INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

Addressed to the
IAAR Accreditation Board

«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ
НУ «НЕЗАВИСИМОЕ АГЕНТСТВО АККРЕДИТАЦИИ И РЕЙТИНГА»
INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

REPORT

on the results of the External Expert Commission assessment of compliance with the requirements of specialized accreditation standards for educational programs 6B06201 "Radio Engineering, Electronics, and Telecommunications, "6B07108 "Heat Power Engineering," 7M0716 "Heat Power Engineering," and 8D07103 "Electric Power Engineering"

Abylkas Saginov Karaganda Technical University NJSC

within the period from April 20 to 22, 2026

Karaganda **April 22, 2026**

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

IAAR	– Independent Agency for Accreditation and Rating
EEC	– External Expert Commission
A. Saginov	
KTU NJSC	– Non-profit Joint-stock Company Abylkas Saginov Karaganda Technical University
HEI	– Higher Education Institution (the University)
Faculty	– The teaching staff
EP	– Educational program
HPE	– Heat Power Engineering
EPE	– Electric Power Engineering
RE&T	– Radio Engineering, Electronics, and Telecommunications
EO	– Education organization
PS	– Power Systems
RTT	– Radio electronics and Telecommunication Technologies
APP	– Automation of Production Processes
CED	– Catalog of Elective Courses
MEP	– Modular Educational Program
WC	– Working Curriculum
QMS	– Quality Management System
IRD	– Internal Regulatory Document
UPHE	– Unified Platform for Higher Education
SCES	– State Compulsory Education Standard
CQMA	– Center of Quality Management and Accreditation
QAC	– Quality Assurance Committee

(II) INTRODUCTION

In accordance with order of the Independent Agency for Accreditation and Rating No. 61-26-OD dated 12.02.2026, within the period from April 20 to 22, 2026, the External Expert Commission assessed the compliance of educational programs 6B06201 "Radio Engineering, Electronics and Telecommunications", 6B07108 "Heat Power Engineering", 7M0716 "Heat Power Engineering", 8D07103 "Electric Power Engineering" of Abylkas Saginov Karaganda Technical University with the specialized accreditation standards of the IAAR (approved by order of the General Director of the National Institution "Independent Agency for Accreditation and Rating" dated June 16, 2020 No. 57-20-OD (as amended and supplemented by order No. 189-23-OD dated 04.12.2023) in a hybrid format. The Report of the External Expert Commission contains an assessment of the submitted educational programs according to the IAAR criteria, recommendations of the EEC for further improvement of educational programs, and parameters of the educational program profile.

The EEC composition:

Chairman – Vladimir Nikolayevich Kossov, Doctor of Physical and Mathematical Sciences, Professor, Non-profit Joint-stock Company Abai Kazakh National Pedagogical University (Almaty);

IAAR Foreign Expert – Vyacheslav Nastassenko, PhD, Associate Professor, Technical University of Moldova (Chisinau, Moldova);

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

IAAR Expert – Edilkhan Didar, PhD, Associate Professor, Director of the Smart City Research Center, Astana IT University (Astana);

IAAR Expert – Maksim Sergeyevich Korobkov, PhD, Gumarbek Daukeyev Almaty University of Power Engineering and Telecommunications (Almaty);

IAAR Expert – Adil Ramazanovich Fayzullin, PhD, Kazakh National University of Sport (Astana);

IAAR Expert – Saltanat Abenovna Yussupova, PhD in Engineering, Associate Professor, Gumarbek Daukeev Almaty University of Power Engineering and Telecommunications (Almaty);

IAAR Expert, Employer – Artem Nurakhmetovich Autov, Director of the Production and Service Support Department, Freedom Satellite (Almaty);

IAAR Expert, Student – Aidana Manapkyzy Turdybekova, 3-year student, EP 6B06201 "Radio Engineering, Electronics, and Telecommunications", International Education Corporation (Almaty);

IAAR Expert, Student – Aruzhan Kanatkyzy Kissym, 1-year Master's student, EP 7M07102 - Automation and Control, L.N. Gumilyov Eurasian National University (Astana);

Coordinator from IAAR – Dinara Kairbekovna Bekenova, IAAR project manager (Astana).

(III) PRESENTATION OF THE EDUCATION ORGANIZATION

A. Saginov Karaganda Technical University (KTU) is one of the leading technical universities in the Republic of Kazakhstan. Founded in 1953, the University has a long history of developing its engineering school and a proven track record of implementing technical educational programs.

The University mission is to train qualified engineering personnel for industry and the real sector of the economy, including mining and metallurgy, energy, mechanical engineering, IT, and construction. A. Saginov KTU implements a multi-level education system encompassing undergraduate, graduate, and doctoral (PhD) programs, ensuring educational continuity and the development of a research culture.

The University has a well-developed educational and research infrastructure, including specialized laboratories equipped with equipment from global leaders (Siemens, Festo, Schneider Electric), computer labs, and research centers. The key feature of the University is its close integration with industry: educational programs are developed with the participation of major employers and industrial partners, ensuring their relevance to the labor market. The University's international activities include collaboration with over 30 foreign universities in Europe, Asia, and the CIS, as well as participation in academic mobility programs such as Erasmus+ and DAAD. The quality of the educational process is confirmed by regular international accreditation by the IAAR and the implementation of Industry 4.0 standards.

The University actively develops research and innovation activities aimed at addressing pressing challenges facing Kazakhstan industry. A. Saginov KTU houses research and technology centers and engineering laboratories in numerous fields. The University participates in national and international research projects and implements elements of dual education through collaboration with its Corporate University, which brings together dozens of the country's leading industrial companies. Particular attention is paid to training specialists in Industry 4.0, digital engineering, mechatronics, and robotics.

The University high level of training and scientific potential are confirmed by its stable positions in national and international rankings. The University is included in the QS World University Rankings for the quality of education, internationalization, and graduate employability. The University has also repeatedly held the leading position among technical universities in Kazakhstan according to independent rankings. A high percentage of graduates successfully find employment in their fields, demonstrating the high demand for University graduates in the labor market and the close connection between the educational process and the needs of the industrial sector.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

In 2019 (May 20-23, 2019), EP 6B07108 "Heat Power Engineering", 7M07106 "Heat Power Engineering", 6B06201 "Radio Engineering, Electronics and Telecommunications", and 8D07103 "Electric Power Engineering" underwent specialized accreditation (Standards of Specialized Accreditation of the IAAR (No. 10-17-OD of February 24, 2017, fifth edition). As a result of the EEC work, 14 recommendations were identified under 6 standards. Based on the accreditation results, all the EPs were accredited for the period of 7 years.

Following the accreditation procedure, the External Expert Commission made recommendations for improving the University's activities. To implement these recommendations, an "Action Plan for the Implementation of the EEC Recommendations for Assessing Compliance with the Requirements of Institutional and Specialized Accreditation Standards" was developed and approved. The implementation results were reflected in the interim Report on the implementation of the recommendations of the EEC within the framework of the specialized initial accreditation of educational programs submitted to the IAAR within the established deadlines.

Standard "Educational Program Management"

1.1 To develop educational program development plans taking into account the needs of the state, employers, stakeholders, and students, ensure monitoring of their implementation, and mechanisms for regular review (100%).

1.2 To develop an effective risk management system for each educational program and systematize the assessment of educational program development risks and develop a mechanism for mitigating them, including factors such as educational program development and improvement, risk management, monitoring, and fact-based decision-making (100%).

1.3 To develop the Development Plans for each educational program separately in accordance with the current Development Strategy of Abylkas Saginov Karaganda Technical University and to ensure its transparency (100%).

1.4 To identify the uniqueness and advantages of these educational programs and their Development Plans compared to other educational programs implemented in the region and in the Republic of Kazakhstan (100%).

Standard "Development and Approval of Educational Programs"

2.1 To expand collaboration with key employers and systemically important energy sector enterprises in the development and quality assurance of educational programs (100%).

2.2 To include the course "Descriptive Geometry and Engineering Graphics" in the educational program's curriculum, or integrate it with the course "CAD in Heat Power Engineering" (100%).

2.3 To complete the approval process and sign an agreement for a double-degree program in the educational program "Heat Power Engineering" (75%).

Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs"

3.1 The supervising structural unit of the University shall develop a mechanism for conducting regular surveys (at least twice a year) within the educational program and a mechanism for periodically analyzing the survey results, developing a corrective action plan within the educational program, and ensuring monitoring of its implementation (100%).

Standard "Students"

4.1 To intensify efforts to develop academic mobility for students (EP "5B071700 - Heat Power Engineering", "6M071700 - Heat Power Engineering") (100%).

4.2 To expand student internships at regional electric grid companies ("8D071800 - Electric Power Engineering") (95%).

Standard "Teaching staff"

5.1 To involve practitioners and scientists from enterprises and research organizations in supervising diploma and master's projects (100%).

Standard VI "Educational Resources and Student Support Systems"

6.1 To accelerate the upgrade of classroom equipment with the necessary educational stands and virtual laboratory systems for the 6B07108 "Heat Power Engineering" (5B071700 "Heat Power Engineering") profile (100%).

6.2 EEC recommendation to "8D071800 Electric Power Engineering": to expand the area of the Department of Automation and Power Engineering to accommodate constantly updated teaching and laboratory equipment, due to its availability of modern software and hardware from leading global manufacturers (100%).

6.3 EEC recommendation to "8D07180 Electric Power Engineering": to increase the number of international internships for faculty to enhance motivation and improve the quality of training for the program's specialists (100%).

Post-accreditation monitoring was conducted as part of the action plan for implementing the EEC recommendations and was carried out in accordance with its criteria. Based on the results of post-accreditation monitoring, 12 of the 14 recommendations were fully implemented. The average percentage of recommendations implemented is 97.86%.

(V) DESCRIPTION OF THE EEC VISIT

The EEC work was carried out based on the approved Program for the Expert Ccommission visit to A. Saginov KTU from April 20 to 22, 2026.

The EEC work was coordinated by the on-site IAAR project manager. Prior to the work, the Commission was briefed on the procedure, the Commission members' responsibilities were clarified, the schedule for the work and the EEC visit was finalized, and responsible members were assigned to clusters. The EEC work was conducted in a hybrid format (with EEC members present both offline and online).

To obtain objective information of the University performance assessment, the EEC members met with all the representatives of the University organizational structure during the visit: Chairman of the Management Board, Rector, Vice-Rectors, Heads of Departments, Deans of Faculties, Heads of Departments (heads of educational programs), faculty, students, and external stakeholders from among graduates and employers. Meetings and interviews with representatives of the structural divisions were conducted within the framework of the EEC Visit Program. During the EEC visit, a survey was conducted among the faculty (53 participants) and students (139 participants).

Table 1 - Information of representatives who participated in meetings with the IAAR EEC:

Participant category	**Number**
Rector	1
Vice-Rectors	5
Heads of structural subdivisions	24
Faculty deans	2
Heads of departments, heads of Eps	4
Faculty	15
Students	30
Stakeholders (representatives of practice bases and employers)	12
Graduates	14
Total	**107**

To confirm the information of the educational program material and technical equipment and the University infrastructure, the EEC members conducted a visual inspection of the University main classrooms, scientific and research laboratories and research centers, scientific library premises, computer labs, and student areas. They also visited internship facilities in accordance with the approved EEC Visit Program.

During the EEC visit, the EEC attended classes according to the academic calendar by subject area.

As part of the EEC's mandate, clarifying materials were requested and provided during the visit, and demonstrations of information systems and platforms were conducted.

As part of the planned visit program, brief conclusions from the EEC visit to Abylkas Saginov Karaganda Technical University were presented to the management at the meeting on April 22, 2026.

(VI) COMPLIANCE WITH SPECIALISED ACCREDITATION STANDARDS

6.1. Standard "Educational Program Management"

● *The University must demonstrate the development of a program goal and development strategy based on an analysis of external and internal factors with the broad involvement of diverse stakeholders.*

● *The quality assurance policy must reflect the link between research, teaching, and learning.*

● *The University demonstrates the development of a quality assurance culture.*

● *A commitment to quality assurance must apply to all activities performed by contractors and partners (outsourcing), including joint/dual-degree education and academic mobility.*

● *The program management ensures transparency in the development of the program development plan based on an analysis of its functioning, the actual positioning of the University, and the focus of its activities on meeting the needs of the state, employers, stakeholders, and students.*

● *The program management demonstrates the functioning of mechanisms for the formation and regular review of the program development plan and monitoring its implementation, assessing the achievement of educational goals, meeting the needs of students, employers, and society, and making decisions aimed at continuously improving the program.*

● *The program management must engage representatives of stakeholder groups, including employers, students, and faculty, in developing the program development plan.*

● *The program management must demonstrate the individuality and uniqueness of the program development plan, its alignment with national development priorities and the education institution development strategy*.

● *The University must demonstrate a clear definition of those responsible for business processes within the program, the distribution of staff responsibilities, and the delineation of the functions of collegial bodies.*

● *The program management ensures the coordination of the activities of all persons involved in the development and management of the program and its continuous implementation, and involves all stakeholders in this process.*

● *The program management must ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management, and monitoring, as well as appropriate decision-making.*

● *The program management must implement risk management.*

● *The program management must ensure the participation of stakeholders (employers, faculty, and students) in the collegial governing bodies of the educational program, as well as their representativeness in decision-making on educational program management issues.*

● *The University must demonstrate innovation management within the program, including the analysis and implementation of innovative proposals.*

● *The program management must demonstrate its openness and accessibility to students, faculty, employers, and other stakeholders.*

● *The program management confirms completion of training in educational management programs.*

● *The program management must strive to ensure that progress achieved since the last external quality assurance procedure is taken into account in preparation for the next procedure.*

Evidence section

The University implements the educational process, develops and advances the educational program in accordance with the main regulatory documents in the field of education approved in the Republic of Kazakhstan, as well as in accordance with the key documents of the University, including the University Mission (available on the official website of the University: https://www.kstu.kz/dorogie-druz-ya-2/?lang=ru); the Development Program of A. Saginov KTU for 2024-2029 (approved by the decision of the Board of Directors of the University dated 02.10.2024, minutes No. 7). The development, approval, updating and amendments to all the documents are carried out in accordance with the current requirements of the relevant ministry (State Educational Standards, Model Rules for the Activities of Organizations of Higher and Postgraduate Education, Rules for the Organization of the Educational Process Using Credit Technology of Education in Organizations of Higher and (or) Postgraduate Education, and others). Organization of the educational process is regulated by the University Academic Policy (approved by the Academic Council's decision under Protocol No. 1 dated August 27, 2025).

Ensuring the required level of quality in the educational process, conducting transparent academic and research activities, monitoring organizational mechanisms and management tools, as well as ensuring impartiality and compliance with all ethical and cultural requirements in the educational environment at the University is documented and monitored on an ongoing basis.

Thus, the following documents in the field of quality assurance have been developed and are in effect at the University: “Quality Policy” (https://www.kstu.kz/wp-content/uploads/2022/06/politika-russ1.pdf), “Quality Goals” (https://www.kstu.kz/wp-content/uploads/2022/06/TSeli-v-oblasti-kachestva1.jpg), “Code of Honor for Students, Master's Degree Students and Doctoral Students”, “Regulations on Research Ethics”, “Anti-Corruption Standard”, “Anti-Corruption Policy” and a number of other documents (https://www.kstu.kz/protivodejstvie-korruptsii/?lang=ru). The University has established and is operating a Compliance Service and a Quality Assurance Committee (Regulations on the Quality Assurance Committee, IRD III-15-2022, approved by Chairman of the Board, Rector of A. Saginov KTU NJSC M.K. Ibatov, by decision of the Academic Council No. 13 dated 07/08/2022), which performs the main functions of organizing and monitoring the quality of educational and methodological activities at the University.

Implementation of educational programs, their monitoring at the departmental level within the University, and quality assurance through external expertise are documented and reflected in the strategic documents (mentioned earlier) and basic methodological IRD: MI V-03-2022 "Methodological Guidelines: Design of Educational Programs" (approved by the Quality Management Representative G.S. Zhetessova on November 1, 2022); MI V-05-2025 "Methodological Guidelines: Design and Development of Educational Services" (developed by Director of the Department of Educational Services B.K. Kurmashev; the document does not have the approver's seal; the document version date is indicated as January 27, 2025). The developed educational programs, the quality control document, as well as the educational program development plans, are also oriented towards the main regulatory documents and the RKL. This is confirmed by the presence of relevant references and sections in the educational program passports and development plans.

Ensuring the quality of the educational process and the programs implemented is largely determined by strict adherence to the external evaluation procedure and stakeholder approval. Thus, MEP 6B07108 "Heat Power Engineering" (2024), MEP 7M07106 "Heat Power Engineering" (2024), and the Qualified Educational Documentation for EP 6B07108 "Heat Power Engineering" (for the 2024 intake) were approved by the Light Engineering LLP and the Energougol PA of the Qarmet JSC. The Qualified Educational Documentation for EP 6B06201 "Radio Engineering, Electronics, and Telecommunications" (for the 2025 intake) was approved by the Qaz Network Solution LLP, the Production and Technological Communications Department of the Qarmet JSC, and the Department of Economic Development and Trade of the Karaganda Department of Economic Development of the "Division Network" association of the Kazakhtelecom JSC.

The program management is implemented through various decisions at all the levels, including departmental activities, key stakeholders, and the University executive and supervisory collegial bodies, including the process user chain: surveys of students, faculty, and employers, departmental meeting decisions, quality assurance committee decisions, scientific and technical and educational and methodological councils, and the University Academic Council. Stakeholder participation in the program management is based on discussions with industry representatives (minutes of departmental meetings, with the participation of industry representatives and the results of discussions on program updates; reports on the results of student and faculty surveys to determine satisfaction with the educational process and program content). One of the key documents in this regard is the program development plan, which reflects the relationship between the University goals and development strategy and the development of relevant economic sectors in the region, country, and globally. Thus, the strategic development plan for EP 6B07108 “Heat Power Engineering” was approved in 2022 for the period of 2023-2028, and the development plan for EP 6B06201 “Radio Engineering, Electronics and Telecommunications” was approved in 2025 for the period of 2025-2027.

The University strategic planning is documented with sustainable development as the key focus. This has also been adopted as the "Sustainable Development Policy" of A. Saginov KTU (approved by the Board of Directors Resolution dated May 30, 2025, Minutes No. 4).

The University has implemented and is operating a comprehensive risk management system. A distinctive feature of the system is its coverage across structural divisions and management levels, including institutional and operational ones. Since 2024, a digital system for automated risk collection and classification, the automated risk management system (ARMS), has been implemented and is operational. The system is aimed at automating the process of collecting, structuring, and monitoring the University's risk management across all categories of stakeholders. One of the system's key features is its ability to monitor categories in real time. A Risk Register, a Risk Portfolio have been created for the system operation, comprising 34 consolidated risks, 24 of which are key. A Risk Map, Matrix and Risk Appetite statement have been developed, annual assessment and quarterly monitoring with adjustments if necessary are carried out (Risk Management Policy of A. Saginov Karaganda Technical University NJSC. The teachers and key responsible persons from among the administrative and management personnel undergo advanced training in risk management and corporate governance issues (Bulatbayev F.N., Neshina E.G. completed a 36-hour course on "Features of Corporate Governance at a University" in 2023; Neshina E.G., Kaliaskarov N.B., Bulatbayev F.N. completed a 72-hour course on "Management in Education" in 2025).

The University is developing collaboration with the other education institutions, including international cooperation. In 2024, the Department of Radio electronics and Telecommunication Technologies signed a memorandum of cooperation between Abylkas Saginov KTU and Tomsk State University of Control Systems and Radio electronics.

Analytical section

The analysis of the supporting documents submitted allowed the EEC to note the presence of a well-documented procedure for managing educational programs. During the EEC visit to the University, the existence of all the regulated quality assurance procedures was confirmed, and the distribution of responsibilities for key issues among the University departments was demonstrated. Interviews with representatives of various educational stakeholders, administrative and management personnel, and employers confirmed the existence of well-established mechanisms for interaction between all parties, as well as an understanding and delineation of areas of responsibility in various matters.

The Self-assessment Report, the annual reports of the University and departments, the supporting documents, and the EEC interviews highlight the University's significant focus on developing its research component, which is identified as the key area in the University strategy and development goals. The EEC draws this conclusion from an analysis of the University's key internal regulatory activities, confirming the high level of attention paid to issues of integration into the educational process and the development of the scientific and technical component of the University's activities, which is documented in strategic documents for development with clearly defined quantitative performance indicators.

The quality management system is based on a well-established structure of documented procedures and regulations. All the necessary processes and management decisions are supported by relevant supporting documents. A review of departmental documents reveals the presence of protocol decisions, documented informational messages published on social media and the University website, as well as program development plans and departmental annual reports. The list of internal regulatory documents is quite extensive, and a significant portion of it is posted and accessible for review on the University's official website. However, the EEC notes that some QMS documents do not include development and approval dates, so it is not always possible to determine their relevance and development period when accessing the University's official website. For example, some documents indicate the year of development as 2021. The Regulation on the Quality Assurance Committee was approved in 2022. The University quality policy and

objectives also do not include an approval date in the version published on the official website. At the same time, the Quality Management and Accreditation Center's website contains regulatory documents, some of which were updated in 2025, as well as the list of updated IRDs representing an archived list of updated documents for 2020.

A distinctive feature of the University is its sophisticated risk management system. During the visit, the EEC demonstrated the operation of the automated risk management system (ARMS). The software system is structured on principles that unify management at all the levels. The University's internal regulatory framework and the use of this program allow for the recording, systematization, and management of various risks within a single "Risk Map" (the University has developed and approved a Risk Portfolio and a Risk Register. During the EEC visit, risk management reporting documents: the Action plan for risk minimization and mitigation, were presented). Supporting documents confirming the advanced training of managers at various levels (primarily department heads) in risk management are noted.

The EEC analyzed the documentation of the procedure for developing and approving the educational program, updating it, and amending it, and concluded that all regulatory processes and corresponding internal regulatory frameworks are in place. The categories of documents submitted for confirmation (MEP, CED, WC) comply with the established requirements for registration and approval. Each document is approved by at least two external stakeholders representing the manufacturing industry in the relevant areas. The program development plans are considered comprehensive. The document is extensive, containing an analytical section and the results of statistical data processing in various categories for monitoring program implementation. At the same time, individual variations in the development plans are noted. For example, the development plans for the bachelor's programs in "Heat Power Engineering" and "Regional Electronics" (the Departments of Electrical Engineering and Radio Engineering, respectively) were prepared in different formats, emphasizing different information. The first report presents an extensive risk assessment table and SWOT analysis, while the second report presents a list of factors influencing program development, along with a list of threats and opportunities. Furthermore, a high degree of similarity is noted between the development plans for the bachelor's and master's programs in "Heat Power engineering," which complicates understanding the goals and objectives of each program given the students' level of preparation. The EEC notes the presence of a list of grounds for the development of the educational program in the development plans but notes the absence of a direct reference to the University development strategy and a mechanism for working with innovative proposals, which could demonstrate a clear synchronization of the development of the educational program and the University as a whole. Furthermore, the submitted development plans for the educational program in "Heat Power Engineering" at the bachelor's and master's levels were approved in 2022, while the University development strategy was adopted in 2024. The University provided the minutes of a department meeting with an approved decision to update and supplement the educational program development plan in accordance with adjustments to the University's development plans and those of Kazakhstan as a whole (Minutes No. 10 dated January 25, 2025); however, an updated development plan is missing.

Strengths/ best practices

A sophisticated risk management system based on the automated risk management system (ASMS) platform is in place. The system enables collecting and categorizing risks identified by management, the addition and introduction of new ones, and a focus on monitoring the implementation of risk mitigation measures.

EEC recommendations on this standard

1. The management of accredited educational programs shall update their program development plans taking into account the University's current strategic development plan, changes in industry policy, and current regulatory documents, ensuring that the changes are documented. Deadline: September 1, 2026.

2. The management of educational programs shall implement a mechanism for evaluating and analyzing innovative proposals, taking into account the alignment and timely updating of program development plans with the University's and departments' strategic documents, ensuring that goals and approval deadlines are aligned. Deadline: September 1, 2026.

The EEC findings on the criteria:

For the "Educational Program Management" standard, 17 criteria were identified, of which: 1 criterion has a strong position, 14 criteria have a satisfactory position, and 2 criteria suggest improvement.

6.2. Standard Information Management and Reporting

● *The University must ensure a functioning system for collecting, analyzing, and managing information based on modern information and communication technologies and software.*

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

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

● *The University must determine the frequency, forms, and methods for evaluating program management, the activities of collegial bodies and structural divisions, and senior management.*

● *The University must demonstrate a mechanism for ensuring information security, including identifying persons responsible for the accuracy and timeliness of information analysis and data provision.*

● *The University demonstrates the involvement of students, staff, and faculty in the processes of collecting and analyzing information, as well as in decision-making based on this information.*

● *The program management must demonstrate the existence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution.*

● *The University must ensure that the needs of faculty, staff, and students within the program are measured and demonstrated to be met, and demonstrate evidence of addressing any identified deficiencies.*

● *The University must evaluate the effectiveness and efficiency of its activities, including within the program.*

The information collected and analyzed by the University within the program must take into account:

● *Key performance indicators;*

● *Student population dynamics by program type and format;*

● *Student performance, achievement, and dropout rates;*

● *Student satisfaction with the program's implementation and the quality of education at the University;*

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

● *Employment and career development of graduate;*

● *Students, staff, and faculty must document their consent to the processing of personal data;*

● *The program management must facilitate the provision of all necessary information in the relevant fields of study.*

Evidence section

The University has developed a comprehensive system for collecting, analyzing, and managing information. The digital infrastructure consists of the following elements: the University's corporate network with its own domain name (kstu.kz), two systems supporting educational process management (the Univer 2.0 system and the Platonus system), library and information systems (the automated IRBIS system and the electronic library), and a number of software products supporting the administrative and management functions (including the accounting department, human resources department, and quality management center). Modern ICT technologies based on social media, as well as the University website, are widely used to disseminate information and facilitate interaction between various categories of educational stakeholders. An internal electronic document management system (Rules for Electronic Document Management of the Karaganda Technical University named after Abylkas Saginov) is used for interaction between departments and the implementation of business processes.

