REPORT

on the results of the work of the external expert commission on the assessment of compliance with the standards of institutional accreditation

NJSC "KAZAKH NATIONAL WOMEN'S TEACHER TRAINING UNIVERSITY" during the period from «4» to «6» March 2024

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

Addressed to
the Accreditation
IAAR Council

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Almaty, 2024

CONTENT

I. LIST OF SYMBOLS AND ABBREVIATIONS

EEC	- External expert commission
SCES	- State compulsory education standards
DP	- documented procedure
ECTS	- the European credit transfer and accumulation system
UMHE RK	- Unified management system of Higher Education of the Republic of Kazakhstan
IC	- individual curriculum
CED	- Catalogs of Elective Disciplines
KPI	- key performance indicators
MSHE EK	- Ministry of Science and Higher Education of the Republic of Kazakhstan
MEP	- Modular educational program
IAAR	- Independent Agency for accreditation and rating
RW	- research work
RWS	- research work of students
NQT	- National qualification testing
EP	- educational program
TS	- Teaching staff
NJSC KNWTTU	- Non-profit Joint-stock Company "Kazakh National Women's Teacher Training University"
RK	- Republic of Kazakhstan
WC	- working curriculum
OS	- organization standard
IWST	- independent work of the student with the teacher
QMS	- Quality management system
HEI	- Higher Educational Institution
MC	- model curriculum
EMCD	- Educational - methodical complex of disciplines
EMCS	- Educational - methodical complex of speciality
EMB	- Educational and Methodological Board

II. INTRODUCTION

Under Order № 17-24-OD dated 18.01.2024 of the Independent Agency for Accreditation and Rating, from March 4 to March 6, 2024, an external expert commission assessed the compliance of the Kazakh National Women's Teacher Training University (KNWTTU) with the Standards of institutional accreditation of the Organization of Higher and Postgraduate Education of the IAAR (approved on June 16, 2020 №57-20-OD).

The report of the External Expert Commission (EEC) contains an assessment of the compliance of KNWTTU with the criteria of institutional accreditation of the IAAR, recommendations of the EEC for further improvement and parameters of the EP profile.

The following individuals represented the IAAR EEC in evaluating the quality of KNWTTU's activities:

Chairman – Izmailova Lemka Sultanovna, Ph.D., Deputy Director of the Federal State Budgetary Institution "Sociocenter" (Moscow, Russia)

Foreign expert – Herman Andrey Evgenievich, Ph.D., Associate Professor, Yanka Kupala Grodno State University (Grodno, Belarus)

National expert – Kunakova Klara Umurzakovna, PhD, Professor, Abylai Khan Kazakh University of International Relations and World Languages (Almaty)

National expert – Sheripidin Itakhunovich Khamraev, PhD, Professor, Abai Kazakh National Pedagogical University (Almaty);

IAAR coordinator – Bekenova Dinara Kairbekovna, head of the IAAR project (Astana)

Employer - Pilipenko Yuri Alexandrovich, Chairman of the Board of Directors, International Association of Manufacturers of Goods and Services "EXPOBEST" (Almaty);

Student – Mukhamedzhan Alisher Sabyrzhanuly, 3rd year student of EP 6B07329 "Design of buildings and structures", L.N. Gumilev Eurasian National University (Astana).

III. PRESENTATION OF THE NJSC "KAZAKH NATIONAL WOMEN'S TEACHER TRAINING UNIVERSITY"

The Council of People's Commissioners of the Kazakh SSR established the university on August 15, 1944, and this decree connected the university's history to the country's pedagogical education history. The University carries out its activities on the basis of the Charter (approved by the order of the Chairman of the State Property and Privatization Committee of the Ministry of Finance of the Republic of Kazakhstan dated May 22, 2020 No. 286) and the state license (No. KZ75LAA00018542, issued by the RSU "Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan" dated August 4, 2020).

The university's long history of development and its image in the educational services market determine the university's uniqueness in terms of mission, vision, and strategy.

Vision: An intellectual platform that develops educators who are open to new ideas and able to lead in a rapidly changing world.

Mission of the University: Develop teacher-leaders who know how to create, develop and disseminate cutting-edge knowledge and values in education for the benefit of the country and the world.

Program goal: Our University aims to become a hub for innovative teaching, learning, research as well as the development of rural education in Central Asia.

Values: Integrity, commitment, care and honesty

24 departments within the institutes, including "Natural Sciences," "Pedagogy and Psychology," "Social Humanities and Arts," "Physics, Mathematics, and Digital Technologies," and "Philology," conduct training for personnel with higher and postgraduate education in 87 educational programs, 46 of them bachelor's educational programs, 27 master's educational programs, and 14 doctoral educational programs.

The university has experience in implementing EP accreditations in various years with the following agencies: IAAR, the Independent Agency for Accreditation and Examination of the Quality of Education "ARQA," and the international accreditation agency ACQUIN. The total number of teaching staff is 593, of which 435 are full-time teachers, which corresponds to 73.3% of the total number of teaching staff. The university's faculty includes 33 (of which 26 are full-time) doctors of sciences, 149 (of which 134 are full-time) candidates of sciences, 2 with the title of honored coach and 1 honored artist, 52 (of which 35 are full-time) PhD doctors, and 311 masters (of which 229 are full-time).

According to Appendix 8.1, the average age of the teaching staff is 53 years. The student body in the 2023 - 2024 academic year, according to Appendix 7.5, is 8,559 people, of whom 8,256 are undergraduate students, 320 are graduate students, and 64 are doctoral students. There is also a shift in the formation of a contingent at the expense of state grants, from 2,534 people in 2021 to 5,749 people in 2023. Simultaneously, the statistical discrepancy resulting from the loss of 81 individuals necessitates further clarification.

The dynamics of academic mobility abroad are noted: in 2019, the number of students enrolled in academic mobility amounted to 65 students, due to the pandemic in 2020-220, in 2021-31 students, in 2022-41 students, and in 2023 the number was 73 students. Since 2013, 59 students have participated in the implementation of double-degree education in partnership with foreign universities. The university's current budget structure, totaling 13,788,994.0 thousand tenge, plans to allocate 3,645,607.0 thousand tenge for strengthening the material and technical base in 2024, after mandatory salary payments and social deductions.

The total book collection is 1,086,982 copies, of which 11,679 are electronic resources, as well as 67 periodical titles.

IV. DESCRIPTION OF THE EEC VISIT

The external expert commission's visit to KNWTTU took place from March 4 to March 6, 2024, in accordance with the approved and pre-agreed program.

In order to coordinate the work of the EEC on 01.03.2024, at 15:00, a preliminary meeting was held in Zoom on organizational issues, during which responsibilities were distributed among the

members of the commission, the schedule of the visit was clarified, and agreement was reached on the choice of examination methods.

In order to obtain objective information on the assessment of the university's activities, the members of the EEC used such methods as visual inspection, observation, interviewing employees of various structural divisions, teachers, students, graduates, and employers, and questioning the teaching staff and students.

In accordance with the standards' requirements, the visit program included meetings with the rector, vice-rectors, heads of structural divisions, deans, heads of departments, teachers, students, graduates, employers, and employees from various departments, interviews, and questionnaires for teachers and students. A total of 228 people participated in the meetings (Table 1).

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

Category of participants	Quantity
Rector	1
Vice-rector	4
Heads of structural divisions	27
Deans	5
Heads of departments	24
Teaching staff	44
Students	41
Graduates	48
Employers	31
Total	**228**

During the visual inspection of the university, the members of the EEC got acquainted with the state of the material and technical base and visited institutes and departments, laboratories, academic buildings, classrooms, a scientific library, a museum, an assembly hall, a sports complex, a canteen, a student dormitory, etc.

The events planned within the framework of the visit of the IAAR EEC contributed to the familiarization of experts with the bases of practices in the educational specialties of Secondary School № 131, the children's correctional center "Dara," and the Research Institute of RK "Institute of Biology and Biotechnology of Plants".

During the period of institutional accreditation on 06.03.2024, observations of the educational process were carried out in various buildings and classrooms through the situational monitoring center of the university, and following classes were also attended:

- 3rd year, EP 6B05101-Biology, discipline "Mutagenesis and the Environment," topic "Chemical mutagens and their characteristics," Lecturer: G.D. Medeuova.
- 3rd year, EP 6B01514-Computer Science and Robotics, discipline "Mobile Applications," topic "Stages of Mobile Application Development," Lecturer: Zh.B.Badaeva

Lectures are held in the traditional form; there is feedback from students, but the use of active teaching methods is not observed. In accordance with the accreditation procedure, a survey was conducted of 65 teaching staff and 89 students.

The EEC requested and analyzed the working documentation of the university in order to confirm the information provided in the self-assessment report. Along with this, the experts studied the university's Internet positioning on its official website.

All conditions were created for the work of the EEC, and access to all necessary information resources was organized. On the part of the KNWTTU staff, the presence of the persons specified in the visit program was ensured, in compliance with the established time interval.

As part of the planned program of the visit, at a meeting with the leadership on March 6, 2024, recommendations for improving the activities of KNWTTU developed by the EEC based on the results of the examination were presented.

V. DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The university strives to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for quality assurance procedures. According to the recommendations of the experts of the accreditation agency, plans are being developed to eliminate comments, and reports on their implementation are provided. KWTTU received its previous accreditation for a period of 5 years from the Independent Accreditation and Rating Agency (IAAR) in 2019, where 29 recommendations were given (the numbering contains the standard number and the recommendation number for this standard):

1.1 Involve a variety of stakeholders (employers, regional representatives, and professional organizations) in the development and formation of the mission and strategic development plan.

1.2 Analyze the university's current state in the context of the external environment, identifying opportunities, threats, and risks for prevention;

1.3 Develop a mechanism for monitoring the quality of teaching and research using a variety of techniques (e.g., teacher self-assessment, identification of student and employer expectations).

2.1 Enhance the innovation management system by ensuring the monitoring and effective implementation of innovative proposals.

2.2 Use a systematic approach to the practice of teaching guidance on educational management programs;

2.3 Improve the mechanism for informing all stakeholders of the educational process, including employers and graduates, about the decisions of collegial bodies;

2.4 Intensify work on implementing academic mobility for students and teachers

3.1 Ensure that teachers and students are informed about the management decisions taken and their implementation;

3.2 To conduct ongoing work on the analysis of information about employment and career growth;

4.1 to carry out further development of multilingual training of students in terms of strengthening the practical component of language learning;

4.2 To continue working on improving the plans for the development of educational programs and to ensure a broader discussion with all participants in the educational process.

4.3 Maintain a balance between theoretical and practice-oriented disciplines.

5.1 Monitor the labor market, the internal environment, and employers' requests on an ongoing basis and take into account its results when developing and updating the content and structure of the EP.

5.2 Notify employers, students, and other interested parties of changes to the EP as soon as possible.

6.1 Implement effectively student-centered learning at the university, one should conduct one's own research in the field of teaching methods in academic disciplines, taking into account the university's profile;

6.2 Enhance the decision-making process by taking into account the results of the student survey and providing them with information about the events scheduled.

7.1 Carry out activities aimed at activating the Alumni Association's activities to improve interaction and create a positive image of the university;

7.2 Improve the work on involving students in research activities and the implementation of scientific projects.

8.1 Intensify the work of teaching staff on the implementation of research projects and increase publications.

8.2 Develop and expand the number of advanced training courses for teaching staff and, especially, for teachers working in schools or colleges (former graduates);

8.3 Enhance the use of information and communication technologies by teaching staff in the educational process, such as online training, e-portfolios, and MOOCs.

9.1 Improve the implementation of research results and create conditions for consulting activities and commercialization

9.2 Provide opportunities to involve teachers and students (especially undergraduates and doctoral students) in international research projects;

10.1 Ensure transparency of budget allocation, efficiency, and effectiveness;

10.2 Implement strategies to evaluate financial risks and create alternative development scenarios.

11.1 Create a program to support a variety of student groups, including counseling and information.

11.2 Update systematically the university's website with information reflecting all aspects of the university's life in accordance with the declared languages.

12.1 Practice publishing the results of the university's activities and audited financial statements on the university's website to inform the general public;

12.2 Ensure that all stakeholders (teaching staff, employers, and students) are informed of the results of previous external quality assessments, corrective actions, and recommendations of the IAAR commissions.

All recommendations have been fully implemented, as evidenced by both the action plan and a number of updated university procedures, as well as during the interview, which was confirmed by the responsible structural units. The deadlines for the implementation of the recommendations have been set and implemented in the period from 2019 to the current 2023.

VI. COMPLIANCE WITH THE STANDARDS OF INSTITUTIONAL ACCREDITATION

6.1. Standard «Strategic Development and Quality Assurance»

- *The HEI should demonstate the development of a unique mission, vision and development strategy based on the analysis of external and internal factors with the broad involvement of varios stakeholders.*
- *The HEI must demonstrate that its mission, vision, and strategy are aimed at meeting the needs of the state, society, real economy sectors, potential employers, students, and other stakeholders.*
- *The HEI must demonstrate that its mission, vision, and strategy are aimed at meeting the needs of the state, society, real economy sectors, potential employers, students, and other stakeholders.*
- *The HEI must demonstrate transparency in the processes of forming, monitoring, and regularly reviewing the mission, vision, strategy, and quality assurance policy.*
- *The HEI must have a published mission, development strategy, and quality assurance policy.*
- *The HEI develops documents on individual areas of activity and processes (plans, programmes, regulations, etc.) that specify the development strategy and quality assurance policy.*
- *Quality assurance policies should reflect the relationship between research, teaching, and learning.*
- *The HEI must demonstrate the development of a culture of quality assurance.*

Evidentiary part

The university demonstrates the development of a unique mission, vision, and strategy based on the analysis of both external and internal factors involving a variety of stakeholders. First, the university analyzed external factors like labor market requirements, educational trends, and societal and state needs while developing the mission, vision, and development program. They also took into account internal factors, including their own resources, expertise, and potential.

In addition, the mission, vision, and strategy are unique and reflect the specifics, values, and ambitions of the university. The university aims to lead education and research and greatly impact society and the world. The university successfully demonstrates that its mission, vision, and strategy

focus on meeting the needs of various stakeholders, including the state, society, sectors of the real economy, potential employers, students, and other stakeholders. Here is some concrete evidence:

The university develops and implements educational programs that not only meet the current needs of the labor market and economic sectors but also contribute to the development of society as a whole.

The university actively cooperates with enterprises and organizations in the real sector of the economy to ensure the implementation of educational programs that meet the needs of qualified specialists.

It provides mechanisms for students to provide feedback and participate in decision-making processes, allowing them to better understand and meet their needs and expectations.

The university actively participates in research projects and initiatives aimed at solving urgent problems and needs of the state and society, as well as supporting economic development.One of the university's strengths is its transparent and clearly defined mission, vision, and policy for ensuring the quality of education. Quality policy is the foundation of the university's activities, and it reflects high standards and a commitment to continuous improvement.

The university develops and implements documents that specify the quality assurance policy in various fields of activity and processes. Detailed training plans and programs are being developed for each educational program, which include not only educational materials but also methods for assessing students' knowledge and skills. These documents were developed taking into account the current requirements of the labor market and scientific achievements.

There are regulations and instructions that regulate various aspects of the educational process, from conducting exams to organizing practical classes and internships. These documents help to ensure uniform quality standards and consistency in university activities. The university develops strategic plans that include goals and measures to improve the quality of education and research. These plans take into account both current needs and long-term development prospects.

Mechanisms are being developed to collect feedback from students, teachers, and other stakeholders on the quality of education and the work of the university as a whole. This allows you to continuously improve processes and documents in accordance with the needs and expectations of users.

Meetings of the Quality Assurance Committees and the Educational and Methodological Council discuss the survey results, announcing recommendations and decisions on measures to enhance the effectiveness of the educational process. The LMS Hero Study Space allows the teaching staff to personally access the survey results.

Analytical part

The EEC notes that the university expresses its mission, vision, and strategy taking into account the needs of the state, society, real economic sectors, potential employers, students, and other stakeholders.

The university demonstrates that its mission, vision, and strategy aim to meet the needs of the state, society, various sectors of the economy, potential employers, students, and other stakeholders.

However, to enhance the management of information and reporting, oversight must focus on the following issues: at the university, there is some lack of transparency in demonstrating the processes of formation, monitoring, and regular review of the mission, vision, strategy, and quality assurance policy. This is expressed in the following. The lack of a system that allows students, teachers, and other stakeholders to have access to information about the processes of forming a mission, vision, strategy, and quality assurance policy.

The focus group interviews confirmed the insufficient involvement of students, teaching staff, and other stakeholders in the formation and review of the quality assurance strategy and policy. Their opinion and feedback can be key to adapting strategic documents to meet current needs and challenges.

Narrow management circles may make decisions about changing the mission, vision, strategy, or quality assurance policy without proper discussion or transparency. It is critical to have mechanisms for assessing the effectiveness and compliance of strategic documents with the university's goals and needs. Insufficient use of monitoring and evaluation tools may make it impossible to determine the effectiveness of strategic decisions and adjust plans in the right direction.

Given the aforementioned factors, it is clear that the university needs to increase transparency and stakeholder participation in the processes of developing and reviewing its mission, vision, strategy, and quality assurance policy.

Strengths/best practices:
One of the university's strengths is its transparent and clearly defined mission, vision, and policy for ensuring the quality of education. Quality policy is the foundation of the university's activities, and it reflects high standards and a commitment to continuous improvement.

Recommendations of the EEC:
1. Update and effectively implement the procedure for the formation and regular review of the mission, vision, and quality assurance policy until 01.09.2024, document the business processes by providing the following information:
- measures to ensure transparency, inform stakeholders, and actively involve them in planning processes;
- the individuality and uniqueness of the EP development plan, its consistency with national development priorities, and the University Development Program;
- the procedure for regular review and monitoring of its implementation

The conclusions of the EEC according to the standard "Strategic Development and Quality Assurance": 7 criteria are disclosed, of which 1 is strong, 5 is satisfactory, and 1 needs improvement.

