazakhstan", Literary circle "Shabyt", Pedagogical group "Duman", Volunteer center "Phoenix", Student Theater "Shoqan" (<https://www.shokan.edu.kz/ru/student-life/organizacii-i-obedineniya/>).

The highest body of student self-government at the university since 2019 is the Student Parliament. Student self-government activities are conducted in accordance with the "Regulations on Student Self-Government" QMS P-4.06-2020"

(https://www.shokan.edu.kz/documents/173/smk_p_4062020_polozhenie_o_studencheskom_sa_moupravlenii1.pdf).

The sports and recreation complex is used for sports competitions and sports sections. Students and staff of the Institute enjoy the right to free use of the sports hall, gym and all sports equipment. On the basis of the sports complex there are student sections for various sports: volleyball, football, basketball. These and other extracurricular structures provide students with the opportunity to engage in self-education and development outside of the main program.

The university supports students for scientific achievements through remuneration for publishing articles in rating scientific journals in accordance with the "QMS P 4.12-2021 Regulations on Operating expenses for financing scientific activities of faculties". Support measures for gifted students include providing benefits, scholarships, and funds for participation in various educational, scientific, and educational events (contests, Olympiads, conferences, and competitions). It is practiced to reward students for participating in the development of the best scientific project, for a high level of cultural and educational events. A significant measure of support for gifted students is the annual scholarship of the Akim of the Akmola region to the best students. In addition, competitions of scientific and innovative projects are organized to identify and support gifted students: the "STARTUP PROJECT" project competition (QMS P 4.01-2020 Regulations on the "STARTUP PROJECT" project competition) (https://drive.google.com/file/d/1HGF_pqQ5g0-z2hW5JGrpkyuMHWoFxDzI/view?usp=drive_link), competition of young researchers "Youth and science" (QMS P 4.02-2020 Regulations on the intra-university competition of young researchers "Youth and Science") (https://drive.google.com/file/d/110qRhJaCHyRaHAI-2tLl-Il65_R4jlqC/view?usp=drive_link).

The University provides assistance in the employment of full-time graduates who study on a state order and on a paid basis (sending resumes to organizations, providing available vacancies, searching for active organizations and sending them a letter of proposal to conclude a cooperation agreement). Graduates' employment and career development is facilitated by the Career Center established at the University, which provides assistance in organizing educational, industrial, pre-graduate practice and employment of graduates. Employers take part in the employment of graduates through the conclusion of cooperation agreements. In general, KU for accredited programs shows a good percentage of employment of graduates.

The KU Alumni Association operates as a Public Foundation "Ualikhanov University Alumni Association" and is a voluntary non-profit organization. The Foundation is a legal entity and operates in accordance with the Civil Code of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan "On Non - Profit Organizations" dated 16.01.2001 No. 142-II, other legislative and regulatory acts, as well as the Foundation's Charter. The main purpose of the Foundation is to provide support and assistance for the development of the activities of NAO "KU named after Sh. Ualikhanov" in the field of higher and postgraduate education by collecting donations and contributions from sponsors. <https://shokan.edu.kz/ru/associaciya-vypusnikov-ualikhanov-university/>

Students at the end of the university receive a state-issued diploma explaining the assigned qualification, level, content, status of the education received and evidence of its successful completion. Types and forms of state-issued documents – higher education diplomas and diploma supplements were approved by Order No. 39 of the Minister of Education and Science of the Republic of Kazakhstan dated January 28, 2015 "On approval of types and Forms of State-issued Educational Documents and Rules for their Issuance". A pan – European application, Diploma Supplement, is also issued. The transcript includes all the student's final grades, including the results of repeated exams. The student's transcript is registered in the registration log, where the number and date of issue are set. The document is certified by the office registrar, the Dean of the Faculty and the Chairman of the Management Board.

Analytical part

KU organizes work in the field of career guidance and subsequent support for students,

provides policies and principles for forming a contingent of students, principles for creating an educational environment for students to achieve the required professional level, representation of students in collegial management bodies of the university, methods of feedback and informing students, aspects of cultural and social life of students.

At the same time, the policy of forming a contingent is not reflected in the Development Plan of the OP. The contingent is minimal – 2 people in the Waste Management OP, 0-in the UAS Chemistry OP. No increase in the contingent is expected. The procedures of the contingent formation policy are not published or transparent.

In the course of interviews with employers and graduates, the HEC finds confirmation of the fact that graduates of accredited educational institutions have skills that are in demand in the labor market. Graduates have a sufficient level of professional competencies, including computer literacy, psychological and pedagogical training skills.

The Higher School of Economics notes the university's significant success in organizing extracurricular activities for students. Thus, access to work in a wide range of circles, creative teams, debate clubs, sports sections, and other student organizations is provided free of charge.

According to the results of the survey, 90.4% of students believe that the organization of education provides sufficient opportunities for sports and leisure activities, and 98.1% are fully satisfied with information support before admission and explaining the requirements for successful completion of the educational program. These data indicate a high quality of information services and comprehensive support for students, which contributes to their successful learning and active extracurricular participation.

Strengths / Best practices:

No strengths were identified.

WEC recommendations:

- The management of OP 7M05203 Waste management, 7M05303 Chemistry of biologically active compounds should include contingent planning in the Development Plan of OP by 01.09.2024, taking into account the growth dynamics and measures aimed at developing the contingent.

WEC's conclusions based on the following criteria:

According to the "Learners" standard, 12 criteria are disclosed, of which 0 have a strong position, 11 – satisfactory, and 1-suggests improvement.

6.7. Standard "Teaching staff"

* *The public organization should have an objective and transparent personnel policy, including in the context of the OP, including recruitment, professional growth and development of personnel, ensuring the professional competence of the entire staff.*

* *The public organization must demonstrate that the personnel potential of the teaching staff corresponds to the specifics of the OP.*

* *The management of the OP should demonstrate an awareness of responsibility for its employees and provide them with a favorable working environment.*

* *The OP management should demonstrate a change in the role of the teacher in connection with the transition to student-centered learning.*

* *The PA should determine the contribution of the PA's teaching staff to the implementation of the PA's development strategy and other strategic documents.*

* *The public organization should provide opportunities for career growth and professional development of the teaching staff of the OP.*

* *The EP management should demonstrate its willingness to involve practitioners from relevant industries in teaching.*

* *The public organization should demonstrate motivation for the professional and personal development of teachers of educational institutions, including encouragement for the integration of scientific activities and education, and the use of innovative teaching methods.*

* *An important factor is the willingness to develop academic mobility within the*

framework of the EP, to attract the best foreign and domestic teachers.

Proof part

The recruitment and recruitment process is based on the Labor Code of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan "On Education", Standard qualification characteristics of positions of teachers and persons equated to them, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan and internal documents of the University. Personnel selection is carried out on the basis of an analysis of the needs of the OP, on the basis of which a competition is announced to fill vacant positions in accordance with the Rules for competitive replacement of Positions of Teaching staff and Researchers of Higher Educational Institutions (Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 635 dated 21.01.2008). The internal regulatory document regulating the personnel policy of the university is the documented procedure of the QMS DP 05-2020 Personnel Management (<https://shokan.edu.kz/ru/documents/>). The formation and implementation of the personnel policy is based on the following principles: personnel management; recruitment and placement of personnel; formation and training of a personnel reserve for promotion to senior positions; competition, evaluation and certification of personnel; professional development; motivation and incentive.

Accredited educational programs are implemented by teachers who have a basic education corresponding to the profile of the discipline being taught, and are systematically engaged in scientific and methodological activities. The personnel structure in the direction of OP 7M05203 - "Waste management", 7M05303 "Chemistry of biologically active compounds", is presented in Tables 2 and 3. For both accredited OP, the percentage of settling down is 100%.

The University has a system of advanced training and professional development of teaching staff. Various forms and methods of professional development are used: courses, seminars, workshops, conferences, trainings, mentoring, distance learning, internships, etc. In accordance with the Law of the Republic of Kazakhstan "On Education", all teachers at least once every 5 years undergo professional development at the national and international levels, there are certificates. Teachers of accredited educational institutions have completed a total of more than 30 advanced training courses in the field of modern teaching methods and pedagogical innovations in 2019-2023 (Self-assessment Report).

The Institute has a system of stimulating the professional and personal development of teachers through the existing system of financial and non-financial incentives, which manifests itself in the form of salary surcharges: an additional supplement for an academic degree in the amount of one established supplement for an academic degree from the state budget, bonuses, including based on the results of performing important tasks based on the QMS DP 05-2020 Personnel Management (<https://shokan.edu.kz/ru/documents/>). In addition, the "QMS Regulation No. 4.12-2021 on operating expenses for financing scientific activities of faculties" is functioning. The subject of operating expenses is the internal expenses of faculties/institutes for the promotion of publishing scientific articles, publishing monographs, obtaining patents, as well as for high research results of students, teaching staff and employees. Full-time teaching staff and employees who have indicated affiliation with the university and are studying for research results can apply for financing of operating expenses related to publishing, publishing and patent activities. When publishing an article, publishing a monograph, or obtaining a patent, a teacher and an employee of the Company who are co-authors are paid a financial incentive depending on the author's share (%).

Also, as a measure of support for university scientists involved in the implementation of scientific projects, the status of "Teacher-researcher" was introduced ("QMS P 3.08-2021 On awarding the status of teacher-researcher of the Sh. Ualikhanov"). The main goal of the innovation is to increase the level of scientific research, as well as to increase the university's indicators in terms of the number of applications submitted for scientific competitions of the State Foundation, PCF and household projects by reducing the academic load of teaching staff involved in such projects.

In addition, there is a system of non-financial incentives: letters of thanks, diplomas and medals of the university and the Ministry of Foreign Affairs of the Republic of Kazakhstan related to professional and public holidays, which are accompanied by valuable gifts. It is possible to provide housing for young professionals and teaching staff attracted from other regions.

