



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

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

7M06113-Corporate Information Systems and Technologies  
(two-degree educational program with Polytechnic  
Institute of Braganza, Portugal)

M.Kh. DULATY TARAZ REGIONAL UNIVERSITY

for the period from May 23 to 25, 2024

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**  
**External Expert Commission**

Addressed  
**to the IAAR**  
Accreditation Council



REPORT

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**(I) LIST OF DESIGNATIONS AND ABBREVIATIONS**

**AIS-** automated information system  
**AC** – Academic Committee  
**AW** - Automated workplace  
**AC** – Academic Council  
**EEC** - External Expert Commission  
**D.t.s** – Doctor of Technical Sciences  
**UHEP** – Unified Higher Education Platform  
**ZhB** – Zhambyl branch  
**MSI** - municipal state institution  
**PRC** – People's Republic of China  
**C.t.s** – Candidate of Technical Sciences  
**CE - Catalog of electives**  
**IC** –Individual curriculum  
**MSHEofRK** –Ministry of Science and Higher Education of the Republic of Kazakhstan  
**MESofRK** – Ministry of Education and Science of the Republic of Kazakhstan  
**MSP** – Modular study programs  
**IAAR** - independent accreditation and rating agency  
**NPO** - non-profit organization  
**NDFZ**– Novodzhambul phosphorus plant  
**R&D** – Research work  
**RLA** – regulatory legal acts  
**NQF** – National Qualifications Framework  
**SP** – Study programs  
**IQF** – Industry Qualifications Framework  
**AS** – Academic staff  
**RSI** - Republican state institution  
**WI** – Working Instructions  
**RK** – Republic of Kazakhstan  
**RIEL**– Republican Interuniversity Electronic Library  
**WC** – Working curriculum  
**MM** – Mass media  
**EDMS** – Electronic document management system  
**M.Kh. Dulaty TarRU** – M.Kh. Dulaty Taraz Regional University  
**LLP**– Limited Liability Partnership  
**TSS** – Training and support staff  
**UShCO**- University of the Shanghai Cooperation Organization  
**ELS** – Electronic library system

## (II) Introduction

In accordance with the order No. 89-24-OD of 26.02.2024 of the Independent Accreditation and Rating Agency, from May 23 to May 25, 2024, an external expert commission evaluated the compliance of the educational program 7M06113-Corporate Information Systems and Technologies (two-degree educational program with the Polytechnic Institute of Braganza, Portugal) of the M.Kh.Dulaty Taraz Regional University with the Standards and guidelines for International specialized (program) accreditation of a joint educational program of higher and (or) postgraduate education (No. 1-21/1-OD dated January 05, 2021) in a hybrid format.

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

### **The composition of the EEC:**

**1. Chairman of the IAAR Commission-Urmashev Baydaulet Amantayevich**, Candidate of Physical and Mathematical Sciences, Associate Professor, Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan)

**2. IAAR Expert-Aurica Chirsanova**, PhD, Associate Professor, Head of the Department of Nutrition and Nutrition, Technical University of Moldova (Chisinau, Republic of Moldova)

**3. IAAR expert-ГостинAlexey Gostin**, Candidate of Technical Sciences, Associate Professor, Ryazan State Radio Engineering University (RGRTU) (Ryazan, Russian Federation)

**4. IAAR expert-КурмангалиеваDina Kurmangaliyeva**, Doctor of Technical Sciences, Professor S. Seifullin Kazakh Agrotechnical Research University (Astana, Republic of Kazakhstan)

**5. IAAR expert Indira M. Dzhurinskaya**, PhD, Associate Professor, Almaty University of Technology (Almaty, Republic of Kazakhstan)

**6. IAAR expert-Ismailova Aysulu Abzhapparovna**, PhD, Associate Professor, S. Seifullin Kazakh Agrotechnical Research University (Astana, Republic of Kazakhstan)

**7. IAAR expert-Marina A. Skiba**, Candidate of Pedagogical Sciences, Associate Professor, Acting Head of the Center for Academic Excellence of NPO "Toraigyrov University" (Pavlodar, Republic of Kazakhstan)

**8. IAAR expert-Zhanat Beisembayevich Isabekov**, PhD, NPO " Toraigyrov University" (Pavlodar, Republic of Kazakhstan)

**9. IAAR expert-Madi Baltabayevich Abilev**, PhD, Associate Professor, Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan)

**10. IAAR expert-Kopishev Eldar Yertayevich**, Candidate of Chemical Sciences, L. N. Gumilyov Eurasian National University (Astana, Republic of Kazakhstan)

**11. IAAR expert-Bulashev Berdibek Kabkenovich**, Candidate of Agricultural Sciences, Associate Professor, Chairman of the Technical Committee for Standardization No. 100 "Organic products" on the basis of NPO " Kazakh Agrotechnical Research University named after S. Seifullin " (Astana, Republic of Kazakhstan)

**12. IAAR expert-Sheripidin Khamraev**, Candidate of Technical Sciences, Professor, Abai Kazakh National Pedagogical University (Almaty, Republic of Kazakhstan)

**13. IAAR Expert Employer-ЕралиеваDana Bakiranovna Eralieva**, Head of the Human Capital Development Department, RCE of Zhambyl region (Taraz, Republic of Kazakhstan)

**14. IAAR expert-employer-Said Tolegenovich Alimbayev**, Candidate of Technical Sciences, Chief Competition Manager of the Association of Kazakhstan Freight Railway Carriers Self-Regulatory Organization (Astana, Republic of Kazakhstan)

**15. Expert-IAAR student-АкимоваDinara Akimova**, 3rd year student of SP 8D07201 Food Technology, Shakarim University of Semey (Semey, Republic of Kazakhstan)

**16. Expert-student of IAAR –Abdibekov Gaziz Zhalgasbayevich**, 2nd year student of SP 7M01503-Informatics, NPO "Aktobe Regional University named after K. Zhubanov" (Aktobe, Republic of Kazakhstan)

**17. Expert-student of IAAR-Kozhan Akerke Yerzhankyzy**, 2nd year student of SP 7M01507-Informatics, Abai Kazakh National Pedagogical University (Almaty, Republic of Kazakhstan)

**18. Expert-student of IAAR-Layykova Asima Arturovna**, 3rd year student of SP 6B07102-Automation and Control, L. N. Gumilyov Eurasian National University (Astana, Republic of Kazakhstan)

**19. Expert-student of IAAR-Amangali Altyn Ruslankyzy**, 3rd year student of SP 6B01510 Chemistry, Abai Kazakh National Pedagogical University, member of the Alliance of Students of Kazakhstan (Almaty, Republic of Kazakhstan)

**20. Expert-student of IAAR-Koylybai Anel Kenesbaykyzy**, 1st year student of SP 7M07501 Standardization and Certification, NPO "Kazakh Agrotechnical Research University named after S. Seifullin"(Astana, Republic of Kazakhstan)

**21. IAAR Coordinator-Kydyrmina Nurgul Alimovna**, PhD, Head of the IAAR information and Analytical project (Astana, Republic of Kazakhstan)

**22. IAAR Coordinator-Auezkhanova Zhulduz Aubakirovna**, Project Manager for Post-accreditation monitoring of IAAR (Moscow Astana, Republic of Kazakhstan)

### (III) REPRESENTATION OF AN EDUCATIONAL ORGANIZATION

M.Kh. Dulaty Taraz State University was established in 1998 on the basis of three higher educational institutions: Zhambyl University, Zhambyl Hydro-Reclamation and Construction Institute and Zhambyl Technological Institute of Light and Food Industry. Graduates of the Zhambyl Technological Institute were in demand in the light and food industries not only in our region, but also in other regions of the republic.

On June 16, 2020, RSE na PHV "Taraz State Pedagogical University" and RSE na PHV "Taraz State University named after M. H. Dulati" were merged into NPO "Taraz Regional University named after M. H. Dulati".

Currently, the university has 1 institute and 6 faculties, including the military department. The university has an official website - <https://dulaty.kz/ru/>.

Educational activities at Dulaty University are carried out according to the state license number KZ19LAA00018483 issued on 27.07.2020 (<https://dulaty.kz/ru/ob-universitete/litsenzii-targu.html>).

The university has 911 full-time teachers, including 280 with academic degrees and titles, 510 masters, 71 PhD doctors, and a total of 142 part – timers. The total number of students enrolled in the university is 14,928, including 12,984 IAT bachelor's degrees, 463 master's degrees, and 38 doctoral degrees. The total number of international students is 186.

The University's mission: A leading entrepreneurial university – it is a sustainable integrator of research, innovation and best practices.

The quality of training specialists at the university is also confirmed at the international level. According to the results of the world ranking, Dulaty University was included in QS World University Rankings the 2024 ranking. Its position in the rating is 1201-1400, and among the 21 universities of the Republic of Kazakhstan that are included in the rating, Dulaty University occupies the 17th position. Getting into this rating is a sign of recognition of Dulaty University in the world scientific and educational community. The results of the rating determine the stability of the university and the employment opportunities of graduates (<https://dulaty.kz/oqu/graduates-kz.html>).

Over the past 5 years, the university has trained more than 13,000 highly qualified specialists for the region and the country. The quality of training and demand for graduates are determined by a fairly high level of their employment (in the 2019-2020 academic year-71.66%, according to employment indicators). Overall, an average of 77% of graduates were employed between 2019-2023.

On May 28, 2022, Dulaty University successfully passed its institutional accreditation. Institutional accreditation was carried out by an Independent Accreditation and Rating Agency, and a certificate was issued with registration number KZ19LAA00018483 dated 22.05.2022. (<https://dulaty.kz/en/institutional-accreditation-eng>).

Training of personnel in the accredited SP 7M06113-Corporate Information Systems and Technologies is carried out by the Department "Information Systems", which is a structural division of the Faculty of Technology.

Training and graduation of specialists in the accredited SP at Dulati University is carried out in accordance with the State License (<https://dulaty.kz/ru/ob-universitete/litsenzii-targu.html>).

Taraz Regional University and the Polytechnic Institute of Braganza (Portugal) signed an agreement on the implementation of the double Master's degree program in SP 7M06113-Corporate Information Systems and Technologies. The terms of development and implementation of SP 7M06113-Corporate Information Systems and Technologies are set out in the Memorandum of Cooperation between M.Kh.Dulaty TarRU and the Polytechnic Institute of Braganza.

#### **(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

Образовательная Educational programa 7M06113 Corporate Information Systems and Technologies (a two-degree educational program with the Polytechnic Institute of Braganza, Portugal) is accredited in the IAAR for the first time.

#### **(V) DESCRIPTION OF THE EC SESSION**

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert Commission on specialized accreditation of educational programs to the NPO " M.Kh.Dulaty Taraz Regional University" in the period from May 23 to May 25, 2024.

In order to coordinate the work of the EEC 17.05.2024, an on-line installation meeting was held, during which powers were distributed among the commission members, the schedule of the visit was clarified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the Chairman of the Management Board-the Rector, Vice-rectors of the university in the areas of activity, heads of structural divisions, deans of faculties, heads of departments-heads of educational institutions, teachers, students, graduates, employers. A total of 159 representatives took part in the meetings (Table 1).

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

<b>Category of participants</b>	<b>Number</b>
Chairman of the Management Board-Rector	1
Vice-rectors	5
Heads of structural divisions	27
Deans of Faculties	1
Heads of Departments	6
Teachers	25
Students	22
Graduates	52
Employers	20
<b>Total</b>	<b>159</b>

During the excursion, the EEC members got acquainted with the educational buildings of the NPO " M.Kh.Dulaty Taraz Regional University". Regarding SP 7M06113-Kcorporate information systems and technologies selectively visited: 2.2.206, 2.2.208 aud.

At the meeting of the IAAR EEC with the target groups of the NPO " M.Kh.Dulaty Taraz Regional University", the mechanisms for implementing the university's policy were clarified and certain data presented in the self-assessment report of the SP were specified.

During their work, the EEC members visited the following internship bases:: KSU "Center for Project Management and Digitalization of Zhambyl region" of the Digital Technologies Department of the Akimat of Zhambyl region".

In accordance with the accreditation procedure, 56 teachers and 63 students, including junior and senior students, were interviewed.

In order to confirm the information provided in the Self-assessment Report, external experts requested and analyzed the university's working documentation. Along with this, the experts studied the Internet positioning of the university through the official website of the university <https://dulaty.kz/ru/>.

Within the framework of the planned program, recommendations for improving the accredited educational programs of NPO " M.Kh.Dulaty Taraz Regional University", developed by the EEC recommendations based on the results of the examination, were presented at a meeting with the management on 25.05.2024.05.

## **(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS**

### **6.1. Стандарт Eligibility Standard**

- ✓ Educational organizations that plan to implement a joint educational program must be recognized by the relevant authorities of the country where they are located.
- ✓ Participation in the implementation of a joint educational program and the award of a joint academic degree must comply with national regulations.
- ✓ The academic degree (s) awarded must comply with the national qualification system of the countries where the PA is located.
- ✓ A joint educational program should be developed and implemented with the involvement of all partner educational organizations.
- ✓ The conditions for developing and implementing a joint educational program should be clearly set out in the cooperation agreement between partner educational organizations.
- ✓ The cooperation document should set out the following:
  - ✓ information about the academic degree (qualification, degrees) awarded for the development (completion) of a joint educational program;
  - ✓ coordination and responsibility of the involved partner educational organizations in relation to management and financial organization (including financing, cost-revenue sharing, etc.);
  - ✓ rules of admission and selection of students;
  - ✓ mobility of students and teachers;
  - exam rules, methods for evaluating student achievement, recognition of ECTS credits, and procedures for awarding joint academic degrees.

#### ***Proof part***

M.Kh.Dulaty TarRU is one of the leading regional universities in Kazakhstan. All the activities of TarRU-educational, scientific and innovative, educational - are closely connected with the economic, social and cultural life of the country and the region, as well проведением as consistent work on the implementation of the University's Development Program for 2023-2029.

The University's educational activities are carried out in accordance with the regulatory and legal acts of the Republic of Kazakhstan in the field of education.

The conditions for the development and implementation of the double-degree educational program 7M06113-Corporate Information Systems and Technologies are set out in the Memorandum of Cooperation between M.Kh.Dulaty TarRU and the Polytechnic Institute of Braganza (Portugal).

All aspects of implementing a two-degree educational program and awarding joint degrees strictly comply with the national regulations of both countries. For this purpose, TarRU and the Polytechnic Institute of Braganza (hereinafter referred to as IPB) have concluded an additional



agreement to the memorandum, which regulates the structure of the DDE, payment terms and other aspects of organizing the educational process.

The degrees awarded under the two-degree program fully comply with the national qualification systems of both countries. This is achieved through the development of academic programs that are recognized as equivalent in both universities. After completing the Master's degree in DDE 7M06113-Corporate Information Systems and Technologies, graduates are awarded «a Master's degree in Technical Sciences» from TarRU and «a Master's degree in Computer Science» from the Polytechnic Institute of Braganza (Portugal).

The two-degree educational program is developed with the direct participation of all interested participants of partner universities. In the process of developing the DDE, joint working groups are created from teachers and stakeholders of both parties.

The conditions for developing and implementing a two-degree educational program are clearly set out in the supplementary agreement to the memorandum of cooperation between partner universities. This document covers all key aspects of the program: the structure of the curriculum, the distribution of responsibilities between universities, as well as conditions for students (for example, exchange, internships and final works). These terms are agreed and signed by both parties, which guarantees transparency and compliance with all agreements.

Based on the given examples and descriptions, it can be concluded that TarRU sufficiently fulfills all the criteria necessary for the successful implementation of DDE 7M06113-Corporate Information Systems and Technologies.

#### ***Analytical part***

Analysis of the submitted information and supporting documents for this standard allows us to draw the following conclusions.

The University demonstrates quality management in the context of implementing strategic documents. The DDE guidelines demonstrate that the DDE/WC is consistent with national development priorities and the Educational organization's Development Program.

However, the EEC notes the following.

There is no clear mechanism for the formation of a contingent of students enrolled in the DDE, and the agreement between partner universities does not contain clear criteria for enrollment in the DDE, taking into account the requirements of a foreign partner university and regulatory documents of the Ministry of Foreign Economic Development of the Republic of Kazakhstan.

In addition, it is important to provide mechanisms for feedback and evaluation of the effectiveness of the implementation of the DP, so that the development strategies of the DP can be adjusted based on the results obtained and feedback from stakeholders. Only this approach will allow the university to successfully adapt to changing conditions and remain in a leading position in the field of education.

The University has not provided the necessary mechanisms for identifying, assessing and managing risks within the framework of the ADP. This creates the risk of unpredictable consequences, such as poor quality of education, lack of the DDE contingent, financial losses and loss of reputation.

