



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

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

6B01501-Mathematics (IP), 6B01504-Physics (IP),
6B01507-Informatics (IP),
7M01509-Digital Pedagogy (IP)

JSC "ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY"

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

Date of visit: November 4-6, 2024

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

*Addressed to
Accreditation
IAAR Council*



REPORT

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

**6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507-Informatics (IP),
7M01509-Digital Pedagogy (IP)**

JSC "ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY"

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

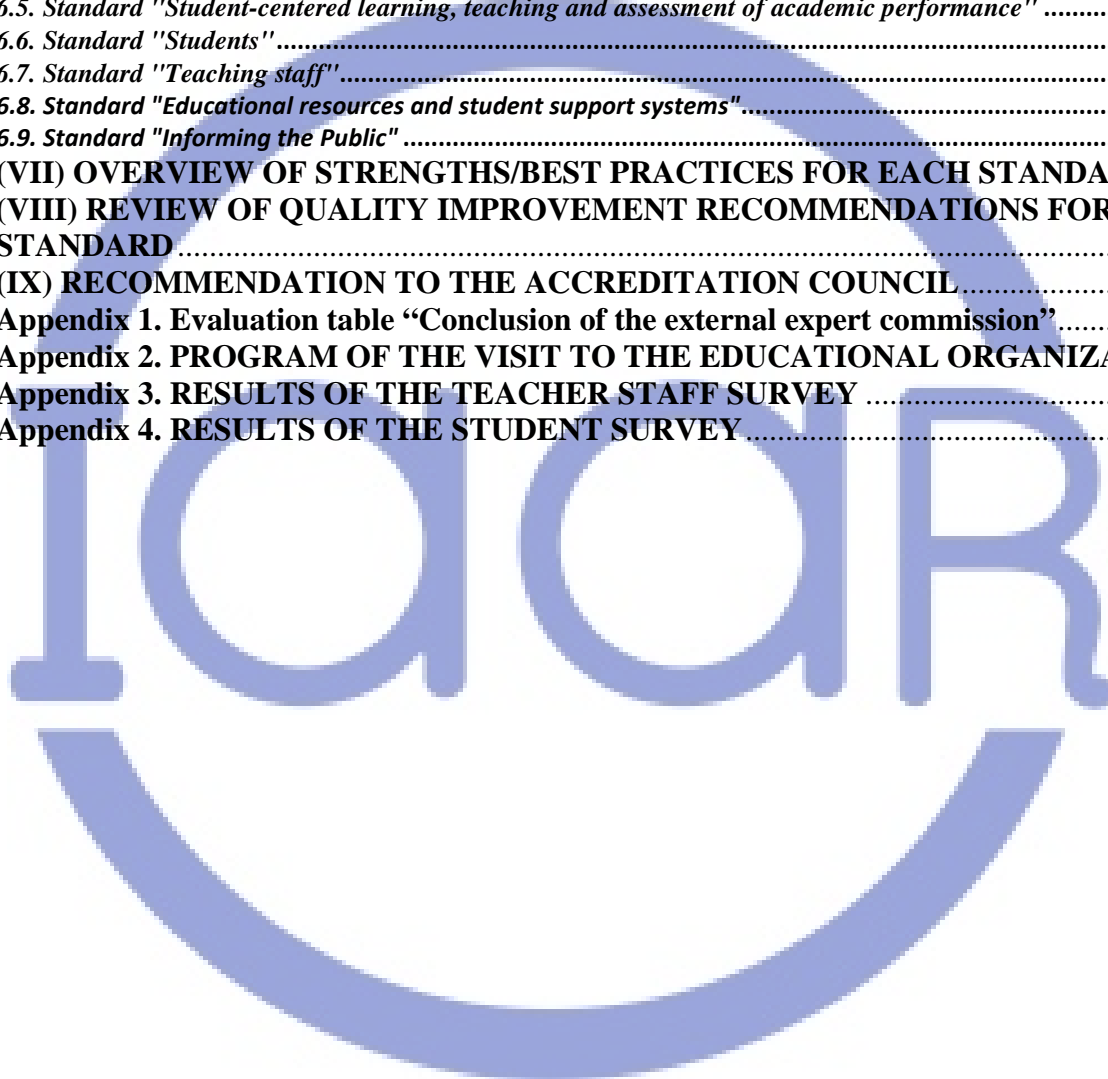
Date of visit: November 4-6, 2024

Almaty city

November 6, 2024

Content

(I) LIST OF SYMBOLS AND ABBREVIATIONS	3
(II) INTRODUCTION	4
(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION	6
(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE	8
(V) DESCRIPTION OF THE EEC VISIT	8
(VI) COMPLIANCE WITH SPECIALISED ACCREDITATION STANDARDS	10
6.1. <i>Standard "Management of the educational program"</i>	10
6.2. <i>Standard "Information Management and Reporting"</i>	14
6.3. <i>Standard "Development and approval of the educational program"</i>	17
6.4. <i>Standard "Continuous monitoring and periodic evaluation of educational programs"</i>	20
6.5. <i>Standard "Student-centered learning, teaching and assessment of academic performance"</i>	22
6.6. <i>Standard "Students"</i>	25
6.7. <i>Standard "Teaching staff"</i>	28
6.8. <i>Standard "Educational resources and student support systems"</i>	31
6.9. <i>Standard "Informing the Public"</i>	34
(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD	36
(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD	37
(IX) RECOMMENDATION TO THE ACCREDITATION COUNCIL	38
Appendix 1. Evaluation table "Conclusion of the external expert commission"	39
Appendix 2. PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION	45
Appendix 3. RESULTS OF THE TEACHER STAFF SURVEY	55
Appendix 4. RESULTS OF THE STUDENT SURVEY	62



(I) LIST OF SYMBOLS AND ABBREVIATIONS

- AMS**– Administrative and managerial staff
BD- Basic disciplines
UC– University component
University- Higher education institution
GIS- geographic information systems
State Educational Standard- State compulsory educational standard
SF- State funding
USHEM -Unified system of higher education management
UPHE -Unified portal of higher education
IC- Individualized curriculum
Abai KazNPU- Abai Kazakh National Pedagogical University
CED– Catalog of elective courses
MSHE RK– Ministry of Science and Higher Education of the Republic of Kazakhstan
IAAR– Independent accreditation and rating agency
IAQAE– Independent Agency for Quality Assurance in Education
RE- Research Institute
RW- Research work
NED- National Education Database
OE– Organization of education
MC- Mandatory component
CS- Compulsory subjects
EP- Educational programs
PE - Pedagogical education
MD– Major disciplines
TS- Teaching staff
PTF– Program-targeted financing
WC- Working curriculum
IQA– Internal quality assurance
IWST -Independent work of students with a teacher
IWS -Independent work of students
ESS-Educational support staff
EMA REMC– Educational and methodological association of the Republican educational and methodological council
EQF -European Qualifications Framework

(II) INTRODUCTION

In accordance with the order № 167-24-OD dated 03.10.2024 of the Independent Agency for Accreditation and Rating, from November 4 to 6, 2024, an external expert commission assessed the compliance of educational programs 6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507-Informatics (IP), 7M01509-Digital Pedagogy (IP) of the NAO "Abai Kazakh National Pedagogical University" with the standards of primary specialized accreditation of IAAR (dated May 25, 2018 № 68-18 / 1-OD, first edition) with the requirements of the standards of primary specialized accreditation (EX-ANTE) of higher and (or) postgraduate education.

The report of the external expert commission contains an assessment of the submitted educational programs according to the IAAR criteria, recommendations of the EEC for further improvement of educational programs and parameters of the profile of educational programs.

Composition of the EEC:

Chairman of the EEC – Belykh Yuri, c.ph-m.s., associate professor, IAAR Category 1 Expert (Grodno, Belarus); *Offline participation*

IAAR Foreign Expert – Dzigua Dmitry, c.p.s, associate professor, Moscow City Pedagogical University (Moscow, Russian Federation); *On-line participation*

IAAR Foreign Expert – Dolmogombetov Galim, Honored Artist of the Russian Federation, professor, academician of the Russian Academy of Arts, Moscow State Academic Art Institute named after V. I. Surikov (Moscow, Russian Federation); *On-line participation*

IAAR Expert – Madiyeva Galiya, c.p.s., associate professor, Al-Farabi Kazakh National University (Almaty); *Off-line participation*

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

IAAR Expert – Ozigeldinova Zhanar, PhD, L.N. Gumilyov Eurasian National University (Astana); *On-line participation*

IAAR Expert – Medeubayev Erlan, candidate of historical sciences, associate professor, research analyst at the Kazakhstan Institute of Public Development (Astana); *Offline participation*

IAAR Expert – Kuzbakova Gulnara, Candidate of Art History, Kazakh National University of Arts (Astana); *Offline participation*

IAAR Expert – Kaliakbarova Lyailya, c.p.n., PHD MBA, professor, Kurmangazy Kazakh National Conservatory; (Almaty); *Off-line participation*

IAAR Expert – Kulzhumiyeva Aiman, c.ph-m.s., associate professor, West Kazakhstan University named after Makhambet Utemisov (Uralsk); *On-line participation*

IAAR Expert – Imanbetov Amanbek, candidate of pedagogical sciences, associate professor, Karaganda University named after Academician E.A. Buketov (Karaganda); *Off-line participation*

IAAR Expert – Aktymbayeva Aliya, candidate of geographical sciences, associate professor, al-Farabi Kazakh National University (Almaty); *Offline participation*

IAAR Expert – Kubentayeva Saniya, candidate of pedagogical sciences, associate professor, “East Kazakhstan University named after Sarsen Amanzholov”; *On-line participation*

IAAR Expert – Aikenova Dina, PhD, Executive Director of ID-research (Astana); *On-line participation*

IAAR Expert – Aubakirova Saltanat, PhD, associate professor, Toraighyrov University (Pavlodar); *Off-line participation*

IAAR Expert, Employer – Zhetmekova Saule, Deputy Director for Academic Affairs of School – Lyceum № 72 (Astana); *On-line participation*

IAAR Expert, Employer – Sandybayeva Dinara, Deputy Director for Academic Affairs, Higher North Kazakhstan Professional Pedagogical College (Petrovsk); *On-line participation*

IAAR Expert, Student – Rakhmetov Artur, 2nd year student of the Information Technology program of the S. Seifullin Kazakh Agrotechnical Research University (Astana); *On-line participation*

IAAR Expert, Student –Erkhankyzy Dinara, 2nd year student of the History Department, Kyzylorda University named after Korkyt Ata (Kyzylorda); On-line participation

IAAR Expert, Student –Proskurina Valeria, 4th year student of EP 6B01420 Physical Education and Sports, Pavlodar Pedagogical University named after Alkey Margulan (Pavlodar); On-line participation

IAAR Expert, Student -Mukhsynova Meruert, 3rd year doctoral student EP 8D02194 Variety Art RSU “Kazakh National Academy of Arts named after Temirbek Zhurgenov” (Almaty); On-line participation

IAAR expert, student– Mukatayev Dias, 1st year Master's student of the EP 7M03106 Political Science, L.N. Gumilyov Eurasian National University (Astana, Republic of Kazakhstan); On-line participation

IAAR EEC Coordinator- Bekenova Dinara, project manager IAAR (Astana).



(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION

Abai University is a major center of education, science and culture, one of the leading universities and the leader of pedagogical education in Kazakhstan, which turned 95 years old in 2023. Abai University combines in its activities the centuries-old tradition of education and upbringing of the younger generation, modern achievements of science and technological changes, and uses innovative approaches. The competitive advantages of the university are its multilingualism, multiculturalism, openness, inclusiveness with its focus on national values of education.

As a result of targeted work to ensure quality, Abai KazNPU is among the top ten universities in the Republic of Kazakhstan. According to the results of QS World University Rankings 2024, the university occupies position 681–690 (2025 position 671–680). In the QS Asia University Rankings 2023, it ranks 145th (5th among Kazakhstani and Central Asian universities). In QS by Subject 2023, in the category "Social Sciences and Management" in the specialty "Education and Training", the university took 76th place in the global ranking, which corresponds to the first place among universities in Kazakhstan. In the QS Stars Rating System-2022, the university was awarded 4 "stars" out of 5 possible.

Abai University is one of the few Kazakhstani higher education institutions participating in the "green ranking" of UI Greenmetric and Times Higher Education Impact Rankings. For the second year in a row, Abai University has become the leader among Kazakhstani universities participating in the Times Higher Education Impact Rankings (ranked 601-800).

In 2023, in the Institutional Ranking by Field of Science in the field of "Pedagogical Sciences", the university took 1st place at all levels of education (bachelor's, master's, doctoral).

In the Webometrics Ranking of World Universities (January 2023) ranking of university websites, it ranks 5th among Kazakhstani universities and 1st among industry universities in the Republic of Kazakhstan; according to the impact factor, it ranks 2nd among Kazakhstani universities.

The university has 16,151 students studying in various fields of study, implementing 86 bachelor's programs, 64 master's programs and 26 doctoral programs.

In the ranking of the country's universities by groups of educational programs, 54 GEPs of Abai KazNPU won prizes, including 34 - 1st place, 19 - 2nd and one - 3rd place.

Abai University was the first university in Kazakhstan to receive the international anti-corruption certificate ISO 37001-2016; the Anti-Corruption Council and the Parasat Center were created.

Abai University implements social projects: "Accelerator of Good", Honors College, "Digital Volunteering", "WEB Tutor", "Pedagogical Classes". The project "Accelerator of Good" provides not only for the volunteer movement, but also a Legal Clinic has been created, which includes faculty and students of Abai University and other universities, who provide legal assistance throughout the Republic.

From the standpoint of technical and technological infrastructure, the university allocates significant funds to updating the computer and office equipment fleet, purchasing software for both administrative needs and the educational process, as well as digitalization projects. A university information and communication corporate network with Internet access has been created. The university has a permanent presence in the Internet space - a web portal under the third-level domain name: <https://abaiuniversity.edu.kz>.

The university's positioning is based on the existing strong brand of KazNPU as a leader in the field of education, pedagogy, psychology, but makes the transition from a university designed exclusively for professional training of teachers to a university conducting research and teaching practices for the development of human potential. The key focus of the development program of Abai KazNPU is the creation of a research, innovation and educational infrastructure that allows for the design and transmission of new social and humanitarian practices to meet the needs of not

only urban communities and organizations of the city of Almaty, the republic, but also the macro-region of Central Asia.



(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational programs 6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507- Informatics (IP), 7M01509-Digital Pedagogy (IP) of the "Abai Kazakh National Pedagogical University" are undergoing accreditation for compliance with the standards of primary specialized accreditation of the educational program of higher and (or) postgraduate education (Ex-ante).

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for specialized accreditation of educational programs in Non-profit joint-stock company "Abai Kazakh National Pedagogical University" in the period from November 4 to November 6, 2024.

In order to coordinate the work of the EEC, an introductory meeting was held on November 1, 2024, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the selection of examination methods. The Chairperson of the EEC outlined the issues that experts should pay attention to during the visit.

In order to obtain objective information on the quality of educational programs, the activities of the university, and to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, faculty deans, heads of departments, teachers, students, graduates, and employers. A total of 129 representatives took part in the meetings (Table 1).

Table 1 - Details of staff and students who attended meetings with the IAAR EEC:

Category of participants	Quantity
Rector	1
Vice-rectors	7
Heads of structural divisions	27
Deans	5
Heads of departments and heads of educational programs	17
Teachers	28
Students	38
Graduates	-
Employers	6
Total	129

During the visual inspection, the members of the EEC became familiar with the state of the material and technical base, visited departments, specialized offices, training centers, studios, and became familiar with star-up activities.

At the meeting of the IAAR EEC with the target groups of KazNPU, the mechanisms for implementing the university's policy were clarified and individual data presented in the university's self-assessment report were specified. The strategic development of the university and the possibility of strictly following the plans for the development of educational programs were discussed.

The members of the EEC attended lectures and seminars held in the building of the Faculty of Mathematics, Physics and Computer Science, located at the address: Almaty, Tole bi street, 86.

In accordance with the accreditation procedure, an online survey of teachers and students was conducted. The number of surveyed participants was: teachers - 152 people, students - 147 people.

In order to confirm the information presented in the Self-Assessment Report, the university's working documentation was requested and analyzed by external experts. In addition, the experts studied the university's online positioning through the official website of the university <https://www.kaznpu.kz/ru/> Also Facebook, Tik-Tok and Instagram information pages were studied.

As part of the planned program, recommendations for improving the accredited educational programs of KazNPU, developed by the EEC based on the results of the examination, were presented at a meeting with the management on November 6, 2024.