In order to improve the quality of education, AP teaching staff use information technologies in the educational process: slide presentations, Zoom Webinars, Coursera MOOC platforms, etc. The OP's teaching staff has the necessary IT competencies. As a result of applying innovations and information technologies, students develop educational and social-communicative competencies, which is confirmed by employers during interviews. In particular, graduates actively use Zoom technology to organize remote

learning, can develop and apply interactive lessons using interactive panels. Inspection of the University's facilities showed that most classrooms are equipped with projectors, interactive whiteboards, and multimedia systems. Attendance at classes, familiarization with the syllabuses of disciplines, and interviewing students allowed the HEC to establish that the teaching staff of accredited educational institutions uses ICT in order to increase the visibility of educational material. ICTs are used to demonstrate presentations, video lectures, videos, and audio materials.

The University, along with introducing advanced scientific achievements into the educational process, attracts scientists from research and scientific organizations, including foreign ones, to the training process.

During the period from 17. 10. 23.- 8. 11. 23 g. Giuseppe Lo Papa, Professor of the University of Palermo, conducted lectures and practical classes for master's students of OP 7M05203 "Waste Management". <https://www.instagram.com/reel/CzEkQpWsgU7/?igsh=MXdhZDgxeGc4Nnhkcg==>
<https://www.instagram.com/p/CzT39tvsDC9/?igsh=NjFsbDRwN2Rpb21h>

From March 27 to April 6, 2024, Talal Avvad, Professor of the St. Petersburg State University of Railway Transport (St. Petersburg, Russia), gave lectures for undergraduates of the OP "Waste Management". In addition, the professor held meetings and consultations on scientific papers. <https://www.instagram.com/p/C5OQqb-sZs9/?igsh=MWI5bjFqejM3b2x0NQ==>

The university's teaching staff actively participates in public activities in the region, promoting a healthy lifestyle, national culture and traditions, as well as the development of education in the region.

Analytical part

Members of the IAAR EEC confirm that the university's personnel policy is implemented in accordance with the development strategy and is aimed at meeting the university's needs for professional labor resources. All procedures of the university's personnel policy are documented and meet the requirements of the current legislation.

The introduction of the "teacher-researcher" status is an important undertaking that directly contributes to the development of scientific activities at the university. Previously, a direct positive effect of reducing academic workload on the effectiveness of scientific indicators was empirically proven. At the same time, the load reduction proposed in the regulation is obviously insufficient. If you participate in one project as a supervisor, the workload is reduced by 60 hours with a total load of 600 hours, i.e. it is 10%. Universities in the Republic of Kazakhstan have best practices for reducing the workload by up to 50% with an increase in wages. At the same time, the status can be maintained only if the goals set in the scientific project are successfully achieved, and in some cases even with the establishment of additional indicators in terms of publishing articles in highly rated scientific journals, attracting funding, patenting RNTD, popularizing scientific work, etc.

According to the results of the student survey, 80.8% of respondents are completely satisfied with the student-teacher relationship, which indicates a high quality of interaction and cooperation in the educational process. Overall, 82.7% of respondents are satisfied with the teaching methods, which indicates a positive perception of the educational approaches and techniques used.

Overall, 80.8% of respondents are also satisfied with the quality of teaching, which underlines the high professional competence of the teaching staff. 76.9% of respondents noted the objectivity and fairness of teachers, which indicates students' confidence in the process of evaluating their knowledge and skills.

Additionally, 75% of respondents fully agree that the teacher knows the taught material, which confirms the qualification and readiness of teachers. 67.3% of students fully agree with the objectivity of the assessment of their academic achievements, and 71.2% believe that the assessment system, including seminars, tests and questionnaires, adequately reflects the course content.

These data together demonstrate a high degree of student satisfaction with the quality of teaching, teaching methods and fair assessment, which is an important indicator of an effective educational process and a favorable academic environment.

Strengths:

No strengths were identified.

WEC recommendations:

- The university management should consider the possibility of reducing the rate of a research teacher by 01.09.2024 with an increase in remuneration and an increase in the requirements for passing through the competition, taking into account publication activity and the Hirsch index. Also, consider drawing up an additional individual plan for research, innovation, and publication work for research teachers.

WEC's conclusions based on the following criteria:

According to the standard "Teaching staff" 9 criteria are disclosed, of which 0 have a strong position, 9 – satisfactory, 0-suggests improvement.

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

The AS must ensure that there are sufficient educational resources and student support services to ensure that the goal of the EP is achieved.

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

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

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

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

- *library resources, including a collection of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases;*

- *examination of SRW results, graduation papers, dissertations for plagiarism;*

- *access to educational Internet resources;*

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

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

The evidentiary part

The University has sufficient material, technical, information and library resources used to organize the learning process and education of students. The availability and level of the material and technical base of the university is in the process of constant updating and improvement. The creation of an effective educational infrastructure is a prerequisite for the successful fulfillment of the university's mission.

The University has a material and technical base that provides all types of practical training and research work for students, provided for in the university curriculum and in accordance with current sanitary, epidemiological and fire safety standards and regulations. Students of the University have access to the use of socio-cultural and sports facilities of the University: 5 academic buildings, 3 dormitories, 3 Student houses, a House of Scientists, 2 sports and recreation complexes. In the Zerendinsky resort area (Akmola region, S. Zerenda) there is a sports and recreation camp "Tulpar", owned by Kokshetau State University named after Sh. Ualikhanov. For the organization of free medical care at the university, there are 4 medical centers and a multidisciplinary medical and wellness complex "Arasan". A 26-apartment House of scientists has been opened to address the housing issue of invited teachers.

Classrooms, laboratories, specialized classrooms, and computer classes of the Institute are used for the educational process. Accredited EP are equipped with the necessary classroom

facilities, educational laboratories, computer labs, a teaching room, and sports halls, including: OP 7M05203 "Waste management": The Department of Mining, Construction and Ecology has 22 classrooms. (№101, №103-106, № 108, №110, №112, №114, №238, №241, №301, №303, №305-309, №312, №314, №331). The Water Quality laboratory is preparing for accreditation. The Erasmus + EduEnvi project has organized a MOOK Center that provides teachers with access to online tools and the preparation of video materials.

The educational and scientific infrastructure of the Department of Chemistry and Biotechnology according to OP 7M05303 "Chemistry of biologically active compounds" includes the following laboratories: Laboratory of Organic and bioorganic Chemistry; Laboratory of Chemical Synthesis and HMWC; Laboratory of Analytical Chemistry; Laboratory of Biotechnology; Laboratory of Biological Chemistry; Laboratory of Chemistry teaching Methods; Laboratory of Inorganic Chemistry; Research Laboratory; Laboratory of Physical and Colloidal Chemistry; Laboratory of Chemical Technology. Thus, it can be concluded that the university has a complete laboratory complex for the implementation of educational and scientific activities in the EP.

AIS "Platonus" is used as the main means for automating the educational process in KU.

There are 44 multimedia classrooms and 21 computer labs equipped with equipment that meets modern requirements for organizing research and creating appropriate conditions for students in bachelor's and postgraduate professional education.: interactive whiteboards, projectors, modern computers connected to the Internet. The university has 830 computers (322 of which are used in the educational process) connected by a common local network. Each building is equipped with high-speed Internet.

The structure of the library complex includes 2 subscription rooms, 6 reading rooms with 315 seats, 2 electronic reading rooms equipped with computers connected to a local network and with Internet access.

The main book collection of the library is 739,738 copies. Of these: educational literature - 517862; scientific literature – 102119; EML and other literature-119,802. The literature availability of OP 7M05203 "Waste management", 7M05303 "Chemistry of biologically active compounds" for the 2023-2024 academic year is shown in Table 5.

Table 5 - Availability of literature

code	EP	educational literature			scientific literature			EML and other literature			library resources total		
		ka z	rus	eng	ka z	rus	eng	kaz	rus	eng	kaz	rus	eng
2023-2024 academic year													
7M05203	Waste management	47	92	11	38	71	0	18	63	0	103	226	11
7M05303	Chemistry of biologically active compounds	50	100	10	40	60	6	20	64	5	100	200	20

The book collection corresponds to the profile of the EP preparation and includes publications of a technical orientation no older than 10 years, humanitarian orientation no older than 5 years. The fund of educational and methodical literature is being updated, among other things, by publishing its own textbooks and educational and methodical literature.

The Scientific Library named after Sh. Valikhanov is a member of the Association of University Libraries of the Republic of Kazakhstan. PS and KU students have open access to international scientific databases – Web of Science, Scopus. The developer and PSKU also have access to KAZNEB (Kazakhstan National Electronic Library), RIEL (Republican Interuniversity

Electronic Library), and SpringerLink. In addition, there is access to free foreign databases: SciGuide, Bulgarian Digital Mathematics Library (BulDML), PQDT OPEN, Open Access Theses and Dissertations, EU Bookshop, Directory of Open Access Books (DOAB), OpenEdition, CyberLeninka Scientific Electronic Library, Electronic Journals Library, Project euclidjournals Free, agilet and so on.

Wi-Fi access is provided in all university buildings.

The University has an NMR spectroscopy engineering laboratory, which is focused on studying the composition and structure of chemical compounds, the kinetics of physical and chemical processes using NMR spectroscopy. The material base of the laboratory is represented by the following equipment: JNM-ECA 400 - nuclear magnetic resonance spectrometer, Bruker 430-GC gas chromatograph, UVI spectrophotometer SF-56.

Undergraduates and teachers of the Department of Chemistry and Biotechnology have the opportunity to work in the NMR spectroscopy laboratory, namely, to conduct research activities.

During the meeting with the heads of the university's structural divisions, the mechanisms for examining the results of SRW, graduation papers and dissertations for plagiarism were demonstrated. This process is regulated by QMC P 5.03-2021 regulation on the verification of written works for borrowing (<https://shokan.edu.kz/ru/documents/polozheniya/>). The license system "Anti-Plagiarism University" is used to check for borrowings.

The university administration pays special attention to students of various social categories. The university has created conditions to ensure access to educational services for people with disabilities. There are specialized lifts, elevators, and special markings for the visually impaired. There are currently no students with disabilities in the accredited EP cluster. In addition, the Silver University project has been introduced and is being implemented as an innovative form of social service, providing services to unlock the opportunities and needs of elderly citizens in order to enhance their social well-being and self-realization (QMSP 4.23-2021 Regulations on the Silver University https://shokan.edu.kz/documents/187/smk_p_423_2021_o_serebrianom_universitete_rus_ia1.p_df).