6.2 Standard «Leadership and Management»
- ✓ *The HEI should implement management processes, including planning and resource allocation in accordance with the strategy.*
- ✓ *The HEI should demonstrate the successful functioning and improvement of the internal quality assurance system.*
- ✓ *The HEI must demonstrate a risk management analysis.*
- ✓ *The HEI must demonstrate an analysis of the changes effectiveness.*
- ✓ *The HEI must demonstrate an analysis of the identified inconsistencies, implementation of the developed corrective and preventive actions.*
- ✓ *The HEI must demonstrate the provision of educational process management through the management of educational programmes, including the assessment of their effectiveness.*
- ✓ *The HEI demonstrates the development of annual activity plans, including teaching staff, based on the development strategy.*
- ✓ *Commitment to quality assurance should apply to all activities performed by contractors and partners (outsourcing), including joint/double-degree education and academic mobility.*
- ✓ *The HEI must provide evidence of the transparency of the University's management system.*
- ✓ *The HEI must ensure the participation of students and teaching staff in the work of collegial management bodies.*
- ✓ *The university must demonstrate evidence of openness and accessibility of managers and administration to students, teaching staff, parents and other interested persons*
- ✓ *The university must demonstrate innovation management, including the analysis and implementation of innovative proposals*
- ✓ *The university should strive to participate in international, national and regional professional alliances, associations, etc.*
- ✓ *The university should provide training for the university management, structural units and educational programs in educational management programs*
- ✓ *The university should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure*

Evidentiary part

KNWTTU implements management processes, including planning and resource allocation of resources, in accordance with the approved Development Program for 2023-2029. The university has defined the organizational structure of management, the functions of relevant collegial bodies, and the sequence algorithm within the framework of implementing all university business processes. The university's corporate governance system, which aims for sustainable development, ensures proper management and control of activities.

The university is directly managed by the Chairman of the Board, the Rector, who is responsible for the overall organization of the work carried out at the university in compliance with the requirements of legislative and regulatory documents while controlling the distribution of financial and material resources to ensure the quality of educational services that meet the requirements of the State Mandatory Standard of Education of the Republic of Kazakhstan and consumers. The management of the university adheres to the Republic of Kazakhstan's legislation, the Standard Rules of Activity for higher and postgraduate education organizations, the university charter, internal regulations, and a collective agreement based on corporate governance principles.

The collegial bodies of the university are:
1) The sole shareholder is MSHE RK
2) The governing body is the Board of Directors;
3) The executive body is the Management Board (Rector's Office);
4) Collegial bodies: Academic Council, Educational and Methodological Council; Quality Assurance Committees; Scientific Committee;
5) The body exercising control over the financial and economic activities of the university is the Internal Audit Service, Compliance Service.

KNWTTU has developed and approved a risk management policy in order to minimize possible threats. The purpose of this policy is to reduce and limit the negative impact of external and internal factors on achieving the goals of the university's activities defined in the development program while ensuring the university's continuity and stability.

This policy's objectives are as follows:
1) The implementation and improvement of risk management aims to prevent or reduce potentially negative facts;
2) preventing the occurrence of events that threaten the achievement of strategic and operational goals, reducing their impact to an acceptable level;
3) ensuring a continuous risk management process based on timely identification, assessment, analysis, monitoring, and control to ensure the achievement of strategic goals:
4) providing reasonable guarantees to stakeholders that the university effectively manages risks.

Additionally, the university analyzes the effectiveness of implementing innovations and changes in its work. When considering efficiency, the focus is on several main areas: the risk management system, internal policy, documents and processes, internal control (finance), the use of information systems, and corporate governance. It seems that this is a potentially sufficient way to reflect the effectiveness of changes in the university.

In relation to educational programs, annual internal monitoring and evaluation is carried out, the results of which are available to those who are directly involved in the implementation of programs. On the basis of this, departments, faculties, and the university as a whole are developing improvement plans and other steps to enhance existing education.

Sociological surveys of subjects of the educational process are conducted on a regular basis.

During the EEC visit, KNWTTU's participation in international, national, as well as regional

professional associations, alliances, and other organizations/networks was demonstrated. Administrative and managerial personnel are periodically trained in accordance with the Regulation "On advanced training of administrative and managerial personnel." It is important to note that 68 managers have successfully completed advanced training courses in the field of management.

It is also important to emphasize that 31 employees of the administrative and management staff have been trained to improve their skills in the field of management. The Conciliation Commission successfully trained 8 employees on "Application of labor legislation of the Republic of Kazakhstan, development of negotiation skills, and consensus building in labor disputes" to effectively organize their work. To ensure the effective functioning of the quality management system related to the requirements of ST RK ISO 9001-2016, 12 employees participated in the professional development program on internal audit of the quality management system. This allows us to maintain high standards and ensure continuous improvement in the field of quality management.

The current management system includes a certified Quality Management System. The University has been certified for compliance with the requirements of the ISO 9001:2015 standard and received sample certificates from the Almaty Bureau Certification Association.

Analytical part

The analysis of the submitted documents confirms that the documented procedures correspond to KNWTTU's mission, goals, and objectives, which are reflected in the University Development Program for 2023-2029.

Satisfaction of the subjects of the educational process is monitored on an ongoing basis. Generally, the university's collegial bodies carry out the management of the educational process through the administration of educational programs.Academic committees, UMS, and industrial meetings present the results of the conducted sociological surveys and relevant recommendations for decision-making.

The Commission notes that students, teaching staff, parents, and other interested parties are satisfied with the accessibility and openness of managers and administration. The visit revealed that the heads of the EP and 31 employees of the Administrative and Managerial staff. had completed the training programs on "Management in Education".

The study of the university's regulatory documents has revealed that KNWTTU currently has an internal quality assurance system integrated into the Quality Management System. To improve the effectiveness of the implementation of strategic indicators and comply with the national quality assurance model, the university must develop internal quality assurance standards based on Educational and Methodological Council.

There are no clear requirements for the efficiency/quality of outsourcing services or the professional profile of those who provide them. Furthermore, the university does not provide formalized risk management procedures that take into account internal and external influences.

In the survey, the question "Assess the involvement of the teaching staff in the process of managerial and strategic decisions" elicited responses from 6.9% of teaching staff as "relatively bad," 39.7% as "good," and 53.4% as "very good."

The survey revealed that 63.8% of the teaching staff rated their response as "very good", 31% as "good" and 5.2% as "relatively bad".

In response to the question, "How does the management and administration perceive criticism in their address?" 43.1% of respondents responded "very good," 50% "good" and 4.3% "relatively bad".

Strengths/best practice:
The university has demonstrated evidence of openness and accessibility of managers and administration to students, teaching staff, parents, and other interested parties through the functioning of the rector's blog on the website, QR codes in all academic buildings, etc.

Recommendations of the EEC:

1. Develop and implement an internal quality assurance system, which includes the design, management, and monitoring of the achievement of indicators of the university's development program (until the end of the current academic year).

2. Introduce formalized risk management procedures into the practice of activity planning from 09/01/2024 at all levels of management, taking into account:
- the procedure for their identification, assessment, and selection;
- assessing the consequences and highlighting opportunities (positive risks);
- planning measures to reduce negative consequences and realize opportunities in case of exposure to risk factors.

3. Identify indicators and criteria in the field of quality assurance for all partners in the implementation of educational programs, including in the implementation of joint educational programs (due date is the end of the current academic year).

The conclusions of the EEC according to the standard "Leadership and Management": 15 criteria are disclosed, of which 1 is strong, 12 are satisfactory, and 2 need improvement.

6.3. Standard «Information management and reporting»

✓ *The HEI must ensure the functioning of the system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software.*
✓ *The HEI must demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.*
✓ *The HEI should have a system of regular reporting at all levels of the organizational structure, including an assessment of the effectiveness and efficiency of departments, EP, research and their interaction.*
✓ *The HEI must establish the frequency, forms and methods of evaluating the EP management, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.*
✓ *The HEI must demonstrate the definition of the procedure and ensuring the information protection, including the identification of responsible persons for the accuracy and timeliness of information analysis and data provision.*
✓ *The HEI must demonstrate the students` involvement, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.*
✓ *The HEI must demonstrate that there is a mechanism for communication with students, employees, and other stakeholders, including mechanisms for conflict resolution.*
✓ *The HEI must ensure that the degree of satisfaction with the needs of teaching staff and students is measured and demonstrate elimination evidence of the identified shortcomings.*
✓ *The HEI should evaluate the effectiveness and efficiency of its activities, including in the EP context.*
✓ *Information collected and analyzed by the University should take into account:*
  - key performance indicators;
  - dynamics of the students` contingent in the context of forms and types;
  - level of academic performance, student achievement, and deduction;
  - students' satisfaction with the EP implementation and the quality of education at the HEI;
  - availability of educational resources and student support systems;
  - employment and career development of graduates.
✓ *Students, employees and TS must document their consent to the processing of personal data.*
✓ *The HEI should facilitate the provision of all necessary information in the relevant fields of science.*

Evidentiary part

The university has demonstrated a sufficient level of organization in the field of information management and reporting. The university interacts with various stakeholders by holding regular meetings and questionnaires to assess their needs and opinions. This allows them to respond promptly to feedback and make improvements to their activities.

One of the key aspects of the work is to maintain transparency of information about educational programs, academic degrees, and other aspects of the university's activities. Special information resources have been created, such as websites and information stands, to ensure that information is accessible to all interested parties.

Promptly informing students, staff, and teaching staff about changes occurring at the university, including force majeure situations, is a crucial aspect of the work. The university strives

to ensure maximum information accessibility and maintain active interaction within the university community.

As a result of the conducted survey of students, we were convinced of their satisfaction with the level of information about the courses and educational programs offered. This indicates that the university is successfully fulfilling its mission to ensure transparency and quality of the educational process.

Starting from the 2023 academic year, the student agrees to the processing of personal data (paragraph 2.3.12) when filling out an agreement on the provision of educational services for an educational grant (order) or a paid form of education. Additionally, there are clauses in the employment contract that require the employee to express their consent to the processing of personal data when applying for a job. Therefore, it is mandatory for the university to obtain the consent of students for the processing of their personal data, both when they fill out online forms and when they sign an agreement for the provision of educational services.

The university involves students, employees, and teaching staff in the process of collecting and analyzing information, as well as making decisions based on it. Every year, the university conducts interviews, administers questionnaires to teaching staff, employees, students, employers, and other interested parties, and analyzes information from the rector's blog. The EP management demonstrated the existence of communication mechanisms with students, employees, and other stakeholders. The university has also established conflict resolution mechanisms, fostering open dialogue and resolving potential contradictions. Within the EP framework, the university has demonstrated the availability of mechanisms for measuring the degree of satisfaction with the needs of staff, teaching staff, and students. This confirms her commitment to continuously improving the conditions and quality of training and work.

Analytical part

The university demonstrates an effective information and reporting management system, which includes both traditional indicators and processes typical of universities as well as innovative methods.

Regular meetings with representatives of key stakeholders, including surveys of students and employers, play an important role in ensuring transparency and efficiency of educational processes. The results of these surveys and interviews help to identify shortcomings and take measures to eliminate them, which confirms the university's acceptance of responsibility for the quality of education.

Special attention is paid to promptly informing students, staff, and teaching staff about important changes, including in force majeure situations. This helps to maintain a high level of interaction and information exchange in the university community.

Special university information resources, such as websites and information stands, are effective tools for disseminating information about the study program, academic degrees, and other aspects of university life. These resources help students and staff keep up to date with the latest news and events.

All of the above factors confirm the transparency and quality of the university's educational process. The survey of students confirmed their satisfaction with the level of information about the courses and educational programs offered, which is an important indicator of the success of the university.

Student satisfaction is characterized by the following survey results:

Informing the requirements in order to successfully complete this educational program—fully satisfied—81.8%;

Informing students about courses, educational programs, and academic degree—fully satisfied—80.1%; I am completely satisfied with the availability of academic counseling (78.8%).

Strengths/best practices:
According to this standard, they have not been identified.

Recommendations of the EEC:
There are no recommendations.

The conclusions of the EEC on the standard «Information Management and Reporting» : 17 criteria are disclosed, of which all 17 are satisfactory.

6.4 Standard «Development and Approval of Educational program»

✓ The HEI must demonstrate the existence of a documented procedure for the EP development and its approval at the institutional level.
✓ The HEI must demonstrate that the developed EP meets the set goals and planned learning outcomes.
✓ The HEI must demonstrate the existence of the graduate model of the EP, describing the results of training and personal qualities.
✓ The HEI must demonstrate that external examinations of the EP are conducted.
✓ The qualifications obtained at the end of the EP must be clearly defined, explained and correspond to a certain level of the NQS.
✓ The HEI should determine the impact of disciplines and professional practices on the formation of learning outcomes.
✓ An important factor is the ability to prepare students for professional certification.
✓ The HEI must provide evidence of students` participation, HETP and other stakeholders in the EP development, ensuring their quality.
✓ The HEI must ensure the content of academic disciplines and learning outcomes at the level of education (bachelor's, master's, doctoral).
✓ The EP structure should include various types of activities that correspond to the training results.
✓ An important factor is the availability of joint EP with foreign educational organisations.

Evidentiary part

The university has developed a "procedure for the development and approval of educational programs" (approved at a meeting of the Academic Council, Protocol №6-3 of 10.03.2023). In November 2023, according to the internal regulations, the procedure was renamed the "Rules for the development and approval of educational programs," and some changes were made to the text; in particular, the procedure for creating double- degrees (including international educational programs) was described, and the scheme for approving educational programs was clarified.

The design of accredited EPs was carried out in accordance with the established requirements. The goals of the EP, tasks, and learning outcomes are established, according to which the content of the EP is determined. The learning outcomes align with the elements of the EP. Thus, the result of the implementation of the EP is determined by the results of mastering individual academic disciplines and modules.

The department's faculty and partner employers are forming a working group to develop an EP. The draft EP is discussed at a meeting of the department. The Academic Committee on training areas carries out the examination of the EP, its relevance, the formation of competencies, and the expected learning outcomes. The methodological council of the institute updates and approves the EP when the content of the academic program changes by up to 20%, the academic council of the institute by 25-35%, and the academic council of the university by more than 40%. These collegial bodies formally represent employers, teaching staff, and students.

The EP's management ensures that the disciplines' content corresponds to the level of study (bachelor's/master's degree) and the expected learning outcomes. The competence map of the educational program, a component of the modular educational program, encompasses essential and general professional competencies, aligning with the Dublin descriptors. The educational program's content aims to form specific competencies in all disciplines, enabling you to achieve the planned

learning outcomes. The university provides the content of the disciplines according to the level of education and expected learning outcomes.

The modular educational program consists of general modules, specialty modules, an additional type of training module, and a final module. In addition to Kazakhstani credits, the educational program utilized ECTS credits as a conditional labor intensity unit, aligning with the student's profile, learning outcomes, competencies, and academic load, thereby guaranteeing the achievement of learning outcomes.

The university conducts two types of external examinations: a mandatory one that updates the educational program in the EVPO Register, and a mandatory annual review that follows the "Rules for the Development of Educational Programs" (Paragraph 13). In practice, the leaders of educational programs receive not just a review but an expert opinion.

Since 2023, when certifying educational programs of the pedagogical direction, the Department of Education of the city of Almaty independently requested from the teachers of practitioners an external examination of the EP from the teachers of practitioners and provided the appropriate conclusions to the university.

In addition to these two mandatory types of expertise, it is in the interests of each program leader to work on improving their EP, and therefore a review from an external expert in the subject area, including a foreign one, may be requested. To do this, the university uses a special feedback collection form.

Double-degree education at the university is one of the priority directions for the integration of Kazakh higher education into the international educational space. In a relatively short period of time, the university has concluded an agreement on a double-degree education program with Mississippi Valley State University (MVSU, United States of America), Silesian University in Katowice (Republic of Poland), ISMA University Graduate School of Information Systems Management (Latvia), and National Research Tomsk Polytechnic University (Russian Federation).

Analytical part

According to this standard, an analysis of the provided information and supporting documents allows us to draw the following conclusions:

1. The university documents the procedures for EP development and their approval. This is evidenced by the fact that the EP is reviewed and discussed at meetings of collegial bodies, reviewed by external experts.

2. The EP's management determines how disciplines and professional practices influence the formation of learning outcomes. This fact affirms that the formation of learning outcomes occurs not only at the level of the entire EP, but also at the level of individual modules or academic disciplines, and throughout the implementation of various types of practices.

3. The university demonstrates that accredited educational institutions have a graduate model. Both employer meetings and academic committee meetings discuss the graduate model.

The survey of students conducted during the visit of the IAAR EEC showed that:

- The quality of the educational program as a whole: fully and partially satisfied (96.6%);

- The quality of educational programs in the EP: fully and partially satisfied (96.5%);

- explanation of the rules and strategies of the educational program before admission: fully and partially satisfied (97.6%).

At the same time, the interviews with stakeholders revealed that they were insufficiently informed about the procedures for developing and ensuring the quality of the EP. In this regard, the university management needs to pay special attention to the real participation of all stakeholders in the procedures for developing, monitoring, and ensuring the quality of education in the implementation of the EP. Furthermore, the EEC experts received insufficient information on students' preparation for professional certification during their university studies.

Strengths/best practices:
According to this standard, they have not been identified.