(VI) COMPLIANCE WITH SPECIALISED ACCREDITATION STANDARDS

6.1. Standard "Management of the educational program"

- *An institution providing higher and/or postgraduate education must have a published quality assurance policy. The quality assurance policy must reflect the relationship between research, teaching and learning.*
- *The organization of higher and/or postgraduate education must demonstrate the development of a quality assurance culture, including in the context of the educational program.*
- *Commitment to quality assurance must apply to all activities carried out by contractors and partners (outsourcing), including in the implementation of joint/dual degree education and academic mobility.*
- *The leadership of the educational institution demonstrates its readiness to ensure transparency in the development of the educational institution development plan based on the analysis of its functioning, the real positioning of the educational institution and the focus of its activities on meeting the needs of the state, employers, students and other interested parties. The plan must contain the start dates for the implementation of the educational program.*
- *The management of the educational institution demonstrates the functioning of mechanisms for the formation and regular revision of the educational institution development plan and monitoring of its implementation, assessment of the achievement of educational goals, compliance with the needs of students, employers and society, and decision-making aimed at the continuous improvement of the educational institution.*
- *The leadership of the educational institution must involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the educational institution development plan.*
- *The leadership of the educational institution must demonstrate the individuality and uniqueness of the educational institution's development plan, its consistency with national priorities and the development strategy of the higher and/or postgraduate education organization.*
- *The organization of higher and/or postgraduate education must demonstrate a clear definition of those responsible for business processes within the framework of the EP, a clear distribution of job responsibilities of personnel, and delineation of the functions of collegial bodies.*
- *The management of the educational institution must provide evidence of the transparency of the educational program management system.*
- *The management of the EP must demonstrate the existence of an internal quality assurance system for the EP, including its design, management and monitoring, their improvement, and decision-making based on facts.*
- *The management of the EP must implement risk management, including within the framework of the EP undergoing initial accreditation, and also demonstrate a system of measures aimed at reducing the degree of risk.*
- *The management of the educational program must ensure the participation of representatives of employers, teaching staff, students and other interested parties in the collegial bodies managing the educational program, as well as their representativeness in decision-making on issues of managing the educational program.*
- *The EP must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals.*
- *The leadership of the educational institution must demonstrate evidence of its readiness to be open and accessible to students, faculty, employers and other interested parties.*
- *The management of the educational institution must undergo training in educational management programs.*

Evidential part

The educational activities of KazNPU are carried out in accordance with the regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Education and Science of the Republic of Kazakhstan (formerly the Ministry of Education and Science of the Republic of Kazakhstan) in the field of higher education: the Law of the Republic of Kazakhstan "On Education" dated July 27, 2007; the order of the Ministry of Education and Science of the Republic of Kazakhstan dated July 20, 2022 № 2 "On approval of state compulsory standards of higher and postgraduate education"; the order of the Ministry of Education and Science of the Republic of Kazakhstan № 152 dated April 20, 2011 "On approval of the Rules for organizing the educational process using credit technology of education". Guided by the Appendix to the order of the Minister of Education and Science of the Republic of Kazakhstan № 563 dated October 12, 2018 "Rules for organizing the educational process using credit technology of education", approved by the order of the Minister of Education and Science of the Republic of Kazakhstan № 152 dated April 20, 2011; The professional standard "Teacher", approved by the Minister of Education of the Republic of Kazakhstan dated December 15, 2022 № 500; the Concept of Development of Higher Education and Science in the Republic of

Kazakhstan for 2023-2029, approved by the Resolution of the Government of the Republic of Kazakhstan dated March 28, 2023 № 248, as well as the Academic Policy of the University, which was approved by the decision of the Academic Council of Abai KazNPU dated May 31, 2011, protocol № 10, and the version with amendments and additions was approved by the decision of the Academic Council of Abai KazNPU dated August 31, 2022, protocol № 1. The quality assurance policy is part of the document "Policy and Standards" of internal quality assurance of "ABAI UNIVERSITY" -<https://www.kaznpu.kz/docs/docs/rusPC.pdf>.

Abai KazNPU carries out its activities in accordance with internal regulatory documents, including orders, decrees and regulations governing scientific activities, internal regulations and other aspects of the university's functioning.

The mission of the university is to prepare teachers who anticipate the needs of modern education based on advanced methods, national heritage and global approaches, as well as to increase the prestige of the teaching profession, being a driver of human capital development.

Experts confirm that the university's mission, vision, development directions, and quality assurance policy were published on the university's website prior to the EEC visit.

Internal regulatory documents of KazNPU are drawn up within the framework of the quality management system developed based on the requirements of ST RK ISO 9001-2016 (ISO 9001:2015). The university has developed a set of documented procedures for the main components of the educational process. An Academic Council has been created to take measures to improve the academic activities of the university. The university has a significant history in training, first of all, pedagogical specialists, a high level of scientific and educational activities and a convenient location of educational campuses in the historical center of Almaty, in close proximity to important socio-cultural sites of the city. This supports the quality assurance system, academic values, honesty and freedom, contributes to the development of the material and technical base for fundamental and applied scientific research aimed at solving urgent problems of pedagogical science and other sectors of the country's economy. At the same time, attention is focused on increasing the civic responsibility of students and university employees to improve competitiveness in the rapidly changing labor market.

In order to improve the corporate culture of the university, the "Code of Honor of the Teacher", "Code of Honor of the Student", "Rules of Academic Honesty" have been developed and approved, which define the basic ethical rules of conduct for teachers and students. Monitoring of satisfaction with the university management system among employees and faculty is carried out every year to improve the corporate management system.

EP coordinators have been appointed, and they have been assigned additional workload, which is taken into account when forming the staffing schedule.

The university implements scientific activities through the implementation of grant funding projects; there is a sufficient basis for the commercialization of the results of scientific activities. At the same time, there is only one project within the framework of the grant funding competition for the most promising projects for the commercialization of the results of scientific and (or) scientific and technical activities. Innovations are being introduced into the process of implementing educational programs, but there is no analysis of the effectiveness of their implementation and the result.

EP "6B01501 - Mathematics (IP)", "6B01504 - Physics (IP)", "6B01507 - Computer Science (IP)", "7M01509 - Digital Pedagogy (IP)" were developed within the framework of the project "Strengthening the Potential of Teacher Education" funded by the World Bank. 30 undergraduate and graduate programs were developed jointly with other universities in Kazakhstan with the participation of foreign experts. The developers and faculty of the departments who completed the training (online and offline) in the period from September 27, 2021 to December 30, 2024, together with international experts and Finnish colleagues received certificates of completion of this training, and also used the knowledge gained in the development of such programs.

Analytical part

During the visit, the EEC, having held meetings, discussions and interviews with vice-rectors, heads of structural divisions, deans of faculties, heads of departments, faculty, students, representatives of employer organizations and graduates, as well as having conducted a survey of faculty and students, having familiarized itself with the university's educational infrastructure, material and technical and information and methodological resources and the necessary documents, notes the following.

The EEC confirms that the university has a published quality assurance policy that has been developed and implemented to ensure links between academic activities, scientific and methodological research and social work. The strategic development plan of KazNPU reflects a set of measures to develop a culture of quality in the educational, research and educational process. The development strategy activities are included in the work plans of the university's structural divisions.

The EEC notes that the university demonstrates management of educational programs in the context of the implementation of strategic documents. It also notes the focus of the mission and vision on meeting the needs of the state, society, sectors of the real economy, and potential stakeholders.

All documents on the management of educational programs developed at the university are based on the Strategic Development Plan, mission, and quality policy. Based on the adopted mission, goals, and objectives of the university, all structural divisions of the university annually develop private goals and objectives at the beginning of the academic year, which are also reflected in the development plans of the educational program. The Department of Educational Program Analysis supervises their implementation.

The EP management demonstrated its openness and accessibility to students, faculty, employers and other stakeholders. The EEC was convinced of this during online discussions with focus groups, where all interviewees spoke positively about the operational activities together with the university management within the framework of the EP development.

The transparency of the processes of forming the development plan of the educational program is confirmed by the participation of stakeholders in their discussion. The management of the accredited educational programs also confirmed the participation of employers and students in the development of the educational program. During the visit to the practice bases, the EEC was convinced of the active involvement of stakeholders in the process of developing the educational program.

In the process of development and subsequent implementation of the EP, multi-stakeholder interaction is carried out, including representatives of employers, teaching staff, students, and other interested parties. These entities are integrated into the structure of collegial management bodies, which contributes to the formation of a synergistic effect in the context of ensuring the relevance and practical focus of the educational process.

The university regularly works to develop management skills among its employees, as evidenced by numerous certificates of completion of advanced training courses in management.

The EEC noted that the university, having a sufficient number of scientific and scientific-methodological projects of grant financing, has the potential for commercialization of the already obtained results of scientific activity. In addition, having a pool partners from among employers and graduates, the university has the opportunity for joint activities aimed at commercializing certain results.

Strengths/best practices.

- The leadership of the educational institution demonstrates its openness and accessibility to attract representatives of groups and interested parties, including employers, students and teaching staff, to form a development plan for the educational institution, creating appropriate conditions for improving the quality of the educational institution.

- The leadership of the educational institution demonstrates the development of a development plan for the educational institution based on an analysis of the functioning of the

educational institution, the actual positioning of the university and their focus on meeting the needs of the state, stakeholders and students.

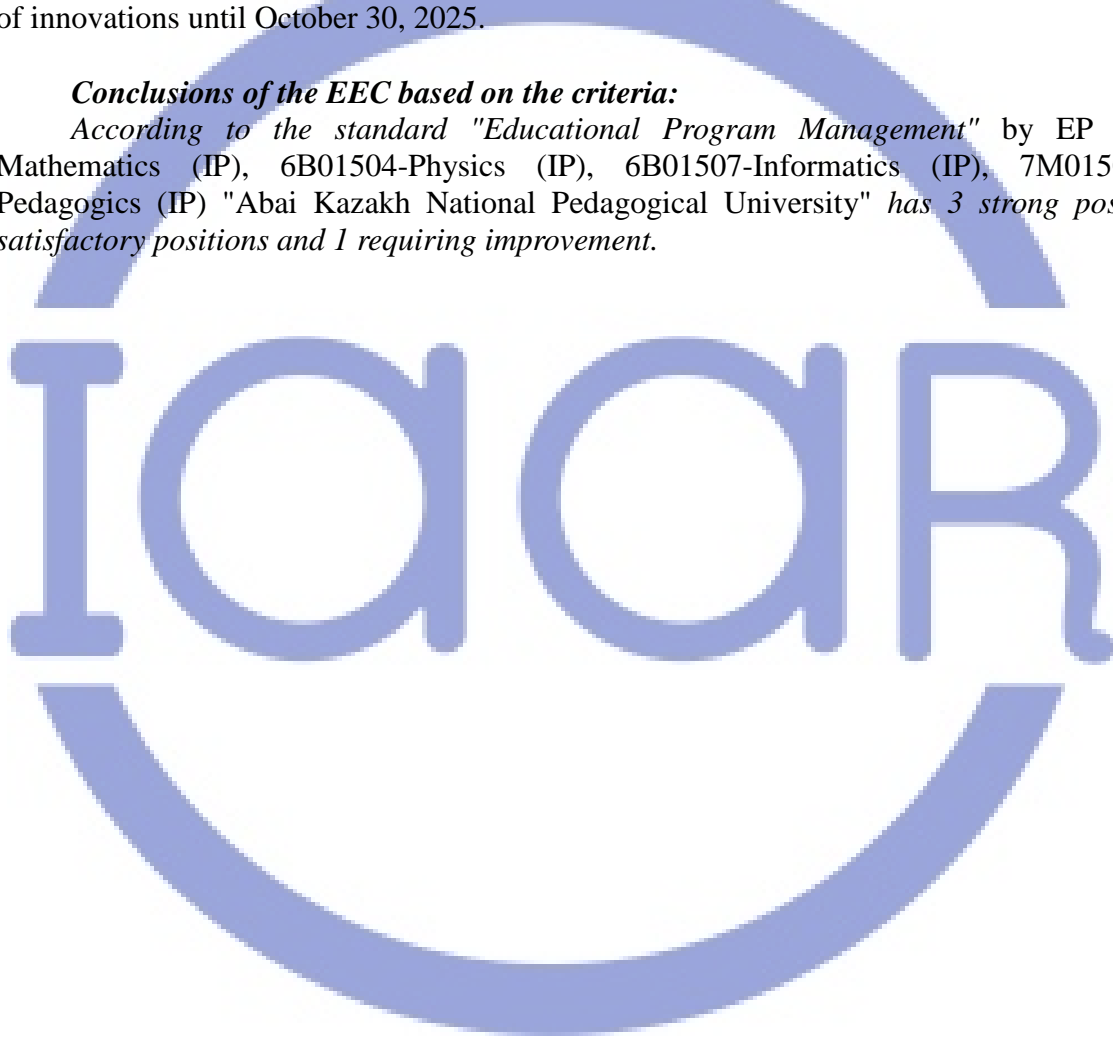
- The management of the educational institution demonstrates a systematic approach to the search for and identification of a high level of quality in the implementation of educational programs, which is reflected in the internal quality assurance system of the educational institution, developed taking into account the cycle of continuous improvement and representing a logical sequence of steps aimed at continuous improvement and learning: planning, implementation, verification and action.

Recommendations:

- The management of the EP shall conduct an analysis of the effectiveness of the introduction of innovations in the implementation of educational programs with the identification of updates; introduce monitoring, for periodic assessment, of the effectiveness of the introduction of innovations until October 30, 2025.

Conclusions of the EEC based on the criteria:

According to the standard "Educational Program Management" by EP 6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507-Informatics (IP), 7M01509-Digital Pedagogics (IP) "Abai Kazakh National Pedagogical University" has 3 strong positions, 11 satisfactory positions and 1 requiring improvement.



6.2. Standard "Information Management and Reporting"

- *The OO must demonstrate the existence of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software and that it uses a variety of methods for collecting and analyzing information in the context of the EP.*
- *The management of the EP must demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.*
- *The leadership of the EP must demonstrate fact-based decision making.*
- *The EP should provide for a system of regular reporting reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the activities of divisions and departments, and scientific research.*
- *The educational organization must establish the frequency, forms and methods of assessing the management of the educational institution, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.*
- *The OO must demonstrate the definition of procedures and provision of information security, including the identification of persons responsible for the accuracy and timeliness of information analysis and the provision of data.*
- *An important factor is the availability of mechanisms for involving students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.*
- *The leadership of the educational institution must demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, as well as mechanisms for conflict resolution.*
- *The educational institution must demonstrate the existence of mechanisms for measuring the degree of satisfaction of the needs of the teaching staff, personnel and students within the educational institution.*
- *The educational institution must provide for the assessment of the effectiveness and efficiency of activities, including in the context of the educational institution.*
- *The information to be collected and analyzed within the EP should take into account:*
 - *key performance indicators;*
 - *dynamics of the student contingent in terms of forms and types;*
 - *academic performance, student achievement and dropout;*
 - *satisfaction of students with the implementation of the educational program and the quality of education at the university;*
 - *availability of educational resources and support systems for learners;*
- *The educational institution must confirm the implementation of procedures for processing personal data of students, employees and teaching staff based on their documentary consent.*

Evidential part

The university has a system for collecting, analyzing and managing information based on the use of modern information and communication technologies. Implemented information and educational portal for monitoring the academic activities of the university. The university also uses the automated information system Univer, which provides for the transfer of data to the information system of the Unified State Educational Institution of Higher Education. Feedback is provided through electronic document management, regular questionnaires, personal inquiries, applications, memos, the rector's blog, and groups in social networks. For internal stakeholders, the use of electronic document management (EDM) applications Saleoffice AIS Sirius, personal accounts of employees, teachers and students in the unified UNIVER system is provided. The university uses the OTRS (Open-source Ticket Request System) information system, which allows managing user requests and providing high-quality technical support. The system accepts requests and letters (tickets) from users, which are transferred to technical support specialists to solve problems based on the received tickets.

The protection and safety of information is ensured by the unambiguous distribution of roles and functions in the information systems used, the presence of antivirus programs, system administration of servers, a backup system on servers, restriction of access of individuals to the premises with servers, technical equipment of the premises with servers to ensure the safety of work. University learning management system (LMS) system "UNIVER" includes: management of the educational process; remote access to educational materials; analytics and reporting; online testing and assessment of academic performance; electronic registration for courses and exams; accounting of student academic performance and attendance; distance learning; management of educational process resources (classrooms, educational literature, etc.). The university has a Department of Digitalization of Education, the main task of which is the introduction of modern information technologies in the automation and management of the educational process;

implementation of an automated information system, protection of administrative and mail servers, information resources and constant backup of the university servers, management of the university's web resources, etc.

Information on the university's activities, including the results of its analysis, is fully reflected in the annual reports of the structural divisions, reports on the areas of activity (educational and methodological, scientific research, educational, financial, administrative and economic, international, etc.). Individual reports of the teaching staff are the basis for the formation of faculty reports. The reports are considered at meetings of the collegial governing bodies of the university - meetings of working groups, faculty, Academic Council, Scientific and Technical and Methodological Councils, etc. As part of the reporting, an assessment of the efficiency of resource use is also carried out, including financial, human and material resources. This helps to optimize the distribution of resources and improve the efficiency of the university as a whole. For research projects financed from the University's own funds, as well as research projects financed by the Science Committee, the assessment is carried out on the basis of achieving the expected research results in accordance with the project calendar plan.

In order to assess the effectiveness of the EP, stakeholders annually take part in a survey on satisfaction with the quality of educational services. However, there is no analysis of the results of the stakeholder satisfaction assessment in order to formulate response measures in accordance with the results obtained.

The management policy for conflict resolution consists of implementing preventive measures and includes: familiarizing the teaching staff, employees and students with the provisions of internal regulatory documentation, requirements for organizing the educational process, the main areas of work of structural divisions, internal regulations, etc.

The communication mechanism is carried out using corporate mail not only for exchanging email messages, but also for enhancing the corporate image of the university.

The University has a Registrar's Office and a Service Center students, operating on the principle of a "one-stop shop", which provides students with relevant services on administrative, educational and advisory issues, procedures for ensuring re-taking exams, reinstatement and transfer of students, support for organizing the summer semester, etc.

The scientific library provides access to electronic resources: domestic databases KazNEB, RMEB, Elslantar.kz, Epigraph and foreign databases Thompson, Springer, the electronic library system of the Elsevier publishing house, EBSCO, IPR-books, Oxford University Press, Onlinelibrary.wiley.com.

Analytical part

The experts noted that the university has a fully functioning information management and reporting system. Information management includes the management of traditional flows and digital information flows. However, the EEC interview showed that the university staff does not use the Univer system to the full extent, in particular for assessing the achievement of KPI indicators and generating university reports, despite the wide capabilities of the Univer system.

The EEC notes that information, in general, collected within the framework of the university's activities, including through statistical processing of information and reporting, allows for the formation of analytical reports and decision-making based on facts.

During the visit, the EEC did not encounter any difficulties in analyzing the activities of the university, faculties and educational programs, since the requested information was provided in a timely manner.

During the online survey of the teaching staff, 55.9% (85) of the teaching staff rated the level of feedback from the management as "very good", 40.1% (61) rated it as "good", 2.6% (4) rated it as "relatively bad", and 0.7% (1) rated it as "bad".

80.3% (122) of the teaching staff were fully satisfied with their participation in making management decisions, 17.8% (27) were partially satisfied, and 2% (3) found it difficult to answer.

55.3% (84) of the teaching staff rated the accessibility of the university management to the teachers as “very good”, 42.1% (64) - “good”.

