REPORT

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

6B05203-"Hydroecology, management and transboundary water security"

NPLC " SARSEN AMANZHOLOV EAST
KAZAKHSTAN UNIVERSITY"

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

Date of visit: May 15 to 17, 2024

INDEPENDENT ACCREDITATION AND RATING AGENCY
External expert commission

Addressed to
Accreditation
IAAR Board

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Ust-Kamenogorsk   **May 17, 2024**

Content

(I) <u>LIST OF SYMBOLS AND ABBREVIATIONS</u>

HE - Higher education
EEC – External Expert Commission
GIS – Geographic Information System
 EP - Educational program
Teaching staff - Teaching staff
RK - Republic of Kazakhstan
RUP - Working curriculum
University - NPLC "Sarsen Amanzholov East Kazakhstan University"

(II) <u>INTRODUCTION</u>

An external expert commission assessed the compliance of the educational program 6B05203 - "Hydroecology, management and transboundary water security" of the NPLC "Sarsen Amanzholov East Kazakhstan University" with the standards of specialized IAAR accreditation.

The report of the external expert commission (EEC) contains an assessment of the educational program.

Composition of EXTERNAL EXPERT COMMITTEE:

Chairman of the EEC - Elena Mikhailovna Efimova, candidate of historical sciences, associate professor, scientific director of the master's program "Pedagogical education", head of the department of educational policy and pedagogical innovations of the Federal State Scientific Institution "Sociocenter", honorary worker of higher education of the Russian Federation (Moscow, Russian Federation); *Off - line participation*

Foreign expert IAAR − Maris Klavins , Doctor of Chemical Sciences, Professor, University of Latvia (Riga, Latvia); *On-line participation*

Foreign expert of the IAAR - Alexey Mikhailovich Gostin, Candidate of Technical Sciences, Associate Professor, Director of the Center for New Information Technologies, Ryazan State Radio Engineering University. V.F. Utkin (RGRTU) (Ryazan, Russian Federation); *On-line participation*

IAAR Expert – Aktymbaeva Aliya Sagyndykovna, Candidate of Geographical Sciences, Associate Professor, Kazakh National University. al-Farabi (Almaty); *On-line participation*

IAAR Expert – Gabdulov Madi Asetovich, candidate of agricultural sciences, associate professor, West Kazakhstan Agrarian-Technical University named after Zhangir Khan (Uralsk); *Off - line participation*

IAAR Expert – Karuna Oksana Leonidovna, PhD, associate professor, International University of Engineering and Technology (Almaty); *Off-line participation*

IAAR Expert – Mukhamedzhanova Rufina Rinatovna, Almaty University of Energy and Communications named after Gumarbek Daukeev (Almaty); *On-line participation*

IAAR expert - Apendina Ainagul Kenesovna, Candidate of Chemical Sciences, Associate Professor, Dean of the Faculty of Natural Sciences, Aktobe Regional University named after. K Zhubanova (Aktobe); *Off-line participation*

IAAR expert, employer - Yuliya Nikolaevna Eremeeva, candidate of technical sciences, specialty 05.23.04 - "Water supply, sewerage, building systems for the protection of water resources", senior researcher of the scientific and technical program within the framework of program-targeted financing of the Ministry of Education and Science of the Republic of Kazakhstan: "Assessment of the aquatic ecosystem river basin Ertis in the conditions of industrial Development and global processes" (Ust-Kamenogorsk); *Off - line participation*

IAAR expert, student – Lukpekova Ayaulym Sagdashkyzy **,** 3rd year student of the EP "Water Resources and Water Use", East Kazakhstan Technical University named after. D. Serikbaeva (Ust-Kamenogorsk); *Off - line participation*

IAAR expert, student – Zharylkasyn Ulan Rashid Uly , 2nd year student of the EP "Mathematics", Kyzylorda University named after Korkyt Ata (Kyzylorda, Republic of Kazakhstan); *On - line participation*

IAAR expert, student – Talgatuly Dauren , 4th year student of the EP Chemistry, Kokshetau University named after Shokan Ualikhanov (Kokshetau); *On - line participation*

IAAR EEC Coordinator – Bekenova Dinara Kairbekovna, IAAR project manager (Astana, Republic of Kazakhstan). *Off - line participation*

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The history of the Non-Profit Joint Stock Company "Sarsen Amanzholov East Kazakhstan University" begins in 1952. Over the years of its existence, the University has trained more than 70 thousand specialists who successfully work in various fields of the economy.

The educational process is organized in accordance with the credit technology of education, training is conducted according to a three-stage model: bachelor's degree - master's degree - doctoral study.

The student p EP ulation at the University is 7447 people. Education at the University is conducted in the state, Russian and English languages.

In the ranking of educational programs of Universities - 2023, conducted by the NCE RK "Atameken", 47 educational programs of the Sarsen Amanzholov EKU were included in the rating, 26 EP were included in the t EP ten, 11 EP were included in the t EP three. The university was included in the Times Higher Education 2024 world university ranking for the first time.

In the international ranking of higher educational institutions "QS Asia University Rankings" the University occupies 501-550 positions.

The university has successfully passed institutional accreditation and is accredited for a period of 5 years by NPLCKO (certificate IA-A No. 0104 dated May 27, 2019). Certificate validity period: May 27, 2019 - May 24, 2024

NPLC "Sarsen Amanzholov East Kazakhstan University" carries out its activities on the basis of the state license for educational activities No. KZ74LAA00018463 dated July 22, 2020, issued by the Republican State Institution "Committee for Quality Assurance in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan" Astana and regulated:

- The Charter of the University (approved by the Chairman of the State Pr EP erty and Privatization Committee of the Ministry of Finance of the Republic of Kazakhstan (order No. 304 of May 21, 2020) https://EKU.edu.kz in the "University" section, subsection "Fundamental Documents";

- Academic policy of the NPLC "Sarsen Amanzholov East Kazakhstan University" (fourth edition, approved by the Academic Council on December 30, 2021) https://EKU.edu.kz in the "Education" section, subsection "Academic Policy";

- Development program of the NPLC Sarsen Amanzholov East Kazakhstan University for 2024-2029 https://EKU.edu.kz in the "University" section, subsection "Fundamental documents".

(IV) DESCRIPTION OF PREVIOUS ACCREDITATION PROCEDURE

Educational program 6B05203-"Hydroecology, management and transboundary water security" NPLC "Sarsen Amanzholov East Kazakhstan University" undergoes primary accreditation for compliance with the standards of primary specialized accreditation of an educational program of higher and (or) postgraduate education (Ex-ante).