The University uses a number of traditional methods as information management tools, including questionnaires for all participants in the educational process, surveys, and meetings in various formats. The tools of the Univer 2.0 and Platonus information systems are widely used for academic information management, student surveys, and data analysis. Survey tools for students,

faculty, graduates, and employers are used as the primary data collection tool. The Methodological Instruction MI X-01-2023 "Monitoring the Quality of Educational Services by Surveying Students" (approved by the Quality Management Representative G.S. Zhetessova on October 5, 2023) and the Methodological Guidelines MG X-02-2025 "Monitoring and Evaluation of Educational Programs" (approved by the Quality Management Representative T.E. Kanapyanov on March 4, 2025) define surveys and polls as a monitoring tool, approve their forms, deadlines, and objectivity criteria. Responsibility for conducting the survey is assigned to the initiator and divided among departments. The survey results are consolidated as one of the key information blocks for management decision-making and subsequent implementation of corrective measures. The main survey results are presented in the form of reports with analytical information in the corresponding reporting document (department survey reports, University annual reports).

The University has implemented and is actively implementing information security policy. Standards, requirements, and division of responsibility for the accuracy and security of information are distributed among the owners of various categories of information and are outlined in IRD II-03-2025 "Information Security Policy" (approved by Chairman of the Board, Rector S.S. Sagintayeva, Board Resolution No. 13 of July 11, 2025). Students, employees, and faculty provide written consent to the processing of personal data upon admission to the University; concluding an employment contract; and preparing educational and personnel documents. The University information systems implement information security mechanisms by restricting access (user rights) to various categories of data. To protect information from loss, backup copies of the main databases are maintained.

Analytical section

The University has a comprehensive structure for collecting, processing, and analyzing various types of information. The University's internal regulations delineate responsibility for the key types of information among "information owners": the University divisions, particularly departments, which are the key information owners.

At the time of the EEC visit, the primary information system for managing the educational process at the University was Platonus (the University also uses the Univer 2.0 LMS). Access to both systems is restricted and encrypted with passwords according to user category. Based on the meeting with faculty and students during the EEC visit, it was concluded that the digital environment created by these systems is actively used. All the stakeholders are surveyed using printed and/or Google Forms-based questionnaires. The latter ensure the required level of anonymity, provide statistical analysis tools, and are actively used in their work.

The University has a well-established survey mechanism, with an established structure and set of questions that allow for broad analysis up to the entire learning cycle. During the visit, the EEC was provided with various forms of reporting: reports on the results of the departmental survey, annual reports on the activities of the University, including the results of the analysis of various statistical information, including the results of the analysis of completed questionnaires, the results of the Atameken ranking, and a survey of employers and graduates. The collected information is actively used in the departmental development plans. It is noted that there are supporting protocol decisions and reporting documents confirming the participation of various stakeholder groups in the process of managing the educational program and the use of the results of the analyzed statistical information (reports on the results of the survey of students are collected on the page of the Center for Quality Management and Archaeology https://www.kstu.kz/ankety-tsentra-menedzhmenta-kachestva-akkreditatsii/?lang=ru; the results of the employer survey on satisfaction with the quality of graduate training are summarized in a report available on the official website https://www.kstu.kz/wp-content/uploads/2025/03/Rezultaty-sots.-oprosa-rabotodatelej.pdf).

One of the most important tools for assessing the effectiveness of educational program management and the overall performance of a University is the approved KPIs. These KPIs have a hierarchical structure and apply to management, departments, and heads of educational

programs. They reflect the University's key development areas. At the top level, they are analyzed based on the achievement of the University's development strategy goals. At the lower level, they are formed based on internal regulatory documents that help drive the achievement of these indicators. In particular, at the faculty level, the "Regulations on the Faculty Ranking of A. Saginov KTU NJSC (approved by Resolution No. 10 of the Board of Directors of A. Saginov KTU NJSC dated June 10, 2025) are used.

Access to information is divided by the user category. The faculty and students have email addresses registered in the domain, allowing them to log in to the University's main digital systems. During meetings between the EEC experts and students and faculty, their awareness and involvement in educational program management procedures is confirmed. Each of those present noted completing at least one stage of the survey and was informed about the opportunity to submit proposals and the mechanisms for their consideration. Specifically, the University operates a system for collecting and processing proposals, the "Idea Bank," through which requests are directly reviewed by the rector. During the meeting with the EEC members, students confirmed that their preferences were positively considered and implemented.

It should be noted that the submitted survey results reports (for the 2024-2025 academic year), as well as the University's annual report on the employer survey results (for 2024), include email addresses for departments outside the University domain (cqma_kstu@mail.ru, ckr_kstu@mail.ru) for feedback. At the same time, on the page of the Quality Management and Accreditation Center of the official website of the University, in the contacts section, the corporate address is indicated as cqma@ktu.edu.kz, but at the same time, the parent tab of the Department of Strategic Development contains contacts with the address of the external domain name (usrp.kstu@mail.ru).

Strengths/Best practices:

None.

EEC recommendations on this standard:

Responsible persons are required to update all contact information on the University's official information resources to ensure compliance with corporate information security and data reliability standards. Deadline: September 1, 2026.

EEC's findings on the criteria*:*

According to the "Information Management and Reporting" standard, 17 criteria were disclosed, all 17 of which were rated satisfactory.

6.3. Standard "Development and Approval of e Educational Program"

● *The University must demonstrate the existence of a documented procedure for the development of the program and its approval at the institutional level.*

● *The University must demonstrate the alignment of the developed program with the established objectives and planned learning outcomes.*

● *The program management must determine the influence of disciplines and professional practices on the development of learning outcomes.*

● *The University can demonstrate the existence of a program graduate model describing the learning outcomes and personal qualities.*

● *The qualification awarded upon completion of the program must be clearly defined, explained, and correspond to a specific level of the NQF and QF-EHEA.*

● *The program management must demonstrate the modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS), and ensure that the program and its modules (in terms of content and structure) are consistent with the set objectives and are focused on achieving the planned learning outcomes.*

● *The program management must ensure that the content of academic disciplines and learning outcomes correspond to each other and to the level of study (bachelor's, master's, doctoral).*

● *The program management must demonstrate that external evaluations of the program have been conducted.*

● *The program management must provide evidence of the participation of students, faculty, and other stakeholders in the development of the program and its quality assurance.*

● *The program management must demonstrate the program's positioning in the educational market (regional/national/international) and its uniqueness.*

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

● *An important factor is the availability of a double-degree program and/or joint programs with foreign universities.*

Evidence section

The University demonstrates a structured, documented procedure for the development, implementation, and updating of educational programs. As supporting documents, the University demonstrates the availability of a core list of internal regulations for the full cycle of working with educational program documentation (including MG V-05-2022 Design and Development of Educational Services; MG V-04-2022 Standard Regulations for the Development and Review of Work Programs; MG V-03-2022 Design of Educational Programs; MG X-02-2022 Monitoring and Evaluation of Educational Programs). Furthermore, at the institutional level, all procedures, from development to updating and development of the educational program, are carried out within the framework of current regulatory documents of the Republic of Kazakhstan.

All the stages of work with the educational program are regulated in the University's internal regulations and are focused on ensuring high-quality training of personnel, updating the program's content, and aligning the needs of all stakeholders with the curricula and proposed learning paths. The mechanism for implementing this policy is ensured by a clear separation of powers and a regulated procedure for approving and amending relevant documents at various levels. Thus, the acceptance and review, coordination and approval, as well as the implementation of any adjustments and changes to the educational program, goes through a series of regulated stages and is supported by documentation (starting with the receipt of applications through a monitoring system, questionnaires, analysis, etc.; holding department meetings; consideration of the proposal by the quality assurance committee, at the scientific-methodological and academic council of the University and subsequent implementation in accordance with the methodological guidelines of the Higher Educational Institutions). The supporting documents include a number of minutes of meetings of the graduating departments, which record the procedures for reviewing and coordinating the plans of the EP for the upcoming period, with the participation of employees of specialized organizations (for the departments of RTT, ES, APP minutes No. 6 of 02/26/2026 of the meeting of the FEAIT QOC with issue No. 2 on the agenda "On approval of the CED, EP at the departments"; minutes of intent of the off-site technical meeting of scientists of the ES department of A. Saginov KTU NJSC with the heads and specialists of the NPF "Ergonomika" LLP dated 04/14/2025 with issue No. 1, 2 of the agenda: "Assessment of the feasibility and prospects for creating a new bachelor's educational program 6B07113 "Heat Power Engineering" in the context of the needs of industrial enterprises and the corporate University", "2. Consideration of issues on the approval and development of the CED, MEP for educational programs of the department for the 2025/2026 academic year" and others).

The submitted documents on the EP (development plans, MEP, WC, CED) are the result of coordination with external and internal stakeholders. According to the submitted documentation for EP 6B06201 "Radio Engineering, Electronics and Telecommunications", the main goal of training is "...training of specialists in the field of design and operation of radio-electronic equipment, infocommunication and telecommunication systems ...", for EP 6B07108 "Heat Power Engineering" it is "...training of competitive and sought-after specialists in the field of production, conversion, transmission and efficient use of Heat energy, possessing modern engineering knowledge, practical skills in the operation, design and modernization of Heat power systems, capable of applying innovative technologies, analyzing and optimizing energy processes, as well as solving professional problems of the energy industry, taking into account the principles of energy efficiency, sustainable development and the requirements of the modern labor market ..."; for EP 7M07106 "Heat Power Engineering" it is "...training of highly qualified specialists with in-

depth scientific and professional knowledge in the field of production, transmission and efficient use of Heat energy, capable of carrying out scientific research, design, engineering and management activities, implementing modern energy-efficient technologies, analyzing and optimizing energy processes, as well as solving urgent problems of developing Heat power systems in the context of digitalization and sustainable development of the energy sector..."; for EP 8D07103 "Electric Power Engineering" it is "...training of specialists for the development of new scientific knowledge and technical improvement of systems for the generation, sewerage of electric energy (distribution of electric energy between individual consumers), conversion and consumption of electric energy; implementation of achievements in the field of electric power engineering in educational programs for the training of specialists in the profile...".

All the educational programs have been developed in accordance with the requirements of the State Standards for Educational Standards (GOSO), registered in the register of educational programs of the European Higher Education Area (EHEA) and have passed the examination. EP 6B06201 "Radio Engineering, Electronics and Telecommunications" is entered in the register under No. 6B06200005 (https://epvo.kz/#/register/education_program/application/64023); EP 6B07108 "Heat Power Engineering" is entered in the register under No. 6B07100287 (https://epvo.kz/#/register/education_program/application/64759); EP 7M07106 "Heat Power Engineering" is entered in the register under No. 7M07100136 (https://epvo.kz/#/register/education_program/application/64765); EP 8D07103 "Electric Power Engineering" is entered into the register under No. 8D07100033 (https://epvo.kz/#/register/education_program/application/64295). The University also submitted supporting documents confirming the approval of the relevant MEP and CED documents for the 2025-2026 academic year.

The educational program connection with production and current industry issues is realized through interaction with external stakeholders via surveys, questionnaires, participation in joint events, document approval, and direct involvement in the educational process. Representatives from production are included in the certification committee (Order No. 2 LSK dated January 5, 2025, "On the Composition of the Certification Committee"). Furthermore, an integral part of the educational program's implementation is industrial practice. In this regard, the University demonstrates the presence of a sufficient number of partners serving as an internship base. Thus, the Department of Economics is represented by three enterprises for the bachelor's degree program (for academic, industrial 1 and 2, and pre-graduation practices), and one enterprise for the master's degree program (for research practice). The Department of Radio Engineering Technologies is represented by 10 enterprises for the bachelor's degree program (for industrial and pre-graduation internships). Enterprises that are part of the Corporate University (https://www.kstu.kz/partnery-5/?lang=ru&lang=ru) also serve as internship sites.

As evidence of the expansion of educational opportunities, supporting documents were presented for the implementation of a dual-degree program in "Radio Engineering Means of Transmission, Reception, and Processing of Signals" at the RTT Department in collaboration with Tomsk State University of Control Systems and Radio electronics. Six students from the RET-23-2 group (EP 6B06201 "Radio Engineering, Electronics, and Telecommunications") have been enrolled in this program for the beginning of the 2024-2025 academic year. No dual-degree programs have been announced for other educational programs in the cluster.

Analytical section

Based on the analysis of the submitted documents, the EEC visit, and interviews, the EEC members concluded that the University complies with the regulations for the development, coordination, approval, and subsequent amendment of educational programs, as well as the existence of documented mechanisms for implementing these processes. For the bachelor's educational programs under consideration, documents were reviewed and presented that describe the procedure for determining, coordinating, and approving amendments to the educational program. The presence of approved documents on the Interdisciplinary Program and the

Committee for Economic Co-operation (CED) with the participation of several external stakeholders is noted. The presented documents on interactions between departments and key specialized partner enterprises confirm close collaboration (minutes of "off-site department meetings" held on the enterprise's premises are presented; documents confirming the study of enterprise requests and their implementation in the educational process through proposals and implementation in the form of diploma project topics are presented). The modular educational program plans are strengthened through interaction with the enterprises of the Corporate University, through the implementation of all types of practical training, and the involvement of professional instructors from the industry. The program's curricula are modular and comply with all state educational standards (SCES) and the ECTS system. Documents confirming this compliance were presented to the EEC members during the visit. Furthermore, the presented program passports, graduate models, MEPs, and QEDs include a competency matrix, define the program's goals and objectives, describe learning outcomes, and determine their alignment with graduate skills and competencies.

During the visit, the EEC reviewed the University strategic documents, as well as several analytical documents from departments and strategic development departments. From the information presented, it can be concluded that the key indicators for program positioning in the domestic and international labor markets, considered for study and development, are based on the results of the Atameken National Chamber of Entrepreneurs (NCE) ranking and a survey of all the stakeholders in the educational process. Reports and presentations by key staff members of the University's administrative and management staff during the EEC visit noted the high rating from the Atameken National Chamber of Entrepreneurs (NCE) and the program strong position in the ranking. When analyzing the results of a student survey regarding the quality of the educational program and curriculum, approximately 90% of respondents responded positively, with approximately 86% fully agreeing with the statement that the curriculum is clear and well-structured. In a faculty survey, approximately 45% of faculty members rated the attention to the program's content as "good," while one respondent considered this indicator "relatively poor." At the same time, a survey of employers conducted through the Center for Quality Management and Accreditation (CQM&A) noted concerns about the need to refine the educational program to supplement curricula and disciplines with skills that meet modern production requirements and industry trends. Furthermore, supporting documents confirm the presence of such requests in the minutes of meetings and discussions of educational program plans with employers and partner companies. Interviews with employers and graduates during the EEC visit also noted requests from companies to adjust or supplement certain disciplines with practical skills. The EEC also notes that all the proposals, discussions, and initiatives aimed at improving and strengthening the EP position in the labor market by employers and graduates were, in most cases, not documented.

The presentation of a program in the labor market can be directly linked to its uniqueness, which in turn is determined by the selection of program modules, their content, and their relevance to current industry demands. Based on an analysis of the submitted documents, the EEC concludes that the program's review process is insufficient in terms of its positioning in the labor market and highlighting its uniqueness. The presentation of learning paths in the program is insufficiently expressed. Interviews with students, employers, and graduates confirm this assumption, as most respondents indicated only one learning path. During interviews with students during the EEC visit, the question of the choice of majors and learning path received negative or ambiguous answers. Therefore, the EEC concludes that the program's development process (studying stakeholder needs, suggestions, and revising the content) is presented, but the results are either indirectly demonstrated or absent.

Based on an analysis of the documents of the International Programming Standards (IPS) and the Qualification Documentation (QED) for EPs 6B07108 "Heat Power Engineering" and 7M07106 "Heat Power Engineering," the EEC determined that documents for the period from 2023 (three subsequent academic periods for document approval) have a critical level of similarity, provided there are supporting documents on the review and acceptance of corrective actions for

changes to the substantive portion. Furthermore, when examining the curricula of the undergraduate and graduate programs in "Heat Power Engineering," significant duplication was noted, complicating the separation of the two levels of training within the program. Furthermore, the program objectives and graduate model for the undergraduate and graduate programs significantly overlap. During the EEC visit, the syllabi of the core disciplines of EP 6B07108 "Heat Power Engineering" for the bachelor's program and 7M07106 "Heat Power Engineering" for the master's program were reviewed. A document analysis revealed the presence of certain topics within the core undergraduate disciplines that are duplicated in the master's degree curricula. During the visit by the External Expert Commission to a group of master's students in EP 7M07106 "Heat Power Engineering," it was determined that such duplication in some cases arises due to the need for more comprehensive coverage of the module or course topics. However, the number of hours allocated to reviewing bachelor's level course material in certain core disciplines of the master's curriculum remains critically high and requires revision to ensure the level of skills being developed is consistent with the master's degree.

The analysis of the bachelor's curriculum for program 6B07108 "Heat Power Engineering" raised the question of the existence of a clear matrix for the sequence of coursework, in particular the consistency of the pre- and post-requisite structure. For example, a number of courses with higher-level learning outcomes (understanding processes, systems, and installations) are placed in the curriculum before courses aimed at developing key basic skills and understanding the laws and operating principles of a specific type of equipment. The results of a survey of 2-5-year students of program 6B07108 "Heat Power Engineering" for the 2024-2025 academic year, presented on the CQM&A official website, are presented in a report on the results of a survey of students in years 2-5 of program 6B07108 "Heat Power Engineering." Regarding the quality of the educational process, second-year (5.8%, or 2 respondents) and fourth-year (11.1%, or 3 respondents) students expressed dissatisfaction with the quality and inconsistency of the subjects studied. More significantly, a comment was added: "...to develop an individual curriculum for students majoring in Heat Power Engineering in accordance with the sequence of subjects..." Furthermore, during the EEC visit, faculty members responded to the importance of maintaining the correct sequence of subjects studied in the curriculum and proposed a logically correct option, which nevertheless deviates from the approved curriculum.

As part of the international partnership, a memorandum of cooperation on the implementation of joint educational programs was signed between Abylkas Saginov KTU NJSC and Tomsk State University of Control Systems and Radio electronics. In accordance with the agreements reached, the Department of Radio electronics and Communication Systems at TUSUR and the Department of Communication Systems Technology at Abylkas Saginov KTU developed and implemented an international double-degree educational program in "Radio Engineering Means of Signal Transmission, Reception, and Processing". However, only six students in the RET-23-2 group are currently enrolled in this program. Furthermore, no additional students have been enrolled in the program since 2024, indicating its insufficient appeal and demand among applicants.

The remaining educational programs in Cluster 1 do not offer dual-degree programs, highlighting the need to strengthen the international component of the educational process and expand mechanisms for international academic cooperation. Specifically, for program 6B07108 "Heat Power Engineering," following the previous accreditation in 2019, the "...2.3 EEC Recommendation: Complete the approval procedure and conclude an agreement on dual-degree education for the program "Heat Power Engineering"..." was issued. The implementation of this recommendation was underway (75%) during the post-accreditation period in 2025, but confirmation of completion of the procedure was not received. The development of dual-degree programs facilitates the analysis and revision of programs based on their relevance and demand beyond regional and national borders. The management of these educational programs is encouraged to intensify efforts to develop dual-degree education by establishing partnerships with foreign universities and developing joint educational initiatives.

Strengths/Best practices:
None.

EEC recommendations on this standard:

1. The management of EP 6B07108 "Heat Power Engineering" shall review the EP plan, the substantive content of the basic and core disciplines, including their structural and logical relationship of semester distribution in order to eliminate duplication of topics in the content of different disciplines, and approve the corresponding changes. A precise map (matrix) of pre- and post-requisites shall be created for the most efficient and structurally logical placement of disciplines across semesters and consistent correspondence with each other. Document the decisions made, taking into account the opinions of the department faculty, those teaching the core disciplines, and external experts from among key industry stakeholders. Deadline: until December 31, 2026.

2. The management of EP 7M07106 "Heat Power Engineering" shall review the substantive content of the core disciplines at the master's level in order to reduce the proportion of information on the basic understanding of the physics of processes, description of the functions of typical equipment, and other elements duplicated in the content of the disciplines at the bachelor's level; and increase the share of material corresponding to the level of developing competencies in the master's program. Document the decisions made, taking into account the opinions of department faculty, leading specialists in specialized disciplines, and external experts from among key industry stakeholders. Deadline: December 31, 2026;

3. The management of the accredited educational programs will analyze and update the learning paths within the educational programs, ensuring their documented discussion and approval with external stakeholders, as well as reflecting the adopted changes in the content of the educational programs and their development plans. Deadline: May 1, 2027.

4. The management of the accredited educational programs will develop and implement mechanisms for the development of double-degree education, providing for the conclusion of agreements with foreign partner universities and the development of at least one joint educational program. Deadline: December 31, 2027.

EEC findings on the criteria:

According to the standard "Development and Approval of Educational Programs," 12 criteria were identified, including:

- for OP 6B07108 "Heat Power Engineering" and 7M07106 "Heat Power Engineering," 9 criteria are satisfactory, and 3 criteria require improvement;

- for OP 6B06201 "Radio Engineering, Electronics, and Telecommunications" and 8D07103 "Electric Power Engineering," 11 criteria are satisfactory, and 1 criterion requires improvement.

6.4. Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs"

● *The University must ensure that the content and structure of the educational program is reviewed, taking into account changes in the labor market, employer demands, and social demands of society.*

● *The University must demonstrate the existence of a documented procedure for monitoring and periodically evaluating the educational program to ensure that its objectives are met. The results of these procedures are aimed at continuously improving the educational program. The monitoring and periodical evaluating of the educational program must consider:*

● *the content of the programs in the context of the latest scientific and technological advances in a particular discipline;*

● *changes in the needs of society and the professional environment;*

● *the workload, academic performance, and graduation of students;*

● *the effectiveness of student assessment procedures;*

● *the needs and satisfaction of students;*

● *the alignment of the educational environment and the activities of support services with the objectives of the educational program.*

● *All the stakeholders must be informed of any planned or undertaken actions regarding the educational program. All changes made to the educational program must be published.*

● *Support services should identify the needs of different groups of students and the degree of their satisfaction with the organization of learning, teaching, assessment, and mastery of the educational program as a whole*.

Evidence section

The University has a set of procedures and mechanisms that form a system for monitoring and periodic evaluating the implementation of educational programs. The following documents have been approved as the main internal regulatory documents regulating the system's operation at the University: MG V-05-2022 Design and Development of Educational Services; MG V-04-2022 Standard Regulations for the Development and Review of Work Programs; MG V-03-2022 Design of Educational Programs; MG X-02-2022 Monitoring and Evaluation of Educational Programs (the latter document is an updated version of MG X-02-2025 approved by the Quality Management Representative T.E. Kanapyanov on March 4, 2025).

The internal regulatory documents regulate the goals, procedures, and forms of monitoring, as well as mechanisms for evaluating the effectiveness of educational programs. The University accepts the following as the main drivers for monitoring and periodically evaluating educational programs: changes in state regulatory requirements, development of relevant industries, regional requests from enterprises, as well as proposals from employers, students, and faculty. The University has adopted the following categories as the basis for implementing adjustment and modification procedures: labor market needs (based on the Atameken National Chamber of Entrepreneurs' rating); employer requests (the QARMET JSC, the Kazakhtelecom JSC, the Nova Zinc LLP, the Karaganda Energocenter LLP, etc.); changes in the country's and region's regulatory legal acts and technical documents, including the social needs of society. The following primary methods have been identified as methods for monitoring and evaluating the effectiveness of the educational program at the University: questionnaires and interviews; systematic and direct tracking of results; external expert assessments (Methodological Guidelines "Monitoring the Quality of Educational Services by Surveying Students").

Implementation of monitoring activities and periodic evaluation of the educational program content occurs through identifying needs, discussing curricula, QEDs, and discipline syllabuses with the department faculty, at faculty meetings, as part of educational and methodological meetings, and through interactions with employers, representatives of internship sites, and graduates (through meetings, engaging experts, approving programs, QEDs, and other relevant documents). The mechanism for introducing changes is fixed by the specified internal regulatory documents and implies the following stages:

1. Collecting and systematizing of proposals from all the stakeholders of the process;
2. Processing and presenting of proposals for discussion by the department;
3. Discussing at the meetings of the Academic Committee/Quality Assurance Committee of the relevant faculties;
4. Implementation of decisions based on the minutes.

The University implements internal monitoring of the quality of the educational program and the overall educational process through a number of standard tools: periodic surveys of faculty and students twice a year (Faculty Satisfaction Survey, Student Satisfaction Survey, Faculty as Seen by Colleagues Survey, Faculty as Seen by Students Survey); and open classes and master classes. The results of the surveys and open lectures are recorded in reports (minutes) and supported by reporting documents. In addition, the University operates a feedback system (Idea Bank, hotline, QR codes for feedback, personal pages for top management), as well as a social and psychological service.

Analytical section

The submitted documentation and self-report indicate the existence of a regulated procedure for monitoring and assessing the quality of the educational process. The primary monitoring tool is a survey of students, teachers, and employers. During the EEC visit, the survey reports were reviewed. They are considered detailed and well-analyzed. The submitted questionnaires show a fairly high percentage of student involvement in the process: (60% (42 respondents) for EP 6B06201 RET from among 2-5-year students for the 2024-2025 academic year; 70.6% (72 respondents) for EP 6B07108 TE from among 2-5- year students for the 2024-2025 academic year; 100% (8 respondents) for EP 7M07106 TE from among 1-2 year students for the 2024-2025 academic year, 94.4% (17 respondents) for EP 8D07103 EE from among 1-3 year students for the 2023-2024 academic year (for EP EE, the survey report for the 2024-2025 academic year has not been submitted and is not available on the CQM&A page). Summary conclusion on the submitted questionnaires can be assessed as a positive assessment of the overall organization of the educational process. However, the conclusions in all reports are descriptive and recording in nature, the results of data processing, and do not include an analysis of cause-and-effect relationships. All reports also contain identical recommendations:

1. Familiarize students and department staff with the results and discuss them;

2. Note the availability of requesting survey results through the Center for Monitoring, Control, and Archives. The department's annual report does not include a section dealing with analyzing the results of the student and faculty surveys.