At the same time, to the question “How does the university management and administration perceive criticism directed at them?” 32.9% (50) of the teaching staff answered “very well”, 59.2% (90) - “good”, 5.9% (9) - “relatively bad”, 2% (3) - “bad”.

An online survey of students showed:

- We are completely satisfied with the speed of response to feedback from teachers regarding the educational process 82.3% (121) of students, partially satisfied – 14.3% (21); dissatisfied – 2% (3), found it difficult to answer – 1.4% (2)

- informing students about courses, educational programs and the academic degree they receive 81% (119) of students were fully satisfied, 15% (22) were partially satisfied, 0.7% (1) were partially dissatisfied, 0.7% (1) were dissatisfied, and 2.7% (4) found it difficult to answer

Strengths/Best Practices

None.

Recommendations of the EEC

- The university management shall develop and document the procedure for analyzing the results of the stakeholder satisfaction assessment and forming response measures in accordance with the results obtained, informing stakeholders about the actions taken. Until 30.08.2025.

Conclusions of the EEC based on the criteria:

According to the standard "Information Management and Reporting" EP 6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507-Computer Science (IP), 7M01509-Digital Pedagogy (IP) have 16 satisfactory positions.

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

- *The LO must define and document procedures for the development of EPs and their approval at the institutional level.*
- *The management of the EP must ensure that the developed EPs correspond to the established objectives, including the expected learning outcomes.*
- *The management of the EP must demonstrate the existence of mechanisms for revising the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demands of society.*
- *The management of the educational program must ensure the availability of developed models of the educational program graduate, describing the learning outcomes and personal qualities.*
- *The management of the EP must demonstrate that external examinations of the content of the EP and the planned results of its implementation have been carried out.*
- *The qualification awarded upon completion of the EP must be clearly defined and correspond to a specified level of the NQF and QF-EHEA.*
- *The leadership of the educational institution must determine the influence of disciplines and professional practices on the formation of learning outcomes.*
- *An important factor is the ability to prepare students for professional certification.*
- *The management of the educational program must provide evidence of the participation of students, faculty and other stakeholders in the development of the educational program and ensuring its quality.*
- *The management of the educational institution must ensure the content of academic disciplines and learning outcomes for the level of study (bachelor's, master's, doctoral).*
- *The structure of the educational program should include various types of activities that ensure that students achieve the planned learning outcomes.*
- *An important factor is the compliance of the content of the educational program and the learning outcomes of the educational program implemented by higher and/or postgraduate education organizations in the EHEA.*

Evidential part

The development and approval of educational programs at the university is carried out in accordance with the provisions of regulatory legal acts in the field of higher and postgraduate education, the Strategic Plan of the University, as well as internal regulatory documents. In order to ensure the quality of the EP, they are developed and updated based on the analysis of the EP functioning, the results of discussions in academic groups, at meetings of the Department of Teaching Methods of Mathematics, Physics and Computer Science, and a survey of employers, graduates, at the Council of the Faculty of Mathematics, Physics and Computer Science, based on the results of which corrective changes are made to improve the quality of the content of the EP. Planning the implementation of the EP involves: defining the goal of the EP, assessing the significance of each of them, based on the need to ensure the training of bachelors of education, mechanisms for determining goals and adjusting them. The learning outcomes of the EP define a set of knowledge and skills that a student must master, understand and demonstrate upon completion of studying the educational program or a separate discipline; direct the activities of the teaching staff to develop the expected skills and competencies of students within the framework of a learner-centered approach; facilitate the integration of employers into the process of developing educational programs to ensure that graduates develop relevant knowledge and skills that meet modern labor market requirements. The goals of the EP are consistent with the mission of the university and the National Qualification System.

The development of the EP is carried out taking into account the proposals of organizations and institutions that are stakeholders, other interested persons, students participating in the process of selecting and forming a list of elective disciplines, developing the topics of graduation papers, as well as the opinions and proposals of students and employers based on the results of professional practices, proposals of the chairmen of the State Attestation Commission. The demand for graduates in various fields, recognition of the quality of training of specialists by employers in the region are also taken into account.

The EP is updated in accordance with employers' requests, which is reflected in the catalogue of elective disciplines for the relevant academic year and approved at faculty meetings and at a meeting of the Academic Council of the university. Recommendations for EP updates in the form of reviews are sent from potential employers to EP managers.

The Academic Committee (AC) assists in updating the EP. The AC includes university representatives from among the teaching staff, and to ensure an interdisciplinary approach, the AC includes representatives of both specialized and general and basic training academic units (departments, Higher Schools, etc.), representatives of students and employers.

The EP regulates the goals, expected learning outcomes, content, conditions and technologies for implementing the educational process, assessing the quality of graduate training in the field of training and includes: an educational program passport, a training profile map within the educational program, a graduate's qualification profile, a competency map, the content of the educational program, a modular reference book, a summary table reflecting the volume of credits mastered in the context of educational program modules, monitoring and assessing learning outcomes, a model of an educational program graduate, educational and industrial practice programs, and regulatory and methodological support for the system for assessing the quality of mastering the EP by students. The content of the EP and the learning outcomes of the EP implemented at the university are ensured. It also provides the opportunity to prepare students for professional certification.

The university demonstrates its readiness to implement double-degree and/or joint programs.

The degree of employers' satisfaction with the quality of training of specialists is expressed in the reports of the chairmen of the State Attestation Commission. The opinion of the chairperson of the State Attestation Commission is discussed at the meetings of the EP and is one of the grounds for revising the content and strategies for implementing the EP development plan.

In order to improve the effectiveness of learning outcomes, update the content and ensure its quality in accordance with the requirements of the modern labor market, the university uses an approach to the formation of educational programs based on the modular principle, the essence of which is that the content of training is structured into autonomous organizational and methodological modules, the content and volume of which can vary depending on the didactic goals, profile and level differentiation of students. This allows for the implementation of a student-centered nature of training, contributing to the development of students' systemic thinking, the ability to set educational goals and obtain specific results in the form of the necessary competencies; increase students' motivation for learning, develop responsibility for the final learning outcomes; ensure a holistic, comprehensive formation of content based on qualification goals and desired learning outcomes, etc. EPs are developed in the context of a competency-based model for training specialists for all levels of education in all specialties and forms of training in accordance with the professional standard "Teacher" and the state compulsory standard of higher and postgraduate education in terms of the volume of credits in the context of discipline cycles

Analytical part

During the visit, experts analyzed educational programs, educational and methodological support for their implementation. The documentation was developed in accordance with the university's internal methodological recommendations and regulatory requirements of the Republic of Kazakhstan.

To develop the EP, within the framework of the functioning of the working groups, the teaching staff, students, employers and stakeholders were involved. The composition of the working group is specified in the structure of each EP. The EP structure provides for various types of activities that ensure that students achieve the planned learning outcomes. At the same time, the content of the EP and the learning outcomes of the EP implemented by the university in the EHEA are in line. The visit of the EEC to the practice bases showed that the EP management determines the influence of disciplines and professional practices on the formation of learning outcomes, takes into account the opinion of employers and ensures an integrated approach to the development of the EP. The content of the EP and the sequence of their implementation correspond to regulatory requirements and labor market demands. The learning outcomes for each discipline correspond to the learning outcomes for the educational program as a whole.

While reviewing the documents of the graduation departments, the EEC became convinced that a number of works are being carried out to facilitate the professional certification of students.

The accredited educational programs are adapted for joint and dual-degree programs, in addition, the university has good partners for the implementation of dual-degree programs, but there is no implementation of such joint/dual-degree programs.

Strengths/Best Practices:

- The leadership of the educational program demonstrates a clear structure for the development of educational programs in the context of national development priorities in this area, approves them at the institutional level, and presents the results of its work to other educational organizations.

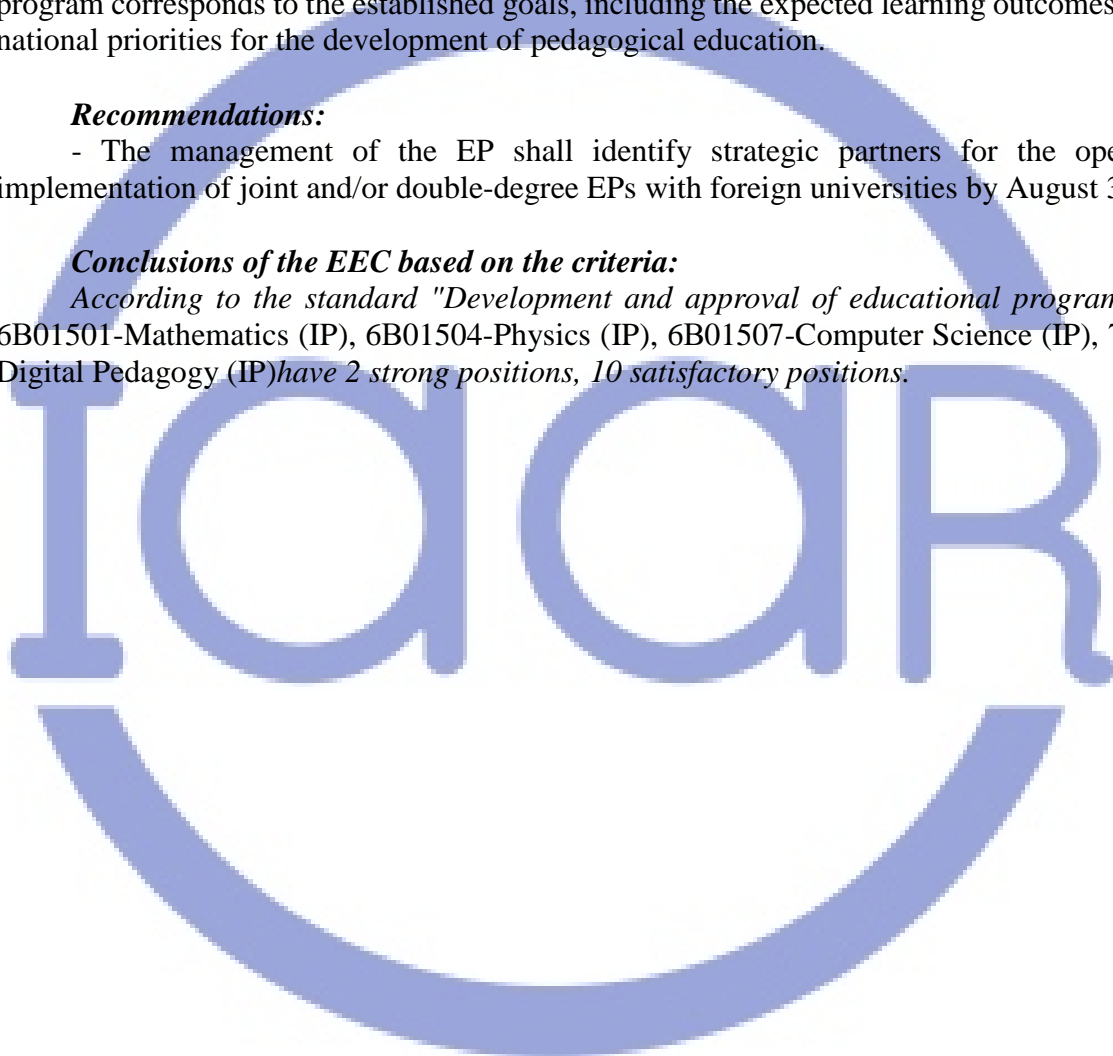
- The management of the educational program ensures that the content of the educational program corresponds to the established goals, including the expected learning outcomes, based on national priorities for the development of pedagogical education.

Recommendations:

- The management of the EP shall identify strategic partners for the opening and implementation of joint and/or double-degree EPs with foreign universities by August 30, 2025.

Conclusions of the EEC based on the criteria:

According to the standard "Development and approval of educational programs" by EP 6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507-Computer Science (IP), 7M01509-Digital Pedagogy (IP) have 2 strong positions, 10 satisfactory positions.



6.4. Standard “Continuous monitoring and periodic evaluation of educational programs”

- *The educational institution must define mechanisms for monitoring and periodic evaluation of the educational program to ensure that the goal is achieved and the needs of students and society are met, and demonstrate the focus of the mechanisms on continuous improvement of the educational program.*
 - *Monitoring and periodic evaluation of the EP should include:*
 - *the content of the programs in 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;*
 - *workload, academic performance and graduation of students;*
 - *the effectiveness of student assessment procedures;*
 - *expectations, needs and satisfaction of students with training in the educational program;*
 - *educational environment and support services and their compliance with the objectives of the EP.*
 - *The management of the EP must demonstrate a systematic approach to monitoring and periodically assessing the quality of the EP.*
 - *The LO and the EP management must determine a mechanism for informing all interested persons about any planned or undertaken actions in relation to the EP.*
 - *All changes made to the EP must be published.*

Evidential part

The University constantly monitors and periodically evaluates educational programs - EPs are updated by 30% annually. The updating is carried out taking into account the analysis of the labor market, changes in the National Qualifications Framework, professional standards, the opinions of potential employers, students and other stakeholders. In this case, the following is taken into account: the demand for a given EP in the labor market (at the national level); the adequacy of the methods for assessing the development of learning outcomes by students provided for in the EP; compliance of the types of student activities during the educational process with the developed EP; ensuring transparency of the process of teaching, learning and assessment of the development of the EP; while the introduction of changes related to the development of IT and artificial intelligence is not noted to the proper extent.

The quality assessment of the development of the educational program is carried out by the quality assurance committee with the involvement of stakeholders. The developed educational program is checked for borrowing and uniqueness in the Antiplagiat system (checking the educational program for plagiarism).

The main objectives of the educational process, according to the assessment of the educational program: training highly qualified specialists, satisfying the individual's need for intellectual, cultural and moral development, acquiring professional education in the chosen specialty, disseminating legal, humanitarian and technical knowledge, raising their general educational and cultural level.

The university registration office and the postgraduate education department organize the registration of students for the study of academic disciplines with the involvement of structural divisions and advisers; form academic groups and streams; register individual educational plans of students; organize and conduct midterm and final assessments of students, etc.

The University website does not contain any publications about the changes being made to the EP.

Analytical part

The EEC was convinced that the university ensures the revision of the content and structure of the educational program taking into account changes in the labor market, employers' requirements and the social demands of society; it demonstrates the existence of a documented procedure for monitoring and periodically evaluating the educational program to achieve the educational program's goal.

The revision and updating of educational programs occur once at the end of the academic year and is approved for the following academic year. The basis for the revision of the EP may be trends in the development of modern science and higher education, the needs of the labor market. In this case, data from student surveys are used. Graduates are surveyed twice annually.

Established mechanisms of internal assessment of teaching quality: midterm assessment, professional practice, rating of educational programs in the university, etc. The results of processing the responses indicate the students' satisfaction with the university's activities in the main areas. All the results of the implementation and analysis of the effectiveness of processes, data from surveys on consumer satisfaction, monitoring studies and internal audit are used to improve the University's internal quality assurance system and the quality of educational services through making recommendations and updating educational programs.

An analysis of the university website showed that there is no publication of the contents of the EP, as well as all changes to the EP on the university website in the section of the graduating department on a permanent basis.

Strengths/Best Practices:

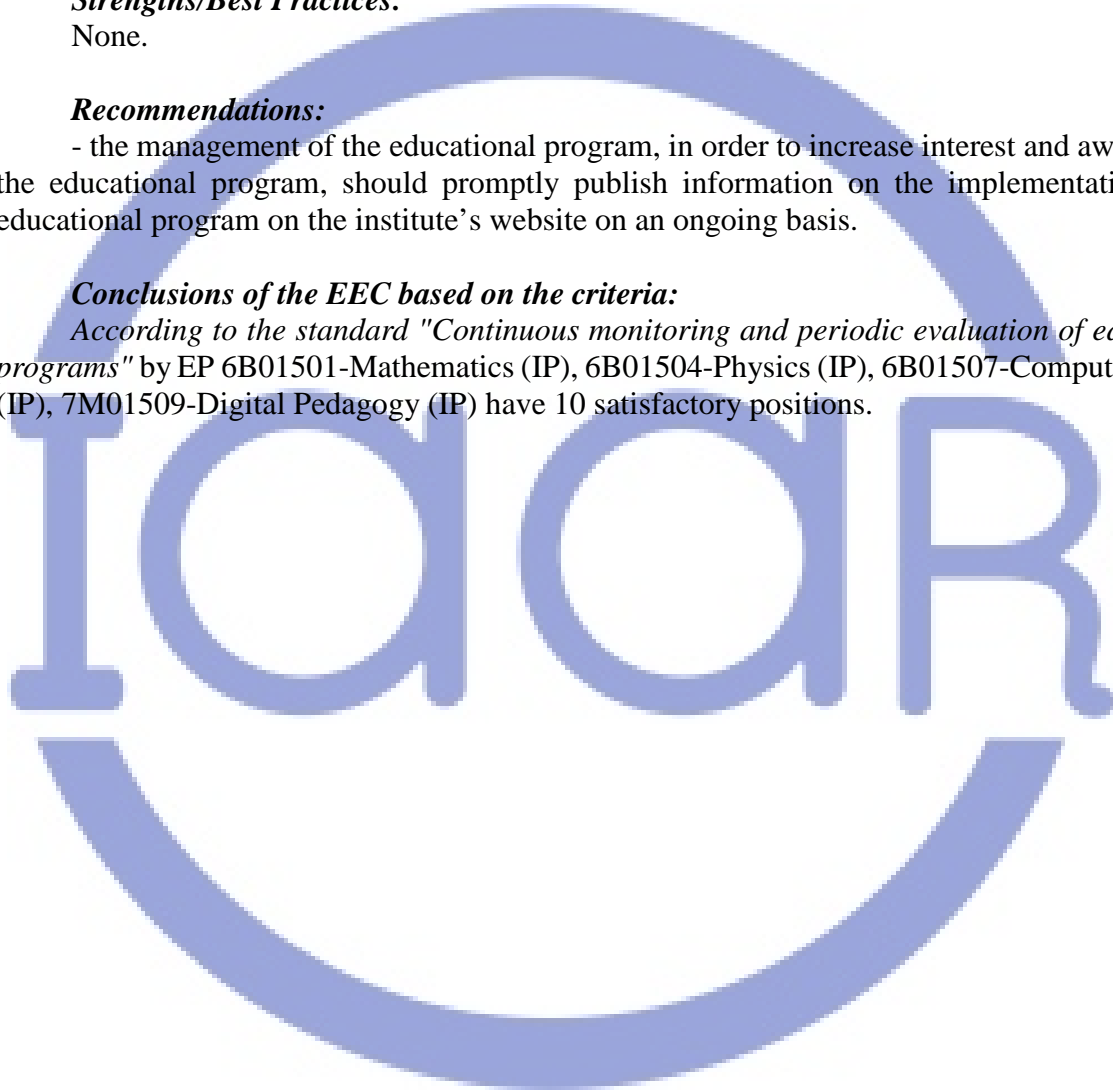
None.