The project "Children's University" is being implemented. The activities of the Children's University are being implemented within the framework of the MSHA RK research project for 2021-2023 on the topic of IRN AP09258554 "Creation of a network of Children's Universities KAZCUNET" (<https://shokan.edu.kz/ru/departments/departament-nauki-i-kommercializacii-tehnologii/detskij-universitet/>). The Children's University project is aimed at popularizing scientific knowledge by setting design and educational research topics that stimulate interest in science, and issues that may interest children, as well as concern parents, modern science and society.

In accordance with art.184 of the RK Labor Code No. 414-V3 RK dated 11/23/2015, the Institute has developed "QMS STU 3.01-2020 Management of the production environment and maintenance of infrastructure in working order", "QMC P 1.11-2021 Regulation on ensuring sanitary and epidemiological regime". In accordance with the requirements for fire and sanitary-epidemiological safety, the buildings and premises of the Institute meet the requirements.

The analytical part

Based on the results of the analysis of the results of the activities accredited by the EP according to this EEC standard, an assessment was made of the completeness and accessibility of the logistical and information resources of the accredited EP. The dynamics of resource involvement and the development of the learning environment, library support for the educational process were demonstrated, and the activities aimed by the EP leadership at improving the resource support for the implementation of the EP were highlighted.

When carrying out educational activities, the university is guided by regulatory documents regulating mandatory regulatory requirements for the material, technical and educational laboratory facilities of educational organizations. There is information support for educational and

scientific-educational activities with access to full-text electronic resources of educational and scientific importance, which satisfies the needs of students and teachers.

The EEC notes that the university has the best practices in planning the provision of educational equipment and software similar to those used in the relevant sectors of the economy. This is how scientific and educational laboratories are planned and created as part of the implementation of international educational projects Erasmus+ (project 618715-EPP-1-2020-1-DE-EPPKA2-CBHE-JP "Development of a circular economy in Partner countries based on the development and implementation of the Waste Management Master's Degree Program, project 598377-EPP-1 -2018-1 - IT-EPPKA2-CBHE-SP "Universities of Kazakhstan for improving quality assurance processes in education using new technologies" (KUTEL)), EduEnvi, scientific grants (IRN AP09259015 on the topic "Development of a technology for effective processing of organic waste by thermophilic fermentation to produce biological fertilizer", "Development of integrated terrestrial and remote methods for assessing plant health to optimize the mineral nutrition of grain crops in the chernozem zone of Northern Kazakhstan", the Zhasgalym project for 2023-2025, the project topic "Adaptation of aquatic ecosystems Adaptation of Northern Kazakhstan to climate change and ensuring water safety"). In addition, the university actively participates in the state program for the creation of Centers of Academic Excellence. In particular, this program is aimed at developing the material and technical base for OP 7M05203 "Waste management", 7M05303 "Chemistry of biologically active compounds".

The scientific structural units of the NMR spectroscopy laboratory and the water quality laboratory make a significant contribution to the development of research activities. On the basis of these departments, scientific research is conducted by university scientists, as well as undergraduates, research practices, laboratory and practical work are carried out. It should be noted that the laboratories are accredited and provide paid services to third-party consumers, thus contributing to the processes of innovation and knowledge capitalization.

At the same time, during interviews with students, many suggestions were heard, including the need to monitor WiFi coverage in university buildings and dormitories. The EEC also noted a weak level of communication in the building of the agricultural institute. During the survey, 60% of PS respondents noted that they sometimes face the problem of lack of Internet access or weak Internet.

Also, students, both during the interview and as a result of the survey, identified the need to install drinking water access points in university buildings, as well as in additional locations for extracurricular group projects, individual work, and coworking.

According to the results of the PS survey, 55% of respondents sometimes encounter a lack of technical learning tools in classrooms, which can have an impact on the quality of teaching and the learning process. At the same time, 43.3% of PS never experience such problems, which suggests that the university is taking some measures to provide the necessary funds.

The survey of students showed that the majority (80.8%) are completely satisfied with the existing educational resources, which reflects the good quality of the materials provided and information support. Also, the level of accessibility of library resources was positively assessed by 80.8% of students.

However, there are some areas that require additional attention. For example, only 73.1% of respondents are satisfied with the quality of services provided in libraries and reading rooms, while 73.1% of students are also satisfied with information support and clarification of admission rules and educational program strategy before entering the university. In addition, the provision of dormitories causes certain comments: 55.8% are completely satisfied, but a total of 9.6% of respondents are partially dissatisfied or not at all satisfied with such provision. These data highlight the importance of further improving the university's infrastructure and services to increase student and PS satisfaction.

Strengths / Best practices:

- The AS demonstrates the planning of providing the EP with educational equipment and software tools similar to those used in the relevant sectors of the economy. This includes the implementation of international projects, research grants, and the Center for Academic Excellence state program.

EEC Recommendations:

- *The university management should monitor Wi-Fi coverage in all university buildings and dormitories by 12/01/2024, and modernize the wireless Internet access system if necessary.*
- *The university management should consider the possibility of installing drinking water access points (coolers, fountains, etc.) in the university buildings by 12/01/2024.*

Conclusions of the EEC according to the criteria:

According to the standard "Educational Resources and student support systems", 9 criteria are disclosed, of which 1 has a strong position, 8 is satisfactory, and 0 suggests improvement.

6.9. The "Informing the Public" standard

- *The AS must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:*
 - *expected learning outcomes of the implemented educational program;*
 - *qualifications and/or qualifications that will be awarded upon completion of the educational program;*
 - *Teaching and learning approaches, as well as the assessment system (procedures, methods, and forms);*
 - *information about passing grades and educational opportunities provided to students;*
 - *Information about graduate employment opportunities.*
 - *The management of the EP should provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and interested parties.*
 - *Public awareness should include support and clarification of the national development programs of the country and the system of higher and postgraduate education.*
 - *The AS must demonstrate that the information on the web resource characterizes it in general and in the context of educational programs.*
 - *An important factor is the availability of adequate and objective information about the teaching staff of the OP.*
 - *Informing the public about cooperation and interaction with partners within the framework of the EP is an important factor.*

The evidentiary part

KU strives to carry out its activities based on the principles of transparency, openness, involvement and awareness of stakeholders.

The social role of the university also includes informing the public about the implemented educational programs and the expected results of these programs, the qualifications awarded, the level of teaching, training and assessment procedures, and educational opportunities for students. The published information contains data on the success and employment of graduates, as well as characteristics of students. The information provided by the university is objective and accessible to students.

The main channel for informing the public and interested parties is the media, social networks and the official website of the university. There is information about educational programs on social media pages.

Information about the activities of the Alumni Association is published on the university's website. ([Ассоциация выпускников Ualikhhanov University - Ualikhhanov University \(shokan.edu.kz\)](http://shokan.edu.kz)).

Informing the public about current scientific research issues is carried out through participation in public scientific forums and establishing contacts with these public associations, departments of local executive bodies, etc. Taking into account the specifics of the city and the region, close cooperation is carried out between educational organizations, executive bodies and the university.

The University ensures that the public is informed about its activities, conditions and specifics of the implementation of educational programs. The university uses a variety of ways to disseminate information, including social media. Daily news, photos and videos are available on the Institute's website: shokan.edu.kz Facebook Instagram videos are posted on Youtube, as well as posted on social networks Facebook and Instagram. KU's YouTube channel (@ualikhanovku) is popular, with over 1.5 thousand subscribers.. The channel publishes university news and information materials. Articles about the university and announcements on the conditions of admission of applicants are published annually in newspapers «Казахстанская правда», «Егемен Қазақстан» «Акмолинская правда», «Кокшетау», «Бұқпа», «Арқаажары», «Степной маяк» and the university newspaper «Алау».

The purpose of public awareness is to create a positive image of the university in the external environment, establish and maintain cooperation with all stakeholders by informing the general public about the various activities of the university.

The university management uses a variety of ways to disseminate information, including the university's website, newsletters, interaction with representative offices of foreign countries, briefings, round tables and conferences held by the management, open days, job fairs at the university, and meetings with graduates. Teaching staff and university staff are involved in holding events at the regional level, including in explaining and supporting government initiatives and programs.

The Institute and the educational programs of the accredited cluster participate in national ratings.

The analytical part

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

The EEC notes the openness of the university and its willingness to provide objective information to external stakeholders.

At the same time, information about educational programs is not fully provided on the website pages. Such important materials as the approved EP document, the EP Development Plan, and the EP examination materials remain inaccessible, which is important for studying aspects of the educational program implementation. Also, information reflecting the positioning of the educational institution in the educational market at the regional, national, and international levels has not been published. It is necessary to highlight aspects that emphasize the uniqueness of the EP. The publication of this information in the public domain will increase the attractiveness of the OP for applicants and will contribute to the growth of the student body.

Social media pages are functioning, but there are no links to these pages from the main site. It is necessary to popularize the various available channels and develop a more detailed strategy for informing stakeholders, including posting news in the context of areas, at least at the institutional level.

There is also a heterogeneity in the presentation of information, and in some cases incomplete information is provided. It is recommended to unify the information on the teaching staff website in order to familiarize interested parties with the staff of the faculty in more detail, disclose their scientific and academic activities, provide links to their profiles in scientific databases, etc.

Strengths / Best practices:

Strengths have not been identified.

EEC Recommendations:

- The management of the EP should ensure the regular publication of information on activities within the framework of the EP through various information channels, including the media, by 09/01/2024. Provide free, accessible solutions for informing the public.

- The management of the Educational Institution will publish full information about the teaching staff on the university's website by 09/01/2024, while maintaining a unified information presentation structure. Among other things, provide for the publication of links to teaching staff profiles in scientific databases (Scopus, Web of Science, ORCID). Also, in the Educational Programs section on the university's website, post approved MOS, EP Development Plans, Graduate Models, reviews and expert opinions on GUARDIANSHIP.

Conclusions of the EEC according to the criteria:

According to the "Informing the Public" standard, 10 criteria are disclosed, of which 0 have a strong position, 8 are satisfactory, and 2 suggest improvement.



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

Strengths / Best practices

According to the Educational Program Management standard:

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

According to the Information Management and Reporting standard:

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

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

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

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

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

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

- availability of own research in the field of teaching methods of academic disciplines. In many ways, their own research is determined by their participation in international educational projects under the Erasmus+ programs.