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

The visit of the EEC to the NPLC "Sarsen Amanzholov East Kazakhstan University" was organized on the basis of IAAR Order No. 86-24-OD dated February 26, 2024 and in accordance with the program of the visit of the external expert commission of the Independent Agency for Accreditation and Rating (IAAR) to the NPLC " Sarsen Amanzholov East Kazakhstan University" from May 15 to May 17, 2024.

To obtain objective information about the quality of the educational program and the entire infrastructure of the university, and to clarify the content of self-assessment reports, meetings were held with: the Rector, the Vice-Rector for Strategic Development and International Co EP eration, the Vice-Rector for Academic Affairs, the Vice-Rector for Economic Affairs and Digitalization, the Vice-Rector for Scientific Affairs, the Vice-Rector for educational and social work, with heads of structural divisions, heads of departments, teachers, students, graduates, employers.

The events planned during the EEC visit helped familiarize experts with the university's infrastructure, material and technical resources, teaching staff, students, representatives of employers and graduates of the university, which made it possible to conduct an independent assessment and devel EP recommendations for improving the activities of the university.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Educational Program Management"

- *The institution of higher and/or postgraduate education must have a published quality assurance policy. Quality assurance policies should reflect the relationship between research, teaching and learning.*
- *The organization of higher and (or) postgraduate education must demonstrate the Development of a culture of quality assurance, including in the context of EP.*
- *A commitment to quality assurance must apply to all activities carried out by contractors and partners (outsourcing), including joint/double degree education and academic mobility.*
- *The management of the EP demonstrates its readiness to ensure transparency in the Development of the Development plan of the EP based on an analysis of its functioning, the real positioning of the EP and the focus of its activities on meeting the needs of the state, employers, students and other interested parties. The plan must contain the start date for the implementation of the educational program.*
- *The management of the EP demonstrates the functioning of the mechanisms for the formation and regular review of the EP Development plan and monitoring its implementation, assessing the achievement of learning goals, compliance with the needs of students, employers and society, and making decisions aimed at continuous improvement of the EP.*
- *The management of the EP should involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of a Development plan for the EP.*
- *The leadership of the EP must demonstrate the individuality and uniqueness of the EP 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 must demonstrate a clear definition of those responsible for business processes within the EP, an unambiguous distribution of job responsibilities of staff, and delimitation of the 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 EP must demonstrate the existence of an internal quality assurance system for the EP, including its design, management and monitoring, their improvement, and decision-making based on facts.*
- *Management of the educational institution must manage risks, including within the framework of the educational institution undergoing initial accreditation, and also demonstrate a system of measures aimed at reducing the degree of risk.*
- *The management of the EP must ensure the participation of representatives of employers, teaching staff, students and other interested parties in the collegial bodies governing the educational program, as well as their representativeness when making decisions on issues of managing the educational program.*
- *The PO must demonstrate innovation management within the EP, including the analysis and implementation of innovative pr EP osals.*
- *The management of the EP must demonstrate evidence of readiness for Open ness and accessibility for students, teaching staff, employers and other interested parties.*
- *EP management must undergo training in educational management programs.*

Evidence
The educational activities of the NPLC "Sarsen Amanzholov East Kazakhstan

University" are based on the academic policy of the university.

The implementation and Development of an accredited educational program is determined by the mission, Development strategy of the university, as well as the EP Development program.

The mission corresponds to the current management system and the Policy in the field of ensuring the quality of education. The basis for determining the mission, goals and objectives for the Development of the university were the goals and objectives of the national education system, given in the Laws of the Republic of Kazakhstan "On Education", "On Science" and "Strategy for Industrial-Innovative Development of the Republic of Kazakhstan". The strategic goal and strategic objectives of the educational program correspond to the mission of the University.

The EP was devel EP ed taking into account the needs of stakeholders, it is unique, focused on training qualified specialists capable of ensuring water security, modernizing the water use system through the use of new digital technologies for monitoring hydro resources, integrating GIS technologies and modern methods of chemical analysis.

For studying at the university, an accessible educational resource environment has been created, including computer equipment, classrooms, computer classes, reading rooms, a book fund, a fund of educational digital materials, etc. The need for equipment, literature and software is determined by the head of the department, based on applications of which the corresponding purchase of the required resources is carried out. Documents regulating the process of managing educational activities at the department are formed in accordance with the nomenclature of cases.

The main educational and methodological documents devel EP ed by EP departments include: working curricula; schedule of the educational process of the EP; work training programs; educational and methodological complexes of disciplines, including Syllabus; catalog of elective disciplines of the EP . Evaluation of the effectiveness of the educational process, academic performance, and quality of knowledge is carried out in the context of the educational program.

Analytical part

EEC IAAR, holding meetings, conversations and interviews with the rector, vice-rectors, heads of departments, heads of structural divisions, students, teaching staff, as well as carrying out a survey of teaching staff and students, detailed familiarization of experts with the educational infrastructure of the university, material, technical and information and methodological resources and notes the following with the necessary documents:

1. NPLC "Sarsen Amanzholov East Kazakhstan University" has a published quality assurance policy, in which the interaction between teaching, learning, and between the business community and the university plays a key role. This is evidenced by the fact that the strategic plan with the mission and vision included in it is posted on the University website. The quality policy is presented on the university website: https://EKU.edu.kz/wp-content/uploads/2024/04/%D0%9F%D0%BE%D0%BB%D0%BE%D0%B6%D0%B5%D0%BD%D0%B8%D0%B5-%D1%80%D1%83%D1%81.pdf

2. The management of the Open sures transparency and collegiality in the Development of the EP Development plan and its focus on meeting the needs of the state, employers, stakeholders and students, which is reflected in the uniqueness of the educational program.

3. The joint activities of departments and practice bases are aimed at ensuring the connection between education and production.

4. The management of the EP demonstrated the presence of an internal quality assurance system , *but it does not reflect the identification of expected risks. The management of the educational program does not fully disclose the risks to which the program may be exposed.* Knowledge of the risks could serve as a basis for devel EP ing a "risk-based approach" and taking measures to counter them. Following a risk-based mindset can help create a proactive university culture aimed at improving overall performance.