Recommendations:

- the management of the educational program, in order to increase interest and awareness of the educational program, should promptly publish information on the implementation of the educational program on the institute's website on an ongoing basis.

Conclusions of the EEC based on the criteria:

According to the standard "Continuous monitoring and periodic evaluation of educational programs" by EP 6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507-Computer Science (IP), 7M01509-Digital Pedagogy (IP) have 10 satisfactory positions.



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

- The leadership of the educational institution must ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths.
- The leadership of the educational institution must ensure the use of various forms and methods of teaching and learning.
- An important factor is the availability of our own research in the field of teaching methods of the educational disciplines of the educational program.
- The leadership of the educational institution must demonstrate the existence of a feedback system on the use of various teaching methods and assessment of learning outcomes.
- The leadership of the EP should demonstrate support for learner autonomy while providing guidance and assistance from the teacher.
- The management of the educational institution must demonstrate that there is a procedure for responding to student complaints.
- The educational institution must ensure consistency, transparency and objectivity of the learning outcomes assessment mechanism for each educational institution, including appeals.
- The educational institution must ensure that the procedures for assessing the learning outcomes of students in the educational program correspond to the planned results and objectives of the program, and that the criteria and assessment methods are published in advance.
- The educational institution must define mechanisms to ensure that each graduate of the educational institution achieves the learning outcomes and ensure that they are fully formed.
- Evaluators must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area.

Evidential part

The academic policy of the university is aimed at meeting the needs of various categories of students. The management of the EP also takes into account the individual characteristics of students. The academic environment of the university assumes that the student is the main participant in the implementation of the EP, in this regard, in order to ensure the quality of the educational process, his interests are taken into account first of all and teaching is based on the principles of student-centered learning.

The progress of students along the educational trajectory is tracked through the modules of the "Univer" system. In order to monitor the results of training, the heads of the educational programs have access to the functions of viewing the academic and educational achievements of students.

The University implements the principle of transparency: the policy and criteria for assessment are reflected in the educational and methodological complex of disciplines; syllabuses are provided to each student; the results of current rating control are announced at each lesson; the results of exams, including computer testing, are announced immediately after their completion; a mechanism for appealing exam results is provided. The faculty and students can make these requests through the Univer system

Students who have fully completed the educational process in accordance with the requirements of the work and individual curriculum, and work curricula are admitted to the final certification. The overall academic performance of graduates can be tracked by the results of the final certification.

During the examination session, an appeal committee is created from among teachers whose qualifications correspond to the profile of the disciplines.

The appeal is held the day after the exam in accordance with the approved regulations. The decision of the appeal committee to change the final grade is substantiated in the protocol and entered into the examination report.

The University creates conditions for effective acquisition of theoretical knowledge and practical skills by students. For this purpose, classroom and extracurricular activities are practiced, including in specialized rooms. The knowledge and skills acquired during training are consolidated

by students during professional practices, which are a mandatory stage of mastering the EP. All types of practices take place in the conditions of existing production and the implementation of real research work.

In order to ensure that students are informed, the university has an interactive information panel. To consult students, the university website contains Call Center contacts for calls and WhatsApp messages and e-mail for written requests.

The university demonstrates the presence of a weak feedback system on the use of various teaching methods and assessment of learning outcomes reflected in the syllabi of the EP disciplines.

Analytical part

During the visit, the EEC experts came to the following conclusions on this standard.

The University and the EP management demonstrate a targeted policy for implementing measures to take into account the needs and individual characteristics of students in the framework of both academic and extracurricular activities. The result of the formation of the learning path is the preparation of an individual curriculum, however, during interviews with students, the EEC revealed that students are not always informed about the possibility of choosing an individual learning path.

During the study of the material and technical base of the university, the EEC was convinced of the presence of a large number of its own methodological developments being introduced into the educational process.

During interviews with students, the EEC experts were convinced that the university has good social support, which is reflected in a favorable socio-psychological climate and a pronounced corporate identity of both the faculty and students. Interviews with students also showed that there is no system for responding to complaints. Their wishes, complaints, recommendations and requests often go unnoticed.

The analysis of the survey shows that

57.9% (88) of the teaching staff assess the degree of academic freedom of the teaching staff as “very good”, 40.1% (61) as “good”, and 2% (3) as “relatively bad”.

63.2% (96) of the teaching staff believe that teachers can use their own teaching strategies “very well”, 36.2% (55) - “good”, 2% (3) - “relatively poorly”.

67.8% (103) of the teaching staff can use their own teaching methods “very well”, 30.9% (47) can use them “well”, and 1.3% (2) can use them “relatively poorly”.

61.2% (93) of the teaching staff can use innovations in teaching “very well”, 36.2% (55) can use them “well”, and 2.6% (4) can use them “relatively poorly”.

72.8% (107) of students fully agree that the university provides equal opportunities for mastering the educational program and personal development to all students, 21.1% (31) agree, 4.8% (7) partially agree, and 0.7% (1) completely disagree.

71.4% (105) completely agree that the teacher uses effective teaching methods, 19% (28) agree, 6.8% (10) partially agree, 1.4% (2) disagree, and 1.4% (2) completely disagree.

Strengths/Best Practices:

The leadership of the educational institution demonstrates the presence of its own high-quality research in the field of teaching methods of the educational disciplines of the educational institution.

Recommendations:

The university management shall develop a documented procedure for responding to student complaints, providing for deadlines and persons responsible for review and response, the procedure for informing about the results of the review, and monitoring corrective actions. By 30.06.2025.

Conclusions of the EEC based on the criteria:

According to the standard "Student-centered learning, teaching and assessment of academic performance" by EP 6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507-Computer Science (IP), 7M01509-Digital Pedagogy (IP) have 1 strong position and 9 satisfactory positions.



6.6. Standard "Students"

• The educational institution must demonstrate the existence of a policy for the formation of a contingent of students in the context of the educational program, ensure the transparency and publication of its procedures regulating the life cycle of students (from admission to completion).

• The management of the educational institution must determine the procedure for forming the contingent of students based on:

- minimum requirements for applicants;
- maximum group size for seminars, practical, laboratory and studio classes;
- forecasting the number of government grants;
- analysis of available material, technical, information resources, and human resources;
- analysis of potential social conditions for students, including the provision of places in a dormitory.

• The leadership of the OP must demonstrate readiness to conduct special adaptation and support programs for newly admitted and international students.

• The educational institution must demonstrate that its actions comply with the Lisbon Recognition Convention, that it has a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and informal education.

• The BO shall cooperate with other educational organizations and national centers of the "European Network of National Information Centers on Academic Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications.

• The educational institution must provide opportunities for external and internal mobility of students of the educational program, as well as readiness to assist them in obtaining external grants for their studies.

• The management of the educational institution must demonstrate its readiness to provide students with internship places, facilitate the employment of graduates, and maintain contact with them.

• The educational institution must provide for the possibility of providing graduates of the educational program with documents confirming the qualifications received, including the learning outcomes achieved, as well as the context, content and status of the education received and evidence of its completion.

Evidential part

One of the main goals of the University is to ensure the formation of a contingent of students from among the most talented and capable applicants to continue their education. Over the past 5 years, the number of students at the University has increased significantly. Below, in Table 1, the contingent of accredited educational programs is presented.

Table 1 –The contingent of students of accredited educational programs

Educational program	Years of admission			
	2021-2022 academic year	2022-2023 academic year	2023-2024 academic year.	2024-2025 academic year
6B01501-Mathematics (IP)	0	0	98	102
6B01504-Physics (IP)	0	0	65	25
6B01507-Informatics (IP)	0	0	27	74
7M01509-Digital Pedagogy (IP)	0	0	20	15
TOTAL	0	0	210	216

For academic support of students who fail to cope with academic requirements, the EP uses counseling, additional classes, and organization of a summer semester. The main task of group (or individual) academic counseling of students is to explain the main provisions of theory and practice necessary for the formation of relevant skills, as well as the installation for the performance of general homework. Group academic counseling is carried out with a full academic group in an active form.

The university pays attention to the possibility of developing students outside the curriculum, for which purpose many events and master classes are held, including those held at organizations that are potential practice bases. Stimulation of students to master additional competencies is well

presented. Students are involved in research work together with the faculty. As part of the implementation of projects carried out at the departments of accredited educational programs, students participate in observations, primary processing and analysis of statistical material, etc. The research results are reported at various levels of scientific and practical conferences, scientific circles and seminars. Scientific schools operate, students are allowed to work with laboratory equipment and in special rooms.

Students in need are also provided with financial support. Special adaptation programs have been developed to help new students integrate into the university environment, become familiar with the curriculum, rules and resources of the university. These programs include orientation events, overview lectures, excursions and seminars on academic and social adaptation. There is a mentoring program, within the framework of which experienced student mentors help new students adapt to university life, answering their questions, providing advice and supporting them at the initial stages of their studies.

We provide special services and support for international students, including language courses, cultural events, visa and work permit advice, as well as academic and psychological support.

The university has sufficient potential to implement academic mobility programs, but there is no active work to send students to other universities and organizations. A mechanism for recognizing learning outcomes has been developed and is regularly updated, which complies with the standards of the Lisbon Convention. This mechanism includes procedures for assessing and recognizing academic achievements obtained by students at other universities or during their studies abroad.

We make information about the mechanisms for recognising learning outcomes available on our website and other information platforms. This includes a description of the procedures, requirements and forms required to apply for recognition of learning outcomes.

Professional practice (PP) of students is a mandatory component of the EP; it is conducted in organizations that are practice bases and is based on a close relationship between theory and practice.

The University has a specialized structural unit, the Mansap Career Center, which provides employment for graduates and students in accordance with the plan of activities for employment. The department organizes events that promote internship and employment, including providing information and consulting services for employers to search for and select personnel from among students and graduates, disseminates and exchanges information on available vacancies and resumes with labor and employment agencies. The Mansap Career Center website contains information on the mandatory work experience of young specialists and PhDs, the Rules for sending a specialist to work, recommendations for writing a resume, etc. The Center's activities are aimed at helping students undergo professional internships and the maximum possible employment of university graduates.

In order to expand the availability of jobs for KazNPU graduates seeking employment, to facilitate the hiring process for employers by attracting suitable candidates, and to assist in their employment, a job fair is held annually.

The employment rate of graduates from accredited educational programs was 94% in the previous year.

Analytical part

During the analysis of the documents provided and as a result of the EEC visit to the University, as a result of meetings with students, graduates and employers, the commission came to the conclusion that the university has a policy of forming a contingent of students. There is a system of encouragement and motivation of students by providing financial assistance, organizing scientific and other events.

During the visit, the EEC became convinced that the leadership of the educational institution actively supports students by searching for internship bases, providing for a significant expansion of internship bases annually.

At the same time, the EEC notes that there is a tendency to reduce the external and internal academic mobility of students and teaching staff. Increasing the number of students within the framework of academic mobility in all accredited educational programs should be a higher priority for the development of the university at the moment.

The interview with stakeholders showed that the university does communicate with them, the alumni association is functioning, but none of the interviewees are members of this association. In this regard, the EEC notes that it is necessary to establish the functioning of such an organization. The regulations on the Alumni Association are fixed on the university website.

Strengths/Best Practices:

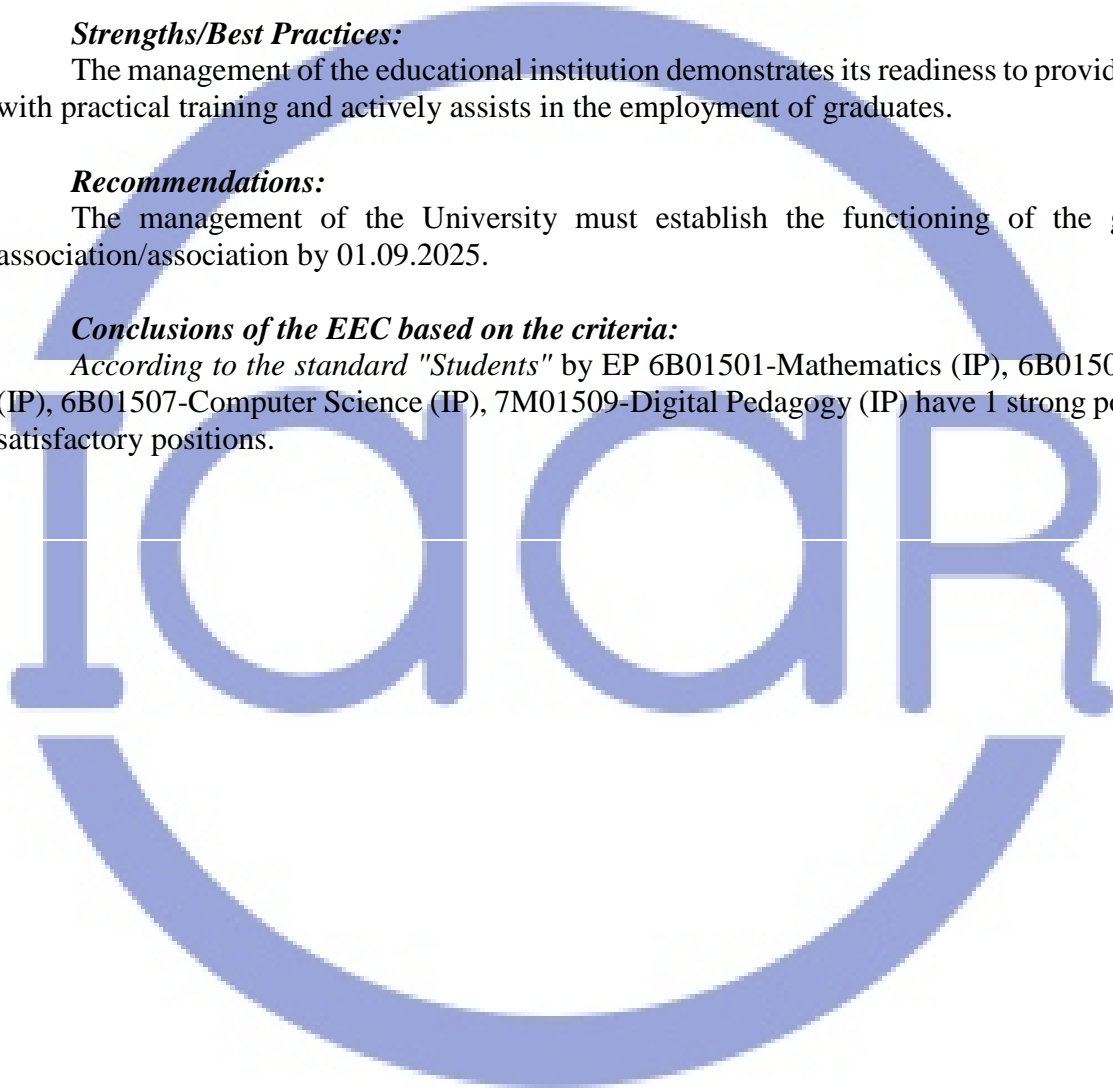
The management of the educational institution demonstrates its readiness to provide students with practical training and actively assists in the employment of graduates.

Recommendations:

The management of the University must establish the functioning of the graduates' association/association by 01.09.2025.

Conclusions of the EEC based on the criteria:

According to the standard "Students" by EP 6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507-Computer Science (IP), 7M01509-Digital Pedagogy (IP) have 1 strong position, 11 satisfactory positions.



6.7. Standard "Teaching staff"

- *The LO must have an objective and transparent personnel policy, including in the context of the EP, including hiring, professional growth and development of personnel, ensuring the professional competence of the entire staff.*
- *The educational institution must demonstrate that the teaching staff potential corresponds to the specifics of the educational institution.*
 - *The management of the EP must demonstrate awareness of responsibility for its employees and providing them with favorable working conditions.*
 - *The leadership of the EP must demonstrate the changing role of the teacher in connection with the transition to student-centered learning.*
 - *The OO must determine the contribution of the EP teaching staff to the implementation of the OO development strategy and other strategic documents.*
 - *The educational institution should provide opportunities for career growth and professional development of the teaching staff of the educational institution.*
 - *The leadership of the educational institution must demonstrate its readiness to involve practitioners from relevant fields in teaching.*
 - *The educational organization must demonstrate motivation for the professional and personal development of the educational institution's teachers, including encouragement for the integration of research activities and education, and the use of innovative teaching methods.*
 - *An important factor is the readiness to develop academic mobility within the framework of the EP, attracting the best foreign and domestic teachers.*

Evidential part

The analysis of the needs of the accredited educational institutions is the basis for inviting personnel to academic activities at the university. The following stages are implemented by the human resources department at the university: hiring, promotion, incentives, layoffs, dismissal, rights and obligations, certification. A human resources policy has been implemented, which is based on the principles of objectivity, transparency, meritocracy and is aimed at improving the quality of educational services. The university promptly publishes announcements of the competition in the national media about vacant positions. Job descriptions have been developed for all categories of teaching staff and employees, taking into account qualification requirements.

The qualitative composition of the teaching staff is represented by doctors of science, candidates and PhDs.

Educational programs 6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507-Computer Science (IP), 7M01509-Digital Pedagogy (IP) The university implements a teaching staff, which consists of 40 full-time employees and 12 part-time employees. Of the full-time teachers, 26 have an academic degree; the department's degree holders account for 62%. All teachers have a basic education corresponding to the training profile declared by the EP.