#### ***Strengths/Best practices in SP 7M06113-Corporate Information Systems and Technologies:***

not detected.

#### ***Recommendations for SP 7M06113-Corporate Information Systems and Technologies:***

- Establish clear criteria for admission of applicants to the DDE, taking into account the requirements of a foreign partner university and regulatory documents of the Ministry of Internal Affairs of the Republic of Kazakhstan, with further adjustments to internal regulatory documents and the agreement between the partner university (Deadline 01.09.2024);

- Establish feedback mechanisms, including the participation of all interested stakeholders, and criteria for evaluating the effectiveness of the ADP (Deadline 01.01.2025);
- To introduce formalized risk management procedures into the practice of planning activities at all levels of risk management, taking into account (Deadline 01.09.2025):
  - the procedure for their identification, evaluation and selection;
  - assessing the consequences and identifying opportunities (positive risks);
  - planning measures to reduce negative consequences and realize opportunities in the event of exposure to risk factors.

***HEC's conclusions based on the following criteria:***

**According to the standard "Eligibility for participation (eligibility)" under SP 7M06113-Corporate information systems and technologies, 9 criteria have a satisfactory position, 1-suggests improvements.**

**6.2.Learning Outcomes Standard"**

- ✓ *The co-educational program should be developed in accordance with the established goals, including the expected learning outcomes.*
- ✓ *The qualifications obtained as a result of a joint educational program should be clearly defined, explained and correspond to a certain level of the national framework of qualifications in higher education and, consequently, the framework of qualifications in the European Higher Education Area (EQ-ENEA).*
- ✓ *Subjects of the joint educational program should ensure the achievement of planned learning outcomes, including knowledge, skills and competencies of the relevant field (s) of education.*
- ✓ *A joint educational program should ensure that each student achieves the planned learning outcomes.*
- ✓ *The co-educational programme, if relevant, should take into account the minimum agreed learning conditions specified in the European Union Directive 2005/36 / EC or the relevant general learning framework established in accordance with the Directive.*

***Proof part***

To prove that the post-graduate education program 7M06113-Corporate Information Systems and Technologies meets the criteria of this standard, the following arguments can be given.

The double-degree educational program 7M06113-Corporate Information Systems and Technologies of TarRU, together with a IPB (Portugal), includes prescribed goals and expected learning outcomes that are consistent with the requirements of both the national and international qualifications frameworks. These goals and learning outcomes are clearly set out in the curricula and discipline descriptions that are available to students and teachers.

Modules and courses of the educational program 7M06113 - "Corporate information systems and technologies" are structured under the credit technology of training. The SP includes 120 credits of theoretical training, research and teaching practice, research papers of undergraduates, scientific internship and final certification. The structure of the two-degree postgraduate education program fully meets the requirements of the State Higher and Postgraduate Education System of the Republic of Kazakhstan, the Portuguese Higher Education System developed by NARIC; the International Standard Classification of Education ISCED and EQF.

The University has developed the curriculum in such a way that the final qualification corresponds to the levels of the national qualifications framework and European standards. The curriculum includes disciplines aimed at developing professional competencies and skills.

The program meets the requirements set out in the EU Directive 2005/36/EC, which is confirmed by the inclusion in the educational process of minimum standards of training for professions regulated at the EU level. For example, educational programs in the field of ICT include mandatory disciplines on programming technologies, security and IP architecture, databases, etc., which meets the European standards for training IT specialists.

These examples and arguments demonstrate that the educational program of the university meets the established criteria, providing high-quality education and training of specialists in demand at the international level.

**Analytical part**

The VEK notes that the university has a procedure for developing an SP. Two-degree programs are developed on the basis of an agreement between two вузамипartner universities. Taraz Regional University and the Polytechnic Institute of Braganza (Portugal) signed an agreement on the implementation of the program of double master's degrees in the educational program 7M06113 - "Corporate Information systems and Technologies". The program assumes a scientific and methodological orientation of training and in-depth specialized training in the field of information technology. The educational program of two-degree education takes into account the requirements of the State educational standards of all levels of education of the Republic of Kazakhstan and the requirements вузаof the partner university.

At the same time, in order to improve and ensure the quality of DDE education, the management should pay attention to the declared results of training at the DDE level, ensuring a balance between theoretical knowledge and practical, research skills. In addition, it is necessary to ensure that the DDE reflects the academic disciplines specified in the agreement between the partner university, indicating the degree of influence on the planned learning outcomes at the level of the educational program.

The EEC also notes that in the process of studying the DDE in the paper version and in the Register of Educational Programs of the Ministry of Internal Affairs of the Republic of Kazakhstan, some shortcomings in the formulation of learning outcomes were identified, as well as an incomplete description of the academic disciplines studied at a foreign partner university.

**Strengths/Best practices in SP 7M06113-Corporate Information Systems and Technologies:**

not detected.

**Recommendations for SP 7M06113-Corporate Information Systems and Technologies:**

- The EP management should updateой the educational programsы, formulate measurable learning outcomes and ensure constructive coordination of learning outcomes, the complexity of academic disciplines, teaching methods, training and assessment to 1.01.202.2025.
- Ensure that the DDE is updated in the Register of Educational Programs of the Ministry of Internal Affairs of the Republic of Kazakhstan, taking into account the academic disciplines specified in the agreement between the partner university, indicating the degree of influence on the planned results of self-study at the level of the educational program up to 1.01.202.2025.

**EEC's conclusions based on the following criteria:**

**According to the standard "Learning outcomes" for SP 7M06113-Corporate Information systems and Technologies, 5 criteria have a satisfactory position.**

**6.3. Standard "Program Development and approval"**

- ✓ The structure and content of the joint educational program should be defined and developed on the basis of a student-centered approach to learning to ensure the achievement of planned results.
- ✓ A joint educational program should be developed with the participation of students and other stakeholders.
- ✓ The European Credit Transfer System (ECTS) should be applied correctly and the allocation of credits should be clear.
- ✓ A joint educational program provides coverage of the required workload. The bachelor's program is not less than 180-240 ECTS credits; the joint master's program is not less than 90-120 ECTS credits and must not be less than 60 ECTS credits at the second level of the cycle (credit ranges according to FQ-ENEA); for joint PhD programs, the credit range is not specified.
- ✓ A co-educational program has mechanisms for controlling the learning load and the average time to complete the program.

**Proof part**

At the local level, the development of educational programs at the university is regulated by the internal regulatory document " Regulations on the design and updating of educational programs

"(from 09.06.2022 Reg.No. 47), which regulates the rules for the development and approval of educational programs.

The design of the accredited DDE was carried out in accordance with the established requirements. The goals, objectives and results of training are set, according to which the content of the ADD is determined. Learning outcomes – the projected competencies are aligned with the elements of the DDE. Thus, the result of the implementation of DDE is determined by the results of mastering individual academic disciplines and modules.

The University has an official team of DDE developers, where the developers include: Teaching staff from the number of teaching subjects on this DDE, students, as well as a representative of the partner university.

The participation of developer members in the development of the DDE is reflected in the council meetings, reviews, and expert opinions. External experts are: 1) Special experts for conducting SP accreditation; 2) Special experts when participating in the SP rating of independent specialized agencies (including Atameken National Chamber of Entrepreneurs); 3) Special experts when obtaining permission to be included in the register of SP of the Ministry of Education and Science of the Republic of Kazakhstan; 4) Interested stakeholders-employers of the region (Department of Digital Technologies of the Akimat of Zhambyl region, Branch of the State Enterprise "Academy of Public Administration under the President of the Republic of Kazakhstan for Zhambyl region").

The university uses systems for monitoring academic load and student performance, which allows you to identify and solve possible problems in a timely manner. For example, electronic learning management systems are used, where students can track their progress and receive feedback from teachers. The average completion time of programs is also monitored, and student support mechanisms such as counseling and additional classes are provided.

The list of disciplines on both sides is taken into account when drawing up the individual curriculum of the student. Also, the student fully passes all types of internships and final certification. The individual curriculum of the student includes a list of academic disciplines, their labor intensity (in credits), distribution by semester (1-2 semesters at M.Kh.Dulaty TarRU, 3-4 semesters at the Polytechnic Institute of Braganza).

### ***Analytical part***

Analysis of the submitted information and supporting documents for this standard allows us to draw the following conclusions.

The University uses a student-centered approach in the development of educational programs. Curricula are formed taking into account the individual needs and interests of students, which contributes to the achievement of planned learning outcomes.

When creating two-degree educational programs, the university attracts students and other stakeholders, including employers and professional associations. Working together with stakeholders ensures that programs are relevant and in demand in the labor market, and also takes into account the expectations and requirements of various groups.

The European Credit Transfer System (ECTS) is used correctly and the distribution of credits is clearly defined. ECTS credits are calculated based on student workload, which ensures transparency and comparability of academic programs at an international level.

The two-degree educational program fully meets the requirements for the workload and ECTS credits.

The University has developed mechanisms for monitoring the academic load of undergraduates. Regular monitoring allows you to adjust programs and ensure timely completion of training.

***Strengths/Best practices in SP 7M06113-Corporate Information Systems and Technologies:***

When developing additional programs, the university adheres to the Europeanой системы Credit Transfer Systems (ECTS), and the distribution of credits is clear.

**Recommendations for SP 7M06113-Corporate Information Systems and Technologies:**  
missing items.

**WEC's conclusions based on the following criteria:**

**According to the standard "Development and approval of the program" for SP 7M06113-Corporate information systems and technologies 1 criterion, the 1st criterion has a strong position and the 4th criterion is satisfactory.**

#### 6.4. Standard "Admission and academic performance of students, recognition and certification"

✓ Partner educational organizations must have pre-defined, published and consistently applied admission rules and corresponding requirements for applicants.

✓ Selection procedures should correspond to the level of the joint educational program, regulate all periods of the "life cycle" of training, i.e. academic performance, recognition and certification.

✓ Recognition of qualifications and periods of study (including recognition of prior training) should be applied in accordance with the Lisbon Recognition Convention and supporting documents.

#### **Proof part**

M.Kh.Dulaty TarRU strives to accept applicants with high academic performance, capable of achieving high professional results. The admission procedure is based on the principles of openness and transparency, meeting the legislative requirements of the Republic of Kazakhstan. Applicants and their parents are provided with the necessary information via the official website of the university. The Admissions Committee organizes the acceptance of documents and the enrollment process in accordance with the requirements of the Ministry of Science and Higher Education of the Republic of Kazakhstan. For undergraduates, contracts are concluded on a paid basis. Training groups are formed on the basis of credit technology and discipline entries. First-year students' documents are accepted until August 25, and their verification is carried out by the Registrar's Office. The admission procedure is regulated by the internal rules of the university, and students are registered in the AIS "Platonus" system and NOBD, the secretary of the admissions committee and the head of the marketing department are responsible for the correctness of the data.

M. Kh. Dulaty University fully fulfils the criteria and recognition of qualifications and study periods in accordance with the Lisbon Recognition Convention and supporting documents. The procedures for recognition of previous studies and qualifications are clearly regulated and implemented on the basis of international standards, which is confirmed by successful accreditation of programs and cooperation with foreign universities. The University provides a transparent and timely process for recognizing academic achievements, which allows students to continue their studies and receive double degrees without delay. All documents and recognition procedures are available to students and are regulated by relevant internal regulations, which guarantees their compliance with international requirements. The procedure for recognition of learning outcomes is regulated by the document PD 2-6-2-2020 "Regulation on the policy of academic recognition of learning outcomes".

#### **Analytical part**

Despite the desire for high academic standards, certain shortcomings in the regulation of the "life cycle" of training are identified: admission, academic performance, recognition and certification.

The procedure for admitting students to a two-degree program is not sufficiently transparent and not systematic. Although the general admission requirements are met, there is no clear system for evaluating candidates' academic achievements, which leads to heterogeneity in the level of training of applicants. Official documents and admission instructions available on the site do not always reflect the specific requirements for two-degree programs.

There are insufficient regulations and strict monitoring of the progress of undergraduates in a two-degree program. While in the main program, the university applies various mechanisms for monitoring and supporting students.

***Strengths/Best practices in SP 7M06113-Corporate Information Systems and Technologies:***

not detected.

***Recommendations for SP 7M06113-Corporate Information Systems and Technologies:***

- Introduce standardized criteria for selecting applicants for admission to the DDE, taking into account academic achievements, level of foreign language proficiency, participation in research activities and other indicators that are important for successful training in a two-degree program (Term 01.01.202.2025);

- To improve the regulation of all stages of training in a two-degree program, it is recommended to update and detail the admission instructions, develop a system for monitoring the progress of undergraduates, improve coordination with a foreign partner university, and ensure regular updating of information on the university's website related to the two-degree program. Deadline: until 01.01.2025.

***EEC's conclusions based on the following criteria:***

According to the standard "Admission, academic performance, recognition and certification of students" according to SP 7M06113-Corporate information systems and technologies 1 criterion is in a satisfactory position, 2 implies improvements.

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 management of the EP should ensure that teaching is based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and assessment of learning outcomes that ensure the achievement of the goals of the EP, including competencies, skills in performing scientific work at the required level.
- ✓ The management of the SP should determine the mechanisms for distributing the academic load of students between theory and practice in the framework of the SP, ensuring the development of the content and achievement of the goals of the SP by each graduate.
- ✓ An important factor is the availability of our own research in the field of methods of teaching SP disciplines.
- ✓ The university must ensure that the procedures for evaluating learning outcomes are consistent with the planned results and goals of the EP.
- ✓ The university should ensure consistency, transparency and objectivity of the mechanism for evaluating the learning outcomes of the SP, publication of evaluation criteria and methods in advance.
- ✓ Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly improve their skills in this area.
- ✓ The EP management should demonstrate the existence of a feedback system for using various teaching methods and evaluating learning outcomes.
- ✓ The SP leadership should demonstrate support for students' 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.

***Proof part***

The university's educational activities are based on an academic policy aimed at meeting the needs for quality education. One of the priorities of the University's Development Program for 2023-2029 is the full implementation of the principles of student-centered education.

Implementation of inclusive education is one of the university's priorities. The university's infrastructure is constantly being improved, taking into account the needs of students with special educational needs. Since the 2017-2018 academic year, a specialized office "Center for

"Psychological Adaptation of Inclusive Education" has been additionally connected to the classroom fund used during classes and during the session, in which 5 computers, 10 seats, upholstered furniture, special devices, specialized literature are installed. When drawing up the schedule of classes and exams, the needs of this category of students are taken into account.

Permanent courses in Kazakh and Russian languages are open for foreign students.

The design of educational programs is carried out in such a way that it provides equal opportunities for all categories of students in the formation of an individual educational trajectory. When developing the SP, the opinion of students as target consumers of programs is taken into account. Senior students and undergraduates are officially included in working groups on the development of the EP.

Starting from the stage of admission to the university, a student forms his / her individual learning path (individual curriculum - IEP). The IEP is compiled for each academic year on the basis of the SP curriculum and the catalog of elective subjects. The choice of an individual educational trajectory is carried out on the basis of modular educational programs, in which, in addition to general education, basic disciplines of the mandatory component, elective courses and practices are included, which are aimed at ensuring professional competencies. Students who wish to acquire knowledge and competencies from a different field of specialization have the opportunity to study additional credits during the summer period on a paid basis.

The entire infrastructure, office management, and teaching materials provide a bilingual environment. To support the bilingual environment, the forms of documents in Russian and Kazakh are developed and updated annually, which are available on the corporate network, all information stands, the university website, posters, signs and signs are compiled in two languages, most university teachers speak Kazakh and Russian, the library fund is equally replenished (as of 01.10.2023 It is 1288954 copies, including 312759 copies in the state language. Among them: educational and methodical literature – 1,037,588 (80.4%) copies, including in the state language – 216028 copies; scientific literature-176217 (13.6%) copies, including in the state language-78678 copies), All educational and methodical documentation is compiled in two languages of instruction (Kazakh, Russian) - catalogs, IC and WC, EMCD, work programs, syllabuses, tests, exam tickets. And for students of specialized departments or streams (multilingual groups) studying a course in English – the EMCD is developed in English.

The university has organized the process of adaptation of foreign students. Groups of foreign students are provided with language training during the 1st year of study. Foreign students study in groups with other students, which contributes to the integration of a foreign student into a new socio-cultural life.

In order to increase the effectiveness of educational activities in the learning process, teachers use a variety of forms and methods of training that ensure the development of communication, organizational and managerial skills of future graduates. Both traditional and innovative methods are widely used: case studies, video lectures, discussions, trainings, creative reports and presentations, business games, etc. Since 2008, the university has been implementing a project to introduce new teaching technologies: in accordance with the plan, a number of training seminars and trainings for teaching staff are held annually; each teacher is required to conduct an open lesson or master class using modern teaching technologies.