5. The leadership of the EP has demonstrated evidence of readiness for Open ness and accessibility for students, teaching staff, employers and other interested parties. When devel EP ing the educational program, the EP inions of stakeholders were taken into account, which is reflected in the uniqueness of the educational program.

6. A survey of teaching staff conducted as part of accreditation showed:

- involvement of teaching staff in the process of making management and strategic decisions: very good – 25 (54.3%), good – 20 (43.5%), relatively bad – 1 (2.2%), bad – 0 (0%) ;

- availability of necessary scientific and educational literature in the library: very good – 34 (73.9%), good – 11 (23.9%); relatively bad - 0 (0%), bad - 0 (0%), very bad -1 (2.2%);

- attention paid by the management of the educational institution to the content of the educational program: very good - 32 (69.6%), good - 13 (28.3%); relatively bad – 1 (2.2%), bad – 0 (0%).

Strengths/best practices:

The strength of the educational program is its uniqueness, which lies in the orientation of the EP towards training qualified specialists capable of ensuring water security, modernizing the water use system through the use of new digital technologies for monitoring hydro resources, integrating GIS technologies and modern methods of chemical analysis. The uniqueness of the educational program has been confirmed by experts from the National Center for the Development of Higher Education.

EXTERNAL EXPERT COMMITTEE recommendations:

1. When forming a quality system, the university and the management of the educational institution need to identify risks and EP portunities to manage them through a system of measures aimed at reducing the degree of risks. The management of the EP should devel EP risk management regulations for the implementation of the EP by 09/01/2024.

EXTERNAL EXPERT COMMITTEE conclusions based on the criteria:
strong – 1; satisfactory – 14; suggest improvements - 0 unsatisfactory - 0.

6.2. Information Management and Reporting Standard

- *The 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, and that it uses a variety of methods to collect and analyze information in the context of the organization.*

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

- *EP management must demonstrate evidence-based decision making.*

- *Within the framework of the EP, 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 PA must establish the frequency, forms and methods of assessing the management of the EP, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.*

- *The PA 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 provision of data.*

- *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 EP must demonstrate the existence 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 teaching staff, staff and students within the educational program.*

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

• *Information to be collected and analyzed within the framework of the EP must take into account:*

• *key performance indicators;*

• *dynamics of the student p EP ulation in terms of forms and types;*

• *academic levels, student achievement and attrition rates;*

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

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

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

Evidence

The system for collecting, analyzing and managing information at the university is an integral part of the system of planning, financial activities, process approach, and management of educational programs. Software and technical support in organizing the educational process is provided by the Center for Information Technology Support and Digitalization . The University has a website (https://EKU.edu.kz/ru/), which provides official presentation of information about the University on the Internet; an Automated Information System (AIS) has also been implemented, which includes subsystems for administering students and supporting the educational process (https ://euniver.EKU.edu.kz/) and the distance education portal (https://fts.EKU.edu.kz/), a mobile version of the "eUniver" system has been devel EP ed. Information and communication technologies are used to organize the educational process. The Student Service Center "PARASAT" has been Open ed, focused on the implementation of the state program "Digital Kazakhstan", the purpose of which is to provide students with administrative and advisory services on the "one-st EP -sh EP " principle based on high standards of service.

University management ensures transparency of information about education quality audit processes and their results, and also identifies the status of the results of measurement and analysis of processes. A record management procedure has been established (identification, storage, protection, access, terms of use, location). The university management and collegial governing bodies make decisions based on facts, analysis of information from structural divisions and data obtained from survey results, monitoring of the educational process and other sources.

The main link in the system of collecting and analyzing information is the teachers and staff of the university. They devel EP all the documentation of the university and educational programs, organize the activities of collegial bodies, attract interested parties to the management of the university, study the external and internal environment and much more, which requires high professional and communication skills.

Analytical part

1. The Center for Information Technology Support and Digitalization is responsible for the information support of the university's activities, but not all areas of the university's activities are automated, information systems mainly cover the educational process *, an electronic document management system has not been implemented, and a mechanism for*

assessing the effectiveness of the actions of structural divisions and departments has not been implemented. .

2. A survey of teaching staff conducted as part of accreditation showed:

- level of feedback from teaching staff to management: very good – 33 (71.7%), good – 1 (28.3%); relatively bad –0 (0%), bad – 0 (0%);

- support for pr EP osals and comments of teaching staff from management: very good - 38 (82.6%), good - 8 (17.4%); relatively bad – 0 (0%), bad – (0) 0%;

- involvement in change management at the university: very good – 36 (78.3%), good – 10 (21.7%); relatively bad – 0 (0%), bad – 0 (0%).

Strengths/best practices:
No strengths identified.

EXTERNAL EXPERT COMMITTEE recommendations:

1. The university management should ensure the Development of an electronic document management system to automate university processes related to the formation of university reporting and support for students by 06/01/2025.

2. The management of the university, by September 1, 2024, needs to devel EP and approve regulations for assessing the performance of structural units and departments within the EP in order to differentiate their activities.

EXTERNAL EXPERT COMMITTEE conclusions based on the criteria:
strong – 0; satisfactory – 16; suggest improvements - 0 unsatisfactory - 0.

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

• *The PA must define and document procedures for devel EP ing EPs and their approval at the institutional level.*

• *The management of the EP must ensure that the devel EP ed EP meets the established goals, including the intended learning outcomes.*

• *The management of the EP must demonstrate the existence of mechanisms for revising the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demands of society.*

• *The leadership of the EP must ensure the availability of devel EP ed models of the EP graduate that describe learning outcomes and personal qualities.*

• *The management of the EP must demonstrate that external examinations of the content of the EP and the planned results of its implementation have been carried out.*

• *The qualification awarded upon completion of the EP must be clearly defined and correspond to a certain level of the NQF and QF-EHEA.*

• *EP management must determine the influence of disciplines and professional practices on the formation of learning outcomes.*

• *An important factor is the ability to prepare students for professional certification.*

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

• *The management of the EP must ensure the content of academic disciplines and learning outcomes for the level of study (bachelor's, master's, doctoral studies).*

• *The structure of the EP should provide for various types of activities to ensure that students achieve the planned learning outcomes.*

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

Evidence

The process and procedure for the Development and approval of an accredited EP is carried out in accordance with the requirements of the State Educational Standard. In this case, all relevant subjects of the university are involved: students, teaching staff, departments, departments and employers. Implementation mechanisms are Open and transparent, decision-making is collegial. The goals of the EP are determined in accordance with the requirements, consistent with the mission of the university and meet the needs of potential consumers. All educational programs are devel EP ed in accordance with regulatory documents.