Recommendations of the EEC:
1. Determine the list of modules/disciplines for all educational programs that prepare students for professional certification in various fields of activity within the learning process by the start of the new 2024/25 academic year
2. The management of educational programs should regularly update the procedures for the development and periodic monitoring of these programs, and ensure the active participation of all stakeholders in this process.

The conclusions of the EEC on the criteria according to the standard "Development and approval of educational programs": 11 criteria are disclosed, of which 10 criteria are satisfactory and 1 needs improvement.

6.5 *Standard «On-going Monitoring and Periodical Review of Educational programs»*

- *The HEI should review the EP content and structure, taking into account changes in the labor market, the requirements of employers and the social request of society.*
- *The HEI must demonstrate that there is a documented procedure for monitoring and periodically evaluating the EP in order to achieve the goal of the EP. The results of these procedures are aimed at continuous EP improvement.*
- *Monitoring and periodic evaluation of the EP should consider:*
  - *content of programs in the light of the latest scientific achievements in a particular discipline to ensure the relevance of the discipline taught;*
  - *changes in the needs of society and the professional environment;*
  - *load, academic performance and graduation of students;*
  - *effectiveness of student assessment procedures;*
  - *expectations, needs and satisfaction of students;*
  - *compliance of the educational environment and support services with the EP goals.*
- *The HEI must provide evidence of students` participation, employers, and other stakeholders in the EP review.*
- *All concerned parties should be informed of any planned or undertaken actions in relation to the EP.*
- *All changes made to the EP must be published.*
- *Support services should ensure that the needs of different groups of students are identified and met.*

Evidentiary part

An analysis of the self-assessment report and familiarisation with the university's documentation showed that the university implements its own requirements for the format of monitoring and periodic evaluation of the implementation of the EP, which cover pedagogical, scientific, administrative, and economic spheres of activity, and also takes into account market changes in the professional activities of industries corresponding to the EP. There is a documented procedure, PR-025 "Rules for the development and approval of academic programs" (approved on 03/10/2023 by the Academic Council), which demonstrates the procedure for evaluating EP.

Program leaders, under the guidance of the Vice-Rector for Academic Affairs, carry out the EP assessment to update existing programs and/or create new ones that contribute to the training of high-level specialists and possess the necessary competencies for the employer. The assessment results eliminate duplication in disciplines and individual topics, leading to the development of distinct modules and trajectories, along with the introduction of new disciplines that align with contemporary economic and societal shifts. The monitoring results are discussed at the Academic Council and are the basis for the formation of curricula for the upcoming academic year.

In order to monitor the availability of educational and methodological literature in the

disciplines, the university has a system of applications for the purchase of printed and electronic resources for the Scientific Library fund.

In 2021, within the framework of the project of the World Bank and the Ministry of Education and Science of the Republic of Kazakhstan "Modernisation of primary teacher education in Kazakhstan," a working group of the university developed two master's degree programs in the scientific and pedagogical directions "Research in education" and "Leadership and management in education."

The analysis of the documents showed that the results of the work within the framework of the Educational and Methodological Association (EMA) are regularly reviewed within the framework of the EMA of the University to monitor the effectiveness of the EP. The implementation of the EP is regularly evaluated through open classes of lecturers and mutual visits of teachers.

Experts confirm that the University pays attention to improving the EP. In particular, seminars and advanced training courses for teaching staff and university staff are organized to eliminate several shortcomings in the EP. To monitor the quality of education, the University regularly conducts surveys of students covering all courses and teachers.

The analytical part

Experts note that KNWTTU is taking steps to ensure the revision of the content and structure of the EP, taking into account changes in the labor market, key employers' requirements, and society's social demands.

An annual survey of employers is conducted on the content of the EP and the requirements for university graduates. The rector's office, the management of the educational institution, and external stakeholders determine the need to change the content of curricula and EP at the university through questionnaires, interviews with students, teaching staff, employers, and other interested parties. To do this, various Google forms of questionnaires are used, and meetings of the rector's office with students and teaching staff are organised to identify progress and shortcomings in the implementation of the EP.

Simultaneously, the absence of clearly justified and prescribed procedures, mechanisms, and tools in the monitoring and periodic evaluation of EP poses a risk to the data's reliability. Furthermore, the results of the studies conducted on the justification for making changes to the EP, which are supervised by structural divisions (Department of Strategic Development, Department of Academic Program Development and Quality Assurance, etc.), are inconclusive.

The submitted documents on participation in the evaluation of the EP and making changes from interested parties in the form of reviews and minutes of meetings are insufficiently substantiated even by the parameter of the sample of the respondent base. Episodic assessments and proposals from employers cannot serve as a basis for changes in the EP's content.

Program leaders are not clear enough about what specific changes have been made to the EP over the past three years based on its assessment, which could be traced in the form of a summary table on the quality of changes to the EP. In this regard, the question arises of whether the content of the EP in the context of specific disciplines corresponds to the latest achievements of science. Two new Master's degree programs, jointly developed with the World Bank, are currently in their initial stages of development, necessitating an analysis of their expected outcomes.

According to student survey results, 93.3% fully agree with his presentation in assessing the EP courses, and 6.7% agree. In addition, 91% fully agree with the relevance of the taught material, and 9% agree with the respondents.

The results of EP training are formulated in competencies that are specified in the EMCD, CED, and practice programs; however, they have some redundancy and blurriness, which leads to their unattainability and inaccurate measurability.

Strengths/best practices:
According to this standard, they have not been identified.

Recommendations of the EEC:
1. According to paragraph 6.17 of PR-025 of the university, the relevant structural units for quality assurance should regularly conduct research related to the justification of the development of the EP or making changes to the EP, taking into account the requirements of employers and the social requests of society;
2. The university should either supplement the current one or develop a new document on the procedure for monitoring and evaluating the EP, specifying performers' actions, evaluation tools, and so on.
3. Program leaders should regularly organise monitoring and evaluation of the EP in light of the latest scientific achievements in specific disciplines.
4. By the start of the 2024–25 new academic year, program leaders should ensure the real participation of students, employers, and other stakeholders in the EP revision.

The conclusions of the EEC according to the standard "On-going Monitoring and Periodical Review of educational programs": 11 criteria are disclosed, of which 8 are satisfactory and 3 need improvements.

6.6 Standard «Student – centered Learning, Teaching and Performance Evaluation»

- ✓ *The HEI should ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths.*
- ✓ *The HEI must ensure the use of various forms and methods of teaching and learning.*
- ✓ *The HEI must demonstrate that there is a feedback system for using various teaching methods and evaluating learning outcomes.*
- ✓ *The HEI must demonstrate support for students ' autonomy while providing guidance and assistance from the teacher.*
- ✓ *The HEI must demonstrate that there is a procedure for responding to students' complaints.*
- ✓ *The HEI must ensure consistency, transparency and objectivity of the mechanism for evaluating learning outcomes, including appeal.*
- ✓ *The HEI must ensure that the procedures for evaluating students' learning outcomes are consistent with the planned learning outcomes and programme goals. Evaluation criteria and methods should be published in advance.*
- ✓ *The HEI should determine the mechanisms for ensuring that each graduate learns the results of training and ensure the completeness of their formation.*
- ✓ *Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly improve their skills in this area.*

Evidentiary part

According to the academic policy, the university provides for types of educational activities that take into account the interests of all groups of students and are aimed at their personal and professional development, meeting expectations and educational needs. In order to create a favourable, tolerant environment, various groups of students have been identified, which contributes to the individualisation of learning. The educational environment personalises all communications, providing each student with a personal email to communicate with the adviser and staff, a personal login and password to access AIS, and information about academic performance and transcripts, among other things.

Various structural divisions function at the university (departments, reception and registration department, library, Internethall) and student organisations (clubs, Youth Affairs Committee, sports clubs, etc.) to ensure the harmonious development of students.

Monitoring the progress of students along the educational trajectory is carried out on the basis of a system for evaluating the results of students. Monitoring is carried out on the basis of reports from the faculty of the department.

Assignments that require students to work independently on a daily basis confirm the total volume of independent work. Students in each discipline choose the form and type of their independent work based on the specifics of the discipline, its goals and objectives, the degree of complexity and relevance, and their level of training. The EP's management monitors the student's independent work and makes an adequate assessment of the results.

The final qualification work (FQW) completes the training of a specialist and shows his willingness to solve theoretical and practical problems in his specialty. The topics of the FQW are determined at the departments and presented to the student's choice.

Each department monitors the effectiveness and efficiency of applying innovations and active teaching methods, as well as their influence on the educational process. The main criteria are the current, milestone, and final control. The assessment takes into account the students' academic performance, their satisfaction with the educational process, employer feedback, and employment. Internet hall.

Monitoring and evaluation of their implementation and learning outcomes, in general, is provided by the following procedures:
- independent computer testing in the disciplines of the EP: ensures the objectivity of the assessment of knowledge and shows the trend of the dynamics of their level;
- survey of employers on the quality of graduate training;
- attracting employers to work in the Main Attestation Commission and the State Examination Commission;
- the use of teaching methods in the educational process that are close to the content of the field of work of graduates of the educational institution (cases, game situations, practice-oriented tasks on course topics), etc.

The assessment of knowledge, skills, and professional competencies of students enrolled in credit technology training is carried out on a 100-point scale with the conversion of the final result into an alphanumeric and digital equivalent. The assessment takes into account attendance, the level of activity in the classroom, systematic performance, the level of independence of all types of tasks, and the ability to correctly formulate a problem and find answers. All students' academic achievements are reflected in the transcript.

The appeals commission handles the appeal of a student's academic performance results.

A questionnaire serves as the feedback tool for studying the quality of teaching (content, forms, methods). Examples of these questionnaires include "Teacher through the eyes of students," "Student satisfaction with learning outcomes," "Satisfaction of teaching staff with the university," and questionnaires from graduates and employers. Monitoring of students' satisfaction with the internship is carried out by means of a questionnaire. Students' problems and suggestions in the questionnaires serve as a basis for improving its organization and content.

Analytical part

The EEC affirms that the scope of opportunities for students has significantly broadened; a multitude of clubs and groups, encompassing both general cultural and research aspects, as well as sports groups, have come into existence. These include clubs such as "Sanaly urpaq", "QyzPU patriottary", "Zhastar media", "QyzPU-Tour", "Enactus", the youth wing "Jastar ruhy", the branch of the public foundation "League of Volunteers of Kazakhstan", the literature lovers club "Ak kauyrsyn", the youth police assistant squad "Sert", the debate club "Parasatty Nagyz Leader of Odagi", the youth labor group "Zhasyl el", the girls club "Kyz Zhibek", "Sustainable Development Club", and so on.

The EEC states that the inclusion of students in all bodies of collegial management and the creation of the Student Council have led to increased responsibility for students and the formation of their active life positions.

Simultaneously, the commission observes that the introduction of student-centered learning into the educational process receives insufficient attention, suggesting a shift in emphasis from teaching to learning as an active educational activity for the student. Interviews with students during the EEC visit revealed that the teaching staff frequently employs the technique of "broadcasting" knowledge. The survey of students conducted during the IAAR EEC visit showed a spread of opinions that the teacher knows the teaching methods in general: full agreement: 82.2%; consent: 14.4%; partially agree: 2.1%; disagree: 1%; complete disagreement: 0.3%.

The mechanisms for an adequate assessment of the results of independent work are given in syllabuses, which are distributed and explained to students, but it is not shown how AIS is used for this, nor is the possibility of choosing educational trajectories in the EP proved.

The assessment of learning outcomes is subject to subjective criteria and assessment methods, since vague assessment indicators were presented in the EMCD and during the interview, and modern methods of assessing the competencies being formed, except for tests and case studies, were not demonstrated.

The survey of students conducted during the visit of the IAAR EEC showed that students express full satisfaction with the level of teaching quality (82.9%); the fairness of exams and attestation (79.5%); and conducted tests and exams (83.6%).

Strengths/best practices:
According to this standard, they have not been identified.

Recommendations of the EEC:
1. Program leaders should determine the directions of their own research in the field of teaching methods in academic disciplines by the new academic year.
2. The university should create conditions for the implementation of individual educational trajectories of students on an ongoing basis, taking into account their needs.
3. The university should organize on a regular basis practical seminars on mastering teaching staff with modern methods of assessing emerging competencies by the beginning of the new academic year.

The conclusions of the EEC according to the standard "Student-centered learning, teaching assessment of academic performance": 10 criteria are disclosed, of which 9 are satisfactory and 1 needs improvement.

6.7 Standard «Students»

✓ *The HEI must demonstrate the policy of forming students` contingent and ensure transparency of its procedures. Procedures governing the life cycle of students (from admission to completion) must be defined, approved, and published.*
✓ *The HEI should provide for special adaptation and support programmes for newly enrolled and foreign students.*
✓ *The HEI must demonstrate that its actions comply with the Lisbon recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.*
✓ *The HEI should cooperate with other educational organisations and national centers of the "European network of national information centers for academic recognition and mobility/National academic Information Centers of recognition" ENIC/NARIC in order to ensure comparable recognition of qualifications.*
✓ *The HEI should provide opportunities for external and internal mobility of students, as well as assist them in obtaining external grants for training.*
✓ *The HEI should actively encourage students to self-education and development outside the main*

programme (extracurricular activities).
- ✓ *An important factor is the availability of a support mechanism for gifted students.*
- ✓ *The HEI must provide students with places of practice, demonstrate the procedure for promoting employment of graduates, and maintain communication with them.*
- ✓ *The HEI must demonstrate the procedure for issuing graduates with documents confirming their qualifications, including the results of their studies.*
- ✓ *An important factor is the existence of an active alumni association/association.*

Evidentiary part

The university determines the order of formation of the contingent of students based on such criteria as: realization of the needs of the region and the country in the profile of specialists with higher and postgraduate education; placement of a state educational order for training specialists; the number of students at their own expense; and other sources.

Graduates of organizations of general secondary education who have passed the United National Test (UNT), scored at least 75 points according to the results of testing in the field of education "pedagogical sciences," and passed the creative pedagogical exam are enrolled in the accredited EP.

The admissions committee's decisions are based on the UNT and Complex test (CT) scores. The table presents indicators of the student body by levels and forms of study for the 2023–24 academic year.

Table 6 – Information on the contingent

Academic degree	Total number of students	scholarship	contract	Including, international students
Bachelor degree	8208	5862	2346	108
Master's degree	363	302	61	1
Doctorate degree PhD	78	-	78	
College	392	100	292	
Total	**9041**	**6164**	**2777**	

By analyzing the annual enrollment of applicants, we can observe a positive trend in the number of students, which we attribute to the department of admission and career guidance's effective recruitment efforts. In addition, the quality of training of applicants is improving - in 2023, the number of holders of "Altyn Belgi" amounted to 203 people, and the number of applicants with a special certificate (with honors) amounted to 527 people.

The university prioritizes training personnel for rural areas, as evidenced by the 233 students from urban schools who enrolled full-time in 2023, and the 1959 students from rural schools.

Newly enrolled students undergo a week of adaptation to the university, and each academic stream student receives a "Guide Book".

The University actively cooperates with the "National Center for the Development of Higher Education" of the Ministry of Education and Science of the Republic of Kazakhstan, which is part of the ENIC-NARIC information network on the recognition of qualifications.

The university is working hard on the implementation of joint educational programs with partner universities; currently, the total number of existing two-degree programs is 17, including the Mississippi Valley State University, USA; Silesian University in Katowice, Republic of Poland; Tomsk National Research Polytechnic University, Russian Federation; and ISMA Graduate School of Information Systems Management, Latvian Republic.

In the 2022-2023 academic year, 161 students took the "Lesson Study" courses conducted by the Center for Pedagogical Excellence at the NIS and applied the findings to their

graduation papers.

The university carries out educational work in 5 areas to form and further develop students' leadership qualities: civil, patriotic, and legal education; spiritual, moral, and aesthetic education; development of student self-government; social support for students; and promotion of a healthy lifestyle. Youth organizations established at the university provide an opportunity for each student to reveal their abilities in the fields of ideas, innovative initiatives, and science. They contribute to the combination of theoretical knowledge with practical experience, provide an opportunity for production growth, and facilitate the formation of a self-management strategy.

Analytical part

According to the EEC, the university demonstrates transparency in the procedures for forming the contingent from admission to graduation. The procedures related to the regulation of the life cycle of students are documented and procedural and are available to interested parties.

The organized meetings and instruction of newly enrolled students have formed an understanding of the university's goals and requirements, as well as a general understanding of the educational process. In the survey conducted during the EEC visit, 82.5% of students indicated that they were satisfied with the explanation of the EP rules and strategy before admission, which is an indicator of the proper level of career guidance.

The university actively stimulates the desire of students to pursue self-education and development outside the main program. According to the results of the survey, 72.9% of students noted that the university provides sufficient opportunity for sports and other leisure activities.

It turns out that support is provided to gifted students. A flexible system of tuition fee discounts helps to increase students' motivation, interest in academic achievements, and social life at the university.

During the survey and interviews conducted during the university visit, students expressed their dissatisfaction with various aspects of the schedule, such as the lack of classrooms and the irrational use of time.

The EEC observes that the provision of internship places for students facilitates the employment of graduates. Simultaneously, experts highlight the absence of communication in their subsequent careers. The Commission takes note of the positive dynamics of employment indicators for EP graduates.

The university has the opportunity to implement academic mobility for students, but it must strengthen the work on internal incoming mobility as an indicator of its attractiveness.

The purpose of the alumni association is to develop partnerships between graduates and preserve the unity of values and interests. Reports suggest that the "Alumni Association" is operational; however, upon interviewing graduates, it became evident that the Alumni Association's performance is subpar, and the university's website fails to showcase the vibrant activities of this community.