The results of innovative educational activities are introduced, as a rule, into the educational process in the form of textbooks, recommendations, special seminars, and are included in the content of lectures, seminars, practical and laboratory classes. The University has a system of encouraging teachers who use innovative teaching methods. For example, since 2009, the university has traditionally held an annual competition among teaching staff to develop the best multimedia product.

The university has defined the mechanisms for ensuring that each graduate of the SP develops learning outcomes and ensures the completeness of their formation. The main criterion for completing bachelor's degree programs is that the student has completed at least 240 academic credits for the entire period of study, including all types of academic activities of the student. The

full academic load of one academic year is at least 60 academic credits or 1,800 academic hours. OVPO independently distributes the amount of academic credits by semesters (trimesters, quarters).

The full academic load of one academic year is at least 60 academic credits. At the same time, students complete at least 20 academic credits in one semester. (<https://adilet.zan.kz/rus/docs/V2200028916>)

According to the Bachelor's degree program in all areas, the number of students enrolled in the 2021-2022 academic year was 264 students. In the 2022-2023 academic year – 313 students, and in 2023-2024 the number of students is 284 students.

Assessment of academic achievements and the level of training of students at the university is carried out in accordance with the following regulatory documents: "Academic Policy", "Regulations of the educational process", "Regulations on Planning, monitoring and reporting in the educational process", Regulations "Policy for evaluating students' academic achievements", "Rules for conducting current monitoring of academic performance, intermediate and final assessment of students' academic achievements". attestations of students". The degree of students' assimilation of certain competencies and skills is evaluated throughout the entire educational process from the moment of admission to the final state certification. Monitoring of academic achievements is carried out through current, milestone and final control of academic performance using a point-rating system for assessing knowledge.

Students have access to individual consultations of academic supervisors when writing their thesis and master's thesis, when preparing for exams, as well as textbooks, study guides, handouts, methodological guidelines for independent work, electronic textbooks, and access to online educational resources.

At the University, the Registrar's Office, together with the Department of Academic Affairs, conducts seminars for teaching staff aimed at informing teachers about new teaching methods and evaluating students' achievements. In 2022, the university hosted a seminar "Development of academic programs. Some aspects", which was conducted by the team on institutional efficiency of Nazarbayev University.

When conducting an IGA, the chairman and members of the SAC are the evaluators. Members of the SAC are employees from among the most experienced and settled teachers of the graduating department, and specialized specialists are also attracted by the employer. So, in 2022, the head of the technical training department of Kazphosphate LLP S. D. Khusainov was included in the SAC.

To work with complaints and appeals of students, a feedback system has been created with the university's management bodies: ballot boxes for collecting written complaints and appeals of students; the rector's blog on the university website, where not only students, but also employees can ask a question of interest; Call center: 8 (7262) 55-67-20, e-mail: [tsos\\_2020@mail.ru](mailto:tsos_2020@mail.ru); the procedure for applying students through the dean's office.

A survey to assess the level of satisfaction of students with the quality of educational services provided in the OP is conducted at the end of the academic year. Analysis of the results of the survey shows that a positive assessment of the quality of educational services provided by the university prevails among students: students highly appreciate the professional level of university teachers; they are satisfied with the scientific and educational environment of the university and the provision of information support to the educational process.

Thus, the university has procedures that allow for high-quality and full implementation of the principles and methods of student-centered learning, teaching and evaluation. Compliance with ESG Standards allows for high-quality training of future specialists.

### ***Analytical part***

As a result of the analysis of the schedule of bachelor's and master's degree classes for the 2023-2024 academic year, experts identified an uneven load of settled teachers in the bachelor's degree. For example, established teachers with significant experience in teaching core subjects



teach courses in the first two semesters. While teachers with a master's degree lead specialized disciplines in senior courses.

Analyzing the criteria of the standard "Student-centered learning, teaching and assessment of academic performance", the experts of the Higher School of Economics have found that the university and the SP management demonstrate a purposeful policy of implementing measures to take into account the needs and individual characteristics of various groups of students in both academic and non-academic activities.

The HEC experts found that the workload of students is taken into account when developing SP documents and meets the requirements for implementing the credit training system.

The educational trajectory of training is formed by each student individually, under the guidance of an adviser. All the necessary information of students and teachers of the SP is available in the AIS "Platonus" 6.0 in the individual account of each participant in the educational process.

The EP management ensures the availability and effectiveness of a mechanism for objective evaluation of learning outcomes, a peer appeal mechanism, and transparency of evaluation criteria and tools. In case of disputes about the results of final assessments, an appeal commission is created, which includes experienced teachers of the department. However, in the course of interviews with students and graduates, the EEC experts found that when passing the intermediate certification, the test form of passing the exam prevails and that the procedure for evaluating learning outcomes does not always correspond to the planned results and goals of the IEP.

In the course of conversations between the EEC members and students, it was established that the university provides comprehensive support to students, compensates for the costs of participation in international conferences, republican Olympiads, and competitions.

Based on the results of a survey of students, it was established that:

-76.2% of students are completely satisfied with the objectivity of their assessment of knowledge, skills and other academic achievements;

-76.2% of students are fully satisfied with the clarity of the assessment criteria used by the teacher;

-84.1% of students are completely satisfied with the objectivity of the teacher's assessment of their achievements.

***Strengths/Best practices in SP 6B05314 Chemistry, 7M05311 Chemistry, 6B07115 Chemical Engineering and Processes, 7M07112 Chemical Engineering and Processes:***not detected

***Recommendations for SP 6B05314 Chemistry, 7M05311 Chemistry, 6B07115 Chemical Engineering and Processes, 7M07112 Chemical Engineering and Processes:***

- The EP management should ensure that the procedures for evaluating learning outcomes comply with the planned results and goals of the EP by 01.09.2024.

***Дополнительные рекомендации for SP 6B05314 Chemistry, 6B07115 Chemical Engineering and Processes:***

- The SP management should review the load distribution between lectures and practical / laboratory work of teachers who have been settled down and those who have not been settled down, starting from the 2024-2025 academic year.

***EEC's conclusions based on the following criteria:***

According to the standard "Student-centered learning, teaching and evaluation of academic performance", the educational programs 6B05314 Chemistry, 6B07115 Chemical Engineering and Processes have 8 satisfactory positions, 2 positions suggest improvement.

According to the standard "Student-centered learning, teaching and evaluation of academic performance", the educational programs 7M05311 Chemistry, 7M07112 Chemical Engineering and processes have 9 satisfactory positions, 1 position implies improvement.

### 6.66. The "Learners" Standard

- ✓ The university must demonstrate the policy of forming a contingent of students and ensure transparency and publication of procedures regulating the life cycle of students (from admission to completion).
- ✓ The SP management should provide for special adaptation and support programs for newly enrolled and foreign students.
- ✓ The university must demonstrate that its actions comply with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.
- ✓ The university should provide opportunities for external and internal academic mobility of students, as well as assist them in obtaining external grants for training.
- ✓ The university should encourage students to self-educate and develop outside of the main program (extracurricular activities).
- ✓ An important factor is the availability of a support mechanism for gifted students.
- ✓ The university must demonstrate cooperation with other educational organizations and national centers of the " European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers " ENIC/NARIC to ensure comparable recognition of qualifications.
- ✓ The university should provide students with places of practice, demonstrate the procedure for promoting employment of graduates, and maintain communication with them.
- ✓ The university must demonstrate the procedure for issuing graduates with documents confirming their qualifications, including the achieved learning outcomes.
- ✓ The management of the SP should demonstrate that graduates of the program have the skills that are in demand in the labor market and that these skills are really relevant.
- ✓ The SP management should demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.
- ✓ An important factor is the existence of a functioning alumni association.

#### **Proof part**

In order to attract the most qualified applicants, the university conducts systematic career guidance work throughout the calendar year. Various career guidance events are held (Olympiads, contests, intellectual games, developed booklets on SP and a promotional video of the department) in secondary and secondary technical educational institutions and at the university with the invitation of school and college students to the "Open Day". Career guidance work at the university is carried out in accordance with the plan of career guidance work at the level of the department, faculty. Visits of the department's teaching staff to schools and colleges in Taraz and Zhambyl region are organized, conversations and seminars are held with school graduates.

Admission and admission to training is carried out in accordance with the regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan. The university does not impose any additional conditions for applicants. SP students participate in the competition according to the current requirements. So, in the 2022-2023 academic year, students Elemes A., Sharapat K. became the owners of additional grants from the public fund "Kazakhstan Halkyna", while students Turatbek N., Azhibay A., Yerezhep, Khidirbayeva Zh. received educational grants from the KAZENERGY Association.

At the department, every year before the beginning of the academic year, the head of the laboratory conducts an inventory of material, technical and information resources. The analysis is carried out and shortcomings are identified, applications are made for the purchase and repair of necessary equipment, devices, materials, reagents in accordance with the existing contingent of students.

A favorable factor for admission to the university is the system of tuition discounts depending on the academic achievements of students, discounts for socially vulnerable students (orphans, disabled people of groups I and II). For example, students Muratkyzy N., Zhomartkyzy A., Sadibek S., Kenzhebek Zh., Aivaz-ogly E received discounts on training, and Beysen G. (an orphan) also receives an additional scholarship from the university.

The system of social support for students developed by the University quickly responds to changes in the economic environment associated with a decrease in the solvency of the population (PD 4-10.01-2022 Regulation on the provision of benefits for tuition fees for educational programs of the M.Kh.Dulaty Taraz Regional University).

The presence of dormitories at the university is of great importance for students. Every student who needs living space has the right to apply for a hostel, and nonresident students who study full – time-at the full-time department of the university.

Organization of work with international students enrolled in external incoming mobility programs at the university is supervised by the Department of International Cooperation. The

following documents have been developed and used: PD 3-5-3-2021 "Regulations on working with foreign students", a program for adapting foreign students to the conditions and requirements of the university's educational process.

The university has organized an adaptation process for foreign students, which contributes to their adequate interaction with the socio-cultural and intellectual environment of the university, the psycho-emotional stability of foreign students, the formation of new personality qualities and social status, the development of new social roles, the acquisition of new values, and understanding the significance of the traditions of the future profession. The process of adaptation to the new socio-cultural environment takes place both within the framework of educational activities and during extracurricular activities, which undoubtedly contributes to the acceleration of this process, as well as forms speech and socio-cultural competence. Foreign students study in multinational groups, which contributes to the successful adaptation of a foreign student to a new socio-cultural life.

Each university student independently builds their own individual curriculum on-line. Foreign students are given the full right to choose the language of instruction.

Cooperation with foreign universities on academic mobility, as well as the admission of foreign students, is fully consistent with the Convention on the Recognition of Qualifications Related to Higher Education in the European Region, which aims to ensure that the qualifications of a signatory from one country can be recognized in another country. The final document confirming the academic mobility program is a transcript. Conversion of ECTS credits to credits of the Republic of Kazakhstan and back is carried out on the basis of uniform transfer coefficients for higher education in accordance with PD 03.10-2023 "Regulation on the policy of academic recognition of learning outcomes at M.Kh.Dulaty Taraz Regional University".

Academic exchanges are implemented in accordance with agreements and agreements between the university and partner universities.

The main sources of funding for external mobility programs are: funds of the Ministry of Education and Science of the Republic of Kazakhstan; funds of the ERASMUS program; own funds of the University.

Before, during and after the mobility, students work closely with the International Cooperation Office, which helps to solve all the problems that arise. A dossier is created for each student, in which the student collects all the documents necessary to participate in mobility under the control of the Department. In the 2022-2023 academic year, students of the 3rd year of SP 6B05314-Chemistry were trained in academic mobility at universities of non-CIS countries: Kali G. A. (Adam Mickiewicz University, Poland); Kanatbek U.G. (Adam Mickiewicz University, Poland); Akhmetzhanova A. S. (Tomasz Bati Zlin University, Czech Republic); Nurmakhanova A. A.S. (University of Huelva, Spain). Internal academic mobility is implemented in accordance with the concluded agreements, according to which in 2021-2022 academic year 1 student of SP 6B05314 - Chemistry studied at the West Kazakhstan University named after M. Utemisov. In 2023-2024 academic year, Master's student SP 7M05311 - Chemistry Reimbaev Erbol studied under the program of external academic mobility at the University of Huelva (Huelva, Spain).

In their free time, students are engaged in student scientific circles operating at the university departments. Within the framework of SP 6B05314, 6B07115 there is a circle "Chemist", which annually involves from 30 students and more. A calendar plan for the club's work is developed annually.

Taraz Regional University has a two-pronged support mechanism for gifted students. The first is to support creative and athletic youth. In order to attract students to creative and active social life, develop their potential and interest in art, the Center for the Development of Students' Creativity organized a number of educational events in artistic, aesthetic and patriotic areas. The University annually hosts the contest "Zhas talent" among students of the 1st-2nd year in autumn.

The university management, including the department, attracts gifted students to participate in research projects of the department, to co-author in scientific journals, delegates students to participate in international scientific and practical conferences, while providing financial support.

The university has a Fund named after M. F. Urkumbayev, which allocates personalized scholarships to particularly distinguished students.

So, 5 students of SP 6B05314-Chemistry in the 2022-2023 academic year won a Presidential scholarship, 2023-2024 academic year a 3rd-year student Karimbayeva Zh. she was also awarded a Presidential scholarship.

4 students of SP 6B05314-Chemistry participated in the Startup Kazenergy, where they won the 1st place in the Republic of Kazakhstan, receiving a grant of 2.5 million tenge.

In 2021-2022, within the framework of the International Scientific Project "Science with a Purpose: Improving Environmental Science Capacity in Kazakhstan Universities", second-year students of SP Chemistry completed scientific work and received a one-time scholarship in the amount of 100 US dollars as motivation.

The second direction-support for young people who are interested in science-is implemented through participation in research projects, namely in student scientific and practical conferences organized by the university. The university holds a competition for the qualification "Research student" with the award of a prize.

The University actively cooperates on the recognition of qualifications with the National Center for the Development of Higher Education of the Ministry of Education and Science of the Republic of Kazakhstan, which is part of the ENIC-NARIC information network. The university has a document PD 03.10-2023 "Regulation on the policy of academic recognition of learning outcomes in M.Kh.Dulaty Taraz Regional University", which prescribes recognition and notification procedures.

Organization and completion of practical training at the department is carried out in accordance with PD 3-1. 01. -2022 "Rules for organizing and conducting pedagogical practice and defining organizations as practice bases". Practical training is an integral part of the educational program. The main types of practice of students are educational, industrial, pre-graduate.

The search and selection of enterprises or specialized laboratories as practice bases is carried out taking into account the direction of professional training of students in the university. For the conclusion of contracts between the university and enterprises selected as student practice bases, preference is given to those enterprises whose activities correspond to the taught disciplines of the department. With this approach, students will be well acquainted with a particular area of professional activity.

The terms of the internship are set in accordance with the curriculum and Academic calendar, taking into account the capabilities of the university's educational and production base and organizations-bases of practice and the level of theoretical readiness of students. To manage the practice of students, internship supervisors from the university are appointed. Students register on the portal for the appropriate type of practice and include it in their individual training plan. The student draws up the results of the internship in the form of a written report, which he defends before the commission at the department. Within the framework of accredited SPS, the number of practice bases includes RSE on PCV "National Center for Examination of Medicines and Medical Devices" of the Committee for Medical and Pharmaceutical Control of the Ministry of Health, Taraz enterprises, Kazphosphate LLP.

The effectiveness of graduates' employment is monitored by the Career Center and confirmed by the data of the GTSVP. To support students in finding employment, a job fair "Zhas Maman" is held annually in the Youth Palace.

The Department maintains contacts with graduates both directly and through the Alumni Association. OP graduates participate in annual job fairs. Also, the department directly contacts potential employers, fulfilling their order for personnel training.

The University's own diploma consists of a hard cover and an insert. The application (in three languages), unlike the usual (national) application, provides advanced information about the academic achievements of the graduate, which is necessary to ensure international recognition of the graduate's higher education diploma.

In the 2022-2023 academic year, 60 graduates graduated from the 6B05314 – Chemistry

educational program, 15 of them were employed, 16 graduates are on maternity leave for child care, 15 graduates are foreign citizens, and 1 graduate joined the army. The employment rate is 21.6%.

According to the educational program 6B07115 - Chemical Engineering and Processes, 13 graduates graduated, 9 of them are employed, 3 graduates are on maternity leave to care for a child, 1 graduate is a foreign citizen, the employment rate is 69.1 %.

According to the educational program 7M05314-Chemistry, 7 graduates graduated, 5 of them are employed, 2 graduates are on maternity leave to care for a child, the employment rate is 71 %.

According to the educational program 7M07112-Chemical Engineering and Processes, 2 graduates graduated, of which 1 graduate was employed, 1 graduate was on maternity leave to care for a child, the employment rate is 50 %.