The EP is based on the principle of satisfying the educational needs of students and employers.

When devel EP ing an EP, its focus on training a specialist who meets modern requirements is taken into account: competitiveness, functional literacy, competence (subject-specific, professional, informational, etc.). The cycle of general education disciplines is aimed at devel EP ing the general intellectual level. The cycles of basic and core disciplines are aimed at the formation of subject, professional competencies, the Development of creative potential, increasing the level of competitiveness of graduates, the ability, based on the acquired knowledge, skills and personal qualities, to successfully carry out their professional activities.

Taking into account the recommended ratio of credit distribution in ECTS for accredited EPs, they are devel EP ed according to cycles of general education, basic and major disciplines, the Graduate Model is demonstrated.

When devel EP ing an EP, the labor intensity of students' academic workload of all types of their educational activities, which are provided for in the curriculum, including classroom and independent work, practice, etc., is taken into account. The labor intensity of students' independent work is determined depending on the credit allocated for studying the discipline in accordance with the RUP.

In the course of implementing educational disciplines, teaching staff use traditional and interactive methods and methods of teaching.

The documentation of the EP has been devel EP ed taking into account the specifics of the training of students; here there is also *the presence of the uniqueness of the EP* and the specialized training of the student for a specific employer. The management of the EP organically linked the requests of employers with the results of training and the mechanisms for their implementation on the basis of the university and the employer (Kazhydromet). The EP is assessed by employers, on the basis of which students receive additional training in the types of work performed.

Analytical part

1. All educational programs are devel EP ed in accordance with regulatory documents, *but are not provided joint EP or double-diploma educational programs with domestic and foreign educational organizations.*

2. The EP includes professional practice in accordance with the schedule, in agreement with the practice bases, taking into account the availability of appr EP riate material resources and the qualifications of practice managers, which affects the formation of learning outcomes. *However, the EP does not provide for professional certification of students.*

Strengths/best practices:
No strengths identified.

EXTERNAL EXPERT COMMITTEE recommendations:

1. The management of the EP should devel EP a Roadmap for the implementation of a double-degree or joint EP with domestic or foreign universities by December 31, 2024.

2. To strengthen the educational program, the management of the EP should reflect in the

"EP Development Program" activities that will ensure the possibility of professional certification of students, and carry out targeted work to organize the preparation of students for professional certification by 09/01/2025.

EXTERNAL EXPERT COMMITTEE conclusions based on the criteria:
strong – 0; satisfactory – 11; suggest improvements - 0 unsatisfactory - 0.

6.4. Standard "Continuous monitoring and periodic evaluation of educational programs"
• The educational institution must determine mechanisms for monitoring and periodically evaluating the educational program to ensure the achievement of goals and meet the needs of students and society and show the focus of the mechanisms on the continuous improvement of the educational program.
• Monitoring and periodic evaluation of the EP should include:
• content of 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;
• workload, academic performance and graduation of students;
• effectiveness of student assessment procedures;
• expectations, needs and satisfaction of students with EP training;
• educational environment and support services, and their compliance with the objectives of the EP.
• The management of the EP must demonstrate a systematic approach to monitoring and periodically assessing the quality of the EP.
• PO, EP management must determine a mechanism for informing all interested parties about any planned or taken actions in relation to the PO.
• All changes made to the EP must be published.

Evidence
Analysis of the effectiveness of the EP is carried out throughout the entire period of its implementation. In the process of conducting professional practice, the quality of the educational program is assessed from the point of view of the level of students' mastery of theoretical knowledge and skills for their application in the conditions of the educational institution at the place of practice. The main evaluation factors are reviews from practice base managers. The EP inion of employers is taken into account: the educational program includes disciplines pr EP osed by employers, "Environmental monitoring using GIS technologies", "Physical and chemical methods of analysis of surface and waste waters".

The content of the discipline "Environmental Monitoring using GIS Technologies" reflects the latest achievements of science and technology; QGIS and ArcGIS Online software products are used.

Achievement of EP goals is also monitored based on the results of ongoing monitoring.

The student load is determined in accordance with regulatory documents. The procedure for assessing students is reflected in the student guide posted on the website of the NPLC "Sarsen Amanzholov East Kazakhstan University", the criteria and methods for assessing the knowledge of students are presented, providing for the procedure for conducting current, intermediate and final control of knowledge, final certification, the current methodology for assessing the progress of students for issuing rating grades for disciplines (https://EKU.edu.kz/%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%bf%d0%be%d0%bb%d0%b8%d1%82%d0%b8%d0%ba%d0% b0-2/).

Intra-university control (mutual attendance at classes, etc.) is carried out by the Department of Academic Policy and Management of Educational Programs and is recorded in

the journal of mutual visits and Open classes stored at the department.

Teachers are surveyed on a regular basis.

Analytical part

Analysis of the EP according to this standard allows us to draw the following conclusions:

1. The analysis of the EP Development program is carried out taking into account the requirements of employers and the demands of the labor market, which is confirmed by the introduction of disciplines at the request of employers.

2. Assessment and determination of expectations, needs, student satisfaction and market requirements is carried out on the basis of student surveys.

3. The main software products - QGIS and ArcGIS Online are used in the disciplines " Geoinformation technologies of cadastres", "Modern methods of geographical research", "Environmental monitoring using GIS technologies", however, the educational program does not have disciplines based on the Development of technologies in the field of artificial intelligence.

4. A survey of students conducted during the visit of the IAAR EEC showed that:

– information about courses, EP and academic degrees was provided: complete agreement – 67 (87%), agree – 10 (13%), partially agree – 0 (0%);

5. However, the EP Development program does not include a mechanism for analyzing identified inconsistencies and implementing corrective and preventive actions.

Strengths/best practices:
No strengths identified.

EXTERNAL EXPERT COMMITTEE recommendations:
1. The management of the EP should make changes to the content of the EP in the context of the Development of technologies in the field of artificial intelligence by 09/01/2024.

2. The EP Development program should take into account the mechanism for analyzing identified inconsistencies and implementing corrective and preventive actions by 09/01/2024.

EXTERNAL EXPERT COMMITTEE conclusions based on the criteria:
strong – 0; satisfactory – 10; suggest improvements - 0 unsatisfactory - 0.