Strengths/best practices:
According to this standard, they have not been identified.
Recommendations of the EEC:
1. By September 1, 2024, the university management should develop an action plan to activate the Alumni Association's work;
2. By September 1, 2024, the university management should develop a mechanism for monitoring graduates' professional careers, strengthening communication with them;
3. The university's management should establish a schedule of training sessions in order to

eliminate inconveniences ("windows and doors," movement to different buildings, etc.), both for students and for teachers, by the beginning of the new academic year.

The conclusions of the EEC according to the "students" standard: 11 criteria are disclosed, of which 10 are satisfactory and 1 needs improvement.

6.8 Standard «Teaching Staff»

- ✓ *The HEI must have an objective and transparent personnel policy that includes hiring, professional growth and development of staff, ensuring the professional competence of the entire staff.*
- ✓ *The HEI must demonstrate that the personnel potential of the HETP corresponds to the development strategy of the University and the specifics of the EP.*
- ✓ *The HEI must demonstrate an awareness of responsibility for its employees and provide them with favorable working conditions.*
- ✓ *The HEI must demonstrate a change in the role of the teacher in connection with the transition to student-centered learning.*
- ✓ *The HEI must determine the contribution of HETP to the implementation of the HEI development strategy and other strategic documents.*
- ✓ *The HEI should provide opportunities for career growth and professional HETP development, including young people.*
- ✓ *The HEI should provide for the involvement of practitioners of the relevant industries in training and teaching.*
- ✓ *The HEI must demonstrate the existence of a mechanism for motivating the professional and personal development of TS.*
- ✓ *The University should demonstrate a wide application of information and communication technologies and software tools in the educational process (for example, on-line education, e-portfolio, MOOCs, etc.).*
- ✓ *The University must demonstrate its focus on developing academic mobility and attracting the best foreign and domestic teachers.*
- ✓ *University can show the involvement of TS in the society (the role of TS in education, in science, in the region, creating a cultural environment, participation in exhibitions, creative competitions, charity programmes, etc.).*

Evidentiary part

The teaching staff is the primary resource for achieving a high-quality level of education and fulfilling the university's mission. Indicators on the qualitative and quantitative composition of teaching staff confirm the availability of human resources necessary for the implementation of educational programs.

The personnel policy of KNWTTU is built in accordance with the legislation of the Republic of Kazakhstan, the strategy of the university, and determines the policy in human resource management

The level of competence of teaching staff, determined at the university, is closely related to the National Qualifications System (NQS), which is an integral complex of legal and institutional regulators of the supply and demand of qualifications. The total number of teaching staff in January 2024 is 592 people. In the 2023-2024 academic year, the number of teachers with academic degrees includes 33 (of which 26 are full-time) doctors of sciences, 149 (of which 134 are full-time) candidates of sciences, 2 with the title of Honored Coach and 1 Honored Artist, 52 (of which 35 are full-time) PhD doctors, and 311 masters (of which 229 are full-time employees).

The university's website features the curriculum vitae of the faculty members of the accredited EP. The qualification of university teaching staff positions consists of the following levels (categories): lecturer, senior lecturer, associate professor, and professor. Since the 2023-2024 academic year, the university has implemented a job categorization system that allows teaching staff to be classified as "Teacher-Researcher" (Teacher-Researcher-TR) or "Researcher-R". This system allows them to reduce their teaching load due to scientific activities, while maintaining their official

salary in full. Additionally, they may receive an additional payment, which is regulated by the rules on remuneration, bonuses, and social security of employees.

According to the established procedure, the department's teaching staff receives various awards for their conscientious performance of official duties and achievement of high results in professional activity. For instance, in 2023, 31 individuals received departmental awards and 235 received the rector's intra-university letter of gratitude.

All full-time teachers assess their position's competence by passing certification in accordance with the KNWTTU teaching staff's certification rules.

Practitioners are involved in the educational process to improve teaching quality and ensure close relationships with production. Branches of the university departments have been opened in the schools of the city and the region, in which teachers with extensive work experience direct the professional practice of students and provide them with practical and methodological assistance. Representatives of the department's branches participate in the development of the EP, seminars, conferences, and the work of the Main Attestation Commission.

The teaching staff attends advanced training courses to continuously improve the professional skills. Teachers' activities are of the planned nature, ensuring compliance with educational, teaching, research, and educational work. The workload of teachers is reflected in the documents "Individual teacher plan" and "Accounting for teaching load," which contain a list of activities, deadlines, and a report on implementation.

The department's teachers carry out their research work in accordance with the established plan. The department's faculty attends international, national, and regional conferences, makes presentations, and publishes articles.

Analytical part

In general, the university's activities meet the standard criteria. The faculty is aware of their role in the transition to student-centered learning and contributes to the implementation of the university's development strategy.

The university promotes the merging of education and science, yet the faculty's research efforts don't reach their full potential as they haven't shown how to integrate their own research findings into the educational process. The university and the management of the educational institution must take proactive measures to encourage the participation of teaching staff in various scientific projects, which are funded from various sources, including their own expenses.

The teaching staff is involved in the life of the society of its region and city. Various joint scientific, methodological, and cultural events strengthen the connection between the university and educational organizations. However, experts note the insufficient influence of teaching staff as a potential actor on the development of the country's education system since the faculty does not position its vision of the scale of education problems in the current situation.

The university implements an objective and transparent personnel policy, including recruitment, professional growth, and staff development. According to the results of the teaching staff survey, 96 (82.8%) answered the question "The degree of participation in managerial decision-making" very well.

To implement the EP, the university has a high-quality teaching staff that aligns with the EP's profile. The level of teaching staff meets the established requirements, but this indicator is unstable due to an increase in the number of students. In this context, the issue of staffing departments will become relevant in future periods. In addition, the issue of attracting young personnel is also relevant due to the age composition of the units.

The university creates an educational environment using ICT; however, the opinion of the teaching staff tends to be negative since there is a shortage of interactive whiteboards, computers, etc.

Practitioners from relevant industries are actively involved; however, interviews with employers and graduates have shown the insufficiency of their participation, as well as their wishes

to strengthen the practice-oriented training.

In general, the university has created an opportunity for the professional development of teaching staff. However, it's important to acknowledge that there is a lack of systematic efforts to foster the career growth of young teachers.

Strengths/best practices:
According to this standard, they have not been identified.

Recommendations of the EEC:
1. On an ongoing basis, the university management must work to concretize the contribution of teaching staff to the implementation of the university's development strategy and eliminate the gap in understanding the program goals and objectives stated in strategic documents;
2. The HR department should structure the monitoring of the career growth of teaching staff in order to match the human resources potential of the university's strategy, as well as strengthen the satisfaction of teaching staff and employees with the activities of the university by the beginning of the new academic year.

The conclusions of the EEC according to the "teaching staff" standard: 11 criteria are disclosed, of which 10 are satisfactory and 1 needs improvement.

6.9 Standard «Research Work»

✓ *The HEI must demonstrate that the priorities of research work correspond to the national policy in the field of education, science and innovative development.*
✓ *The HEI must ensure that research activities are consistent with the mission and strategy of the University.*
✓ *The HEI should plan and monitor the effectiveness of research.*
✓ *The HEI must demonstrate the existence and effectiveness of processes for attracting students to research activities.*
✓ *The HEI should provide support and research development activities of HETP, employees and students.*
✓ *The HEI should promote the implementation and recognition of research results, including consulting and commercialization.*
✓ *Conducting joint research with foreign HEI is an important factor.*
✓ *The HEI should strive to diversify the sources of funding for research activities.*
✓ *The HEI should provide mechanisms for motivating research activities of TS, employees and students.*

Evidentiary part

The university's strategy places significant emphasis on scientific research. The priority directions of the university's science development correspond to the priority directions of science development for 2023-2026, approved by the Higher Scientific and Technical Commission of the Republic of Kazakhstan.

Teaching staff and students participate in scientific projects, publish and implement research results, and conduct joint research with domestic and foreign partners to ensure the fulfillment of key scientific indicators.

The Department of Science, which includes the Department of Scientific Administration and the Department of Commercialization, manages the university's scientific activities. The university publishes its own scientific journal, "Bulletin of the University". There is a system of financing scientific projects at the expense of the university's own funds.

The university stimulates the research activities of its teaching staff by implementing a bonus system and establishing additional payments based on their rating category. Nevertheless, the overall

effectiveness of research work at the university is quite low. The number of scientific projects funded from various sources is low.

Analytical part

The university shows that the priorities of its research work align with national policy; however, these documents do not sufficiently reflect the alignment of research activities with the mission, vision, and strategy, due to the lack of consistency and integrity in their content.

Students' participation in scientific work has not reached its full potential. Students do not participate in the implementation of externally funded research projects, but rather in the implementation of university-funded start-ups.

Sources of funding for scientific activities require diversification. Most of the scientific grants are implemented at the expense of budgetary funds. Even though the university possesses numerous copyright certificates and patents, the EEC visit revealed no tangible instances of commercializing its scientific advancements. Teaching staff involvement in scientific grant implementation is also low.

Despite these shortcomings, the management system for research work at the university can be described as having the potential for development. It is worth noting the actively formed system of financial incentives for teaching staff actively engaged in scientific research (including the approaches implemented by the university to the "categorization" of teaching staff and the establishment of allowances based on the performance of indicators).

Strengths/best practices:
According to this standard, they have not been identified.

Recommendations of the EEC:
1. Ensure that the mission, vision, and strategy are consistent with the goals and objectives of research activities by September 1, 2024;
2. Involve students in the implementation of scientific projects, including on a paid basis; and strengthen the connection between the educational process and the university's scientific departments (constantly).
3. Constantly diversify funding sources for scientific activities.
4. Ensure that the individual plans of the teaching staff at the start of the new academic year include the planning of specific, measurable results of research work, including those expressed in income and the creation of scientific and technical products.
5. The Commercialization Department should constantly work on identifying and promoting scientific developments with commercial value.

The conclusions of the EEC according to the standard "Research work": 10 criteria are disclosed, of which 7 are satisfactory, 3 need improvement.

6.10 Standard «Finance»
- ✓ *The HEI should form development scenarios that are consistent with the development strategy, taking into account the risk assessment.*
- ✓ *The HEI must demonstrate strategic and operational budget planning.*
- ✓ *The HEI must demonstrate that it has a documented financial management procedure, including monitoring and reporting.*
- ✓ *The HEI must demonstrate the existence of an internal audit system.*
- ✓ *The HEI should provide for an external independent audit.*
- ✓ *The HEI must demonstrate the existence of a mechanism for assessing the adequacy of financial support for various types of University activities, including the HEI development strategy, EP development, and research projects.*

Evidentiary part

The university carries out short- and medium-term budget planning. Consolidated estimates are compiled, estimates by type of activity, by programs and subprograms, as well as estimates by departments.

The university's budget planning procedures have been developed and successfully applied, which are carried out in accordance with the financial and economic activity plan based on the principles of budget balance. The university's funding sources are budgetary financing and extra-budgetary funds, which include paid education, research, and income from non-core (other) activities.

Cost planning is carried out based on the contingent of students in the context of specialist training areas, forms of education, and standards that determine education costs, as well as based on strategic plans for the development of the university infrastructure. Simultaneously, the wage fund accounts for the majority of university expenses. It is critical that the university plans to increase the salary of teaching staff by 100% by 2025 compared to 2020. The university has implemented a continuous monitoring approach for the receipt and expenditure of funds. The public procurement department implements an approved procurement plan in accordance with established procedures.

The audit report on the university's management activities is public (however, the latest version of the document presented on the website is dated 2020).

The university's development program includes budget planning for the period up to 2029 and is based on priority spending of funds. Special attention is paid to the development of the material and technical base, including the purchase of equipment and office equipment, as well as the construction of a new dormitory. Part of the funds is directed to financial incentives and support for students.

Analytical part

The university engages in operational and strategic budget planning, but has yet to present the development scenarios derived from risk analysis. Note that the risk analysis, which considers opportunities for improvement such as external audits of financial activities by regulatory authorities, is not entirely correct.

At the same time, the university demonstrates financial stability and the potential to attract both budgetary and extra-budgetary funds for various purposes such as developing the material and technical base and providing incentives for employees. The university management has declared a desire to increase the financial autonomy of structural units.

Strengths/best practices:
According to this standard, they have not been identified.

Recommendations of the EEC:
1. Enhance the risk assessment mechanisms within the university's financial activities, in order to create development scenarios that consider ongoing risk and opportunity analysis.
2. Strengthen the work on obtaining extra-budgetary income from educational and other types of services to explore the possibility of implementing new educational services for the population of the region, including from different age groups, on a consistent basis.
3. Complete work on ensuring the maximum level of financial autonomy for institutions and other structural units by September 1, 2025.
4. Work on enhancing internal and external financial audits, evaluating their effectiveness, and engaging in regular discussions at university collegial bodies.

The conclusions of the EEC according to the standard "Finance" revealed 6 criteria, of which all 6 are satisfactory.

6.11 Standard «Education Resources and Student Support Systems»

- ✓ The HEI must ensure that educational resources, including material and technical resources, and infrastructure meet the strategic goals of the University.
- ✓ The HEI must demonstrate that it has procedures in place to support various groups of students, including information and counseling.
- ✓ The HEI must demonstrate compliance of information resources with strategic goals:
  - technological support for students and TS in accordance with educational programmes (for example, online training, modeling, databases, data analysis programmes);
  - library resources, including the collection of educational, methodological and scientific literature on General education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases;
  - examination of research results, graduation papers, dissertations for plagiarism;
  - access to educational Internet resources;
  - functioning of WI-FI on its territory.
- ✓ The HEI should strive to create conditions for educational, scientific and other activities. Appropriate infrastructure development should be based on the results of monitoring the students` satisfaction, teachers, employees, and other stakeholders with the infrastructure.
- ✓ The HEI should strive to ensure that the training equipment and software used for the EP development are similar to those used in the relevant industries.
- ✓ The HEI must ensure that the infrastructure meets the security requirements.
- ✓ The HEI should take into account the needs of different groups of students (adults, working, foreign students, as well as students with disabilities).
- ✓ The HEI creates conditions for the advancement of students on an individual educational trajectory.

Evidentiary part

The university has a material and technical base that provides training and research work. The university has connected all its computers to both a local network and the Internet. Academic buildings equip their classrooms with necessary and modern multimedia equipment.

The university has implemented corporate information systems for document management, e-mail, and cloud access technologies for office applications. Links to all information systems and resources can be found in the e-University section of the site's main menu.

The fund of educational, methodological, and scientific literature is formed on paper and electronic media. The library's collection is over 1 million copies. The University demonstrates our support for students with disabilities and organizes the delivery of publications from the library fund for these students. The electronic catalog of the library's collections has been organized.

Work is underway to improve the fund of dormitories, sports infrastructure, and catering facilities.

Analytical part

The university has the necessary conditions to ensure the educational process and social support for students. The university has provided access to educational and information resources. A significant portion of the students express satisfaction with the university's provision of material and technical resources.

As a result, 79.1% of students are fully satisfied with the support provided by educational materials, and 81.5% are satisfied with the quality of library services. However, the

survey results during the EEC visit show that there are problems with the provision of office equipment, computers, and access to the network for students. Satisfaction with the availability of computer classes was 69.5%; Internet resources were 70.5%. Numerous failures during the commission's work confirmed the poor quality of Internet access.

It is necessary to note the low level of satisfaction with rest rooms—only 56.5% of respondents. In general, according to the criterion "Equipment and facilities for students are safe, comfortable, and modern," only 69% expressed satisfaction (the lowest indicator of all criteria). Students also highlight the disparity in the classroom microclimate parameters, particularly the low temperature.

Also, during the commission's visit, the effective work of the departments providing support for basic processes and security, for example, the university's situation center, was not demonstrated.

Strengths/best practices:
According to this standard, they have not been identified.

Recommendations of the EEC:
1. Ensure uninterrupted access to the Internet and the functionality of Wi-Fi throughout the university by September 1, 2024.
2. Ensure student satisfaction by equipping classrooms with computers, interactive whiteboards, and other equipment, as well as the ability to access power outlets in classrooms during the new academic year.
3. Organize recreation areas for students in academic buildings by September 1, 2024.
4. Ensure that the necessary microclimate parameters are maintained in the educational premises by September 1, 2024.
5. Improve the work of departments that monitor the current situation at the university, including security by September 1, 2024.

The conclusions of the EEC according to the standard "Educational resources and student support systems": 12 criteria are disclosed, of which 10 are satisfactory and 2 need improvement.

6.12 Standard «Public Information»

- ✓ *The information published by the HEI must be accurate, objective, relevant and reflect all areas of the HEI's activities*
- ✓ *The HEI management should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the General public and interested persons.*
- ✓ *Public awareness should support and explain the country's national development programmes and the higher and postgraduate education system.*
- ✓ *The HEI must publish audited financial statements on its own web resource.*
- ✓ *The HEI must demonstrate the reflection on the web resource of information that characterizes the University as a whole and in the EP context.*
- ✓ *An important factor is the availability of adequate and objective information about TS in the context of personnel.*
- ✓ *An important factor is the publication of information about cooperation and interaction with partners, including scientific/consulting organisations, business partners, social partners and educational organisations.*
- ✓ *The HEI should post information and links to external resources based on the results of external assessment procedures.*

Evidentiary part

Using various information dissemination means, university management and teaching staff systematically inform the public about the university's activities. The publications provide information about the university's work on educational services, the implementation of the main directions of the university's development program, the results of educational programs, current news, and other related topics.

There is a corporate website of the university with a standard structure that meets the requirements for such resources. The university regularly updates the site, providing ample information about its areas of activity, as well as the quantity and quality of its educational programs. There are pages for all structural divisions, including departments, that contain up-to-date information about teaching staff, including individual employees' achievements.

The university uses various media resources as tools for public information, holding press conferences and briefings. The university's press service systematically informs the public about its interactions with external partners. The university posts information about upcoming and held events, conferences, and other events on its website, social networks, and mass media.