The University has established the Dulaty Alumni Alumni Association, which is a dynamically developing organization whose mission is to unite and promote university graduates of all generations socially. Business and leisure activities conducted by the Association contribute to the creation of a unified community. The powers and procedures of the Dulaty Alumni Alumni Association are set out in PD 2.05-2024. The aim of the Association is to support alumni's contacts with the university, with each other, to develop partnerships between graduates, and to preserve the unity of values and interests. In addition, graduates of the SP implemented at the department constantly maintain contacts with the department and curators.

#### ***Analytical part***

The EEC notes that the university ensures compliance with the recognition of learning outcomes acquired in other Kazakh or foreign educational institutions with permanent career guidance work to form a contingent; creating an educational environment for students to achieve the required professional level; representatives of students in the collegial management bodies of the University, methods of feedback and informing students, and cultural and social life students. The University does not discriminate against disabled people and creates positive conditions.

At the same time, the external commission notes that the external and internal academic mobility of students enrolled in accredited SP is low, and only a few go to the cities of Kazakhstan to study in a number of disciplines, specializations and semester training under the academic mobility program. In particular, there are no opportunities for external academic mobility of students, as well as to assist them in obtaining external grants for training. During the interview, students confirmed that students are not interested in traveling to other cities and countries, citing the high cost of accommodation and food.

In the course of interviews with all interested persons, visits to the department, the SP management could not demonstrate the procedure for promoting employment of graduates, maintaining communication with them, as well as the existence of a mechanism for monitoring employment and professional activities of graduates, even if there is a Career Center and business partnership. Also, the university has developed a document "Regulations on the Dulaty Alumni Alumni Association", but it turned out that the work of the Association is not conducted, graduates at the end of the university become members of the Association, communication is interrupted, only a few keep in touch with the department. During the interview, the university management said that this issue was taken under control and a number of events are planned to activate the work of the Alumni Association.

***Strengths/Best practices in SP 6B05314 Chemistry, 7M05311 Chemistry, 6B07115 Chemical Engineering and Processes, 7M07112 Chemical Engineering and Processes:***

not detected

***Recommendations for SP 6B05314 Chemistry, 7M05311 Chemistry, 6B07115 Chemical Engineering and Processes, 7M07112 Chemical Engineering and Processes:***

- The university management should regularly inform and involve graduates in the work of the current Alumni Association.

***Recommendations for OP 6B07115 Chemical Engineering and Processes, 7M07112 Chemical Engineering and Processes:***

- The SP management should start implementing external and internal academic mobility of students in accordance with the SP development plans until 01.09.2024.

- The SP management should draw up an indicative plan (with an indication of deadlines) for attracting foreign students, as well as for organizing external academic mobility of students and assistance in obtaining external grants for training until 01.01.2025.

***EEC's conclusions based on the following criteria:***

**According to the standard "Students" educational programs 6B05314 Chemistry, 7M05311 Chemistry have 11 satisfactory positions, 1 position implies improvement.**

**According to the standard "Students", the educational programs 6B07115 Chemical Engineering and Processes, 7M07112 Chemical Engineering and Processes have 10 satisfactory positions, 2 positions suggest improvement.**

**6.7. The Resources Standard**

- ✓ *The teaching staff must be sufficient and adequate (qualifications, professional and international experience) to implement a joint educational program.*
- ✓ *The conditions provided should be sufficient and adequate, taking into account the expected learning outcomes.*
- ✓ *Partner educational organizations are responsible for the quality of their employees and providing favorable conditions for their effective work. Therefore, educational organizations recognizing the importance of teaching should:*
  - ✓ *develop clear, transparent and objective criteria for employee recruitment, appointment, promotion, and dismissal, and comply with them in their activities;*
  - ✓ *provide opportunities for career growth and professional development of teachers;*
  - ✓ *encourage scientific activities to strengthen the link between education and research;*
  - ✓ *encourage the use of innovative teaching and learning methods and the use of cutting-edge technologies.*
- ✓ *The public organization should strive to ensure that the training equipment and software used to ensure that students achieve the planned results of a joint educational program are similar in their respective industries.*

***Proof part***

The teaching staff of the university has sufficient qualifications, which is confirmed by the following facts: most of the teachers who teach in the accredited DDE have academic degrees of candidate or doctor of Science. Teachers regularly take advanced training courses, participate in various educational and scientific events.

Teachers have a rich professional experience, which includes short-term work in educational institutions. Practical experience in the relevant fields allows you to teach not only theoretical knowledge, but also practical skills. Our teachers participate in national and international conferences, symposia, and seminars.

By EXTENSION 7M06113-Corporate information systems and technologies PhD Eralieva B. Sh. participated in international and national competitions, conferences of all levels, research projects and internships in the field of SP (full-time participation in the 19th Conference on Optical Fibers and Their Applications Bialowieza, Poland), 27.01-r.)31.01.2020).

Eralieva B. S. completed a research internship "Fiberoptictchnology" (fiber-optic technologies) at the Lublin University of Technology (Lublin, Poland) from July 1, 2022 to July 31, 2022. She participated in seminars, attended lectures by professors, and together with foreign scientists Valdemar Vujcik and Peter Kisala published scientific articles in the Scopus database and a monograph. Under the Erasmus project, teacher B. S. Eralieva was invited to give lectures

on the topic "Applied microprocessor technology" at the Lublin Polytechnic University (Lublin, Poland), 14.02.2022-18.02.2022.

The university provides all the necessary conditions for achieving the expected learning outcomes: classrooms are equipped with modern equipment, including multimedia systems and interactive whiteboards. Laboratories are equipped with instruments and tools necessary for conducting research and practical exercises.

The University library contains a large number of educational, scientific and reference literature, as well as electronic resources. Access to the world's leading digital libraries and databases, which allows students to keep up to date with the latest scientific achievements.

The personnel policy of the university is a complex of activities that follows from the mission and strategy in order to form and effectively use motivated and high-performance personnel who are able to respond adequately to the impact of the external and internal environment. It combines the following stages: formation of requirements for the personnel contingent, search and selection, recruitment, involvement of new personnel in the team and acquaintance with the corporate culture, monitoring and evaluation of activities, promotion and organization of personal and professional growth, promotion, incentives, imposition of disciplinary penalties, suspension from work in the future, in case of non-compliance with the qualification requirements (P 4.01-2016 of the Internal Labor Regulations of the TarRU named after M. H. Dulati dated 25.05.2022 STU 04 2022 "Personnel management"). The staff of the teaching staff of the SP is staffed in accordance with the legislation of the Republic of Kazakhstan and the Rules for competitive replacement of positions of teaching staff and researchers of higher educational institutions.

The number of full-time teachers in the training area 7M061 - "Information and communication technologies" in the two-degree OP 7M06113-Corporate information systems and Technologies consists of 20 people. Among them: doctors of Sciences-2, associate professor-8, masters of Sciences-10. The average age of full-time teachers is 45 years. Doctor of Technical Sciences, Professor M. S. Tulenbayev is an academician of the International Academy of Informatization (MAIN) and works within the framework of the Republican UMS "UMO-SUE MUIT" 061-ICT and 063-Cybersecurity directions.

### ***Analytical part***

The University has demonstrated an objective and transparent personnel policy. Hiring processes that include visiting teachers in accordance with their professional competencies lead to the intended learning outcomes.

The DDE management demonstrated соответствие that the quality of the teaching staff meets the established qualification requirements of the university's strategy and development. Teachers have the necessary qualifications and experience related to accredited educational programs, which guarantees a high level of quality of training.

The University provides opportunities for professional development of teaching staff, including young teachers. The availability of support, training, and mentoring supply for professional development and the development of their professional development programs.

60.7% (32 pers.) rated the content of the educational program excellent; 42.9% (23 pers.) rated the opportunities provided by the university for the professional development of teaching staff; 55.4% (31 pers.) rated the use of their own teaching methods; 53.6% (28 pers.) rated the use of various educational innovations; 39.3% were open and accessible to teachers. (21 people); the work of the university management to improve the skills of teaching staff 41.1% (22 people).

The university strives to ensure that the training equipment and software used to ensure that students achieve the planned results of a two-degree educational program meet industry standards, but at present this aspect requires additional efforts.

The EEC notes shortcomings in providing the university with educational equipment and software that are used in modern production environments and meet industry standards.

### ***Strengths/Best practices in SP 7M06113-Corporate Information Systems and***

**Technologies:**

not detected.

**Recommendations for SP 7M06113-Corporate Information Systems and Technologies:**

- In order to provide educational equipment and software used in modern production conditions and corresponding to industry standards, the university should (01.01.2026):

- 1) Conduct an audit of the current state of educational equipment and software;
- 2) Determine the needs and deficits in hardware and software in accordance with current industry standards;
- 3) Develop and implement a plan for the modernization of educational laboratories and computer classes, including the purchase of new equipment and licenses for the necessary software;
- 4) Consider establishing partnerships with leading manufacturing companies and software developers to gain access to modern technologies and opportunities for internships and practical training for undergraduates.

**EEC's conclusions based on the following criteria:**

**According to the standard "Resources" according to SP 7M06113-Corporate information systems and technologies, 6 criteria have a satisfactory position, 1-suggests improvements.**

**6.8. Transparency and Documentation Standard**

- ✓ *Relevant information about the co-educational program should be documented and published, taking into account the specific needs of mobile learners.*
- ✓ *Information about the joint educational program should take into account the admission requirements and procedures, the course/discipline catalog, examination and assessment procedures, etc.*
- ✓ *Partner educational organizations should have and implement mechanisms for collecting and analyzing information about their activities, about the partner's activities within the framework of a joint educational program, and use the information obtained in the work of an internal quality assurance system.*
- ✓ *The public organization should ensure that students and employees are involved in the collection, analysis of information, and planning of follow-up procedures.*
- ✓ *When collecting information, a public organization should consider the following:*
  - *key performance indicators;*
  - *information about the student body.*
  - *the level of academic performance, student achievement, and dropout rate.*
  - *students' satisfaction with the quality of implementation of the joint educational program;*
  - *availability of educational resources and student support services.*
  - *employment of graduates.*

**Proof part**

Transparency and documentation in M.Kh.Dulaty Taraz Regional University» are key elements of effective management and maintaining the trust of stakeholders. In this context, special attention is paid to openness of information, accessibility of documentation, compliance with norms and standards, transparency in management, feedback and continuous improvement.

Dulaty University strives for maximum transparency in its activities. This includes providing access to information about academic programs, admission criteria, governance structure, and other important aspects of university life. The University is actively working to disseminate a variety of information about events and processes in the educational, scientific, innovative, international activities, social sphere, student life and development prospects among the public and target groups. The University management considers the process of informing the public as an important tool for implementing the mission, goals, quality policy and tasks outlined in the Strategic Development Plan of the University for 2023-2029.

M. Kh. Dulaty Taraz Regional University systematically informs the general public about its activities through the following channels:

- official website of the university: <https://dulaty.kz/>;



- social networks: Instagram, Facebook, YouTube;
- publications in national, regional and city/trade union media.

Information about the achievements and development prospects of the Department "Information Systems" is posted on the information stands of departments, web resources of the department and the university, and is also actively distributed through social networks: Facebook, Instagram, YouTube, ineb-website of the department.

These measures contribute to attracting the public to the university's life and ensuring transparency of its activities.

To inform the public, the department actively publishes in the media, providing information about important events, research and achievements, contributing to the wide dissemination of information. In particular, interviews were published for the TV channel "77 TV" with associate professor Murzakhmetov Aslanbek and senior lecturer of the department Eraliyeva Bakhyt.

Doctor of Technical Sciences, Professor Nurimbetov A. U. published an article "Zhana tekhnologiya zhetitikke zheteleydi" in the publication Universitet tynysy, No. 5 (279) dated May 19, 2021. Teacher Yeshmakhanova T. K. wrote an article "IT mamandaryn azirleu – zaman talaby" for the newspaper Ak Zhol, No. 142 dated April 2, 2020. Senior lecturer of the Department Eralieva B. Sh. published an article "High level of training for students" in the newspaper jambyltaraz, No. 34-35 (1741-42) dated May 6, 2023, which covers the training of specialists in three bachelor's and two master's degree programs in accordance with modern requirements.

The study of stakeholders' satisfaction with the quality and completeness of the information provided is carried out using various methods and tools:

- A survey of interested parties, in which participants can assess the quality and completeness of the information received. The questionnaire is available here: <https://cloud.mail.ru/public/JY6B/WJQpD1hKH>.

- Every year, the faculty hosts various events, including focus groups and group discussions with representatives of various interest groups. General opinions and suggestions for improving the quality of information can be found here: <https://cloud.mail.ru/public/EGBc/PRhL15ffa>.

- Expert assessments, including information quality assessment by IT experts, are available at: <https://cloud.mail.ru/public/9PMP/QJwQ89zyk>.

Focus groups with students are held at the cathedral level as part of Erasmus Day (<https://cloud.mail.ru/public/zhvH/XFDsAa3jA>).

### ***Analytical part***

The EC notes that the university has an information and reporting management system, which is characterized by traditional indicators and processes for universities.

At the same time, at the time of the HEC visit, it was established that information about the two-degree educational program was not documented and published taking into account the specific needs of students, as well as the requirements of the partner university. In addition, this information does not take into account admission requirements and procedures, the course/discipline catalog, examination and assessment procedures, which does not provide the necessary level of clarity and accessibility for students. The information collected and analyzed for improvement does not sufficiently reflect key performance indicators in the implementation of the ADP.

### ***Strengths/Best practices in SP 7M06113-Corporate Information Systems and Technologies:***

not detected.

### ***Recommendations for SP 7M06113-Corporate Information Systems and Technologies:***

- Systematize information about two-degree educational programs in order to provide interested persons with complete and up-to-date information about the possibilities of studying under the DOP (Term 01.01.202.2025);

- Develop an internal regulatory document that includes admission requirements and procedures, a catalog of courses and disciplines, as well as procedures for conducting exams and assessments, adapting it to the specifics of studying at a foreign partner university (Deadline 01.09.2025);

- Ensure that information about the DDE is published on the official website of the university, providing easy access to it and the ability to ask questions for additional assistance. Update information regularly to keep it up-to-date (Constantly).

- Define key performance indicators (KPIs) for evaluating the activities of the DDE, including (Deadline 01.01.2025):

- The number of registered and completed additional master's students;
- Percentage of employment of graduates;
- The level of satisfaction of students with the quality of training;
- Compliance of educational materials and equipment with current industry standards;
- Interaction with employers and partners in the development of training programs;
- Financial efficiency of the ADD.

***EEC's conclusions based on the following criteria:***

**According to the standard "Transparency and documentation" for SP 7M06113- Corporate information systems and technologies, 7 criteria have a satisfactory position, 3 suggests improvements.**

### 6.9. Quality Assurance Standard

- ✓ Partner educational organizations should have a published quality assurance policy that is part of their strategic management.
- ✓ Quality assurance policies are more effective if they reflect the links between learning, teaching, and research, and take into account the national contexts in which partner educational organizations operate.
- ✓ Internal stakeholders should develop and implement this policy through appropriate structures and processes involving external stakeholders.
- ✓ Partner educational organizations should implement joint internal quality assurance processes in accordance with Part One of the ESG.

*The Quality Assurance Policy supports:*

- ✓ organization of a quality assurance system that provides for joint internal quality assurance processes of partner educational organizations;
- ✓ departments, schools, faculties, institutes and other departments, as well as the management of the educational organization, employees and students who perform quality assurance duties;
- ✓ academic integrity and freedom, as well as intolerance to manifestations of various kinds of academic dishonesty;
- ✓ processes that expose students and teachers to any form of intolerance or discrimination;
- ✓ participation of external stakeholders in quality assurance.

### ***Proof part***

M.Kh.Dulaty University of TarRU strives for high quality education, and for this purpose, an internal quality assurance system has been developed, focused on national and international standards. The University adheres to the National Model of Ensuring the Quality of Higher Education in Kazakhstan, according to which the system is based on the requirements of the Standard Rules for the Activities of Educational Organizations approved by the Ministry of Education and Science of the Republic of Kazakhstan.

Standards and guidelines developed in the European Higher Education Area (ESG), as well as the European Quality Assurance System for Vocational Education and Training (EQAVET), are used to support high quality standards. In addition, attention is drawn to the recommendations of the Council of International Schools, the Educational Inspection Framework and the European Credit Transfer and Accumulation System (ECTS GUIDE).

These standards and approaches provide a solid foundation for continuous improvement of the quality of educational activities and achieving high results at the university.