The teaching staff actively implements strategic priorities in the educational process – development and adaptation of curricula, introduction of innovative teaching methods, conducting research work together with students and teaching relevant disciplines.

Every year, the university allocates rector's grants from its own funds for scientific projects of young researchers, faculty and university staff on the principle of small seed grants. In order to increase the potential of the scientific personnel reserve, Abai KazNPU annually holds open competitions to fill the positions of research professor and postdoctoral fellow, paid for from the university's own funds. Leading scientists of the departments implementing the accredited educational programs are the authors of many monographs, textbooks and teaching aids for secondary and higher education. They have publications in leading journals of the republic, near and far abroad, as well as in peer-reviewed international scientific journals of the Web of Science, Scopus and RSCI databases. According to the Scopus database indicators, a statistical increase in the publication of articles by faculty members in collaboration with foreign scientists is visible: in 2021 - 85 articles; in 2022 - 121 articles, and in 2023 - 143 articles. The university also implements a number of international scientific projects financed by ERASMUS +, DAAD, Asian Community, UNESCO and many others. The teaching staff of the Department of Methods of Teaching Mathematics, Physics and Computer Science: professors - A.E. Abylkasymova, A. Kozybay, M.K.

Shuakaev, B.R. Kaskataeva, associate professors - L.U. Zhadrayeva, B.M. Kosanov, E.A. Tuyakov, G. Kozhasheva, senior lecturers - Z.M. Nurmukhamedova, D.M. Nurbaeva, A.K. Ardabaeva, L. Zhanseitova have the Hirsch index according to the international Scopus and Web of Science databases. The teaching staff of the departments of the accredited educational programs has extensive experience in implementing research projects.

Despite the fact that the university invites foreign specialists to give lectures and conduct master classes, foreign specialists do not work in the departments that serve the EP.

The quality of the conducted classes, teaching methods of the teaching staff is assessed by control visits and mutual visits of open classes of teachers in accordance with the plans approved at the beginning of the academic year. Open and demonstration classes are conducted in order to ensure the continuity of generations. Based on the results of such classes, a protocol on mutual visits to classes is formed and submitted. The schedule of open classes and mutual visits is approved by the heads of departments. One of the conditions the volume of the teaching staff workload is the key to ensuring the quality of teaching. The teaching staff draws up an individual work plan for the teacher by the beginning of the academic year. The types of work reflected there correspond to the mission, goals and objectives of the accredited educational institutions and the university as a whole.

During the interview with the faculty of the accredited educational institutions, it was revealed that there is weak involvement of the faculty in the implementation of the university development strategy and other strategic documents. The interview also showed that despite the presence of a provision on KPI, work on implementing this provision has been suspended over the past 2 years. There is no system for rewarding employees for achieving indicators. The Univer system allows monitoring the implementation of indicative indicators of the faculty for the purpose of motivating them, but in 2024 such work is not being carried out.

There is a slight increase in external and internal academic mobility of teaching staff in accredited educational programs.

Analytical part

In general, the quantitative and qualitative composition of the teaching staff of the accredited educational programs of VKU is stable. All teachers of the departments serving the accredited educational programs have basic education in the relevant profile. Employment contracts have been concluded with all teachers based on the decision of the competition commission for filling positions and contracts. All teachers perform the teaching load in accordance with the standards for the distribution of hours. The fulfillment of the teaching load and individual work plans of the university teachers is considered at meetings of the faculty councils, the general report on the university is considered at the Academic Council of the university.

Based on the analysis of the submitted documentation, visual inspection and interviews with stakeholders, the EP Management creates the necessary conditions for the professional development of the teaching staff. An interview with the teaching staff showed that since the current year, an emphasis has been placed on a student-centered approach to the implementation of the EP, which, according to them, is an innovation, but a study of the documents showed that this approach for accredited EPs was introduced back in 2016.

An analysis of documents and an interview with the head of the EP and the teaching staff showed that teachers participate in research work and publish its results. However, academic mobility of the teaching staff is poorly represented.

Analysis of the data filled in the Univer system on the KPI indicators being achieved revealed the absence of an appropriate system of motivation for the teaching staff for achieving indicative indicators.

As part of the interviews and questionnaires, the overwhelming majority of students (more than 90%) agreed with the statements that the teacher presents the material in a clear and interesting form and satisfies the requirements of personal development and professional

formation. A sufficiently strong interest in learning is ensured by the efforts of the faculty of the graduating departments and the quality of the educational process.

Strengths/Best Practices:

The leadership of the EP attracts to its activities only highly qualified personnel with significant achievements in the field of domestic pedagogical education.

Recommendations:

The management of KazNPU shall develop and implement on a regular basis advanced training courses for the faculty on student-oriented approaches. Deadline: until September 1, 2025.

To increase the motivation of teachers to actively participate in scientific research, the management of KazNPU needs to develop and implement a system of incentives aimed at supporting the integration of scientific activity into the educational process. Deadline: until September 1, 2025.

Conclusions of the EEC based on the criteria:

According to the standard "Teaching staff" EP6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507-Computer Science (IP), 7M01509-Digital Pedagogy (IP) have 1 strong position, 6 satisfactory positions and 2 requiring improvement.



6.8. Standard "Educational resources and student support systems"

- *The educational institution must ensure that there is a sufficient number of educational resources and student support services to ensure that the educational institution achieves its objectives.*
- *The educational institution must demonstrate the sufficiency of material and technical resources and infrastructure, taking into account the needs of various groups of students in the educational program (adults, working students, foreign students, as well as students with disabilities).*
 - *The leadership of the EP should demonstrate that there are procedures in place to support different groups of students, including information and consultation.*
 - *The management of the EP must demonstrate the compliance of information resources with the specifics of the OP, including:*
 - *technological support for students and faculty (e.g. online learning, modeling, databases, data analysis programs);*
 - *library resources, including a collection of educational, methodological and scientific literature on general educational, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases;*
 - *examination of research results, graduation works, dissertations for plagiarism;*
 - *access to educational Internet resources;*
 - *functioning of WI-FI on the territory of the educational organization.*
- *The educational institution demonstrates planning for providing the educational institution with educational equipment and software similar to those used in the relevant sectors of the economy.*

Evidential part

The University has a material and technical base that ensures the implementation of all types of practical training and research work of students, as provided for curriculum accredited educational institutions.

Currently, the university has 15 academic buildings, libraries (5 reading rooms, 2 subscriptions, a total of 78 computers, a local network and Wi-Fi), 5 dormitories, an educational and sports complex named after M. Auezov with a total area of 17,000 sq.m., including including an open stadium with 1,500 seats and a sports hall with 170 seats, which was put into operation in 1970, and the Ulagat printing house.

The conditions created at the university meet the requirements necessary for study and work and are carried out in the following main areas: development of existing structures and their support (repairs, extensions, superstructures, improvement of buildings and facades, etc.); development of a comfortable environment and support of the sanitary and hygienic condition of buildings and premises (planting vegetation, cleaning the territory and premises, lighting the territory, etc.); operational and economic support and development of infrastructure (energy saving, water supply, heat supply, other utility networks).

Students of accredited educational programs study in the educational building № 5 at the address Tole-bi, 86. The total area of the building № 5 is 7,075.3 sq. m., of which the useful area is 2,443.3 sq. m. At this faculty of mathematics, physics and computer science, the educational process is implemented in 3 lecture halls, 16 classrooms are intended for practical classes, there are also 20 laboratories, 10 computer classes, 2 language labs. The classrooms are equipped modern equipment and inventory that meet the requirements implementation of educational programs, sanitary and epidemiological standards. All university computers are provided with free access to the global Internet, the speed of which is 400 MB/s. The material and technical base of the university is constantly updated.

Today, a STEM park with three laboratories was opened at the Faculty of Mathematics, Physics and Computer Science: a laboratory of robotic systems and artificial intelligence programming, a laboratory of mechatronics and a laboratory of measuring systems (<https://www.kaznpu.kz/ru/2817/page/>). In 2019, educational equipment from 3B Scientific was purchased for the institute's physics laboratories (mechanics laboratory, electricity and magnetism laboratory) for 40 million tenge.

The Institute (now the Faculty) of Mathematics, Physics and Computer Science purchased a set of laboratory equipment for school experiment technology worth about 19 million tenge,

including Releon Lite digital equipment. In 2024, the Ministry of Science and Higher Education of the Republic of Kazakhstan, together with the World Bank, supplied new educational equipment for school physics laboratories as part of the Education Modernization project.

The university's existing material, technical, educational and laboratory facilities provide for the educational process at a sufficient level and meet licensing requirements.

For software support of educational classes and implementation of scientific research works, computer classes are provided with licensed software: Microsoft Office 2017, Outlook, Project, Microsoft Share Point; ABBYY FineRider, Pinnacle Studio 8, Microsoft SQL Server 2010; 1C Enterprise 8.0 (educational version); Inter Base, Microsoft Visual C# 2017 Express Edition; VM VirtualBox; Adobe Reader 9; Autodesk 3DStudioMax, MathLab.

The University has created the necessary conditions for training and conducting scientific research, publishing the results of research and development. All scientific and diploma theses are checked in the Antiplagiat program. In accordance with the Regulations "On the use of the Antiplagiat system", a student is allowed to defend if the percentage of originality of the text (excluding citations) according to Antiplagiat is 50% or higher.

Overall, the EEC concludes that the material, technical, library and information resources used to organize the educational process are sufficient to fulfill the stated mission, goals and objectives of the university and meet the requirements of the educational programs implemented by the university.

Analytical part

A visual inspection conducted by the EEC experts during the accreditation of the educational program and an analysis of the documents provided show that the material and technical support and infrastructure of the university are at a level sufficient to ensure high-quality provision of the educational process.

The university also demonstrates the presence of support systems for various groups of students, including an active mechanism for inclusive education.

In general, the commission notes that the information resources used in the implementation of the accredited educational programs are sufficient, and their updating is ongoing and systematic. However, the members of the EEC note the need for regular updating of educational and laboratory equipment in accordance with the development plans of the implemented educational programs for conducting classes and performing scientific research at a modern international level.

The EEC notes the quality control of written work by students by checking for plagiarism.

In interviews, students indicate that there is a sufficient number of Wi-Fi access points on the university campus and in dormitories, and the Internet network capacity is sufficient to conduct various types of classes, including online learning, which is confirmed by the results of the survey (the level of availability and quality of Internet resources is 89.6%).

During the meeting of the EEC experts with students, a request was expressed to organize recreational areas at the university for rest during breaks between classes.

According to the results of the survey of students, satisfaction with the modernity, comfort and safety of equipment was 70.7% (104), the indicator of equal opportunities for mastering the educational program and personal development of students was 72.1% (106), satisfaction with the available computer classes and scientific laboratories was, respectively, 72.8% (107) and 71.4% (105).

Strengths/Best Practices:

None.

Recommendations:

None.

Conclusions of the EEC based on the criteria:

According to the standard "Educational resources and student support systems» EP 6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507-Computer Science (IP), 7M01509-Digital Pedagogy (IP) have 8 satisfactory positions.



6.9. Standard "Informing the Public"

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

Evidential part

All information about the university's activities and the implementation of educational programs with an indication of the expected learning outcomes is posted on the official website of the university <https://www.kaznpu.kz/ru/2/page/>.

Information about the educational program, the results and achievements of the departments, information for applicants and advertising brochures, materials about the activities of the university are presented in the media of republican, regional and local significance, on the Internet, in social networks on the pages of the higher school and department. <https://www.kaznpu.kz/ru/4/page/>

All information about the teaching staff implemented by the educational programs is published on the university website in the "Departments" section. <https://www.kaznpu.kz/ru/3/page/>

All information on passing scores and educational opportunities is presented in the relevant VND. <https://kaznpu.kz/ru/7165/notice/>

The University makes efforts to support and explain the national development programs of the country and the system of higher and postgraduate education. The creation and dissemination of information materials on national development programs and their impact on the higher education system is carried out through the creation of brochures, newsletters, articles and press releases.

Each educational program offered by the university has its own separate page on the web resource, where detailed information is provided on the program's objectives, curriculum, admission requirements, graduate qualifications, career development opportunities, etc. Contact details of responsible persons are also provided for obtaining additional information. <https://kaznpu.kz/ru/2571/page/>

The results of external evaluation procedures are posted on the official website of the university and are regularly updated. <https://www.kaznpu.kz/ru/3065/page/>

Analytical part

The members of the EEC conducted an analysis of the official website of the university, during which it was found that the university publishes on the website up-to-date information about the educational program, teaching, training, assessment procedures, passing scores, educational opportunities provided to students, the academic degree/qualification awarded, as well as employment opportunities for graduates.

Information about the EP disciplines, objectives, subject composition, assessment procedures, passing scores and educational opportunities provided to students are also provided in the syllabuses of the disciplines, which are available to students on the educational portal.

University however, experts are forced to state that this information is not publicly available to the general public.

The commission notes the systematic work on posting information on the website, which ensures transparency of the university's activities. The EEC notes the availability of complete information on the teachers participating in the implementation of the accredited educational programs on the website.

The university's information and analytical system fully ensures continuous monitoring of the EP's activities aimed at satisfying the EP's consumers; experts are provided with evidence of feedback or responses to requests from students and interested parties of the EP, including through the rector's blog.

According to the results of the survey of students, the satisfaction rate with the accessibility and responsiveness of the management was 80.3% (118), the satisfaction rate with the content and informational content of the university website was 80.3% (118).

Strengths/Best Practices:

None.

Recommendations:

- The leadership of the EP must ensure that reliable information about the teaching staff, broken down by individuals, is published on open resources on an ongoing basis.

Conclusions of the EEC based on the criteria:

According to the standard "and informing the public» EP 6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507-Computer Science (IP), 7M01509-Digital Pedagogy (IP) have 10 satisfactory positions.

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

According to the standard “Educational Program Management”:

- The leadership of the educational institution demonstrates its openness and accessibility to attract representatives of groups and interested parties, including employers, students and teaching staff, to form a development plan for the educational institution, creating appropriate conditions for improving the quality of the educational institution.

- The leadership of the educational institution demonstrates the development of a development plan for the educational institution based on an analysis of the functioning of the educational institution, the actual positioning of the university and their focus on meeting the needs of the state, stakeholders and students.

- The management of the educational institution demonstrates a systematic approach to the search for and identification of a high level of quality in the implementation of educational programs, which is reflected in the internal quality assurance system of the educational institution, developed taking into account the cycle of continuous improvement and representing a logical sequence of steps aimed at continuous improvement and learning: planning, implementation, verification and action.

According to the Information Management and Reporting standard:

No strengths were identified within this standard.

According to the standard “Development and approval of educational programs”:

- The leadership of the educational program demonstrates a clear structure for the development of educational programs in the context of national development priorities in this area, approves them at the institutional level, and presents the results of its work to other educational organizations.

- The management of the educational program ensures that the content of the educational program corresponds to the established goals, including the expected learning outcomes, based on national priorities for the development of pedagogical education.

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

No strengths were identified within this standard.

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

The leadership of the educational institution demonstrates the presence of its own high-quality research in the field of teaching methods of the educational disciplines of the educational institution.

According to the standard "Students":

The management of the educational institution demonstrates its readiness to provide students with practical training and actively assists in the employment of graduates.

According to the standard "Teaching staff":

The leadership of the EP attracts to its activities only highly qualified personnel with significant achievements in the field of domestic pedagogical education.

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

No strengths were identified within this standard.

According to the “Public Information” standard:

No strengths were identified within this standard.

(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

By standard «Control educational program»

The management of the EP shall conduct an analysis of the effectiveness of the introduction of innovations in the implementation of educational programs with the identification of updates; implement monitoring, for periodic assessment, of the effectiveness of the introduction of innovations until October 30, 2025.

By standard «Control information and reporting»

The university management shall develop and document the procedure for analyzing the results of the stakeholder satisfaction assessment and forming response measures in accordance with the results obtained, informing stakeholders about the actions taken. Until 30.08.2025.

By standard «Development And statement educational programs»

The management of the EP shall identify strategic partners for the opening and implementation of joint and/or double-degree EPs with foreign universities by August 30, 2025.

By standard «Constant monitoring and periodic grade educational programs»

the management of the educational program, in order to increase interest and awareness of the educational program, promptly publish information on the implementation of the educational program on the institute's website on an ongoing basis.

By standard «Student-centered education, teaching and grade academic performance»

The university management shall develop a documented procedure for responding to student complaints, providing for deadlines and persons responsible for review and response, the procedure for informing about the results of the review, and monitoring corrective actions. By 30.06.2025.

By standard «Students»

The management of the University must establish the functioning of the graduates' association/association by 01.09.2025.

By standard «Professorial-teaching compound»

The management of KazNPU shall develop and implement on a regular basis advanced training courses for the faculty on student-oriented approaches. Deadline: until September 1, 2025.

To increase the motivation of teachers to actively participate in scientific research, the management of KazNPU needs to develop and implement a system of incentives aimed at supporting the integration of scientific activity into the educational process. Deadline: until September 1, 2025.

By standard «Educational resources and systems support students»

None

By the standard "Informing the public"

The leadership of the EP shall ensure the publication of reliable information about the teaching staff, broken down by individuals, on an ongoing basis on open resources.

(IX) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the external expert commission came to the unanimous opinion that the educational programs 6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507-Informatics (IP), 7M01509-Digital Pedagogics (IP) "Abai Kazakh National Pedagogical University" may be accredited for a period of 5 years.