According to the "Students" standard:

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

According to the "Teaching staff" standard:

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

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

- The AS demonstrates planning for the provision of educational equipment and software similar to those used in the relevant sectors of the economy. This includes the implementation of international projects, research grants, and the Center for Academic Excellence state program.

According to the "Informing the Public" standard:

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

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

IEC recommendations for OP7M05203 "Waste management", 7M05303 "Chemistry of biologically active compounds":

According to the Educational Program Management standard, the Guidelines of EP 7M05203 Waste Management, 7M05303 Chemistry of Biologically active Compounds should be made publicly available on the university's website by 09/01/2024 to ensure the publication of EP Development Plans.

- The university management should develop and document innovation management procedures by 09/01/2025, taking into account scientific, technical and educational innovations.

According to the Information Management and Reporting standard

- The university management should implement an analysis of the activities of teaching staff based on KPIs by 09/01/2024, and develop a plan of corrective actions based on the results of the analysis.

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

- The management of EP 7M05203 Waste Management should update the MOE by 09/01/2024, taking into account the correspondence of learning outcomes, universal and professional competencies to the content of disciplines.

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

- The management of EP 7M05303 Chemistry of Biologically active Compounds should, by 09/01/2024, analyze the material support for laboratory work, including the availability of laboratory utensils and reagents, prepare an application for the purchase of missing materials, and provide appropriate conditions for laboratory training and research.

- The university management should propose a mechanism for publishing news and changes in the implementation of the EP on the university's website in the context of institutes/higher schools by 12/01/2024. The management of EP 7M05203 Waste Management should post links to social media accounts on the page of the graduating department

- The management of EP 7M05203 Waste Management, 7M05303 Chemistry of Biologically active Compounds, by 09/01/2024, should ensure that the MOS, EP Development Plans, Graduate Model, reviews and expert opinions on EP and other relevant materials are publicly available on the university's website in the Educational Programs section.

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

- The management of EP 7M05203 Waste Management, 7M05303 Chemistry of biologically active compounds should be provided with advanced training courses in the field of modern methods of evaluating learning outcomes by 01.09.2025.

According to the "Students" standard

- The management of OP 7M05203 Waste Management, 7M05303 Chemistry of biologically active compounds should include contingent planning in the EP Development Plan by 09/01/2024, taking into account growth dynamics and measures aimed at developing the contingent.

According to the "Teaching staff" standard

- The university management should consider the possibility of reducing the rate of a research teacher by 09/01/2024 with an increase in salary and increased requirements for passing

the competition, taking into account publication activity and the Hirsch index. Also, consider the possibility of drawing up an additional individual plan for research, innovation and publication work for research teachers.

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

- The university management should monitor Wi-Fi coverage in all university buildings and dormitories by 12/01/2024, and modernize the wireless Internet access system if necessary.

- The university management should consider the possibility of installing drinking water access points (coolers, fountains, etc.) in the university buildings by 12/01/2024.

According to the "Informing the Public" standard

- The management of the EP should ensure the regular publication of information on activities within the framework of the EP through various information channels, including the media, by 09/01/2024. Provide free, accessible solutions for informing the public.

- The management of the Educational Institution will publish full information about the teaching staff on the university's website by 09/01/2024, while maintaining a unified information presentation structure. Among other things, provide for the publication of links to teaching staff profiles in scientific databases (Scopus, Web of Science, ORCID). Also, in the Educational Programs section on the university's website, post approved MOS, EP Development Plans, Graduate Models, reviews and expert opinions on GUARDIANSHIP.



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

Not worked out



(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL

The external expert commission made a unanimous decision to recommend to the Accreditation Council to accredit the educational programs 7M05203 "Waste Management", 7M05303 "Chemistry of biologically active compounds" NAO "Kokshetau University named after Sh. Ualikhanov" for a period of 5 (five) years.



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

Conclusion of the external expert commission for the assessment of the quality of educational programs 7M05203 Waste management, 7M05303 Chemistry of biologically active compounds NAO "Kokshetau University named after Sh. Ualikhanov"

№	№	Evaluation criteria	The position of the educational organization			
			Strong	Satisfactory	Suggestions for improvement	Unsatisfactory
Standard 1 "Educational Program Management"						
1	1.	An organization of higher and/or postgraduate education should have a published quality assurance policy that reflects the relationship between research, teaching and learning.		+		
2	2.	The organization of higher and (or) postgraduate education should demonstrate the development of a culture of quality assurance, including in the context of secondary education		+		
3	3.	Commitment to quality assurance should apply to any activity carried out by contractors and partners (outsourcing), including in the implementation of joint/double-degree education and academic mobility		+		
4	4.	The management of the NGO demonstrates transparency in developing a development plan for the NGO, which contains a timeline for the start of implementation, based on an analysis of its functioning, the real positioning of the NGO and the focus of its activities on meeting the needs of the state, employers, students and other stakeholders.			+	
5	5.	The management of the Educational institution demonstrates the existence of mechanisms for the formation and regular review of the educational development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers and society, and making decisions aimed at continuous improvement of the operational		+		
6	6.	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		+		
7	7.	The management of the educational institution should demonstrate the individuality and uniqueness of the educational institution's development plan, its consistency with national priorities and the development strategy of the organization of higher and (or) postgraduate education.		+		
8	8.	The organization of higher and (or) postgraduate education should demonstrate a clear definition of those responsible for business processes within the framework of the educational program, an unambiguous distribution of staff responsibilities, and the differentiation of functions of collegial bodies.		+		
9	9.	The management of the educational institution must provide evidence of the transparency of the educational program management system.		+		
10	10.	The management of the educational program must demonstrate the existence of an internal quality assurance system for the educational program, including its design, management and monitoring, their improvement, and fact-based decision-making.		+		
11	11.	The management of the educational program should carry out risk management, including within the framework of an educational program undergoing primary accreditation, as well as demonstrate a system of measures aimed at reducing the degree of risk.		+		

12	12.	The management of the educational institution should ensure the participation of representatives of employers, teaching staff, students and other stakeholders in the collegial management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program.		+		
13	13.	The educational organization should demonstrate innovation management within the framework of the educational program, including the analysis and implementation of innovative proposals.			+	
14	14.	The management of the educational institution should demonstrate evidence of willingness to be open and accessible to students, teaching staff, employers and other interested parties.		+		
15	15.	The management of the educational institution should be trained in educational management programs		+		
Total according to the standard			0	13	2	
Standard 2 "Information management and reporting"						
16	1.	An educational organization must demonstrate that it has a system for collecting, analyzing, and managing information based on the use of modern information and communication technologies and software tools, and that it uses a variety of methods to collect and analyze information in the context of education		+		
17	2.	The management of the educational program should demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
18	3.	The management of the educational program should demonstrate fact-based decision-making.		+		
19	4.	The educational program should include a regular reporting system that reflects all levels of the structure, including an assessment of the effectiveness and efficiency of departments and departments, and scientific research.		+		
20	5.	The educational organization should establish the frequency, forms and methods of evaluating the management of educational institutions, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.		+		
21	6.	The educational organization must demonstrate the definition of the procedure and ensuring the protection of information, including the identification of those responsible for the accuracy and timeliness of information analysis and data provision.		+		
22	7.	An important factor is the availability of mechanisms for involving students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.		+		
23	8.	The management of the educational institution should demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, as well as conflict resolution mechanisms.		+		
24	9.	The educational organization should demonstrate the availability of mechanisms for measuring the degree of satisfaction of the needs of teaching staff, staff and students within the framework of the educational program.		+		
25	10.	The organization of education should provide for an assessment of the effectiveness and efficiency of activities, including in the context of educational programs.		+		
		<i>The information intended for collection and analysis within the framework of the educational program should take into account:</i>				
26	11.	key performance indicators			+	
27	12.	the dynamics of the student body in terms of forms and types		+		
28	13.	academic performance, student achievements, and expulsion		+		
29	14.	satisfaction of students with the implementation of the OP and the quality of education at the university		+		
30	15.	availability of educational resources and support systems for students		+		
31	16.	The educational organization must confirm the implementation of procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent.		+		

Total according to the standard			0	15	1	
Standard 3 "Development and approval of the educational program"						
32	1.	The educational organization should define and document the procedures for the development of the educational program and their approval at the institutional level.		+		
33	2.	The management of the educational program must ensure that the content of the educational program meets the established goals, including the expected learning outcomes.		+		
34	3.	The management of the educational program should demonstrate the existence of mechanisms for reviewing 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.		+		
35	4.	The management of the educational program should ensure that there are developed models for graduates of the educational program that describe learning outcomes and personal qualities.		+		
36	5.	The management of the educational program must demonstrate the conduct of external examinations of the content of the educational program and the planned results of its implementation.		+		
37	6.	The qualifications awarded at the end of the educational program must be clearly defined and correspond to a certain level of NSC and QF-EHEA.		+		
38	7.	The management of the educational program should determine the impact of disciplines and professional practices on the formation of learning outcomes.			+	
30	8.	An important factor is the possibility of training students for professional certification (IP)		+		
40	9.	The management of the Educational Program must provide evidence of the participation of students, teaching staff and other interested parties in the development of the educational program and ensuring its quality.		+		
41	10.	The management of the educational program should ensure that the content of academic disciplines and the planned results correspond to the level of study (bachelor's, master's, doctoral studies).		+		
42	11.	The structure of the educational program should include various types of activities that ensure that students achieve the planned learning outcomes.		+		
43	12.	An important factor is the correspondence of the content of the educational program and learning outcomes with special educational needs implemented by organizations of higher and (or) postgraduate education in the EHEA.		+		
Total according to the standard			0	11	1	
Standard 4 "Continuous monitoring and periodic evaluation of educational programs"						
44	1.	The educational organization (EO) must define monitoring mechanisms and periodic evaluation of the educational program (EP) to ensure goal achievement, meet the needs of learners and society, and demonstrate that these mechanisms are aimed at the continuous improvement of the EP		+		
		<i>Monitoring and periodic evaluation of the educational program (EP) should include:</i>				
45	2.	the content of the program in light of the latest scientific advancements in the specific discipline to ensure the relevance of the taught subject.		+		
46	3.	changes in the needs of society and the professional environment.		+		
47	4.	the workload, academic performance, and graduation of learners.		+		