- Guidelines for quality assurance by level of education (Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 292 dated 23.06.2022);

- Joint Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated December 01, 2022 No. 166 and the Minister of National Economy of the Republic of Kazakhstan dated December 02, 2022 No. 116 "On approval of risk assessment criteria and checklists for the education system, in terms of higher and field-level education";

- Standards and Guidelines for Quality Assurance in the European Higher Education Area (The Standards and guidelines for quality assurance in the European Higher Education Area-ESG);

- EQAVET (European Quality Assurance System for Vocational Education and Training);

- Recommendations of the Council of International Schools (CIS);

- Educational Inspection Framework (Education Inspection Framework - EIF).

- ECTS GUIDE A guide to the use of the European Credit Transfer and Accumulation System (ECTS).

The university's internal quality assurance system is based on a set of developed normative and methodological documents that define the content, technologies, methods and means of work of employees, teachers and undergraduates to further improve the quality of the educational process and is the basis for continuous improvement of all university processes:

- Quality policy and objectives of M.Kh.Dulaty Taraz Regional University <https://dulaty.kz/index.php/ru/recognition-rus/qms-rus> ;

- Concept of the education quality assurance system in M.Kh.Dulaty Taraz Regional University <https://dulaty.kz/ru/ob-universitete/strukturnye-podrazdeleniya/otdel-organizatsionno-kadrovoj-raboty.html>

Dulati University has a documented Quality Policy and Quality Objectives, approved at all levels of management, and aims to confirm that all the services provided by the Academy meet the requirements of consumers.

The quality assurance policy is reflected in the following regulatory documents.

- Quality Policy of NAO " Taraz Regional University named after M. H. Dulati "(approved by the Chairman of the Management Board on 27.08.2021);

- Quality objectives of Taraz Regional University named after M. H. Dulati for the 2023-2024 academic year (approved by the resolution at the meeting of the Academic Council of Dulati University dated 22.09.2023, Protocol No. 1);

- The concept of the quality assurance system of education in the NAO of Dulati University (approved by the decision of the Academic Council of 04.05.2023, Protocol No. 11).

- University Development Program for 2023-2029 (Approved by the Board of Directors (Minutes No. 1, 19.03.2024)

These documents are published on the official website of Dulati University and posted on information stands in all structural divisions of the university, which is a guarantee of accessibility, openness, and transparency not only.

### ***Analytical part***

One of the key criteria for successful cooperation in two-degree educational programs is the application by partner educational organizations of joint internal quality assurance processes in accordance with European Standards and Recommendations (ESG). However, the presence of such a joint regulatory document was not established during the EEC visit to the university. The quality assurance policy is governed by the procedures of the quality management system (QMS).

### ***Strengths/Best practices in SP 7M06113-Corporate Information Systems and Technologies:***

not detected.

### ***Recommendations for SP 7M06113-Corporate Information Systems and Technologies:***

- The university management should integrate the Internal quality assurance system developed in the context of ESG and the Quality Management System developed in accordance with ISO 9001. (until 01.01.2025).

***EEC's conclusions based on the following criteria:***

**According to the standard "Quality assurance" according to SP 7M06113-Corporate information systems and technologies 7 criteria have a satisfactory position, 2-suggests improvements.**

**6.10. Standard "Continuous monitoring and periodic evaluation of a joint educational program"**

✓ Partner educational organizations should monitor and periodically evaluate the joint educational program in order to achieve their goal and confirm compliance with the needs of students and society.

✓ The results of these processes should lead the NGO to continuous improvement of the joint educational program.

✓ All stakeholders should be informed of any actions planned or taken in relation to the joint educational program.

✓ The joint educational program should be regularly evaluated and reviewed with the involvement of students and other stakeholders.

***Proof part***

The procedure for monitoring and periodic evaluation of the university's SP is carried out on the basis of internal regulatory documents, which are located on the university's website (<https://dulaty.kz/ru/education/academic-policy.html>):

1. E / PD 3-1. 07-2022. Regulation on designing and updating educational programs (No. PR 339 of 09.06.2022)

2. PD 3-04. 02-2022. "Rules for conducting current monitoring of academic performance, intermediate and final certification of students" Protocol No. 08 of 29.03.2022.)

3. PD 1.37 - 2023 Reg. No. 37 "Academic policy of M.Kh.Dulaty Taraz Regional University", (Protocol No. 7 of 27.12.2023)

4. PD 2-1-18-2021. Reg. no. 289 Regulation "University Internal Quality Assurance System" (no. PR 102 of 25.03.2021)

5. PD 3-1. 1-4-2020. "Regulations on academic certification of undergraduates" (No. PR 7 of 25.03.2022)

6. PD 3.05-2023. Reg.No. 05 "Rules for organizing and conducting students 'practice" (Protocol No. 3 of 24.11.2023)

All regulations and rules developed by the university in the initial discussion are put up in the internal network system "Public", the provisions concerning the educational process are discussed on a mandatory basis, at the NMSU, and they are also put up in the internal network system for discussion in advance.

The University has developed a mechanism for monitoring students' academic performance based on the analysis of exam results, sociological research, and other data. The Registration Department provides accounting of academic achievements and organization of knowledge control, calculation of academic rating.

A survey of undergraduates was used as a classic feedback tool. The results show that all the surveyed students expressed full satisfaction with the quality of educational services and their requirements. Most people believe that the level of knowledge obtained meets modern requirements.

However, the above information was not confirmed in relation to DDE 7M06113-Corporate Information Systems and Technologies.

***Analytical part***

The EEC notes that the criterion of this standard is not always fully implemented in the practice of universities, including foreign partner universities. For example, the lack of systematic monitoring and periodic evaluation of two-degree educational programs with a partner university may lead to insufficient adaptation of programs to the changing needs of students and society.

Data from a regular assessment of the effectiveness of co-educational programs should ensure that the goals of the educational process are met and that they meet high quality standards.

Insufficient informing of stakeholders about planned or taken actions regarding a two-degree educational program. This can be caused by the lack of a feedback system or transparency in communication between the university and its stakeholders, which can lead to misunderstandings and discontent among stakeholders.

The lack of systematic feedback and involvement of stakeholders in the process of evaluating and improving programs can lead to insufficient adaptation of programs to the changing needs and expectations of students and society.

***Strengths/Best practices in SP 7M06113-Corporate Information Systems and Technologies:***

not detected.

***Recommendations for SP 7M06113-Corporate Information Systems and Technologies:***

- Develop a plan for systematic monitoring and periodic assessment of the DDE, including specific stages, deadlines and responsible persons from partner universities.
- The university's management should develop and document a mechanism for informing all interested parties about any planned or undertaken actions in relation to the DDE (until the beginning of the 2024/25 academic year);
- The university management should ensure regular assessment of the DDE with the participation of students, employees and teaching staff, including foreign partners (Constantly).

***EEC's conclusions based on the following criteria:***

According to the standard "Continuous monitoring and periodic evaluation of a joint educational program" according to SP 7M06113-Corporate information systems and technologies, 4 criteria have the position suggests improvement.

***6.11. Standard "Periodic external quality assurance procedures"***

- ✓ Partner educational institutions should undergo external quality assurance procedures in accordance with European Standards and Recommendations (ESG) on a regular basis.
- ✓ The education organization should strive to ensure that progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.

***Proof part***

Dulaty University adheres to the quality assurance policy of education and has documented procedures in the quality management system that establish and maintain the required level of educational services. The University is constantly involved in various external quality assurance procedures, including:

- Licensing;
- External assessment of academic achievements;
- Institutional and specialized accreditation;
- Institutional ratings of higher education institutions and educational program ratings.

The double-degree educational program 7M06113-Corporate Information Systems and Technologies is undergoing specialized accreditation procedures for the first time.

***Analytical part***

The University carries out some work to pass внешнегo the external quality assurance procedure in accordance with European Standards and Recommendations (ESG), and the university strives to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next one, in this case the results of the university's institutional accreditation.

**Strengths/Best practices in SP 7M06113-Corporate Information Systems and Technologies:**

not detected.

**Recommendations for SP 7M06113-Corporate Information Systems and Technologies:**  
missing items.

**EEC's conclusions based on the following criteria:**

According to the standard "Periodic procedures for external quality assurance" according to SP 7M06113-Corporate information systems and technologies, 2 criteria have a satisfactory position.

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

**Standard "Right to participate. Eligibility"**

Strengths not identified

**« Learning Outcomes Standard»**

Strengths not identified

**Standard "Program development and approval"**

When developing additional programs, the university adheres to the European Credit Transfer Systems (ECTS), and the distribution of credits is clear.

**Standard "Admission and student performance, recognition and certification"**

Strengths not identified

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

Strengths not identified

**« Student Support Standard»**

Strengths not identified

**«The Resources Standard**

Strengths not identified

**Transparency and Documentation Standard»**

Strengths not identified

**« Quality Assurance Standard»**

Strengths not identified

**Standard "Continuous monitoring and periodic evaluation of a joint educational program"**

Strengths not identified

**Standard "Periodic external quality assurance procedures"**

Strengths not identified

## **(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS**

### **Standard "Right to participate. Eligibility"**

#### ***Recommendations for SP 7M06113-Corporate Information Systems and Technologies:***

- Establish clear criteria for admission of applicants to the DDE, taking into account the requirements of a foreign partner university and regulatory documents of the Ministry of Internal Affairs of the Republic of Kazakhstan, with further adjustments to internal regulatory documents and the agreement between the partner university (Deadline 01.09.2024);
- Establish feedback mechanisms, including the participation of all interested stakeholders, and criteria for evaluating the effectiveness of the ADP (Deadline 01.01.2025);
- To introduce formalized risk management procedures into the practice of planning activities at all levels of risk management, taking into account (Deadline 01.09.2025):
  - the procedure for their identification, evaluation and selection;
  - assessing the consequences and identifying opportunities (positive risks);
  - planning measures to reduce negative consequences and realize opportunities in the event of exposure to risk factors.

### **Стандарт «Результаты Learning Outcomes Standard»**

#### ***Recommendations for SP 7M06113-Corporate Information Systems and Technologies:***

- The EP management should update the educational programs, formulate measurable learning outcomes and ensure constructive coordination of learning outcomes, the complexity of academic disciplines, teaching methods, training and assessment to 1.01.2025.
- Ensure that the DDE is updated in the Register of Educational Programs of the Ministry of Internal Affairs of the Republic of Kazakhstan, taking into account the academic disciplines specified in the agreement between the partner university, indicating the degree of influence on the planned results of self-study at the level of the educational program up to 1.01.2025.

### **Standard "Program development and approval"**

#### ***Recommendations for SP 7M06113-Corporate Information Systems and Technologies:***

missing items.

### **Standard "Admission and student performance, recognition and certification"**

#### ***Recommendations for SP 7M06113-Corporate Information Systems and Technologies:***

- Introduce standardized criteria for selecting applicants for admission to the DDE, taking into account academic achievements, level of foreign language proficiency, participation in research activities and other indicators important for successful training in a two-degree program (Term 01.01.2025);
- To improve the regulation of all stages of training in a two-degree program, it is recommended to update and detail the admission instructions, develop a system for monitoring the progress of undergraduates, improve coordination with a foreign partner university, and ensure regular updating of information on the university's website related to the two-degree program. Deadline: until 01.01.2025.

### **Standard "Student-centered learning, teaching and assessment of academic performance"**

#### ***Recommendations for SP 7M06113-Corporate Information Systems and Technologies:***

- DDE management should ensure coordination with the partner university and reflect in the DDE the results of training approved by the parties, the complexity of academic disciplines, teaching methods, training and assessment, followed by making adjustments to the Register of Educational Programs (until 1.01.2025).

**«Student Support Standard»**

**Recommendations for SP 7M06113-Corporate Information Systems and Technologies:**  
missing items.

**«The Resources Standard**

**Recommendations for OS 7M06113-Corporate Information Systems and Technologies:**

- In order to provide educational equipment and software used in modern production conditions and corresponding to industry standards, the university should (01.01.2026):

- 1) Conduct an audit of the current state of educational equipment and software;
- 2) Determine the needs and deficits in hardware and software in accordance with current industry standards;
- 3) Develop and implement a plan for the modernization of educational laboratories and computer classes, including the purchase of new equipment and licenses for the necessary software;
- 4) Consider establishing partnerships with leading manufacturing companies and software developers to gain access to modern technologies and opportunities for internships and practical training for undergraduates.

**«Transparency and Documentation Standard»**

**Recommendations for SP 7M06113-Corporate Information Systems and Technologies:**

- Systematize information about two-degree educational programs in order to provide interested persons with complete and up-to-date information about the possibilities of studying under the DDE (Term 01.01.202.2025);
- Develop an internal regulatory document that includes admission requirements and procedures, a catalog of courses and disciplines, as well as procedures for conducting exams and assessments, adapting it to the specifics of studying at a foreign partner university (Deadline 01.09.202.55);
- Ensure that information about the DDE is published on the official website of the university, providing easy access to it and the ability to ask questions for additional assistance. Update information regularly to keep it up-to-date(Constantly).
- Define key performance indicators (KPIs) for evaluating the activities of the DDE, including (Deadline 01.01.202.2025):
  - The number of registered and completed additional master's students;
  - Percentage of employment of graduates;
  - The level of satisfaction of students with the quality of training;
  - Compliance of educational materials and equipment with current industry standards;
  - Interaction with employers and partners in the development of training programs;
  - Financial efficiency of the ADD.

**«Quality Assurance Standard»**

**Recommendations for SP 7M06113-Corporate Information Systems and Technologies:**

-

**Standard "Continuous monitoring and periodic evaluation of a joint educational program"**

**Recommendations for SP 7M06113-Corporate Information Systems and Technologies:**

- Develop a plan for systematic monitoring and periodic assessment of the DDE, including specific stages, deadlines and responsible persons from partner universities.
- The university's management should develop and document a mechanism for informing all interested parties about any planned or undertaken actions in relation to the DDE (until the beginning of the 2024/25 academic year);
- The university management should ensure regular assessment of the DDE with the participation of students, employees and teaching staff, including foreign partners (Constantly).



**Standard "Periodic external quality assurance procedures"**

*Recommendations for SP 7M06113-Corporate Information Systems and Technologies:*  
missing items.

**(IX) RECOMMENDATION TO THE ACCREDITATION COUNCIL**

The external expert commission made a unanimous decision that the double – degree educational program 7M06113-Kcorporate information systems and technologies, implemented by NPO " M.Kh.Dulaty T Araz Regional University", is recommended for accreditation for a period of 3 years.

