



«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

6B01416 – Art Education (IP)

6B01402- Music Education (IP)

6B01404 Physical Education and Sports (IP)

"ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY"

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

Date of visit: November 4-6, 2024

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

***Addressed to
Accreditation
IAAR Council***



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Almaty city

November 62024

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(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 order № 167-24-OD dated 3.10.2024 From November 4 to 6, 2024, the Independent Agency for Accreditation and Rating conducted an external expert commission assessment of educational programs 6B01416 - Art Education (IP), 6B01404 Physical Education and Sports (IP), 6B01402- Music Education (IP) of the "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 of the IAAR (dated May 25, 2018, № 68-18 / 1-OD, first edition).

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

Composition of the expert committee:

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 – Ozgeldinova 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*

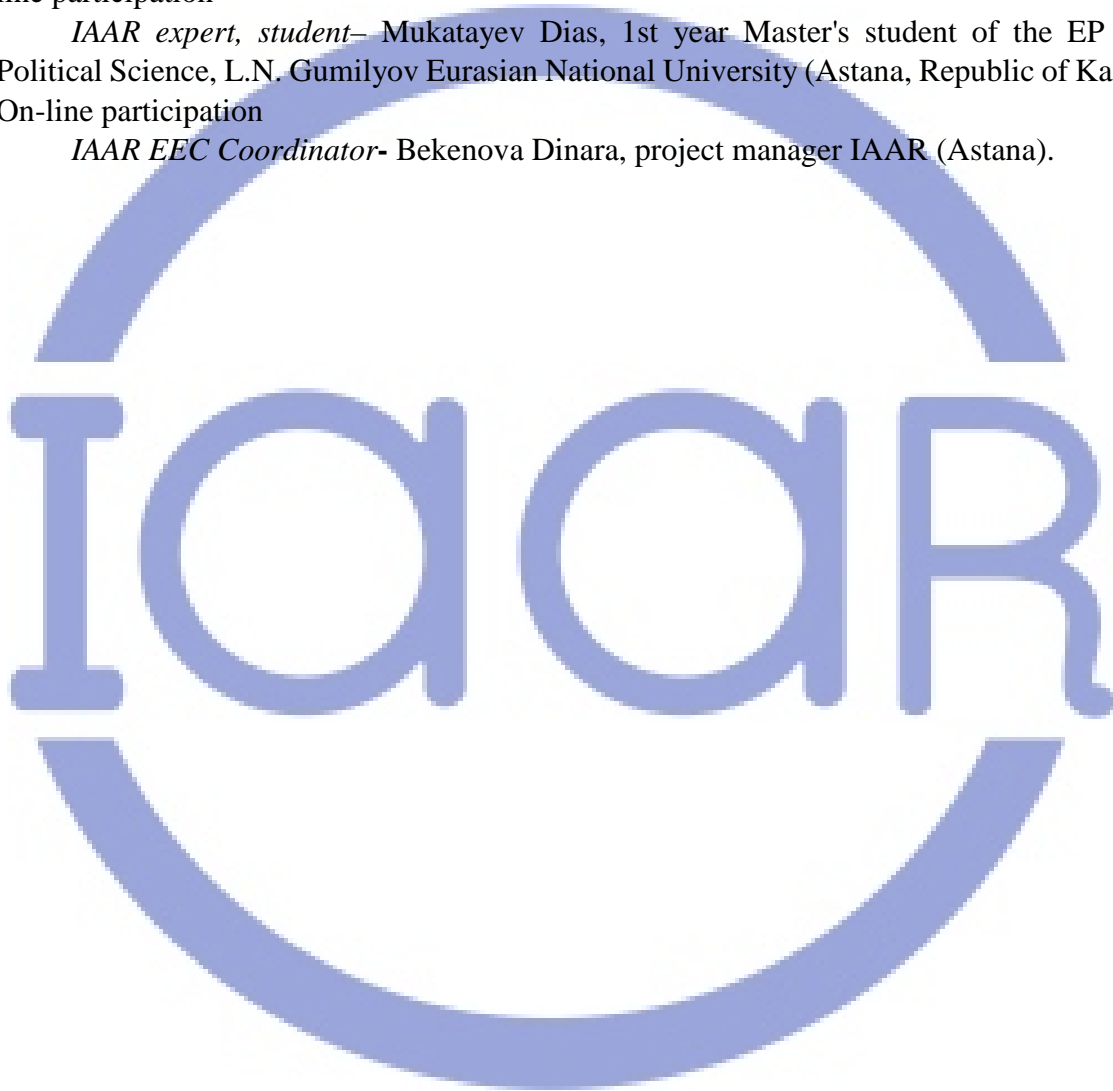
IAAR Expert, Student –Erkhankyzy Dinara, 2nd year student of the History Department, Kyzylorda University named after Korkyt Ata (Kyzylorda); *On-line participation*

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 -Mukhsiyнова 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 671-680 position). In the QS Asia University Rankings 2023 - 145th place (5th place among Kazakhstani universities and universities in Central Asia). 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 Green metric 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 ranks 1st at all levels of education (bachelor's, master's, doctoral).

The university has 16,151 students studying in various fields of study, implementing 86 bachelor's programs, 64 master's and 26 doctoral programs. In the ranking of universities of the country by groups of educational programs (GEP), 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>.

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

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.

The educational program 6B01416 – Art Education (IP) is implemented at the Department of Art Education of the Faculty of Arts. The staff of the Department of Art Education consists of 1 Doctor of Philosophy, Professor; 1 Candidate of Philosophy, Associate Professor; 3 Candidates of Pedagogical Sciences, Associate Professors; 1 Candidate of Science, Senior Lecturer; 2 PhD senior lecturers; 1 PhD associate professor; 2 university professors and 2 university associate professors; 7 senior lecturers; 4 Masters, Senior Lecturers; and 1 Master, Lecturer. Many of the teaching staff are members of the Union of Artists of the Republic of Kazakhstan and the Union of Designers of the Republic of Kazakhstan.

The educational program 6B01402 — Music Education (IP) is implemented at the Department of Music Education at Abai KazNPU . The training of bachelors within the framework of this EP is provided by 12 teachers, of whom 11 are full-time employees, and one is engaged on a part-time basis. The staff is represented by 1 Doctor of Pedagogical Sciences, 4 Candidates of Pedagogical Sciences, and 2 Doctors of Philosophy PhD.

Educational program 6B01404 - Physical Education and Sports (IP) operates at the Department of Physical Education and Sports at Abai KazNPU . Bachelor's degree training within the framework of this EP is provided by 58 employees, including 54 full-time employees; heads of additional services: 4; leaders – 1. In addition, among them there are 10 doctors of science; 6 candidates of science, 27 teachers.



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

Educational programs 6B01416 - Art education (IP), 6B01402- Music education (IP), 6B01404 Physical education and sports (IP) of the "Abai Kazakh National Pedagogical University" are undergoing primary 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 external expert commission was carried out on the basis of the Program of the visit of the external expert commission of the IAAR for primary specialized accreditation of educational programs 6B01416 - Art education (IP), 6B01404 Physical education and sports (IP), 6B01402- Music education (IP) of the "Abai Kazakh National Pedagogical University" of the Ministry of Education and Science of the Republic of Kazakhstan from November 4 to 6, 2024. The EEC carried out its work in a hybrid format (off-line and on-line participation).

In order to obtain objective information on the quality of implementation of accredited educational programs, the university infrastructure, and to clarify the content of the EP self-assessment report, meetings were held with the rector, vice-rectors, heads of structural divisions of the EP, deans and heads of the EP, teaching staff of the EP, students, graduates of the university, and employers. A total of 479 people took part in the meetings (see Table 1 - Information on employees and students who took part in the meetings with the IAAR EEC).

Table 1 - Information about the employees and students who took part in the meetings with the IAAR EEC

Category of participants	Quantity
Chairman of the Board - Rector	1
Board Members - Vice-Rectors	7
Heads of structural divisions	27
Deans	5
Heads of the EP	17
Teachers	139
Students	201
Graduates	41
Employers and representatives of the practice base	41
Total	479

During the visit of the EEC, in addition to interviews, a visual inspection of the University buildings was conducted, visits to students' classes, internship bases, and conversations with internship supervisors, employers, and graduates were organized.