The analysis demonstrates the university's support for a sufficient number of information resources, namely all popular social networks such as Vkontakte, Twitter, Instagram, Telegram, Facebook, Youtube and so on.

All necessary educational information, including catalogs of elective subjects, is available to students and the public within the corporate network and via the Internet.

The corporate website disseminates information to the public about the outcomes of an external assessment, which is based on the accreditation results. The university participates in international academic rankings, and the results are also one of the mechanisms of external evaluation available to the public.

Analytical part

The university uses various ways to inform the public. However, it should be noted that the structure of the university's corporate website is insufficiently thought out. There are technical issues with the site's operation (for example, incorrect search result output). The Russian translation of information in many sections contains errors. The educational programs website lacks information about changes made and external stakeholders' participation in program design. The website also does not present the current audited financial statements.

Strengths/best practices:
According to these standard strengths have not been identified.

Recommendations of the EEC:
1. Eliminate the existing technical problems in the operation of the search engine on the site, ensure the correct translation of information into Russian by September 1, 2024.
2. Publish publicly available audited financial statements for recent periods on the website by September 1, 2024.
The conclusions of the EEC according to the standard "Public Information": 8 criteria are disclosed, of which 7 are satisfactory, 1 needs improvement.

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

The standard "Strategic development and quality assurance"
One of the university's strengths is its transparent and clearly defined mission, vision, and policy for ensuring the quality of education. Quality policy is the foundation of the university's activities, and it reflects high standards and a commitment to continuous improvement.

The standard "Leadership and Management "
The university demonstrated evidence of openness and accessibility of managers and administration for students, teaching staff, parents, and other interested persons through the functioning of the rector's blog on the website, QR codes in all academic buildings, etc.

The standard "Strategic development and quality assurance "
According to this standard strengths have not been identified

The standard "Leadership and Management"
According to this standard strengths have not been identified.

The standard "Information management and reporting"
According to this standard strengths have not been identified.

The standard "Development and Approval of the Educational program"
According to this standard strengths have not been identified.

The standard "On-going Monitoring and Periodical Review of Educational Programs"
According to this standard strengths have not been identified.

The standard "Student-centered Learning, Teaching and Performance Evaluation"
According to this standard strengths have not been identified.

The standard "Students"
According to this standard strengths have not been identified.

The standard "Teaching Staff "
According to this standard strengths have not been identified.

The standard "Research Work"
According to this standard strengths have not been identified.

The standard "Finance"
According to this standard strengths have not been identified.

The standard "Education Resources and Student Support Systems"
According to this standard strengths have not been identified.

The standard "Public Information"
According to this standard strengths have not been identified.

(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

The standard "Strategic development and quality assurance "

1. Update and effectively implement the procedure for the formation and regular review of the mission, vision, and quality assurance policy until 09/01/2024, document the business processes by providing the following information:

- measures to ensure transparency, inform stakeholders, and actively involve them in planning processes;
- the individuality and uniqueness of the EP development plan, its consistency with national development priorities, and the University Development Program;
- the procedure for regular review and monitoring of its implementation

The standard "Leadership and Management "

1. Develop and implement an internal quality assurance system, which includes the design, management, and monitoring of the achievement of indicators of the university's development program (until the end of the current academic year).

2. Introduce formalized risk management procedures into the practice of activity planning from 09/01/2024 at all levels of management, taking into account:

- the procedure for their identification, assessment, and selection;
- assessing the consequences and highlighting opportunities (positive risks);
- planning measures to reduce negative consequences and realize opportunities in case of exposure to risk factors.

3. Identify indicators and criteria in the field of quality assurance for all partners in the implementation of educational programs, including in the implementation of joint educational programs (due date is the end of the current academic year).

The standard "Information management and reporting "

- There are no recommendations.

The standard "Development and Approval of the Educational program"

1. Determine the list of modules/disciplines for all educational programs that prepare students for professional certification in various fields of activity within the learning process by the start of the new 2024/25 academic year

2. The management of educational programs should regularly update the procedures for the development and periodic monitoring of these programs, and ensure the active participation of all stakeholders in this process.

The standard "On-going Monitoring and Periodical Review of Educational Programs"

1. According to paragraph 6.17 of PR-025 of the university, the relevant structural units for quality assurance should regularly conduct research related to the justification of the development of the EP or making changes to the EP, taking into account the requirements of employers and the social requests of society;

2. The university should either supplement the current one or develop a new document on the procedure for monitoring and evaluating the EP, specifying performers' actions, evaluation tools, and so on.

3. Program leaders should regularly organise monitoring and evaluation of the EP in light of the

latest scientific achievements in specific disciplines.

4. By the start of the 2024–25 new academic year, program leaders should ensure the real participation of students, employers, and other stakeholders in the EP revision.

The standard "Student-centered Learning, Teaching and Performance Evaluation"

1.Program leaders should determine the directions of their own research in the field of teaching methods in academic disciplines by the new academic year.

2. The university should create conditions for the implementation of individual educational trajectories of students on an ongoing basis, taking into account their needs.
3. The university should organize on a regular basis practical seminars on mastering teaching staff with modern methods of assessing emerging competencies by the beginning of the new academic year.

The standard "Students "

1. By September 1, 2024, the university management should develop an action plan to activate the Alumni Association's work;

2. By September 1, 2024, the university management should develop a mechanism for monitoring graduates' professional careers, strengthening communication with them;
3. The university's management should establish a schedule of training sessions in order to eliminate inconveniences ("windows and doors," movement to different buildings, etc.), both for students and for teachers, by the beginning of the new academic year.

The standard "Teaching Staff "
1. On an ongoing basis, the university management must work to concretize the contribution of teaching staff to the implementation of the university's development strategy and eliminate the gap in understanding the program goals and objectives stated in strategic documents;
2. The HR department should structure the monitoring of the career growth of teaching staff in order to match the human resources potential of the university's strategy, as well as strengthen the satisfaction of teaching staff and employees with the activities of the university by the beginning of the new academic year.

The standard "Research Work"

1. Ensure that the mission, vision, and strategy are consistent with the goals and objectives of research activities by September 1, 2024;
2. Involve students in the implementation of scientific projects, including on a paid basis; and strengthen the connection between the educational process and the university's scientific departments (constantly).
3.Constantly diversify funding sources for scientific activities.
4. Ensure that the individual plans of the teaching staff at the start of the new academic year include the planning of specific, measurable results of research work, including those expressed in income and the creation of scientific and technical products.

5. The Commercialization Department should constantly work on identifying and promoting scientific developments with commercial value.

The standard "Finance"
1. Enhance the risk assessment mechanisms within the university's financial activities, in order to create development scenarios that consider ongoing risk and opportunity analysis.
2. Strengthen the work on obtaining extra-budgetary income from educational and other types of

services to explore the possibility of implementing new educational services for the population of the region, including from different age groups, on a consistent basis.
3. Complete work on ensuring the maximum level of financial autonomy for institutions and other structural units by September 1, 2025.
4. Work on enhancing internal and external financial audits, evaluating their effectiveness, and engaging in regular discussions at university collegial bodies.

The standard "Education Resources and Student Support Systems"

1. Ensure uninterrupted access to the Internet and the functionality of Wi-Fi throughout the university by September 1, 2024.
2. Ensure student satisfaction by equipping classrooms with computers, interactive whiteboards, and other equipment, as well as the ability to access power outlets in classrooms during the new academic year.
3. Organize recreation areas for students in academic buildings by September 1, 2024.
4. Ensure that the necessary microclimate parameters are maintained in the educational premises by September 1, 2024.
5. Improve the work of departments that monitor the current situation at the university, including security by September 1, 2024.

The standard "Public Information"

1. Eliminate the existing technical problems in the operation of the search engine on the site, ensure the correct translation of information into Russian by September 1, 2024.
2. Publish publicly available audited financial statements for recent periods on the website by September 1, 2024.
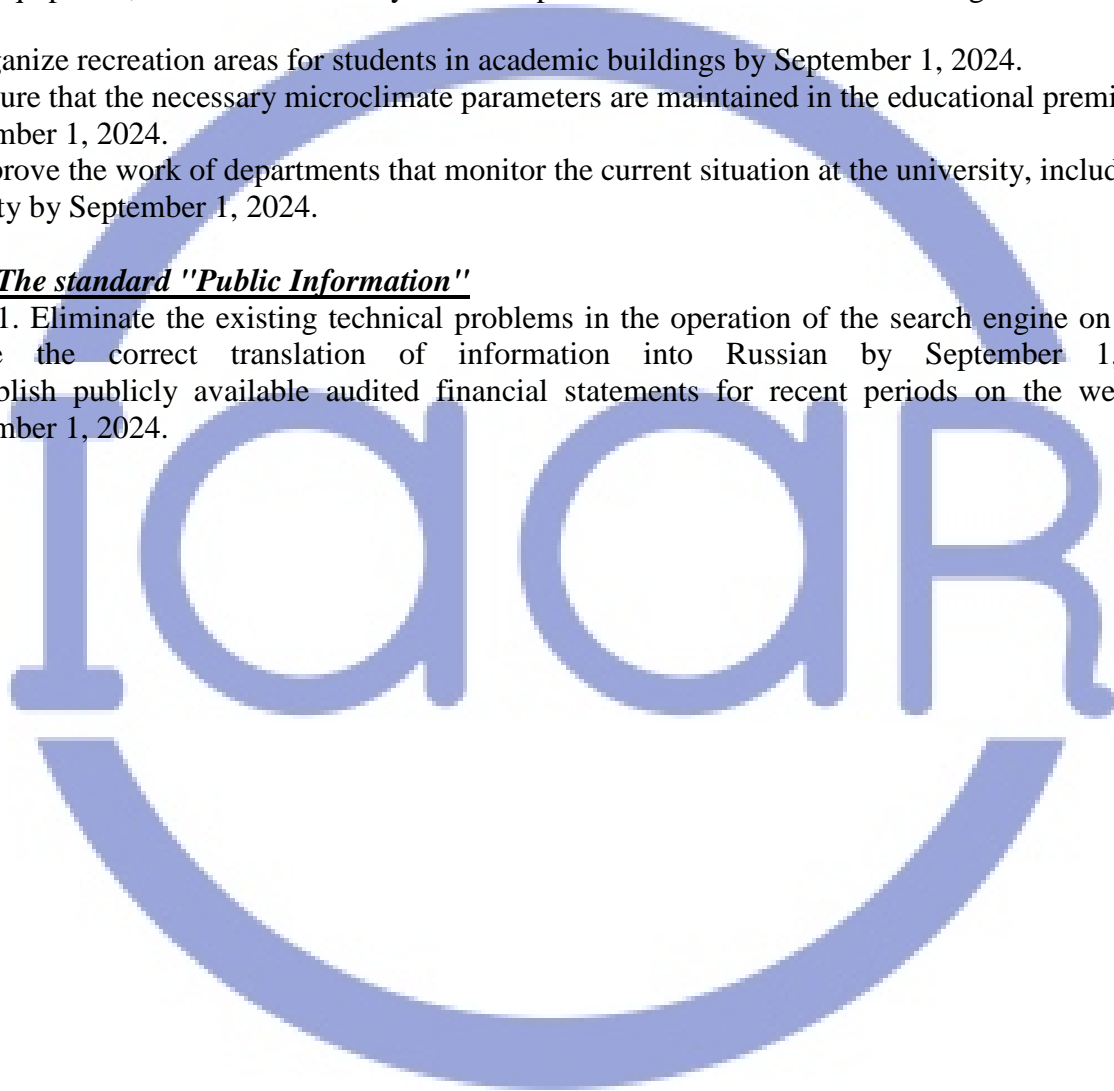
(IX) OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE ORGANIZATION OF EDUCATION

There are no recommendations.

(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL

The members of the EEC came to the unanimous opinion that, according to the results of the institutional accreditation of the NJSC "Kazakh National Women's Teacher Traing University," it is recommended for accreditation for a period of 5 years

Appendix 1. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE"
NJSC "Kazakh National Women's Teacher Training University"

№	№	Evaluation criteria	The position of the educational organization			
			Strong	Strong	Strong	Strong
1. The standard "Strategic development and quality assurance "						
1	1.	The HEI should demonstrate the development of a unique mission, vision and development strategy based on the analysis of external and internal factors with the broad involvement of various stakeholders.		+		
2	2.	The HEI must demonstrate that its mission, vision, and strategy are aimed at meeting the needs of the state, society, real economy sectors, potential employers, students, and other stakeholders.		+		
3	3.	The HEI must demonstrate transparency in the processes of forming, monitoring, and regularly reviewing the mission, vision, strategy, and quality assurance policy.			+	
4	4.	The HEI must have a published mission, development strategy, and quality assurance policy.	+			
5	5.	The HEI develops documents on individual areas of activity and processes (plans, programmes, regulations, etc.) that specify the development strategy and quality assurance policy.		+		
6	6.	Quality assurance policies should reflect the relationship between research, teaching, and learning.		+		
7	7.	The HEI must demonstrate the development of a culture of quality assurance.		+		
Total according to the standard			**1**	**5**	**1**	
2. The standard "Leadership and Management "						
8	1.	The HEI should implement management processes, including planning and resource allocation in accordance with the strategy.		+		
9	2.	The HEI should demonstrate the successful functioning and improvement of the internal quality assurance system.		+		
10	3.	The HEI must demonstrate a risk management analysis.			+	
11	4.	The HEI must demonstrate an analysis of the change's effectiveness.		+		
12	5.	The HEI must demonstrate an analysis of the identified inconsistencies, implementation of the developed corrective and preventive actions.		+		

13	6.	The HEI must demonstrate the provision of educational process management through the management of educational programmes, including the assessment of their effectiveness.		+		
14	7.	The HEI demonstrates the development of annual activity plans, including teaching staff, based on the development strategy.		+		
15	8.	Commitment to quality assurance should apply to all activities performed by contractors and partners (outsourcing), including joint/double-degree education and academic mobility.			+	
16	9.	The HEI must provide evidence of the transparency of the University's management system.		+		
17	10.	The HEI must ensure the participation of students and teaching staff in the work of collegial management bodies.		+		
18	11.	The HEI must demonstrate evidence of openness and accessibility of managers and administration for students, teaching staff, parents and other interested persons.	+			
19	12.	The HEI must demonstrate innovation management, including analysis and implementation of innovative proposals.		+		
20	13.	The HEI should strive to participate in international, national and regional professional associations.		+		
21	14.	The HEI should provide training for the management (rector, advisers, Vice-rectors, deans, heads of structural divisions, heads of departments) in educational management programmes.		+		
22	15.	The HEI should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.		+		
Total according to the standard			**1**	**12**	**2**	
3. The standard "Information management and reporting"						
23	1.	The HEI must ensure the functioning of the system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software.		+		
24	2.	The HEI must demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
25	3.	The HEI should have a system of regular reporting at all levels of the organizational structure, including an assessment of the effectiveness and efficiency of departments, EP, research and their interaction.		+		
26	4.	The HEI must establish the frequency, forms and methods of evaluating the EP management, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.		+		
27	5.	The HEI must demonstrate the definition of the procedure and ensuring the information protection, including the identification of responsible persons for the accuracy and		+		

			0	+		
		timeliness of information analysis and data provision.				
28	6.	The HEI must demonstrate the students` involvement, employees and teaching in the processes of collecting and analyzing information, as well as making decisions based on them.		+		
29	7.	The HEI must demonstrate that there is a mechanism for communication with students, employees, and other stakeholders, including mechanisms for conflict resolution.		+		
30	8.	The HEI must ensure that the degree of satisfaction with the needs of teaching staff and students is measured and demonstrate elimination evidence of the identified shortcomings.		+		
31	9.	The HEI should evaluate the effectiveness and efficiency of its activities, including in the EP context.		+		
		Information collected and analyzed by the University should take into account:				
32	10	key performance indicators		+		
33	11	dynamics of the students` contingent in the context of forms and types		+		
34	12	level of academic performance, student achievement, and deduction		+		
35	13	удовлетворенность обучающихся реализацией ОП и качеством обучения в вузе		+		
36	14	students' satisfaction with the EP implementation and the quality of education at the HEI		+		
37	15	employment and career development of graduates		+		
38	16	Students, employees and TS must document their consent to the processing of personal data.		+		
39	17	The HEI should facilitate the provision of all necessary information in the relevant fields of science.		+		
Total according to the standard			**0**	**17**	**0**	
4. The standard "Development and Approval of the Educational program"						
40	1.	The HEI must demonstrate the existence of a documented procedure for the EP development and its approval at the institutional level.		+		
41	2.	The HEI must demonstrate that the developed EP meets the set goals and planned learning outcomes.		+		
42	3.	The HEI must demonstrate the existence of the graduate model of the EP, describing the results of training and personal qualities.		+		
43	4.	The HEI must demonstrate that external examinations of the EP are conducted.		+		
44	5.	The qualifications obtained at the end of the EP must be clearly defined, explained and correspond to a certain level of the NQS.		+		
45	6.	The HEI should determine the impact of disciplines and professional practices on the formation of learning		+		