48	5.	the effectiveness of student assessment procedures.		+		
49	6.	the expectations, needs, and satisfaction of learners with the educational program.		+		
50	7.	the educational environment and support services, and their alignment with the goals of the educational program.			+	
51	8.	The management of the educational program (EP) must demonstrate a systematic approach to conducting monitoring and periodic evaluation of the EP's quality.		+		
52	9.	The educational organization (EO) and the management of the educational program (EP) must establish a mechanism for informing all stakeholders about any planned or undertaken actions regarding the EP.			+	
53	10.	All changes made to the educational program (EP) must be published.			+	
Total according to the standard			0	7	3	
Standard 5 "Student-Centered Learning, Teaching, and Assessment of Academic Performance"						
54	1.	The management of the educational program (EP) must ensure respect and attention to the diverse groups of learners and their needs, providing them with flexible learning pathways.		+		
55	2.	The management of the educational program (EP) must ensure the use of various forms and methods of teaching and learning.		+		
56	3.	An important factor is the presence of original research in the field of teaching methodology for the subjects of the educational program (EP).	+			
57	4.	The management of the educational program (EP) must demonstrate the presence of feedback mechanisms regarding the use of various teaching methods and the assessment of learning outcomes.		+		
58	5.	The management of the educational program (EP) must demonstrate the presence of mechanisms that support student autonomy while ensuring guidance and assistance from the instructor.		+		
59	6.	The management of the educational program (EP) must demonstrate the presence of a procedure for addressing student complaints.		+		

60	7.	The educational organization (EO) must ensure consistency, transparency, and objectivity in the mechanism for assessing learning outcomes for each educational program (EP), including an appeals process.		+		
61	8.	The educational organization (EO) must ensure that the assessment procedures for learning outcomes align with the planned results and objectives of the program, and that the criteria and methods of assessment are published in advance.		+		
62	9.	The educational organization (EO) must define mechanisms to ensure that each graduate of the educational program (EP) achieves the learning outcomes and that these outcomes are fully developed.		+		
63	10.	Evaluators must be proficient in modern methods of assessing learning outcomes and regularly engage in professional development in this area.			+	
			1	8	1	
Standard 6 "Learners"						
64	1.	The educational organization (EO) must demonstrate the presence of a policy for forming the student body in relation to the educational program (EP), ensuring the transparency and publication of its procedures that regulate the student lifecycle (from admission to graduation).			+	
		<i>The management of the educational program (EP) must define the procedure for forming the student body based on:</i>				
65	2.	the minimum requirements for applicants.		+		
66	3.	the maximum group size for seminars, practical sessions, laboratory work, and studio classes.		+		
67	4.	the forecasting of the number of government grants.		+		
68	5.	the analysis of available material and technical resources, informational resources, and human potential.		+		
69	6.	the analysis of potential social conditions for students, including the provision of dormitory accommodations.		+		
70	7.	The management of the educational program (EP) must demonstrate readiness to implement special adaptation and support programs for newly enrolled and international students.		+		

71	8.	The educational organization (EO) must demonstrate compliance with the Lisbon Convention on Recognition, establish a mechanism for recognizing the results of academic mobility of students, as well as the outcomes of additional, formal, and informal learning.		+		
72	9.	The educational organization (EO) must collaborate with other educational organizations and national centers of the "European Network of Information Centers in the European Region on Academic Recognition and Mobility / National Academic Recognition Information Centers" (ENIC/NARIC) to ensure comparable recognition of qualifications.		+		
73	10.	The educational organization (EO) must ensure the opportunity for both external and internal mobility of students within the educational program (EP), as well as be prepared to assist them in obtaining external grants for studies.		+		
74	11.	The management of the educational program (EP) must demonstrate readiness to provide students with internship placements, assist in the employment of graduates, and maintain connections with them.		+		
75	12.	The educational organization (EO) must provide the opportunity to issue graduates of the educational program (EP) documents that certify the qualifications obtained, including the achieved learning outcomes, as well as the context, content, and status of the education received and the certificate of its completion.		+		
Total according to the standard			0	11	1	
Standard 7 "Academic Staff"						
76	1.	The educational organization (EO) must have an objective and transparent personnel policy, including in the context of the educational program (EP), which covers recruitment, professional growth, and development of staff, ensuring the professional competence of the entire workforce.		+		
77	2.	The educational organization (EO) must demonstrate that the staff potential of the academic staff (PPS) is aligned with the specifics of the educational program (EP).		+		
78	3.	The management of the educational program (EP) must demonstrate awareness of its responsibility for its employees and provide favorable working conditions for them.		+		
79	4.	The management of the educational program (EP) must demonstrate the changing role of the instructor in connection with the transition to student-centered learning.		+		

80	5.	The educational organization (EO) must define the contribution of the academic staff (PPS) of the educational program (EP) to the implementation of the EO's development strategy and other strategic documents.		+		
81	6.	The educational organization (EO) must provide opportunities for career growth and professional development of the academic staff (PPS) of the educational program (EP).		+		
82	7.	The management of the educational program (EP) must demonstrate readiness to involve industry professionals in teaching.		+		
83	8.	The educational organization (EO) must demonstrate motivation for the professional and personal development of the academic staff (PPS) of the educational program (EP), including incentives for integrating research activities with education and applying innovative teaching methods.		+		
84	9.	An important factor is the readiness to develop academic mobility within the educational program (EP) and to attract the best foreign and domestic instructors.		+		
Total according to the standard			0	9	0	
Standard 8: "Educational Resources and Student Support Systems"						
85	1.	The educational organization (EO) must guarantee a sufficient number of educational resources and student support services to ensure the achievement of the educational program (EP) goals.		+		
86	2.	The educational organization (EO) must demonstrate the adequacy of material and technical resources and infrastructure, taking into account the needs of various student groups within the educational program (EP), including adult learners, working students, international students, and students with disabilities.		+		
87	3.	The management of the educational program (EP) must demonstrate the presence of support procedures for various student groups, including information dissemination and counseling services.		+		
		<i>The management of the educational program (EP) must demonstrate that the information resources align with the specifics of the EP, including:</i>				
88	4.	technological support for students and academic staff (PPS), such as online learning, simulation tools, databases, and data analysis programs.		+		

89	5.	library resources, including collections of educational, methodological, and scientific literature for general, basic, and specialized subjects in both print and electronic formats, periodicals, and access to scientific databases.		+		
90	6.	expertise of research results, theses, and dissertations for plagiarism.		+		
91	7.	access to educational online resources.		+		
92	8.	the operation of Wi-Fi on the premises of the educational organization.		+		
93	9.	The educational organization (EO) demonstrates planning to provide the educational program (EP) with teaching equipment and software similar to those used in the relevant industries.	+			
Total according to the standard			1	8	0	
Standard 9: "Public Information"						
		<i>The educational organization (EO) must publish accurate, objective, and up-to-date information about the educational program (EP) and its specifics, which should include:</i>				
94	1.	the expected learning outcomes of the implemented educational program (EP).		+		
95	2.	the qualification and/or qualifications that will be awarded upon completion of the educational program (EP).		+		
96	3.	the teaching and learning approaches, as well as the assessment system (procedures, methods, and forms).		+		
97	4.	information about the passing scores and the educational opportunities provided to students.		+		
98	5.	information about the employment opportunities for graduates.		+		
99	6.	The management of the educational program (EP) must provide for various methods of disseminating information, including media and information networks, to inform the general public and interested parties.			+	
100	7.	Public information must include support and clarification of national development programs and the higher and postgraduate education system of the country.		+		

101	8.	The educational organization (EO) must demonstrate the presence of information on its website that characterizes the organization as a whole and in the context of its educational programs.			+	
102	9.	An important factor is the availability of adequate and objective information about the academic staff (PPS) of the educational program (EP).			+	
103	10.	An important factor is informing the public about the collaboration and interaction with partners within the framework of the educational program (EP).			+	
Total according to the standard			0	8	2	
TOTAL			2	90	11	



Appendix 2: PROGRAM OF VISIT TO THE EDUCATIONAL ORGANIZATION

<p>_____</p>	<p>_____</p>
<p>APPROVED Chairman of the Board – Rector Kokshetau University named after Sh. Ualikhanov</p> <p>_____ M. Syrlybaev "....." May 2024</p>	<p>APPROVED General Director of the NU "Independent Accreditation and Rating Agency"</p> <p>_____ A. Zhumagulova "...." May 2024</p>

PROGRAM
VISIT OF THE EXTERNAL EXPERT COMMISSION OF IAAR
TO KOKSHETAU UNIVERSITY NAMED AFTER SH. UALIKHANOV
(SPECIALIZED AND INITIAL SPECIALIZED ACCREDITATION)

Date of visit: May 27 – 29, 2024

Cluster	Educational Programs
Cluster 1 (Specialized Accreditation)	6B02302 Translation Studies (English, German/Chinese) 8D02301 Philology: Kazakh Philology
Cluster 2 (Specialized Accreditation)	6B04106 Banking and Financial Management 6B04105 Accounting and Economic Analysis
Cluster 3 (Specialized Accreditation)	6B05102 Biotechnology by Industry 7M01504 Biology 7M08102 Soil Science and Agrochemistry
Cluster 4 (Specialized Accreditation)	8D02201 History 7M02201 History and Social-Religious Studies
Cluster 5 (Initial Accreditation)	8D01501 Methodology of Scientific Research in Mathematical Education
Cluster 6 (Initial Accreditation)	7M05203 Waste Management 7M05303 Chemistry of Bioactive Compounds
Cluster 7 (Initial Accreditation)	6B10102 Public Health