6.5. Standard "Student-centered learning, teaching and assessment"
• *EP management must ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths.*
• *EP management must ensure the use of various forms and methods of teaching and learning.*
• *An important factor is the presence of one's own research in the field of teaching methods of EP academic disciplines.*
• *The management of the educational program must demonstrate the presence of a feedback system on the use of various teaching methods and evaluation of learning outcomes.*
• *EP management must demonstrate support for student autonomy while providing guidance and assistance from the teacher.*
• *The management of the EP must demonstrate the existence of a procedure for responding to student complaints.*
• *The PO must ensure consistency, transparency and objectivity in the learning outcomes assessment mechanism for each EP, including appeals.*

• *The educational institution must ensure that the procedures for assessing the learning outcomes of EP students comply with the planned results and goals of the program, publishing criteria and assessment methods in advance.*

• *The educational institution must define mechanisms to ensure that each graduate of the educational program achieves learning outcomes and ensure the completeness of their formation.*

• *Assessors must be familiar with modern methods of assessing learning outcomes and regularly improve their skills in this area.*

Evidence

The university implements a system of student-centered learning, which is based on the fact that the student is an active "subject" and not a passive "object" of the educational process. The teacher becomes an assistant, responsibility for learning is shared, and the learning process is discussed. Students are considered as individuals - their experience, characteristics, perceptual abilities, interests and needs are taken into account. Students, through student self-government, take part in the distribution of places in the dormitory, in the organization and control of examination sessions, and in meetings of collegial bodies of the university.

The management of the EP adheres to the principle of equal rights for all categories of students and provides equal EP portunities to students, regardless of the language of instruction.

Students' personal Development, their creativity and social competence are also shaped by the social life of the university.

All material of the discipline in a thesis presentation is discussed in lectures; at the SRS, the student independently studies all t EP ics and sections of the discipline using basic and additional literature. At the SRSP, consultations and monitoring of the assimilation of the material are carried out, and current control points are assigned. The library fund of the university is used, but teaching staff were not able to demonstrate their own methods of teaching academic disciplines.

Students' internship is an important aspect of the educational process. The professional level of students as future competitive specialists depends on the effectiveness of the organization and the consistency of all levels of practice. Monitoring the satisfaction of students, managers of enterprises - practice bases and employers is carried out mainly through surveys.

The devel EP ed monitoring mechanisms and conditions allow for successful adjustment of the educational process. Feedback aimed at improving educational programs includes, as indicated above, monitoring of employers, graduates, etc.

The university has devel EP ed Regulation P EKU-029-21 "On the procedure for organizing and conducting ongoing monitoring of academic performance, intermediate and final certification of students", on the basis of which monitoring of mastering the content of educational programs and monitoring the success of training is carried out using three procedures: current control, milestone control, intermediate certification (final control for the discipline as a whole/exam). The student has the right to appeal the results of the rating and the final exam. For the period of the examination session, an appeal commission is created from among teachers whose qualifications correspond to the profile of the disciplines.

Analytical part

1. During the visit of the EEC, it was noted that there is an impulse to introduce modern technologies and methods, but the teaching staff has not demonstrated its own research in the field of teaching methods for special disciplines.

2. A survey of students conducted during the visit of the IAAR EEC showed that students evaluate:

- quality of educational programs in the EP - completely satisfied - 69 (89.6%), partially satisfied -8 (10.4%), partially dissatisfied - 0 (0%);

– teaching methods in general: completely satisfied – 68 (88.3%), partially satisfied – 9

(11.7%);

- quality of examination materials - completely satisfied - 69 (89.6%), partially satisfied - 8 (10.4%);

– objectivity and fairness of assessment of knowledge, skills and other educational achievements : completely satisfied - 70 (90.9%), partially satisfied -7 (9.1%);

During the visit to the department, it was revealed that attention to different groups of students and their needs is available, and the needs of students with disabilities are sufficiently taken into account.

Strengths:
No strengths identified.

EXTERNAL EXPERT COMMITTEE recommendations:
The management of the EP should organize work on research in the field of teaching methods of special disciplines by 05/31/2025 with a view to its implementation in the educational process.

EXTERNAL EXPERT COMMITTEE conclusions based on the criteria:
strong – 0; satisfactory – 10; suggest improvements - 0; unsatisfactory – 0.

6.6. Standard "Students"
- *The educational organization must demonstrate the existence of a policy for the formation of a contingent of students in the context of the educational program, ensure transparency and publication of its procedures regulating the life cycle of students (from admission to completion).*
- *The management of the EP must determine the procedure for forming the student p EP ulation based on:*
- *minimum requirements for applicants;*
- *maximum group size when conducting seminars, practical, laboratory and studio classes;*
- *forecasting the number of government grants;*
- *analysis of available material, technical, information resources, human resources;*
- *analysis of potential social conditions for students, incl. provision of places in a hostel.*
- *The management of the EP must demonstrate its readiness to conduct special adaptation and support programs for newly admitted and foreign students.*
- *The public organization must demonstrate compliance of its actions with the Lisbon Recognition Convention, the presence of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and informal learning.*
- *The PA should co EP erate with other educational organizations and national centers of the "Eur EP ean Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications.*
- *The educational institution must provide the EP portunity for external and internal mobility of students of educational programs, as well as readiness to assist them in obtaining external grants for training.*
- *The management of the EP must demonstrate its readiness to provide students with places of practice, facilitate the employment of graduates, and maintain contact with them.*
- *The educational institution must provide for the possibility of providing graduates of the educational program with documents confirming the qualifications obtained, including the achieved learning outcomes, as well as the context, content and status of the education received*

and evidence of its completion.

Evidence

The policy for forming a student p EP ulation includes career guidance work throughout the year, the direct work of the university admissions committee in the summer, and managing the movement of the student p EP ulation in the process of training and graduation.

The contingent of students in the EP is 4 students.

A competency-based approach to the formation of EP and the disciplines studied contributes to the implementation of professional, social, and personal competencies of students.

The university has created a motivation system to attract participation in olympiads and competitions; students are awarded diplomas, certificates, and letters of gratitude.

The university has created a mechanism for monitoring students' satisfaction with the activities of the university in general and the quality of the educational services provided. By participating in sociological surveys, representatives of students selected from representative samples give their assessment of the educational system used at the university; material, technical, sanitary and hygienic conditions of the educational process; its educational, methodological and information technology support; the effectiveness of the forms and procedures used in it for conducting training sessions and monitoring educational achievements; the state of its social infrastructure (quality of work of university cafes, canteens and buffets; medical care, etc.).