No	No	Description				
		outcomes.				
46	7.	An important factor is the ability to prepare students for professional certification.		+		
47	8.	The HEI must provide evidence of students` participation, teaching staff and other stakeholders in the EP development, ensuring their quality.			+	
48	9.	The HEI must ensure the content of academic disciplines and learning outcomes at the level of education (bachelor's, master's, doctoral)		+		
49	10.	The EP structure should include various types of activities that correspond to the training results		+		
50	11.	An important factor is the availability of joint EP with foreign educational organisations		+		
Total according to the standard			**0**	**10**	**1**	
5. The standard "On-going Monitoring and Periodical Review of Educational Programs"						
51	1.	The HEI must demonstrate that there is a documented procedure for monitoring and periodically evaluating the EP in order to achieve the goal of the EP. The results of these procedures are aimed at continuous EP improvement.		+		
52	2.	The HEI should review the EP content and structure, taking into account changes in the labor market, the requirements of employers and the social request of society.			+	
		Monitoring and periodic evaluation of the EP should consider:				
53	3	content of programs in the light of the latest scientific achievements in a particular discipline to ensure the relevance of the discipline taught			+	
54	4	changes in the needs of society and the professional environment		+		
55	5	load, academic performance and graduation of students		+		
56	6	effectiveness of student assessment procedures		+		
57	7	expectations, needs and satisfaction of students		+		
58	8	compliance of the educational environment and support services with the EP goals		+		
59	9	The HEI must provide evidence of students` participation, employers, and other stakeholders in the EP review.			+	
60	10	All concerned parties should be informed of any planned or undertaken actions in relation to the EP. All changes made to the EP must be published.		+		
61	11	Support services should ensure that the needs of different groups of students are identified and met.		+		
Total according to the standard			**0**	**8**	**3**	
6. The standard "Student-centered Learning, Teaching, and Performance Evaluation"						
62	1.	The HEI should ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths		+		

63	2.	The HEI must ensure the use of various forms and methods of teaching and learning		+		
64	3.	The university must demonstrate the availability of a feedback system for the use of various teaching methods and evaluation of learning outcomes		+		
65	4.	The HEI must demonstrate that there is a feedback system for using various teaching methods and evaluating learning outcomes			+	
66	5.	The HEI must demonstrate support for students ' autonomy while providing guidance and assistance from the teacher		+		
67	6.	The HEI must demonstrate that there is a procedure for responding to students' complaints		+		
68	7.	The HEI must ensure consistency, transparency and objectivity of the mechanism for evaluating learning outcomes, including appeal		+		
69	8.	The HEI must ensure that the procedures for evaluating students' learning outcomes are consistent with the planned learning outcomes and programme goals. Evaluation criteria and methods should be published in advance		+		
70	9.	The HEI should determine the mechanisms for ensuring that each graduate learns the results of training and ensure the completeness of their formation.		+		
71	10.	Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly improve their skills in this area.		+		
Total according to the standard			**0**	**9**	**1**	
7. The standard "Students "						
72	1.	The HEI must demonstrate the policy of forming students` contingent and ensure transparency of its procedures. Procedures governing the life cycle of students (from admission to completion) must be defined, approved, and published		+		
73	2.	The HEI should provide for special adaptation and support programmes for newly enrolled and foreign students		+		
74	3.	The HEI must demonstrate that its actions comply with the Lisbon recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education		+		
75	4.	The HEI should cooperate with other educational organisations and national centers of the "European network of national information centers for academic recognition and mobility/National academic Information Centers of recognition" ENIC/NARIC in order to ensure comparable recognition of qualifications		+		
76	5.	The HEI should provide opportunities for external and internal mobility of students, as well as assist them in obtaining external grants for training		+		

No	№	Criteria				
77	6.	The HEI should actively encourage students to self-education and development outside the main programme (extracurricular activities)		+		
78	7	The university must provide graduates with documents confirming the qualifications obtained, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion		+		
79	8	The university must demonstrate the existence of a mechanism monitoring the employment and professional activities of graduates		+		
80	9	The university should actively encourage students to self-education and development outside the main program (extracurricular activities)		+		
81	10	An important factor is the presence of an active alumni association/association			+	
82	11	An important factor is the availability of a support mechanism for gifted students.		+		
Total according to the standard			**0**	**10**	**1**	
8. The standard "Teaching Staff "						
83	1.	The HEI must have an objective and transparent personnel policy that includes hiring, professional growth and development of staff, ensuring the professional competence of the entire staff.		+		
84	2.	The HEI must demonstrate that the personnel potential of the teaching staff corresponds to the development strategy of the University and the specifics of the EP.		+		
85	3.	The university must demonstrate the compliance of the staff potential of the teaching staff with the university development strategy and the specifics of the EP		+		
86	4.	The HEI must demonstrate a change in the role of the teacher in connection with the transition to student-centered learning.		+		
87	5.	The HEI must determine the contribution of HETP to the implementation of the HEI development strategy and other strategic documents.		+		
88	6.	The HEI should provide opportunities for career growth and professional TEACHING STAFF development, including young people.		+		
89	7.	The HEI should provide for the involvement of practitioners of the relevant industries in training and teaching			+	
90	8.	The university should demonstrate motivation for the professional and personal development of teachers, including encouraging both contributions to the integration of scientific activity and education, and the use of innovative teaching methods		+		
91	9.	The University should demonstrate a wide application of information and communication technologies and software tools in the educational process (for example, on-line education, e-portfolio, MOOCs, etc.)		+		

92	10.	The University must demonstrate its focus on developing academic mobility and attracting the best foreign and domestic teachers		+		
93	11.	University can show the involvement of TS in the society (the role of TS in education, in science, in the region, creating a cultural environment, participation in exhibitions, creative competitions, charity programmes, etc.)		+		
Total according to the standard			**0**	**10**	**1**	
9. The standard "Research Work"						
94	1.	The HEI must demonstrate that the priorities of research work correspond to the national policy in the field of education, science and innovative development		+		
95	2.	The HEI must ensure that research activities are consistent with the mission and strategy of the University			+	
96	3.	The HEI should plan and monitor the effectiveness of research		+		
97	4.	The HEI must demonstrate the existence and effectiveness of processes for attracting students to research activities		+		
98	5.	The university should demonstrate assistance in presenting the scientific positions of researchers, teaching staff and students at various scientific sites, including the publication of scientific results		+		
99	6.	The HEI should promote the implementation and recognition of research results, including consulting and commercialization			+	
100	7.	The university should promote the recognition of the results of scientific research, including registration of scientific projects with authorized bodies, registration of patents and copyright certificates		+		
101	8.	Conducting joint research with foreign HEI is an important factor		+		
102	9.	The university should strive to diversify the sources of funding for research activities			+	
103	10.	The university should provide mechanisms for motivating the research activities of students, teaching staff and other internal stakeholders		+		
Total according to the standard			**0**	**7**	**3**	
10. The standard "Finance"						
104	1.	The HEI should form development scenarios that are consistent with the development strategy, taking into account the risk assessment		+		
105	2.	The HEI must demonstrate strategic and operational budget planning		+		
106	3.	The HEI must demonstrate that it has a documented financial management procedure, including monitoring and reporting		+		
107	4.	The HEI must demonstrate the existence of an internal audit system		+		
108	5.	The HEI should provide for an external independent audit		+		

109	6.	The HEI must demonstrate the existence of a mechanism for assessing the adequacy of financial support for various types of university activities, including the HEI development strategy, EP development, and research projects		+		
Total according to the standard			**0**	**6**	**0**	
11. The standard "Education Resources and Student Support Systems"						
110	1.	The HEI must ensure that educational resources, including material and technical resources, and infrastructure meet the strategic goals of the University.		+		
111	2.	The HEI must demonstrate that it has procedures in place to support various groups of students, including information and counseling		+		
		The HEI must demonstrate compliance of information resources with strategic goals:				
112	3	technological support for students and TS in accordance with educational programmes (for example, online training, modeling, databases, data analysis programmes)		+		
113	4	library resources, including the collection of educational, methodological and scientific literature on General education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases		+		
114	5	examination of research results, graduation papers, dissertations for plagiarism		+		
115	6	access to educational Internet resources		+		
116	7	functioning of WI-FI on its territory.			+	
117	8	The HEI should strive to create conditions for educational, scientific and other activities. Appropriate infrastructure development should be based on the results of monitoring the students` satisfaction, teachers, employees, and other stakeholders with the infrastructure.			+	
118	9	The HEI should strive to ensure that the training equipment and software used for the EP development are similar to those used in the relevant industries		+		
119	10	The HEI must ensure that the infrastructure meets the security requirements		+		
120	11	The HEI should take into account the needs of different groups of students (adults, working, foreign students, as well as students with disabilities)		+		
121	12	The HEI creates conditions for the advancement of students on an individual educational trajectory		+		
Total according to the standard			**0**	**10**	**2**	
12. The standard "Public Information"						
122	1.	The information published by the HEI must be accurate, objective, relevant and reflect all areas of the HEI's activities		+		

123	2.	The HEI management should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the General public and interested persons		+		
124	3.	Public awareness should support and explain the country's national development programmes and the higher and postgraduate education system		+		
125	4.	The HEI must publish audited financial statements on its own web resource			+	
126	5.	The HEI must demonstrate the reflection on the web resource of information that characterizes the University as a whole and in the EP context		+		
127	6.	An important factor is the availability of adequate and objective information about TS in the context of personnel		+		
128	7.	An important factor is the publication of information about cooperation and interaction with partners, including scientific/consulting organisations, business partners, social partners and educational organisations		+		
129	8.	The HEI should post information and links to external resources based on the results of external assessment procedures		+		
Total according to the standard			**0**	**7**	**1**	
OVERALL:			**2**	**111**	**16**	

Appendix 2. The program of the visit to the educational organization

AGREED
Chairman of the Board – Rector of
NJSC "Kazakh National Women's
Teacher Training University"
_____ **Qanay G.A.**
«___» _____ **2024 year**

APPROVED
General director of "Independent Agency
For Accreditation and Rating"
_____ **Zhumagulova A.B.**
«____» _____ **2024 year**

PROGRAM
VISIT OF THE EXTERNAL EXPERT COMMISSION
INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)
IN THE NAO "KAZAKH NATIONAL WOMEN'S TEACHER TRAINING UNIVERSITY"
(international institutional accreditation)

Date of the visit: March 4-6, 2024

Date and time	EEC's work with target groups	The position and full name of the target group members	Form of communication
*March 3, 2024*		
15.00-16.00	Preliminary meeting with the EEC	IAAR External Expert	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
	Arrival of the members of the EEC		
18.00	Dinner	IAAR External Expert	
*Day 1: March 14, 2024*		
09.00-09.30	The distribution of responsibility among experts, the solution of organizational issues	IAAR External Expert	Auditorium № 107 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
09.30-10.00	Meeting with the Chairman of the Board-Rector	Chairman of the Board - Rector - Qanay Gulmira Amirkhankyzy	R. Aitieva Auditorium Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
10.00-10.15	Technical break		
10.15-11.00	Meeting with Board Members-Vice-Rectors	Member of the Board – Vice–Rector for Academic Affairs - Zhumankulova Yerkyn Nursagatovna Member of the Board – Vice–Rector for Infrastructure Development - Dusipov Yerkin Shazhievich Member of the Board – Vice–Rector for Scientific Work and International Cooperation - Dzhumakulov Zakir Daniyarovich	R. Aitieva Auditorium Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

		Member of the Board – Vice–Rector for Strategic Development and Social Work - Zhanar Kasymbekovna Rysbekova	
11.00-11.10	Technical break		
11.10-11.50	Meeting with the heads of the structural divisions of the EO	1. Meirkulova Aida Bakytbekovna - Director of the Department of Academic Program Development and Quality Assurance 2.Karbysheva Maria Olegovna - Head of the Academic Program Development Department 3.Imanbalina Asel Kazbekovna - Head of the Academic Quality Assurance Department 4.Balazhanova Kymbat Magitaevna - Director of the Department of Academic Affairs 5. Dariga Zharikbaeva - Head of the Registrar's office 6.Asel Sakenovna Alshynova - Head of the Practice and Career Department 7.Abuova Nazira Kozhankyzy - Head of the Department for admission and career guidance 8. Akzholova Akmaral Alimakhunovna - Head of the Department of educational process organization 9.Zheksembayeva Symbat Udanovna - Head of the Department of Distance Education 10. Elzhasov Rustam Nauanovich Director of the Department of Infrastructure Development 11.Nysanbayeva Aliya Togaibaevna - Director of the Accounting and Reporting Department 12.Tumenbayeva Anar Kuatbekovna - Head of the Public Procurement Department 13. Murat Symbat Zhanatkyzy - Head of the Planning and Economic Department 14. Marat Makhmudovich Makhanov - Head of the Legal Department 15.Bakirova Janel Zhanibekkyzy - Head of the Academic Support Department	R. Aitieva Auditorium Connect to the Zoom Conference https://us02web.zoom.us/j/4641 732969 Conference ID: 464 173 2969

		16.Onegenova Asem Mukhtarkyzy - Director of the Scientific Library 17. Amirzhanova Raya Askarovna - Head of the International Department 18.Begasilyeva Salima Askarkyzy - Head of the Mental Health Center 19. Daulenbayeva Meiramgul Bakhytzhanovna - Acting Head of the Youth Policy Center 20.Khamzina Kamesh Omarovna - Director of the Center for Advanced Training and Additional Education 21.Abdraimova Moldir Rashidovna - Director of the Department of Science 22.Sugirbekova Kamila Seisenbekovna - Director of the Strategic Development Department 23.Sagindykov Akylbek Abdulkadyrovich Acting Director of the Personality Formation Department 24.Ortaeva Aruna Kuralovna - Head of the press service 25.Nurbol Alimbaevich Modov - Head of the Information Systems Support and Development Department 26.Micropulo Yulia Vyacheslavovna - Director of HR Department	
11.50-12.00	Exchange of views of the members of the external expert commission	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
12.00-12.40	Meeting with the deans of accredited EP	Director of the Institute of Physics, Mathematics and Digital Services – Gulnaz Ibragimovna Salgarayeva Director of the Institute of Natural Sciences – Baytasheva Gauhar Morialievna Director of the Institute of Pedagogy and Psychology – Orazaeva Gulzhan Serikovna	R. Aitieva Auditorium Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
12.40-13.00	EEC's work	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference

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			https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
13.00-14.00	*Lunch*		
14.00-14.15	EEC's work	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
14.15-15.00	Meeting with heads of departments and heads of the EP	1. Baltabayeva Nargiza Smailovna - Department of Kazakh Literature baltabaeva.n@qyzpu.edu.kz 2. Acting program leader - Tokmurzayeva Akbota Zhaksylykovna Department of Methods of Teaching Foreign Languages and Intercultural Communication tokmurzaeva.a@qyzpu.edu.kz 3. Saule Asanbayeva - Department of Theory and Methodology of Kazakh Linguistics asanbaeva.s@qyzpu.edu.kz 4.Duisebayeva Fatima Sautbekovna - Department of professional training of a foreign language duisebayeva.f@qyzpu.edu.kz 5.Bimagambetova Zhibek Tobulbaevna - Department of Practical Foreign Language bimagambetova.zh@qyzpu.edu.kz 6.Eleonora Mirzagaevna Khankishieva - Department of Russian Language and Literature hankishieva.e@qyzpu.edu.kz 7. Imanbekova Bibigul Iliyasovna - Department of Social and Humanitarian Disciplines imanbekova.b@qyzpu.edu.kz 8. Berik Temirkhanovich Zhubanyshov - Department of History zhubanyshov.b@qyzpu.edu.kz 9. Beisembayeva Altynai Abdikhanovna - Department of Music beysembaeva.a@qyzpu.edu.kz 10.Kusanova Anipa Yerlankyzy - Department of Choreography and Art Management kussanova.a@qyzpu.edu.kz 11.Krykbaeva Sarah Mukashevna - Department of Professional Education krykbaeva.s@qyzpu.edu.kz	R. Aitieva Auditorium Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

12.Sandibayeva Nazira Abdikadirovna - Department of Physics sandibaeva.0@qyzpu.edu.kz

13. Ongarbayeva Aliya Duisengalievna - Department of Computer Science ongarbayeva.a@qyzpu.edu.kz

14.Kalymova Kulzia Akrashevna - Department of Information Technology and Librarianship kalymova.k@qyzpu.edu.kz

15.Iliyasova Gulaim Bolatbekovna - Leader of the EP - Department of Mathematics iliyasova.g@qyzpu.edu.kz

16.Kalekeshov Askar Maralovich - Department of Biology kalekeshov.a@qyzpu.edu.kz

17. Myrzakhmetova Nurbala Orazymbekkyzy - Department of Chemistry myrzakhmetova.nurbala@qyzpu.edu.kz

18. Tulegenov Yerdaulet Askarbekovich - Department of Geography e.tulegenov@gyzpu.edu.kz

19.Gulmira Tuyakovna Topanova - Department of Theoretical and Practical Psychology topanova.g@qyzpu.edu.kz

20.Bulakbaeva Meiramgul Kenesbaevna - Department of General and Social Pedagogy bulakbaeva.m@qyzpu.edu.kz

21.Zhubandykova Akgul Murzalievna - Department of Preschool Education zhubandykov.a@qyzpu.edu.kz

22.Nurbekova Saltanat Molotovna - Department of Pedagogy and Methods of Primary Education nurbekova.s@qyzpu.edu.kz

23.Mazhinov Bagdat Moldakhmetovich - Department of Special Pedagogy mazhinov.b@qyzpu.edu.kz

24. Yeselbaeva Aliya Kerimbekovna - Department of Physical Culture and Sports eselbaeva.a@qyzpu.edu.kz

15.00-15.10	Technical break	Внешние эксперты IAAR	
15.10-16.00	Meeting with teaching staff of the EP	Appendix 1	R. Aitieva Auditorium Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