The student survey conducted directly during the EEC visit generally correlates with the survey reports for previous periods. A high level of overall satisfaction with the educational process at the University is noted. There are some comments and a small percentage (up to 15.7% of respondents) of responses characterized as "partial satisfaction". According to the survey results, students see the main problems as the quality and availability of medical care; the quality of the internet and computer equipment; and the availability of internet resources at the University. The number of respondents was 139, including number by EP cluster: 6B07108 TE - 43 people (30.9% of respondents), 6B06201 RET - 31 people (22.3% of respondents), 7M07106 TE - 2 people (1.4% of respondents), 8D07103 EE - 2 people (1.4% of respondents).

The faculty survey conducted directly during the EEC visit can be considered fully confirming the results of the student survey and the findings of previous surveys. A total of 53 people participated in the survey, of which the majority were senior lecturers (31, or 58.5% of respondents), master's degree holders (29, or 54.7% of respondents), and those with more than 5 years of the University experience (45, or 84.9% of respondents). This distribution can be considered representative, as the majority of respondents have sufficient experience at the University to be able to express their opinions formed over a long period of work. At the same time, they are employees with the prospect of further growth: promotion and obtaining academic degrees and titles, which creates an interest in the University's opportunities. The main results of the survey also confirm the existence of problems with outdated computer equipment, poor internet connections in the buildings, and insufficient attention to the quality of medical care at the University. An analysis of the student and faculty survey reports did not reveal specific issues related to updating and revising the program's content, or demonstrated the absence of such issues. At the same time, an analysis of the employer survey report on graduate satisfaction with the quality of training revealed a number of issues. Specifically, among the five key employer recommendations presented in the report, recommendations related to the need to adapt curricula to market demands and focus on modern technologies and skills can be highlighted. However, the meeting minutes, letters from employers, and informational announcements on the University's official websites are general in nature and do not demonstrate specific thematic changes in the curricula, educational and methodological documents, or syllabus adjustments that could clearly demonstrate the integration of the latest scientific and technological advances into the program's content (for example, a comparison of several educational and methodological documents for 2024 and 2025 revealed no changes). The corresponding mechanism for communicating changes is also

not fully disclosed. Thus, connections between specialized departments and representatives of the industrial community are noted, and informational reports and social media posts confirming meetings, conferences, and other events with employers were presented. However, this process is still based on departmental initiatives, without formalization in specific documents or a clearly traceable sequence or frequency. No publicly accessible publications regarding changes to the EP have been made available to all interested parties.

Strengths/Best practices:
None.

EEC recommendations on this standard:
1. The management of the accredited educational programs shall conduct a comprehensive analysis of current trends and developments in technological development in the relevant sectors of the national and global economies. Develop a list of the most relevant information and implemented scientific and technological achievements for inclusion in the core disciplines. Deadline: December 31, 2026.
2. To submit the developed list of amendments for discussion with all stakeholder groups and approve them in accordance with current internal regulations for inclusion in the substantive part of the educational program. Deadline: May 1, 2027.
3. To determine the need for and include in the list of planned activities advanced training courses for faculty, the purchase of educational and methodological literature, and the updating of the material and technical base in accordance with the need to ensure high-quality support for the educational process, taking into account the introduced amendments. Deadline: December 31, 2027.
4. Responsible departments should provide for changes to the internal regulations (if necessary), assign responsible individuals, and formalize the procedure for updating information about changes to the educational program in the University's official information channels, including informing the key external stakeholders. Deadline: December 31, 2026.

EEC findings on the criteria:
According to the standard "Continuous Monitoring and Periodic Evaluation of Educational Programs," 10 criteria were identified, of which 9 were satisfactory, and 1 criterion suggests improvement.

6.5. Standard "Student-Centered Learning, Teaching and Assessment of Academic Performance"

● *The program management must ensure respect and attention to various student groups and their needs, providing them with flexible learning paths.*
● *The program management must ensure that teaching is based on the latest advances in global science and practice in the field of study, using various modern teaching and learning assessment methods that ensure the achievement of the program's objectives, including the development of competencies and skills for conducting research at the required level.*
● *The program management must determine mechanisms for distributing students' academic workload between theory and practice within the program, ensuring that each graduate masters the content and achieves the program's objectives.*
● *An important factor is the availability of in-house research in the field of teaching methods for the program's disciplines.*
● *The University must ensure that learning outcomes assessment procedures correspond to the planned outcomes and objectives of the program.*
● *The University must ensure consistency, transparency, and objectivity in the program learning outcomes assessment mechanism. The criteria and methods for learning outcomes assessment must be published in advance.* ● *Assessors must be proficient in modern methods of assessing learning outcomes and regularly receive professional development in this area.*
● *The program management must demonstrate the existence of a feedback system for the use of various teaching and assessment methods.*

● *The program management must demonstrate support for student autonomy while simultaneously providing guidance and assistance from the teacher.*

● *The program management must demonstrate the existence of a procedure for responding to student complaints.*

Evidence section

The educational activities of Abylkas Saginov Karaganda Technical University are based on the University's regulatory document, the "Regulations on Academic Policy". A strong University practice is a customer-focused approach. The University accommodates different student groups based on their specific needs (individuals with special educational needs, international students, adult education, etc.). Implementing the principle of student-centered learning, academic groups are formed based on levels of study and language of instruction.

The educational program management strives to accommodate the diversity of students, carefully considering their individual characteristics and needs, and providing opportunities for students to choose more flexible educational paths.

Implementing inclusive education is a priority for the University. All the University buildings and dormitories are equipped with special equipment. The academic buildings (main and first) and dormitories are equipped with an elevator. Parking spaces are designated for disabled vehicles. The dormitories have equipped restrooms and showers. Creating an inclusive educational environment and implementing a new education model is a comprehensive process aimed at ensuring equal opportunities for all the participants in the educational process, regardless of their unique characteristics. Over 40 educational publications and audio materials have been purchased, and 95% of academic disciplines are now equipped with digital learning resources (video lectures, virtual labs, and video materials). Over 200 MOOCs have been developed.

In March 2025, twelve University faculty members completed a 72-hour professional development course on "Inclusive Education in Higher and Postgraduate Education Institutions" at the AIAMIR. In 2024, 12 faculty members and the director of the DAA completed an online course on "Inclusive Education Technologies" at the Patrice Lumumba Peoples' Friendship University of Russia.

At Abylkas Saginov Karaganda Technical University, an integrated adaptation process for international students is organized, taking place both within the curriculum and through extracurricular activities, fostering linguistic, social, and cultural competencies. This academic year, the University opened an International Student Office for international students. The University also regularly holds meetings with international students to discuss current issues related to the educational process and adaptation to the new educational environment.

The University provides comprehensive support in the timely and accurate processing of all necessary documents for international students to ensure a comfortable stay in Kazakhstan.

International students study in groups with the other students, which facilitates their integration into the University's academic life. International students are offered Kazakh and Russian language courses to enhance their communication skills needed for academic success and everyday interactions. Since September 2023, the University has been running courses led by Emmett Cushman, a Fulbright Scholar from the United States, aimed at improving students' language skills.

The University offers students the opportunity to live in dormitories on campus, where all the needed facilities are provided. Another aspect that serves as an indicator of the educational program development is high-quality teaching based on modern advances.

The effectiveness of the teaching methods used and the assessment of learning outcomes is determined by the University based on a combination of several indicators, not solely on questionnaires. In addition to student feedback, the results of ongoing, midterm, and final assessments, examination performance, the level of mastery of planned learning outcomes, dissertation defense data, the results of open classes and master classes, and discussion materials at department meetings are analyzed. For EP 8D07103 "Electric Power Engineering," the effectiveness of the approaches used is further confirmed by monitoring the academic performance of doctoral students, the results of research and development work, completion of research practices, presentations at scientific seminars, and the final dissertation defense as evidence of successful mastery of learning outcomes. Thus, the effectiveness of teaching and assessment methods is determined by comparing student opinions, actual academic results, and the final performance indicators of doctoral students.

A task-based learning method using generative artificial intelligence is used in the Foreign Language course of the 7M07106 Heat Power Engineering program and in the Experimental Theory course.

All these measures have improved the quality of the educational process and, consequently, student academic performance.

The University ensures that learning assessment procedures align with the planned outcomes and goals of the educational program. Current student academic performance is monitored through a rating system, the advantage of which lies in the transparency of its mechanisms, with each student using a personal account in the Bachelor's Module in the information system. This module is designed to provide students with information about the educational process: curriculum subjects, schedule, academic performance, attendance log, assessments, etc.

Faculty members are proficient in modern learning assessment methods and regularly receive advanced training in this area. Faculty members, as well as doctoral students, receive advanced training according to their plans.

In September 2025, PhD candidate and Associate Professor Yu. F. Bulatbayeva completed the "Getting Started with Course Builder" course on the Coursera platform, which trains instructors to create modern online courses using artificial intelligence tools.
(https://drive.google.com/file/d/1iT1W6ytscrgUtza9beCV3gFlCInlGpsi/view?usp=drive_link)

In April 2025, doctoral student F. Abilzhanova completed the "Prompt Engineering for ChatGPT" course. This course teaches the art of constructing precise and effective queries to obtain the highest quality results from a neural network.

Table 1 - Advanced training for faculty at the RTT Department in the RET program

Year	Number of persons who completed advanced training			
	Total number of faculty (by the number of certificates)	Persons who completed training at the leading universities (including foreign ones), at enterprises, organizations		
		Universities	Enterprises and organizations	Abroad
2022 -2023	7	3	7	
2023-2024	8	13	-	-
2024-2025	8	3	10	2

Table 2 – ES Department faculty advanced training

Year	**Number of persons who completed advanced training**			
	Total faculty (by the number of certificates)	**Those who completed training at the leading universities (including foreign ones), at enterprises, organizations**		
		Universities	**Enterprises and organizations**	**Abroad**
2021	64	45	11	8
2022	31	14	10	7
2023	38	18	12	8
2014	67	14	21	12
2025	49	15	23	11

The management of educational programs has procedures in place to respond to student complaints. The University has organized efforts to respond to student complaints and prevent and resolve conflicts within the organization.

Analytical section

The program management ensures respect and attention to students and their needs. The University provides all the students, regardless of their language of instruction, with equal opportunities to develop an individualized educational program aimed at developing professional competencies.

The EEC experts note that the program management supports the principles of student-centered learning, combining student autonomy with effective academic support and advisory support from faculty and University departments. The University administration, relevant departments, deans' offices, student government bodies, and public organizations are involved in supporting students.

The University faculty and staff are implementing modern pedagogical technologies, new teaching aids, and tools to enhance students' cognitive activity. Furthermore, the EEC notes that the University ranks among the leading universities in the Republic of Kazakhstan in the number of patents received (departments have submitted supporting documents confirming the possession of Kazakhstan patents for inventions and utility models, Eurasian patents, and copyright certificates). A significant intellectual property base in various fields also forms the basis for integrating them into the educational process through in-house research into teaching methods. However, the lack of submitted documents does not confirm the University's strengths in this area.

The University demonstrates the existence of mechanisms and pathways for developing a wide range of additional learning opportunities. The EEC notes the University's robust MOOC platform, infrastructure, documented procedures, and the faculty and administrative staff's readiness to implement additional learning opportunities, elements of which are already being successfully implemented in the educational process. The development of the MOOC system covers a significant portion of core and basic disciplines; during interviews with faculty, the EEC commission found that a significant proportion of the faculty are involved in the MOOC creation process and already have at least one or more courses prepared.

The University applies generally accepted assessment criteria and ensures timely communication about its assessment strategy. The University also ensures transparency of assessment procedures and feedback from students. At the same time, the EEC experts were not shown the consistency, transparency, and objectivity of learning outcomes assessment procedures through the timely publication of assessment criteria, monitoring methods, and requirements for assessing students' academic achievements within the educational programs. An analysis of the structure of the provided syllabi confirms the absence of a clear, documented, and comprehensive assessment system for each category of work performed, including conditions and deadlines for completing assignments and specific assessment criteria. Similarly, an analysis of the MOOC materials noted the absence of a dedicated document reflecting the principles, methods, and criteria for ongoing and final assessment following course completion. For example, the final assessment in MOOCs is a test, where the assessment system is obvious and determined by the correctness of the selected answer; however, ongoing assessment also includes written assignments, analytical reviews, and tasks that require corresponding, comprehensive assessment systems with defined criteria.

Strengths/best practices:

None.

EEC recommendations on this standard:

1. The University management is to ensure that assessment criteria, monitoring methods, and procedures for assessing learning outcomes for all disciplines of the educational programs and MOOCs are published in the University educational information system. Deadline: September 1, 2026.

2. The educational program management is to ensure regular monitoring of the objectivity and transparency of learning outcomes assessment procedures, including the analysis of appeals, student feedback, and the compliance of assessment tools with the stated learning outcomes. To document the procedure for familiarizing students with the syllabi and assessment system (including MOOCs) in the relevant educational resource. Deadline: December 31, 2026.

EEC findings on the criteria:

For the standard "Student-centered learning, teaching and assessment of academic performance", 10 criteria were disclosed. 9 criteria have a satisfactory position, 1 criterion suggests improvement.

6.6. Standard "Students"

● *The University must demonstrate its student enrollment policy and ensure transparency of its procedures. Procedures governing the student lifecycle (from admission to completion) must be defined, approved, and published.*

● *The program management must provide special adaptation and support programs for newly enrolled and international students.*

● *The University must demonstrate compliance with the Lisbon Recognition Convention, including the existence and implementation of a mechanism for recognizing the results of student academic mobility, as well as the results of additional, formal, and informal learning.*

● *The University must provide opportunities for external and internal academic mobility for students, as well as assist them in obtaining external grants for their studies.*

● *The University must actively encourage students to engage in self-education and development outside the core program (extracurricular activities).*

● *The existence of a support mechanism for gifted students is an important factor.* ● *The University must demonstrate cooperation with other educational organizations and national centers of the "European Network of National Information Centres on Academic Recognition and Mobility/National Academic Information Centres for Recognition" (ENIC/NARIC) to ensure comparable recognition of qualifications.*

● *The University must provide students with practices, demonstrate a procedure for facilitating graduate employment, and maintaining contact with them.*

● *The University must demonstrate a procedure for issuing graduates documents confirming the acquired qualifications, including the learning outcomes achieved.*

● *The program management must demonstrate that program graduates possess skills that are in demand in the labor market and that these skills are actually in demand in the labor market.*

● *The program management must demonstrate the existence of a mechanism for monitoring graduates' employment and professional activities.*

● *The presence of an active Alumni Association is an important factor.*

Evidence section

The student enrollment policy for Cluster 1 programs is to admit those individuals who are best prepared for University study, who have consciously chosen a major in the electric power industry, and who have achieved the required scores on the Unified National Test (UNT) for general high school graduates and the Computational Testing (CTA) for college graduates.

To attract the most qualified candidates to study at KTU, additional career guidance is conducted well in advance. To implement this systematic student enrollment policy, a series of measures are being implemented to enhance the University's image in the region and the country as a whole. The current management system is reflected in the University's strategic development plan and is based on continuous monitoring to improve the quality of the educational process.

KTU implements a transparent and regulated student enrollment policy, covering all the stages of the student life cycle, from admission to graduation. This policy includes established procedures for admission, enrollment, distribution of educational grants, academic support, and completion of studies.

Information of the contingent

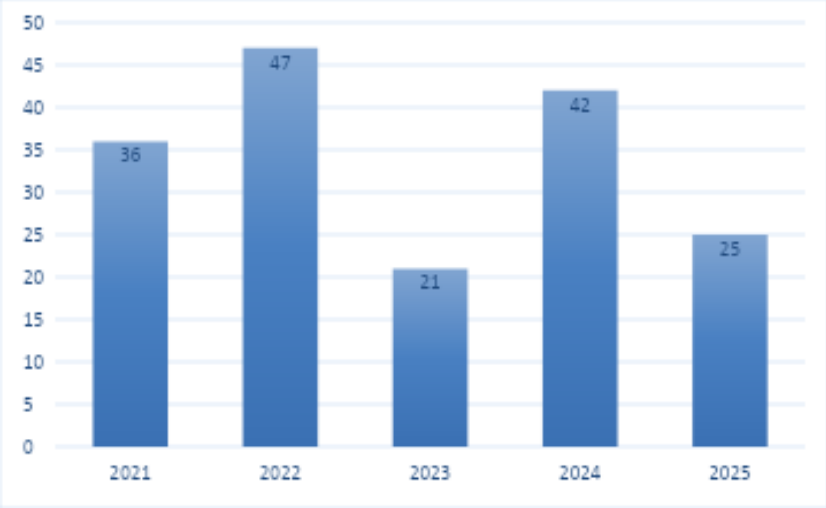


Figure 1 – Number of applicants to the educational program 6B07108 “Heat Power Engineering”

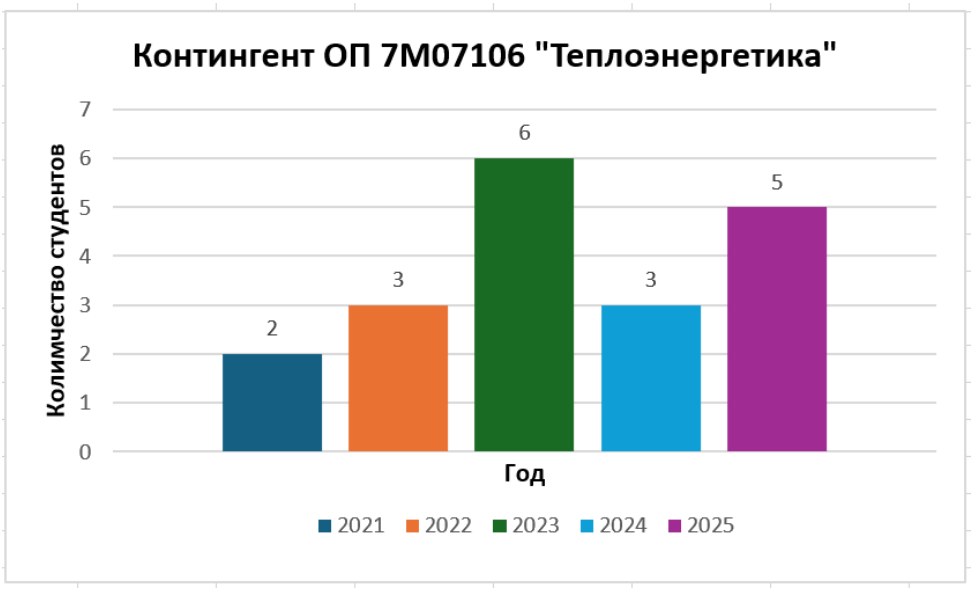
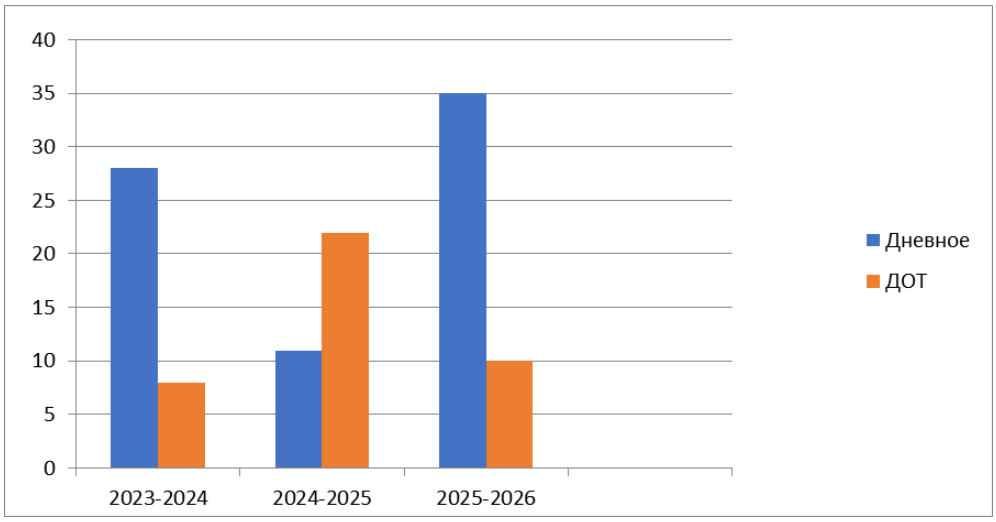


Figure 2 – Number of applicants to the educational program 7M07106 “Heat Power Engineering”



Full time
DL

Figure 3 - Number of applicants to the educational program "Radio Engineering, Electronics and Telecommunications"

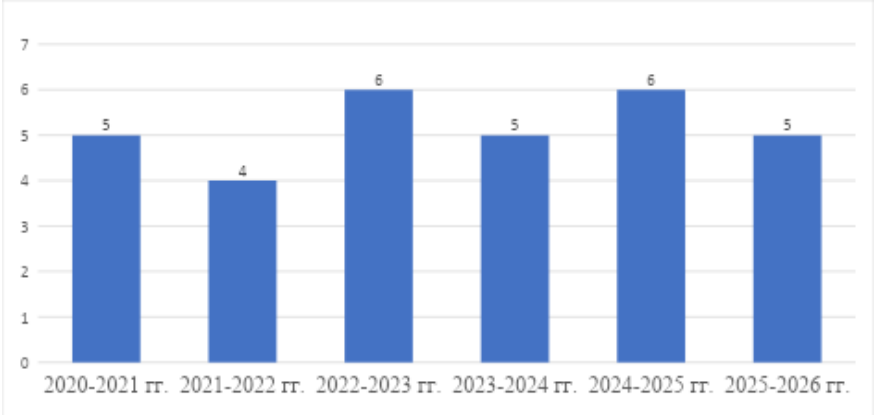


Figure 4 - Number of admitted doctoral students by academic years to EP 8D07103 - "Electric Power Engineering"

Experts note that over the past three years, there has been a trend toward enrollment growth in all accredited educational programs, with the exception of program 6B07108 "Heat Power Engineering" (Figure 1).

At each stage of student life, surveys are conducted on topics such as "Student Satisfaction with Educational Services," "Combating Corruption at the University," "Clean Session Performance," and others. The department has a designated person responsible for posting information about the department's activities and maintaining social media. During curator hours, students are required to familiarize themselves with the educational regulations, the University Charter, the Internal Regulations, the Honor Code for Students, Master's Students, and Doctoral Students, as well as the Dormitory Rules. For ease of communication, the curator has created a WhatsApp group.

The University implements internal and external mobility programs for student exchange with international and local students. As part of the internal academic mobility program in the RET specialty, the department:

- 2022-2023, 11 students were accepted from E.A. Buketov KU, 15 students were sent to study at this University;
- 2023-2024, 18 students were accepted from E.A. Buketov KU, 10 students were sent;
- 2024-2025, 8 students were accepted from E.A. Buketov KU, 12 students were sent;
- 2025-2026, 27 students were accepted from E.A. Buketov KU, 18 students were sent to study at this University.

As part of the external academic mobility program, D. Bolatbekova, a RET-22-2 student in the 2024-2025 program, studied at the Universiti Teknologi Malaysia (UTM), Malaysia, and at Vilnius Gediminas Technical University (VGTU), Vilnius, in 2025-2026.

Statistics for internal academic mobility in the "Heat and Power Engineering" program over the past five years show the following student participation rates: 19 in 2020, 16 in 2023, 21 in 2024, and 20 in 2025.

For academic mobility to be recognized by the University, students must study at an accredited University with which they have a mobility agreement. The student must sign a trilateral agreement with Abylkas Saginov Karaganda Technical University and the host University. The courses must comply with our University's curriculum in terms of content, workload, and learning outcomes. Upon completion of their academic mobility program at a foreign University, students are required to submit a return application to the Department of International Cooperation (DIC) within five business days, and a copy of their transcript to the DIC and the dean's office. Students who received funding from the republican budget must also submit an expense report on actual expenditures and a report on the trip's results to the accounting department.

The departments are committed to improving the educational process and therefore strive to establish and actively develop cooperation with leading foreign universities to exchange experiences and improve the quality of courses taught. For example, in the 2025-2026 academic year (September 22, 2025 – October 3, 2025), in accordance with Order No. 79 of the Ministry of Higher Education of the Republic of Kazakhstan dated February 24, 2025, Maria Ganzha, a professor at the Warsaw University of Technology (Poland), was invited to deliver lectures and conduct seminars for undergraduates, graduate students, and faculty at the University.

The presence of international students and external mobility are important indicators of the quality of education and the University's international recognition. The University has students from various countries, including Afghanistan, Tajikistan, Uzbekistan, Russia, Mozambique, China, Azerbaijan, and others.

Admission of international citizens is carried out within the allocated quota based on educational grants from international organizations and intergovernmental agreements. Admission is also possible on a fee-paying basis, based on the results of an interview conducted by the admissions committees throughout the year. Enrollment begins five days before the start of the new academic period.

Applicants with foreign educational documents are required to undergo the recognition procedure. According to regulations No. 8 of January 10, 2008 (as amended on May 14, 2020, No. 206), a receipt for the application for the "Recognition and Nostrification of Educational Documents" service must be provided upon submitting documents. During the first academic period, international students must receive a certificate of nostrification. For ease of communication, a WhatsApp group has been created, and a special section is available on the University website.

Adaptation includes both academic activities and extracurricular activities that promote the development of verbal and sociocultural competence. International students study in groups with Kazakhstani students, facilitating their integration into the new environment. To facilitate their adaptation, introductory lectures, seminars, excursions, cultural evenings, and master classes are organized, as well as assistance with document processing and registration. The University also holds regular meetings with international students to discuss current issues related to the educational process and adaptation to the new educational environment.

The Career and Professional Development Center (CPD) provides comprehensive support to University students and graduates on employment matters, providing consultations, information on job openings, and resume writing assistance. Current job openings from the Center partners are regularly posted on the University website. One of the Center key annual events is the Career Fair, which attracts over 120 companies and organizations from the region. For the convenience of employers, the CPD develops informational brochures with up-to-date information on the University's educational programs, which are used in questionnaires and surveys to assess the quality of graduate training.