EEC visited offline classes on EP 6B01402- Musical education (IP) "Musical methods of teaching" ("Methodology of music teaching") taught by L.Sh. Kakimov 3rd year, time: 10.00-11.50, 2- building, 6 audience), and also Mindetti Piano 2, teacher Ibrayeva K.E. 3rd year, time 12.00-12.50, building 2, room 10A. The topics of the classes were conducted in accordance with the teaching and methodological complex, syllabuses at the proper methodological level using interactive methods and feedback. The materials of the classes were presented by teachers in an accessible form, with gradual involvement of students in the pedagogical process.

The EEC visited online classes on EP 6B01404 - Physical Education and Sports (IP) ("Outdoor and national games") teacher Azirbaizhan E. 1-3-year students, time: 09.00-09.50, Mukhtar Auezov Sports Hall). The topics of the classes were conducted in accordance with the EMCD, syllabuses, at the proper methodological level with the use of interactive methods, feedback. The materials of the classes were presented by teachers in an accessible form, with the gradual involvement of the students themselves in the pedagogical process.

In accordance with the accreditation procedure, a survey of university teachers and students was conducted.

The events organized within the framework of the visit of the IAAR EEC contributed to the detailed acquaintance of the experts with the material and technical base of the university, the faculty, students, employers, and graduates. All the events and interviews held allowed the members of the IAAR EEC to most objectively conduct an independent assessment of the

compliance of the data indicated in the university's report on the self-assessment of educational programs 6B01416 - Art Education (IP), 6B01404 Physical Education and Sports (IP), 6B01402-Music Education (IP), with the criteria of the standards of primary specialized accreditation of higher and (or) postgraduate education of the Republic of Kazakhstan.



(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.
- An 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 shall apply to all activities performed by contractors and partners (outsourcing), including when implementing joint/double-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's 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 OP, 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 OP 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 OO 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 stakeholders.
- The management of the educational institution must undergo training in educational management programs.

Evidential part

Abai KazNPU applies a comprehensive quality assurance system to manage educational programs aimed at continuous development and compliance with labor market requirements. The quality policy covers elements such as the integration of scientific research into the educational process, regular updating of educational material and the introduction of advanced teaching methods. The main goals of the university are recorded in the documents - the Strategic Development Plan for 2022-2025 and the Development Program for 2023-2029, which are available on the official website of the university: <https://www.kaznpu.kz/ru/>.

The University actively cooperates with employers, scientific and public structures to meet the current needs of stakeholders, including students, teachers and employers. Important elements of the policy are internships, practical training, conferences and seminars held on an ongoing basis, which allow students to apply the knowledge they have gained in practice. This helps to update the curricula in accordance with the needs of stakeholders. The University also actively uses the Univer platform to automate the educational process, including the management of educational materials and student testing, thereby providing continuous access to up-to-date information about

educational resources and the learning process (<https://univer.kaznpu.kz/>).

The quality assurance policy of the Abai KazNPU demonstrates the importance of cooperation with employers, students and faculty to improve the relevance and effectiveness of educational programs. The University actively involves employers, students and faculty to form the content of courses and update them in accordance with industry requirements. Regular surveys and meetings with students and teachers help identify needs and problems, as well as make timely changes to curricula and teaching methods.

The quality assurance policy, strategic plan for 2022-2025, development program for 2023-2029 are available on the university website: abaiuniversity.edu.kz. The development of educational program development plans is consistent with the university mission, strategic plan and national priorities. All changes are published on the EHEA platform: epvo.kz.

These documents define approaches to integrating research into teaching and learning, updating educational materials and introducing innovative teaching methods. Stakeholders, including students and employers, are involved through committees and groups, which allows their opinions to be taken into account when developing and revising the EP. This approach helps maintain the relevance of curricula and their compliance with the requirements of the modern labor market. In addition, the university monitors and evaluates the quality of educational programs, as well as regularly conducts internal audits, questionnaires and SWOT analysis, which allows for the timely identification and elimination of possible shortcomings in the management of educational programs.

Abai KazNPU actively implements and develops a culture of quality assurance in education, which is reflected in an integrated approach to the management of educational programs. The main principles and mechanisms for quality assurance are enshrined in the University's Strategic Development Plan for 2022–2025 and the Development Program for 2023–2029 (www.kaznpu.kz).

To monitor the quality and satisfaction of the educational process, the university conducts regular surveys of students, teachers and employers. The results of the surveys are recorded in reports and used to adjust the curricula, which is confirmed by the data presented in the "Student Satisfaction Monitoring Report".

Attention is paid to academic integrity. The University actively uses the Antiplagiat plagiarism check system, implemented to check final qualification works, dissertations and scientific publications. The relevant provisions are enshrined in the "Regulations on the control of academic integrity" (posted on the University website in the section of regulatory and legal acts).

The development of a quality assurance culture is also ensured through regular meetings of the Academic Council and educational and methodological commissions, where issues of updating educational programs in accordance with modern challenges and labor market needs are considered. These measures are aimed at ensuring transparency, relevance and high quality of implementation of educational programs, which makes Abai KazNPU an example of successful implementation of a quality assurance culture in the educational process.

Abai KazNPU demonstrates commitment to ensuring the quality of the educational process, including the activities of contractors and partners. The university has implemented a system for verifying the quality of educational services to meet the requirements of national and international standards. This includes monitoring the fulfillment of the terms of joint programs, such as double-degree education and academic mobility. For example, KazNPU cooperates with international universities such as NAMK and JAMK (Finland), which is confirmed by signed cooperation agreements. In addition, the university uses the Univer platform to ensure transparency and control of educational processes, including student mobility and interaction with partners. Information on agreements and terms of cooperation is available on the official website of KazNPU www.kaznpu.kz in the international cooperation section.

Individual development plans of the EP take into account the specifics of educational programs, modern labor market requirements and stakeholder needs. This allows graduates to be more in-demand and competitive specialists at the national and international levels.

The development plans are developed in accordance with the priorities of the state policy of the Republic of Kazakhstan in the field of education and science. They are aimed at the formation of highly qualified teaching staff and correspond to the programs of modernization of education and sustainable development of the country (official website of KazNPU).

The development plans for educational programs are integrated into the Strategic Development Plan of KazNPU for 2022–2025 and the Development Program for 2023–2029, which focus on the implementation of innovations, scientific research and advanced teaching methods.

The research and practical focus is that the development plans of the educational program assume close interaction of training with scientific activity. This allows students to apply theoretical knowledge in practice, participate in scientific projects and develop research competencies.

The development plans of the educational program are formed taking into account the opinions of employers, faculty and students. The University actively uses feedback to improve the educational programs and enhance their quality.

The development plan for educational programs of the Abai KazNPU is aimed at improving the quality of training specialists through the integration of modern educational technologies, research activities and labor market requirements. The plan takes into account the strategic goals of the university, set out in the Strategic Development Plan for 2022-2025 and the Development Program for 2023-2029, and is focused on constantly updating the content of programs, introducing innovative teaching methods, and strengthening partnerships with employers and international educational organizations. Particular attention is paid to monitoring and evaluating the effectiveness of programs with the participation of stakeholders, which ensures their relevance and demand in the professional environment (www.kaznpu.kz).

The development of the EP is carried out on the basis of the university's strategic documents – the Strategic Development Plan for 2022–2025 and the Development Program for 2023–2029, which are available on the university's official website (www.kaznpu.kz). Employers, teachers and students participate in the development of the programs, which is confirmed by regular meetings of working groups and stakeholder surveys.

The University has implemented an internal quality assurance system based on regular monitoring of educational program indicators: internal audits and surveys of students and teachers are conducted to assess satisfaction with the quality of education and teaching. The automated information system "Univer" is used, ensuring monitoring of student progress, relevance of curricula and accounting of educational resources. Monitoring has shown that more than 90% of students and employers are satisfied with the quality of graduate training.

Improvement and decision-making based on facts is based on the fact that the University uses monitoring data to regularly update the content of the EP and methodological materials. Thus, based on the analysis of the labor market, new elective courses and modules were introduced into the EP. Innovative educational technologies (digitalization, practice-oriented methods) are being introduced, which allows for increasing the effectiveness of training.