Analytical part

Analysis of the EP according to this standard allows us to draw the following conclusions.

1. The university has demonstrated a policy of forming a student p EP ulation in the context of EP, but it does not reflect a detailed analysis of information resources and human resources for the successful implementation of the educational program. Information on the staffing of the educational program reflects only the composition of the department, where not all disciplines are provided with teachers, taking into account the uniqueness of the educational program and coverage of several areas: hydrogeology, water security and transboundary water resources management .

2. Software products are provided for the disciplines " Geoinformation technologies of cadastres", "Modern methods of geographical research", "Environmental monitoring using GIS technologies", but the provision of software products for the discipline " Mathematical modeling for monitoring water resources" has not been demonstrated.

3. The management of the EP demonstrated work on the future employment of students; the practice bases are selected taking into account the future employment of graduates.

Strengths/best practices:
No strengths identified.

EXTERNAL EXPERT COMMITTEE recommendations:

1. Conduct an analysis of information resources, including the provision of software products by September 1, 2024.

2. Conduct an analysis of human resources for the successful implementation of the educational program, taking into account its uniqueness and coverage of several areas: hydrogeology, water security and transboundary water resources management .

EXTERNAL EXPERT COMMITTEE conclusions based on the criteria:

According to the "Learners" standard, strong – 0; satisfactory – 11; suggest improvements - 1; unsatisfactory – 0.

6.7. Standard "Faculty and teaching staff"

• *The PA must have an objective and transparent personnel policy, including in the context of the EP, including recruitment, professional growth and Development of personnel, ensuring the professional competence of the entire staff.*

• *The PO must demonstrate compliance of the staff potential of the teaching staff with the specifics of the EP.*

• *The management of the EP must demonstrate awareness of responsibility for its employees and providing them with favorable working conditions.*

• *The leadership of the EP must demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.*

• *The PA must determine the contribution of the teaching staff of the EP to the implementation of the Development strategy of the PA and other strategic documents.*

• *The educational institution must provide EP portunities for career growth and professional Development of teaching staff of the EP.*

• *The management of the EP must demonstrate a readiness to involve practitioners from relevant industries in teaching.*

• *The educational institution must demonstrate the motivation for the professional and personal Development of EP teachers, including encouragement for the integration of scientific activities and education, and the use of innovative teaching methods.*

• *An important factor is the readiness to devel EP academic mobility within the EP and attract the best foreign and domestic teachers.*

Evidence

The university's personnel policy is an integral part of the university's strategic policy. The purpose of the personnel policy is to attract, select, devel EP and retain the best of the best teachers and employees for professional activities.

The teaching staff is made up of competent and highly qualified employees with sufficient practical experience. *However, given that the educational program is new, not all disciplines that will be studied in subsequent courses are staffed with teachers.* The current staff of the EP is staffed in accordance with the legislation of the Republic of Kazakhstan and the Regulations "On competitive filling of vacant positions of teaching staff and scientific workers". The competitive selection of candidates for vacant positions is carried out in accordance with the qualification characteristics of employee positions, as well as by placing advertisements in national newspapers and on the University website.

The need for training of university personnel is determined by the qualification requirements established in the job descriptions of employees. The assessment of specialists from structural units is carried out through certification in order to determine the level of their professional training and ability to perform the duties assigned to them.

The university website provides information about the teachers of the department.

To determine the level of competence in teaching disciplines at the departments, mutual and control visits to classes are carried out, and Open classes are held.

The use of technical teaching aids, clarity, and illustrative material requires increased attention; use of interactive teaching methods in the classroom in combination with traditional methods.

Faculty members, in accordance with scientific and pedagogical qualifications, conduct research work and prepare students to participate in Olympiads.

Teachers annually take part in various conferences of international and national importance. Also, teachers are published in publications in journals recommended by the Committee for Control in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan.

Analytical part

Analysis of the EP according to this standard allows us to draw the following conclusions.

1. The university has an objective and transparent personnel policy. Experts note that the staff of the teaching staff of the EP was staffed on the basis of the legislation of the Republic of Kazakhstan and the Regulations "On competitive filling of vacant positions of teaching staff and scientific workers."

2. A full analysis of the staffing of the educational program by teaching staff by discipline has not been carried out, taking into account the uniqueness of the EP.

3. The management of the EP has demonstrated targeted actions to devel EP teachers who regularly improve their qualifications in the disciplines they teach.

4. The university demonstrated motivation for the professional and personal Development of EP teachers, including encouragement for the integration of scientific activities and education and the use of innovative teaching methods.

5. The results of the teaching staff survey showed:

– the university provides an EP portunity for professional Development of teaching staff : very good – 31 (67.4%), good – 14 (30.4%), relatively poor – 1 (2.2%), poor – 0 (0%);

- the university provides EP portunities for career growth for teaching staff: very good - 31 (67.4%), good - 14 (30.4%), relatively bad - 1 (2.2%), bad - 0 (0%);

- degree of academic freedom of teaching staff provided by the university: very good – 25 (54.3%), good – 20 (43.5%), relatively bad – 1 (2.2%), bad – 0 (0%);

-encouragement of innovative activities of teaching staff: very good - 31 (67.4%), good - 14 (50.4%), relatively bad - 1 (2.2%), bad - 0 (0%).

- adequacy of recognition of the potential and abilities of teachers: very good - 26 (56.5%), good - 19 (41.3%), relatively bad - 1 (2.2%), very bad - 0 (0%).

Strengths:

The university demonstrated motivation for the professional and personal Development of EP teachers, including encouragement for the integration of scientific activities and education and the use of innovative teaching methods.

EXTERNAL EXPERT COMMITTEE recommendations:

1. To enhance the practical training of students, it is necessary to involve practitioners from production in the educational process on an ongoing basis.

2. Based on an analysis of the supply of personnel to the disciplines of the educational program, involve teachers with special education in the fields of hydrology and water resources in the educational process on an ongoing basis.

EXTERNAL EXPERT COMMITTEE conclusions based on the criteria:
strong – 1; satisfactory – 7; suggest improvements - 1; unsatisfactory – 0.