**Appendix 1. Evaluation table "Conclusion of the external expert Commission" for the ADD "7M06113-Corporate Information Systems and Technologies"**

№	Standards and criteria for international specialized (program) accreditation of a joint educational program of higher and / or postgraduate education	The position of the joint educational program			
		is Strong	Satisfactory	Implies improvement	Unsatisfactory
<b>Standard " Right to participate. Eligibility"</b>					
1.	Educational organizations planning to implement a joint educational program must be recognized by the relevant authorities of the country where they are located		+		
2.	Participation in the implementation of a joint educational program, awarding a joint academic degree must comply with national regulations		+		
3.	The academic degree (s) awarded must comply with the national qualification system of the countries where the PA		is located+		
4.	A joint educational program should be developed and implemented with the involvement of all partner educational organizations		+		
5.	The conditions for developing and implementing a joint educational program should be clearly set out in the cooperation agreement between partner educational organizations		+		
<i>The cooperation document should set out the following:</i>					

6.	information about the academic degree (qualification, degrees) awarded for the development (completion) of a joint educational program		+		
7.	coordination and responsibility of the involved partner educational organizations in relation to governance and financial organization (including financing, cost-revenue sharing, etc.)		+		
8.	rules for admission and selection of students			+	
9.	mobility of students and teachers		+		
10.	exam rules, methods for evaluating student achievement, recognition of ECTS credits, and procedures for awarding joint academic degrees		+		
<b>Total according to the standard</b>			<b>9</b>	<b>1</b>	
<b>Learning Outcomes Standard</b>					
1.	The co-educational program should be developed in accordance with the established goals, including the expected learning outcomes		+		
2.	The qualifications obtained as a result of a joint educational program should be clearly defined, explained and correspond to a certain level of the national framework of qualifications in higher education and, consequently, the framework of qualifications in the European Higher Education Area (FQ-EHEA)		+		
3.	The disciplines of the joint educational program should ensure the achievement of the planned learning outcomes, including knowledge, skills and competencies of the relevant field (s) of education		+		
4.	A joint educational program should ensure that each student achieves the planned learning outcomes		+		
5.	The co-educational programme, if relevant, should take into account the minimum agreed learning conditions specified in the European Union Directive 2005/36/ EC or the relevant general learning framework established in accordance with the Directive		+		
<b>Total for standard</b>			<b>5</b>		
<b>Standard "Program development and approval"</b>					
1.	The structure and content of the joint educational program should be defined and developed on the basis of a student centered approach to learning to ensure the achievement of planned results		+		
2.	A joint educational program should be developed with the participation of students and other stakeholders		+		
3.	The European Credit Transfer System (ECTS) should be applied correctly and the distribution of credits should be clear	+			

4.	A joint educational program provides coverage of the required workload. The bachelor's program is at least 180-240 ECTS credits; the joint Master's program is at least 90-120 ECTS credits and must not be less than 60 ECTS credits at the second level of the cycle (credit ranges according to FQ-EHEA); PhD programsthe+5 credit range is not specified for joint PhD programs		+		
.	A joint educational program has mechanisms for monitoring the learning load and the average time to complete the program		+		
<b>Total according to standard</b>		<b>1</b>	<b>4</b>		
<b>Standard "Admission, academic performance, recognition and certification of students"</b>					
1.	Partner educational organizations must have pre-defined, published and consistently applied admission rules and corresponding requirements for applicants			+	
2.	Selection procedures should correspond to the level of the joint educational program, regulate all periods of the " life cycle " of training, i.e. admission, academic performance, recognition and certification			+	
3.	Recognition of qualifications and periods of study (including recognition of prior training) should be applied in accordance with the Lisbon Recognition Convention and supporting documents		+		
<b>Total according to standard</b>			<b>1</b>	<b>2</b>	
<b>Standard " Student-centeredСтудентоцентрированное training, teaching and assessment of academic performance"</b>					
1.	The joint educational program should be developed in accordance with the planned learning outcomes		+		
2.	The training and teaching approaches used should be adequate for achieving the intended learning outcomes		+		
3.	A joint educational program should take into account the diversity of students, respect their needs, including potentially different cultural characteristics of students		+		
4.	The rules for conducting exams and evaluating the achieved learning outcomes should correspond to the expected learning outcomes			+	
5.	Examinations and assessment of students ' achievements should be conducted by partner educational organizations in accordance with the established rules		+		
<b>Total for standard</b>			<b>4</b>	<b>1</b>	
<b>Standard "Student support"</b>					

1.	Partner educational organizations should ensure the functioning of appropriate student support services that contribute to the achievement of planned learning outcomes		+		
2.	Student support services should contribute to achieving the planned		+		
3 learn ing outco mes.	Student support services should take into account the possible specific problems of students in mobility		+		
4.	When allocating, planning, and providing educational resources, support services should take into account the needs of different groups of students (students in mobility, adults, working people, distance learners, and students with disabilities) and take into account the principles of a student-centered approach to learning and teaching		+		
<b>Total for standard</b>			<b>4</b>		
<b>"Resources" standard</b>					
1.	The teaching staff must be sufficient and adequate (qualifications, professional and international experience) to implement a joint educational program		+		
2.	The conditions provided should be sufficient and adequate, taking into account the expected learning outcomes		+		
<i>Partner educational organizations are responsible for the quality of their employees and providing favorable conditions for their effective work. Therefore, educational organizations recognizing the importance of teaching should:</i>					
3.	develop clear, transparent and objective criteria for employee recruitment, appointment, promotion, and dismissal and comply with them in their activities		+		
4.	provide opportunities for career growth and professional development of teachers		+		
5.	encourage scientific activities to strengthen the link between education and research		+		
6.	encourage the use of innovative teaching methods and the use of advanced technologies		+		
7.	The public organization should strive to ensure that the training equipment and software used to ensure that students achieve the planned results of a joint educational program are similar in their respective industries			+	
<b>Total for standard</b>			<b>6</b>	<b>1</b>	
<b>Transparency and Documentation Standard</b>					

1.	Relevant information about the joint educational program should be documented and published according to specific needs. students with mobility			+	
2.	Information about the joint educational program should take into account the admission requirements and procedures, the course/discipline catalog, examination and assessment procedures, etc.			+	
3.	Partner educational organizations should have and implement mechanisms for collecting and analyzing information about their activities, about the partner's activities within the framework of a joint educational program, and use the information obtained in the work of the internal quality assurance system			+	
4.	The public organization should ensure that students and employees are involved in collecting, analyzing information, and planning follow-up procedures			+	
<i>When collecting information, a public organization should consider the following:</i>					
5.	key performance indicators			+	
6.	information about the number of students			+	
7.	academic performance, student achievement and dropout			rate	
				+	
8.	student satisfaction with the quality of implementation of the joint educational program			+	
9.	availability of educational resources and student support services			+	
10.	employment of graduates			+	
	<b>Total according to standard</b>			<b>7</b>	<b>3</b>
<b>"Quality Assurance" standard</b>					
1.	Partner educational organizations should have a published quality assurance policy that is part of their strategic management			+	
2.	Quality assurance policies are more effective if they reflect the links between learning, teaching, and research, and take into account the national contexts in which partner educational organizations operate			+	
3.	Internal stakeholders should develop and implement this policy through appropriate structures and processes with the involvement of external stakeholders			+	
4.	Partner educational organizations should implement joint internal quality assurance processes in accordance with Part One of the ESG				+
<i>The quality assurance policy supports</i>					
5.	organization of a quality assurance system that provides for joint internal quality assurance processes of partner educational organizations				+

6.	departments, schools, faculties, institutes and other departments, as well as the management of the educational organization, employees and students performing quality assurance duties		+		
7.	academic integrity and freedom, as well as intolerance to manifestations of various kinds of academic dishonesty		+		
8.	processes that promote intolerance of any kind or discrimination against students and teachers		+		
9.	participation of external stakeholders in quality assurance		+		
<b>Total according to standard</b>			<b>7</b>	<b>2</b>	
<b>Standard "Continuous monitoring and periodic evaluation of a joint educational program"</b>					
1.	Partner educational organizations should monitor and periodically evaluate the joint educational program in order to achieve their goal and confirm compliance with the needs of students and society			+	
2.	The results of these processes should lead the NGO to continuous improvement of the joint educational program			+	
3.	All stakeholders must be informed of any planned or taken actions in relation to the joint educational program			+	
4.	The joint educational program should be regularly evaluated and reviewed with the involvement of students and other stakeholders			+	
<b>Total for standard</b>				<b>4</b>	
<b>Standard "Periodic external quality assurance procedures"</b>					
1.	Partner educational institutions should undergo external quality assurance procedures in accordance with European Standards and Recommendations (ESG) on a regular basis			+	
2.	The education organization should strive to ensure that progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure			+	
<b>Total for standard</b>				<b>2</b>	
<b>TOTAL</b>		<b>1</b>	<b>49</b>	<b>14</b>	

## Приложение 2. ПРОГРАММА ВИЗИТА В ОРГАНИЗАЦИЮ ОБРАЗОВАНИЯ



**СОГЛАСОВАНА**

Председатель Правления  
 НАО «Таразский региональный университет имени М.Х.Дулати»  
 М.Б. [Signature]  
 «6» мая 2024 года



**УТВЕРЖДЕНА**

Федеральный директор НУ «Независимое Агентство аккредитации и рейтинга»  
 А.Жумагулова  
 «6» мая 2024 года

### ПРОГРАММА ВИЗИТА ВНЕШНЕЙ ЭКСПЕРТНОЙ КОМИССИИ IAAR В ТАРАЗСКИЙ РЕГИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ М.Х.ДУЛАТИ (СПЕЦИАЛИЗИРОВАННАЯ АККРЕДИТАЦИЯ)

Дата проведения визита: 23-25 мая 2024 года

Кластер	Образовательная программа
Кластер 1.	1) 7M07201 Технология и инжиниринг пищевого и перерабатывающего производства 2) 6B07211 Инновационный текстиль 3) 7M07211 Инновационный текстиль 4) 6B07214 Технология и инжиниринг пищевого и обрабатывающего производства 5) 6B07215 Технология продовольственных продуктов
Кластер 2.	6) 6B06111 Информатика и компьютерные науки 7) 7M06111 Информатика и компьютерные науки 8) 7M06114 Программирование и разработка программного обеспечения
Кластер 3.	9) 6B06118 Информационные системы и технологии 10) 6B06120 Программная инженерия 11) 6B07122 Автоматизация и информатизация в системах управления
Кластер 4.	12) 7M05311 Химия 13) 6B05314 Химия 14) 7M07112 Химическая инженерия и процессы 15) 6B07115 Химическая инженерия и процессы
Кластер 5.	16) 6B07511 Стандартизация и управления качеством в промышленности 17) 7M07513 Стандартизация и управления качеством в промышленности (2 года)
Кластер 6.	18) 7M06113 Корпоративные информационные системы и технологии (двудипломная образовательная программа с Политехническим институтом Браганса, Португалия)

Date and time (local time, GMT+5)	EEC's work with target groups	Last name, first name, patronymic and position of target group participants	Venue
<b>May 17, 2024</b>			
16.00-17.00	EEC preliminary meeting (discussion of key issues and the program of the visit)	<i>External experts of the IAAR</i>	to connect to the conference Zoom <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> the conference ID: 962 388 2483
<b>day 1: 23мая 2024</b>			
09.00-09.30	Allocation of responsibilities experts, the organizational issues	<i>External experts of the IAAR</i>	Administration, office No. 404 to connect to the conference Zoom <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> the conference ID: 962 388 2483
09.30-10.00	meeting with the Chairman of the Board - Rector,	1. Chairman of the management Board acting Rector and <i>Orynbasarovich</i> , doctor Phd, associate Professor,	the University Administration, the hall of the Academic Council, 4th floor, No.403 to connect to the conference Zoom <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> the conference ID: 962 388 2483
10.00-10.15	Technical break	<i>External experts of the IAAR</i>	Administration, office No. 404
10.15-11.00	meeting with the rectors of	2. member of the management Board-Vice-rector for strategic development and internationalization of <i>Simulator anatomy</i> , doctor of Economics, Professor, 3. Director of academic Affairs <i>alimbaeva Saul Kurmanaevka</i> , K. SOC. n, IO. associate Professor	administration, the hall of the Academic Council, 4th floor, No.403 to connect to the conference Zoom <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a>



		<p>4. member of the management Board-Vice-rector for science and digitalization of <i>Orynbasarovich</i>, doctor Phd, associate Professor,</p> <p>5. member of the management Board-Vice-rector for socio-kulturkalaset to <i>Turlybek Aslan Adilkhanovich</i>, doctor Phd</p> <p>6. member of the management Board-Vice-rector for development of the infrastructure of <i>Salamancasalamanca</i></p>	<p>the conference ID: 962 388 2483</p>
11.00-11.15	Technical break	<i>External experts of the IAAR</i>	Administration, office No. 404
11.15-12.00	Meeting with heads of structural divisions of	<p>1. the head of the educational-methodical Department of <i>Maybewedidntexistyet</i></p> <p>2. Head of online learning <i>Bagirova Svetlana temirkhanovna the</i></p> <p>3. head of the center for career and businesspartnership <i>erzhanova World Adygeia the</i></p> <p>4. Director of the office of the Registrar <i>Mercurycontaminated</i></p> <p>5. Head of marketing and career guidance <i>nazarmukhamedov the</i></p> <p>6. Head of digital archive <i>coleopterologicznego the</i></p> <p>7. head of the Department of strategic development of <i>Maribelguardiacogi</i></p> <p>8. Head of strategic planning and coordination <i>televisiestoestellen the</i></p> <p>9. head of the Department of accreditation rankings and quality assurance <i>balibeachgolfcourse.com the</i></p> <p>10. Head of international relations Department of <i>Isabellasoprano</i></p> <p>11. the head of the Center of advanced training and retraining of personnel <i>lambeosaurinae the</i></p> <p>12. head of the Library and information centre <i>Organohalogenated</i></p> <p>13. Deputy responsible Secretary of the admission Commission <i>Abildayev Aydar abubakirovich the</i></p> <p>14. Director of the Department of science and commercialization of <i>Kardashiankourtney</i></p> <p>15. head of the Department of scientific and research activities <i>Arat</i></p> <p>16. head of the Department of commercialization of <i>Tuneweargamehandle</i></p>	<p>Administration, office No. 404 Rector, the hall of the Academic Council, 4th floor, No.403</p> <p>to connect to the conference Zoom <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a></p> <p>the conference ID: 962 388 2483</p>

		<p>17. Head of project management and digitization <i>T.LeGENova Dina M±ratYZ</i></p> <p>18. Head of technical support and IT support <i>Жаукашканов Адильбек Құдайбергелұлы</i></p> <p>19. Editor of the newspaper "University Tynysy" <i>BST GLBT Berkiz</i></p> <p>20. the chief of the operational-technical Department of <i>Platunov Ahmed Mursal-oglu</i></p> <p>21. Chief accountant of <i>America alone</i></p> <p>22. Head of service management staff <i>ismuhambetov the</i></p> <p>23. Head of the office of <i>Arumainayagam</i></p> <p>24. Head of legal services <i>Sambetov Serik Torosowicz</i></p> <p>25. Director and state listand "Dulaty university" <i>Abdrasilovauly</i></p> <p>26. Head of planning of <i>ekonomicheskoye Museoviraston</i></p> <p>27. Chief specialist of the Department of accounting and movement of students <i>kasanovadesert kasanova the</i></p>	
12.00-12.15	Technical break	<i>External experts of the IAAR</i>	Administration, office No. 404
12.15-13.00	Meeting with the deans / Directors of institutes (schools)	Dean of the Faculty of <i>Technology</i>	<p>Shardarbek mukhamedzhanshardarbekuly Rector's Office, Academic Council meeting Room, 4th floor, No.403</p> <p>Join the Zoom conference</p> <p><a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a></p> <p>Conference ID: 962 388 2483</p>
13.00-14.00	<b>Lunch break</b>	<i>IAAR External Experts</i>	
14.00-14.10	EEC work IAAR	<i>External experts</i>	<p>Rectorate office 404</p> <p>Join the Zoom conference</p> <p><a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a></p> <p>3</p> <p><a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a></p> <p>Conference ID: 962 388 2483</p>