Research internships for doctoral students are a mandatory element of the educational program. They are essential for the high-quality preparation of their dissertations and the professional development of the researcher. An international internship is an integral part of the doctoral student's research work. Upon completion, the doctoral student is required to submit a report, a review from their foreign supervisor, and a supporting certificate. Personal consultations with a second (foreign) supervisor are necessary to adjust the structure and content of the dissertation. A research internship also provides the opportunity to search for unique data, conduct experiments, and validate research results in an international scientific environment. The internship often results in a co-authored article in a highly ranked journal (Q1, Q2) with a foreign professor, which is a mandatory requirement for the dissertation defense.

Doctoral students in the educational program 8D07103 "Electric Power Engineering" completed research internships in the 2024-2025 academic year at the following universities: Saint Petersburg Electrotechnical University "LETI" named after V.I. Ulyanov (Lenin) (ETU "LETI"); Ural Federal University named after the first President of Russia B.N. Yeltsin, Yekaterinburg; National Research Tomsk Polytechnic University, Tomsk; and Tashkent State Technical University named after Islam Karimov. Tashkent, Republic of Uzbekistan; Gazi University, Ankara, Republic of Turkey.

From 2020 to 2025, in GRANT-FUNDED WORK, doctoral students R.F. Saifulin and Sh.E. Yezhebaeva participated. Specifically, they participated in the 2020–2022 GRANT "Development of a Remote Monitoring System for the Condition of High-Voltage Power Line Structural Elements During Operation Based on Intelligent Noise-Immune Telemetry Systems". All the doctoral students are engaged in PATENT SEARCH. For example, in the 2025 and 2026 academic years, doctoral student A.T. Zheldikbayeva will be involved. together with both scientific consultants, she received two PATENTS FOR A UTILITY MODEL: patent for a utility model No. 11100 dated 09/05/2025. Device for regulating the feed speed of the arrow-shaped executive body of a roadheader. Device for regulating the feed rate of the boom actuator of the roadheader", authors: Zheldikbaeva Aisaule Takenovna (KZ), Smagulova Karshiga Kanatovna (KZ), Pulatov Abror Abidovich (UZ), Khalikov Salikhdzhan Subkhanovich (UZ); Utility Model Patent No. 11942, dated March 20, 2026. "Device for regulating the feed rate of the arrow-shaped actuator of a tunnel boring machine", "Device for regulating the feed rate of the arrow-shaped actuator of a

tunnel boring machine", authors: Aysaule Takenovna Zheldikbaeva (KZ), Abror Abidovich Pulatov (UZ), Karshiga Kanatovna Smagulova (KZ), and Murat Fikhratovich Shamiyev (UZ).

All the graduates of previous and current specialties, including doctoral students, automatically join the Alumni Association. Many doctoral graduates are University employees, production managers, and partners of the department and its branches.

Analytical section

In analyzing the "Students" standard, the EEC members concluded that the University demonstrated a policy for recruiting students and the transparency of its procedures, as well as compliance with the Lisbon Recognition Convention. The program management demonstrated implementation of special adaptation and support programs for international and first-year students.

The program management demonstrated a commitment to providing students with internships.

The University provides opportunities for external and internal mobility for program students. To promote collaboration between internal and external mobility, memoranda and agreements have been signed with partner universities.

The program management has a mechanism for monitoring graduate employment and professional development.

Students are noted for being engaged in research work jointly with faculty. A motivational system for engaging students in research has been developed.

The University has established an Alumni Association. Graduates of all levels, including doctoral graduates, participate in the Alumni Association.

Strengths/Best practices:

None.

EEC recommendations on this standard:

None.

EEC findings:

For the "Students" standard, 12 criteria were identified, all of which were found to be satisfactory.

6.7. Standard "Teaching Staff"

- *The University must have an objective and transparent HR policy for the program, covering recruitment (including invited faculty), professional growth, and staff development, ensuring the professional competence of all staff.*
- *The University must demonstrate that the quality of the faculty competencies meets established qualification requirements, the University strategy, and the program's goals.*
- *The program management must demonstrate the changing role of the faculty in connection with the transition to student-centered learning and teaching.*
- *The University must provide opportunities for career growth and professional development for faculty, including young faculty.*
- *The University must attract specialists from relevant fields with professional competencies that meet the program's requirements.*
- *The University must demonstrate the presence of a mechanism for motivating the professional and personal development of faculty.*
- *The University must demonstrate the extensive use of information and communication technologies and software by its faculty in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.).*
- *The University must demonstrate a focus on developing academic mobility and attracting the best international and domestic faculty.*

● *The University must demonstrate the commitment of each faculty member to promoting a culture of quality and academic integrity within the University and identify the contribution of the faculty, including invited faculty, to achieving the program's goals.*

● *The involvement of the faculty in the development of the economy, education, science, and culture of the region and country is an important factor.*

Evidence section

The University has a well-structured, documented HR policy. This system encompasses the entire HR management cycle. The primary internal regulatory document is the "HR Policy Regulation" (approved by the Academic Council, Minutes No. 8, dated March 23, 2018, as amended by Minutes No. 6, dated November 16, 2023). All the personnel procedures are ensured within the framework of a number of internal regulatory documents: the RULES for the competitive filling of positions of faculty and research staff of Abylkas Saginov Karaganda Technical University NJSC (approved by the Decision of the Board of Directors of Abylkas Saginov Karaganda Technical University NJSC (Minutes No. 4 dated June 22, 2021); the Code of Business Ethics of Abylkas Saginov Karaganda Technical University NJSC; the Anti-corruption standard; the Conflict of interest elimination standard; the Regulations on the rating of the teaching staff of Abylkas Saginov Karaganda Technical University NJSC (approved by decision No. 10 of the Board of the University dated June 10, 2025). The teacher is familiar with all the internal regulatory documents first of all after employment. Election to vacant teaching staff positions is carried out on a competitive basis and based on the results of a secret vote of the selection committee. Information about the competition is published on the University website and in social media Networks. The department personal pages are available on the official website.

According to the data submitted to the EEC for the completed 2024-2025 academic year, the required staffing level is met. All the programs employ faculty with PhDs (44.8% for the TE program, 43% for the RET program, and 100% for the EE program). The reporting data also shows the dynamics of the change in the degree rate by program since 2022: Heat Power Engineering (Bachelor's program) has increased by 0.6%; Electric Power Engineering (Doctoral program) has remained stable at 100%; and Radio Engineering, Electronics, and Telecommunications has decreased by 20% (while the number of Master's students has doubled, from 29% to 51%).

The EEC notes that the departments have a vision for developing a talent pool and are focusing on activities to develop the professional skills of their teaching staff. The reporting data and supporting documents presented demonstrate the consistent implementation of faculty professional development programs. According to the reporting documents for the Department of Economics for the 2024-2025 academic year, the following was recorded (in accordance with the established reporting category form): 31 certificates for courses and events in the field of modern pedagogical technologies, IT skills, and interdisciplinary collaborations; 29 certificates for courses and events held at enterprises; and 6 certificates received for events held at Russian universities. Of these, 42 certificates were for professional development courses lasting 72 hours or more. Meanwhile, for the Department of Radio Engineering Technologies and Telecommunications, the presented report demonstrates the presence of 12 different professional development course certificates for the same academic period, received by 6 faculty members (11 of the 12 certificates were for courses lasting 72 hours or more). The University demonstrates the policy of supporting its teaching staff through the implementation of professional development programs and programs to support young scientists. There is an internal research grant program for young faculty and grants for postdoctoral studies (IRD IV-14-2024 "Regulations on the competition of scientific projects for a grant of the Karaganda Technical University named after A. Saginov for young scientists "SAGINOV'S JAS ZERTTEYSHILERI" (approved by Chairman of the Board, Rector of the A. Saginov KTU S.S. Sagintayeva by the Decision of the Academic Council No. 3 dated October 30, 2024).

Within the framework of the current IRD "Regulations on the Faculty Ranking", indicators are defined for faculty members that stimulate research and educational-methodological activities. Based on the results of the faculty ranking, differentiated salaries are determined, intended to serve

as a material incentive for faculty members who demonstrate good results. Incentive payments are provided for achieving significant results (for example, for the publication of a scientific article in journals included in the Q1 rating list), the Scopus/WoS provides compensation for publication costs to authors. The University has adopted a system of additional incentives through various events: competitions for the "Best Faculty", the "Best Department", "Best Department", the "Best Structural Unit", the "Teacher of the Year", the "Best Young Innovative Scientist", and the "Best Curator."

The University implements academic mobility programs. According to the 2025 reporting data, four foreign scientists were invited to lecture and conduct scientific events in the field of study in Cluster 1. Specifically, from the RTT Department: Maria Ganzha, Professor at the Warsaw University of Technology; from the ES Department: Naveed Ismail from Islamabad, Pakistan; from Malaysian University of Technology, PhD Mohamad Kamal a Rahim; and from Nysa University of Applied Sciences, Poland, Prof. Dr. Eng. Adam Ujma.

The EEC also notes the existence of a well-developed system for attracting faculty from industry (including through the Corporate University). The specialists invited from industry are selected based on the required specialized competencies in the relevant industry. According to the data provided for the period 2020-2025, the following persons were invited to participate in the educational process: at the ES Department: I.N. Davydov from the Karaganda Zharyk LLP (leading engineer of the substation service); Kaisarov A.K. from Karaganda CHPP-3 (boiler operator); Yurchishin R.Yu. from the Mining and Ore Technologies LLP (leading power engineer); Osssipova L.P. from the Qarmet JSC (specialist of the software development group); Miroshnichenko D.N. from the SPF Ergonomika LLP (chief specialist); Amankeldin Sh., an analyst of the operational efficiency service of the Kazakhmys Energy LLP.

Analytical section

The University maintains the transparent human resources policy. Procedures are clearly outlined in the Internal Regulations, and all faculty members are familiar with them. The current Internal Regulations for differentiated remuneration drives the development of faculty research and publication activities.

The EEC notes the University's strong point as a well-established system of relationships with industry, including engaging competent specialists from relevant industries to teach classes. The presented statistics demonstrate excellent engagement with Corporate University member companies, annually engaging various specialists to conduct classes, master classes, seminars, and other events. The systematic nature of the process and the wide range of job levels of employees from relevant industries contribute to the attractiveness of the educational process and enhance the relevance and practical value of the knowledge offered to students. The faculty survey report from the EEC visit also confirms the high frequency of engaging specialists from industry (49.1% of respondents rated this item as "frequently").

The analysis of the student survey results confirms the functioning of the interaction system between the faculty and students, the alignment of the faculty's competence with student expectations, and the well-established principles of teacher authority. According to the survey results, 92.7% of respondents were completely satisfied with their relationship with their teacher; 86.3% were completely satisfied with the faculty requirements; and 91.4% were completely satisfied with the overall quality of teaching. Moreover, 82% of respondents (on average) agreed with positive statements on key points confirming the qualifications, level of pedagogical skill, and objectivity of the faculty; there were no negative ratings (with the exception of two items with one negative response, 0.7% regarding a positive attitude toward students and the clarity and accessibility of the evaluation criteria).

The analysis of documents confirming the faculty qualification requirements for the relevant educational profiles leads to the following conclusions:

- the faculty activity level in terms of the frequency of advanced training courses meets the requirements (certificates are noted for each reporting academic year when considering the last three years);

- the faculty degree level meets the qualification requirements for undergraduate, graduate, and doctoral programs (including a policy of supporting and incentivizing doctoral students—two faculty members of the Department of Economics are scheduled to defend their PhD dissertations in the relevant field in 2026 and 2027);

- the faculty is actively involved in research, scientific-methodological research, and publication activities. Intellectual property document issuance statistics demonstrate positive results: since 2020, the departments of the educational program in Cluster 1 have received over 15 patents of the Republic of Kazakhstan for inventions, over 25 patents of the Republic of Kazakhstan for utility models, one Eurasian patent, and approximately 92 copyright documents. Since 2020, the faculty of the RTT and ES departments have published over 135 scientific articles (approximately 37%, or 50 articles, of which were published in journals indexed by Scopus and Web of Science); all faculty involved in the implementation of the "Electric Power Engineering" educational program at the doctoral level have profiles in the Scopus database with an h-index of 1-13.

Based on the analysis of the submitted reporting data on the compliance of the qualification requirements with the profile of the disciplines taught, the EEC notes the following: in the Department of Electrical Engineering, out of the 25 teachers presented (a total of 57 teaching staff are included in the list according to Appendix 10) involved in teaching the core disciplines of the bachelor's degree, only 4 people have basic education and a master's degree in heat power engineering, and 4 more people have a master's degree in Heat power engineering; also, in the Department of Electrical Engineering in the implementation of the EP "Heat Power Engineering" at the master's level, out of the 8 declared teachers presented who are involved in teaching the core disciplines (a total of 14 teaching staff are included in the list according to Appendix 10), only one person has a master's degree in heat power engineering; in the Department of Radio electronics and Telecommunications, out of the 12 teachers presented (the total of 60 teaching staff are included in the list according to Appendix 10) involved in teaching the core disciplines of the bachelor's degree, 8 people have basic profile education in the field of RET; in the Department of Electrical Engineering and Power Engineering, 5 out of 8 teachers involved in the implementation of the doctoral level educational program "Electric Power Engineering" have basic education in the field of electrical power engineering.

Strengths/ Best practices:

Involving active industry specialists with relevant professional competencies in the educational process to integrate the most relevant practical knowledge into the learning process. The University has demonstrated significant positive momentum in its policy of involving representatives of active industry companies in the educational process.

EEC recommendations on this standard:

1. To ensure high-quality faculty in accordance with qualification requirements, the management of the ES department must include the item "ensuring faculty with specialized education" in the potential risks and develop an action plan to prevent them in the near future. Deadline: September 1, 2026.

2.To ensure that faculty qualification requirements are met in accordance with the program's profile by engaging specialized production specialists and teachers with basic specialized education (through full-time employment, part-time employment, mobility programs, and other mechanisms). Deadline: December 31, 2027.

3. The EP management shall revise the plan for advanced training and retraining courses for faculty members specifically related to the modules taught in EP 6B07108 "Heat Power Engineering" and EP 6B06201 "Radio Engineering, Electronics, and Telecommunications" to

ensure that the process of developing qualification requirements takes into account current trends and eliminates issues of inconsistency in basic education. To ensure that faculty coverage in accordance with the profile of the taught disciplines is at least 25% annually over the next three years. Deadline: December 31, 2029.

EEC findings on the criteria:

For the "Teaching staff" standard, a total of 10 criteria have been identified, including:

- for EP 6B07108 "Heat Power Engineering" and 7M07106 "Heat Power Engineering," 1 criterion has a strong position; 8 criteria have a satisfactory position, and 1 criterion requires improvement;

- for EP 8D07103 "Electric Power Engineering" and 6B06201 "Radio Engineering, Electronics, and Telecommunications," 1 criterion has a strong position; 9 criteria have a satisfactory position.

6.8. Standard "Educational Resources and Student Support Systems"

● *The University must ensure that its educational resources, including material and technical resources, and infrastructure meet the objectives of the educational program.*

● *The program management must demonstrate the availability of classrooms, laboratories, and other facilities equipped with modern technology and capable of achieving the program's objectives.*

The University must demonstrate that its information resources meet the needs of the University and the program being implemented, including in the following areas:

● *Technological support for students and faculty in accordance with the educational programs (e.g., online learning, modeling, databases, data analysis programs);*

● *Library resources, including a collection of educational, methodological, and scientific literature on general, basic, and specialized disciplines in paper and electronic formats, periodicals, and access to scientific databases;*

● *Plagiarism assessment of research results, theses, and dissertations;*

● *Access to educational online resources;*

● *Operation of Wi-Fi on its premises.*

● *The University must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of scientific research by faculty, staff, and students.*

● *The University must strive to ensure that the educational equipment and software used for mastering educational programs are similar to those used in the relevant sectors of the economy.*

● *The program management must demonstrate the existence of procedures for supporting various groups of students, including information and counseling.*

● *The program management must demonstrate the existence of conditions for student advancement along an individual educational trajectory.*

● *The University must consider the needs of various groups of students (adults, working students, international students, and students with special educational needs).*

● *The University must ensure that the infrastructure meets security requirements.*

Evidence section

The structural and organizational mechanisms for the University and its divisions functioning, including the provision of resources for the educational process and the organization of educational activities, are supported by the standards of the standard rules for the activities of higher and/or postgraduate education institutions (the order of the authorized body in the field of higher education, as amended).

Resource provision and infrastructure development are planned and implemented within the framework of the University's strategic documents, including the current KTU Development Program for 2024–2029.

The material and technical base for implementing the educational program ensures the implementation of all the types of classes stipulated by the curricula, including laboratory and practical classes, coursework/projects, calculation and graphic work, as well as the performance of research work by students (bachelors, masters, and doctoral students). The University has classrooms and laboratory facilities, specialized laboratories, testing grounds, and test sites, providing practice-oriented training in the fields of Heat and electric power engineering. The

departments have classrooms, computer labs, and laboratories equipped with furniture, teaching aids, and technical teaching aids (personal computers, laptops, projectors, etc.), ensuring the educational infrastructure is accessible to students throughout the workday, including the two-shift operation of computer labs.

Specialized engineering software products, including the Etap Power and the ANSYS, as well as modeling and engineering calculation software (including the MatLAB/MatCAD, etc.), are used in teaching and research activities to support the development of students' digital and research competencies.

The Department of Industrial Process Automation's logistical support includes:

	A hardware, software, and laboratory training system for "Distributed Data Collection System Based on the ADAM Controller"
	A hardware, software, and laboratory training system for studying Siemens "LOGO!" programmable logic controllers.
	A hardware, software, and laboratory training system for studying Siemens Simatic "S7-200" programmable logic controllers.
	A hardware, software, and laboratory training system for "Automation of Technological Facilities and Equipment Based on the ALPHA XL PLC"
	A virtual laboratory training system for studying IEC 1131-3 industrial controller programming languages based on the ISAGRAF development environment.
	A virtual laboratory training system for studying ICONIC Genesis 32 SCADA systems.
	A virtual laboratory training system for studying mechatronic control systems. Virtual laboratory and practical complex "Electronics"
	Virtual laboratory and practical complex "Microprocessor Tools and Systems"
	Virtual laboratory and practical complex on TAU.
	Virtual laboratory and practical complex "Monitoring and Control Systems Based on Advantech ADAM PLC Controllers and the Ultralogik Development Environment.
	Virtual laboratory and practical complex "Electric Drive"
	Virtual laboratory and practical complex "Electric Drive Control Systems (EDCS)" in the MATLAB environment.
	Virtual laboratory and practical complex "Control Systems for Electrical Engineering Complexes."
	Virtual programmable simulator "Mine Drainage System"
	A hardware, software, and laboratory training system for "Distributed Data Collection System Based on the ADAM Controller"

The Department of Radio-Electronic Technologies (RET) houses laboratories for network technologies (HUAWEI ICT Academy), communication transceivers (using VR technology), overhead and cable communication lines, computer technologies, as well as communication systems and optical technologies. The laboratories are equipped with server and network equipment, routers, switches, specialized training and laboratory benches, VR simulators, computer equipment, and multimedia tools.

In 2023, the Department of Electronics (EE) established the "Digital Technologies in Energy" Scientific and Educational Complex, which includes not only modern equipment but also licensed software for the "Automated Control System for Production of a District Heating System."

The University operates an e-learning portal that supports the posting of educational materials, courses, and elements of distance/blended learning (the University's e-learning portal).

Electronic educational publications and electronic educational resources developed by the faculty support academic disciplines and are used for educational purposes. Materials are systematically posted in the electronic environment (resource platforms, department computers, library services) while respecting copyright attribution and restrictions on commercial use.

The digital environment supports student information: regulatory and methodological materials for the educational process (course catalogs, reference materials, schedules, regulations)

are posted on official University resources and on the information and educational portal, and consultations on educational matters are organized through specialized structural units.

Information support for the educational process includes library resources and access to global electronic resources through the University library and electronic services. Access to scientific and educational information is supported for students, faculty, and researchers, including the use of electronic information resources and databases in accordance with the qualification requirements for educational activities of higher professional education institutions (in terms of providing disciplines with electronic publications and access to electronic databases). The library provides access to educational, scientific, and reference literature, including books, journals, dissertations, and electronic resources. This supports students and faculty in their academic and research activities. As part of its national subscription, the library provides year-long access to international databases such as Web of Science, Scopus, ScienceDirect, and Wiley Online Library. The resources of the "University Library Online" electronic library system are integrated with the University Electronic Library (SK-Electronic Library).

For doctoral programs, logistics planning is targeted and based on the research focus of the program, doctoral dissertation topics, the content of research work, the needs of scientific advisors, and the requirements for experimental, project, and analytical work. Unlike general resource provision, for doctoral programs, the emphasis is not only on providing academic classes but also on supporting scientific research, using modern software, specialized laboratory equipment, access to industry standards, international databases, and equipment used in dissertation preparation. These plans are developed taking into account the doctoral students' research topics, the state of existing laboratory facilities, the need to upgrade software and hardware systems, and the potential for utilizing the resources of the department branches and partner organizations. Monitoring the implementation of these plans is carried out through an analysis of the availability of equipment and software for doctoral students, the actual use of laboratory facilities in research work, the fulfillment of requests for resource upgrades, and the review of results at department meetings and through internal reporting. Elevators are installed in the main building, Building 1, and the Armandastar Ordasy residential complex, and ramps are installed in all buildings and dormitories. The entrance area complies with the provisions of the Building Code of the Republic of Kazakhstan "Design of Buildings and Structures with Accessibility for People with Disabilities". Entrance and interior doors are 90 cm wide, and a rolling door ramp is available. Tactile warning strips are installed in front of the stairs and in the first-floor corridors. Bright, contrasting markings are provided on the transparent strips at the entrance.

Satisfaction with the University's infrastructure is regularly monitored through surveys of students, faculty, staff, and other stakeholders, as well as through feedback from the University's departments and service channels. The assessments cover learning conditions, accessibility of laboratories and computer labs, internet access, the state of the classrooms, the operation of the dormitories, library and digital services, and the availability of consulting and organizational support.

Analytical section

The University buildings and facilities comply with current sanitary regulations and fire safety requirements. A variety of educational resources and student support services are available at the University. KTU has sufficient computer equipment and software to meet the basic needs of students and faculty in implementing the educational program. However, the EEC notes comments from key stakeholders in the educational process regarding the inadequacy or unsatisfactory condition of computer equipment for comfortable work. During the EEC interviews with students, they noted a lack of the necessary modern computer equipment capable of providing the ability to work with the required specialized software. At the same time, the results of a faculty survey conducted during the EEC visit confirm the existence of certain issues with the provision of modern classrooms and material and technical equipment, in particular: 19 respondents (or 35.8%) noted that they sometimes encounter a shortage of classrooms, 1 respondent (or 1.9%) rated this

item as "often"; 16 respondents (or 30.2%) noted that they sometimes encounter insufficient conditions for studying in classrooms, 1 respondent (or 1.9%) marked this item as "often"; besides, regarding the issue of faculty encounters with the lack of technical teaching aids in classrooms, 18 respondents (or 34%) answered as "sometimes", and 1 respondent (1.9%) answered this question as "often". The results of the student survey show the presence of questions about the quality of specialized classrooms (computer labs), 2 respondents (1.4%) are dissatisfied with their accessibility, 1 respondent (0.7%) is partially dissatisfied, 13 respondents (9.4%) are partially satisfied; dissatisfaction with the existing scientific laboratories is expressed by 1 respondent (0.7%), 18 respondents (12.9%) are partially satisfied.

The University departmental and related infrastructure facilities include both traditional electrical engineering/Heat engineering stands and modern equipment that expands the capabilities of laboratory work, R&D, project work, and the preparation of final qualifying theses. The EEC also notes that specialized research laboratories are limited for program 7M07106 "Heat Power Engineering." The research base is limited to a specialized software package (the TGID-07 Information and Graphic Software Package), which defines only one possible research path for the "heat supply and heating networks" profile. During the EEC visit, the presence and development of a research stand for biogas production and utilization were demonstrated; however, the facility is currently being assembled. Furthermore, Light Engineering LLC has been approved as a documented research practice base for program 7M07106 "Heat Power Engineering," although the specific activities listed on the company's official website do not correspond to the "heat power engineering" profile. The EEC notes the lack of a dedicated space for doctoral students. It should be noted that the management of EP 8D07103 "Electric Power Engineering" is required to provide a separate research laboratory for doctoral students. The EP management must demonstrate the availability of conditions for student advancement along an individual educational trajectory. However, during the EEC interviews with students, the students did not confirm the possibility of choosing educational trajectories.

Nevertheless, the management of Cluster 1 EPs, together with the University administration, regularly creates conditions to ensure sufficient material resources for scientific research, provision of practical training facilities, integration of science into the educational process, and publication of students' research results. The EEC received supporting documents emphasizing the existence and development of research at the University, particularly in terms of creating conditions for conducting scientific research, motivating and supporting young scientists and students. The University has documented and implemented mechanisms for rewarding scientists who demonstrate outstanding scientific results. Furthermore, as a result of the survey of faculty and students during the EEC visit, it can be concluded that a significant portion of respondents noted the existence of conditions for scientific research, the development of scientific potential, and support for young scientists.

The program management demonstrated technological support for students and faculty in accordance with the educational programs, as well as library resources, including a collection of educational, methodological, and scientific literature in general, core, and specialized disciplines, periodicals, and access to scientific databases and online educational resources. The analysis of the educational and methodological literature collection noted that the syllabi of the specialized disciplines in the bibliography lists contain virtually no or no references to the faculty's own publications (which are available and demonstrated in the departments and library). The EEC also specifically noted that, when analyzing the book availability documents and accessing the library's online tools (catalog), there is no dedicated category in the reporting for the program specializing in "Heat Power Engineering" (it is combined with the "Electrical Engineering" category). A particularly low percentage of specialized scientific and methodological literature for program 7M07106 "Heat Power Engineering" at the master's level is particularly noted, which is critical for providing information support to master's students in their research. In the student survey, four

respondents (2.9%) partially agreed with the statement that the library collection is adequately equipped. In the faculty survey, respondents rated this question as "very good" (36 respondents, or 67.9%) and "good" (17 respondents, or 32.1%).

At the same time, the issue of unstable Wi-Fi network performance on the University campus was raised during the meeting with all target groups.

Strengths/Best practices:

The University management has demonstrated good conditions for conducting scientific research, integrating science and education, and publishing the results of the research work of faculty, staff, and students.