Appendix 1. Evaluation table “Conclusion of the external expert commission”

Conclusion of the external expert commission on quality assessment

educational programs 6B01501-Mathematics (IP), 6B01504-Physics (IP), 6B01507-Informatics (IP), 7M01509-Digital Pedagogics (IP) "Abai Kazakh National Pedagogical University"

№ p/p	№ p/p	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard 1 "Educational Program Management"						
1	1.	An institution providing higher and/or postgraduate education must have a published quality assurance policy that reflects the relationship between research, teaching and learning		+		
2	2.	The organization of higher and/or postgraduate education must demonstrate the development of a quality assurance culture, including in the context of the educational program		+		
3	3.	Commitment to quality assurance should apply to all activities carried out by contractors and partners (outsourcing), including in the implementation of joint/dual degree education and academic mobility		+		
4	4.	The leadership of the educational institution demonstrates transparency in developing a development plan for the educational institution, containing the start dates for implementation, based on an analysis of its functioning, the actual positioning of the educational institution and the focus of its activities on meeting the needs of the state, employers, students and other stakeholders.		+		
5	5.	The management of the educational program demonstrates the existence of mechanisms for the formation and regular revision of the educational program development plan and monitoring of its implementation, assessment of the achievement of educational goals, compliance with the needs of students, employers and society, and decision-making aimed at continuous improvement of the educational program		+		
6	6.	The management of the educational institution must involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the educational institution development plan.	+			
7	7.	The leadership of the EP must demonstrate the individuality and uniqueness of the EP development plan, its consistency with national priorities and the development strategy of the organization of higher and (or) postgraduate education	+			
8	8.	The organization of higher and (or) postgraduate education must demonstrate a clear definition of those responsible for business processes within the framework of the EP, a clear distribution of job responsibilities of personnel, and delineation of the functions of collegial bodies		+		
9	9.	The management of the EP must provide evidence of the transparency of the educational program management system		+		
10	10.	The management of the EP must demonstrate the existence of an internal quality assurance system for the EP, including its design, management and monitoring, their improvement, and decision-making based on facts.	+			
11	11.	The management of the EP must implement risk management, including within the framework of the EP undergoing initial accreditation, and also demonstrate a system of measures aimed at reducing the degree of risk		+		
12	12.	The management of the educational program must ensure the participation of representatives of employers, teaching staff, students and other interested parties in the collegial bodies managing the educational program, as well as		+		

		their representativeness in decision-making on issues of managing the educational program.				
13	13.	The OO must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals			+	
14	14.	The leadership of the educational institution must demonstrate evidence of its readiness to be open and accessible to students, faculty, employers and other interested parties.		+		
15	15.	The management of the EP must undergo training in educational management programs		+		
Total by standard			3	11	1	0
Standard 2 "Information Management and Reporting"						
16	1.	The educational institution must demonstrate the existence of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software and that it uses a variety of methods for collecting and analyzing information in the context of the educational institution.		+		
17	2.	The management of the EP must demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
18	3.	EP leadership must demonstrate fact-based decision making		+		
19	4.	The EP should provide for a system of regular reporting reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the activities of departments and departments, and scientific research.		+		
20	5.	The LO must establish the frequency, forms and methods of assessing the management of the EP, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.		+		
21	6.	The OO must demonstrate the definition of procedures and provision of information protection, including the identification of persons responsible for the accuracy and timeliness of information analysis and the provision of data		+		
22	7.	An important factor is the availability of mechanisms for involving students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.		+		
23	8.	The management of the educational institution must demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, as well as mechanisms for conflict resolution.		+		
24	9.	The educational institution must demonstrate the existence of mechanisms for measuring the degree of satisfaction of the needs of the teaching staff, personnel and students within the educational institution.		+		
25	10.	The OO must provide for the assessment of the effectiveness and efficiency of activities, including in the context of the EP		+		
		<i>The information to be collected and analyzed within the OP should take into account:</i>				
26	11.	Key performance indicators		+		
27	12.	dynamics of the student contingent in terms of forms and types		+		
28	13.	academic performance, student achievement and dropout		+		
29	14.	satisfaction of students with the implementation of the educational program and the quality of education at the university		+		
30	15.	availability of educational resources and support systems for learners		+		
31	16.	The educational institution must confirm the implementation of procedures for processing personal data of students, employees and teaching staff based on their documentary consent.		+		
Total by standard			0	16	0	0
Standard 3 "Development and approval of the educational program"						
32	1.	The LO must define and document procedures for developing EPs and their approval at the institutional level.	+			
33	2.	The management of the EP must ensure that the content of the EP corresponds to the established objectives, including the expected learning outcomes.	+			
34	3.	The management of the EP must demonstrate the existence of mechanisms for revising the content and structure of the EP, taking into account changes		+		

		in the labor market, employers' requirements and the social demands of society.				
35	4.	The management of the educational program must ensure the availability of developed models of the educational program graduate, describing the learning outcomes and personal qualities		+		
36	5.	The management of the EP must demonstrate that external assessments of the content of the EP and the planned results of its implementation have been carried out.		+		
37	6.	The qualification awarded upon completion of the EP must be clearly defined and correspond to a specific level of the NQF and QF-EHEA		+		
38	7.	The leadership of the EP should determine the influence of disciplines and professional practices on the formation of learning outcomes		+		
30	8.	An important factor is the possibility of preparing students for professional certification (PC)		+		
40	9.	The management of the educational program must provide evidence of the participation of students, faculty and other stakeholders in the development of the educational program and ensuring its quality.		+		
41	10.	The management of the educational institution must ensure that the content of academic disciplines and planned results correspond to the level of education (bachelor's, master's, doctoral)		+		
42	11.	The structure of the educational program should provide for various types of activities that ensure that students achieve the planned learning outcomes.		+		
43	12.	An important factor is the compliance of the content of the EP and the learning outcomes of the EP implemented by higher and/or postgraduate education organizations in the EHEA		+		
Total by standard			2	10	0	0
Standard 4 "Continuous monitoring and periodic evaluation of educational programs"						
44	1.	The educational institution must define mechanisms for monitoring and periodic evaluation of the educational program to ensure that the goal is achieved and the needs of students and society are met, and demonstrate the focus of the mechanisms on continuous improvement of the educational program.		+		
		<i>Monitoring and periodic evaluation of the EP should include:</i>				
45	2.	the content of the program in light of the latest scientific advances in a particular discipline to ensure the relevance of the discipline taught		+		
46	3.	changes in the needs of society and the professional environment		+		
47	4.	workload, academic performance and graduation of students		+		
48	5.	the effectiveness of student assessment procedures		+		
49	6.	expectations, needs and satisfaction of students with training in the EP		+		
50	7.	educational environment and support services, and their compliance with the objectives of the EP		+		
51	8.	The management of the EP must demonstrate a systematic approach to monitoring and periodically assessing the quality of the EP.		+		
52	9.	The LO and the EP management must determine a mechanism for informing all interested persons about any planned or undertaken actions in relation to the EP.		+		
53	10.	All changes made to the EP must be published.		+		
Total by standard			0	10	0	0
Standard 5: Student-Centered Learning, Teaching, and Assessment						
54	1.	The leadership of the educational institution must ensure respect and attention to different groups of students and their needs, and provide them with flexible learning paths.		+		
55	2.	The management of the educational institution should provide for the use of various forms and methods of teaching and learning.		+		
56	3.	An important factor is the availability of own research in the field of teaching methods of academic disciplines of the EP	+			
57	4.	The leadership of the EP should demonstrate the existence of feedback mechanisms on the use of various teaching methods and assessment of learning outcomes		+		

58	5.	The leadership of the EP should demonstrate the existence of mechanisms to support learner autonomy while simultaneously providing guidance and assistance from the teacher.		+		
59	6.	The management of the educational institution must demonstrate the existence of a procedure for responding to student complaints.		+		
60	7.	The educational institution must ensure consistency, transparency and objectivity of the learning outcomes assessment mechanism for each educational institution, including appeals.		+		
61	8.	The educational institution must ensure that the assessment procedures for the learning outcomes of students in the educational program correspond to the planned results and objectives of the program, and that the assessment criteria and methods are published in advance.		+		
62	9.	The educational institution must define mechanisms to ensure that each graduate of the educational institution achieves the learning outcomes and ensure that they are fully formed.		+		
63	10.	Assessors must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area.		+		
Total by standard			1	9	0	0
Standard 6 "Students"						
64	1.	The educational institution must demonstrate the existence of a policy for the formation of a contingent of students in the context of the educational program, ensure the transparency and publication of its procedures regulating the life cycle of students (from admission to completion)		+		
		<i>The management of the educational institution must determine the procedure for forming the contingent of students based on:</i>				
65	2.	minimum requirements for applicants		+		
66	3.	maximum group size for seminars, practical, laboratory and studio classes		+		
67	4.	forecasting the number of government grants		+		
68	5.	analysis of available material, technical, information resources, human resources		+		
69	6.	analysis of potential social conditions for students, including the provision of places in a dormitory		+		
70	7.	The leadership of the EP must demonstrate readiness to conduct special adaptation and support programs for newly admitted and foreign students.		+		
71	8.	The educational institution must demonstrate that its actions comply with the Lisbon Recognition Convention, that it has a mechanism for recognizing the results of students' academic mobility, as well as the results of additional, formal and informal learning.		+		
72	9.	The LO should cooperate with other educational organisations and national centres of the "European Network of National Information Centres on Academic Recognition and Mobility/National Academic Recognition Information Centres" ENIC/NARIC in order to ensure comparable recognition of qualifications		+		
73	10.	The educational institution must provide opportunities for external and internal mobility of students of the educational program, as well as readiness to assist them in obtaining external grants for their studies.		+		
74	11.	The leadership of the educational institution must demonstrate its readiness to provide students with internship places, facilitate the employment of graduates, and maintain contact with them.	+			
75	12.	The educational institution must provide for the possibility of providing graduates of the educational institution with documents confirming the acquired qualifications, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.		+		
Total by standard			1	11	0	0
Standard 7 "Teaching staff"						
76	1.	The LO must have an objective and transparent personnel policy, including in the context of the EP, including hiring, professional growth and development of personnel, ensuring the professional competence of the entire staff		+		

77	2.	The educational institution must demonstrate that the teaching staff potential corresponds to the specifics of the educational institution.	+			
78	3.	The management of the EP must demonstrate awareness of responsibility for its employees and provide them with favorable working conditions.		+		
79	4.	The leadership of the OP must demonstrate the changing role of the teacher in connection with the transition to student-centered learning		+		
80	5.	The OO must determine the contribution of the EP teaching staff to the implementation of the OO development strategy and other strategic documents			+	
81	6.	The educational institution should provide opportunities for career growth and professional development of the teaching staff of the educational institution.		+		
82	7.	The leadership of the EP must demonstrate a willingness to involve practitioners from relevant sectors of the economy in teaching		+		
83	8.	The educational organization must demonstrate motivation for the professional and personal development of the educational institution's teachers, including encouragement for the integration of research activities and education, and the use of innovative teaching methods.			+	
84	9.	An important factor is the readiness to develop academic mobility within the EP, attracting the best foreign and domestic teachers		+		
Total by standard			1	6	2	0
Standard 8 "Educational Resources and Student Support Systems"						
85	1.	The educational institution must ensure that there is a sufficient number of educational resources and student support services to ensure that the educational institution achieves its goals.		+		
86	2.	The educational institution must demonstrate the sufficiency of material and technical resources and infrastructure, taking into account the needs of various groups of students in the educational institution (adults, working students, foreign students, as well as students with disabilities)		+		
87	3.	The management of the EP should demonstrate that there are procedures in place to support different groups of students, including information and consultation.		+		
		<i>The management of the EP must demonstrate the compliance of information resources with the specifics of the EP, including:</i>				
88	4.	technological support for students and faculty (e.g. online learning, modeling, databases, data analysis programs)		+		
89	5.	library resources, including a collection of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases		+		
90	6.	examination of research results, final works, dissertations for plagiarism		+		
91	7.	access to educational Internet resources		+		
92	8.	Wi-Fi operation on the territory of the educational organization		+		
93	9.	The educational institution demonstrates planning for providing the educational institution with educational equipment and software similar to those used in the relevant sectors of the economy.		+		
Total by standard			0	9	0	0
Standard 9 "Informing the Public"						
		<i>The educational organization must publish reliable, objective, up-to-date information about the educational program and its specifics, which must include:</i>				
94	1.	expected learning outcomes of the implemented educational program		+		
95	2.	qualification and/or qualifications that will be awarded upon completion of the educational program		+		
96	3.	approaches to teaching, learning, and the system (procedures, methods and forms) of assessment		+		
97	4.	information on passing grades and educational opportunities provided to students		+		
98	5.	information on employment opportunities for graduates		+		
99	6.	The EP management should provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and interested parties.		+		

100	7.	Public awareness should include support and clarification of national development programs for the country and the system of higher and postgraduate education		+		
101	8.	The educational institution must demonstrate the reflection on the web resource of information that characterizes it as a whole and in terms of educational programs.		+		
102	9.	An important factor is the availability of adequate and objective information about the TS EP		+		
103	10.	An important factor is informing the public about cooperation and interaction with partners within the framework of the EP		+		
Total by standard			0	10	0	0
TOTAL			8	92	3	0



Appendix 2. PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION



AGREED

**Chairman of the Board - Rector of the "Abai Kazakh
National Pedagogical University"**

_____ **Tilep Bolat**
« ____ » _____ **2024**



**АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ**

**НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА**

**INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING**

I APPROVE

**General Director of the National Institution
"Independent Agency for Accreditation and Rating"**

_____ **Zhumagulova A.B.**
« ____ » _____ **2024**

**PROGRAM
VISIT OF THE EXTERNAL EXPERT COMMISSION
INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)
In the "Abai Kazakh National Pedagogical University"
(international program accreditation)**

Date of the visit: November 4-6, 2024

Accredited educational programs

Cluster 1 (accreditation)	6B01501 Mathematics (IP) 6B01504 Physics (IP) 6B01507 Computer science (IP) 7M01509 Digital Pedagogy (IP)
Cluster 2 (accreditation)	6B01515 Geography (IP) 6B01610 History-social science (IP)
Cluster 3 (accreditation)	6B01402 Music education (IP) 6B01416 Art Education (IP) 6B01404 Physical Education and Sports (IP) 8D01404 Physical Education and Sports
Cluster 4 (accreditation)	6B01502 Mathematics and physics 6B01408 Basic military training and physical education and sports 6B01516 Geography-History
Cluster 5 (accreditation)	7M03104 Political Science 8D03103 Sociology 8D03102 Cultural Studies 8D03104 Political Science
Cluster 6 (accreditation)	8D01402 Music education

Date and time	Work of the EEC with target groups	Position and Surname, Name, Patronymic of participants target groups	Contact form
November 3, 2024			
15.00-16.00 <i>(time to be confirmed)</i>	Preliminary meeting of the EEC <i>(discussion of key issues and the program of the visit)</i>	<i>IAAR External Experts</i>	Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
<i>On schedule during the day</i>	Arrival of members of the External Expert Commission		
18.00	Dinner	<i>IAAR External Experts</i>	
Day 1-th: November 4, 2024			
09.00-09.30	Distribution of responsibilities of experts, solution of organizational issues	<i>IAAR External Experts</i>	Office / room № (EEC office) Audience №320 Join a 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 - Tilep Bolat Anapiyauly	Audience №320 Join a 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 the Board Members-Vice Rectors	<ol style="list-style-type: none"> 1. Vice-Rector for Academic Affairs Narbekova Banu 2. Vice-Rector for Digitalization Musabaev Nurken 3. Vice-Rector for Research and Innovation Sultan Ertai 4. Vice-Rector for Strategy and Internationalization Iskakova Aigul 5. Vice-Rector for Finance and Infrastructure Development Amenova Kamilya 6. Vice-Rector for Social Development Zhakauov Maksat 7. Chief of Staff Ishpekbayev Zhanatbek 	Audience №320 Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

<p>11.00-11.10</p>	<p>Technical break</p>		
<p>11.10-11.50</p>	<p>Meeting with heads of structural divisions</p>	<ol style="list-style-type: none"> 1. Director of the Department of EP Analysis Baidildina Adilya 2. Director of the Department of Academic Affairs Zhanbekov Khairulla 3. Head of the Registrar's Office Myrzabayeva Ayaulym 4. Head of the Student Office Kuzembayeva Bakhyt 5. Director of the Student Services Center Makhmutov Serik 6. Head of the Career Center Zhetibay Rakhymberdi 7. Head of the Alumni Association Nurbatyrov Bolatbek 8. Director of the Department international cooperation Sapargaliyeva Bayan 9. Head of the Academic Mobility Department Yesim Merey 10. Director of the Strategy Department Tattibayeva Elvira 11. Head of Risk Assessment and Management Department Kusainov Esbulat 12. Head of the Office of Institutional Effectiveness Gabbasova Zhanna 13. Director of the Department of Science Abdigapbarova Ulzharkyn 14. Head of the RW Department and training of scientific personnel Baimbetova Gulzada 15. Head of the scientific and innovative park "Abai LABS" Bitibaeva Zhazira 16. Head of the scientific library Imansydykova Nurgul 17. Head of Testing Center 	<p style="text-align: right;">Audience №202 Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p>

		<p>Smagulova Almagul 18. Director of the Department of Social Work and Youth Policy</p> <p>Dildebek Didarbek 19. Deputy Rector of the Department of Digitalization of Education</p> <p>Bekkozhanov Talgat 20. Acting Chief Human Resources Management</p> <p>Tapeyeva Aliya 21. Acting Head of Marketing Department (website)</p> <p>Musina Gaisha 22. Head of the Press Service</p> <p>Rimma Abdykadyrkyzy 23. Acting Head of Education Management School</p> <p>Khojabergenova Gulnar 24. Head of the career guidance department</p> <p>Nurmakhan Auesbekuly 25. Chief accountant - acting head of the accounting and reporting department</p> <p>Askarova Gulzhamal 26. Head of the Department of Economic Planning and Analysis</p> <p>Sarashov Aslan 27. Director of the Department of Monitoring Contracts and Asset Management Kuilyukov Talgat Serikovich</p>	
11.50-12.00	Exchange of views of members of the external expert commission		<p>Audience №320</p> <p>Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p>
12.00-12.40	Meeting with the deans accredited educational institutions	<p>1. Dean of the Faculty of Mathematics, Physics and Computer Science Khamraev Sheripidin</p> <p>2. Dean of the Faculty of Natural Science and Geography Kaimuldinova Kulyash</p> <p>3. Dean of the Faculty of Arts Baygutov Karim</p> <p>4. Dean of the Faculty of Physical Education and Basic Military Training Ospankulov Ernar</p> <p>5. Dean of the Faculty of History and Law</p>	<p>Audience №320</p>