Date and Time	Work of the External Expert Commission (EEC) with Target Groups	Position and Full Name of Target Group Participants	Form of communication
24 May 2024 16:00-17:00 (Astana Time)	Preliminary Meeting of the External Expert Commission (Discussion of Key Issues and Visit Program)	<i>External Experts of IAAR</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
<i>According to the schedule during the day</i>	Arrival of the members of the External Expert Commission		
18.00	Supper	<i>IAAR External Experts</i>	
		<i>Day 1: May 27, 2024</i>	
09.00-09.30	Distribution of experts' responsibilities, solving organizational issues	<i>IAAR External Experts</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
09.30-10.00	Meeting with the Chairman of the Board- Rector	<i>Chairman of the Board – Rector – Syrlybaev Marat Kadiruly</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor
10.00-10.15	Technical break		
10.15-11.00	Meeting with Board Members - Vice-Rectors	<i>Board Member for Academic Affairs – Medetov Nurlan Amirovich, Doctor of Physical and Mathematical Sciences; Board Member for Scientific Work and Regional Cooperation – Zhakupova Aigul Doszhanovna, Doctor of Philological Sciences, Professor;</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor

		<p><i>Board Member for Internationalization and Infrastructure Development – Sagyndykova Zhaylagul Oralovna, Candidate of Philological Sciences;</i></p> <p><i>Board Member for Socio-Cultural Development – Kapyshev Ardak Kaiyrzhanovich, Candidate of Historical Sciences.</i></p>	
11.00-11.10	Technical break		
11.10-11.50	Meeting with the Heads of Structural Units.	<p><i>Head of the Rector's Office – Baiymanova Lyazzat Seitzievna, PhD in Philology</i></p> <p><i>Head of the Department of Academic Development – Memeshov Sansyzbay Koishibaevich, PhD in Agricultural Sciences</i></p> <p><i>Head of the Department of Science and International Cooperation – Baydalin Marden Ersaevich, PhD</i></p> <p><i>Head of the Department of Postgraduate Education – Kusainova Aiman Akayevna, PhD in Economics</i></p> <p><i>Head of the Department of Youth Policy – Mukhamedieva Zhadira Tanatovna</i></p> <p><i>Head of the Department of Economic Affairs – Bagatbekov Nurlan Kadyrbekovich</i></p> <p><i>Head of the Department of Strategy, Accreditation, and Quality Management – Turtkaraeva Gulnara Bayanovna, PhD in Pedagogical Sciences</i></p> <p><i>Head of the Center for Planning Educational and Educational-Methodical Work – Ergalieva Galiya Manasovna</i></p>	<p>Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p> <p>Academic Council Hall, main building, 2nd floor</p>

		<p><i>Head of the Registrar's Office – Kenjesarina Aidana Zhumabekovna</i> <i>Head of the Career and Employment Center – Tajmiyewa Aizhan Alikulovna</i> <i>Head of the Center for International Project Management – Kakabaev Anuarbek Ayazbaevich, PhD in Biological Sciences</i> <i>Head of the Department of International Cooperation – Toktarova Ainur Baurzhanovna</i> <i>Head of the Department of Digitalization – Almusayev Olzhas Sadenovich</i></p>	
11.50-12.00	Exchange of opinions among the members of the External Expert Commission	<i>External experts of IAAR</i>	<p>Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor</p>
12.00-12.40	Meeting with the directors of the institutes/colleges of the accredited educational programs.	<p><i>Director of the Pedagogical Institute – Bekseitova Akbota Tastanbekovna, Candidate of Historical Sciences</i> <i>Director of the S. Sadvakasov Agricultural Technical Institute – Zhaparova Sayagul Beketovna, Candidate of Technical Sciences</i> <i>Director of the School of Medicine – Muratbekova Svetlana Kabdenovna, Doctor of Medical Sciences</i> <i>Director of the School of Business and Law – Iskakov Abay Zhantasovich, Doctor of Economic Sciences</i></p>	<p>Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor</p>
12.40-13.00		<i>External experts of IAAR</i>	<p>Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969</p>

			Conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor
13.00-14.00	Обед		
14.00-14.15	the work of the External Expert Commission	<i>External experts of IAAR</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor
14.15-15.00	Meeting with department heads and program directors.	<p><i>Head of the Department of English Language and Teaching Methodology – Ryspaeva Dinara Sarsenbaevna, PhD in Philology</i></p> <p><i>Head of the Department of Kazakh Language and Literature – Molgajdarov Kasiet Kakenovich, PhD in Philology</i></p> <p><i>Head of the Department of Business and Services – Utegenova Zhuldyz Sayranovna, PhD in Economics</i></p> <p><i>Head of the Department of Chemistry and Biotechnology – Nurmukhambetova Nurgul Nurkenovna, PhD in Chemistry</i></p> <p><i>Head of the Department of Biology and Teaching Methodology – Durmekbaeva Shynar Nurlybekovna, PhD in Biology</i></p> <p><i>Head of the Department of Agriculture and Bioresources – Shegenov Serikbay Tayshibaevich, PhD in Agricultural Sciences</i></p> <p><i>Head of the Department of History, Geography, and Social Humanities – Utegenov Marat Zinatovich, PhD in History</i></p>	<p>Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p> <p>Academic Council Hall, main building, 2nd floor</p>

		<p><i>Head of the Department of Mathematics, Physics, and Informatics – Kostangeldinova Alma Akzhanovna, PhD in Pedagogy</i></p> <p><i>Head of the Department of Mining, Construction, and Ecology – Khvatina Natalya Vasilyevna</i></p> <p><i>Head of the Department of Morphology, Physiology, and General Pathology – Zhangalov Banurjan Bayanovich, PhD in Medicine</i></p>	
15.00-15.10	Technical break		Conference hall, main building, 2nd floor
15.10-16.00	Meeting with the teaching staff of the educational program	<i>Clusters 1, 4, 5 (Appendix No. 1) (zoom 1 session hall)</i>	<p>Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor</p>
		<i>Clusters 3, 6 (Appendix No. 1) (zoom session hall 2)</i>	<p>Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Room no. 207</p>
		<i>Cluster 7 (Appendix No. 1) (zoom 3 session hall)</i>	<p>Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor</p>
		Cluster 2 (Appendix No. 1) (zoom 4 session hall)	<p>Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Room 106</p>
16.00-17.00	Survey of teaching staff (in parallel)	<i>(Appendix No. 2)</i>	<i>The link is sent to the teacher's personal e-mail.</i>

16.00-16.10	Exchange of opinions of the members of the external expert commission		Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
16.10-17.00	Meeting with PLO students	<i>Clusters 1, 4, 5 (Appendix No. 3) (zoom 1 session hall)</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor
		<i>Clusters 3, 6 (Appendix No. 3) (zoom 2 session hall)</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Room no. 207
		<i>Cluster 7 (Appendix No. 3) (zoom 3 session hall)</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
		<i>Cluster 2 (Appendix No. 3) (zoom 4 session hall)</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Room 106
17.00-18.00	Survey of students ABOUT (in parallel)	<i>(Appendix No. 4)</i>	The link is sent to the student's personal e-mail.
17.00-17.50	Visual inspection of the OP and the material, technical, educational and laboratory base	<i>(Appendix No. 9)</i>	<i>Along the route</i>
17.50-18.00	Work of the VEC discussion of the results of the first day	<i>External experts of IAAR</i>	Подключиться к конференции Zoom https://us02web.zoom.us/j/4641732969 Идентификатор конференции: 464 173 2969 Конференц зал, гл. корпус, 2 этаж
18.00-19.00	Supper	<i>External experts of IAAR</i>	<i>Along the route</i>
<i>Day 2: May 28, 2024</i>			

09.00-09.30	The work of the VEC	<i>External experts of IAAR</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
09.30-11.30	Selective visits to practice bases Educational program	<i>External IAAR experts according to the itinerary (Appendix No. 7)</i>	
11.30-13.00	Work with department documents and attend scheduled teaching staff classes	<i>(Appendix No. 8)</i>	
13.00-14.00	Lunch		
14.00-14.20	Exchange of opinions of the members of the external expert commission	<i>External experts of IAAR</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
14.20-15.10	Meeting with stakeholders (representatives of practice bases and employers) (hybrid)	<i>Clusters 1, 4, 5 (Appendix No. 6) (zoom 1 session hall)</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor
		<i>Clusters 3, 6 (Appendix No. 6) (zoom 2 session hall)</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Room no. 207
		<i>Cluster 7 (Appendix No. 6) (zoom 3 session hall)</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
		<i>Cluster 2 (Appendix No. 6) (zoom 4 session hall)</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Room 106

15.10-15.30	Technical break		
15.30-16.10	Meeting with graduates of the OP (hybrid)	<i>Clusters 1, 4, 5 (Appendix No. 5) (zoom 1 session hall)</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor
		<i>Clusters 3, 6 (Appendix No. 5) (zoom 2 session hall)</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Room no. 207
		<i>Cluster 7 (Appendix No. 5) (zoom 3 session hall)</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
		<i>Cluster 2 (Appendix No. 5) (zoom 4 session hall)</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Room 106
16.10-16.30	Technical break		
16.30-19.00	<i>Work of the VEC, discussion of the results of the second day and profile parameters (recording is underway)</i>	<i>External experts of IAAR</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
19.00-20.00	Supper	<i>IAAR External Experts</i>	
<i>Day 3: May 29, 2024</i>			
09.00-11.30	The work of the VEC: development and discussion of recommendations	<i>External experts of IAAR</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
11.30-11.40	Technical break		

11.40-12.30	The work of the VEC: development and discussion of recommendations	<i>External experts of IAAR</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
12.30-13.00	The work of the VEC	<i>External experts of IAAR</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
13.00-14.00	Lunch		University Canteen
14.00-16.00	<i>The work of the VEC: discussion, decision-making by voting (recorded)</i>	<i>External experts of IAAR</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
16.00-16.30	The work of the VEC, Discussion of the results of the quality assessment	<i>External experts of IAAR</i>	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
16.30-17.00	The final meeting of the WEC with the university leadership		Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor
18.00-19.00	Supper		

Appendix 3. RESULTS OF THE QUESTIONNAIRE SURVEY OF TEACHERS**Faculty questionnaire****1. Total number of questionnaires: 60****2. Position, %**

Professor	6 (10%)
Associate Professor	8 (13,3%)
Senior Lecturer	26 (43,3%)
Educator	12 (20%)
Head of Department	1 (1,7%)
Lecturer Assistant	1 (1,7%)
Lecturer	1 (1,7%)
PhD, Assistant Professor	1 (1,7%)
Assistant Professor	1 (1,7%)
Assistant Lecturer	1 (1,7%)
Other	2 (3,4%)