EEC recommendations for the standard:

for 6B07108 "Heat Power Engineering," 6B06201 "Radio Engineering, Electronics, and Telecommunications," 7M07106 "Heat Power Engineering," 8D07103 "Electric Power Engineering":

1. The University management is to analyze Wi-Fi performance in University buildings and, based on the results, determine the necessary funding for improving Wi-Fi performance on campus. Deadline: September 1, 2026.

2. The EP management is to define several educational pathways and create conditions for students to advance along their individual educational pathways. Coordinate and approve the pathways in accordance with the EP development regulations within the framework of the current IRD. Deadline: July 1, 2027.

3. The program management is to further develop a plan for modernizing the laboratory and research facilities to expand the potential research areas for master's students and for undergraduate students. Include the relevant items in the program development plan and submit applications to the budget committee. Deadline: December 31, 2026.

For 7M07106 "Heat Power Engineering":

1. The program management is to create a list of required scientific and educational literature relevant to current release dates to provide master's students with library materials with up-to-date information in their field of study and to acquire these materials for the library collection (with annual additions). Deadline: December 31, 2027.

For 8D07103 "Electric Power Engineering":

1. To review the distribution of classroom space and create a research laboratory for work with doctoral students. Deadline: July 1, 2027.

EEC findings:

For the standard "Educational Resources and Student Support Systems," 13 criteria were disclosed for 6B07108 "Heat Power Engineering," 6B06201 "Radio Engineering, Electronics, and Telecommunications," 7M07106 "Heat Power Engineering," and 8D07103 "Electric Power Engineering," including:

- for EP 7M07106 "Heat Power Engineering," 1 criterion is strong, 8 criteria are satisfactory, and 4 criteria suggest improvement.

- for EP 6B06201 "Radio Engineering, Electronics, and Telecommunications," 6B07108 "Heat Power Engineering," and 8D07103 "Electric Power Engineering," 1 criterion is strong, 9 criteria are satisfactory, and 3 criteria suggest improvement.

6.9. Standard "Public Information"

● *The information published by the University must be accurate, objective, and up-to-date, and reflect all areas of the University's activities within the educational program.*

● *Public information must include support for and clarification of national development programs and the higher and postgraduate education system.*

● *The University management must use a variety of information dissemination methods (including media, web resources, information networks, etc.) to inform the general public and interested parties.*

The information published by the University about the educational program must be objective and up-to-date and include:

● *the purpose and planned outcomes of the educational program, the qualification awarded;*

● *the information of the student assessment system;*

● *the information of academic mobility programs and other forms of cooperation with partner universities and employers;*

● *the information of opportunities for developing students' personal and professional competencies and employment;*

● *the data reflecting the program positioning in the educational services market (regional, national, and international).*

● *An important factor is the publication of reliable information of the faculty, broken down by individual, on open resources.*

● *The University must publish audited financial statements for the program on its own website.*

● *The University must post information and links to external resources based on the results of external evaluation procedures.*

● *An important factor is the publication of information about collaboration and interaction with partners, including research/consulting organizations, business partners, social partners, and educational organizations.*

Evidence section

The programs currently being implemented are presented on the corporate website of Abylkas Saginov Karaganda Technical University in their respective fields of study. Each department has its own section on the University's official website, where it posts information about the program and the qualifications awarded upon completion. The information of the teaching of disciplines, assessment procedures, and the educational process is presented in the Univer 2.0 information system. The "Applicant" section contains the information of passing scores, the University's educational opportunities, and admission requirements.

The information of the faculty is posted on their personal pages on the University website. These pages provide information about their biographical data, their professional and academic achievements, publications, and participation in research projects.

Particular attention is paid to graduate employment. The University's official website provides information about:

● vacancies and employer offers;

● graduate employment in educational programs;

● career opportunities for graduates;

● outstanding graduates;

● Events promoting employment (career days, job fairs, etc.).

This information is also available on the Career and Professional Development Center (CPDC) page, as well as the information of internships and required documentation for students is posted. A database of job openings is compiled annually based on applications from companies, organizations, and agencies.

The University has established a procedure for publishing news on the main page and in its sections. News is posted to the website by memo to the Department of Information Technology. The Software Center verifies the received information and publishes it on the website according to its topic in three languages in the appropriate sections. Information is submitted to the Software Center as a text document with photographs. If the news does not meet the requirements, the material is sent back for revision. The University sends all informational messages to media of various types and subjects (except for the tabloid press): print (newspapers, magazines, newsletters, almanacs); electronic (radio, television); internet portals (online resources of news agencies, print and television media, websites, etc.), and also posts them on the official social

media pages of Abylkas Saginov KTU. The cluster educational program provides information support for the country's national development programs (for example, on September 11, 2025, the Department of Radio electronics and Telecommunications, which implements the educational program, posted on Instagram about the Address of the President of the Republic of Kazakhstan, Kassym-Jomart Tokayev, to the people of Kazakhstan).

The University uses a variety of methods to disseminate information: 1) the official website, 2) Instagram, 3) Facebook, 4) Telegram, and 5) YouTube channel.

- Telegram: https://t.me/kartu1953 - over 300 subscribers
- Facebook: https://www.facebook.com/AbylkasSaginovKaragandaTehnicalUniversity / - over 4,000
- Instagram: https://www.instagram.com/saginov.tech/ - over 10,000
- YouTube: https://www.youtube.com/@SaginovMedia-STU - over 300
- TikTok: https://tiktok.com/@saginov.tec - 578
- Threads: https://treads.com/@saginov.tec - 841.

To inform applicants and to disseminate up-to-date information of the educational program to students and the public, the department has created the following channels for its educational programs:

- YouTube channel
- Facebook page
- Facebook page of the RET department
- Instagram page
- Instagram page of the RET department
- page Educational program on the KTU website

All the important events in the life of the University are published through the website and the University newspaper, as well as in national and regional newspapers and on television. The total circulation of the University newspaper "For Polytechnic Knowledge" is 200 copies.

The University greatest pride remains the Innovative Educational Consortium "Corporate University" that was established in 2008. Close collaboration with partner companies is evident in all areas of the University's activities: from updating educational programs and jointly developing courses to implementing joint research projects and internships for students. This approach is reflected in media publications and official University documents, emphasizing the high level of collaboration and achievements.

The University website provides detailed and objective information of the faculty, including biographical information, professional achievements, and scientific achievements. The University faculty strives to be recognized in the global scientific community and strengthen international ties, so the information provided is accurate and comprehensive. Adhering to the department principles of transparency and accessibility, the faculty data is provided to the Software Center, which is updated according to the arrival of new faculty or the departure of new faculty.

Analytical section

When analyzing the documents and content of the KTU website, experts found that management uses a variety of methods for disseminating information, including media, web resources, information networks, and others. The EEC notes that in terms of information dissemination policy, the University demonstrates a policy of openness and engagement in informing the public: applicants, employers, participants in the educational process, and all the other stakeholders. The EP management uses media and social media to disseminate information. The website publishes information about the University's activities and financial statements.

Based on an analysis of available information regarding the higher professional education and the EP, the Commission notes that the information of the University's website is accessible to stakeholders in the educational process (students, faculty, employers, and the public). However, it is not sufficiently comprehensive, and a mechanism for updating it in a timely manner has not been defined. Complete information of the accredited educational programs, the purpose and

planned outcomes of the EP, and the qualifications awarded, is not provided. Further development and regular updating of the website information regarding the specifics and implementation of the accredited EPs is necessary.

The department management places great emphasis on posting the information of collaboration and interaction with partners, including scientific organizations, business partners, social partners, and educational organizations, which is reflected on the department social media pages.

Strengths/ Best practices:

None.

EEC recommendations on this standard:

The program management is to develop a technical specification for the University information and IT services to implement for the key program information block on the department's website and the program itself (supplement and regularly update information on the University website regarding the specifics of the accredited programs, their goals and planned outcomes, the qualifications awarded, and any changes made to the educational programs). Deadline: September 1, 2026.

EEC findings:

For the "Public Information" standard, 11 criteria are disclosed, 10 of which have satisfactory positions, and 1 suggests improvement.

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

For the Standard "Educational Program Management":

A sophisticated risk management system based on the automated risk management system (ARMS) platform is in place. The system enables the collection and categorization of risks identified by management, the addition and introduction of new ones, and a focus on monitoring the implementation of risk mitigation measures.

For the Standard "Information Management and Reporting":

None.

For the Standard "Development and Approval of the Educational Program":

None.

For the Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs":

None.

For the Standard "Student-Centered Learning, Teaching and Assessment of Academic Performance":

None.

For the Standard "Students":

None.

For the Standard "Teaching Staff":

Involving active industry specialists with relevant professional competencies in the educational process to integrate the most relevant practical knowledge into the learning process. The University has demonstrated significant positive momentum in its policy of involving representatives of active industry companies in the educational process.

For the Standard "Educational Resources and Student Support Systems":

The University management has demonstrated good conditions for conducting scientific research, integrating science and education, and publishing the results of the research work of faculty, staff, and students.

For the Standard “Public Information”:

None.

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

For the Standard "Educational Program Management"

1. The management of accredited educational programs shall update their program development plans taking into account the University current strategic development plan, changes in industry policy, and current regulatory documents, ensuring that the changes are documented. Deadline: September 1, 2026.

2. The management of educational programs shall implement a mechanism for evaluating and analyzing innovative proposals, taking into account the alignment and timely updating of program development plans with the University and departments strategic documents, ensuring that goals and approval deadlines are aligned. Deadline: September 1, 2026.

For the Standard "Information Management and Reporting":

Responsible persons are required to update all contact information on the University's official information resources to ensure compliance with corporate information security and data reliability standards. Deadline: September 1, 2026.

For the Standard "Development and Approval of the Educational Program":

1. The management of EP 6B07108 "Heat Power Engineering" shall review the EP plan, the substantive content of the basic and core disciplines, including their structural and logical relationship of term distribution to eliminate duplication of topics in the content of different disciplines, and approve the corresponding changes. A precise map (matrix) of pre- and post-requisites shall be created for the most effective and structurally logical placement of disciplines across terms and consistent correspondence with each other. Document the decisions made, taking into account the opinions of the department faculty, those teaching the core disciplines, and external experts from among key industry stakeholders. Deadline - until 31.12.2026;

2. The management of EP 7M07106 "Heat Power Engineering" shall review the substantive content of the core disciplines at the master's level in order to reduce the proportion of information on the basic understanding of the physics of processes, description of the functions of typical equipment, and other elements duplicated in the content of bachelor's degree disciplines; increase the share of material corresponding to the level of developing competencies of the master's program. To document the decisions made, taking into account the opinions of department faculty, leading specialists in specialized disciplines, and external experts from among the key industry stakeholders. Deadline: December 31, 2026;

3. The management of the accredited educational programs shall analyze and update the learning paths within the educational programs, ensuring their documented discussion and approval with external stakeholders, as well as reflecting the adopted changes in the content of the educational programs and their development plans. Deadline: May 1, 2027.

4. The management of the accredited educational programs shall develop and implement mechanisms for the development of double-degree education, providing for the conclusion of agreements with foreign partner universities and the development of at least one joint educational program. Deadline: December 31, 2027.

For the Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs":

1. The management of the accredited educational programs shall conduct a comprehensive analysis of current trends and developments in technological development in the relevant sectors of the national and global economies. Develop a list of the most relevant information and implemented scientific and technological achievements for inclusion in the core disciplines. Deadline: December 31, 2026.

2. To submit the developed list of amendments for discussion with all stakeholder groups

and approve them in accordance with current internal regulations for inclusion in the substantive part of the educational program. Deadline: May 1, 2027.

3. Determine the need for and include in the list of planned activities advanced training courses for faculty, the purchase of educational and methodological literature, and the updating of the material and technical base in accordance with the need to ensure high-quality support for the educational process, taking into account the introduced amendments. Deadline: December 31, 2027.

4. Responsible departments should provide for changes to the internal regulations (if necessary), assign responsible individuals, and formalize the procedure for updating information about changes to the educational program in the University's official information channels, including informing key external stakeholders. Deadline: December 31, 2026.

For the Standard "Student-Centered Learning, Teaching and Assessment of Academic Performance"

1. The University management is to ensure that assessment criteria, monitoring methods, and procedures for assessing learning outcomes for all disciplines of the educational programs and MOOCs are published in the University educational information system. Deadline: September 1, 2026.

2. The educational program management is to ensure regular monitoring of the objectivity and transparency of learning outcomes assessment procedures, including the analysis of appeals, student feedback, and the compliance of assessment tools with the stated learning outcomes. Document the procedure for familiarizing students with the syllabi and assessment system (including MOOCs) in the relevant educational resource. Deadline: December 31, 2026.

For the Standard “Students”

None.

For the Standard “Teaching Staff”

1.To ensure high-quality faculty in accordance with qualification requirements, the management of the ES department must include the item "ensuring faculty with specialized education" in the potential risks and develop an action plan to prevent them in the near future. Deadline: September 1, 2026.

2. To ensure that faculty qualification requirements are met in accordance with the program's profile by engaging specialized production specialists and teachers with basic specialized education (through full-time employment, part-time employment, mobility programs, and other mechanisms). Deadline: December 31, 2027.

3. The EP management shall revise the plan for advanced training and retraining courses for faculty members specifically related to the modules taught in EP 6B07108 "Heat Power Engineering" and EP 6B06201 "Radio Engineering, Electronics, and Telecommunications" to ensure that the process of developing qualification requirements takes into account current trends and eliminates issues of inconsistency in basic education. To ensure that faculty coverage in accordance with the profile of the taught disciplines is at least 25% annually over the next three years. Deadline: December 31, 2029.

For the Standard "Educational Resources and Student Support Systems"

For 6B07108 "Heat Power Engineering," 6B06201 "Radio Engineering, Electronics, and Telecommunications," 7M07106 "Heat Power Engineering," and 8D07103 "Electric Power Engineering"

1. The University administration is to analyze the Wi-Fi network in the University buildings and, based on the results, determine the necessary funding for improving Wi-Fi service on its campus. Deadline: September 1, 2026.

2. The program management is to define several educational pathways and create conditions for students to advance along their individual educational pathways. Agree on and approve these pathways in accordance with the program development regulations within the current educational norms. Deadline: July 1, 2027.

3. The program management is to develop an additional plan for modernizing the laboratory and research facilities to expand the possible research areas for master's students and students. Include the relevant items in the program development plan and submit applications to the budget committee. Deadline: December 31, 2026.

For 7M07106 "Heat Power Engineering"

The program management is to create a list of required scientific and educational literature relevant to current release dates, to provide library materials for master's students with up-to-date information in their field of study, and to acquire them for the library collection (with annual replenishment). Deadline: December 31, 2027.

For 8D07103 "Electric Power Engineering"

To review the distribution of classroom space and create a research laboratory for work with doctoral students. Deadline: July 1, 2027.

For the Standard “Public Information”

The program management is to develop a technical specification for the University information and IT services to implement for the key program information block on the department's website and the program itself (supplement and regularly update information of the University website regarding the specifics of the accredited programs, their goals and planned outcomes, the qualifications awarded, and any changes made to the educational programs). Deadline: September 1, 2026.

(IX) RECOMMENDATION TO THE ACCREDITATION BOARD

The members of the External Expert Commission came to the unanimous opinion that the educational programs 6B07108 "Heat Power Engineering", 6B06201 "Radio Engineering, Electronics and Telecommunications", 7M07106 "Heat Power Engineering", 8D07103 "Electric Power Engineering", implemented by Abylkas Saginov Karaganda Technical University NJSC can be accredited for the period of 5 years.

APPENDIX 1. EVALUATION TABLE EXTERNAL EXPERT COMMISSION OPINION

Conclusion of the External Expert Commission on the quality assessment of the educational program 6B06201 "Radio Engineering, Electronics, and Telecommunications" at Abylkas Saginov Karaganda Technical University

No.	No.	Assessment criteria	Education organization position			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard "Educational Program Management"						
1	1.	The University must demonstrate the development of a program goal and development strategy based on an analysis of external and internal factors with the broad involvement of diverse stakeholders.		+		
2	2.	The quality assurance policy must reflect the link between research, teaching, and learning.		+		
3	3.	The University demonstrates the development of a quality assurance culture.		+		
4	4.	A commitment to quality assurance must apply to all activities performed by contractors and partners (outsourcing), including joint/dual-degree programs and academic mobility.		+		
5	5.	The program management ensures transparency in the development of the program development plan based on an analysis of its functioning, the actual positioning of the University, and the focus of its activities on meeting the needs of students, the government, employers, and other stakeholders.		+		
6	6.	The program management demonstrates the functioning of mechanisms for developing and regularly reviewing the program development plan and monitoring its implementation, assessing the achievement of learning objectives, meeting the needs of students, employers, and society, and making decisions aimed at continuously improving the program.			+	
7	7.	The program management must engage representatives of stakeholder groups, including employers, students, and faculty, in developing the program development plan.		+		
8	8.	The program management must demonstrate the individuality and uniqueness of the program development plan, its alignment with national development priorities and the educational institution's development strategy.		+		
9	9.	The University must demonstrate a clear definition of those responsible for business processes within the program, the distribution of staff responsibilities, and the delineation of the functions of collegial bodies.		+		
10	10.	The program management ensures the coordination of the activities of all individuals involved in the development and management of the program and its continuous implementation, and engages all stakeholders in this process.		+		
11	11.	The program management must ensure the transparency of the management system and the functioning of the internal quality assurance system, including its design, management, and monitoring, as well as appropriate decision-making.		+		
12	12.	The program management must implement risk management.	+			

13	13.	The program management must ensure the participation of stakeholders (employers, faculty, and students) in the collegial governing bodies of the educational program, as well as their representativeness in decision-making on educational program management issues.		+		
14	14.	The University must demonstrate innovation management within the program, including the analysis and implementation of innovative proposals.			+	
15	15.	The program management must demonstrate its openness and accessibility to students, faculty, employers, and other stakeholders.		+		
16	16.	The program management confirms completion of training in educational management programs.		+		
17	17.	The program management must ensure that the progress achieved since the last external quality assurance procedure is taken into account in preparation for the next procedure.		+		
		Total for the standard	**1**	**14**	**2**	**0**
Standard "Information Management and Reporting"						
18	1.	The University must ensure a functioning system for collecting, analyzing, and managing information based on modern information and communication technologies and software.		+		
19	2.	The program management demonstrates the systematic use of processed, relevant information to improve the internal quality assurance system.		+		
20	3.	The program management demonstrates the existence of a reporting system reflecting the activities of all structural divisions and departments within the program, including an assessment of their performance.		+		
21	4.	The University must determine the frequency, forms, and methods for evaluating program management, the activities of collegial bodies and structural divisions, and senior management.		+		
22	5.	The University must demonstrate a mechanism for ensuring information security, including identifying persons responsible for the accuracy and timeliness of information analysis and data provision.		+		
23	6.	The University demonstrates the involvement of students, staff, and faculty in the processes of collecting and analyzing information, as well as in decision-making based on this information.		+		
24	7.	The program management must demonstrate the existence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution.		+		
25	8.	The University must ensure that the needs of faculty, staff, and students within the program are met and demonstrate evidence of the rectification of identified deficiencies. The University must evaluate the effectiveness and efficiency of activities within the context of the educational program.		+		
26	9.	The University must ensure a functioning system for collecting, analyzing, and managing information based on modern information and communication technologies and software.		+		
		The information collected and analyzed by the University within the framework of the educational program must take into account:		+		
27	10.	key performance indicators;		+		
28	11.	student enrollment dynamics by program type and format;		+		
29	12.	student performance, achievement, and dropout rates;		+		
30	13.	student satisfaction with the educational program's implementation and the quality of education at the University;		+		
31	14.	availability of educational resources and support systems for students;		+		
32	15.	employment and career development of graduates.		+		

33	16.	Students, staff, and faculty must provide documented consent to the processing of personal data.		+		
34	17.	The educational program management must facilitate the provision of all necessary information in the relevant fields of study.		+		
		Total for the standard	**0**	**17**	**0**	**0**
Standard "Development and Approval of Educational Programs"				+		
35	1.	The University must demonstrate the existence of a documented procedure for program development and its institutional approval.		+		
36	2.	The University must demonstrate the alignment of the developed program with the established objectives and planned learning outcomes.		+		
37	3.	The program management must determine the impact of disciplines and professional practices on the development of learning outcomes.		+		
38	4.	The University can demonstrate the existence of a program graduate model describing the learning outcomes and personal qualities.		+		
39	5.	The qualification awarded upon completion of the program must be clearly defined, explained, and correspond to a specific level of the NQF and QF-EHEA.		+		
40	6.	The program management must demonstrate the modular structure of the program, based on the European Credit Transfer and Accumulation System (ECTS), and ensure that the program and its modules (in content and structure) are aligned with the established objectives and are focused on achieving the planned learning outcomes.		+		
41	7.	The program management must ensure that the content of the academic disciplines and learning outcomes are consistent with each other and the level of study (Bachelor's, Master's, or Doctoral).		+		
42	8.	The program management must demonstrate that external evaluations of the program have been conducted. The program managementmust provide evidence of the involvement of students, faculty, and other stakeholders in the program's development and quality assurance.		+		
43	9.	The program management must demonstrate the program's positioning in the educational market (regional/national/international) and its uniqueness.		+		
44	10.	An important factor is the ability to prepare students for professional certification.			+	
45	11.	An important factor is the availability of a double-degree program and/or joint programs with foreign universities.		+		
46	12.	The University must demonstrate the existence of a documented procedure for program development and its institutional approval.		+		
		Total for the standard	**0**	**11**	**1**	**0**
Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs"						
47	1.	The University must ensure that the content and structure of the educational program are reviewed, taking into account changes in the labor market, employer demands, and social demands of society.		+		
48	2.	The University must demonstrate the existence of a documented procedure for monitoring and periodic evaluation to achieve the program's objectives and continuously improve it.		+		
		Monitoring and periodic evaluation of the educational program must consider:				

49	3.	the program content in the context of the latest scientific and technological advances in a specific discipline;		+		
50	4.	changes in the needs of society and the professional environment;		+		
51	5.	student workload, academic performance, and graduation;		+		
52	6.	the effectiveness of student assessment procedures;		+		
53	7.	student needs and satisfaction;		+		
54	8.	the alignment of the educational environment and support services with the program's objectives.		+		
55	9.	Program management must publish information about changes to the program and inform stakeholders of any planned or completed actions within the program.			+	
56	10.	Support services must identify the needs of different student groups and their level of satisfaction with the organization of learning, teaching, assessment, and overall program development.		+		
		Total for the standard	**0**	**9**	**1**	**0**
Standard "Student-centered Learning, Training, and Assessment of Performance"						
57	1.	The program management must ensure respect and attention to various student groups and their needs, providing them with flexible learning paths.		+		
58	2.	The program management must ensure that instruction is based on current advances in global science and practice in the program's field of study, utilizing a variety of modern teaching and learning assessment methods that ensure the achievement of the program's objectives, including the development of competencies and skills for conducting research at the required level.		+		
59	3.	The program management must determine mechanisms for distributing students' academic workload between theory and practice within the program, ensuring that each graduate masters the program's content and achieves its objectives.		+		
60	4.	An important factor is the availability of in-house research into the teaching methods of the program's disciplines.		+		
61	5.	The University must ensure that its learning assessment procedures are consistent with the planned outcomes and objectives of the program.		+		
62	6.	The University must ensure consistency, transparency, and objectivity in the program's learning assessment mechanism. Criteria and methods for assessing learning outcomes must be published in advance.			+	
63	7.	Assessors must be proficient in modern methods of assessing learning outcomes and regularly receive advanced training in this area.		+		
64	8.	The program management must demonstrate the existence of a feedback system for the use of various teaching and assessment methods.		+		
65	9.	The program management must demonstrate support for student autonomy while simultaneously providing guidance and assistance from the instructor.		+		
66	10.	The program management must demonstrate the existence of a procedure for responding to student complaints.		+		
		Total for the standard	**0**	**9**	**1**	**0**
Standard "Students"						
67	1.	The University must demonstrate its student recruitment policy and ensure transparency and publicity of the procedures governing the student lifecycle (from admission to completion).		+		
68	2.	The program management must provide special adaptation and support programs for newly enrolled and international students.		+		

69	3.	The University must demonstrate compliance with the Lisbon Recognition Convention, including the existence and implementation of a mechanism for recognizing the results of student academic mobility, as well as the results of additional, formal, and informal learning.		+		
70	4.	The University must provide opportunities for external and internal academic mobility for students and assist them in obtaining external grants for their studies.		+		
71	5.	The University must actively encourage students to engage in self-education and development outside the core curriculum (extracurricular activities).		+		
72	6.	The existence of a support mechanism for gifted students is an important factor. The University must demonstrate cooperation with other educational organizations and national centers of the European Network of National Information Centers on Academic Recognition and Mobility/National Academic Information Centers for Recognition (ENIC/NARIC) to ensure comparable recognition of qualifications.		+		
73	7.	The University must provide students with internship placements, demonstrate a process for facilitating graduate employment, and maintain communication with them.		+		
74	8.	The University must demonstrate a process for issuing graduates documents confirming their qualifications, including the learning outcomes achieved.		+		
75	9.	The program management must demonstrate that program graduates possess skills that are in demand in the labor market and that these skills are truly relevant.		+		
76	10.	The program management must demonstrate the existence of a mechanism for monitoring graduates' employment and professional activities.		+		
77	11.	The existence of a functioning alumni association/association is an important factor.		+		
78	12.	The University must demonstrate its student recruitment policy and ensure transparency and publicity of the procedures governing the student lifecycle (from admission to completion).		+		
		Total for the standard	**0**	**12**	**0**	**0**
Standard "Teaching Staff"						
79	1.	The University must have an objective and transparent HR policy for the program, covering recruitment (including invited faculty), professional growth, and staff development, ensuring the professional competence of all staff.		+		
80	2.	The University must demonstrate that the quality of its faculty competencies meets established qualification requirements, the University's strategy, and the program's goals.		+		
81	3.	The program management must demonstrate the changing role of faculty members in connection with the transition to student-centered learning and teaching.		+		
82	4.	The University must provide opportunities for career growth and professional development for faculty members, including young faculty members.		+		
83	5.	The University must attract specialists from relevant fields with professional competencies that meet the program's requirements.	+			
84	6.	The University must demonstrate the existence of a mechanism for motivating faculty members for professional and personal development.		+		
85	7.	The University must demonstrate the extensive use of information and communication technologies and software in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.). The University must demonstrate a focus on developing academic mobility and attracting the best international and domestic faculty.		+		
86	8.	The University must demonstrate the commitment of each faculty member to promoting a culture of quality and academic integrity within the		+		