16.00-17.00	Teaching staff survey (concurrent)	Appendix 2	The link is sent to the teacher's e-mail personally
16.00-16.10	Members of the EEC exchanging opinions	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641 732969 Conference ID: 464 173 2969
16.10-17.00	Meeting with students of the EP	Appendix 3	R. Aitieva Auditorium Connect to the Zoom Conference https://us02web.zoom.us/j/4641 732969 Conference ID: 464 173 2969
17.00-18.00	Student survey (concurrent)	Appendix 4	The link is sent to the student's e-mail personally
17.00-17.50	Working with department documents and attending teaching staff classes on a schedule	Appendix 5	according to scedule
17.50-18.00	Discussion of 1st day of EEC's work	IAAR External Experts	R. Aitieva Auditorium Connect to the Zoom Conference https://us02web.zoom.us/j/4641 732969 Conference ID: 464 173 2969
18.00-19.00	*Dinner*		
Day 2: March 5, 2024			
09.00-09.30	The work of EEC	IAAR External Experts	Auditorium № 107 (EEC office)

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			Connect to the Zoom Conference https://us02web.zoom.us/j/4641 732969 Conference ID: 464 173 2969
09.30-11.30	Selective visits to EP practice base	Appendix 6	External IAAR experts according to the itinerary
11.30-13.00	Working with department documents and attending teaching staff classes according to the schedule	Appendix 7	
13.00-14.00	**Lunch**		
14.00-14.20	Exchange of views of the members of the EEC	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641 732969 Conference ID: 464 173 2969
14.20-15.20	Meeting with stakeholders (representatives of practice bases and employers) (hybrid)	Appendix 8	R. Aitieva Auditorium Connect to the Zoom Conference https://us02web.zoom.us/j/4641 732969 Conference ID: 464 173 2969
15.20-15.30	Technical break		
15.30-16.10	Meeting with graduates of the EP (hybrid)	Appendix 9	R. Aitieva Auditorium Connect to the Zoom Conference https://us02web.zoom.us/j/4641 732969 Conference ID: 464 173 2969
16.10-16.30	Technical break		

16.30-19.00	The work of the EEC, discussion of the results of the second day and profile parameters	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641 732969 Conference ID: 464 173 2969
19.00-20.00	Dinner		
Day 3: March 6, 2024			
09.00-11.30	The work of the EEC, the development and discussion of recommendations	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641 732969 Conference ID: 464 173 2969
11.30-11.40	Technical break		
11.40-12.30	The work of the EEC is the development and discussion of recommendations	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641 732969 Conference ID: 464 173 2969
12.30-13.00	The work of the EEC	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641 732969 Conference ID: 464 173 2969
13.00-14.00	Lunch		
14.00-16.00	The work of the EEC is discussed, decisions are made by voting *(recording is being kept)*	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641 732969

			Conference ID: 464 173 2969
16.00-16.30	The work of the EEC, Discussion of the results of the quality assessment	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.30–17.00	The final meeting of the EEC with the leadership of the university	Chairman of the Board – Rector - Qanay Gulmira Amirkhankyzy Member of the Board – Vice-Rector for Academic Affairs – Zhumankulova Yerkyn Nursagatovna Member of the Board – Vice–Rector for Infrastructure Development - Dusipov Yerkin Shazhievich Member of the Board – Vice–Rector for Scientific Work and International Cooperation - Dzhumakulov Zakir Daniyarovich Member of the Board – Vice–Rector for Strategic Development and Social Work - Zhanar Kasymbekovna Rysbekova Meirkulova Aida Bakytbekovna - Director of the Department of Academic Program Development and Quality Assurance Karbysheva Maria Olegovna - Head of the Academic Program Development Department Imanbalina Asel Kazbekovna - Head of the Academic Quality Assurance Department Balazhanova Kymbat Magitaevna - Director of the Department of Academic Affairs Dariga Zharikbaeva - Head of the Registrar's Office Alshynova Asel Saxonovna - Head of the Practice and Career department Abuova Nazira Kozhenkyzy - Head of the Department for Admission and Career Guidance Akzholova Akmaral Alimakhunovna - Head of the Department of educational process Organization Zheksembayeva Vasbat udachna - Head of the Department of Distance Education Elzhasov Rustam Nauanovich Director of the Department of	R. Aitieva Auditorium Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

		Infrastructure Development	
		Nisanbayeva Aliya Togaibaevna -Director of the Accounting and Reporting Department	
		Tumenbayeva Anar Kuatbekovna - Head of the Public Procurement Department	
		Murat Vasbat Zhanatkyzy - Head of the Planning and Economic Department	
		Marat Makhmudovich Makhanov - Head of the Legal Department	
		Bakirova Janel Zhanibekkyzy - Head of the Academic Support Department	
		Onegenova Asem Mukhtarkyzy - Director of the Scientific Library	
		Amirzhanova Raya Askarovna - Head of the International Department	
		Begasilyeva Salima Askarkyzy - Head of the Mental Health Center	
		Daulenbayeva Meiramgul Bakhytzhanovna - Acting Head of the Youth Policy Center	
		Khamzina Kamesh Omarovna - Director of the Center for Advanced Training and Additional Education	
		Abdraimova Moldir Rashidovna - Director of the Department of Science	
		Kamila Sugirbekova - Director of the Strategic Development Department	
		Sagindykov Akylbek Abdulkadyrovich - Acting Director of the Department of Personality Formation	
		Nurbol Alimbaevich Modov - Head of the Information Systems Support and Development Department	
		Micropulo Yulia Vyacheslavovna - Director of HR Department	
		Ortaeva Aruna Uralovna - Head of the press service	
18.00-19.00	*Dinner*		

Abbreviations

IAAR – Independent Agency for Accreditation and Rating

EEC – External Expert Commission

EO – Educational organization

EP – educational program

Appendix 3. Results of teaching staff survey of the NJSC «Kazakh National Women's Teacher Training University»

1. Total number of questionnaires: 116

2. Position,%

Professor	16 (13,8%)
Associate Professor	21 (18,1%)
Senior Lecturer	53 (45,7%)
Lecturer	17 (14,7%)
Head of the Department	0
Other	9 (7,7%)

3. Academic degree, Academic status

Honored Worker	0
Doctor of Science	11 (9,5%)
Candidate of Sciences	43 (37,1%)
Master's degree	45 (38,8%)
PhD	11 (9,5%)
Professor	4 (3,4%)
Associate Professor	7 (6%)
none degree	2 (1,7%)
Other	4 (3,1%)

4. Work experience at this university

less than 1 year	13 (11,2%)
1 - 5 years	24 (20,7%)
more than 5 years	79 (68,1%)
Other	0

№	Questions	Very good	Good	Relatively bad	Bad	Very bad	no answer
1	To what extent does the EP's content meet your scientific and professional interests and needs?	81,9%	17,2%	0,9%	0,00%	0,00%	0,00%
2	How do you evaluate the university's opportunities for teaching staff career growth?	68,1%	28,4%	3,4%	0,00%	0,00%	%
3	How do you evaluate the faculty's degree of academic freedom?	62,9%	33,6%	3,4%	0,00%	0,00%	%
4	To what extent can teachers utilize their own resources	61,2%	34,5%	3,4%	0,9%	0,00%	%

		%	%	%	%	%	%
	- Learning strategies	%	%	%	%	%	%
5	- Teaching methods	76,7%	21,6%	1,7%	0,00%	0,00%	%
6	- Educational innovations	83,6%	15,5%	0,9%	0,00%	0,00%	%
7	To what extent does the EP's content meet your scientific and professional interests and needs?	70,7%	26,7%	2,6%	0,00%	0,00%	%
8	How do you evaluate the university's efforts to organize medical care and disease prevention?	46,6%	48,3%	3,4%	1,7%	0,00%	%
9	How much attention does the educational institution's management pay to the program's content?	78,4%	19%	2,6%	0,00%	0,00%	%
10	How do you assess the sufficiency and accessibility of the required scientific and educational literature in the library?	70,7%	27,6%	1,7%	0,00%	0,00%	%
11	Do you assess the level of conditions created that take into account the needs of different groups of students?	54,3%	43,1%	1,7%	0,9%	0,00%	%
	Evaluate the management's openness and accessibility	%	%	%	%	%	%
12	- to students	75,9%	21,6%	0,9%	0,9%	0,9%	%
13	- to teaching staff	69,8%	27,6%	1,7%	0,9%	0,00%	%
14	Assess teaching staff's involvement in the process of making managerial and strategic decisions	53,4%	39,7%	6,9%	0,00%	0,00%	%
15	How does teaching staff encourage innovation?	63,8%	31%	5,2%	0,00%	0,00%	%
16	Evaluate the level of feedback between the teaching staff and the management	69%	26,7%	2,6%	1,7%	0,00%	%
17	What is the level of stimulation and involvement of young professionals in the educational process?	69,8%	27,6%	1,7%	0,9%	0,00%	%
18	Evaluate the professional and personal growth opportunities for each teacher and employee.	60,3%	35,3%	4,3%	0,00%	0,00%	%
19	Assess the adequacy of the recognition by the university management of the potential and abilities of teachers	62,9%	31,9%	4,3%	0,9%	0,00%	%
	How the job is set	%	%	%	%	%	%
20	- on academic mobility	62,9%	36,2%	0,9%	0,00%	0,00%	%
21	- on enhancing the teaching staff's skills	73,3%	25,9%	0,00%	0,00%	0,9%	%

		%	%	%	%	%	%
	Evaluate the support of the university and its management	%	%	%	%	%	%
22	- the faculty's scientific research initiatives	69,8%	26,7%	2,6%	0,9%	0,00%	%
23	- development of new educational programs/academic disciplines/teaching methods	75%	23,3%	1,7%	0,00%	0,00%	%
	Evaluate the level of faculty's ability to combine teaching	%	%	%	%	%	%
24	-with scientific research	44,8%	50%	3,4%	0,9%	0,9%	%
25	- with practical activities	55,2%	41,4%	2,6%	0,9%	0,00%	%
26	Assess how well the students' knowledge obtained at the university corresponds to the realities of the requirements of the modern labor market	68,1%	31,9%	0,00%	0,00%	0,00%	%
27	How do the university's management and administration perceive criticism in their addresses?	43,1%	50%	4,3%	2,6%	0,00%	%
28	Do you rate how much your academic workload meets your expectations and capabilities?	50,9%	44%	5,2%	0,00%	0,00%	%
29	Evaluate the focus of educational and training programs on the development of students' skills and abilities to analyze situations and make forecasts.	63,8%	32,8%	3,4%	0,00%	0,00%	%
30	Evaluate how much the educational program, in terms of content and quality of implementation, meets the expectations of the labor market and employers.	63,8%	33,6%	2,6%	0,00%	0,00%	%

Why do you work in this particular university?

1. KNWTTU has a good opportunity to combine training with practical activities
2. deliver quality knowledge to Kazakh girls.
3. I have changed the leadership of the university to increase executive competence of students EP
4. it is necessary to enter your post in the pedagogical education of rural youth.
5. a university with a unique and unique history
6. there is an opportunity to improve in the scientific and cognitive direction, there are conditions for teachers-scientists
7. KNWTTU has many opportunities
8. teaching staff has relatively more favorable conditions than other universities

9.it is worth noting that the vuz pays all attention to the needs of the teaching staff, and academic integrity, and all prosaic. There is an opportunity for career growth and the opportunity to work in scientific research. KNWTTU is competitive when developing op. Good indicators in the various international and Republican ratings of Middle countries. Stimulation of the active role of students in the control of the process of their own education, student training.

10. I am a graduate of this educational institution,have everything you need for the course of training?

11. created all the conditions regarding sports

12. graduate of this university

13. the reason for my choice is that I have the right conditions for the game of football and handball

14.I work in this university, which is a Pedagogical University with 80-year history, with established traditions, with emphasis on innovation, with positioning of modern women's education in the Republic of Kazakhstan.

15.there are conditions for professional development. For example, last year the University of Sussex made it possible to improve qualifications. I can say that the competition was fair. In addition, according to the Bolashak program, the university is developing directions.

16. I like working here

17. teachers are provided with conditions for conducting the educational process, as well as a very good educational institution

18 there are many Kazakh girls from the village. They will be very talented and talented. That's what I chose for.

19. graduated from this university

20. developing well

21. related to the training of teachers of the Kazakh language and literature

22.to improve my teaching skillsThe university has extensive experience in training specialists for preschool organizations.

23. This is an educational institution with high-quality education

24. You have a full opportunity for professional growth to demonstrate your capabilities.

25. I like it working here successful work schedules

26. 1) The graduating department in my specialties; 2) The best team in the city, with which it can be compared. The student is very passionate about his studies.

27. KNWTTU is the sole educational institution in the republic where girls have the opportunity to study and train teachers in the Kazakh language and literature. I have been working in the team for many years.

28. Women's University is a unique institution. The quality of education is also high.

29. to showcase their sport to regular Kazakh girls.

30. University created opportunities to enhance my scientific potential.

31. I have been working at this university for more than 17 years. I have trained 4 doctoral students and more than 15 undergraduates. I like it.

32. I like working conditions and career opportunities.

33. education is very high. I have a high chance of progressing in pedagogical areas. High team cohesion

34 The topic of the dissertation is related to the training of physics teachers. That's why I decided to train future teachers here.

35 I love my profession.

36 I like to educate future young teachers at the National Pedagogical University.

37 KNWTTU has a large and friendly team, a creative atmosphere, calm and open management, an appropriate salary level, and financial opportunities.

38 KNWTTU has a large creative team, open and fair management, monthly income in accordance with the labor market, and financial incentives.

39. The reasons for choosing this university were, firstly, the general atmosphere, trust in a young specialist, the desire to learn, a favorable atmosphere for teaching, and implementing professional activities.

40 due to high educational skills and reputation

41 I am a graduate of this university, so the future of my nation is what I know.

42. I really like the university. Democratic governance... innovative education is convenient. 43. A large number of events dedicated to new classes will be organized.

44. Thanks to the unique advanced educational institution in the preparation of pedagogical   specialties

45. The opportunities for development are high, and the students are motivated.

46. I appreciate my university's reputation, its material base, and access to everything you need to develop yourself.

47. because of the beginning's competence in relation to employees, and because a healthy work attitude is very important. There is a wonderful opportunity to combine the scientific   and   pedagogical   sides!

48. universities are the only educational institutions in the republic where girls study and study and train teachers of the Kazakh language and literature. I chose this team and have been working for many years.

49. I chose this university because it fosters openness and sincerity and offers a relatively high salary.

50. to contribute to the future of the nation by forming the leadership qualities and skills of future specialists.

51. This educational institution trains unique female teachers from the CIS countries.

52. The teaching staff fosters a good and gracious atmosphere.

53. Kazakh National Women's Pedagogical University is the republic's leading university.in order to increase student activity in order to teach students innovative methods accumulated at the Institute of Advanced Training.

54. The first exchange of experience; the second educational;

55. Good conditions have been created for teachers for professional, scientific, comprehensive development, as well as for working in the training of qualified, competent specialists, depending on the specialties of the future.

56. one of the universities where there is prestige and passion. The university is rich in traditions and extensive experience of educational and scientific work.

57. There are many changes and possibilities.

58. Compared with other universities, conditions have been created for teachers; there is motivation to work (they have increased the monthly salary; they are rewarded). The team   is   good.

59. After graduating from this educational institution, I decided to serve here and absorb my work.

60. in the future, a large share in the training of a qualified mother, all conditions have been   created.

61. a great contribution to professional development, the opportunity to engage in scientific   work,   the   necessary   material   support   at   a   high   level

62. for young people who are passionate about the education of this educational institution, for the good support of the educational institution

63. first of all, I'm used to the university environment. Secondly, I understand that working with girls, their upbringing, and education are important for the future of the nation. There is such a feeling of love...

64. In my work, this is the reason for choosing a university: the basic foundations of national values and national education in accordance with my pedagogical position.

65. It was at this university that I began my teaching life. This university is warm for me. The reason for my choice is not only the moral education of girls but also modern education. For myself, our university looks hot.

66. because this university has a friendly atmosphere, creating conditions for the introduction of new methods of training, advanced training, scientific internships, and scientific support of projects.

67. we have a profession at this university.

68. you can hone your teaching experience at a high level.

69. I like it

70. For the availability of high-quality educational institutions

71. professional staff, many opportunities to contribute their scientific developments to the educational process

72. The main feature of the Kazakh National Women's Pedagogical University is that it is the first women's university with almost 80 years of history. It is a great responsibility, great joy, and happiness for me to work at a pedagogical university in the Republic of Kazakhstan.

73. my admission to the position in accordance with the qualifications of higher education and the conditions for university staff at a high level

74. I would say that simplicity and humanity prevail!

75. National Pedagogical University It is a great honor for me to train and educate future teachers at competitive, educated, historical universities in the Republic of Kazakhstan.

76. You can realize yourself.

77. promotes the opportunity to engage in research work in addition to fulfilling the academic load.

78. career growth is possible.

79, The team, which has created conditions for my scientific ideas, is ideal for improving education and science.

80. I am graduate of this university

81.-

82. since my knowledge gained at universities and the topic of my dissertation are related to pedagogy

83. Along with pedagogical education, students pay special attention to education.

84.conditions have been created for teaching.

85. after graduating from this university, Kane remained in the service, received a master's degree, conditions for teaching staff were created, and there is unity between the teams. It is very interesting to work with students.

86. The reason is that I work at the educational institution where I studied and contribute to the training of future music teachers.

87. I am graduate of this educational institution

88. excellent conditions for teachers

89. I have the opportunity to improve the quality of training and expand my knowledge in new areas in special education.

90. I work to contribute to science

91. University level of education

92. The Women's University holds a leading position in the rankings of training specialists in geography and pedagogical direction. At the same time, the mutual continuity of teachers and students in the scientific and pedagogical orientation is at a high level. Much attention is paid to the professional growth and social responsibility of teachers   and   students. Our university has a lot of specialists, and the professionalism of the teaching staff is appreciated.

93. All conditions have been created.

94. This is one of the old universities of the Republic of Kazakhstan, where I worked for more than 40 years.

95. Conditions have been created to improve the professional level of 71 teachers.

96. There is a discipline in this university. The relationship between supervisors and regular teachers is very high. For teachers from all sides.