3. Academic Degree and Title

Honored Scientist	0 (0%)
Doctor of Science	1 (1,7%)
Candidate of Science	10 (16,7%)
Master's Degree	34 (56,7%)
PhD	12 (20%)
Professor	0 (0%)
Associate Professor	5 (8,3%)
None	3 (5%)
Completed Doctoral Studies	1 (1,7%)
Other	

4. Work experience at this university

Less than 1 year	4 (6,7%)
1–5 years	10 (16,7%)
More than 5 years	46 (76,7%)
Other	

№	Questions	Very Good	Good	Relative y Poor	Poor	Very Poor	No Answer
1	How well does the educational program content align with your academic and professional interests and needs?	43 (71,7%)	17 (28,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

2	How do you assess the opportunities provided by the university for faculty professional development?	38 (63,3%)	22 (36,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
3	How do you assess the opportunities for faculty career advancement provided by the university?	33 (55%)	27 (45%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
4	How do you assess the level of academic freedom for faculty members?	38 (63,3%)	22 (36,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	How much can teachers use their own						
5	• Teaching strategies	39 (65%)	21 (35%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
6	• Teaching methods	42 (70%)	18 (30%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
7	• Educational innovations	41 (68,3%)	18 (30%)	1 (1,7%)	0 (0%)	0 (0%)	0 (0%)
8	How do you assess the work on organisation of medical care and disease prevention at the university?	34 (56,7%)	23 (38,3%)	3 (5%)	0 (0%)	0 (0%)	0 (0%)
9	What attention is paid by the management of the institution to the content of the educational programme?	42 (70%)	18 (30%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
10	How do you assess the sufficiency and availability of necessary scientific and educational literature in the library?	28 (46,7%)	29 (48,3%)	3 (5%)	0 (0%)	0 (0%)	0 (0%)
11	Assess the level of facilities created to meet the needs of different groups of learners?	25 (41,7%)	35 (58,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Assess the openness and accessibility of the management						

12	• To students	39 (65%)	20 (33,3%)	1 (1,7%)	0 (0%)	0 (0%)	0 (0%)
13	• educators	37 (61,7%)	23 (38,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
14	Evaluate the involvement of faculty in managerial and strategic decision-making process	20 (33.3%)	37 (61,7%)	3 (5%)	0 (0%)	0 (0%)	0 (0%)
15	How is innovation by faculty members encouraged?	32 (53,3%)	27 (45%)	1 (1,7%)	0 (0%)	0 (0%)	0 (0%)
16	Assess the level of feedback from faculty to management	32 (53,3%)	25 (41,7%)	3 (5%)	0 (0%)	0 (0%)	0 (0%)
17	What is the level of stimulation and involvement of young professionals in the educational process?	33 (55%)	26 (43,3%)	1 (1,7%)	0 (0%)	0 (0%)	0 (0%)
18	Evaluate the opportunities created for professional and personal growth for each faculty and staff member	28 (46,7%)	31 (51,7%)	1 (1,7%)	0 (0%)	0 (0%)	0 (0%)
19	Assess the adequacy of recognition by the HEI management of the potential and abilities of teachers	26 (43,3%)	32 (53,3%)	2 (3,3%)	0 (0%)	0 (0%)	0 (0%)
	How the work is organised						
20	• On academic mobility	29 (48,3%)	30 (50%)	1 (1,7%)	0 (0%)	0 (0%)	0 (0%)
21	• On professional development of teaching staff	38 (63,3%)	22 (36,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Evaluate the support of the university and its management						
22	• Research endeavours of faculty members	39 (65%)	21 (35%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
23	• Development of new educational programmes/curricular	40 (66,7%)	20 (33,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

	disciplines/teaching methods						
	Assess the level of faculty members' ability to combine teaching						
24	• with scientific research	23 (38,3%)	33 (55%)	4 (6,7%)	0 (0%)	0 (0%)	0 (0%)
25	• practically	19 (31,7%)	40 (66,7%)	1 (1,7%)	0 (0%)	0 (0%)	0 (0%)
26	Assess the extent to which the knowledge of students received at the university corresponds to the realities of the requirements of the modern labour market	34 (56,7%)	26 (43,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
27	How do the management and administration of the university perceive criticism?	16 (26,7%)	41 (63,8%)	3 (5%)	0 (0%)	0 (0%)	0 (0%)
28	How well does your study load match your expectations and capabilities?	18 (30%)	41 (68,3%)	1 (1,7%)	0 (0%)	0 (0%)	0 (0%)
29	Evaluate the focus of educational programmes/curricula on the formation of students' abilities and skills to analyse the situation and make forecasts?	29 (48,3%)	30 (50%)	1 (1,7%)	0 (0%)	0 (0%)	0 (0%)
30	Assess the extent to which the educational programme meets the expectations of the labour market and employers in terms of content and quality of implementation	35 (58,3%)	25 (41,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Why do you work at this particular university?

Everything is satisfactory

Good staff and students

Staff, like to teach

It is possible to combine teaching with research.

Incentives for degree

Good working conditions, listening management, opportunity to improve qualifications
 The university provides good opportunities for professional growth and development.
 Because it is an educational institution that trains competitive specialists in the region.
 I believe that this university is suitable for my career development
 I like working with students
 The university in this region and city is leading and the best.
 Allows me to realise opportunities in the sphere of my interests
 I like the atmosphere, the team, and working with students.
 Salary, participation in projects, team.
 My favourite university, Alma Mater
 I am an alumna of the university and I have been working at the department since my graduation.
 I am a patriot of this university, the best university in our region.
 Professional approach, adequate and responsible leadership
 I grew up in Kokshetau, studied and live here.
 In this university I received my education and worked for more than 50 years.
 By invitation
 This university has all conditions for pedagogical development.
 Patriot of this university
 Because this is my home university, my home department, I want to be as useful as possible for
 the students
 By place of residence
 I graduated from this university and I want to support it
 Scientific orientation of the university
 Opportunity of professional development,
 Being a graduate of the university I want to work together with professionals, to grow and
 develop under the guidance of highly qualified specialists.
 To train specialists.
 Studied in this university in bachelor's degree, master's degree. I like the atmosphere in the
 department. Great opportunities
 The educational institution that provides the highest quality education in the northern region.
 Good working conditions
 The leading higher education institution in the northern region.
 Strong teachers, high university rating
 I am satisfied with the working conditions.
 I came to this higher education institution with a referral from the Ministry.
 I love my alma mater! I am an alumnus! Everything is well-organized here!
 The best university was in the post-Soviet space.
 Because it has all the conditions that suit us.
 I like to combine research work with teaching. I have the opportunity to plan my free time.
 Opportunities for career growth
 I like
 I am satisfied with the working conditions
 The university provides good opportunities for both students and teachers. It is pleasant to work
 in a circle of intelligent people who are professionals.
 I am a graduate of this university 2004-2008, from student years was the winner of competitions,
 Shokan zhuldyzy-2007, graduated from the master's programme 2008-2010 there, became
 Curator of the Year -2017, deputy dean of the university from 2010-2015. Graduated from the
 target doctoral programme. Support in the university was from the very beginning, at any stage.
 I studied here, good staff
 This is my alma mater
 I wanted to start teaching
 This is the best university in the region

This educational institution is built on truth and integrity. There are excellent conditions for teachers to improve themselves.

I have all the support for my professional development.

It has great potential.

32. How often are masterclasses and sessions with practitioners organised as part of your course?

very often	frequently	sometimes	very rarely	never
15 (25%)	39 (65%)	6 (10%)	0 (0%)	0 (0%)

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

very often	frequently	sometimes	very rarely	never
18 (30%)	34 (56,7%)	8 (13,3%)	0 (0%)	0 (0%)

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

Questions	Often	Sometimes	Never	No answer
Lack of classrooms	2 (3,3%)	17 (28,3%)	41 (68,3%)	
Unbalanced teaching load by semesters	4 (6,7%)	16 (26,7%)	40 (66,7%)	
Unavailability of necessary literature in the library	1 (1,7%)	32 (53,3%)	27 (45%)	
Overcrowding of study groups (too many students in a group)	2 (3,3%)	14 (23,3%)	44 (73,3%)	
Uncomfortable timetable		17 (28,3%)	43 (71,7%)	
Inadequate classroom facilities		21 (35%)	39 (65%)	
Lack of internet access/weak internet connection	3 (5%)	36 (60%)	21 (35%)	
Lack of student interest in learning		29 (48,3%)	31 (51,7%)	
Lack of timely receipt of information on events	1 (1,7%)	17 (28,3%)	42 (70%)	
Lack of technical means of training in classrooms	1 (1,7%)	33 (55%)	26 (43,3%)	
Other problems	All conditions are provided There are no obvious problems in the dynamics Sometimes problems with the Internet and tech. Provision Increase in wages Low salaries Above listed Repair of auditorium No problems Small little things that can be addressed in the current order There were no situations that could not be solved			

35. There are many different facets and aspects of university life that affect every faculty and staff member in one way or another. Evaluate how satisfied you are:

Questions	Fully satisfied (1)	Partially satisfied (2)	Not satisfied (3)	Difficult to answer (4)
Attitude of the university management towards you	47 (78,3%)	12 (20%)	0 (0%)	1 (1,7%)
Relationship with your immediate supervisor	51 (85%)	7 (11,7%)	1 (1,7%)	1 (1,7%)
Relationship with colleagues in the department	58 (96,7%)	2 (3,3%)	0 (0%)	0 (0%)
Degree of participation in making managerial decisions	45 (75%)	15 (25%)	0 (0%)	0 (0%)
Relationship with students	60 (100%)	0 (0%)	0 (0%)	0 (0%)
Recognition of your successes and achievements by the administration	51 (85%)	8 (13,3%)	1 (1,7%)	0 (0%)
Support of your suggestions and comments	46 (76,7%)	14 (23,3%)	0 (0%)	0 (0%)
Activity of the university administration	47 (78,3%)	13 (21,7%)	0 (0%)	0 (0%)
Conditions of labour remuneration	25 (41,7%)	28 (46,7%)	7 (11,7%)	0 (0%)
Working conditions, list and quality of services provided at the university	47 (78,3%)	13 (21,7%)	0 (0%)	0 (0%)
Occupational health and safety	48 (80%)	12 (20%)	0 (0%)	0 (0%)
Management of changes in the university's activities	41 (68,3%)	19 (31,7%)	0 (0%)	0 (0%)
Provision of social package: recreation, sanatorium treatment, etc.	34 (56,7%)	13 (21,7%)	7 (11,7%)	6 (10%)
Organisation and quality of catering at the university	33 (55%)	23 (38,3%)	2 (3,3%)	2 (3,3%)