		University and identify the contribution of the faculty, including visiting faculty, to achieving the program's goals.				
87	9.	An important factor is the faculty's involvement in the development of the economy, education, science, and culture of the region and country.		+		
88	10.	The University must have an objective and transparent HR policy for the program, covering recruitment (including invited faculty), professional growth, and staff development, ensuring the professional competence of all staff.		+		
		Total for the standard	**1**	**9**	**0**	**0**
Standard "Educational Resources and Student Support Systems"						
89	1.	The University must ensure that its educational resources, including material and technical resources, and infrastructure are aligned with the objectives of the educational program.		+		
90	2.	The program management must demonstrate the adequacy of classrooms, laboratories, and other facilities equipped with modern equipment to ensure the achievement of the program's objectives.			+	
91	3.	The University must demonstrate that its information resources meet the needs of the University and the programs being implemented, including in the following areas:		+		
92	4.	technological support for students and faculty in accordance with the educational programs (e.g., online learning, modeling, databases, data analysis programs);		+		
93.	5.	library resources, including a collection of educational, methodological, and scientific literature on general, basic, and specialized disciplines in paper and electronic formats, periodicals, and access to scientific databases;		+		
94	6.	review of research results, theses, and dissertations for plagiarism;		+		
95	7.	access to educational Internet resources;		+		
96	8.	operation of Wi-Fi on its premises. The University must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of research conducted by faculty, staff, and students.	+			
97	9.	The University must strive to ensure that the educational equipment and software used for mastering educational programs are comparable to those used in the relevant economic sectors.		+		
98	10.	The program management must demonstrate the existence of support procedures for various student groups, including information and counseling.		+		
99	11.	The program management must demonstrate the existence of conditions for student advancement along an individual educational trajectory.			+	
100	12.	The University must consider the needs of various student groups (adults, working students, international students, and students with special educational needs).		+		
101	13	The University must ensure that its infrastructure meets safety requirements.		+		
		Total for the standard	**1**	**9**	**3**	**0**
Standard "Public Information"						
102	1.	The University guarantees that the published information is accurate, objective, up-to-date, and reflects all areas of the University's activities within the educational program.		+		
103	2.	Public information should include support for and clarification of national development programs and the higher and postgraduate education system.		+		

104	3.	University management should use a variety of information dissemination methods (including media, web resources, information networks, etc.) to inform the general public and interested parties.		+		
		Information about the educational program is objective, up-to-date, and should include:				
105	4.	the purpose and planned outcomes of the program, the qualification awarded;			+	
106	5.	the information of the student assessment system;		+		
107	6.	the information of academic mobility programs and other forms of cooperation with partner universities and employers;		+		
108	7.	the information of opportunities for developing students' personal and professional competencies and employment;		+		
109	8.	data reflecting the program's positioning in the educational services market (at the regional, national, and international levels)		+		
110	9.	An important factor is the publication of reliable information about the faculty, broken down by individual, on open resources.		+		
111	10.	The University must post information and links to external resources based on the results of external evaluation procedures.		+		
112	11.	An important factor is the publication of the information of collaboration and interaction with partners, including research/consulting organizations, business partners, social partners, and educational organizations.		+		
Total for the standard			**0**	**10**	**1**	**0**
TOTAL			**3**	**100**	**9**	**0**

Conclusion of the External Expert Commission on the quality assessment of the educational program 6B07108 "Heat Power Engineering" at Abylkas Saginov Karaganda Technical University

No.	No.	Assessment criteria	Education organization position			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard «Educational Program Management»						
1	18.	The University must demonstrate the development of a program goal and development strategy based on an analysis of external and internal factors with the broad involvement of diverse stakeholders.		+		
2	19.	The quality assurance policy must reflect the link between research, teaching, and learning.		+		
3	20.	The University demonstrates the development of a quality assurance culture.		+		
4	21.	A commitment to quality assurance must apply to all activities performed by contractors and partners (outsourcing), including joint/dual-degree education and academic mobility.		+		
5	22.	The program management ensures transparency in the development of the program development plan based on an analysis of its functioning, the actual positioning of the University, and the focus of its activities on meeting the needs of students, the government, employers, and other stakeholders.		+		
6	23.	The program management demonstrates the functioning of mechanisms for the development and regular review of the program development plan and monitoring its implementation, assessing the achievement of educational objectives, meeting the needs of students, employers, and society, and making decisions aimed at continuously improving the program. The program management must engage representatives of stakeholder groups, including employers, students, and faculty, in developing the program's development plan.			+	
7	24.	The program management must demonstrate the individuality and uniqueness of the program's development plan, its alignment with national development priorities and the educational institution's development strategy.		+		
8	25.	The University must demonstrate a clear definition of those responsible for business processes within the program, the distribution of staff responsibilities, and the delineation of the functions of collegial bodies.		+		
9	26.	The program management ensures the coordination of the activities of all individuals involved in the development and management of the program and its ongoing implementation, and engages all stakeholders in this process.		+		
10	27.	The program management must ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management, and monitoring, as well as the adoption of appropriate decisions.		+		
11	28.	The University must demonstrate the development of a program goal and development strategy based on an analysis of external and internal factors with the broad involvement of diverse stakeholders.		+		
12	29.	The program management must implement risk management.	+			
13	30.	The program management must ensure the participation of stakeholders (employers, faculty, and students) in the collegial governing bodies of		+		

		the educational program, as well as their representativeness in decision-making on educational program management issues.				
14	31.	The University must demonstrate innovation management within the program, including the analysis and implementation of innovative proposals.			+	
15	32.	The program management must demonstrate its openness and accessibility to students, faculty, employers, and other stakeholders.		+		
16	33.	The program management confirms completion of training in educational management programs.		+		
17	34.	The program management must ensure that progress achieved since the last external quality assurance procedure is taken into account in preparation for the next procedure.		+		
		Total for the standard	**1**	**14**	**2**	**0**
Standard «Information Management and Reporting»						
18	10.	The University must ensure a functioning system for collecting, analyzing, and managing information based on modern information and communication technologies and software.		+		
19	11.	The program management demonstrates the systematic use of processed, relevant information to improve the internal quality assurance system.		+		
20	12.	The program management demonstrates the existence of a reporting system reflecting the activities of all structural divisions and departments within the program, including an assessment of their performance.		+		
21	13.	The University must determine the frequency, forms, and methods for evaluating program management, the activities of collegial bodies and structural divisions, and senior management.		+		
22	14.	The University must demonstrate a mechanism for ensuring information security, including identifying persons responsible for the accuracy and timeliness of information analysis and data provision.		+		
23	15.	The University demonstrates the involvement of students, staff, and faculty in the processes of collecting and analyzing information, as well as in decision-making based on this information.		+		
24	16.	The program management must demonstrate the existence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution.		+		
25	17.	The University must ensure that the needs of faculty, staff, and students within the program are met and demonstrate evidence of the rectification of identified deficiencies. The University must evaluate the effectiveness and efficiency of its activities within the program.		+		
26	18.	The information collected and analyzed by the University within the program must take into account:		+		
		key performance indicators;		+		
27	10.	student enrollment dynamics by program type and format;		+		
28	11.	student performance, achievement, and dropout rates;		+		
29	12.	student satisfaction with the program's implementation and the quality of education at the University;		+		
30	13.	availability of educational resources and support systems for students;		+		
31	14.	employment and career development of graduates.		+		
32	15.	Students, staff, and faculty must provide documented consent to the processing of personal data.		+		
33	16.	Program management must facilitate the provision of all necessary information in the relevant fields of study.		+		

34	17.	The University must ensure a functioning system for collecting, analyzing, and managing information based on modern information and communication technologies and software.		+		
		Total for the standard	**0**	**17**	**0**	**0**
Standard «Development and Approval of Educational Programs»				+		
35	13.	The University must demonstrate the existence of a documented procedure for program development and its institutional approval.		+		
36	14.	The University must demonstrate the alignment of the developed program with the established objectives and planned learning outcomes.		+		
37	15.	The program management must determine the impact of disciplines and professional practices on the development of learning outcomes.		+		
38	16.	The University can demonstrate the existence of a program graduate model describing the learning outcomes and personal qualities.		+		
39	17.	The qualification awarded upon completion of the program must be clearly defined, explained, and correspond to a specific level of the NQF and QF-EHEA.		+		
40	18.	The program management must demonstrate the modular structure of the program, based on the European Credit Transfer and Accumulation System (ECTS), and ensure that the program and its modules (in content and structure) are aligned with the established objectives and are focused on achieving the planned learning outcomes.		+		
41	19.	The program management must ensure that the content of the academic disciplines and learning outcomes are consistent with each other and the level of study (Bachelor's, Master's, or Doctoral).			+	
42	20.	The program management must demonstrate that external evaluations of the program have been conducted. The program management must provide evidence of the involvement of students, faculty, and other stakeholders in the program's development and quality assurance.		+		
43	21.	The program management must demonstrate the program's positioning in the educational market (regional/national/international) and its uniqueness.		+		
44	22.	An important factor is the ability to prepare students for professional certification.			+	
45	23.	An important factor is the availability of a double-degree program and/or joint programs with foreign universities.		+		
46	24.	The University must demonstrate the existence of a documented procedure for program development and its institutional approval.			+	
		Total for the standard	**0**	**9**	**3**	**0**
Standard «Continuous Monitoring and Periodic Evaluation of Educational Programs»						
47	11.	The University must ensure that the content and structure of the program is reviewed, taking into account changes in the labor market, employer demands, and societal needs.		+		
48	12.	The University must demonstrate the existence of a documented procedure for monitoring and periodic evaluation to achieve the program's objectives and continuously improve it.		+		
		Monitoring and periodic evaluation of the program must consider:				
49	13.	the program content in the context of recent advances in science and technology in a specific discipline;		+		
50	14.	changes in the needs of society and the professional environment;		+		
51	15.	student workload, academic performance, and graduation;		+		
52	16.	the effectiveness of student assessment procedures;		+		

53	17.	student needs and satisfaction;		+		
54	18.	the alignment of the educational environment and support services with the program's objectives.		+		
55	19.	Program management must publish information about changes to the program and inform stakeholders of any planned or undertaken actions within the program.			+	
56	20.	Support services must identify the needs of different student groups and their level of satisfaction with the organization of learning, teaching, assessment, and overall mastery of the program.		+		
		Total for the standard	**0**	**9**	**1**	**0**
Standard «Student-centered Learning, Teaching, and Assessment of Performance»						
57	11.	The program management must ensure respect and attention to various student groups and their needs, providing them with flexible learning paths.		+		
58	12.	The program management must ensure that instruction is based on current advances in global science and practice in the program's field of study, utilizing a variety of modern teaching and learning assessment methods that ensure the achievement of the program's objectives, including the development of competencies and skills for conducting research at the required level.		+		
59	13.	The program management must determine mechanisms for distributing students' academic workload between theory and practice within the program, ensuring that each graduate masters the program's content and achieves its objectives.		+		
60	14.	An important factor is the availability of in-house research into the teaching methods of the program's disciplines.		+		
61	15.	The University must ensure that its learning assessment procedures are consistent with the planned outcomes and objectives of the program.		+		
62	16.	The University must ensure consistency, transparency, and objectivity in the program's learning assessment mechanism. Criteria and methods for assessing learning outcomes must be published in advance.			+	
63	17.	Assessors must be proficient in modern methods of assessing learning outcomes and regularly receive advanced training in this area.		+		
64	18.	The program management must demonstrate the existence of a feedback system for the use of various teaching and assessment methods.		+		
65	19.	The program management must demonstrate support for student autonomy while simultaneously providing guidance and assistance from the instructor.		+		
66	20.	The program management must demonstrate the existence of a procedure for responding to student complaints.		+		
		Total for the standard	**0**	**9**	**1**	**0**
Standard «Students»						
67	13.	The University must demonstrate its student recruitment policy and ensure transparency and publicity of the procedures governing the student lifecycle (from admission to completion).		+		
68	14.	The program management must provide special adaptation and support programs for newly enrolled and international students.		+		
69	15.	The University must demonstrate compliance with the Lisbon Recognition Convention, including the existence and implementation of a mechanism for recognizing the results of student academic mobility, as well as the results of additional, formal, and informal learning.		+		
70	16.	The University must provide opportunities for external and internal academic mobility for students and assist them in obtaining external grants for their studies.		+		
71	17.	The University must actively encourage students to engage in self-education and development outside the core curriculum (extracurricular activities).		+		

72	18.	The existence of a support mechanism for gifted students is an important factor. 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 Information Centers for Recognition (ENIC/NARIC) to ensure comparable recognition of qualifications.		+		
73	19.	The University must provide students with internship placements, demonstrate a process for facilitating graduate employment, and maintain communication with them.		+		
74	20.	The University must demonstrate a process for issuing graduates documents confirming their qualifications, including the learning outcomes achieved.		+		
75	21.	The program management must demonstrate that program graduates possess skills that are in demand in the labor market and that these skills are truly relevant.		+		
76	22.	The program management must demonstrate the existence of a mechanism for monitoring graduates' employment and professional activities.		+		
77	23.	The existence of a functioning alumni association/association is an important factor.		+		
78	24.	The University must demonstrate its student recruitment policy and ensure transparency and publicity of the procedures governing the student lifecycle (from admission to completion).		+		
		Total for the standard	**0**	**12**	**0**	**0**
Standard «Teaching Staff»						
79	11.	The University must have an objective and transparent HR policy for the program, covering recruitment (including invited faculty), professional growth, and staff development, ensuring the professional competence of all staff.		+		
80	12.	The University must demonstrate that the quality of its faculty competencies meets established qualification requirements, the University's strategy, and the program's goals.			+	
81	13.	The program management must demonstrate the changing role of faculty members in connection with the transition to student-centered learning and teaching.		+		
82	14.	The University must provide opportunities for career growth and professional development for faculty members, including young faculty members.		+		
83	15.	The University must attract specialists from relevant fields with professional competencies that meet the program's requirements.	+			
84	16.	The University must demonstrate the existence of a mechanism for motivating faculty members for professional and personal development.		+		
85	17.	The University must demonstrate the extensive use of information and communication technologies and software in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.). The University must demonstrate a focus on developing academic mobility and attracting the best international and domestic faculty.		+		
86	18.	The University must demonstrate the commitment of each faculty member to promoting a culture of quality and academic integrity within the University and identify the contribution of the faculty, including visiting faculty, to achieving the program's goals.		+		
87	19.	An important factor is the faculty's involvement in the development of the economy, education, science, and culture of the region and country.		+		
88	20.	The University must have an objective and transparent HR policy for the program, covering recruitment (including invited faculty), professional growth, and staff development, ensuring the professional competence of all staff.		+		
		Total for the standard	**1**	**8**	**1**	**0**

Standard «Educational Resources and Student Support Systems»						
89	1.	The University must ensure that its educational resources, including material and technical resources, and infrastructure are aligned with the objectives of the educational program.		+		
90	2.	The program management must demonstrate the adequacy of classrooms, laboratories, and other facilities equipped with modern equipment to ensure the achievement of the program's objectives.			+	
91	3.	The University must demonstrate that its information resources meet the needs of the University and the programs being implemented, including in the following areas:		+		
92	4.	technological support for students and faculty in accordance with the educational programs (e.g., online learning, modeling, databases, data analysis programs);		+		
93	5.	library resources, including a collection of educational, methodological, and scientific literature on general, basic, and specialized disciplines in paper and electronic formats, periodicals, and access to scientific databases;		+		
94	6.	review of research results, theses, and dissertations for plagiarism;		+		
95	7.	access to educational Internet resources;		+		
96	8.	operation of Wi-Fi on its premises. The University must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of research conducted by faculty, staff, and students.	+			
97	9.	The University must strive to ensure that the educational equipment and software used for mastering educational programs are comparable to those used in the relevant economic sectors.		+		
98	10.	The program management must demonstrate the existence of support procedures for various student groups, including information and counseling.		+		
99	11.	The program management must demonstrate the existence of conditions for student advancement along an individual educational trajectory.			+	
100	12.	The University must consider the needs of various student groups (adults, working students, international students, and students with special educational needs).		+		
101	13	The University must ensure that its infrastructure meets safety requirements.		+		
		Total for the standard	**1**	**9**	**3**	**0**
Standard «Public Information»						
102	1.	The University guarantees that the published information is accurate, objective, up-to-date, and reflects all areas of the University's activities within the educational program.		+		
103	2.	Public information should include support for and clarification of national development programs and the higher and postgraduate education system.		+		
104	3.	The University management should use a variety of information dissemination methods (including media, web resources, information networks, etc.) to inform the general public and interested parties.		+		
		The information of the educational program is objective, up-to-date, and should include:				
105	4.	the purpose and planned outcomes of the program, the qualification awarded;			+	
106	5.	information about the student assessment system;		+		
107	6.	the information of academic mobility programs and other forms of cooperation with partner universities and employers;		+		

108	7.	the information of opportunities for developing students' personal and professional competencies and employment;		+		
109	8.	data reflecting the program's positioning in the educational services market (at the regional, national, and international levels);		+		
110	9.	An important factor is the publication of reliable information about the faculty, broken down by individual, on open resources.		+		
111	10.	The University must post information and links to external resources based on the results of external evaluation procedures.		+		
112	11.	An important factor is the publication of information about collaboration and interaction with partners, including research/consulting organizations, business partners, social partners, and educational organizations.		+		
		Total for the standard	**0**	**10**	**1**	**0**
		TOTAL	**3**	**97**	**12**	**0**

Conclusion of the External Expert Commission on the quality assessment of the educational program 7M07106 "Heat Power Engineering" at Abylkas Saginov Karaganda Technical University

No.	No.	Assessment criteria	Education organization position			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard «Educational Program Management»						
1	1	The University must demonstrate the development of a program goal and development strategy based on an analysis of external and internal factors with the broad involvement of diverse stakeholders.		+		
2	2	The quality assurance policy must reflect the link between research, teaching, and learning.		+		
3	3	The University demonstrates the development of a quality assurance culture.		+		
4	4	A commitment to quality assurance must apply to all activities performed by contractors and partners (outsourcing), including joint/dual-degree education and academic mobility.		+		
5	5	The program management ensures transparency in the development of the program development plan based on an analysis of its functioning, the actual positioning of the University, and the focus of its activities on meeting the needs of students, the government, employers, and other stakeholders.		+		
6	6	The program management demonstrates the functioning of mechanisms for the development and regular review of the program development plan and monitoring its implementation, assessing the achievement of educational objectives, meeting the needs of students, employers, and society, and making decisions aimed at continuously improving the program. The program management must engage representatives of stakeholder groups, including employers, students, and faculty, in developing the program's development plan.			+	
7	7	The program management must demonstrate the individuality and uniqueness of the program's development plan, its alignment with national development priorities and the educational institution's development strategy.		+		
8	8	The University must demonstrate a clear definition of those responsible for business processes within the program, the distribution of staff responsibilities, and the delineation of the functions of collegial bodies.		+		
9	9	The program management ensures the coordination of the activities of all individuals involved in the development and management of the program, as well as its ongoing implementation, and engages all stakeholders in this process.		+		
10	10	The program management must ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management, and monitoring, as well as appropriate decision-making.		+		
11	11	The program management must implement risk management. The program management must ensure the participation of stakeholders (employers, faculty, and students) in the collegial governing bodies of the educational program, as well as their representativeness in decision-making on program management issues.		+		

12	12	The University must demonstrate innovation management within the program, including the analysis and implementation of innovative proposals.	+			
13	13	The program management must demonstrate its openness and accessibility to students, faculty, employers, and other stakeholders.		+		
14	14	The program management confirms completion of training in educational management programs.			+	
15	15	The program management must ensure that progress achieved since the last external quality assurance procedure is taken into account in preparation for the next procedure.		+		
16	16	The University must demonstrate the development of a program goal and development strategy based on an analysis of external and internal factors with the broad involvement of diverse stakeholders.		+		
17	17	The quality assurance policy must reflect the link between research, teaching, and learning.		+		
		Total for the standard	**1**	**14**	**2**	**0**
Standard «Information Management and Reporting»						
18	1	The University must ensure a functioning system for collecting, analyzing, and managing information based on modern information and communication technologies and software.		+		
19	2	The program management demonstrates the systematic use of processed, relevant information to improve the internal quality assurance system.		+		
20	3	The program management demonstrates the existence of a reporting system reflecting the activities of all structural divisions and departments within the program, including an assessment of their performance.		+		
21	4	The University must determine the frequency, forms, and methods for evaluating program management, the activities of collegial bodies and structural divisions, and senior management.		+		
22	5	The University must demonstrate a mechanism for ensuring information security, including identifying persons responsible for the accuracy and timeliness of information analysis and data provision.		+		
23	6	The University demonstrates the involvement of students, staff, and faculty in the processes of collecting and analyzing information, as well as in decision-making based on this information.		+		
24	7	The program management must demonstrate the existence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution.		+		
25	8	The University must ensure that the needs of faculty, staff, and students within the program are met and demonstrate evidence of the rectification of identified deficiencies. The University must evaluate the effectiveness and efficiency of its activities within the program.		+		
26	9	The information collected and analyzed by the University within the program must take into account:		+		
		key performance indicators;		+		
27	10.	student enrollment dynamics by program type and format;		+		
28	11.	student performance, achievement, and dropout rates;		+		
29	12.	student satisfaction with the program's implementation and the quality of education at the University;		+		
30	13.	availability of educational resources and support systems for students;		+		
31	14.	employment and career development of graduates.		+		
32	15.	Students, staff, and faculty must provide documented consent to the processing of personal data.		+		

33	16.	Program management must facilitate the provision of all necessary information in the relevant fields of study.		+		
34	17.	The University must ensure a functioning system for collecting, analyzing, and managing information based on modern information and communication technologies and software.		+		
		Total for the standard	**0**	**17**	**0**	**0**
Standard «Development and Approval of Educational Programs»				+		
35	1	The University must demonstrate the existence of a documented procedure for program development and its institutional approval.		+		
36	2	The University must demonstrate the alignment of the developed program with the established objectives and planned learning outcomes.		+		
37	3	The program management must determine the impact of disciplines and professional practices on the development of learning outcomes.		+		
38	4	The University can demonstrate the existence of a program graduate model describing the learning outcomes and personal qualities.		+		
39	5	The qualification awarded upon completion of the program must be clearly defined, explained, and correspond to a specific level of the NQF and QF-EHEA.		+		
40	6	The program management must demonstrate the modular structure of the program, based on the European Credit Transfer and Accumulation System (ECTS), and ensure that the program and its modules (in content and structure) are aligned with the established objectives and are focused on achieving the planned learning outcomes.		+		
41	7	The program management must ensure that the content of the academic disciplines and learning outcomes are consistent with each other and the level of study (Bachelor's, Master's, or Doctoral).			+	
42	8	The program management must demonstrate that external evaluations of the program have been conducted. The program management must provide evidence of the involvement of students, faculty, and other stakeholders in the program's development and quality assurance.		+		
43	9	The program management must demonstrate the program's positioning in the educational market (regional/national/international) and its uniqueness.		+		
44	10	An important factor is the ability to prepare students for professional certification.			+	
45	11	An important factor is the availability of a double-degree program and/or joint programs with foreign universities.		+		
46	12	The University must demonstrate the existence of a documented procedure for program development and its institutional approval.			+	
		Total for the standard	**0**	**9**	**3**	**0**
Standard «Continuous Monitoring and Periodic Evaluation of Educational Programs»						
47	1	The University must ensure that the content and structure of the program is reviewed, taking into account changes in the labor market, employer demands, and societal needs.		+		
48	2	The University must demonstrate the existence of a documented procedure for monitoring and periodic evaluation to achieve the program's objectives and continuously improve it.		+		
		Monitoring and periodic evaluation of the program must consider:				
49	3	the program content in the context of recent advances in science and technology in a specific discipline;		+		

50	4	changes in the needs of society and the professional environment;		+		
51	5	student workload, academic performance, and graduation;		+		
52	6	the effectiveness of student assessment procedures;		+		
53	7	student needs and satisfaction;		+		
54	8	the alignment of the educational environment and support services with the program's objectives.		+		
55	9	Program management must publish information about changes to the program and inform stakeholders of any planned or undertaken actions within the program.			+	
56	10	Support services must identify the needs of different student groups and their level of satisfaction with the organization of learning, teaching, assessment, and overall mastery of the program.		+		
		Total for the standard	**0**	**9**	**1**	**0**
Standard «Student-centered Learning, Teaching, and Assessment of Performance»						
57	1	The program management must ensure respect and attention to various student groups and their needs, providing them with flexible learning paths.		+		
58	2	The program management must ensure that instruction is based on current advances in global science and practice in the program's field of study, utilizing a variety of modern teaching and learning assessment methods that ensure the achievement of the program's objectives, including the development of competencies and skills for conducting research at the required level.		+		
59	3	The program management must determine mechanisms for distributing students' academic workload between theory and practice within the program, ensuring that each graduate masters the program's content and achieves its objectives.		+		
60	4	An important factor is the availability of in-house research into the teaching methods of the program's disciplines.		+		
61	5	The University must ensure that its learning assessment procedures are consistent with the planned outcomes and objectives of the program.		+		
62	6	The University must ensure consistency, transparency, and objectivity in the program's learning assessment mechanism. Criteria and methods for assessing learning outcomes must be published in advance.			+	
63	7	Assessors must be proficient in modern methods of assessing learning outcomes and regularly receive advanced training in this area.		+		
64	8	The program management must demonstrate the existence of a feedback system for the use of various teaching and assessment methods.		+		
65	9	The program management must demonstrate support for student autonomy while simultaneously providing guidance and assistance from the instructor.		+		
66	10	The program management must demonstrate the existence of a procedure for responding to student complaints.		+		
		Total for the standard	**0**	**9**	**1**	**0**
Standard «Students»						
67	1	The University must demonstrate its student recruitment policy and ensure transparency and publicity of the procedures governing the student lifecycle (from admission to completion).		+		
68	2	The program management must provide special adaptation and support programs for newly enrolled and international students.		+		
69	3	The University must demonstrate compliance with the Lisbon Recognition Convention, including the existence and implementation of a mechanism for recognizing the results of student academic mobility, as well as the results of additional, formal, and informal learning.		+		