6.8. Standard "Educational Resources and Student Support Systems"
• *The educational organization must guarantee a sufficient number of learning resources and student support services to ensure the achievement of the educational objectives.*

• *The educational institution 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).*

• *EP management must demonstrate the availability of procedures to support various groups of students, including information and consultation.*

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

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

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

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

• *access to educational Internet resources;*

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

• *OO demonstrates planning for providing EP with educational equipment and software similar to those used in the relevant sectors of the economy.*

Evidence

The graduating department for the EP "Hydroecology, Management and Transboundary Water Security" is the Department of Ecology and Geography, which has educational laboratories and specialized classrooms. The department has 19 classrooms used in the educational process. The computer lab is equipped with 10 computers with Microsoft Office, ArcGis, MapInfo 7 software and a projector; one of the classrooms has a multimedia screen with Internet access.

Open access software is used in the educational process, as it is the most accessible, with the EP portunity for students to install it on their PCs for free or work online. Students can work with GIS based on QGIS and ArcGIS Online software products.

The infrastructure and material and technical base are represented by administrative, educational and educational-laboratory buildings, auxiliary premises and student houses for students and staff.

For non-resident students, places are provided in dormitories (four student houses for 1,753 places with a total area of 16,687.1 sq. m.) Student houses have utility rooms, shower rooms, lounges with household appliances, TVs and computers with Internet access . In total, the university has 80 WI-FI access points, of which 30 are in academic buildings, 48 in student homes. Access speed varies in the range of 5-30 Mbit/sec.

In total, the university has 205 classrooms, of which: lecture rooms - 58, educational and scientific laboratories - 29, specialized classrooms - 102 equipped with teaching aids, computer classes - 16, gyms - 7 and reading rooms in all educational buildings.

There are canteens and buffets for students in 7 educational buildings. All canteens offer a varied menu. The educational buildings have libraries with reading rooms, which are equipped with furniture and computers with Internet access. There is a health center in educational building No. 3; additional medical offices are Open in 3 educational buildings.

The student service center "PARASAT" provides more than 30 types of services for students, undergraduates, doctoral students and parents of students. In order to implement inclusive education for students with disabilities, ramps have been installed in educational buildings No. 1, 4, 5, 7.

At the beginning of the academic year, each study group conducts curatorial hours to familiarize itself with the Internal Regulations and the Code of Honor for students of the Sarsen Amanzholov EKU.

The university has devel EP ed such regulatory documents as a plan for organizing

psychological and pedagogical support, Internal Regulations, Rules of Conduct in the library, Student Houses, canteens, sports complex, a Student Code of Honor and a Code of Honor for teachers and staff have been ad EP ted. Curators and advisers advise students on their rights and responsibilities.

An important element of the system for ensuring a high level of sufficiency of resources and support systems for students is regular monitoring of student satisfaction with the quality of the organization of the educational process, which is carried out through questionnaires: "Satisfaction of teaching staff at the university", "Satisfaction of university students with the support provided to them", "Student satisfaction with the results of training", " Student satisfaction with the quality of education received."

The results of the survey are statistically processed, discussed at meetings of the administration and taken into account in further planning of educational activities, and, if necessary, action plans are devel EP ed to eliminate identified comments and improve work.

The University has a large Scientific Library. The total area of the scientific library named after B. Mamraev is 2,108 square meters. m., of which the area for storing books is 772 sq.m.

The library is equipped with 114 units. personal computers (90 units provided to library users; 24 units - for automation of library processes); 7 units c EP ying equipment, 2 units. demonstration equipment. The library collection is digitized using the high-speed ELAR PlanScan A2 series scanner.

The number of seats in the reading rooms is 350. Readers are served at 10 service points, including 2 subscriptions, 4 reading rooms and 4 specialized rooms in different educational buildings.

The main book stock as of January 1, 2024 is 1,051,529 items. Of these, 375,093 items are in the state language. Updated educational fund 634,063 storage units.

Analytical part
1. As a result of the analysis of the activities of the university and department and according to this standard, we can conclude that an assessment of the completeness and accessibility of material, technical and information resources has been carried out. The material and technical base is represented by its own laboratories, competence centers and production bases of employers. Extensive library collections and subscriptions to global electronic databases allow students to familiarize themselves with books and periodicals that are constantly updated. *However, 100% provision of disciplines with literature is necessary.*

The information provided by the university on material, technical and information resources demonstrates a good basis, but at the same time, software products are available only in the context of several disciplines.

A survey of students conducted during the visit of the IAAR EEC showed satisfaction with:

- accessibility of library resources: completely satisfied - 71 (92.2%), partially satisfied - 4 (5.2%), not satisfied - 0 (0%), partially dissatisfied - 1 (1.3%), difficult to answer – 1 (1.3%);

– existing educational resources of the university: completely satisfied – 69 (89.6%), partially satisfied – 8 (10.4%), dissatisfied – 0 (0%), partially dissatisfied – 0 (0%), difficult to answer – 0 (0%);

– availability of computer classes: completely satisfied – 65 (84.4%), partially satisfied – 12 (15.6%), not satisfied – 0 (0%), partially dissatisfied – 0 (0%), difficult to answer – 0 (0%);

– classrooms, classrooms for large groups: completely satisfied – 63 (81.8%), partially satisfied – 13 (16.9%), not satisfied – 0 (0%), partially dissatisfied – 1 (1.3%), find it difficult to answer – 0 (0%);

– lounges for students: completely satisfied - 54 (70.1%), partially satisfied - 12 (15.6%), not satisfied - 7 (9.1%), partially dissatisfied - 1 (1.3%) , difficult to answer – 3 (3.9%).

Strengths/best practices:
No strengths identified.

EXTERNAL EXPERT COMMITTEE recommendations:
1. The program for the Development of the EP must reflect the modernization of the material and technical base of the department, including the acquisition of licensed software products by September 1, 2024.

EXTERNAL EXPERT COMMITTEE conclusions based on the criteria:

According to the standard "Educational resources and student support systems"
strong – 0; satisfactory – 9; suggest improvements - 0; unsatisfactory – 0.