Abai KazNPU demonstrates a systematic approach to the management of educational programs, which is confirmed by the presence of the Strategic Development Plan for 2022–2025 and the Development Program for 2023–2029. These documents define the key areas of modernization and implementation of innovations in educational activities (www.kaznpu.kz).

The university is implementing digital technologies and advanced teaching methods (for example, the Univer platform for managing the educational process). Internships and scientific and practical events aimed at developing innovative approaches of teachers and students are actively conducted. A motivation system is used for the teaching staff and students (grants, competitions, awards for achievements).

The University regularly monitors the effectiveness of educational programs using: internal audits and stakeholder surveys (students, teachers, employers); analysis of graduate employment results and their compliance with labor market requirements, which serves as the basis for making

management decisions on the implementation of innovations and improvement of programs.

The Abai KazNPU has introduced basic mechanisms for monitoring the implementation of educational programs (EP), including internal audits, stakeholder surveys (students, teachers and employers) and the use of digital tools such as the Univer platform. These tools allow recording students' academic performance, receiving feedback and assessing the effectiveness of the educational process.

The collected data are used to make adjustments to curricula and methodological materials. Regular updating of elective courses and the introduction of practice-oriented courses are based on employer requests and an analysis of labor market needs. However, the results of monitoring are not always systematically communicated to all stakeholders, which reduces the transparency of the process and the level of stakeholder involvement.

Existing practice of stakeholder involvement: the Abai KazNPU already uses separate mechanisms for involving stakeholders in the development and revision of educational programs. For example, round tables, questionnaires and consultations with employers and students are held to take into account their opinions when forming the content of educational programs and elective disciplines.

The EEC notes the lack of consistency in the formation of the EP development plan. Despite the fact that feedback is collected at the university, stakeholder participation at the planning and strategic development stage of the EP remains fragmented. The formation of the educational program development plan is not structured enough and does not imply formal consolidation of the role of stakeholders in this process. This can lead to a gap between the expectations of stakeholders and the actual content and goals of the programs.

Employers as key stakeholders have up-to-date information on labor market trends and requirements for graduates. At the same time, students and faculty are directly involved in the implementation of programs and have practical experience that can significantly improve the planning of their further development.

The need to systematize innovation management:

At the Abai KazNPU, various innovative methods and approaches are being implemented within the framework of educational programs (EP): digitalization of the educational process (Univer platform), practice-oriented disciplines and the integration of research activities into training. However, at the moment there is no regulated document that would systematically define the procedures for managing innovations, their analysis and implementation.

During the visit, the EEC found that the initiatives of teachers and students to implement innovations, such as new teaching methods, project courses or scientific developments, do not always receive systemic support. In addition, there are no uniform criteria for assessing and selecting innovative proposals for their further implementation in the EP.

Individual projects, such as the introduction of digital educational platforms, interdisciplinary courses and internships in comprehensive schools, have demonstrated an increase in the quality of education and stakeholder satisfaction. However, sustainable development requires a document that will consolidate the systemic management of these processes.

According to the survey results, 64 (42.1%) teachers assessed the involvement of the teaching staff in the process of making management and strategic decisions as “very good”, 81 (53.3%) as “good”, and 6 (3.9%) as “relatively bad” and 1 (0.7%) as “bad”. These data show that teachers positively perceive the support from the management and their involvement in the program management process.

Analytical part

The educational program management system of KazNPU reflects a high degree of adaptability and commitment to quality principles. The Univer platform and other automation tools

significantly facilitate management processes, allowing for prompt feedback and analysis of the educational process.

When analyzing the benefits of involving stakeholders in the process of planning and developing educational programmes, several key aspects can be highlighted: cooperation with employers allows the programmes to include competencies that are in demand on the market, which makes graduates more competitive; the participation of various stakeholder groups in the development and revision of educational programmes strengthens trust in the process and ensures that all opinions are taken into account; regular feedback from students and teachers stimulates the introduction of innovative teaching methods and updating of course content, which improves the overall level of education.

Having a large number of reporting processes can create additional workload for administrative staff. In the context of digital transformation, it is important to find a balance between the volume of data collected and its effective use. Another challenge is the need for increased control over the effectiveness of the research work of students and teachers, especially in light of the increasing demand for applied knowledge and skills.

At Abai KazNPU, the educational program 6B01416 "Art Education" was developed in accordance with national priorities and the university's development strategy. The program development plan for 2023-2029 was approved by the Board of Directors on December 20, 2023 and is based on the University's Strategic Development Plan, as well as the Concept for the Development of Higher Education and Science in Kazakhstan.

To manage the quality of regular monitoring, including analysis of examination results, surveys of stakeholders (students, employers, teachers) and adjustment of the content of the EP based on the data obtained. All changes are discussed at the department and approved by the academic committee of the university, which ensures transparency and consideration of the interests of stakeholders. The EP takes into account the requirements of the labor market and is confirmed by feedback from employers, as well as the results of students' professional practice.

EP 6B01416 – Art Education (IP), 6B01402- Music Education (IP) Abai KazNPU demonstrates a unique and holistic approach to planning, which is focused on the priorities of national development and cultural revival of Kazakhstan. The inclusion of courses aimed at studying traditional Kazakh musical instruments and folklore not only emphasizes cultural heritage, but also aligns with the state strategy of supporting national values in education.

Thanks to these aspects, the development plan of the EP is not only individual, but also targeted, which makes it one of the strengths of the program and the best practice for other universities in the field of pedagogical and music education.

As for the internal quality assurance system: design, management and monitoring of the EP 6B01416 - Art Education (IP) and 6B01402 - Music Education (IP), improvement and decision-making based on facts, it is worth noting the comprehensive system of internal quality control implemented at KazNPU. This system covers all stages of design, management and monitoring. The system provides regular assessment of program achievements based on data and factual feedback from students, teachers and employers. The use of the digital platform "Univer" allows you to promptly track the academic progress of students, manage educational materials and grades, which increases the transparency and quality of the educational process. The results of internal monitoring are systematically used to adjust the curriculum and improve teaching methods, which confirms the program's commitment to quality education. KazNPU's approach to ensuring the quality of the EP is a model for other educational institutions, as it ensures a timely response to the needs of students and the labor market, thereby increasing the effectiveness and relevance of the program.

During the visit of the EEC to KazNPU, as part of the analysis of the educational program 6B01416 - Art Education (IP) and 6B01402 "Music Education (IP)", the need was identified to strengthen interaction with representatives of stakeholders, including employers, students and the faculty, when forming the program development plan. Involving these groups in the discussion and planning of these EPs will ensure a more targeted and relevant content of the program, which

will increase its compliance with modern labor market requirements and the educational needs of students. The inclusion of external stakeholders and active students will allow taking into account various perspectives and requests, as well as contribute to better positioning of the program in the educational services market.

In addition, it is important to document an innovation management policy that will regulate the process of analysis, implementation and monitoring of innovations within the program. This is necessary to systematize innovative proposals, create conditions for the introduction of advanced methods and ensure transparency of the process of their implementation. Documenting such a policy will also allow the university to maintain high quality standards in the educational program, adapting it to changes in the professional field and educational environment.

The internal quality assurance system of the EP, according to the EEC, is a strong point of the university due to the implementation of a number of factors at the university. Thus, the presence of a clearly structured system of designing and monitoring the EP, based on the strategic documents of the university, ensures the targeted development of programs and their compliance with modern requirements. Decision-making based on monitoring data and feedback contributes to the timely identification of problems and the implementation of specific improvements. This guarantees the high quality of the educational process and its flexibility in changing conditions. Active participation of employers, students and teachers in the development and revision of the EP ensures the demand for graduates in the labor market and the relevance of educational programs.

The introduction of digital technologies and practice-oriented teaching methods increases the efficiency of training specialists and allows them to adapt to the real conditions of professional activity. Regular monitoring and systematic updating of educational programs guarantee their continuous development and compliance with the requirements of both the internal and external educational environment.

Thus, the internal system of quality assurance of educational programs at KazNPU demonstrates strategicity, flexibility and efficiency, which allows us to consider it a strong point. EP 6B01416 – Art education (IP), 6B01402 – Music education (IP).