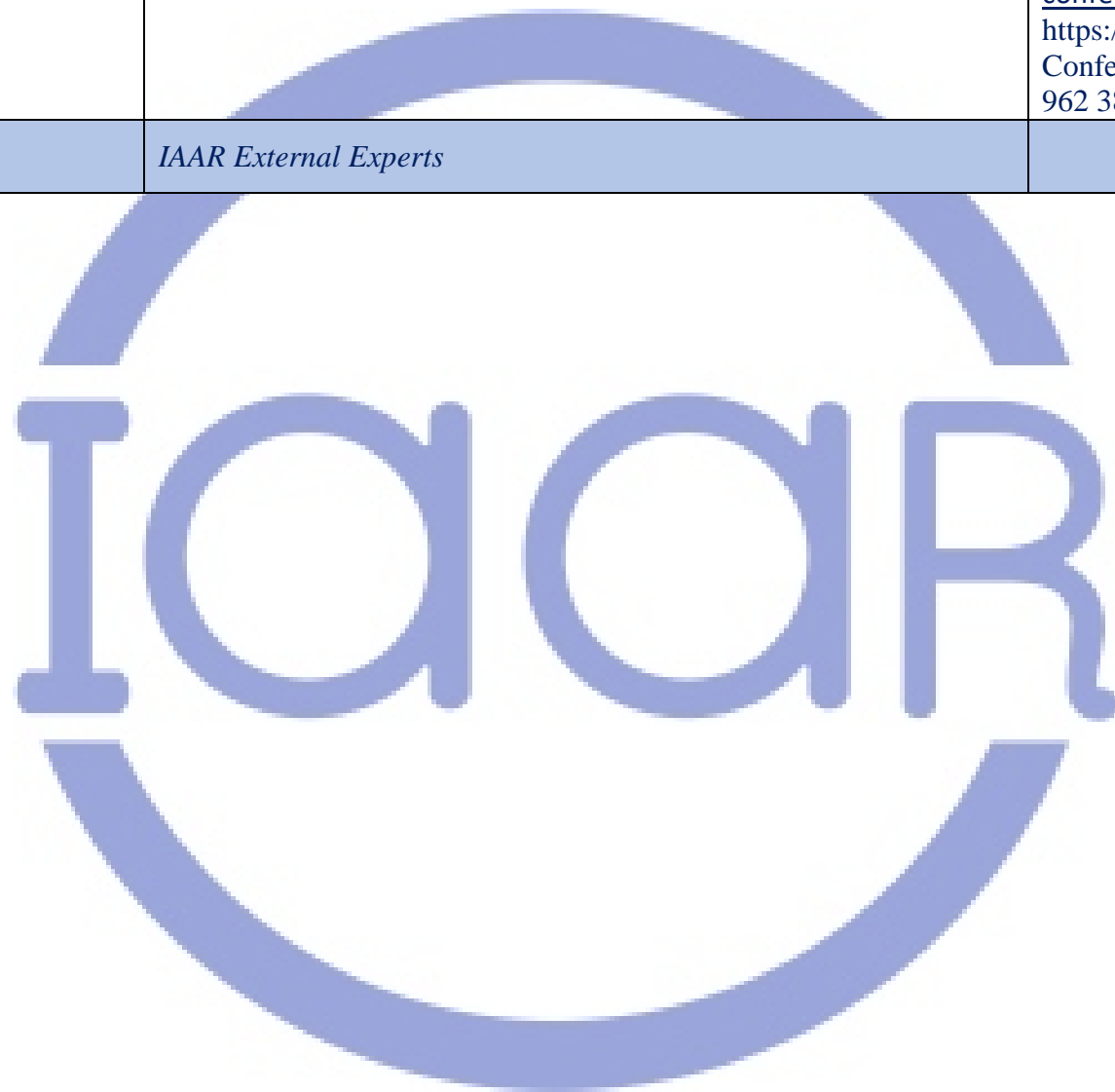
14.10-15.00	Meeting with heads of departments and / or heads of SP	<p>1. Head of the Department of Food Production and Biotechnology <i>Kenzhekhodzhaev Mahamedkali Dosmanovich</i></p> <p>2. Head of the Department of Textiles, Materials Science and Standardization <i>Кауымбаев Рахымжан Токтарбаевич</i></p> <p>3. Head of the Department of Applied Informatics and Programming <i>Akhmetzhanovmadiakhmetzhanovich</i></p> <p>4. I. o. Head of the Department "Information Systems" <i>Баймырзаева Гаухар Жаксылыковна</i></p> <p>5. Head of the Department of Automation and Telecommunications <i>Yesmakhanova Laura Nurlanovna</i></p> <p>6. Head of the Department "Chemistry and Chemical Engineering" <i>Kalmakhanovamarzhanseitovna</i></p>	<p>Rector's Office, Academic Council meeting Room, 4th floor, No.403</p> <p>Join the Zoom <u>conference</u></p> <p><a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a></p> <p>Conference ID: 962 388 2483</p>
15.00-15.110	Technical break	<i>IAAR External experts</i>	Rectorate, office # 404
15.110-16.00.00	Meeting with teaching	<p><i>staff 1, 2, 3 cluster (Appendix No. 1) (session hall zoom1)</i></p> <p><i>4,5, 6 cluster (Appendix No. 2) (зал zoom2 session hall)</i></p>	<p>Rector's Office, Academic Council meeting Room, 4th floor, No.403</p> <p>Connect to the Zoom conference</p> <p><a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a></p> <p>Conference ID: 962 388 2483</p>
16.00-16.40	Teaching staff survey ( <i>in parallel</i> )	<i>Appendix 3(list with current e-mailaddresses)</i>	<p><i>The link is sent to the emailteacher's email address in person 5 minutes before the start of the survey</i></p> <p>Rector's office, office # 302</p>
16.000-16.20	Technical break	<i>IAAR external experts</i>	Rector's office, office # 404
16.220-18.0.00	Visual inspection of the public organization	<p><i>Appendix 4 (Route through clusters with responsible persons)</i></p> <p><i>Video clip (10-15-minute video about the OP infrastructure: auditoriums, halls, laboratories, sports, etc. halls...) on clusters for</i></p>	<i>On route</i>

		<i>online experts</i>	
18.0.00-18.30	Work of the EEC (discussion of results and summing up the results of 1 day)	<i>IAAR External Experts</i>	Rectorate Office # 404 Connect to Zoom <u>Conference</u> <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
18.30 – 19.30	<b>Supper</b>	<i>IAAR External Experts Dinner Day</i>	
<b>2: May 24, 2024</b>			
09.00-09.30.30	Work of the EEC (discussion of organizational issues)	<i>IAAR External Experts</i>	Rectorate Office # 404 Connect to Zoom <u>Conference</u> <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
09.30-10.30.30	Meeting with students	<i>1, 2, 3 cluster (Appendix #5) (session hall zoom1) 4,5, 6 cluster (Appendix #6) (session hall zoom2)</i>	Rectorate, hall Academic Council meetings, 4th floor, No.403 Connect to the Zoom conference <u>the Zoom conference</u> <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
10.30-11.30.30	Student survey (in parallel)	<i>Appendix No. 7 (list with current e-mailaddresses)</i>	<i>The link is sent to the emailstudent's email address personally 5 minutes before the start of the survey</i> Rector's Office, office no. 302
10.30-10.40.40	Technical break	<i>IAAR External Experts</i>	Rectorate Office no. 404

10.40-13.00	Working with department documents ( <i>documents must be uploaded to the cloud by cluster in advance, if necessary, department heads will be invited to online (Zoom) and scheduled attendance of teaching staff classes (Appendix 8)</i> )	<b>Cluster 1</b> Link to the cloud:Link to the cloud: <i>public:\\Academic activities\Department of Academic Affairs\Accreditation 2024</i> <b>Cluster 2</b> Link to cloud: Link to cloud: <i>public:\\Academic activities\Department of Academic Affairs\Accreditation 2024</i> <b>Cluster 3</b> Link to cloud: Link to cloud: <i>public:\\Academic activities\Department of Academic Affairs\Accreditation 2024</i> <b>Cluster 4</b> Link to cloud: Link to cloud: <i>public:\\Academic activities\Department of Academic Affairs\Accreditation 2024</i> <b>Cluster 5</b> Link to the cloud: Link to the cloud: <i>public:\\Academic activities\Department of Academic Affairs\Accreditation 2024</i> <b>Cluster 6</b> Link to cloud: Link to cloud: <i>public:\\Academic activities\Department of Academic Affairs\Accreditation 2024</i>	Rector's Office, office # 404 Connect to the Zoom conference <a href="https://us02web.zoom.us/j/9623882483">the Zoom conference</a> <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
13.00-14.00	<b>Lunch break</b>	<i>IAAR External experts</i>	
14.00-16.00	Visit to the SP practice bases (parallel across clusters)	<i>Appendix # 9 (route by cluster)</i>	On the route
16.00-16.10	Technical break	<i>IAAR External experts</i>	Rectorate, office # 404
16.10-16.50	Meeting with employers OP	<i>Appendix # 10 (list for each cluster)</i>	Rector's Office, Academic Council meeting Room, 4th floor, No.403 Connect to the Zoom conference <a href="https://us02web.zoom.us/j/9623882483">the Zoom conference</a> <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
16.50-17.00	Technical break	<i>IAAR External experts</i>	Rectorate, office # 404
17.00-17.45	Meeting with graduates	<i>Appendix # 11 (list for each cluster)</i>	Rector's Office, Academic Council meeting Room, 4th floor, No.403 Connect to the Zoom conference <a href="https://us02web.zoom.us/j/9623882483">the Zoom conference</a> <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID:

			962 388 2483
17.45-18.00	Technical break	<i>IAAR external experts</i>	Rectorate, office # 404
18.00-20.00	Work of the EEC, discussion of the results of the second day and profile parameters ( <i>recorded</i> )	<i>IAAR External Experts</i>	Rectorate Office # 404 Connect to Zoom <u>Conference</u> <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
20.00-21.00	<b>Supper</b>	<i>IAAR External Experts Dinner Day</i>	
<b>3: May 25, 2024</b>			
09.00-11.30	Work of the EEC (development and discussion of recommendations)( <i>recording is underway</i> )	<i>IAAR External Experts</i>	Rectorate Office # 404 Connect to Zoom <u>Conference</u> <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
11.30-11.40	Technical break	<i>IAAR External experts</i>	Rectorate, office # 404
11.40-13.00	Work of the EEC, development and discussion of recommendations IAAR	<i>External experts</i>	Rectorate, office # 404 (Individual expert work offline)
13.00-14.00	<b>Lunch break</b>	<i>IAAR External Experts</i>	
14.00-16.15.15	Work of the EEC, discussion, decision-making by voting ( <i>recorded</i> )	<i>IAAR External Experts</i>	Rectorate Office # 404 Connect to Zoom <u>Conference</u> <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
16.15-16.30	Technical break	<i>IAAR External Experts</i>	Rectorate Office no. 404
16.30-	Final meeting of the EEC	<i>Heads of the University and structural divisions</i>	Academic Council Meeting Room 4th

17.0.00	with the university management		floor, No.403 Connect to Zoom <a href="https://us02web.zoom.us/j/9623882483">conferences</a> <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
18.00-19.00.00	<i>Dinner</i>	<i>IAAR External Experts</i>	



### Appendix 3. RESULTS OF THE TEACHING STAFF SURVEY

#### 1. Total number of questionnaires: 56

#### 2. Position,%

Professor	8 (14.3%)
Associate Professor / Associate Professor	20 (35.7%)
Senior teacher	27 (48.2%)
Teacher	0 (0%)
Head of Department Department	1 (1.8%)
Assistant Professor	0 (0%)

#### 3. Academic degree, academic title

Honored Worker	0 (0%)
Doctor of Science	3 (5.4%)
Candidate of Science	18 (32.1%)
Master's degree	24 (42.9%)
PhD	11 (19,6%)
Professor	2 (3.6%)
Associate Professor / Associate Professor	4 (7.1%)
No	0 (0.0%)
Other	0 (0.0%)

#### 4. Work experience at this university

Less than 1 year	0 (0%)
1 year – 5 years	1 (1.8%)
Over 5 years	55 (98.2%)
Other	0 (0%)



№	Questions	Very good	Good	Relatively bad	Bad	Very bad	Not answered
5	To what extent does the content of the educational program meet your scientific and professional interests and needs?	34 (60,7%)	21 (37,5%)	1 (1,8%)	0 (0%)	0 (0%)	0 (0%)
6	How do you assess the opportunities provided by the University for the professional development of teaching	staff 24 (42,9%)	28 (50%)	4 (7,1%)	0 (0%)	0 (0%)	0 (0%)
7	How do you assess the opportunities provided by the University for career growth of teaching	staff 22 (39,3%)	29 (51,8%)	5 (8,9%)	0 (0%)	0 (0%)	0 (0%)
8	How do you assess the degree of academic freedom of teaching	staff 26 (46,4%)	25 (44,6%)	4 (7,1%)	1 (1,8%)	0 (0,0%)	0 (0%)
	<b>To what extent can teachers use their own</b>						
9	• Learning Strategies	32 (57,1%)	21 (37,5%)	2 (3,6%)	0 (0%)	1 (1,8%)	0 (0%)
10	• Teaching methods	31 (55,4%)	22 (39,3%)	3 (5,4%)	0 (0%)	0 (0%)	0 (0%)
11	• Educational innovations	30 (53,6%)	25 (44,6%)	1 (1,8%)	0 (0%)	0 (0%)	0 (0%)
12	How do you assess the work on the organization of medical care and disease prevention at the university?	17 (30,4%)	32 (57,1%)	7 (12,5%)	0 (0%)	0 (0,0%)	0 (0%)
13	How is the management of an educational institution paying attention to the content of the educational program?	27 (48,2%)	26 (46,4%)	2 (3,6%)	0 (0%)	1 (1,8%)	0 (0%)
14	How do you assess the adequacy and availability of the necessary scientific and educational literature in the library?	33 (58,9%)	23 (41,1%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
15	Evaluate the level of created conditions that take into account the needs of different groups of students?	22 (39,3%)	32 (57,1%)	1 (1,8%)	0 (0%)	1 (1,8%)	0 (0%)
	<b>Evaluate the openness and accessibility of the manual</b>						

<b>to 16</b>	• Students	23 (41,1%)	27 (48,2%)	4 (7,1%)	1 (1,8%)	1 (1,8%)	0 (0%)
<b>17</b>	• for teachers	22 (39,3%)	29 (51,8%)	2 (3,6%)	2 (3,6%)	1 (1,8%)	0 (0%)
<b>18</b>	Evaluate the involvement of teaching staff in the management and strategic decision-making process	13 (23,2%)	37 (66,1%)	4 (7,1%)	2 (3,6%)	0 (0%)	0 (0%)
<b>19</b>	How is the innovative activity of teaching staff encouraged?	25 (44,6%)	26 (46,4%)	3 (5,4%)	2 (3,6%)	0 (0%)	0 (0%)
<b>20</b>	Evaluate the level of feedback between the teaching staff and the management	team 20 (35,7%)	29 (51,8%)	4 (7,1%)	2 (3,6%)	1 (1,8%)	0 (0%)
<b>21</b>	What is the level of encouragement and involvement of young professionals in the educational process?	21 (37,5%)	27 (48,2%)	8 (14,3%)	0 (0%)	0 (0%)	0 (0%)
<b>22</b>	Evaluate the opportunities created for professional and personal growth for each teacher and employee	19 (33,9%)	34 (60,7%)	2 (3,6%)	1 (1,8%)	0 (0%)	0 (0%)
<b>23</b>	Assess the adequacy of the university management's recognition of the potential and abilities of teachers	14 (25%)	33 (58,9%)	8 (14,3%)	1 (1,8%)	0 (0%)	0 (0%)
	<b>How is job</b>						
<b>24</b>	• on academic mobility	set up? 18 (32,1%)	31 (55,4%)	5 (8,9%)	1 (1,8%)	1 (1,8%)	0 (0%)
<b>25</b>	• On advanced training of teaching	staff 23 (41,1%)	26 (46,4%)	6 (10,7%)	0 (0%)	1 (1,8%)	0 (0%)
	<b>Evaluate the support of the university and its management</b>						
<b>for 26</b>	• research initiatives of teaching staff	23 (41,1%)	29 (51,8%)	4 (7,1%)	0 (0%)	0 (0%)	0 (0%)
<b>27</b>	• Development of new educational programs/учебных disciplines / teaching methods	19 (33,9%)	34 (60,7%)	3 (5,4%)	0 (0%)	0 (0%)	0 (0%)
	<b>Assess the level of teaching staff's ability to combine teaching</b>						
<b>28</b>	• with scientific research	11 (19,6%)	37 (66,1%)	8 (14,3%)	0 (0%)	0 (0%)	0 (0%)

29	• with practical activities	12 (21,4%)	33 (58,9%)	11 (19,6%)	0 (0,0%)	0 (0%)	0 (0%)
30	Evaluate how students ' knowledge obtained at the university corresponds to the realities of the modern labor market requirements	22 (39,3%)	29 (51,8%)	4 (7,1%)	0 (0%)	1 (1,8%)	0 (0%)
31	How does the management and administration of the university perceive criticism in their address?	7 (12,5%)	40 (71,4%)	7 (12,5%)	2 (3,6%)	0 (0%)	0 (0%)
32	Evaluate how much your training load meets your expectations and capabilities?	17 (30,4%)	31 (55,4%)	7 (12,5%)	1 (1,8%)	0 (0%)	0 (0%)
33	Evaluate the focus of educational programs/training programs on developing students ' skills and abilities to analyze the situation and make forecasts?	16 (28,6%)	36 (64,3%)	3 (5,4%)	1 (1,8%)	0 (0%)	0 (0%)
34	Evaluate the extent to which the educational program meets the expectations of the labor market and employers in terms of its content and quality of implementation	18 (32,1%)	33 (58,9%)	5 (8,9%)	0 (0%)	0 (0%)	0 (0%)

### 35. Why do you work at this particular university?

1. Себебі өз замандығым бойынша осында бітіріп, әрі қарай, өзім қалаптаңдаған мамандық бойынша жұмыс беруді алдыма мақсат қойдым.
2. This is my choice!
3. Біріншіден мен осы университетте оқыдым, екіншіден университетте жұмыс жасай жүріп өз тәжірибеммен бөлісуге ұнайды. Өзім осы өңірдің азаматымын. Маған ЖОО қызметі ұнайды
4. Жас маман ретінде жақсы көмектер көрсетілген
5. Осы университеттің түлегімін, маған ұнайды
6. This is my 2nd home, my whole life has been spent here
7. Осы университеттің түлегімін, осы аймақтағы жастарға білім беруде өз үлесімді қосқым келеді
8. Ғылым саласына көп қолдау көрсетіледі.
9. осы университетті бітірдім
10. Creative self-realization, doing science
11. Because you like it
12. Пәлестік құрамының біліктілігі білімділігі
13. I live in Taraz, I like my job
14. otezhaksky collective, bazasyzhaksky University
15. Ұнайды
16. Because there is an opportunity to grow both in your career and professionally, there are all the opportunities to engage in science and realize yourself in your professional activities.
17. Major regional University in Taraz

18. My alma mater
19. It is important for me to teach students, and the conditions for this are good at this university
20. I live in the city
21. Taraz Regional University is one of the largest and the only one in our region, and the specialty "Automation" is also available only in our university. Since I was a doctoral student at KazNTU named after K. I. Satpayev under a grant from TarSU named after M. H. Dulati, I want to stay here and contribute to the development of our specialty
22. I like teaching students. Support their ideas, implement startups, etc.
23. Өйткені өзіме осы ЖОО мен кафедра ұнайды
24. because I graduated from this University and I correspond to the specialty
25. Себебі, осы ЖОО білімалып, кафедра меңгерушісінің ұсынысымен таңдадым
26. Like,.
27. Мен осы оқу орнында білім алдым және маған студенттер мен жұмыс істеген ұнайды.
28. A good salary
29. Осы жоғары оқу орнының түлегімін. Сондықтан осы салада тәжірибе жинақтап, білімді жоғарлату мақсатын таңдадым
30. Көп жылдық еңбек өтілінің нәтижесін жастарға білім беру саласында ұйрету
31. Барлық этаптардан білімалып, бала шағалы болдым, рақмет!!
32. Көп жылдық еңбек өтілін жастарғасаясаттау мақсатында
33. This is my Almamater
34. Мамандығымның сәйкес келуіне байланысты
35. I am a graduate of this university and I like to teach at the university.
36. I live and work in this city.
37. Менің таңдауым осы Дулати университеті болды
38. Осы өңірдің тұрғынымын, басқатаңдау жоқ
39. This university is a multidisciplinary university that provides three-stage training of specialists
40. -
41. Осы өңірдің тумасымын
42. I live in Taraz
43. Мен осы университеттің түлегімін
44. жолдама мен жіберген
45. TarRU named after M. H. Dulati is a multidisciplinary university that trains highly qualified specialists in various fields of activity.
46. By place of residence
47. Кәсіби даму
48. Жоғары оқу орнының бітірген сәттен жұмыс істеудемін.
49. I chose to work at this university for several reasons. First, the university has an excellent reputation and recognition in the educational field, which makes it possible to work with highly qualified colleagues and motivated students. Secondly, it has all the necessary resources for research and software development, including state-of-the-art laboratories and library collections. Third, the university actively supports innovative projects and initiatives, which allows me to develop my professional skills and contribute to the development of educational technologies. Finally, an important factor was the fact that the university is located in the region where I would like to live and work, providing comfortable living conditions and professional growth.