Organisation and quality of medical services	41 (68,3%)	15 (25%)	1 (1,7%)	3 (5%)
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Appendix 4. RESULTS OF STUDENT SURVEY***Student Questionnaire*****Total number of questionnaires: 52****Gender:**

Male	36 (69,2%)
Female	16 (36,8%)

Evaluate how satisfied you are with it:

Questions	Fully satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	Difficult answer
1. Relationship with the dean's office (school, faculty, department)	45 (86,5%)	7 (13,5%)	0 (0%)	0 (0%)	0 (0%)
2. Level of accessibility and responsiveness of the management (university, school, faculty, department)	42 (80,8%)	10 (19,2%)	0 (0%)	0 (0%)	0 (0%)
3. Level of accessibility and responsiveness of the management (university, school, faculty, department)	44 (84,6%)	7 (13,5%)	1 (1,9%)	0 (0%)	0 (0%)
4. Accessibility of academic counselling	43 (82,7%)	8 (15,4%)	1 (1,9%)	0 (0%)	0 (0%)
5. Support with study materials during the learning process	39 (75%)	12 (23,1%)	1 (1,9%)	0 (0%)	0 (0%)
6. Availability of counselling for personal problems	42 (80,8%)	7 (13,5%)	2 (3,8%)	1 (1,9%)	0 (0%)
7. Student-teacher relations	42 (80,8%)	10 (19,2%)	0 (0%)	0 (0%)	0 (0%)
8. The activities of the financial and administrative services of the institution	36 (69,2%)	15 (28,8%)	1 (1,9%)	0 (0%)	0 (0%)
9. Accessibility of health care services	41 (78,8%)	10 (19,2%)	1 (1,9%)	0 (0%)	0 (0%)
10. Quality of health care services at the university	33 (63,5%)	16 (30,8%)	1 (1,9%)	1 (1,9%)	1 (1,9%)
11. Level of accessibility of library resources	42 (80,8%)	8 (15,4%)	2 (3,8%)	0 (0%)	0 (0%)
12. Quality of services provided in libraries and reading rooms	38 (73,1%)	12 (23,1%)	2 (3,8%)	0 (0%)	0 (0%)

13. Existing educational resources of the university	42 (80,8%)	8 (15,4%)	1(1,9%)	1(1,9%)	0 (0%)
14. Accessibility of computer labs	33 (63,5%)	11 (21,2%)	5(9,6%)	3(5,8%)	0 (0%)
15. Availability and quality of Internet resources	20 (57,7%)	11 (21,2%)	9(17,3%)	2(3,8%)	0 (0%)
16. Content and information content of the website of educational organisations in general and faculties (schools) in particular	40 (76,9%)	10 (19,2%)	1(1,9%)	1(1,9%)	0 (0%)
17. Classrooms, classrooms for large groups	36 (69,2%)	12 (23,1%)	2(3,8%)	2(3,8%)	0 (0%)
18. Student lounges (if available)	23 (44,2%)	11 (21,2%)	4(7,7%)	8(15,4%)	6(11,5%)
19. Clarity of procedures for disciplinary action	40 (76,9%)	10 (19,2%)	0	1(1,9%)	1(1,9%)
20. Quality of the educational programme as a whole	43 (82,7%)	9 (17,3%)	0 (0%)	0 (0%)	0 (0%)
21. Quality of the curricula in the educational programme	43 (82,7%)	9 (17,3%)	0 (0%)	0 (0%)	0 (0%)
22. Teaching methods in general	43 (82,7%)	9 (17,3%)	0 (0%)	0 (0%)	0 (0%)
23. Responsiveness to feedback from teachers on the teaching process	41 (78,8%)	9 (17,3%)	2 (3,8%)	0(0%)	0 (0%)
24. Quality of teaching in general	42 (80,8%)	9 (17,3%)	1 (1,9%)	0 (0%)	0 (0%)
25. Academic load/student requirements	41 (78,8%)	9 (17,3%)	0 (0%)	2 (3,8%)	0 (0%)
26. Faculty requirements for the student	42 (80,8%)	9 (17,3%)	0 (0%)	1 (1,9%)	0 (0%)
27. Information support and explanation of the rules of admission and the strategy of the educational programme (speciality) before entering the university	38 (73,1%)	13 (25%)	1(1,9%)	0 (0%)	0 (0%)
28. Informing about the requirements for successful completion of the given educational programme (speciality)	43 (82,7%)	8 (15,4%)	1(1,9%)	0 (0%)	0 (0%)
29. 29. Quality of examination materials (tests and examination questions, etc.)	30. 3 8 (73,1%)	31. 1 1 (21,2%)	32. 0 (0%)	33. 2 (3,8%)	34. 1 (1,9%)
35. 30. Objectivity of assessment of knowledge, skills and other learning achievements	36. 3 9 (75%)	37. 1 2 (23,1%)	38. 0 (0%)	39. 1 (1,9%)	40. 0 (0%)

41.	31. Available computer labs	42. 3 3 (63,5%)	43. 1 3 (25%)	44. 3 (5,8%)	45. 3 (5,8%)	46. 0 (0%)
47.	Available science laboratories	48. 3 0 (57,7%)	49. 5 (28,8%)	50. 3 (5,8%)	51. 1 (1,9%)	52. 3 (5,8%)
53.	Objectivity and fairness of teachers	54. 4 0 (76,9%)	55. 8 (15,4%)	56. 3 (5,8%)	57. 1 (1,9%)	58. 0 (0%)
59.	Informing students about courses, programmes of study and degrees awarded.	60. 4 2 (80,8%)	61. 7 (13,5%)	62. 2 (3,8%)	63. 1 (1,9%)	64. 0 (0%)
65.	Provision of hostel accommodation for students	66. 2 9 (55,8%)	67. 4 (26,9%)	68. 3 (5,8%)	69. 2 (3,8%)	70. 4 (7,7%)

Evaluate how much you agree:

Statement	Strongly agree	Agree	Some what agree	Disagree	Strongly disagree	No answer
• The course programme was clearly presented	39 (75%)	9 (17,3%)	4 (7,7%)	0 (0%)	0 (0%)	
• Course content was well structured	40 (76,9%)	9 (17,3%)	3 (5,8%)	0 (0%)	0 (0%)	
• Key terms are sufficiently explained	40 (76,9%)	10 (19,2%)	2 (3,8%)	0 (0%)	0 (0%)	
• The material offered by the teacher is up-to-date and reflects the latest achievements in science and practice	39 (75%)	8 (15,4%)	4 (7,7%)	1 (1,9%)	0	
• The teacher uses effective teaching methods	38 (73,1%)	9 (17,3%)	5 (9,6%)	0 (0%)	0 (0%)	
• The teacher knows the material to be taught	39 (75%)	11 (21,2%)	2 (3,8%)	0 (0%)	0 (0%)	
• The teacher's presentation is understandable	41 (78,8%)	8 (15,4%)	3 (5,8%)	0 (0%)	0 (0%)	
• The teacher presents the material in an interesting form	37 (71,2%)	8 (15,4%)	6 (11,5%)	1 (1,9%)	0 (0%)	
• Objectivity of assessment of knowledge, skills and other learning achievements	35 (67,3%)	13 (25%)	4 (7,7%)	0 (0%)	0 (0%)	
• Timeliness of assessment of students' learning achievements	35 (67,3%)	14 (26,9%)	3 (5,8%)	0 (0%)	0 (0%)	

• The teacher meets your requirements and expectations for professional and personal development	37 (71,2%)	9 (17,3%)	6 (11,5%)	0 (0%)	0 (0%)	
• The teacher stimulates the students' activity	37 (71,2%)	13 (25%)	2 (3,8%)	0 (0%)	0 (0%)	
• The lecturer stimulates creative thinking of students	33 (63,2%)	14 (26,9%)	4 (7,7%)	1 (1,9%)	0 (0%)	
• The teacher's appearance and manners are adequate	39 (75%)	10 (19,2%)	3 (5,8%)	0 (0%)	0 (0%)	
• The lecturer has a positive attitude towards students	34 (65,4%)	14 (26,9%)	4 (7,7%)	0 (0%)	0 (0%)	
• The system of assessment of learning achievements (seminars, tests, questionnaires, etc.) reflects the content of the course.	37 (71,2%)	11 (21,2%)	3 (5,8%)	1(1,9%)	0 (0%)	
• The evaluation criteria used by the teacher are clear and accessible	37 (71,2%)	11 (21,2%)	4 (7,7%)	0 (0%)	0 (0%)	
• The teacher objectively evaluates students' achievements	32 (61,5%)	16 (30,8%)	4 (7,7%)	0 (0%)	0 (0%)	
• The teacher has a command of professional language	35 (67,3%)	15 (28,8%)	2 (3,8%)	0 (0%)	0 (0%)	
• The organisation of education provides sufficient opportunity for sports and other leisure activities	31 (59,6%)	16 (30,8%)	5 (9,6%)	0 (0%)	0 (0%)	
• The facilities and equipment for students are safe, comfortable and modern	30 (57,7%)	13 (25%)	9 (17,3%)	0 (0%)	0 (0%)	
• The library is well-equipped and has a sufficient fund of scientific, educational and methodical literature.	33 (63,2%)	17 (32,7%)	1 (1,9%)	1 (1,9%)	0 (0%)	
• Equal opportunities for learning the educational programme and personal development are provided for all students	34 (65,4%)	15 (28,8%)	3 (5,8%)	0 (0%)	0 (0%)	

Other issues related to the quality of teaching:

I am completely satisfied with everything.

No issues.

Additional space for relaxation with classmates or for group projects. More lighting in the corridor.

The Chinese language teacher should maintain proper decorum.

Everything is excellent.

Water coolers.