The recommendation to provide for innovation management based on all management functions (planning, organization, stimulation, analysis) is justified and significant for the following reasons. The implementation of all management functions (planning, organization, stimulation, analysis) will ensure a holistic and manageable process of innovation implementation. This will allow not only to formulate goals, but also to systematically monitor their implementation. The implementation of innovative approaches based on clearly structured planning and regular analysis will improve the quality of the educational process, adapting programs to the needs of the labor market and stakeholders. The introduction of incentive mechanisms for teachers and students for the implementation of innovations will increase their active participation in educational and research activities, creating motivation for continuous development. Clear reporting and analysis procedures will allow for an objective assessment of the dynamics of innovation implementation, identifying best practices and defining areas for further improvement. Thus, the implementation of this recommendation will allow the university to effectively manage innovations, systematize the planning and reporting processes, and create conditions for the sustainable development of educational programs and their adaptation to modern requirements.

The introduction of additional monitoring mechanisms will allow for a more detailed and structured assessment of the achievement of training objectives at all stages of the EP implementation. This will ensure a more accurate diagnosis of problem areas and the timely implementation of improvements that contribute to the improvement of the quality of specialist training. Regular communication of monitoring results to students, teachers and employers will strengthen their participation in the process of program improvement. This will create conditions for transparent management of the EP, improve communication and strengthen trust between all participants in the educational process.

Systematization of monitoring and use of its results for fact-based decision-making will create a cycle of continuous improvement of educational programs. This will ensure their compliance with labor market requirements, the university's strategic goals and the needs of all stakeholders, making programs more flexible and adaptive to changes. Therefore, expansion of monitoring mechanisms, communication of its results to stakeholders and use of the obtained data for making management decisions will create a transparent, dynamic and effective system of educational program management aimed at their sustainable development and quality improvement.

Involving representatives of stakeholder groups (employers, students and faculty) will allow the formation of educational program development plans that will more accurately reflect the needs of the labor market and the expectations of students. This will ensure the preparation of graduates with the necessary professional competencies that meet the real requirements of the economy.

Involving stakeholders at the planning stage will allow us to quickly identify gaps in current programs and introduce new disciplines and modules that meet modern challenges. This will also lead to an improvement in the educational process and the content of programs based on feedback from users and partners.

Regular participation of employers and faculty in the formation of the educational program development plan will strengthen partnerships between the university and external stakeholders. This will facilitate active interaction, including in matters of organizing internships, practical training, and graduate employment.

Involving stakeholders in the planning process will make the development plan for the educational program more transparent and inclusive, and will increase the confidence of students, teachers, and employers in the university's management decisions.

Thus, the involvement of employers, students and teaching staff in the process of forming the development plan of the educational program will ensure the relevance, quality and demand for educational programs. This will create conditions for the systematic development of educational programs and strengthening their connection with the needs of the labor market and the expectations of all interested parties.

The development of a document regulating innovation management will allow the university to create a structured process for selecting, analyzing, and implementing innovative proposals. This will ensure the sustainable and consistent implementation of new ideas and technologies in the educational process.

The introduction of innovations based on clear regulations and criteria will allow the university to: adapt educational programs to modern challenges and requirements of the labor market; improve the effectiveness of training through the use of modern teaching methods, digitalization and practice-oriented approaches.

The regulated process of innovation management will ensure transparency in the selection of proposals and support for the initiatives of teachers and students. This will create a motivating environment in which participants in the educational process will actively develop and propose new ideas. The document will allow the introduction of mechanisms for analyzing the effectiveness of innovative proposals and their impact on the quality of the EP. The results will be used to make management decisions aimed at continuously improving the programs. The above determines the development of a document regulating innovation management, analysis and implementation of proposals, which will allow the university to systematically and effectively implement innovations, ensuring sustainable development of educational programs, their quality and compliance with modern requirements of the educational environment and the labor market.

Strengths/Best Practices:

- individual and unique development plans for the educational program, consistency with national priorities and the development strategy of the organization of higher and (or) postgraduate education

According to EP 6B01416 - Art education (IP), 6B01402 - Music education (IP)

- internal support system qualities EP, design, planning and monitoring of the EP, improvement and decision-making based on facts.

According to EP 6B01404 Physical Education and Sports (IP)

- involving representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the educational program development plan;

Recommendations of the EEC:

for EP 6B01416 - Art education (IP), 6B01402- Music education (IP), 6B01404 Physical education and sports (IP)

- The leadership of the EP shall review the transparency system for developing the EP development plan, containing the start dates for implementation, with the development of criteria aimed at meeting the needs of the state, employers, students and other stakeholders with clear deadlines for the implementation of activities and criteria for assessing the satisfaction of the needs of the state, employers, students and other stakeholders. Deadline: until September 1, 2025;

- The EP management in the planning, reporting and activity procedures shall provide for innovation management based on the implementation of all basic management functions, including planning, organization, stimulation, and analysis until October 30, 2025.

- The EP management shall expand and implement additional mechanisms for monitoring the implementation of EP development plans to assess the achievement of training goals, compliance with the needs of stakeholders, and on this basis make decisions aimed at continuously improving the EP. The monitoring results shall be communicated to all stakeholders. Deadline: until September 1, 2025.

for EP 6B01416 - Art education (IP), 6B01402 - Music education (IP)

- The EP management shall involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the EP development plan. Deadline: until September 1, 2025.

Conclusions of the EEC based on the criteria:

According to the standard "Educational Program Management", 15 criteria are disclosed, of which: according to EP 6B01416 – Art Education (IP), 6B01402- Music Education (IP) 2 criteria are strong, 11 are satisfactory, 2 require improvement, and according to EP 6B01404 Physical Education and Sports (IP) 2 criteria are strong, 12 criteria are satisfactory, 1 requires 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

At the Abai KazNPU (KazNPU), regulated processes for collecting, analyzing and managing information have been created, which is confirmed by access to the main information flows, divided by roles and tasks, as specified in the Strategic Development Plan for 2022-2025 (<https://www.kaznpu.kz/ru/260224/>). BI platforms are used for data analysis, and information is distributed through the corporate website, newsletters and internal portals, which ensures a systematic approach to managing information flows.

Modern information and communication technologies are widely used at the university: the OTRS system supports the management of user requests, and the LMS "UNIVER" automates the educational process and allows for remote access to materials, academic performance management, online testing, etc. (<https://univer.kaznpu.kz/>). The IRBIS-64 library system is used to access domestic and foreign scientific resources, and the 1C and MS Outlook systems ensure effective management of finances and personnel issues.

The management of KazNPU adheres to the principles of openness and transparency - the mission, strategy and quality policy are posted on the official website, which helps inform students and teachers about the key areas of the university's development (<https://www.kaznpu.kz/ru/>). Regular surveys of students and teaching staff allow for prompt adjustments to curricula and the educational process as a whole, based on data collected by collegial bodies such as the Academic Council and educational and methodological commissions, which make decisions based on the results of internal and external audits, examinations and surveys.

Monitoring of students' academic performance, analysis of attendance and certification results is carried out. Successful employment of graduates is an indicator of the effectiveness of the educational program, and cooperation with employers helps to adapt educational programs to the needs of the labor market. An important part of management is the collection and processing of data according to KPI criteria, including student academic performance, satisfaction with the quality of education, expulsion and access to educational resources. KazNPU has developed communication mechanisms for feedback, regular meetings and online platforms.

At the Abai KazNPU, data on student performance, student and faculty satisfaction with the quality of education, and labor market needs are systematically collected and analyzed. The information obtained is used to adjust curricula, introduce new elective courses, and update educational programs. For example, the results of a survey of students and teachers served as the basis for redistributing the teaching load and developing practice-oriented courses, which improved the quality of the educational process.

The University has a regular reporting system covering all levels of educational program management, including departments, structural divisions and collegial bodies. Reports are provided on a quarterly and annual basis, analyzing student performance indicators, the implementation of research projects and the effectiveness of teachers. The reports are reviewed at

meetings of the Academic Council and educational and methodological commissions to make management decisions and improve educational programs.

The University has defined a clear frequency and methods for assessing the management of educational programs and the work of collegial bodies. Internal audits and monitoring are carried out annually, and the performance of departments and structural divisions is assessed using key performance indicators (KPI). Questionnaires and analysis of the achievements of strategic goals are used to assess the work of senior management, which allows for an objective assessment of management effectiveness and the identification of areas for improvement.