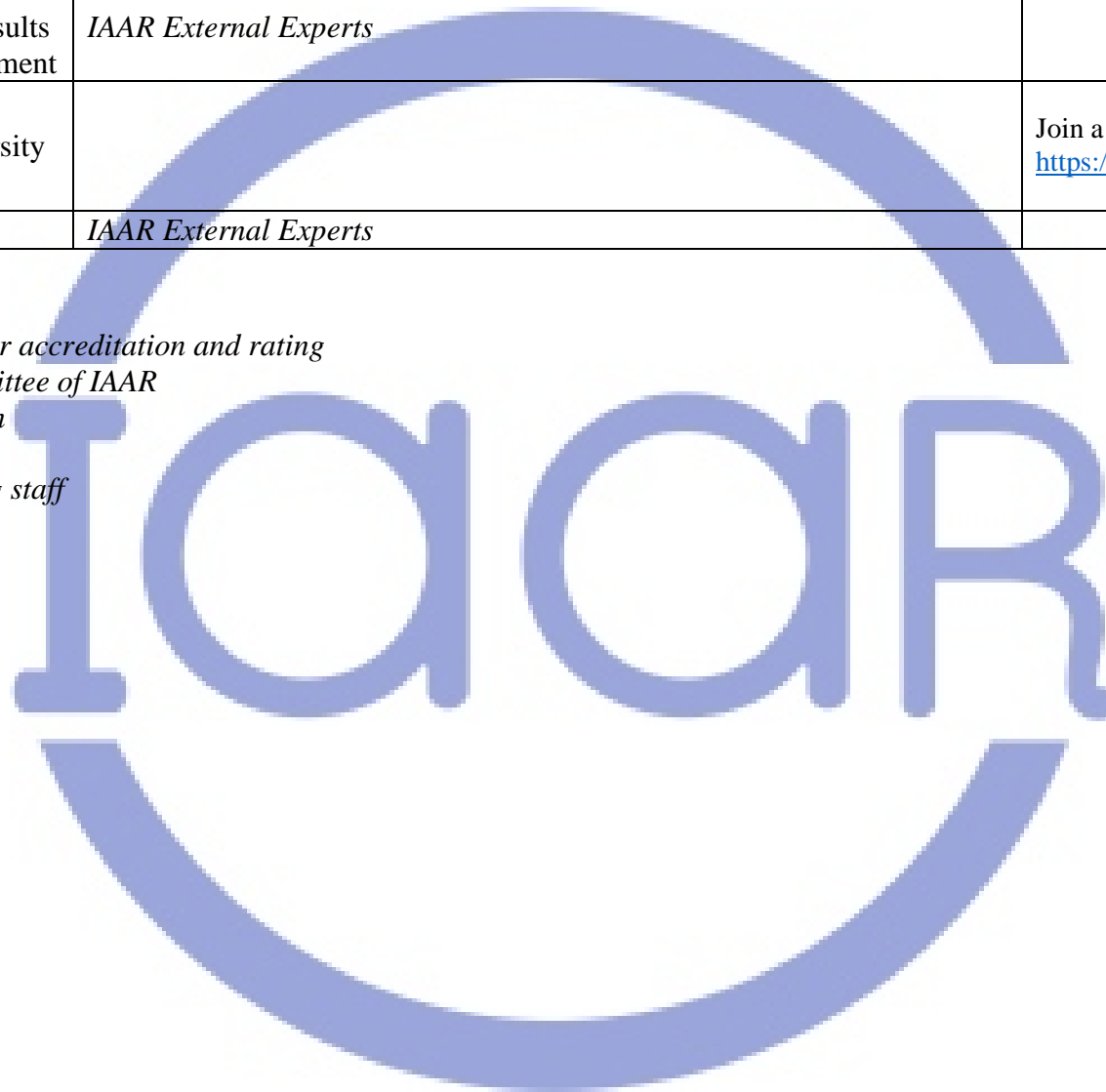
		Kenzhebeyev Gabit	
12.40-13.00	Work of the EEC	<i>IAAR External Experts</i>	Audience №320
13.00-14.00	<i>Dinner</i>		
14.00-14.15	Work of the EEC		Audience №320
14.15-15.00	Meeting with heads of departments and heads of educational programs	<p>1. Head of the Department of Methods of Teaching Mathematics, Physics and Computer Science Abylkasimova Alma</p> <p>2. Head of the Department of Informatics and Informatization of Education Oshanova Nurzhamal</p> <p>3. Head of the Department of Physics Kosov Vladimir</p> <p>4. Head of Department geography and ecology Aliaskarov Duman</p> <p>5. Head of the EP "6B01516 - Geography-History" Uvaliyev Talgat</p> <p>6. Head of EP "6B01515 Geography (IP)" Karbayeva Sholpan</p> <p>7. Head of the Department of Music Education and Choreography Kosherbayev Zhanbolat</p> <p>8. Head of the Department of Art Education Rabilova Zoya</p> <p>9. Developer of the educational program "Artistic education (IP)" Shaygozova Zhanerke</p> <p>10. Head of Department physical education and sports Tolegenuly Nurzhan</p> <p>11. Head of the Department of Basic Military Training Erezhepov Talgat</p> <p>12. Head of the Department of Political Science and Social and Philosophical Disciplines Simtikov Zhomart</p> <p>13. Developers of EP "7M03104 - Political Science", "8D03104 - Political Science"</p>	<p>Audience №202</p> <p>Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p>

		Mukazhanova Almira 14. Developers of the EP "8D03102 - Cultural Studies" Kusainov Daurenbek Umerbekovich 15. Developers of the EP "8D03103 - Sociology" Sultanova Farida 16. Head of the Department of Modern and Contemporary History of Kazakhstan named after Academician T.S. Sadykov Muratkazin Mukhtar 17. Developers of the EP "6B01610 - History-social science (IP)" Nurman Sholpan Zhalmagambetov Erlanbek	
15.00-15.10	Technical break		Audience №320 Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
15.10–16.00	Meeting with the PPS EP	<i>Appendix 1</i>	Audience №202 Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.00-17.00	Questioning of teaching staff (in parallel)	<i>Appendix 2</i>	The link is sent to the teacher's e-mail personally
16.00-16.10	Exchange of views of members of the external expert commission		Audience №320 Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.10-17.00	Meeting with students of the EP	<i>Appendix 3</i>	Audience №202 Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
17.00-18.00	Survey of students (in parallel)	<i>Appendix 4</i>	The link is sent to the student's personal e-mail

17.00-17.50	Visual inspection of the educational program and the material, technical and educational laboratory base only for objects of the accredited educational programs	<i>Appendix 5</i>	<i>On the route</i>
17.50-18.00	Work of the EEC discussion of the results of the first day	<i>IAAR External Experts</i>	Audience №320 Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
18.00-19.00	Dinner	<i>IAAR External Experts</i>	
Day 2: November 5, 2024			
09.00-09.30	Work of the EEC	<i>IAAR External Experts</i>	Audience № 320 Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
09.30-11.30	Selective visit to the practice bases of the EP	<i>Appendix 6</i>	
11.30-13.00	Working with department documents (documents must be uploaded to the cloud by clusters in advance, if necessary, department heads will be invited to the online Zoom room) and attending faculty classes according to the schedule	<i>Appendix 7</i>	Audience № 320
13.00-14.00	Dinner		
14.00–14.20	Exchange of views of	<i>IAAR External Experts</i>	Audience №320

	members of the external expert commission		
14.20-15.10	Meeting with stakeholders (representatives of practice bases and employers) (hybrid)	<i>Appendix 8</i>	Audience № 225 Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
15.10-15.30	Technical break		
15.30-16.10	Meeting with graduates of the EP (hybrid)	<i>Appendix 9</i>	Audience №225 Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.10-16.30	Technical break	<i>IAAR External Experts</i>	Audience №320
16.30-19.00	Work of the EEC, discussion of the results of the second day and profile parameters (recording is in progress)	<i>IAAR External Experts</i>	Audience №320
19.00-20.00	Dinner	<i>IAAR External Experts</i>	
Day 3: November 6, 2024			
09.00-11.30	Work of the EEC, development and discussion of recommendations	<i>IAAR External Experts</i>	Audience №320 Join a Zoom conference https://us02web.zoom.us/j/4641732969 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 (recording is in progress)	<i>IAAR External Experts</i>	Audience №320 Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
12.30-13.00	Work of the EEC	<i>IAAR External Experts</i>	
13.00-14.00	Dinner		
14.00-16.00	Work of the EEC, discussion, decision-		Audience №320 Join a Zoom conference

	making by voting (recording is kept)		https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.00-16.30	Work of the EEK, Discussion of the results of the quality assessment	<i>IAAR External Experts</i>	
16.30–17.00	Final meeting of the EEC with the university management		Audience №320 Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
18.00-19.00	Dinner	<i>IAAR External Experts</i>	

Abbreviations*IAAR – Independent agency for accreditation and rating**EEC – External Expert Committee of IAAR**EO – educational organization**EP – educational program**TS – professorial and teaching staff*

Appendix 3. RESULTS OF THE TEACHER STAFF SURVEY

TS questionnaire JSC "Abai Kazakh National Pedagogical University "

1. Total number of questionnaires: 152

2. Position, %

Professor	18(11.8%)
Associate Professor/Associate Professor	36(24%)
Senior Lecturer	70(46.1%)
Teacher	27(17.8%)
Head of Department	1(0.7%)
Other	

3. Academic degree, academic title

Honored figure	1(0.7%)
Doctor of Science	15(9.9%)
Candidate of Sciences	39(25.7%)
Master	68(44.7%)
PhD	22(14.5%)
Professor	4(2.6%)
Associate Professor/Associate Professor	14(9.2%)
No	6(3.9%)
Other	

4. Length of service at this university

Less than 1 year	10(6.6%)
1 year – 5 years	41(27%)
Over 5 years	101(66.4%)
Other	

№	Questions	Very good	Fine	Relatively bad	Badly	Very bad	Didn't answer
1	To what extent does the content of the educational program meet your scientific and professional interests and needs?	107(70.4%)	44(28.9%)	1(0.7%)	0.00%	0.00%	0.00%
2	How do you rate the opportunities provided by the University for the professional development of the teaching staff?	99(65.1%)	51(33.6%)	2(1.3%)	0.00%	0.00%	0.00%
3	How do you rate the opportunities provided by the University for career growth of the teaching staff?	88(57.9%)	60(39.5%)	4(2.6%)	0.00%	0.00%	0.00%
4	How do you rate the degree of academic freedom of the teaching staff?	88(57.9%)	61(40.1%)	3(2%)	0.00%	0.00%	0.00%
	To what extent can teachers use their own						
5	• Learning Strategies	96(63.2%)	55(36.2%)	1(0.7%)	0.00%	0.00%	0.00%

6	• Teaching methods	103(67.8%)	47(30.9%)	2(1.3%)	0.00%	0.00%	0.00%
7	• Educational innovations	93(61.2%)	55(36.2%)	4(2.6%)	0.00%	0.00%	0.00%
8	How do you rate the work on organizing medical care and disease prevention at the university?	49(32.2%)	83(54.6%)	16(10.5%)	4(2.6%)	0.00%	0.00%
9	What attention does the educational institution's management pay to the content of the educational program?	94(61.8%)	53(34.9%)	4(2.6%)	1(0.7%)	0.00%	0.00%
10	How do you rate the sufficiency and availability of necessary scientific and educational literature in the library?	88(57.9%)	59(38.8%)	5(3.3%)	0.00%	0.00%	0.00%
11	Assess the level of conditions created that take into account the needs of different groups of students?	64(42.1%)	79(52%)	9(5.9%)	0.00%	0.00%	0.00%
	Rate about openness and accessibility of management						
12	• For students	92(60.5%)	59(38.8%)	1(0.7%)	0.00%	0.00%	0.00%
13	• for teachers	84(55.3%)	64(42.1%)	4(2.6%)	0.00%	0.00%	0.00%
14	Assess the involvement of the faculty in the process of making management and strategic decisions	64(42.1%)	81(53.3%)	6(3.9%)	1(0.7%)	0.00%	0.00%
15	How is innovative activity of teaching staff encouraged?	78(51.3%)	65(42.8%)	8(5.3%)	0.00%	0.00%	0.00%
16	Assess the level of feedback from the teaching staff to the management	85(55.9%)	61(40.1%)	4(2.6%)	1(0.7%)	1(0.7%)	0.00%
17	What is the level of stimulation and involvement of young specialists in the educational process?	91(59.9%)	59(38.8%)	1(0.7%)	1(0.7%)	0.00%	0.00%
18	Evaluate the opportunities created for professional and personal growth for every teacher and staff member	79(52%)	72(47.4%)	1(0.7%)	0.00%	0.00%	0.00%
19	Assess the adequacy of the recognition by the university management potential and abilities of teachers	89(45.4%)	78(51.3%)	5(3.3%)	0.00%	0.00%	0.00%
	How the work is organized						
20	• On academic mobility	62(40.8%)	79(52%)	9(5.9%)	2(1.3%)	0.00%	0.00%
21	• To improve the qualifications of teaching staff	83(54.6%)	58(38.2%)	9(5.9%)	1(0.7%)	1(0.7%)	0.00%
	Rate the support of the university and its management						
22	• Research and development initiatives of the TS	93(61.2%)	54(35.5%)	5(3.3%)	0.00%	0.00%	0.00%
23	• Development of new educational programs/disciplines/teaching methods	92(60.5%)	57(37.5%)	3(2%)	0.00%	0.00%	0.00%
	Assess the level of ability of the teaching staff to combine teaching						
24	• with scientific research	68(44.7%)	75(49.3%)	9(5.9%)	0.00%	0.00%	0.00%
25	• with practical activities	71(46.7%)	77(50.7%)	4(2.6%)	0.00%	0.00%	0.00%
26	Assess how well the knowledge students receive at the university corresponds to the realities of the requirements of the modern labor market	80(52.6%)	71(46.7%)	1(0.7%)	0.00%	0.00%	0.00%
27	How do the university management and administration perceive criticism directed at them?	50(32.9%)	90(59.2%)	9(5.9%)	3(2%)	0.00%	0.00%

28	Please rate how well your academic workload matches your expectations and capabilities?	80(52.6%)	60(39.5%)	10(6.6%)	2(1.3%)	0.00%	0.00%
29	Assess the focus of educational programs/curriculums on developing students' skills and abilities to analyze situations and make forecasts?	82(53.9%)	66(43.4%)	4(2.6%)	0.00%	0.00%	0.00%
30	Assess to what extent the educational program in terms of content and quality of implementation meets the expectations of the labor market and employers	84(55.3%)	62(40.8%)	6(3.9%)	0.00%	0.00%	0.00%

Why do you work at this particular university?

As a leading university

I like it.

I really like this university.

I am a graduate of this university.

By own desire

For the opportunity to do science

A golden institution that I have been working for since I was young

Very convenient for conducting my research work

The number 1 pedagogical university in Kazakhstan

Like

I love my profession

With this university graduate

As a national pedagogical university, because we must serve the interests of the nation,

Working at our university gives me good opportunities for professional development

Salary paid

Contribute to the training of teaching professionals.

The best pedagogy of the Republic of Kazakhstan

There is unemployment in the country, so we are afraid of losing this job.

It allows me to grow as a professional.

Because it is one of the best educational institutions

The 1st university in pedagogical education in Kazakhstan, unity within the team, high career growth opportunities

Due to the fact that our country is at the forefront in training teaching professionals in line with market demands and modern competition, and also due to the situation that creates opportunities for career advancement!

Possibility of self-realization and competitive salary.

The best university in Kazakhstan and provides many opportunities for career growth.

I've dreamed of working here since I was a student.

It ranks first among Pedagogical Universities.

Wide opportunities for any teacher, career development, and the necessary encouragement from management.

The level of education, the quality of education of the student contingent is high; the conditions are created for teachers, there are many opportunities to engage in science; internal communication, respect for elders, the discipline of students is very good; the collective is well-organized, etc.

This educational institution is the first educational institution in Kazakhstan and the main, fundamental educational institution.

The success of the teaching staff within the university, in terms of ratings, and the ability of teachers to teach are high.

Higher education institution

High-quality training of future physics teachers and research in this area

The management is good, there are good working conditions, and they give bonuses.

Availability of support and opportunities in vocational education
created conditions for TS

I am happy.

To contribute to the training of specialists for the national interest of the National University and future teachers

The oldest university, a wonderful team, real opportunities to realize your potential

Socio-psychological climate, working conditions

I love Art.

The leading pedagogical university of the country

I will develop in the field of science, guide students in the right direction in their education, and contribute to their good education.

I want to realize my career goals at this university.

The teacher is provided with all the necessary conditions, supports participation in Olympiads and foreign conferences, and the department is well-organized.

Because it was the first educational institution to be established, the "dark house of knowledge," and because I am a graduate of this university

For the fact that the Abai Kazakh National Pedagogical University is considered the first pedagogical higher education institution in Kazakhstan, for the high level of education of the University, for the long-standing history and good reputation of the University

I am a graduate of this university and all conditions have been created for the development of teachers' qualifications.

Creativity

Good team. The best head of the department. This university became my second home

I graduated from this university, worked at all levels, at the State Institute of Biomedical Sciences, so I decided that this is my place, and I am pleased with the work of the teachers and management of my department.

National university, high reputation, location,

National university and high base

Like

The first and number 1 university in Kazakhstan. The staff is very good. Compared to other universities, the salary is high and the benefits are good.

For being a good team

The requirements for teachers satisfy me.

This university has provided many opportunities in the field of science.

Working at Abai Kazakh National University is a great achievement for me. I am discovering myself in new ways, especially in working with the teachers and students of the department.

Quality education

Desire to train future teachers

To prepare future teaching staff

the main pedagogical university of the country, the opportunity to realize the potential of teachers

Specialist training.

I have been working at this institution for 34 years! I really enjoy training computer science teachers.

Working at the university is convenient for me.

For more than 20 years, I have been working on the issue of geography teaching methodology at the Y. Altynsarin National Academy of Education. In order to maintain continuity, I teach geographical education and teaching methodology at universities.