**36. How often are master classes and classes with the participation of practitioners held as part of your course?**

very often	often	sometimes	very rarely	never
9 (16,1%)	29 (51,8%)	16 (28,6%)	1 (1,8%)	1 (1,8%)

**37. How often do external со стороны teachers (domestic and foreign) participate in the learning process?**

very often	often	sometimes	very rarely	never
12 (21,4%)	18 (32,1%)	21 (37,5%)	4 (7,1%)	1 (1,8%)

**38. How often do you encounter the following problems in your work: (please give an answer in each line)**

Questions	Are Often	Sometimes	Never	Answered
Lack of classrooms	4 (7,1%)	25 (44,6%)	27 (48,2%)	0 (0%)
Unbalanced academic load by semester	6 (10,7%)	26 (46,4%)	24 (42,9%)	0 (0%)
Unavailability of necessary literature in the library	0 (0%)	25 (44,6%)	31 (55,4%)	0 (0%)
Overcrowding of study groups (too many students in the group)	3 (5,4%)	15 (26,8%)	38 (67,9%)	0 (0%)
Inconvenient schedule	7 (12,5%)	34 (60,7%)	15 (26,8%)	0 (0%)
Inappropriate classroom conditions	2 (3,6%)	27 (48,2%)	27 (48,2%)	0 (0%)
Lack of Internet access/weak Internet	connection 9 (16,1%)	32 (57,1%)	15 (26,8%)	0 (0%)
Students' lack of interest in learning	3 (5,4%)	29 (51,8%)	24 (42,9%)	0 (0%)
Late receipt of information about events	1 (1,8%)	17 (30,4%)	38 (67,9%)	0 (0%)
Lack of technical training tools in classrooms	1 (1,8%)	25 (44,6%)	30 (53,6%)	0 (0%)

Другие проблемы	<p>Мәселе жоқ</p> <p>-</p> <p>Жоқ</p> <p>нет</p> <p>Нет</p> <p>Лицензиялы программалық көнімдердің болмауы</p> <p>Қоғамдық жұмыстар материалдық түрде бағаланса, мәселен АҚ хатшысы жұмысы, кафедра бойынша бакалавр, магистранттардың, докторанттардың өндірістік практикасы бойынша жауапты жұмыс, т.б.</p> <p>Жоқ</p> <p>Комнаты отдыха для преподавателей в свободное от занятий время</p> <p>Низкая заработная плата</p> <p>Көңілім толады</p> <p>Ауырып қалған кезде</p> <p>Ешқандай мәселелер жоқ</p> <p>Существует проблема недостаточной интеграции между различными факультетами и отделами, что затрудняет междисциплинарное сотрудничество и обмен знаниями.</p> <p>Another problem is the high workload of teachers and researchers, which limits their ability to participate in additional projects and initiatives.</p> <p>Too much time is spent on extracurricular work</p> <p>Lack of a buffet</p> <p>an order was issued to pay for obtaining an academic title, it was said in the Ministry that they would pay not 17, but 25 MCI, we hope our university will pay ,and orders will be executed with the Ministry of</p> <p>There are no other problems</p> <p>Foreign Affairs There are no other problems No computer</p> <p>Very much unnecessary paperwork and urgency, There is no link to it</p> <p>.</p> <p>Maselezhok</p> <p>There</p> <p>are no problems The experience of the older generation is not taken into account due to their retirement.</p> <p>maselezhok A</p> <p>lot of requested papers, reports, etc.</p> <p>Baskazhauabyzhok</p> <p>ondiristertolykzhumyszhasasa</p> <p>Poorly organized training of teachers in leading universities in the country and abroad</p>
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**39. In the life of a university, there are many different aspects and aspects that affect each teacher and employee in one way or another. Rate how satisfied you are with:**

Questions	Fully satisfied	Partially satisfied	Not satisfied	I find it difficult to answer
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The attitude of the university management towards you	27 (48,2%)	25 (44,6%)	3 (5,4%)	1 (1,8%)
Relationships with direct management	34 (60,7%)	18 (32,1%)	4 (7,1%)	0 (0,0%)
Relations with colleagues in the department	46 (82,1%)	10 (17,9%)	0 (0,0%)	0 (0%)
Degree of participation in management decision	-making 32 (57,1%)	20 (35,7%)	3 (5,4%)	1 (1,8%)
Relations with students	51 (91,1%)	5 (8,9%)	0 (0%)	0 (0%)
Recognition of your success and achievements by the administration	37 (66,1%)	16 (28,6%)	3 (5,4%)	0 (0%)
Support for your suggestions and comments	32 (57,1%)	22 (39,3%)	1 (1,8%)	1 (1,8%)
Activities of the university administration	31 (55,4%)	19 (33,9%)	5 (8,9%)	1 (1,8%)
Payment terms and conditions	25 (44,6%)	28 (50%)	3 (5,4%)	0 (0%)
Working conditions, list and quality of services provided at the university	29 (51,8%)	25 (44,6%)	2 (3,6%)	0 (0%)
Occupational health and safety	42 (75%)	12 (21,4%)	1 (1,8%)	1 (1,8%)
Managing changes in the university	's activities 27 (48,2%)	26 (46,4%)	2 (3,6%)	1 (1,8%)
Providing a social package: recreation, sanatorium treatment, etc	. 25 (44,6%)	22 (39,3%)	6 (10,7%)	3 (5,4%)
Organization and quality of nutrition at the university	12 (21,4%)	27 (48,2%)	13 (23,2%)	4 (7,1%)
Organization and quality of medical care	24 (42,9%)	26 (46,4%)	3 (5,4%)	3 (5,4%)

#### Appendix 4. RESULTS OF THE STUDENT SURVEY

**Total number of questionnaires: 63**

1. Білім беру бағдарламыңыз (Ваша образовательная программа)?

6B07214 Technology and 6B07214 Food Processing Technology and Engineering	2	3.2%
7M07201 Food Processing Technology and Food Processing Technology and Engineering	2	3.2%
6B07211 Innovative Textiles	3	4.8%
7M07211 Innovative Textiles	2	3.2%
6B07215 Food Technology	3	4.8%
6B06111 Computer Science and Computer Science	4	6.3%

7M06111 Computer Science and Computer Science	2	3.2%
7M06114 Programming and Programming Software development	2	3.2%
6B06118 Information Systems and Technologies	8	12.7%
6B06120 Software Engineering	5	7.9%
6B07122 Automation and Informatization in Control systems	3	4.8%
6B05314 Chemistry	8	12.7%
7M05311 Chemistry	3	4.8%
6B07115 Chemical Engineering and Processes	3	4.8%
7M07112 Chemical Engineering and Processes	1	1.6%
6B07511 Standardization and Management Quality Management in Industry	5	7.9%
7M07513 Standardization and Quality management in Industry (2 years)	2	3.2%
7M06113 Corporate Information Systems and Technologies	5	7.9%

## 2. Жынысыңыз (Пол)

Er (male) 31 people 49, 2%  
Ayel (female) 32 people 50, 8%

## 3. Төмендегі жағдайларға көңіліңіздің қаншалықты толатындығын бағалаңыз: (Оцените, насколько Вы удовлетворены:)

Questions	Fully satisfied	Partially satisfied	Partially	unsatisfied Not satisfied	I can't answer
1. Relations with the dean	's office 54 people	6 people	0 people	1 person	2 people
2. The level of accessibility of the dean	's office (81 %)	(15,9 %)	(0 %)	(1,6 %)	(1,6 %)
3. The level of accessibility and responsiveness of the university management	54 people	7 people	0 people	1 person	1 person
4. The availability of academic advice	to you(82,5 %)	(14,3 %)	(1,6 %)	(0 %)	(1,6 %)
5. Support with educational materials in the learning process	55 people	5 people	1 person	1 person	1 person
6. Availability of counseling on personal problems	(82,5 %)	(12,7 %)	(1,6 %)	(1,6 %)	(1,6 %)
7. Relations between student and teacher	54 pers	7 pers	1 pers	0 pers	1 pers
8. Financial and administrative services of the educational institution	(77,8 %)	(17,5 %)	(3,2 %)	(0 %)	(1,6 %)
9. Availability of health services	47 people	9 people	4 people	1 person	2 people



Questions	Fully satisfied	Partially satisfied	Partially	unsatisfied Not satisfied	I can't answer
10. Quality of medical care in higher education institutions	(71,4 %)	(17,5 %)	(4,8 %)	(1,6 %)	(4,8 %)
11. The level of availability of library resources	56 people	5 people	1 person	0 people	1 person
12. The quality of services provided in libraries and reading rooms	(92,1 %)	(4,8 %)	(1,6 %)	(0 %)	(1,6 %)
13. Satisfaction with the existing educational resources of the university	52 people	6 people	4 people	0 people	1 person
14. Availability of computer classes	(74,6 %)	(20,6 %)	(3,2 %)	(0 %)	(1,6 %)
15. Availability and quality of Internet resources	49 people	10 people	2 people	1 person	1 person
16. Content and information content of the website of educational organizations in general and faculties (schools) in particular	(81 %)	(14,3 %)	(3,2 %)	(0 %)	(1,6 %)
17. Study rooms, auditoriums for large groups	52 people	8 people	2 people	0 people	1 person
18. Rest rooms for students (if available)	(76,2 %)	(12,7 %)	(4,8 %)	(1,6 %)	(4,8 %)
19. Clarity of the procedure for taking disciplinary measures	51 pers	7 pers	2 pers	0 pers	3 pers
20. The quality of the educational program as a whole	(77,8 %)	(17,5 %)	(1,6 %)	(1,6 %)	(1,6 %)
21. The quality of educational programs in the OP	50 people	8 people	3 people	1 person	1 person
22. Teaching methods in general	(74,6 %)	(17,5 %)	(4,8 %)	(1,6 %)	(1,6 %)
23. Quick response to feedback from teachers regarding the educational process	52 people	9 people	1 person	0 people	1 person
24. The quality of teaching in general	(81 %)	(14,3 %)	(3,2 %)	(0 %)	(1,6 %)
25. Academic load / student requirements	50 people	11 people	1 person	0 people	1 person
26. Teaching staff requirements for a student	(81 %)	(15,9 %)	(1,6 %)	(0 %)	(1,6 %)
27. Information support and explanation of the admission rules and strategy of the educational program (specialty) before entering the university	50 people	10 people	2 people	0 people	1 person
28. Informing the requirements for successfully completing this educational program (specialty)	51 pers	. 10 pers.	1 pers.	0 pers.	1 pers. The
29. quality of exam materials (tests and exam questions, etc.)	(81 %)	(12,7 %)	(3,2 %)	(1,6 %)	(1,6 %)
30. Objective assessment of knowledge, skills and other academic achievements	52 persons	9	1 person	0 people	1 person
31. persons 1 persons 0 persons 1 persons Available computer classes	(81 %)	(14,3 %)	(3,2 %)	(0 %)	(1,6 %)
32. Available scientific laboratories	49 people	12 people	1 person	0 people	1 person

Questions	Fully satisfied	Partially satisfied	Partially	unsatisfied Not satisfied	I can't answer
33. Objectivity and fairness of teachers	(82,5 %)	(11,1 %)	(4,8 %)	(0 %)	(1.6 %)
34. Informing students about courses, educational programs and academic degrees	54 people	7 people	1 person	0 people	1 person
35. Providing students with a hostel	(77,8 %)	(14,3 %)	(3,2 %)	(0 %)	(4,8 %)

4. Evaluate how much you agree with:

Approval	Full agreement	Agree	Partially agree	Disagree	Fully disagree	Not answered
1. The course program was clearly presented	53 people	7 people	2 people	0 people	1 person	-
2. The course content is well structured	(79,4 %)	(15,9 %)	(3,2 %)	(0 %)	(1,6 %)	-3
. Key terms are sufficiently explained	51 people	8 people	3 people	0 people	1 person	-
4. The material proposed by the teacher is relevant and reflects the latest achievements in science and practice	(77,8 %)	(12,7 %)	(6,3 %)	(1,6 %)	(1,6 %)	-5
. The teacher uses effective teaching methods	49 people	12 people	2 people	0 people	0 people	-
6.The teacher knows the taught material	(81 %)	(15,9 %)	(3,2 %)	(0 %)	(0 %)	-7
. The teacher's presentation is clear	54 people	7 people	2 people	0 people	0 people	-
8.The teacher presents the material in an interesting form	48 people	11 people	4 people	0 people	0 people	-
9. Objective assessment of knowledge, skills, and other academic achievements	(76,2 %)	(19 %)	(4,8 %)	(0 %)	(0 %)	-10
. Timely assessment of students ' academic achievements	49 people	12 people	2 people	0 people	0 people	-
11.The teacher meets my requirements for personal development and professional development	(81 %)	(12,7 %)	(6,3 %)	(0 %)	(0 %)	-12
. The teacher encourages the activity of students	50 people	10 people	3 people	0 people	0 people	-
13. The teacher encourages students ' creative thinking	(73 %)	(23,8 %)	(3,2 %)	(0 %)	(0 %)	-14
. The appearance and manners of the teacher are adequate	52 people	10 people	1 person	0 people	0 people	-
15. The teacher shows a positive attitude to students	52 people	10 people	1 person	0 people	0 people	-

16.The system of assessment of academic achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	(81 %)	(17,5 %)	(1,6 %)	(0 %)	(0 %)	-17
.Evaluation criteria, used by the teacher, clear	48 people	13 people	2 people	0 people	0 people	-
18. The teacher evaluates students ' achievements objectively	(84,1 %)	(11,1 %)	(4,8 %)	(0 %)	(0 %)	-19
. The teacher speaks a professional language	50 people	11 people	2 people	0 people	0 people	-
20. The organization of education provides sufficient opportunities for sports and other leisure	activities(76,2 %)	(15,9 %)	(7,9 %)	(0 %)	(0 %)	-21
. Facilities and equipment for students are safe, comfortable and modern	51 people	10 people	2 people	0 people	0 people	-
22. The library is well equipped and has a fairly good collection of books	(85,7 %)	(12,7 %)	(1,6 %)	(0 %)	(0 %)	-23
.Equal opportunities are provided to all students	52 people	7 people	4 people	0 people	0 people	-

#### 5. Other problems regarding the quality of teaching (Baskameseleler): 28 responses

Жоқ

Мәселе жоқ

Басқа мәселе жоқ

-

Super

Маселе жоқ

+

басқа мәселе жоқ)

There are no problems

Ешқандай мәселелер жоқ

A large program often spends a large amount of time, which leaves little personal time.

Ұсынысым жоқ

Hdjsj

Барлығы қарастырылады

there are no problems

I didn't notice any problems with the quality of teaching

барлығы менің көңілімнен шығады

satisfied

Студенттермен жеке жеке жұмыс істеу керек потенциалын жауапкершілік сезіндеру байқамадым

Асхана жағдайын дұрыстау қажет, биылдыққа асхана мүлдем жұмыс жасамады

Masele dock