70	4	The University must provide opportunities for external and internal academic mobility for students and assist them in obtaining external grants for their studies.		+		
71	5	The University must actively encourage students to engage in self-education and development outside the core curriculum (extracurricular activities).		+		
72	6	The existence of a support mechanism for gifted students is an important factor. The University must demonstrate cooperation with other educational organizations and national centers of the European Network of National Information Centers on Academic Recognition and Mobility/National Academic Information Centers for Recognition (ENIC/NARIC) to ensure comparable recognition of qualifications.		+		
73	7	The University must provide students with internship placements, demonstrate a process for facilitating graduate employment, and maintain communication with them.		+		
74	8	The University must demonstrate a process for issuing graduates documents confirming their qualifications, including the learning outcomes achieved.		+		
75	9	The program management must demonstrate that program graduates possess skills that are in demand in the labor market and that these skills are truly relevant.		+		
76	10	The program management must demonstrate the existence of a mechanism for monitoring graduates' employment and professional activities.		+		
77	11	The existence of a functioning alumni association/association is an important factor.		+		
78	12	The University must demonstrate its student recruitment policy and ensure transparency and publicity of the procedures governing the student lifecycle (from admission to completion).		+		
		Total for the standard	**0**	**12**	**0**	**0**
Standard «Teaching Staff»						
79	1	The University must have an objective and transparent HR policy for the program, covering recruitment (including invited faculty), professional growth, and staff development, ensuring the professional competence of all staff.		+		
80	2	The University must demonstrate that the quality of its faculty competencies meets established qualification requirements, the University's strategy, and the program's goals.			+	
81	3	The program management must demonstrate the changing role of faculty members in connection with the transition to student-centered learning and teaching.		+		
82	4	The University must provide opportunities for career growth and professional development for faculty members, including young faculty members.		+		
83	5	The University must attract specialists from relevant fields with professional competencies that meet the program's requirements.	+			
84	6	The University must demonstrate the existence of a mechanism for motivating faculty members for professional and personal development.		+		
85	7	The University must demonstrate the extensive use of information and communication technologies and software in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.). The University must demonstrate a focus on developing academic mobility and attracting the best international and domestic faculty.		+		
86	8	The University must demonstrate the commitment of each faculty member to promoting a culture of quality and academic integrity within the University and identify the contribution of the faculty, including visiting faculty, to achieving the program's goals.		+		
87	9	An important factor is the faculty's involvement in the development of the economy, education, science, and culture of the region and country.		+		

88	10	The University must have an objective and transparent HR policy for the program, covering recruitment (including invited faculty), professional growth, and staff development, ensuring the professional competence of all staff.		+		
		Total for the standard	**1**	**8**	**1**	**0**
Standard «Educational Resources and Student Support Systems»						
89	1.	The University must ensure that its educational resources, including material and technical resources, and infrastructure are aligned with the objectives of the educational program.		+		
90	2.	The program management must demonstrate the adequacy of classrooms, laboratories, and other facilities equipped with modern equipment to ensure the achievement of the program's objectives.			+	
91	3.	The University must demonstrate that its information resources meet the needs of the University and the programs being implemented, including in the following areas:		+		
92	4	technological support for students and faculty in accordance with the educational programs (e.g., online learning, modeling, databases, data analysis programs);		+		
93	5.	library resources, including a collection of educational, methodological, and scientific literature on general, basic, and specialized disciplines in paper and electronic formats, periodicals, and access to scientific databases;			+	
94	6.	review of research results, theses, and dissertations for plagiarism;		+		
95	7.	access to educational Internet resources;		+		
96	8.	operation of Wi-Fi on its premises. The University must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of research conducted by faculty, staff, and students.	+			
97	9.	The University must strive to ensure that the educational equipment and software used for mastering educational programs are comparable to those used in the relevant economic sectors.		+		
98	10.	The program management must demonstrate the existence of support procedures for various student groups, including information and counseling.		+		
99	11.	The program management must demonstrate the existence of conditions for student advancement along an individual educational trajectory.			+	
100	12.	The University must consider the needs of various student groups (adults, working students, international students, and students with special educational needs).		+		
101	13	The University must ensure that its infrastructure meets safety requirements.		+		
		Total for the standard	**1**	**8**	**4**	**0**
Standard «Public Information»						
102	1.	The University guarantees that the published information is accurate, objective, up-to-date, and reflects all areas of the University's activities within the educational program.		+		
103	2.	Public information should include support for and clarification of national development programs and the higher and postgraduate education system.		+		
104	3.	University management should use a variety of information dissemination methods (including media, web resources, information networks, etc.) to inform the general public and interested parties.		+		

		The information of the educational program is objective, up-to-date, and should include:				
105	4.	the purpose and planned outcomes of the program, the qualification awarded;			+	
106	5.	the information of the student assessment system;		+		
107	6.	the information of academic mobility programs and other forms of cooperation with partner universities and employers;		+		
108	7.	the information of opportunities for developing students' personal and professional competencies and employment;		+		
109	8.	data reflecting the program's positioning in the educational services market (at the regional, national, and international levels);		+		
110	9.	An important factor is the publication of reliable information about the faculty, broken down by individual, on open resources.		+		
111	10.	The University must post information and links to external resources based on the results of external evaluation procedures.		+		
112	11.	An important factor is the publication of information about collaboration and interaction with partners, including research/consulting organizations, business partners, social partners, and educational organizations.		+		
		Total for the standard	**0**	**10**	**1**	**0**
		TOTAL	**3**	**96**	**13**	**0**

Conclusion of the External Expert Commission on the quality assessment of the educational program 8D07103 "Electric Power Engineering" at Abylkas Saginov Karaganda Technical University»

No.	No.	Assessment criteria	Education organization position			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard «Educational Program management»						
1	1	The University must demonstrate the development of a program goal and development strategy based on an analysis of external and internal factors with the broad involvement of diverse stakeholders.		+		
2	2	The quality assurance policy must reflect the link between research, teaching, and learning.		+		
3	3	The University demonstrates the development of a quality assurance culture.		+		
4	4	A commitment to quality assurance must apply to all activities performed by contractors and partners (outsourcing), including joint/dual-degree education and academic mobility.		+		
5	5	The program management ensures transparency in the development of the program development plan based on an analysis of its functioning, the actual positioning of the University, and the focus of its activities on meeting the needs of students, the government, employers, and other stakeholders.		+		
6	6	The program management demonstrates the functioning of mechanisms for the development and regular review of the program development plan and monitoring its implementation, assessing the achievement of educational objectives, meeting the needs of students, employers, and society, and making decisions aimed at continuously improving the program. The program management must engage representatives of stakeholder groups, including employers, students, and faculty, in developing the program's development plan.			+	
7	7	The program management must demonstrate the individuality and uniqueness of the program's development plan, its alignment with national development priorities and the educational institution's development strategy.		+		
8	8	The University must demonstrate a clear definition of those responsible for business processes within the program, the distribution of staff responsibilities, and the delineation of the functions of collegial bodies.		+		
9	9	The program management ensures the coordination of the activities of all individuals involved in the development and management of the program, as well as its ongoing implementation, and engages all stakeholders in this process.		+		
10	10	The program management must ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management, and monitoring, as well as appropriate decision-making.		+		
11	11	The program management must implement risk management. The program management must ensure the participation of stakeholders (employers, faculty, and students) in the collegial governing bodies of the educational program, as well as their representativeness in decision-making on program management issues.		+		

12	12	The University must demonstrate innovation management within the program, including the analysis and implementation of innovative proposals.	+			
13	13	The program management must demonstrate its openness and accessibility to students, faculty, employers, and other stakeholders.		+		
14	14	The program management confirms completion of training in educational management programs.			+	
15	15	The program management must ensure that progress achieved since the last external quality assurance procedure is taken into account in preparation for the next procedure.		+		
16	16	The University must demonstrate the development of a program goal and development strategy based on an analysis of external and internal factors with the broad involvement of diverse stakeholders.		+		
17	17	The quality assurance policy must reflect the link between research, teaching, and learning.		+		
		Total for the standard	**1**	**14**	**2**	**0**
Standard «Information Management and Reporting»						
18	1	The University must ensure a functioning system for collecting, analyzing, and managing information based on modern information and communication technologies and software.		+		
19	2	The program management demonstrates the systematic use of processed, relevant information to improve the internal quality assurance system.		+		
20	3	The program management demonstrates the existence of a reporting system reflecting the activities of all structural divisions and departments within the program, including an assessment of their performance.		+		
21	4	The University must determine the frequency, forms, and methods for evaluating program management, the activities of collegial bodies and structural divisions, and senior management.		+		
22	5	The University must demonstrate a mechanism for ensuring information security, including identifying persons responsible for the accuracy and timeliness of information analysis and data provision.		+		
23	6	The University demonstrates the involvement of students, staff, and faculty in the processes of collecting and analyzing information, as well as in decision-making based on this information.		+		
24	7	The program management must demonstrate the existence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution.		+		
25	8	The University must ensure that the needs of faculty, staff, and students within the program are met and demonstrate evidence of the rectification of identified deficiencies. The University must evaluate the effectiveness and efficiency of its activities within the program.		+		
26	9	The information collected and analyzed by the University within the program must take into account:		+		
		key performance indicators;		+		
27	10.	student enrollment dynamics by program type and format;		+		
28	11.	student performance, achievement, and dropout rates;		+		
29	12.	student satisfaction with the program's implementation and the quality of education at the University;		+		
30	13.	availability of educational resources and support systems for students;		+		
31	14.	employment and career development of graduates.		+		
32	15.	Students, staff, and faculty must provide documented consent to the processing of personal data.		+		

33	16.	Program management must facilitate the provision of all necessary information in the relevant fields of study.		+		
34	17.	The University must ensure a functioning system for collecting, analyzing, and managing information based on modern information and communication technologies and software.		+		
		Total for the standard	**0**	**17**	**0**	**0**
Standard «Development and Approval of Educational Programs»				+		
35	1.	The University must demonstrate the existence of a documented procedure for program development and its institutional approval.		+		
36	2.	The University must demonstrate the alignment of the developed program with the established objectives and planned learning outcomes.		+		
37	3.	The program management must determine the impact of disciplines and professional practices on the development of learning outcomes.		+		
38	4.	The University can demonstrate the existence of a program graduate model describing the learning outcomes and personal qualities.		+		
39	5.	The qualification awarded upon completion of the program must be clearly defined, explained, and correspond to a specific level of the NQF and QF-EHEA.		+		
40	6.	The program management must demonstrate the modular structure of the program, based on the European Credit Transfer and Accumulation System (ECTS), and ensure that the program and its modules (in content and structure) are aligned with the established objectives and are focused on achieving the planned learning outcomes.		+		
41	7.	The program management must ensure that the content of the academic disciplines and learning outcomes are consistent with each other and the level of study (Bachelor's, Master's, or Doctoral).		+		
42	8.	The program management must demonstrate that external evaluations of the program have been conducted. The program management must provide evidence of the involvement of students, faculty, and other stakeholders in the program's development and quality assurance.		+		
43	9.	The program management must demonstrate the program's positioning in the educational market (regional/national/international) and its uniqueness.		+		
44	10.	An important factor is the ability to prepare students for professional certification.			+	
45	11.	An important factor is the availability of a double-degree program and/or joint programs with foreign universities.		+		
46	12.	The University must demonstrate the existence of a documented procedure for program development and its institutional approval.		+		
		Total for the standard	**0**	**11**	**1**	**0**
Standard «Continuous Monitoring and Periodic Evaluation of Educational Programs»						
47	.1.	The University must ensure that the content and structure of the program is reviewed, taking into account changes in the labor market, employer demands, and societal needs.		+		
48	2.	The University must demonstrate the existence of a documented procedure for monitoring and periodic evaluation to achieve the program's objectives and continuously improve it.		+		
		Monitoring and periodic evaluation of the program must consider:				
49	3.	the program content in the context of recent advances in science and technology in a specific discipline;		+		

50	4.	changes in the needs of society and the professional environment;		+		
51	5.	student workload, academic performance, and graduation;		+		
52	6.	the effectiveness of student assessment procedures;		+		
53	7.	student needs and satisfaction;		+		
54	8.	the alignment of the educational environment and support services with the program's objectives.		+		
55	9.	Program management must publish information about changes to the program and inform stakeholders of any planned or undertaken actions within the program.			+	
56	10..	Support services must identify the needs of different student groups and their level of satisfaction with the organization of learning, teaching, assessment, and overall mastery of the program.		+		
		Total for the standard	**0**	**9**	**1**	**0**
Standard «Student-centered Learning, Teaching, and Assessment of Performance»						
57	1.	The program management must ensure respect and attention to various student groups and their needs, providing them with flexible learning paths.		+		
58	2	The program management must ensure that instruction is based on current advances in global science and practice in the program's field of study, utilizing a variety of modern teaching and learning assessment methods that ensure the achievement of the program's objectives, including the development of competencies and skills for conducting research at the required level.		+		
59	3	The program management must determine mechanisms for distributing students' academic workload between theory and practice within the program, ensuring that each graduate masters the program's content and achieves its objectives.		+		
60	4	An important factor is the availability of in-house research into the teaching methods of the program's disciplines.		+		
61	5	The University must ensure that its learning assessment procedures are consistent with the planned outcomes and objectives of the program.		+		
62	6	The University must ensure consistency, transparency, and objectivity in the program's learning assessment mechanism. Criteria and methods for assessing learning outcomes must be published in advance.			+	
63	7	Assessors must be proficient in modern methods of assessing learning outcomes and regularly receive advanced training in this area.		+		
64	8	The program management must demonstrate the existence of a feedback system for the use of various teaching and assessment methods.		+		
65	9	The program management must demonstrate support for student autonomy while simultaneously providing guidance and assistance from the instructor.		+		
66	10	The program management must demonstrate the existence of a procedure for responding to student complaints.		+		
		Total for the standard	**0**	**9**	**1**	**0**
Standard «Students»						
67	1.	The University must demonstrate its student recruitment policy and ensure transparency and publicity of the procedures governing the student lifecycle (from admission to completion).		+		
68	25. 2.	The program management must provide special adaptation and support programs for newly enrolled and international students.		+		
69	3.	The University must demonstrate compliance with the Lisbon Recognition Convention, including the existence and implementation of a mechanism for recognizing the results of student academic mobility, as well as the results of additional, formal, and informal learning.		+		

70	4.	The University must provide opportunities for external and internal academic mobility for students and assist them in obtaining external grants for their studies.		+		
71	5.	The University must actively encourage students to engage in self-education and development outside the core curriculum (extracurricular activities).		+		
72	6.	The existence of a support mechanism for gifted students is an important factor. The University must demonstrate cooperation with other educational organizations and national centers of the European Network of National Information Centers on Academic Recognition and Mobility/National Academic Information Centers for Recognition (ENIC/NARIC) to ensure comparable recognition of qualifications.		+		
73	7.	The University must provide students with internship placements, demonstrate a process for facilitating graduate employment, and maintain communication with them.		+		
74	8.	The University must demonstrate a process for issuing graduates documents confirming their qualifications, including the learning outcomes achieved.		+		
75	9.	The program management must demonstrate that program graduates possess skills that are in demand in the labor market and that these skills are truly relevant.		+		
76	10	The program management must demonstrate the existence of a mechanism for monitoring graduates' employment and professional activities.		+		
77	11.	The existence of a functioning alumni association/association is an important factor.		+		
78	12.	The University must demonstrate its student recruitment policy and ensure transparency and publicity of the procedures governing the student lifecycle (from admission to completion).		+		
		Total for the standard	**0**	**12**	**0**	**0**
Standard «Teaching Staff»						
79	1.	The University must have an objective and transparent HR policy for the program, covering recruitment (including invited faculty), professional growth, and staff development, ensuring the professional competence of all staff.		+		
80	2.	The University must demonstrate that the quality of its faculty competencies meets established qualification requirements, the University's strategy, and the program's goals.		+		
81	3.	The program management must demonstrate the changing role of faculty members in connection with the transition to student-centered learning and teaching.		+		
82	4	The University must provide opportunities for career growth and professional development for faculty members, including young faculty members.		+		
83	5.	The University must attract specialists from relevant fields with professional competencies that meet the program's requirements.	+			
84	6.	The University must demonstrate the existence of a mechanism for motivating faculty members for professional and personal development.		+		
85	7.	The University must demonstrate the extensive use of information and communication technologies and software in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.). The University must demonstrate a focus on developing academic mobility and attracting the best international and domestic faculty.		+		
86	8.	The University must demonstrate the commitment of each faculty member to promoting a culture of quality and academic integrity within the University and identify the contribution of the faculty, including visiting faculty, to achieving the program's goals.		+		
87	9.	An important factor is the faculty's involvement in the development of the economy, education, science, and culture of the region and country.		+		

88	10.	The University must have an objective and transparent HR policy for the program, covering recruitment (including invited faculty), professional growth, and staff development, ensuring the professional competence of all staff.		+		
		Total for the standard	**1**	**9**	**0**	**0**
Standard «Educational Resources and Student Support Systems»						
89	1.	The University must ensure that its educational resources, including material and technical resources, and infrastructure are aligned with the objectives of the educational program.		+		
90	2.	The program management must demonstrate the adequacy of classrooms, laboratories, and other facilities equipped with modern equipment to ensure the achievement of the program's objectives.			+	
91	3.	The University must demonstrate that its information resources meet the needs of the University and the programs being implemented, including in the following areas:		+		
92	4.	technological support for students and faculty in accordance with the educational programs (e.g., online learning, modeling, databases, data analysis programs);		+		
93	5.	library resources, including a collection of educational, methodological, and scientific literature on general, basic, and specialized disciplines in paper and electronic formats, periodicals, and access to scientific databases;		+		
94	6.	review of research results, theses, and dissertations for plagiarism;		+		
95	7.	access to educational Internet resources;		+		
96	8.	operation of Wi-Fi on its premises. The University must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of research conducted by faculty, staff, and students.	+			
97	9.	The University must strive to ensure that the educational equipment and software used for mastering educational programs are comparable to those used in the relevant economic sectors.		+		
98	10.	The program management must demonstrate the existence of support procedures for various student groups, including information and counseling.		+		
99	11.	The program management must demonstrate the existence of conditions for student advancement along an individual educational trajectory.			+	
100	12.	The University must consider the needs of various student groups (adults, working students, international students, and students with special educational needs).		+		
101	13	The University must ensure that its infrastructure meets safety requirements.		+		
		Total for the standard	**1**	**9**	**3**	**0**
Standard «Public Information»						
102	1.	The University guarantees that the published information is accurate, objective, up-to-date, and reflects all areas of the University's activities within the educational program.		+		
103	2.	Public information should include support for and clarification of national development programs and the higher and postgraduate education system.		+		
104	3.	University management should use a variety of information dissemination methods (including media, web resources, information networks, etc.) to inform the general public and interested parties.		+		

		The information of the educational program is objective, up-to-date, and should include:				
105	4.	the purpose and planned outcomes of the program, the qualification awarded;			+	
106	5.	The information of the student assessment system;		+		
107	6.	The information of academic mobility programs and other forms of cooperation with partner universities and employers;		+		
108	7.	The information of opportunities for developing students' personal and professional competencies and employment;		+		
109	8.	data reflecting the program's positioning in the educational services market (at the regional, national, and international levels);		+		
110	9.	An important factor is the publication of reliable information about the faculty, broken down by individual, on open resources.		+		
111	10.	The University must post information and links to external resources based on the results of external evaluation procedures.		+		
112	11.	An important factor is the publication of information of collaboration and interaction with partners, including research/consulting organizations, business partners, social partners, and education organizations.		+		
		Total for the standard	**0**	**10**	**1**	**0**
		TOTAL	**3**	**100**	**9**	**0**

APPENDIX 2. PROGRAM OF THE EXTERNAL EXPERT COMMISSION VISIT

AGREED
Chairman of the Management Board, Rector of
Abylkas Saginov Karaganda Technical University NJSC
_____ S.S. Sagintayeva
_____ _____, 2026

APPROVED
General Director of the Independent Agency
for Accreditation and Rating
_____ A.B. Zhumagulova
_____ _____, 2026

PROGRAM
OF THE EXTERNAL EXPERT COMMISSION
OF THE INDEPENDENT AGENCY FOR ACCREDITATION AND RATING (IAAR) VISIT
TO ABYLKAS SAGINOV KARAGANDA TECHNICAL UNIVERSITY NJSC
(International Program Accreditation)
Date of the visit: April 20-22, 2026

Cluster 1 (accreditation)	6B07108 "Heat Power Engineering" 6B06201 "Radio Engineering, Electronics, and Telecommunications" 7M07106 "Heat Power Engineering" 8D07103 "Electric Power Engineering"
Cluster 2 (accreditation)	6B07101 "Automation and Control" 7M07101 "Automation and Control" (1.5 years) 7M07101 "Automation and Control" (2 years) 7M07105 "Instrument Engineering"

Date and time	EEC work with target groups	Position, surname, name and patronymic of the target group participants	Form of communication
April 19, 2026			
15.00-16.00 *The time will be verified*	Preliminary meeting of the EEC to discuss key issues and the visit program	*IAAR external experts*	Join the Zoom meetinghttps://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969
According to the schedule within the day	Arrival of the External Expert Commission members		
18.00	Dinner	*IAAR external experts*	
Day 1: April 20, 2026.			
09.00-09.30	Distribution of responsibilities of experts, resolution of organizational issues	*IAAR external experts*	Main building, room 253, the EEC working room Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969
09.30-10.00	Meeting with Chairman of the Board, Rector	*Saule Savetovna Sagintayeva, Chairman of the Board, Rector*	Main building, conference room Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969
10.00-10.15	Technical break		Main building, room 253, the EEC working room
10.15-11.00	Meeting with the Board members, Vice-Rectors	*Bekbolat Rakhishevich Nussupbekov, Member of the Management Board, Vice-Rector for Academic Affairs;* *Ali Dzhavanshirovich Mekhtiyev, Member of the Management Board, Vice-Rector for Science and Innovation;*	Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969

		Timur Erbolatovich Kanapyanov, Member of the Management Board, Vice-Rector for Strategic Development and Internationalization; *Azamat Zhanbulatovich Amirov, Member of the Management Board, Vice-Rector for Digitalization;* *Abay Koblandiyevich Kalykov, Member of the Management Board, Vice-Rector for Social and Educational Work*	
11.00-11.10	Technical break		Main building, room 253, the EEC working room
11.10-11.50	Meeting with the heads of structural divisions of the University	*Aristotle Zeynullinovich Issagulov, Chief of Staff;* *Angela Aleksandrovna Zhizhite, Corporate Secretary;* *Bakhyt Kuanyshevna Kurmasheva, Director of the Academic Affairs Department;* *Ainagul Rymkulovna Toleuova, Director of the Strategic Development Department;* *Bakhtiyar Daniyarovich Suleyev, Director of the Science and Innovation Department;* *Bayan Kanatbekovna Maudarbekova, Director of the International Cooperation Department;* *Gulden Khasenovna Adamova, Director of the Youth Policy Department;* *Nurlan Berikovich Aitbaev, Acting Director of the Marketing and PR Department;* *Aigul Khamzeyevna Abiltussupova, Head of the Finance, Accounting and Chief Accountant;* *Madina Muratovna Kozhukhova, Head of the Administrative Department;* *Gulnaz Nurgaliyevna Mussina, Director of the Infrastructure Development;* *Gulfarida Ergaliyevna Samash, Head of the Registrar Office;*	Main building, conference room Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969

		Nurlan Bagdatuly Altynbekov, Head of the Institute of Continuous Education; *Zhanar Mazhitovna Assanova, Head of the Quality Management and Accreditation Center;* *Olga Andreyevna Shebalina, Head of the Sustainable Development Center;* *Gulzat Aliyevna Tussupova, Head of the Career and Employment Center;* *Gulnara Ermekovna Bekbergenova, Head of the Professional Development Center;* *Bayan Omarovna Beisembayeva, Head of the Scientific Library;* *Gulnar Sovetovna Ayazbayeva, Head of the Legal Service;* *Rustam Ravilyevich Buzyakov, Head of the Commercialization Office;* *Felix Anatolyevich Yakusevich, Acting Director of the Information Technology Department* *Kirill Borisovich Shtefan, Head of the Software Center;* *Bagdat Baigaryaeva, Head of the Office;* *Kyrmyzy Nurlanovna Tursyngaliyeva, Scientific Secretary.*	
11.50-12.00	Exchange of opinions of the External Expert Commission members	*IAAR external experts*	Main building, room 253, the EEC working room Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969
12.00-12.50	Meeting with the deans and heads of departments of the accredited EPs	*Felix Nazimovich Bulatbaev, Dean of the Faculty of Power Engineering, Automation, and Telecommunications;* *Aleksey Anatolyevich Kalinin, Dean of the Faculty of Information Technology;* *Yelena Gennadyevna Neshina, Head of the Department of Energy Systems;*	Main building, conference room

		Vyacheslav Viktorovich Yugay, Head of the Department of Automation of Production Processes; *Nurbol Baltabayevich Kaliaskarov, Head of the Department of Radioelectronics and Telecommunication Technologies;* *Aliya Dauletkhanovna Alkina, Acting Head of the Department of Cybersecurity and Artificial Intelligence*	
12.50-13.00	EEC work	*IAAR external experts*	Main building, room 253, the EEC working room
13.00-14.00	***Lunch***	*IAAR external experts*	
14.00-14.15	EEC work	*IAAR external experts*	Main building, room 253, the EEC working room
14.15–15.00	Meeting with the teaching staff	*Cluster 1,* ***Appendix No. 1****, Main Building, Room 256, Zoom1 Session Hall* *Cluster 2****, Appendix No.2****, Main Building, Conference Hall, Zoom2 Session Hall*	Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969
15.00-16.00	Parallel staff questionnaire	*The teaching staff* ***Appendix No.3***	The link is sent to the teacher's e-mail personally
15.00-15.10	Exchange of opinions of the External Expert Commission members	*IAAR external experts*	Main building, room 253, the EEC working room Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969
15.10-16.00	Meeting with the students	*Cluster 1****, Appendix No. 4,*** *Main Building, Room 256, Session Hall, Zoom1* *Cluster 2,* ***Appendix No. 5,*** *Main Building, Conference Hall, Zoom2*	Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969
16.00-17.00	Parallel student questionnaire	*Students* ***Appendix No.6***	The link is sent to the student's e-mail personally
16.00-16.10	Technical break	*IAAR external experts*	Main building, room 253, the EEC working room