The university strictly regulates the procedures for processing personal data in accordance with the legislation of the Republic of Kazakhstan. Processing of data of students, employees and faculty is carried out only on the basis of documented consent, which students and employees sign upon admission or employment. Information protection mechanisms are implemented through the use of secure information systems, such as LMS "UNIVER" and corporate platforms, which guarantees the confidentiality and security of personal data.

The Abai KazNPU already measures the level of satisfaction of students, faculty and staff through regular questionnaires and surveys. However, the existing documents do not sufficiently specify the procedures for analyzing the results and the procedure for using them to improve educational programs. There is also no detailed indication of the timing of these events and the persons responsible for providing information to stakeholders and the public. The presence of such regulated procedures will allow more effective use of the results for decision-making and improving the quality of the educational process.

The results of the questionnaire of the students and teaching staff of Abai KazNPU revealed the following indicators. Among the teachers, 84 (55.3%) respondents noted the quality of implementation of educational programs as "very good", 62 (40.8%) - as "good", and 6 (3.9%) - as "relatively bad". These data show that teachers positively evaluate the support and resources provided for the successful implementation of educational programs.

According to the IAAR criteria, detection within the process of measuring the degree of satisfaction of the needs of the teaching staff, personnel and students, as well as within the framework of internal audits is carried out in order to prevent their recurrence. According to the results of the EEC interviews with the teaching staff and students, the university management is working satisfactorily. In addition, the questionnaire of the teaching staff showed a partial imbalance in the academic load by semesters, where the indicator "often" was noted by 8 (5.3%) of respondents, "sometimes" 48(31.6%) and "never" 96 (63.2%) of the teachers.

An important factor is the demonstration by the EP management of the presence of a mechanism for communication with students, employees and other stakeholders, including the presence of conflict resolution mechanisms. In this regard, the results of a survey of students of accredited EPs showed that the availability of consultations on personal problems 83 (78.3%) respondents were fully satisfied, 21 (19.8%) were partially satisfied, 1 (0.9%) was partially dissatisfied and 1 student (0.9%) found it difficult to answer.

Analytical part

The analysis of the presented data shows that KazNPU has implemented a comprehensive information management and reporting system focused on a high degree of transparency and accountability. The implementation of such systems as LMS "UNIVER" and OTRS allows the university to automate the management of educational and administrative processes, which contributes to increased efficiency and user satisfaction. Regular collection of feedback through surveys and questionnaires also allows for prompt response to requests from students and teachers, improving the quality of services provided. The participation of collegial bodies in decision-making ensures a balanced and objective approach.

Despite the existence of data collection and processing systems in the university, a deeper integration of the analysis results is required to improve the EP. For example, the results of external audit and questionnaires should be used more actively to modify educational programs and

introduce new pedagogical methods.

Special attention is paid to the protection of personal data, which demonstrates KazNPU's commitment to high standards of information security. The use of OTRS and other systems allows the University to effectively solve information service problems and maintain the smooth operation of the corporate network. However, improving the qualifications of teachers and improving methodological support requires additional resources and attention to adapt to changing labor market requirements and student interests.

Abai KazNPU has introduced regular surveys, which allows receiving feedback from students and teachers on key aspects of the educational process. However, as the interview with the university's faculty showed, the existing survey system, although it provides basic indicators of satisfaction, in its current form can only partially track the dynamics and specific needs that affect the long-term development of the program. The survey data also does not take into account the nuances of the needs of different groups of students (for example, first-year or senior students), which may reduce the effectiveness of the feedback received for targeted improvement of the educational process and teaching conditions.

Including questions in the survey concerning specific aspects of the educational process and teaching conditions, as well as a more detailed analysis of the data obtained, will help to increase the accuracy and effectiveness of measures to improve the educational program.

Based on the above, it can be concluded that information management and reporting functions quite effectively, allows solving all the tasks facing the university, and does not allow duplication or “falling out” of the sphere of regulation of management functions.

The development and implementation of procedures for analysis, use of satisfaction results and informing stakeholders will allow the university to systematize the feedback process and make it transparent. Clearly indicating deadlines and responsible persons will ensure timely and informed decisions on improving educational programs, which will increase the level of trust on the part of students, faculty and employers. In addition, the publication of satisfaction results will demonstrate the openness of the university, improving its reputation and strengthening interaction with the public and stakeholders.

Strengths/Best Practices:
not identified.

Recommendations of the EEC:
for EP 6B01416 - Art education (IP), 6B01402- Music education (IP), 6B01404 Physical education and sports (IP)

- To the university management in the documents regulating the measurement of the degree of satisfaction of the needs of students, teaching staff and personnel within the framework of the educational program, provide for procedures for the analysis and use of the results obtained, informing interested parties and the public about them, indicating the deadlines for carrying out the relevant actions and the persons responsible for them until August 30, 2025;

Conclusions of the EEC based on the criteria:

according to the standard “Information Management and Reporting” for EP 6B01416 – Art Education (IP), 6B01404 Physical Education and Sports (IP), 6B01402- Music Education (IP), 16 criteria are disclosed, of which 16 criteria are satisfactory.

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 the educational program at the Abai KazNPU is based on detailed regulated procedures that comply with the state standards of the Republic of Kazakhstan and international requirements. The main stages of the development of educational programs (EP), including design, review and approval, are based on regulatory documents and are ensured by the participation of the academic community, employers and students, which supports the implementation of high-quality and relevant programs (<https://www.kaznpu.kz/ru/>).

The aim of the educational programme 6B01404 "Physical Education and Sport" (IP) is to prepare professionally competent specialists with developed skills in the field of communication and digitalization, which takes into account the requirements of the labor market and is based on a student-oriented approach. Representatives of such institutions as Nazarbayev University and Finnish universities (NAMK, JAMK) participate in the design of the programme, and the content of the programme is developed in accordance with the Dublin descriptors, which allows graduates to achieve knowledge and skills that meet European standards (<https://epvo.kz/>).

The quality of the programs is verified through internal and external accreditation procedures, the results of which are recorded at meetings of the university collegial bodies. The participation of students and employers in the development and revision of the EP is supported at all stages, including regular meetings, questionnaires and discussions at methodological councils. The KazNPU graduate model is defined in accordance with the requirements for personal and professional growth, which is confirmed in the university documentation posted on the official website (<https://www.kaznpu.kz/ru/1306/page/>).

The evaluation and accreditation processes are organized annually at the university, with constant feedback monitoring, which allows for changes to be made to the content of the EP in response to the demands of the labor market and the needs of society. Students have the opportunity to undergo professional practice and receive additional certification to improve their professional qualifications, which is confirmed by the presence of qualification requirements corresponding to the National and European Qualifications Frameworks.

Based on the survey data of students and faculty of Abai KazNPU on issues related to the development of educational programs, the following results were obtained. Among the teachers, the content of educational programs was assessed by 94 (61.8%) as "very good", 53 (34.9%) as "good", 4 (2.6%) as "relatively bad" and 1 (0.7%) as "bad". This shows that the faculty of the accredited educational programs highly evaluates the relevance and compliance of the programs with the requirements of professional training and educational goals.

To the question "How often do teachers encounter problems of insufficient classrooms in their work?" 17 teachers (11.2%) encounter this problem often, 69 teachers (45.4%) — sometimes, 66 teachers (43.4%) — never. "Imbalance of the teaching load across semesters" 8 teachers (5.3%) indicated that they encounter this problem often, 48 teachers (31.6%) — sometimes, 96 teachers (63.2%) — never.

In the student survey, the overall quality of the educational program was assessed as follows: 119 students (81%) were fully satisfied, 24 students (16.3%) were partially satisfied, 1 student (0.7%) was partially dissatisfied, 1 student (0.7%) was completely dissatisfied, and 2 students (1.4%) found it difficult to answer. The quality of the curricula within the educational program was assessed as follows: 118 students (80.3%) were fully satisfied, 26 students (17.7%) were partially satisfied, 1 student (0.7%) was partially dissatisfied, 1 student (0.7%) was completely dissatisfied, and 1 student (0.7%) found it difficult to answer.

Analytical part

The analysis shows a high degree of integration of KazNPU educational programs into the national and international qualification systems. Involvement of students and employers in the program development process increases the adaptability of the curriculum to market demands and current needs of professions. A special feature of KazNPU is the detailed development of program revision procedures, which include annual content updates with the involvement of foreign experts, which helps strengthen the international recognition of the EP.