32. Within the framework of your course, how often do master classes and classes with practitioner participation take place?

very often	Often	sometimes	rarely	never
44 (37, 9%)	52 (44, 8%)	20 (17, 2%)	0 (%)	0 (%)

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

very often	Often	sometimes	rarely	never
33 (28, 4%)	58 (50%)	21 (18, 1%)	3 (2, 6%)	1 (0, 9%)

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

Questions	Often	sometimes	never	no answer
Lack of classrooms	6 (5,2%)	48 (41,4%)	62 (53,4%)	0
Unbalanced academic load by semester	0 (%)	33 (28,4%)	83 (71,6%)	(%)
Unavailability of necessary literature in the library	2 (1,7%)	29 (25%)	85 (73,3%)	(%)
Overcrowding of study groups (too many students in a group)	3 (2,6%)	40 (34,5%)	73 (62,9%)	(%)
Inconvenient schedule	4 (3,4%)	32 (27,6%)	80 (69%)	(%)
Inappropriate classroom conditions	5 (4,3%)	32 (27,6%)	79 (68,1%)	(%)
Lack of Internet access/weak internet	14 (12,1%)	55 (47,4%)	47(40,5%)	(%)
Students' lack of interest in learning	0 (%)	21(18,1%)	95 (81,9%)	(%)
Late receipt of information about events	18 (15,5%)	98 (84,5%)	0 (%)	(%)
Lack of technical training facilities in classrooms	8 (6,9%)	49 (42,2%)	59 (50,9%)	(%)
Other issues	1. Study rooms are not clean, slow Internet, lack of a computer 2. The interactive whiteboard does not work if you enter the office with an empty interactive whiteboard and write a comment. Besides, we have to work on Sunday. We are afraid to express our opinion. As a young specialist, no one listens to your words. There is rudeness on the part of the management. Does not know how to work with Z Generation. If you give up one job, the management will say that you will not stay at work next year. If we get sick, the patient will miss teachers. We are afraid to go to the department, do extra work and scold. Young teachers are not respected by other teaching staff. (we also have a teaching status) at a time when we get rid of paperwork, we are given whole syllabuses and other documents. You can't send them to any sanatorium. He only sends big people there. A comment threatening an act. In fact, these young professionals are doing a good job. He doesn't care about how you taught the students, but somehow you got the paperwork right. There were other personal transitions during the certification. I am afraid to express my opinion to the head of the program, the dean and vice-rectors. 3. There was a shortage of audience in the first semester, the Internet is weak. We have the opportunity to solve all the problems 4. low interactive whiteboard, weak Internet, very low purity of the audience, coldness of the audience, teaching Kazakh in the Russian department without dividing into groups, for example,			

	more than 33 students
	5. There is nothing satisfactory
	6.The question of how often you encounter the problems listed below got me thinking. I have heard that "after the audience did not reach, it was put on Saturday," or "they teach in the afternoon." But there was no situation when classes with students did not take place without searching for an empty audience.
	7. Everything is fine
	no problems. If they make their own decisions
	8. Any obstacles will be solved at the right time.
	9. the university has created favorable conditions for teaching, science, and professional activity
	10. there are no special rooms for social workers speciality students
	11. small study rooms
	12. lack of computers for the teaching staff, excessive queues in the dining room and lack of seats for the teaching staff, lack of Internet and laptop-connected currents.
	13. The difficulty of publishing an article in a journal based on the Ministry recommended journals
	14. So far, I have not become a problem
	15. problems of publishing a scientific article in the CCSON journal it is impossible to introduce our journal into the CCSON
	16. I want the newly purchased smart boards to be in the entire audience. Even if not, why don't you provide a marker and its pens? Who needs the Rector's Office of Dau TV screen? After all, instead of doing it for the sake of fashion, you could get a few boards. Incorrectly provided with the Internet. Why doesn't every teacher produce paper and provide things like a color printer as well as stationery? The A4 piece of paper that you give to the department every month does not exceed the department itself. If teachers are also used, they quickly run out. Why should a teacher exclude expenses from his pocket in order to use some methods?
	17. The lack of a simple whiteboard in classrooms.
	18. the management tries to solve all the problems that arise on time
	19. A person is happy to do a job that he likes, no matter how difficult it may be.
	20. the problem of late payment of students due to high tuition fees
	21. In general, the management is very grateful!

	22. a person can happily do what is difficult for him, because he likes the work he is doing.
	23. Trash in classrooms
	24. in case of a problem, the management immediately resolves
	25. No state grant is allocated for the educational program of vocational training
	26. Problems arising in the process of cognitive cognition are quickly regulated with the help of appropriate (competent) structural units.
	27. I would like to see the university become better, so that the study of English and the use of computer technology.

35. There are many different sides and aspects in the life of the university that affect every teacher and employee in one way or another. Rate how satisfied you are:

The attitude of the university management towards you	Completely satisfied (1)	Partially satisfied (2)	Not satisfied (3)	I find it difficult to answer (4)
Relations with direct management	102 (87,9%)	10 (8,6%)	0 (%)	4 (3,4%)
Relations with colleagues at the department	102 (87,9%)	8 (6,9%)	2 (1,7%)	4 (3,4%)
The extent of participation in management decision-making	110 (94,8%)	4 (3,4%)	0 (%)	2 (1,7%)
Relations with students	96 (82,8%)	15 (12,9%)	1 (0,9%)	4 (3,4%)
Recognition of your successes and achievements by the administration	115 (99,1%)	1 (0,9%)	0 (%)	0 (%)
Support for your suggestions and comments	95 (81,9%)	15 (12,9%)	3 (2,6%)	3 (2,6%)
The activities of the university administration	97 (83,6%)	11 (9,5%)	1 (0,9%)	7 (6%)
Terms of payment	99 (85,3%)	13 (11,2%)	4 (3,4%)	0 (%)
Working conditions, list and quality of services provided at the university	86 (74,1%)	24 (20,7%)	3 (2,6%)	3 (2,6%)
Occupational safety and health	94 (81%)	20 (17,2%)	1 (0,9%)	1 (0,9%)
Managing changes in the university's activities	100 (86,2%)	15 (12,9%)	1 (0,9%)	0 (%)
By providing a social package: rest, sanatorium treatment, etc.	98 (84,5%)	11 (9,5%)	2 (1,7%)	5 (4,3%)
Organization and quality of nutrition at the university	64 (55,2%)	23 (19,8%)	14 (12,1%)	15 (12,9%)
Organization and quality of medical care	68 (58,6%)	31 (26,7%)	6 (5,2%)	11 (9,5%)
The attitude of the university management towards you	78 (67,2%)	25 (21,6%)	3 (2,6%)	10 (8,6%)

Appendix 4. Results of students' survey of the NJSC «Kazakh National Women's Teacher Training University»

Total number of questionnaires: 292

Educational program (specialty):

6B05302 – Physics	32 (11%)
6B01403 – Physical education and sports	21 (6.8%)
6B01601 – History	16 (5.5%)
6B02201 – History	13 (4.5%)
6B01705 – Foreign language: two foreign languages	12 (4.1%)
6B05301 – Chemistry	12 (4.1%)
6B03201 – Library Science	11 (3.8%)
6B01701 – Kazakh language and literature	11 (3.8%)
6B02102 -Choreography	11 (3.8%)
6B01504 – Physics	9 (3.1%)
7M01705 - Foreign language: two foreign languages	9 (3.1%)
6B06101 – Design of digital analytical educational programs	8 (2.7%)
6B01401-Music Education	7 (2.4)
6B01704 – Russian language and literature in schools with a non-Russian language of instruction	7 (2.1%)
6B01402 – Visual art, artistic work, graphics and design	6 (2.1%)
6B11102 – Cultural and leisure work	6 (2.1%)
6B01702 – Kazakh language and literature in schools with non-Kazakh language of instruction	6 (2.1%)
6B05101 – Biology	6 (2.1%)
7M01503 – Computer Science	6 (2.1%)
6B03101 – Sociology	6 (2.1%)
6B01202 – Educator and speech therapist of preschool organizations	6 (2.1%)
7M01201 – Preschool education and upbringing	5 (1.7%)
8D01703 – Foreign language: two foreign languages	5 (1.7%)
6B01509 – Biology	5 (1.7%)
7M01502 – Physics	5 (1.7%)
6B11401 – Social work	5 (1.7%)
7M01504 – Chemistry	5 (1.7%)
6B01505 – Physics-Computer Science	4 (1.4%)
6B01407 – Fundamentals of Law, Economics and Entrepreneurship	4 (1.4%)
6B01406 – Vocational training and Entrepreneurship	3 (1%)
6B01201 – Preschool education and upbringing	3 (1%)
6B01802 – Social pedagogy	3 (1%)
7M05302 – Chemistry	3 (1%)
8D05301 – Chemistry	3 (1%)

7M03101 – Sociology	3 (1%)
6B01405 – Fundamentals of Law and Economics	3 (1%)
6B01101 – Pedagogy and Psychology	3 (1%)
6B01510 – Geography	2 (0.7%)
6B01404 – Vocational training	2 (0.7%)

Gender:

Male	0 (0%)
Female	292 (100%)

Rate how satisfied you are:

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I find it difficult to answer
1. Relations with the dean's office (school, faculty, department)	77,1%	18,8%	2,7%	0,3%	1%
2. The level of accessibility of the dean's office (schools, faculties, departments)	81,8%	14,7%	1%	1%	1,4%
3. The level of accessibility and responsiveness of the management (university, school, faculty, department)	80,8%	14%	2,4%	1%	1,7%
4. The availability of academic counseling	78,8%	16,4%	2,1%	1%	1,7%
5. Support of educational materials in the learning process	79,1%	16,4%	3,1%	1%	0,3%
6. The availability of counseling on personal issues	76,7%	16,8%	2,7%	2,1%	1,7%
7. The relationship between a student and a teacher	83,6%	14,7%	1,4%	0%	0,3%
8. The activities of the financial and administrative services of the educational institution	69,2%	21,2%	5,8%	2,1%	1,7%
9. Accessibility of health services	74,3%	18,2%	3,4%	2,1%	2,1%
10. The quality of medical care at the university	72,3%	18,5%	4,5%	2,1%	2,7%
11. The level of accessibility of library resources	82,2%	14,4%	1,4%	1,4%	0,7%
12. The quality of services provided in libraries and	81,5%	14%	1,4%	2,4%	0,7%

reading rooms				
13. The existing educational resources of the university	80,1%	16,1%	1%	2,1%	0,7%
14. Availability of computer classes	69,5%	18,8%	6,8%	3,8%	1%
15. The availability and quality of Internet resources	70,2%	19,9%	5,5%	2,7%	1,7%
16. Information content of the website of educational organizations in general and faculties (schools) in particular	81,2%	15,1%	1%	1%	1,7%
17. Classrooms, Lecture halls for large groups	77,7%	16,1%	3,1%	2,7%	0,3%
18. Breakout rooms for students (if available)	56,5%	20,2%	9,6%	8,2%	5,5%
19. Clarity of procedures for taking disciplinary action	77,7%	18,5%	1%	1,4%	1,4%
20. The quality of the educational program as a whole	82,9%	13,7%	1,7%	1,4%	0,3%
21. The quality of educational programs in the EP	81,8%	14,7%	2,1%	0,7%	0,7%
22. Teaching methods in general	82,2%	14,4%	2,1%	1%	0,3%
23. The speed of response to feedback from teachers on the educational process	83,6%	13,4%	1,7%	0,3%	1%
24. The quality of teaching in general	83,9%	13,4%	1,4%	0,7%	0,7%
25. Academic workload/student requirements	79,8%	16,4%	1,7%	0,7%	1,4%
26. The requirements of the teaching staff for the student	81,2%	15,1%	2,1%	0,7%	1%
27. Information support and explanation of the admission rules and the strategy of the educational program (specialty) before admission to the university	82,5%	12,7%	1,7%	1%	2,1%
28. Informing the requirements in order to successfully complete this educational program (specialty)	81,8%	15,1%	1%	0%	2,1%
29. The quality of examination materials (tests and examination questions, etc.)	83,6%	13,7%	0,7%	0,3%	1,7%
30. The objectivity of the assessment of knowledge, skills and other educational achievements	84,6%	13%	1%	0,3%	1%
31. Available computer classes	72,3%	17,8%	5,5%	2,4%	2,1%
32. Available scientific laboratories	69,9%	19,2%	2,4%	1,4%	7,2%
33. Objectivity and fairness of teaching staff	79,5%	14,7%	2,7%	1%	2,1%
34. Informing students about courses, educational programs and academic degrees	80,1%	15,8%	0,7%	1,7%	1,7%
35. Providing students with a dormitory	69,5%	17,5%	4,8%	3,8%	4,5%

Rate how much you agree:

Statement	Completely agree	agree	partially agree	disagree	completely disagree	no answer
1. The course program was clearly presented	78,1%	16,1%	4,8%	0,3%	0,7%	0%
2. The course content is well structured	76,7%	17,5%	4,5%	1%	0,3%	0%
3. The key terms are sufficiently explained	76,4%	17,8%	4,1%	1,4%	0,3%	0%
4. The material proposed by the teacher is relevant and reflects the latest achievements of science and practice	77,7%	16,4%	4,8%	0,7%	0,3%	0,1%
5. The teacher uses effective teaching methods	77,1%	17,8%	4,1%	0,3%	0,7%	0%
6. The teacher owns the taught material	80,1%	16,1%	3,1%	0,3%	0,3%	0,1%
7. The teacher's presentation is clear	77,7%	17,8%	3,4%	0,7%	0,3%	0,1%
8. The teacher presents the material in an interesting way	75%	15,8%	8,2%	0,7%	0,3%	0%
9. The objectivity of the assessment of knowledge, skills and other educational achievements	77,7%	15,1%	5,8%	0,7%	0,7%	0%
10. The timeliness of the assessment of students' academic achievements	77,1%	15,4%	5,5%	1%	1%	0%
11. The teacher meets your requirements and expectations of professional and personal development	76,4%	18,5%	4,1%	0,7%	0,3%	0%
12. The teacher stimulates the activity of students	76%	16,4%	5,8%	1,4%	0,3%	0,1%
13. The teacher stimulates the creative thinking of students	78,4%	15,4%	4,8%	1%	0,3%	0,1%
14. The appearance and manners of the teacher are adequate	77,7%	17,8%	3,8%	0,3%	0,3%	0,4%
15. The teacher shows a positive attitude towards students	78,8%	16,4%	4,1%	0,3%	0,3%	0%
16. The system of assessment of educational achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	79,8%	16,1%	3,4%	0,3%	0,3%	0,1%
17. The evaluation criteria used by the teacher are clear and accessible	78,8%	16,4%	3,8%	0,7%	0,3%	0%

18. The teacher objectively evaluates the achievements of students	78,1%	16,4%	4,8%	0,3%	0,3%	0,1%
19. The teacher speaks a professional language	79,8%	15,1%	3,8%	1%	0,3%	0%
20. The organization of education provides sufficient opportunity for sports and other leisure activities	72,9%	15,4%	7,5%	3,8%	0,3%	0,1%
21. The facilities and equipment for students are safe, comfortable and modern	69,2%	19,9%	8,2%	2,1%	0,7%	0%
22. The library is well equipped and has a sufficient fund of scientific, educational and methodological literature	72,9%	19,5%	6,5%	0,7 %	0,3%	0,1%
23. Equal opportunities for the development of EP and personal development are provided to all students	78,1%	16,8%	4,1%	0,7%	0,3%	0%

Other issues regarding the quality of teaching:

1. I am completely satisfied with the training issues, I cannot

2. incorrect creation of the Internet

3. There is no duality

4. I have no other problems with the quality of training

5. The quality of training is excellent.It will be a complete disappointment .I am getting a high-quality education

6. The quality of the training is good, but it delays the food and the track too much. Why is it not removed over time?

7. Everything is available)

8. everyone is happy!

9. The university has all the conditions for students, teaches well, I have good teachers, full inventory, Internet is provided. 😁

10. I am completely satisfied with the state of the university. And I fully agree that the work and proposals are at a high level.

11. it's freezing in the office, in 2 hours the whole group froze and got sick. Constant problems with the office, even if the office is free, the keys may not be given by the teacher, since the Department of chemistry or physics has taught models there, which are not in sight. The terrible attitude towards teachers and students on the part of methodologists, the distribution of rates at random, the distribution of classrooms is already a general gloom!

12. Insufficient audience and obsolescence of some audiences.

13. The most important question is whether it is convenient to organize an inquiry.

14. Currently, teaching methods and techniques are constantly changing. In this regard, teachers are faced with the issues of constantly updating teaching methods and techniques and mastering technologies, the ability to apply them effectively.

15. the quality of training is at a high level, everything is high-quality and interesting. I study with a deep understanding of my profession.

16. solving some problems, as well as problems, you need to take the ANSWER TO THE QUESTIONS. all the questions from the beginning do not know anything, and when the deadline is already, everyone is rushing you, do not look at the time and availability

17. I am completely satisfied with the quality of the training

18. Inconsistency of tests or questions during the session that differ from previous grades; lack of room for convenient reading by the student

19. All conditions have been created and are acceptable to me and other students.

20. I'm happy with everything!

21. We really like the university. High-quality education and academic integrity are fully preserved.

22. The quality of education is at a very high level.

23. There are no other issues related to the quality of education. The mood is full . Thanks to the university teachers!

24. the quality of training is excellent, and the EP is at the highest level

25. No attention was paid to our profession

26. Classes are boring.

27.I am completely satisfied with the teaching of our teachers!

28. everything is fine!I like my profession, my university

29. Everything is perfect

30. I am satisfied with everything. The qualifications of the teachers are at a very high level.