The atmosphere is good
 The management and team have good relationships.
 Everything is fine.
 The #1 university that trains real teachers
 I am a graduate of Abai KazNPU, I try to work professionally so that the University is a leader, and we have a competition for applicants
 Liked
 The university presents good opportunities for development and self-development
 Depending on the degree
 Prestigious university in the region, which provides conditions for comfortable work
 Because of the university I studied at
 The leading national pedagogical university in the country, the ZP is high and the students are smart, the management and staff are excellent
 According to my profession
 A warm team, the existence of a scientific and pedagogical environment
 good conditions, good salary, good team
 Suitable for my education
 I like the management and staff of this university.
 Exchange of experience with highly qualified specialists, teaching students using various innovative, modern methods.
 While studying here, I was offered a job.
 Very prestigious school
 Because it is a higher pedagogical university
 Everything suits me, I've been working here for a long time
 First of all, I really like teaching, this university and the program of my chosen specialty interest me, because it is the leading university in the republic that trains future teachers, which will make a great contribution to my professional development.
 The university provides good conditions for teachers, it is close to my home.
 Coincidence of the direction of my scientific studies - improvement of training of future teachers of mathematics
 It creates many opportunities for teachers
 My research direction is related to digitization of education
 Higher education institution
 To raise the level of work
 I like it.
 I want to contribute to the graduates of this university, and I want to develop my career here.
 This university meets most of my requirements, and provides adequate conditions for working.
 Higher education for students
 I like it, I got used to the team.
 Due to my professional duties

32. How often are master classes held within your course? classes with the participation of practitioners?

very often	often	Sometimes	very rarely	never
33(21.7%)	69(45.4%)	47(30.9%)	3(2%)	0.00%

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

very often	often	Sometimes	very rarely	never
19(12.5%)	68(44.7%)	55(36.2%)	10(6.6%)	0.00%

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

Questions	Often	Sometimes	Never	No answer
Lack of classrooms	17(11.2%)	69(45.4%)	66(43.4%))	0.00%
Unbalanced academic workload across semesters	8(5.3%)	48(31.6%)	96(63.2%))	0.00%
Unavailability necessary literature in the library	8(5.3%)	70(46.1%)	74(48.7%))	0.00%
Overcrowded study groups (too many students in a group)	13(8.6%)	41(27%)	98(64.5%))	0.00%
Inconvenient schedule	8(5.3%)	53(34.9%)	91(59.9%))	0.00%
Inadequate conditions for classroom study	8(5.3%)	52(34.2%)	92(60.5%) %)	0.00%
No internet access/weak internet	15(9.9%)	65(42.8%)	72(47.4%))	0.00%
Lack of interest in learning among students	4(2.6%)	49(32.2%)	99(65.1%))	0.00%
Late receipt of information about events	3(2%)	38(25%)	111(73%)	0.00%
Lack of technical means training in the classrooms	7(4.6%)	65(42.8%)	80(52.6%))	0.00%
Other problems	<p>Abai KazNPU is the first university in Kazakhstan (soon to be 100 years old). I think it is necessary to pay due attention and build new buildings and dormitories outside the city on the example of western countries.</p> <p>Insufficient provision of interactive whiteboards in auditoriums</p> <p>Haven't met yet.</p> <p>Problems are resolved freely and without controversy</p> <p>The only problem is the excessive amount of activities at the university</p> <p>Due to the increasing number of students and the small size of the cafeteria in the building, teachers and students sometimes run out of space when they eat during their free time.</p> <p>As long as the internet is working at a high level in our class, all other problems will be solved.</p> <p>Due to the lack of classrooms, students are forced to study online. In many cases, it is difficult for students to work with laptops.</p> <p>Lack of interactive whiteboard</p> <p>There were no such issues.</p> <p>Low provision of educational programs with CFE; Lack of joint educational cooperation with foreign educational organizations; Language barriers for teachers to participate in the educational process with foreign colleagues to exchange</p>			

	<p>experience and best practices in the field of pedagogical education; Financial support for the development of educational cooperation.</p> <p>I would like to give teachers a computer for personal use</p> <p>Not satisfied with the work of the department of science, repeated duplication of the requested information, transfer all statistical work to the project managers, although they have all the information in electronic form. In my opinion, this is the result of low professionalism of the department's employees.</p> <p>It is necessary to automate the work of the department</p> <p>If there is a swimming pool</p> <p>the housings are dirty</p> <p>No other issues arose.</p> <p>Sometimes insufficient audience</p> <p>The question is not specific, I can't answer.</p> <p>It just works from scratch and the computer is small.</p> <p>Problems are resolved in a timely manner</p> <p>We need to raise salaries. We get paid less than a junior high school. Strong specialists are needed at the school.</p> <p>Development of the material base</p> <p>Sports equipment</p> <p>There is currently a lack of basic equipment for mastering the profession and conducting research. I think this will be fixed later.</p> <p>Everything is fine.</p> <p>Lack of equipment</p> <p>Methods for using electronic content are urgently needed</p>
--	---

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

Questions	Completely satisfied (1)	Partially satisfied (2)	Not satisfied (3)	I find it difficult to answer (4)
The attitude of the university management towards you	126(82.9%)	19(12.5%)	4(2.6%)	3(2%)
Relationships with immediate management	133(87.5%)	16(10.5%)	0.00%	3(2%)
Relationships with colleagues in the department	145(95.4%)	6(3.9%)	1(0.7%)	0.00%
The degree of participation in management decision-making	122(80.3%)	27(17.8%)	0.00%	3(2%)
Relations with students	139(91.4%)	13(8.6%)	0.00%	0.00%
Recognition of your successes and achievements by the administration	125(82.2%)	22(14.5%)	3(2%)	2(1.3%)
Support for your suggestions and comments	124(81.6%)	22(14.5%)	1(0.7%)	5(3.3%)

Activities of the university administration	127(83.6%)	20(13.2%)	2(1.3%)	3(2%)
Terms of remuneration	101(66.4%)	39(25.7%)	9(5.9%)	3(2%)
Working conditions, list and quality of services provided at the university	119(78.3%)	29(19.1%)	1(0.7%)	3(2%)
Occupational health and safety	127(83.6%)	21(13.8%)	1(0.7%)	3(2%)
Managing changes in the activities of the university	114(75%)	31(20.4%)	2(1.3%)	5(3.3%)
Provision social package: recreation, spa treatment, etc.	75(49.3%)	43(28.3%)	21(13.8%)	13(8.6%)
Organization and quality of food at the university	78(51.3%)	45(29.6%)	20(13.2%)	9(5.9%)
Organization and quality of medical care	80(52.6%)	49(32.2%)	14(9.2%)	9(5.9%)

Appendix 4. RESULTS OF THE STUDENT SURVEY

*Questionnaire for students
JSC "Abai Kazakh National Pedagogical University "*

Total number of questionnaires: 147

Educational program (specialty):

6B01501 Mathematics (IP)	10 (6.8%)
6B01504 Physics (IP)	18 (12.2%)
6B01507 Computer science (IP)	3 (2%)
7M01509 Digital Pedagogy (IP)	1 (0.7%)
6B01515 Geography (IP)	12 (8.2%)
6B01610 History-social science (IP)	18 (12.2%)
6B01402 Music Education (IP)	1 (0.7%)
6B01416 Art Education (IP)	1 (0.7%)
6B01404 Physical Education and Sports (IP)	2 (1.4%)
6B01502 Mathematics and physics	35 (23.8%)
6B01408 Basic military training, physical education and sports	4 (2.7%)
6B01516 Geography-History	27 (18.4%)
7M03104 Political Science	2 (1.4%)
8D03103 Sociology	4 (2.7%)
8D03102 Cultural Studies	2 (1.4%)
8D01402 Music education	2 (1.4%)
8D01404 Physical Education and Sports	2 (1.4%)

8D03104 Political Science	3 (2%)
---------------------------	--------

Gender:

Male	70 (47.6%)
Female	77 (52.4%)

Rate how satisfied you are:

Questions	Completely satisfied	Partially satisfied	Partially unsatisfied	Not satisfied	I'm having trouble answer
1. Relations with the dean's office(school, faculty, department)	114 (77.6%)	29 (19.7%)	1 (0.7%)	2 (1.4%)	1 (0.7%)
2. Level of accessibility of the dean's office(schools, faculties, departments)	119 (81%)	23 (15.6%)	2 (1.4%)	1 (0.7%)	2 (1.4%)
3. The level of accessibility and responsiveness of management (university, school, faculty, department)	118 (80.3%)	23 (15.6%)	3 (2%)	2 (1.4%)	1 (0.7%)
4. Availability of academic advising	118 (80.3%)	23 (15.6%)	3 (2%)	2 (1.4%)	1 (0.7%)
5. Support with educational materials during the learning process	116 (78.9%)	26 (17.7%)	2 (1.4%)	1 (0.7%)	2 (1.4%)
6. Availability of consultations on personal problems	113 (76.9%)	28 (19%)	2 (1.4%)	1 (0.7%)	3 (2%)
7. Relationships between student and teacher	122 (83%)	19 (12.9%)	2 (1.4%)	3 (2%)	1 (0.7%)
8. Activities of financial and administrative services of the educational institution	106 (72.1%)	28 (19%)	8 (5.4%)	3 (2%)	2 (1.4%)
9. Availability of health services	110 (74.8%)	28 (19%)	2 (1.4%)	3 (2%)	4 (2.7%)

10. Quality medical care at the university	104 (70.7 %)	30 (20 .4 %)	3 (2 %)	3 (2%)	7 (4.8 %)
11. The level of availability of library resources	114 (77.6 %)	26 (17 .7 %)	1 (0.7 %)	0 (0%)	6 (4.1 %)
12. The quality of services provided in libraries and reading rooms	116 (78.9 %)	20 (13 .6 %)	2 (1.4 %)	3 (2%)	6 (4.1 %)
13. Existing educational resources of the university	116 (78.9 %)	21 (14 .3 %)	2 (1.4 %)	3 (2%)	5 (3.4 %)
14. Availability of computer classes	108 (73.5 %)	28 (19 %)	3 (2 %)	5 (3.4 %)	3 (2%)
15. Availability and quality of Internet resources	109 (74.1 %)	28 (19 %)	6 (4.1 %)	1 (0.7 %)	3 (2%)
16. The content and informational content of the website of educational organizations in general and faculties (schools) in particular	118 (80.3 %)	20 (13 .6 %)	3 (2 %)	1 (0.7 %)	5 (3.4 %)
17. Classrooms, auditoriums for large groups	105 (71.4 %)	25 (17 %)	8 (5.4 %)	5 (3.4 %)	4 (2.7 %)
18. Student lounges (if any)	82 (55.8 %)	28 (19 %)	14 (9.5 %)	9 (6.1 %)	14 (9.5 %)
19. Clarity of procedures for taking disciplinary action	113 (76.9 %)	26 (17 .7 %)	3 (2 %)	1 (0.7 %)	4 (2.7 %)
20. The quality of the educational program as a whole	119 (81%)	24 (16 .3 %)	1 (0.7 %)	1 (0.7 %)	2 (1.4 %)
21. The quality of the educational programs in the OP	118 (80.3 %)	26 (17 .7 %)	1 (0.7 %)	1 (0.7 %)	1 (0.7 %)
22. Teaching methods in general	121 (82.3 %)	20 (13 .6 %)	3 (2 %)	1 (0.7 %)	2 (1.4 %)
23. Quick response to feedback from teachers on issues related to the educational process	121 (82.3 %)	21 (14 .3 %)	3 (2 %)	0 (0%)	2 (1.4 %)

24. The quality of teaching in general	119 (81%)	21 (14 .3 %)	3 (2 %)	1 (0.7 %)	3 (2%)
25. Academic workload/demands for the student	120 (81.6 %)	21 (14 .3 %)	4 (2.7 %)	0 (0%)	2 (1.4 %)
26. Requirements of the teaching staff for students	115 (78.2 %)	25 (17 %)	4 (2.7 %)	1 (0.7 %)	2 (1.4 %)
27. Information support and explanation of admission rules and strategy of the educational program (specialty) before entering the university	124 (84.4 %)	17 (11 .6 %)	2 (1.4 %)	2 (1.4 %)	2 (1.4 %)
28. Informing the requirements for successful completion of a given educational program (specialty)	121 (82.3 %)	20 (13 .6 %)	2 (1.4 %)	0 (0%)	4 (2.7 %)
29. The quality of examination materials (tests and examination questions, etc.)	121 (82.3 %)	20 (13 .6 %)	1 (0.7 %)	1 (0.7 %)	4 (2.7 %)
30. Objectivity in assessing knowledge, skills and other academic achievements	123 (83.7 %)	17 (11 .6 %)	2 (1.4 %)	2 (1.4 %)	3 (2%)
31. Available computer classes	107 (72.8 %)	30 (20 .4 %)	4 (2.7 %)	2 (1.4 %)	4 (2.7 %)
32. Available scientific laboratories	105 (71.4 %)	28 (19 %)	7 (4.8 %)	1 (0.7 %)	6 (4.1 %)
33. Objectivity and fairness of teachers	112 (76.2 %)	23 (15.6 %)	6 (4.1 %)	3 (2%)	3 (2%)
34. Informing students about courses, educational programs and the academic degree they receive	119 (81%)	22 (15 %)	1 (0.7 %)	1 (0.7 %)	4 (2.7 %)
35. Providing students with dormitory accommodation	100 (68%)	23 (15 .6 %)	7 (4.8 %)	8 (5.4 %)	9 (6.1 %)

Rate how much you agree:

Statement	Full agreement	Agree	I partially agree	I disagree	Complete disagreement	Didn't answer
36. The course program was clearly presented.	110 (74.8 %)	28 (19 %)	7 (4.8 %)	0 (0 %)	2 (1.4 %)	
37. The course content is well structured.	107 (72.8 %)	29 (19. 7%)	9 (6.1 %)	0 (0 %)	2 (1.4 %)	
38. Key terms are explained well enough	101 (68.7 %)	33 (22. 4%)	10 (6.8 %)	1 (0.7 %)	2 (1.4 %)	
39. The material offered by the teacher is relevant and reflects the latest achievements of science and practice	107 (72.8 %)	27 (18. 4%)	10 (6.8 %)	1 (0.7 %)	2 (1.4 %)	
40. The teacher uses effective teaching methods	105 (71.4 %)	28 (19 %)	10 (6.8 %)	2 (1.4 %)	2 (1.4 %)	
41. The teacher is proficient in the material being taught	112 (76.2 %)	22 (15 %)	10 (6.8 %)	1 (0.7 %)	2 (1.4 %)	
42. The teacher's presentation is clear	108 (73.5 %)	28 (19 %)	7 (4.8 %)	2 (1.4 %)	2 (1.4 %)	
43. The teacher presents the material in an interesting way.	106 (72.1 %)	20 (13. 6%)	15 (10. 2%)	4 (2.7 %)	2 (1.4 %)	
44. Objectivity in assessing knowledge, skills and other academic achievements	106 (72.1 %)	25 (17 %)	11 (7.5 %)	1 (0.7 %)	4 (2.7 %)	
45. Timeliness of assessment of students' academic achievements	104 (70.7 %)	31 (21. 1%)	7 (4.8 %)	3 (2 %)	2 (1.4 %)	
46. The teacher satisfies your needs requirements and expectations of professional and personal development	106 (72.1 %)	26 (17. 7%)	12 (8.2 %)	0 (0 %)	3 (2 %)	
47.						
48. The teacher stimulates students' activity	104 (70.7 %)	30 (20. 4%)	10 (6.8 %)	1 (0.7 %)	2 (1.4 %)	
49. The teacher stimulates students' creative thinking	103 (70.1 %)	32 (21. 8%)	9 (6.1 %)	3 (2 %)	0 (0 %)	
50. The teacher's appearance and manners are adequate	111 (75.5 %)	27 (18. 4%)	8 (5.4 %)	1 (0.7 %)	0 (0 %)	

51. The teacher shows a positive attitude towards students	106 (72.1 %)	31 (21.1 %)	8 (5.4 %)	1 (0.7 %)	1 (0.7 %)	
52. The system of assessment of academic achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	109 (74.1 %)	28 (19 %)	9 (6.1 %)	0 (0 %)	1 (0.7 %)	
53. The assessment criteria used by the teacher are clear and accessible.	110 (74.8 %)	27 (18.4 %)	9 (6.1 %)	0 (0 %)	1 (0.7 %)	
54. The teacher objectively evaluates the students' achievements	107 (72.8 %)	28 (19 %)	8 (5.4 %)	2 (1.4 %)	2 (1.4 %)	
55. The teacher speaks professional language	107 (72.8 %)	30 (20.4 %)	10 (6.8 %)	0 (0 %)	0 (0 %)	
56. The organization of education provides sufficient opportunities for sports and other leisure activities	102 (69.4 %)	31 (21.1 %)	9 (6.1 %)	3 (2 %)	2 (1.4 %)	
57. Facilities and equipment for students are safe, comfortable and modern.	104 (70.7 %)	26 (17 %)	12 (8.2 %)	6 (4.1 %)	0 (0 %)	
58. The library is well equipped and has scientific, educational and methodological literature	110 (74.8 %)	24 (16.3 %)	11 (7.5 %)	2 (1.4 %)	0 (0 %)	
59. Equal opportunities for mastering the educational program and personal development are provided to all students.	107 (72.8 %)	31 (21.1 %)	7 (4.8 %)	1 (0.7 %)	1 (0.7 %)	

Other problems regarding the quality of teaching:

Everything is fine.

No problems.

Everything is fine.

Some teachers don't give us the grades we deserve no matter how hard we work, and female teachers often give boys higher grades.

No problem. I am happy with my university. I don't regret my choice. There are many opportunities!

no problem

The question of the logical sequence of educational programs.

1) The composition of the teaching staff. Some teachers with PhD degrees cannot explain the content of the lectures. They only supervise the writing of the lectures.

2) The lack of a coworking space at the university. It would be great if coworking spaces were organized.

3) There are examples of bullying in the dormitory.

4) Incorrect allocation of credits for lessons.

There is no grant for specialty 6B01515

I am satisfied with the educational program, the composition of the TS, and the university base.