Involvement of employers and teachers in the development of the EP contributes to the development of programs that are as close as possible to the real market requirements, which has a positive effect on the employment of graduates. This approach makes KazNPU programs in demand and competitive not only at the national but also at the international level.

The competency-based approach and student-oriented model contribute to effective learning, and the emphasis on developing emotional intelligence, creativity and the ability to collaborate makes university graduates more competitive. Educational programs are formed on the basis of the requirements of the National Qualifications Framework and professional standards, which confirms the EP's focus on results and clear professional requirements.

The strength of accredited educational programs is the presence of a clearly defined and documented procedure for developing an educational program, which is approved at the university level. This ensures that the process of developing the educational program is transparent, structured and consistent with the general standards of the university and national requirements. The presence of such a procedure contributes to the unification of the approach to the creation and modernization of the program, simplifying the inclusion of new disciplines and the adaptation of the content of the educational program to changes in the educational and professional environment. This structure also facilitates the effective participation of the teaching staff and other stakeholders, which makes the program more flexible and relevant.

The developed EP corresponds to the established goals and expected learning outcomes at the university. The program is designed in such a way that its content and learning outcomes fully correspond to the goals and objectives declared at the initial stage of development. This includes the formation of professional competencies in students necessary for successful work in the field of music education, and the development of skills related to the understanding and preservation of the Kazakh cultural heritage. Such compliance allows students to achieve their educational goals and prepares them for specific professional challenges, which confirms the high consistency of the program with the established learning outcomes and makes it focused on achieving high-quality educational results.

Abai KazNPU uses questionnaires as the main mechanism for collecting opinions. In questionnaires, students and teachers can express their opinions on the content of the curriculum, the quality of teaching and the availability of resources. However, the current system is more focused on general feedback rather than on detailed consideration of proposals and stakeholder

participation in the development and improvement of the EP.

To more effectively involve all stakeholders and obtain specific proposals for the development of the program, it is recommended to expand the format of interaction with stakeholders. For example, it is possible to introduce regular consultation meetings with the participation of representatives of the teaching staff, students and employers, as well as provide an opportunity for more active participation in working groups involved in the revision and development of the EP.

Strengths/Best Practices:

According to EP 6B01416 - Art education (IP), 6B01402 - Music education (IP), 6B01404 Physical Education and Sports (IP)

- the procedure for developing the EP has been defined and documented, approved at the institutional level;
- the developed educational program corresponds to the established goals and expected learning outcomes.

Recommendations of the EEC:

for EP 6B01416 - Art education (IP), 6B01402 - Music education (IP)

- The management of the educational program needs to strengthen the participation of students, faculty and other stakeholders in the process of developing and ensuring the quality of educational programs. To this end, it is recommended to organize regular consultation meetings and round tables with representatives of all stakeholders, as well as create working groups including students and faculty representatives to review and update the content of the educational program. Deadline: September 1, 2025.

for EP 6B01404 Physical Education and Sports (IP):

recommendations are absent

Conclusions of the EEC based on the criteria:

according to the standard "Development and approval of educational programs"

for educational programs 6B01416 - Art education (IP), 6B01402- Music education (IP), 6B01404 Physical education and sports (IP) 12 criteria are disclosed, of which 2 criteria are strong, 10 criteria are satisfactory.

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

Abai KazNPU carries out continuous monitoring and periodic evaluation of educational programs (EP), which includes the analysis of examination sessions, final certification, as well as surveys of students, graduates and employers to collect objective feedback on the quality of educational services provided. The data obtained cover such indicators as student satisfaction, achievement of learning outcomes and professional competencies of graduates, which allows adjusting curricula in accordance with the current requirements of the labor market and the requests of employers. Such a monitoring system confirms KazNPU's commitment to improving the quality of education (<https://www.kaznpu.kz/ru/>).

The assessment results are recorded in students' transcripts and personal files, as well as in university information systems that ensure data availability. The assessment methods used include questionnaires, SWOT and PESTEL analyses, regular surveys of students, teachers and employers. The university has introduced systems that facilitate the formation of an individual educational trajectory for students, which allows for the needs and demands of both students and the labor market to be taken into account as much as possible. Representatives of the industry community, including representatives of Nazarbayev University, are involved in the implementation of the EP, who participate in the assessment of the programs and in the process of their revision.

Also, as part of the assessment of the effectiveness and compliance of the educational process, a survey is carried out after the internship, which allows monitoring not only the academic performance, but also the professional readiness of graduates. Control over the internship is assigned to the Career Center, which, in cooperation with the departments, checks the quality of students' assignments, the compliance of the internship base with the training profile and collects feedback from employers. The results of the internships and surveys are discussed at the departments, on their basis, decisions are made to change the conditions and organization of the educational process.

A survey of students and faculty of Abai KazNPU on issues related to the internal quality assurance system shows positive assessments from both groups. Thus, the support of the university and its management in the development of new educational programs, academic disciplines and teaching methods was assessed by 92 (60.5%) teachers as "very good", 57 (37.5%) as "good" and 3 (2%) as "relatively bad". Thus, the faculty perceives the quality control system positively, which helps maintain a high level of the educational process.

The effectiveness of the internal quality assurance and monitoring system of the educational process was highly rated by students. Thus, 109 (74%) students noted this aspect as "very good", 28 (19%) as "good", and 6 (4%) as satisfactory. This indicates a high level of students' trust in the internal quality control system of education.

The survey results confirm that the internal quality assurance system at Abai KazNPU effectively supports the educational process, which has a positive effect on the satisfaction of students and teachers.

Analytical part

An analysis of the standards for monitoring the educational program at Abai KazNPU shows that the university strives for multi-level control over the quality of education provided and is guided by the current requirements of the labor market. This is achieved by involving external experts and industry representatives in the revision of programs, regularly updating curricula and using flexible teaching methods, such as individual educational trajectories. The introduction of a rating system for assessing knowledge and regular surveys among key stakeholders (students, teachers, employers) creates opportunities to identify weaknesses and eliminate them in a timely manner, which confirms the university's focus on improving learning outcomes and ensuring a high level of professional competencies of graduates.

A monitoring system that includes analysis of curricula, schedules, attendance and academic performance allows for the identification and prompt elimination of potential problems at the level of both the educational program and individual student achievements. However, it should be noted

that the use of exclusively survey methods to assess satisfaction has limitations in terms of the reliability and completeness of the information collected. The monitoring and evaluation system can be strengthened by introducing additional independent monitoring methods, such as regular audits of educational programs.

In addition, despite the use of tools such as SWOT and PESTEL analyses, the mechanisms of strategic planning based on the identified data are not disclosed. The absence of this aspect may reduce the effectiveness of changes, since adaptation to the labor market may be delayed.

Strengths/Best Practices:

not identified.

Recommendations of the EEC:

Not developed

Conclusions of the EEC based on the criteria:

According to the standard “Continuous monitoring and periodic evaluation of educational programs”, 10 criteria are disclosed for educational programs 6B01416 – Art education (IP), 6B01402- Music education (IP), 6B01404 Physical education and sports, 10 criteria of which are satisfactory.

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.*
- *Assessors must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area.*

Evidential part

At Abai KazNPU, the educational process is organized on the principles of student-centeredness, which implies a focus on the needs and interests of students. In the accredited educational programs 6B01404 Physical Education and Sports (IP), 6B01416 - Art Education (IP), 6B01402- Music Education (IP) regular analysis of the contingent is used to identify various groups of students, their educational needs and individual characteristics. The university uses such methods as questionnaires, regular surveys, interviews, and meetings with advisors. To provide flexible learning paths, individual curricula have been developed and implemented, allowing students to choose courses from a catalog of elective disciplines depending on their interests and

career goals (<https://www.kaznpu.kz/ru/>)..

To provide flexible educational trajectories, individual curricula have been developed that allow students to choose courses from a catalog of elective disciplines in accordance with their interests and professional goals. KazNPU pays special attention to inclusivity: ramps, paths for the blind, a version of the website for the visually impaired have been installed, and there is also a Consulting and Practical Center that provides assistance to students with disabilities. Social support includes financial assistance, benefits, scholarships and consultations for students from socially vulnerable categories (<https://www.kaznpu.kz/ru/1302/page/>).