6.9. Public Information Standard
• *The public organization must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:*
• *expected learning outcomes of the educational program being implemented;*
• *qualifications and (or) qualifications that will be awarded upon completion of the educational program;*
• *approaches to teaching, learning, as well as the system (procedures, methods and forms) of assessment;*
• *information about passing scores and educational EP portunities provided to students;*
• *information about employment EP portunities for graduates.*
• *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 information should include support and explanation of the country's national Development programs and the system of higher and postgraduate education.*
• *The educational organization must demonstrate the reflection on the web resource of information characterizing it in general and in the context of educational programs.*
• *An important factor is the availability of adequate and objective information about the teaching staff of the EP.*
• *An important factor is informing the public about co EP eration and interaction with partners within the framework of the EP .*

Evidence
An analysis of the external environment shows that the university has a long-standing and stable positive image, which was formed in the public consciousness as a result of its long and multifaceted activities, reflected in the regional media. To a large extent, the formation of a positive image of the university is influenced by the active dissemination of information about its activities. Information is posted on the university website in the news section, on the university website, in the English tab there are documents in Russian. language. https://EKU.edu.kz/wp-content/uploads/2024/02/Regulations-on-the-dissertation-council.pdf

The management of the EP does not sufficiently use all methods of disseminating information to inform the general public and interested parties about the educational program - "Hydroecology, management and transboundary water security"; the report does not provide links to articles and sources on the p EP ularization of the accredited educational program.

Analytical part
Analysis of the EP according to this standard allows us to draw the following conclusions.

1. The information published by the management of the EP within the EP is objective and relevant . The Commission notes the work to post information on the website, which allows for transparency of activities; availability of information about teachers involved in the implementation of an accredited EP on the university website.

2. The management of the EP does not use all methods of disseminating information to inform the general public and interested parties about the educational program - "Hydroecology, management and transboundary water security".

3. EEC experts note that areas of informing the public about co EP eration and interaction with partners, including promotion and p EP ularization of EP s, should be considered.

4. There is no information on the audited financial statements on the university website.

5. A survey of students conducted during the visit of the IAAR EEC showed that satisfaction:

- information support and explanation before entering the university of the rules of admission and the strategy of the educational program completely satisfied – 67 (87%), partially satisfied – 10 (13%), partially satisfied – 0 (0%), not satisfied – 0 (0%), difficult to answer – (0) 0%;

- Informing the requirements in order to successfully complete this educational program: completely satisfied - 71 (92.2%), partially satisfied - 6 (7.8%), partially satisfied - 0 (0%), not satisfied - 0 (0 %), find it difficult to answer – 0 (0%).

The university manages information on accredited educational programs at a satisfactory level. The management of the EP does not use a variety of methods of disseminating information, including the media, information and social networks to inform the general public and interested parties.

Strengths/best practices:
No strengths identified.

EXTERNAL EXPERT COMMITTEE recommendations:
1. The heads of the educational program should ensure that the public is informed about the Development of the educational program, its relevance, interaction with partners of the educational program and posted on the university website before 07/01/2024.

2. The management of the university must ensure the functionality of the English version of the site by 07/01/2024.

3. The management of the university must ensure the publication of audited financial statements on the website by 09/01/2024.

EXTERNAL EXPERT COMMITTEE conclusions based on the criteria:

According to the "Public Information" standard
strong – 0; satisfactory – 10; suggest improvements - 0; unsatisfactory – 0.

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

Strengths/best practice

According to the "Educational Program Management" standard:

The strength of the educational program is its uniqueness, which lies in the orientation of the EP towards training qualified specialists capable of ensuring water security, modernizing the water use system through the use of new digital technologies for monitoring hydro resources, integrating GIS technologies and modern methods of chemical analysis. The uniqueness of the educational program has been confirmed by experts from the National Center for the Development of Higher Education.

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

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

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

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

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

According to the "Faculty and Teaching Staff" standard:
- The university demonstrated motivation for the professional and personal Development of EP teachers, including encouragement for the integration of scientific activities and education, and the use of innovative teaching methods.

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

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

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

EEC recommendations for EP 6B05203-"Hydroecology, management and transboundary water security" :

According to the "Educational Program Management" standard

1. When forming a quality system, the university and the management of the educational institution need to identify risks and EP portunities to manage them through a system of measures aimed at reducing the degree of risks. The management of the EP should devel EP risk management regulations for the implementation of the EP by 09/01/2024.

According to the "Information Management and Reporting" standard

1. The university management should ensure the Development of an electronic document management system to automate university processes related to the formation of university reporting and support for students by 06/01/2025.

2. The management of the university, by December 1, 2024, needs to devel EP and approve regulations for assessing the effectiveness of the actions of structural units and departments within the EP for the purpose of differentiated assessment of their activities.

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

1. The management of the EP should devel EP a Roadmap for the implementation of a double-diploma or joint EP with domestic or foreign universities by December 31, 2025.

2. To strengthen the educational program, the management of the EP should reflect in the "EP Development Program" activities that will ensure the possibility of professional certification of students, and carry out targeted work to organize the preparation of students for professional certification before the start of 09/01/2025.

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

1. The management of the EP is required to make changes to the content of the EP in the context of the Development of technologies in the field of artificial intelligence by 09/01/2024.

2. The EP Development program should take into account the mechanism for analyzing identified inconsistencies and implementing corrective and preventive actions from 01.09.2024.

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

1. The management of the EP should organize research work in the field of teaching methods of special disciplines until May 31, 2025, with the aim of introducing it into the educational process.

According to the "Students" standard

1. Conduct an analysis of information resources, including the provision of software

products by September 1, 2024.

2. Conduct an analysis of human resources for the successful implementation of the educational program, taking into account the uniqueness of the educational program and covering several areas: hydrogeology, water security and transboundary water resources management .

According to the standard "Faculty and teaching staff"

1. To enhance the practical training of students, it is necessary to involve practitioners from production in the educational process on an ongoing basis.

2. Based on an analysis of the supply of personnel to the disciplines of the educational program, involve teachers with special education in the fields of hydrology and water resources in the educational process on an ongoing basis.

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

1. The program for the Development of the EP must reflect the modernization of the material and technical base of the department, including the acquisition of licensed software products by September 1, 2024.

According to the "Public Information" standard

1. The heads of the educational program should ensure that the public is informed about the Development of the educational program, its relevance, interaction with partners of the educational program and posted on the university website before 07/01/2024.

2. The management of the university must ensure the functionality of the English version of the website for applicants by 07/01/2024.

3. The management of the university must ensure the publication of audited financial statements on the website by 09/01/2024.

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

Not available.

(X) <u>RECOMMENDATIONS TO THE ACCREDITATION BOARD</u>

The external expert commission made a unanimous decision to recommend that the Accreditation Council accredit the educational program 6B05203-"Hydroecology, management and transboundary water security" of the NPLC "Sarsen Amanzholov East Kazakhstan University" *for a period of 5 (five) years.*