16.10-17.00	Meeting with the stakeholders, representatives of practices bases, and employers (hybrid)	*Stakeholders* ***Appendix No.7***	Main building, conference room Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969
17.00-17.10	Technical break	*IAAR external experts*	Main building, room 253, the EEC working room
17.10-17.50	BMeeting the EP graduates (hybrid)	*Graduates* ***Appendix No.8***	Гл. корпус, конференц-зал Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969
17.50-18.00	EEC work, discussion of the 1st day results	*IAAR external experts*	Main building, room 253, the EEC working room Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969
18.00-19.00	Dinner	*IAAR external experts*	
Day 2: April 21, 2026.			
09.00-09.10	EEC work	*IAAR external experts*	Main building, room 253, the EEC working room Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969
09.10-10.00	Visual inspection of the OP and the material, technical and educational laboratory facilities	*The route schedule* ***Appendix No.9***	*According to the route schedule*
10.00-13.00	Working with department documents: *Documents must be uploaded to the cloud in clusters in advance. If necessary, department heads will be invited to the online Zoom room and attend scheduled faculty classes.*	*Class schedule* ***Appendix No.10***	Main building, room 253, the EEC working room
13.00-14.00	**Lunch**	*IAAR external experts*	

14.00-16.00	Selective visiting the EP practice bases	*IAAR external experts according to the route sheet* ***Appendix No.11***	According to the route
16.00-16.30	Технический перерыв	*IAAR external experts*	Main building, room 253, the EEC working room
16.30-19.00	EEC work, discussion of the results of the second day *being recorded*	*IAAR external experts*	Main building, room 253, the EEC working room
19.00-20.00	Ужин	*IAAR external experts*	
Day 3: April 22, 2026			
09.00-11.30	EEC work, developing and discussing recommendations	*IAAR external experts*	Main building, room 253, the EEC working room Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969
11.30-11.40	Technical break	*IAAR external experts*	Main building, room 253, the EEC working room
11.40-12.30	EEC work, developing and discussing recommendations *being recorded*	*IAAR external experts*	Main building, room 253, the EEC working room Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969
12:30-13:00	EEC work	*IAAR external experts*	Main building, room 253, the EEC working room
13.00-14.00	Lunch	*IAAR external experts*	
14.00-16.00	EEC work, discussion, taking decisions by voting *being recorded*	*IAAR external experts*	Main building, room 253, the EEC working room Join the Zoom https://us02web.zoom.us/j/4641732969 Conference identifier: 464 173 2969
16.00-16.30	EEC work. Discussion of the quality assessment results	*IAAR external experts*	Main building, room 253, the EEC working room
16.30–17.00	EEC final meeting with the University management	*Saule Savetovna Sagintaeva - Chairman of the Board, Rector*	Main building, conference room Join the Zoom https://us02web.zoom.us/j/4641732969

		Bekbolat Rakhishevich Nussupbekov, Member of the Board, Vice-Rector for Academic Affairs; *Ali Dzhavanshirovich Mekhtiyev, Member of the Board, Vice-Rector for Science and Innovation;* *Timur Erbolatovich Kanapyanov, Member of the Board, Vice-Rector for Strategic Development and Internationalization;* *Azamat Zhanbulatovich Amirov, Member of the Board, Vice-Rector for Digitalization;* *Abay Koblandievich Kalykov, Member of the Board, Vice-Rector for Social and Educational Work.*	Conference identifier: 464 173 2969
18.00-19.00	Dinner	*IAAR external experts*	

APPENDIX 3. RESULTS OF THE STAFF QUESTIONNAIRE

1. Total number of questionnaires: 53

2. Position, %

Professor	4 (7,5 %)
Associated Professor	12 (22,6 %)
Senior lecturer	31 (58,5 %)
Lecturer	6 (11,3 %)
Head of the department	0 (0 %)
Other	0 (0 %)

3. Academic degree, title

Distinguished Figure	1 (1,9 %)
Doctor of Sciences	1 (1,9 %)
Candidate of Sciences	11 (20,8 %)
Master's Degree	29 (54,7 %)
PhD	8 (15,1 %)
Professor	1 (1,9 %)
Associate Professor/Associate Professor	5 (9,4 %)
None	5 (9,4 %)
Other	0 (0 %)

4. Experience in this University

Less than 1 year	4 (7,5 %)
1 – 5 years	4 (7,5 %)
More than 5 years	45 (84,9 %)
Other	0 (0%)

No	Questions	Very good	Good	Rather bad	Bad	Very bad	No answer
1	To what extent does the educational program content meet your academic and professional interests and needs?	34 (64,2 %)	19 (35,8 %)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2	How do you rate the opportunities provided by the University for the professional development of faculty members?	31 (58,5 %)	20 (37,7 %)	2 (3,8 %)	0 (0%)	0 (0%)	0 (0%)
3	How do you rate the opportunities the University provides for faculty career advancement?	29 (54,7 %)	23 (43,4 %)	1 (1,9 %)	0 (0%)	0 (0%)	0 (0%)

4	How do you rate the degree of academic freedom of faculty?	18 (34 %)	34 (64,2 %)	1 (1,9 %)	0 (0%)	0 (0%)	0 (0%)
	To what extent can faculty use their own...						
5	• Teaching strategies	28 (52,8 %)	25 (47,2 %)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
6	• Teaching methods	33 (62,3 %)	20 (37,7 %)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
7	• Educational innovations	33 (62,3 %)	20 (37,7 %)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
8	How would you rate the University's efforts to organize medical care and prevent disease?	20 (37,7 %)	29 (54,7 %)	4 (7,5 %)	0 (0%)	0 (0%)	0 (0%)
9	What attention does the University's leadership pay to the content of the educational program?	28 (52,8 %)	24 (45,3 %)	1 (1,9 %)	0 (0%)	0 (0%)	0 (0%)
10	How would you rate the adequacy and accessibility of the necessary scientific and educational literature in the library?	36 (67,9 %)	17 (32,1 %)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
11	How would you rate the level of conditions created to meet the needs of various student groups?	28 (52,8 %)	24 (45,3 %)	1 (1,9 %)	0 (0%)	0 (0%)	0 (0%)
	Assess the openness and accessibility of management						
12	• Students	31 (58,5 %)	20 37,7 %)	1 (1,9 %)	1 (1,9 %)	0 (0%)	0 (0%)
13	• Faculty	24 (45,3 %)	25 (47,2 %)	3 (5,7 %)	1 (1,9 %)	0 (0%)	0 (0%)
14	Evaluate the involvement of faculty in management and strategic decision-making	20 (37,7 %)	26 (49,1 %)	5 (9,4 %)	2 (3,8 %)	0 (0%)	0 (0%)

15	How is faculty innovation encouraged?	24 (45,3 %)	26 (49,1 %)	3 (5, 7 %)	0 (0%)	0 (0%)	0 (0%)
16	Assess the level of feedback from faculty to management.	24 (45,3 %)	26 (49,1 %)	3 (5,7 %)	0 (0%)	0 (0%)	0 (0%)
17	What is the level of incentives and involvement of young professionals in the educational process?	23 (43,4 %)	27 (50,9 %)	3 (5,7 %)	0 (0%)	0 (0%)	0 (0%)
18	Assess the opportunities created for professional and personal growth for each faculty member and staff member.	27 (50,9 %)	24 (45,3 %)	2 (3,8 %)	0 (0%)	0 (0%)	0 (0%)
19	Assess the adequacy of University management's recognition of faculty potential and abilities.	24 (45,3 %)	27 (50,9 %)	2 (3,8 %)	0 (0%)	0 (0%)	0 (0%)
	How is the work organized:						
20	• Academic mobility	25 (47,2 %)	25 (47,2 %)	3 (5,7 %)	0 (0%)	0 (0%)	0 (0%)
21	• Faculty professional development	31 (58,5 %)	21 (39,6 %)	1 (1,9 %)	0 (0%)	0 (0%)	0 (0%)
22	**Assess the University and its management's support for faculty research initiatives**	28 (52,8 %)	22 (41,5%)	3 (5,7 %)	0 (0%)	0 (0%)	0 (0%)
23	Development of new educational programs/disciplines/teaching methods	22 (41,5%)	30 (56,6%)	1 (1,9 %)	0 (0%)	0 (0%)	0 (0%)
	Assess the faculty's ability to combine teaching						
24	• with research	18 (34 %)	30 (56,6%)	5 (9,4%)	0 (0%)	0 (0%)	0 (0%)
25	• with practical activities	16 (30,2 %)	35 (66 %)	2 (3,8 %)	0 (0%)	0 (0%)	0 (0%)
26	Assess how well students' knowledge at the University matches the realities of the	23 (43,4 %)	28 (52,8 %)	2 (3,8 %)	0 (0%)	0 (0%)	0 (0%)

	modern labor market.						
27	How do the University's management and administration respond to criticism?	14 (26,4 %)	31 (58,5 %)	7 (13,2 %)	1 (1,9 %)	0 (0%)	0 (0%)
28	Assess how well your academic workload matches your expectations and capabilities.	20 (37,7 %)	32 (60,4 %)	1 (1,9 %)	0 (0%)	0 (0%)	0 (0%)
29	Assess how well the educational programs/curriculums focus on developing students' skills and abilities to analyze situations and make predictions.	21 (39,6 %)	32 (60,4 %)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
30	Assess how well the educational program's content and delivery meet the expectations of the labor market and employers.	22 (41,5 %)	30 (56,6 %)	1 (1,9 %)	0 (0%)	0 (0%)	0 (0%)

Why do you work at this University?

I chose to work at this University because it creates favorable conditions for professional growth and research. It boasts a strong faculty and maintains a high-quality educational environment.

After graduating, I stayed on to teach.

It meets my professional standards.

I work at this University because it offers opportunities for professional growth, an engaging research environment, and the opportunity to share knowledge with students.

I work at this University specifically because it offers the opportunity to combine teaching, research, and practical work. It's important for me not only to share knowledge with students but also to participate in the development of educational programs, research, and collaboration with businesses. This University offers the perfect conditions for such work.

Since Soviet times, this University has been the strongest technical University in the republic.

Where I studied, there was a place where I found it useful.

The best University in Kazakhstan is my alma mater.

I studied here and have extensive experience working in industrial enterprises.

The working conditions are satisfactory.

I studied here. While working at the company, I maintained contact with the University.

The quality of education is good, the faculty is friendly.

Suitable educational program, financial incentives.

I'm used to it.

I enjoy teaching.

I like this University.

My basic education is right for me; this is my University.

It just happened. The University's needs and my abilities coincided.

Because this University is a strong engineering school with a solid reputation and a focus on training in-demand specialists for the real economy.

It's possible to impart fundamental knowledge to students.

I am a graduate of this University, both an undergraduate and graduate, which allowed me to appreciate its enormous potential from the inside. It's a leading University in Kazakhstan, consistently demonstrating its leadership through high achievements in science and education. My desire to work here stems from a desire to be part of a strong, competitive team. A leading University in the country, prestigious, interesting, and beneficial.

A prestigious University with strong traditions and a good resource base.

I like it.

Our University supports the research endeavors of both faculty and students and creates the necessary conditions.

It's close to home.

I like the work, the team, and my Alma Mater.

Good salary, excellent staff, benefits package, and incentives.

This University meets my expectations and requirements for a place of work.

I've been working here for over 20 years, and the University fully meets my high expectations and provides the opportunity to realize them in scientific and pedagogical fields.

Here, I not only impart knowledge and teach, but also develop alongside students and participate in research.

This is my University. I graduated from it, and it's a wonderful University.

The University matches my professional, scientific, and personal interests. I really like the working conditions.

Because I studied here once.

Working conditions are satisfactory.

I received my higher education here, defended my PhD dissertation, became an associate professor, and am now an associated professor.

32. How often do your course include master classes and workshops with practitioners?

Very often	Often	Sometimes	Very seldom	Never
13 (24,5 %)	28 (52,8 %)	11 (20,8 %)	1 (1,9 %)	0 (0 (0%))

33. How often do invited teachers (domestic and foreign) participate in the teaching process?

Very often	Often	Sometimes	Very seldom	Never
10 (18,9 %)	26 (49,1 %)	17 (32,1 %)	0 (0 (0%))	0 (0 (0%))

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

Questions	Often	Sometimes	Never	No answer
Insufficient classroom space	1 (1,9 %)	19 (35,8 %)	33 (62,3 %)	0 (0,00 %)
Unbalanced academic workload across semesters	1 (1,9 %)	22 (41,5 %)	30 (56,6 %)	0 (0,00 %)
Unavailability of necessary literature in the library	0 (0,00 %)	17 (32,1 %)	36 (67,9 %)	0 (0,00 %)
Overcrowded study groups (too many students per group)	0 (0,00 %)	17 (32,1 %)	36 (67,9 %)	0 (0,00 %)
Inconvenient schedule	0 (0,00 %)	16 (30,2 %)	37 (69,8 %)	0 (0,00 %)
Inadequate classroom conditions	1 (1,9 %)	16 (30,2 %)	36 (67,9 %)	0 (0,00 %)
Lack of internet access/weak internet connection	4 (7,5 %)	27 (50,9 %)	22 (41,5 %)	0 (0,00 %)
Lack of student interest in learning	2 (3,8 %)	29 (54,7 %)	22 (41,5 %)	0 (0,00 %)
Untimely receipt of information about events	0 (0,00 %)	14 (26,4 %)	39 (73,6 %)	0 (0,00 %)
Lack of technical teaching aids in classrooms	1 (1,9 %)	18 (34 %)	34 (64,2 %)	0 (0,00 %)
Other problems	No problem Internet Classes should not exceed 80 minutes The break between classes is 10 minutes, so students don't always have time to walk from one building to the other Sometimes there are no bells. The lecture halls have outdated computers, so documents saved in a later version of a program (WORD, etc.) don't load. Sometimes students are distracted by various activities. It can be hot in the spring/summer or cold in the fall/winter, and sometimes there's insufficient lighting. Lack of interactive learning tools I haven't encountered any difficulties. All issues are resolved quickly. Weak internet Weak internet Reduce faculty involvement in student educational work Slow internet Inflated criteria (indicators) in the Faculty Ranking Regulations, reduced validity periods for credits for completed assignments. Gradual obsolescence of the department's equipment (computers)			

35. The University life has many different facets and aspects that affect every faculty and staff member in one way or another. Please rate your satisfaction with:

Questions	Completely satisfied (1)	Partly satisfied (2)	Unsatisfied (3)	Difficult to answer (4)
The University administration's attitude toward you	45 (84,9 %)	8 (15,1 %)	0 (0,00 %)	0 (0,00 %)
Relationships with your immediate supervisor	48 (90,6 %)	5 (9,4 %)	0 (0,00 %)	0 (0,00 %)
Relationships with colleagues in the department	52 (98,1 %)	1 (1,9 %)	0 (0,00 %)	0 (0,00 %)
Degree of participation in management decisions	37 (69,8 %)	16 (30,2 %)	0 (0,00 %)	0 (0,00 %)
Relations with students	49 (92,5 %)	4 (7,5 %)	0 (0,00 %)	0 (0,00 %)
Recognition of your successes and achievements by the administration	44 (83 %)	8 (15,1 %)	1 (1,9 %)	0 (0,00 %)
Support for your suggestions and comments	36 (67,9 %)	16 (30,2 %)	0 (0,00 %)	1 (1,9 %)
The activities of the University administration	41 (77,4 %)	11 (20,8 %)	1 (1,9 %)	0 (0,00 %)
Remuneration terms	34 (64,2 %)	16 (30,2 %)	2 (3,8 %)	1 (1,9 %)
Working conditions, the list and quality of services provided at the University	4 (83 %)	9 (17 %)	0 (0,00 %)	0 (0,00 %)
Occupational health and safety	49 (92,5 %)	4 (7,5 %)	0 (0,00 %)	0 (0,00 %)
Management of changes in University operations	36 (67,9 %)	14 (26,4 %)	0 (0,00 %)	3 (5,7 %)
Provision of a social package: vacations, spa treatment, etc.	42 (79,2 %)	11 (20,8 %)	0 (0,00 %)	0 (0,00 %)
Organization and quality of food at the University	28 (52,8 %)	18 (34 %)	5 (9,4 %)	2 (3,8 %)
Organization and quality of medical care	37 (69,8 %)	11 (20,8 %)	2 (3,8 %)	3 (5,7 %)

APPENDIX 4. RESULTS OF STUDENT QUESTIONNAIRE

Total number of questionnaires: 139

Educational program (specialty):

6B07101 Automation and Control	57 (41%)
7M07101 Automation and Control	2 (1,4%)
6B07108 Heat Power Engineering	43 (30,9%)
7M07106 Heat Power Engineering	2 (1,4%)
Computer Hardware and Software	33 (19,9%)
Radio Engineering, Electronics, and Telecommunications	31 (22,3%)
7M07105 Instrument Engineering	2 (1,4%)
Electric Power Engineering	2 (1,4%)

Gender:

Male	105 (75,5%)
Female	34 (24,5%)

Rate how you are satisfied:

Questions	Completely satisfied	Partly satisfied	Partly unsatisfied	Unsatisfied	Difficult to answer
1. Relationships with the dean's office (school, faculty, department)	128 (92,1%)	11 (7,9%)	0 (0,00%)	0 (0,00%)	0 (0,00%
2. Accessibility of the dean's office (school, faculty, department)	126 (90,6%)	13 (9,4%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
3. Accessibility and responsiveness of the administration (University, school, faculty, department)	128 (92,1%)	11 (7,9%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
4. Availability of academic advising	128 (92,1%)	11 (7,9%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
5. Support with educational materials during the learning process	126 (90,6%)	13 (9,4%)	0 (0,00%)	0 (0,00%)	0 (0,00%)

6. Availability of counseling on personal issues	122 (87,8%)	16 (11,5%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
7. Student-teacher relationships	128 (92,1%)	11 (7,9%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
8. Activities of the educational institution's financial and administrative services	122 (87,8%)	16 (11,5%)	1 (0,7%)	0 (0,00%)	0 (0,00%)
9. Availability of healthcare services	117 (84,2%)	21 (15,1%)	0 (0,00%)	0 (0,00%)	1 (0,7%)
10. Quality of healthcare services at the University	117 (84,2%)	19 (13,7%)	0 (0,00%)	0 (0,00%)	3 (2,2%)
11. Availability of library resources	130 (93,5%)	9 (6,5%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
12. Quality of services provided in libraries and reading rooms	129 (92,8%)	10 (7,2%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
13. Existing educational resources at the University	127 (91,4%)	12 (8,6%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
14. Availability of computer labs	122 (87,8%)	13 (9,4%)	1 (0,7%)	2 (1,4%)	1 (0,7%)
15. Availability and quality of internet resources	114 (82%)	18 (12,9%)	5 (3,6%)	1 (0,7%)	1 (0,7%)
16. Content and informational content of the website of educational organizations in general and faculties (schools) in particular	127 (91,4%)	11 (7,9%)	1 (0,7%)	0 (0,00%)	0 (0,00%)
17. Classrooms and auditoriums for large groups	129 (92,8%)	9 (6,5%)	1 (0,7%)	0 (0,00%)	0 (0,00%)
18. Student lounges (if any)	113 (81,3%)	16 (11,5%)	3 (2,2%)	2 (1,4%)	5 (3,6%)
19. Clarity of disciplinary procedures	124 (89,2%)	12 (8,6%)	2 (1,4%)	0 (0,00%)	1 (0,7%)
20. Overall quality of the educational program	126 (90,6%)	13 (9,4%)	0 (0,00%)	0 (0,00%)	0 (0,00%)

21. Quality of the educational programs in the educational program	127 (91,4%)	12 (8,6%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
22. Teaching methods in general	125 (89,9%)	13 (9,4%)	1 (0,7%)	0 (0,00%)	0 (0,00%)
23. Responsiveness to feedback from faculty on educational process issues	125 (89,9%)	11 (10,1%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
24. Overall quality of teaching	127 (91,4%)	12 (8,6%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
25. Academic workload/requirements for students	123 (88,5%)	15 (10,8%)	1 (0,7%)	0 (0,00%)	0 (0,00%)
26. Faculty requirements for students	120 (86,3%)	17 (12,2%)	1 (0,7%)	0 (0,00%)	1 (0,7%)
27. Information support and explanation of admission rules and strategies for the educational program (specialty) before admission to the University	125 (89,9%)	12 (8,6%)	1 (0,7%)	0 (0,00%)	1 (0,7%)
28. Information on the requirements for successfully completing a given educational program (specialty)	128 (92,1%)	10 (7,2%)	0 (0,00%)	0 (0,00%)	1 (0,7%)
29. Quality of examination materials (tests and examination questions, etc.)	129 (92,8%)	10 (7,2%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
30. Objectivity of assessment of knowledge, skills, and other academic achievements	128 (92,1%)	11 (7,9%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
31. Available computer labs	119 (85,6%)	17 (12,2%)	3 (2,2%)	0 (0,00%)	0 (0,00%)
32. Available research laboratories	119 (85,6%)	18 (12,9%)	0 (0,00%)	1 (0,7%)	1 (0,7%)
33. Objectivity and fairness of faculty	124 (89,2%)	15 (10,8%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
34. Informing students about courses, educational programs, and the academic degree they will receive	126 (90,6%)	13 (9,4%)	0 (0,00%)	0 (0,00%)	0 (0,00%)

33. Providing students with dormitory accommodation	120 (86,3%)	9 (6,5%)	0 (0,00%)	0 (0,00%)	10 (7,2%)

Rate how much you agree:

Statement	Completely agree	Agree	Partly agree	Do not agree	Completely don't agree	No answer
34. The course syllabus was clearly presented	119 (85,6%)	17 (12,2%)	3 (2,2%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
35. The course content was well structured	117 (84,2%)	19 (13,7%)	3 (2,2%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
36. Key terms were adequately explained	115 (82,7%)	22 (15,8%)	2 (1,4%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
37. The material presented by the instructor is relevant and reflects the latest advances in science and practice	115 (83,5%)	21 (15,1%)	2 (2,4%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
38. The instructor uses effective teaching methods	118 (84,9%)	18 (12,9%)	3 (2,2%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
39. The instructor is proficient in the material being taught	121 (87,1%)	15 (10,8%)	3 (2,2%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
40. The instructor's presentation is clear	117 (84,2%)	19 (13,7%)	3 (2,2%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
41. The instructor presents the material in an interesting manner	118 (84,9%)	15 (10,8%)	6 (4,3%)	0 (0,00%)	0 (0,00%)	0 (0,00%)
42. The assessment of knowledge, skills, and other academic achievements is objective	118 (84,9%)	18 (12,9%)	3 (2,2%)	0 (0,00%)	0 (0,00%)	0 (0,00%)

43. The assessment of student academic achievement is timely	117 (84,2 %)	19 (13, 7%)	3 (2,2 %)	0 (0,0 0%)	0 (0,00 %)	0 (0,00 %)
44. The instructor meets your needs and expectations for professional and personal development	116 (83,5 %)	20 (14, 4%)	3 (2,2 %)	0 (0,0 0%)	0 (0,00 %)	0 (0,00 %)
45. The instructor encourages student participation	114 (82 %)	22 (15, 8%)	3 (2,2 %)	0 (0,0 0%)	0 (0,00 %)	0 (0,00 %)
46. The instructor stimulates students' creative thinking.	115 (82,7 %)	16 (11, 5%)	8 (5,8 %)	0 (0,0 0%)	0 (0,00 %)	0 (0,00 %)
47. 34. The instructor's appearance and demeanor are appropriate.	121 (87,1 %)	15 (10, 8%)	3 (2,2 %)	0 (0,0 0%)	0 (0,00 %)	0 (0,00 %)
48. The instructor demonstrates a positive attitude toward students.	121 (87,1 %)	12 (8,6 %)	5 (3,6 %)	0 (0,0 0%)	1 (0,7 %)	0 (0,00 %)
49. The academic assessment system (seminars, tests, questionnaires, etc.) reflects the course content.	118 (84,9 %)	18 (12, 9%)	3 (2,2 %)	0 (0,0 0%)	0 (0,00 %)	0 (0,00 %)
50. The instructor's assessment criteria are clear and accessible.	120 (86,3 %)	14 (10, 1%)	4 (2,9 %)	1 (0,7 %)	0 (0,00 %)	0 (0,00 %)
51. The instructor objectively evaluates students' achievements.	119 (85,6 %)	16 (11, 5%)	4 (2,9 %)	0 (0,0 0%)	0 (0,00 %)	0 (0,00 %)
52. The instructor speaks the professional language.	119 (85,6 %)	17 (12, 2%)	3 (2,2 %)	0 (0,0 0%)	0 (0,00 %)	0 (0,00 %)
53. The educational organization provides sufficient opportunities for sports and other leisure activities.	118 (84,9 %)	17 (12, 2%)	4 (2,9 %)	0 (0,0 0%)	0 (0,00 %)	0 (0,00 %)

54. Student facilities and equipment are safe, comfortable, and modern.	119 (85,6 %)	17 (12, 2%)	3 (2,2 %)	0 (0,0 0%)	0 (0,00 %)	0 (0,00 %)
55. The library is well-equipped and has a sufficient collection of scientific, educational, and methodological literature.	117 (84,2 %)	18 (12, 9%)	4 (2,9 %)	0 (0,0 0%)	0 (0,00 %)	0 (0,00 %)
56. All the students are provided with equal opportunities for mastering the educational program and for personal development.	122 (87,8 %)	14 (10, 1%)	3 (2,2 %)	0 (0,0 0%)	0 (0,00 %)	0 (0,00 %)

Other problems regarding the teaching quality:

None

Everything is all right

Politech is the best! Prosperity to our University!