The educational programs integrate modern active teaching methods, such as case studies, role-playing games, group projects, which contributes to the increase of students' independence and responsibility. Such methods allow students to show initiative and participate in research projects, which strengthens their research and professional skills.

The University actively supports the development of teachers. The teaching staff undergoes regular refresher courses, seminars and master classes are organized with the participation of foreign specialists. This facilitates the exchange of experience and the improvement of the quality of teaching. The University also supports the participation of students in competitions, contests and projects at the national and international levels, where students show high results.

Based on the results of the survey of the KazNPU teaching staff, conducted to assess the level of conditions created that take into account the needs of various groups of students, the following data were obtained: 64 respondents (42.1%) rated the conditions as very good, 79 (52%) noted them as good, and 9 (5.9%) indicated relative dissatisfaction with the conditions created. These data confirm the positive dynamics in ensuring an inclusive educational environment, but there is a need for further work to improve conditions for certain categories of students.

Based on the survey of students at Abai KazNPU on the parameters of this standard, the following data were revealed. 123 students (83.7%) were fully satisfied with the objectivity of the assessment of knowledge, skills and other academic achievements, 17 students (11.6%) were partially satisfied, 2 students (1.4%) were partially dissatisfied, 2 students (1.4%) were dissatisfied, 3 students (2%) found it difficult to answer.

The procedures for updating and improving educational programmes were highly rated by students: 112 (76%) students rated this aspect as “very good”, 26 (17.7%) as “good”, and 4 (2.7%) as satisfactory. This shows that students are generally satisfied with the process of continuous improvement of programmes, which is aimed at meeting their needs and the requirements of the labor market.

These results indicate that the university pays attention to continuous improvement of educational programs, taking into account feedback from students and teachers, which has a positive impact on the quality of education.

Analytical part

The document details the principle of student-centeredness, implemented in the educational programs of Abai KazNPU, which reflects a modern trend in higher education aimed at adapting the educational process to the needs of students. The practice of using individual curricula allows taking into account not only academic, but also personal interests of students, which has a positive effect on their motivation and learning outcomes. Adaptation of educational materials and methods for various groups of students, including the provision of special conditions for people with disabilities, indicates a high level of inclusion and accessibility of educational services at the university.

The use of active learning methods, such as case studies and role-playing games, meets the requirements for the development of critical thinking and student independence. These teaching methods contribute to the improvement of the quality of education, as students are actively involved in the learning process and have the opportunity to apply theoretical knowledge in practice. However, to improve these methods, they may need to be regularly reviewed and adapted to current labor market needs and educational trends.

The university also demonstrates successful practice in creating an inclusive educational environment, especially in terms of material and social support for students. The system of providing benefits, scholarships and social programs helps minimize financial barriers and create equal opportunities for all groups of students. However, analysis shows that there are no formalized mechanisms for taking into account feedback from students with disabilities, which could help improve conditions and services for this category of students.

Professional development of teaching staff through courses and internships has a positive impact on the quality of teaching and promotes the introduction of innovative methods.

Educational programs 6B01416 - Art Education (IP), 6B01402- Music Education (IP), 6B01404 Physical Education and Sports (IP) of KazNPU have an important advantage in the form of their own research aimed at improving the methods of teaching specialized disciplines. These scientific works allow the teaching staff to develop and adapt unique approaches to teaching that take into account the specifics of music education and the cultural characteristics of the Kazakhstani audience. The presence of such methodological research strengthens the scientific base of the EP and contributes to its continuous development, since teachers regularly update their methods based on their own research and practical experience. This fact is a strong point of the EP, ensuring its high level and compliance with modern educational standards, and also creates prerequisites for better preparation of students for real professional tasks.

The analysis of the implementation of EP 6B01402 "Music Education (IP)" and 6B01416 - Art Education (IP) showed the need for a more flexible approach to educational trajectories in order to take into account the individual needs and professional goals of different groups of students. Students come with different levels of training and personal interests, which makes it relevant to introduce personalized educational routes and strengthen support aimed at their academic and professional development. Flexible trajectories not only contribute to a more complete disclosure of the potential of each student, but also increase motivation and involvement, thereby improving academic results and readiness for professional activity.

In addition, providing flexible learning opportunities is an important step towards creating an inclusive learning environment that takes into account the diverse needs of students. In today's educational system, it is important to create opportunities for choice of subjects and learning formats to support all students in achieving their educational and career goals.

Abai KazNPU has implemented a feedback system, which includes questionnaires, surveys and the ability to file complaints through internal information systems and platforms. However, despite the presence of such channels, current response procedures require greater transparency and efficiency in processing requests. Students should have a clear understanding of the sequence of actions when filing a complaint and how complaints will be considered.

An effective complaint response system involves promptly informing students about the status of their complaints, as well as providing feedback on the measures taken. This will not only improve students' trust in the university's procedures, but will also allow problems in the educational process to be identified and resolved more quickly.

Strengths:

- availability of own research in the field of teaching methods of academic disciplines of the educational program.

Recommendations of the EEC:

for EP 6B01416 - Art education (IP), 6B01402- Music education (IP), 6B01404 Physical education and sports

- The management of the University shall expand the mechanisms for preliminary information on the criteria and methods of assessment, and also introduce assessment material for the disciplines of the EP with parameters and quality indicators for assessing subject knowledge and skills, expected learning outcomes of the EP. Until September 1, 2025.

- The university management shall document the procedure for responding to complaints from students by defining the registration procedure, identifying persons responsible for reviewing and responding, and monitoring actions to eliminate identified violations. By September 1, 2025.

for EP 6B01416 - Art education (IP), 6B01402 - Music education (IP)

- The management of the educational institution shall identify groups of students with special educational needs and determine the procedure for responding, assisting and forming an appropriate educational trajectory to achieve the planned learning outcomes. Deadline: until September 1, 2025.

Conclusions of the EEC based on the criteria:

According to the standard “*Student-centered learning, teaching and assessment of academic performance*” 10 criteria are disclosed, of which for EP 6B01416 – Art education (IP), 6B01402- Music education (IP) 1 criterion – strong, 8 – satisfactory, 1 requires improvement, and for EP 6B01404 Physical education and sports (IP) – 1 criterion – strong, 9 criteria – satisfactory.

6.6. Standard "Students"

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

Abai KazNPU actively works to maintain a high level of quality education, developing academic mobility programs and professional adaptation systems for students and teachers. Students have the opportunity to participate in both internal and international academic mobility. Internal mobility programs, organized in cooperation with Kazakh universities, allow students to expand their knowledge by studying at other universities in the country. Such exchanges are especially useful for deepening the educational experience and increasing competitiveness in the national labor market (<https://www.kaznpu.kz/ru/>).

An important part of KazNPU activities is supporting students participating in academic mobility programs. The university provides students with the opportunity for both internal and

international mobility. Internal mobility is organized through exchanges between Kazakhstani universities, which allows students to broaden their horizons and deepen their knowledge in other universities in the country. Examples of such programs include student exchanges with regional universities.

In turn, international academic mobility is carried out through exchange programs and internships abroad. Confirmation of students' participation in such programs is a transcript, which contains information about the courses taken and academic performance at KazNPU is also regulated in detail and includes academic and creative exams for specialties.

KazNPU implements support and adaptation systems, especially for first-year students. These measures include an orientation week, as well as regular meetings of students with advisers, where academic and extracurricular issues are discussed. The university also provides housing for all out-of-town first-year students, which allows students to concentrate on their studies and adapt to new conditions faster. All out-of-town students are provided with a dormitory, and social and psychological support measures are provided for them.

Based on the questionnaire of the teaching staff on the overcrowding of study groups, the answers were distributed as follows: "often" was answered by 98 respondents (64.5%), which indicates a significant number of groups where overcrowding is felt on a regular basis. "Sometimes" was answered by 41 people (27%), and "never" by 13 teachers (8.6%), which indicates the absence of such a problem in certain groups. These results emphasize the need to redistribute the number of students in groups. 94 students (88.7%) were satisfied with the information support and explanation of the admission rules and strategy of the educational program (specialty) before entering the university, 10 students (9.4%) were partially satisfied, and 2 students (1.9%) were partially dissatisfied. These results show that Abai KazNPU provides its students with a high level of support at all stages of education, from admission and adaptation to completion of the program.

116 students (78.9%) were satisfied with the support of educational materials during the learning process, 26 students (17.7%) were partially satisfied, 2 students (1.4%) were partially dissatisfied, and 1 student (0.7%) was dissatisfied.

Analytical part

Analysis of the educational process and student involvement in academic mobility and adaptation programs shows a high degree of organization and focus on developing student competencies. Academic mobility programs offered by KazNPU allow students to develop both academically and personally. Internal mobility opportunities expand access to quality education throughout the country and facilitate knowledge exchange between universities, which has a positive effect on the quality of education. International exchange programs strengthen intercultural ties and allow students to acquire additional competencies that will be useful in their professional activities.

The system of support and adaptation of students, including orientation week and advisory support, is a necessary measure for the successful integration of students into university life. Such a system allows students to adapt to the academic workload faster, and also contributes to a more successful completion of educational tasks, especially in the context of new educational standards. An important aspect is the provision of housing to out-of-town students, which removes one of the key problems - the issue of living in a new city, which has a positive effect on their education and social adaptation.

In addition, the University is actively supporting students in their employment after completing their studies. Career events such as the "Job Fair" allow graduates to meet employers and adapt educational programs to the requirements of the labor market. Thus, KazNPU actively promotes the employment of its graduates and provides support both at the stage of study and at the beginning of a professional career.

The EEC notes that EP 6B01416 – Artistic Education (IP), "Music Education (IP)" and "Physical Education and Sports (IP)" demonstrate a strong practical orientation, providing students

with access to practical training and professional internships in various institutions. This contributes to the development of necessary professional skills, allows students to apply theoretical knowledge in real conditions and creates favorable conditions for the transition to work. The university's support in the employment of graduates and active interaction with them after graduation are also important advantages, as they help graduates effectively integrate into the professional environment.

Established connections with alumni help create a professional community that strengthens the academic image of the university and allows using the experience and recommendations of alumni to further improve educational programs. This not only improves the level of student training, but also makes the programs more attractive to applicants, since universal support from practice to employment and maintaining contact after graduation indicate a high level of care the university takes about its students and alumni. An analysis of educational programs 6B01416 - Art Education (IP), 6B01402 "Music Education (IP)", 6B01404 Physical Education and Sports (IP) showed that the current student support system requires a more structured approach at all stages of their education. Despite the presence of the "Univer" platform, its functionality is limited to standard academic processes, which does not allow for full consideration and prompt response to the individual needs of students. It is important that students receive comprehensive support, starting from the moment of admission, including adaptation to the educational process, academic support, psychological and career assistance.

Expanding the functionality of the Univer system to cover a wide range of issues – from tracking academic progress to providing resources for social and professional adaptation – will allow the implementation of an updated support policy focused on student success. This approach will strengthen the system of interaction between students and teachers and curators, creating a more flexible and adaptive educational environment that meets the needs of modern students.

Abai KazNPU has developed and partially implemented a policy for the recruitment, training and support of students throughout their life cycle within the framework of the educational program. Within the framework of this policy, the main stages are envisaged - from admission, the learning process, provision of academic support to graduation and subsequent interaction with graduates. Information on the main rules of admission and training is published on the official website of the university, which provides some degree of transparency. However, despite the availability of general information, students and applicants may encounter limited detailing of data on procedures related to individual stages, such as academic mobility, adaptation of new students, support for international students or features of support in senior years. To more fully implement this standard, the university should increase the transparency and availability of information on specific aspects of the student life cycle, which will help applicants and students better navigate the procedures and opportunities associated with their studies.

Strengths/Best Practices:

- the university ensures close interaction with practice bases and a high level of practical training, full assistance in the employment of graduates, and long-term maintenance of communication and cooperation with them.

Recommendations of the EEC on EP

- The university management should implement an updated student support policy at all stages of education - from admission to graduation - with the expansion of the functionality of the Univer system to ensure complete transparency. Deadline: until September 1, 2025.

- The university management shall publish detailed information on the life cycle of students, including procedures for academic mobility, adaptation, support for international students and support at all levels. Deadline: September 1, 2025.

-The university management should provide for the activation of the existing associations/unions of graduates by 01.09.2025.

Conclusions of the EEC based on the criteria:

According to the “Students” standard, 12 criteria are disclosed, of which 1 criterion is strong, 11 criteria are satisfactory.

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 change in the 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

In its activities, Abai KazNPU is guided by a transparent and comprehensive personnel policy regulated by the normative and legal documents of the Republic of Kazakhstan, such as decrees and orders of the Ministry of Education and Science of the Republic of Kazakhstan, as well as internal regulations. The university hires faculty on a competitive basis with the publication of vacancies and selection criteria on the university website and in print media. This contributes to the transparency of the procedure and allows attracting qualified specialists with the necessary competencies. Over the past five years, the university has demonstrated a tendency to reduce the average age of teachers, which indicates a rejuvenation of the staff. This is achieved by attracting young specialists and masters who have the opportunity to improve their qualifications within the framework of the university's professional development program.

The university's effective personnel policy is aimed not only at hiring qualified personnel, but also at their professional growth and motivation for development. The faculty regularly undergo advanced training, which is confirmed by various certificates and testimonies. They participate in international scientific and professional events, actively participate in educational projects and conduct research activities, publish articles in international scientific journals with a high rating. The personnel policy of KazNPU, including transparency and regulation of the procedure for hiring faculty members, is confirmed by documents published on the university website: vacancies and requirements for candidates are posted for public access (<https://www.kaznpu.kz/ru/>).

The professional development program of KazNPU, which provides for the participation of young specialists in advanced training and rejuvenation of the teaching staff, was approved within the framework of internal documents, which can be found on the official website of the university (<https://www.kaznpu.kz/ru/2307/page/>).

Certified advanced training of the teaching staff and their participation in international scientific events are confirmed by a section of the university website dedicated to the results of scientific research activities, as well as annual reports on the professional development of teachers.

[\(https://www.kaznpu.kz/ru/2384/page/\)](https://www.kaznpu.kz/ru/2384/page/).

In addition, the university supports a student-centered approach to teaching, which is an important part of the educational mission. The faculty is actively involved in the educational process not only as teachers, but also as mentors. The university's student-centered approach, including the role of faculty as mentors, is highlighted in the mission and educational strategy of KazNPU, also available on the university's website in the "About Us" section (<https://www.kaznpu.kz/ru/3086/page/>).

The following results were obtained as part of the survey of the teaching staff. According to the assessment of the content of the EP, 107 respondents (70.4%) noted that the content of the EP fully corresponds to their scientific and professional interests and needs; 44 respondents (28.9%) rated this as "good". Only 1 respondent (0.7%) expressed relative dissatisfaction. As for the opportunities for professional development, 99 teachers (65.1%) highly rated the opportunities provided by the university for professional growth. 51 respondents (33.6%) rated these opportunities as "good". 2 respondents (1.3%) noted relative dissatisfaction.

The assessment of career growth opportunities was distributed as follows. 88 respondents (57.9%) noted that the university provides excellent career growth opportunities. 60 people (39.5%) rated these opportunities as "good"; 4 respondents (2.6%) expressed relative dissatisfaction. These data indicate a sufficient degree of satisfaction of the teaching staff with the educational environment and the opportunities provided for professional and career growth.

The following answers were received to the question "How often are master classes with the participation of practical specialists held within the framework of your course?": 33 people (21.7%) noted that master classes are held very often, 69 respondents (45.4%) - often, 47 people (30.9%) - sometimes, 3 respondents (2%) - very rarely, and no one (0%) chose the option "never". Thus, the university successfully maintains the professional level of the teaching staff, creating conditions for their professional growth and motivation to improve their qualifications.

The teaching staff of Abai KazNPU also assessed the degree of possibility for the teaching staff to use their own approaches in educational activities: Thus, in the teaching strategy, 96 teachers (63.2%) noted "very good", 55 teachers (36.2%) — "good", and 1 teacher (0.7%) indicated "relatively bad". Teaching methods: 103 teachers (67.8%) assessed the possibility to use their own methods as "very good", 47 teachers (30.9%) — as "good", and 2 teachers (1.3%) indicated "relatively bad". Educational innovations: 93 teachers (61.2%) noted "very good", 55 teachers (36.2%) — "good", and 4 teachers (2.6%) assessed this possibility as "relatively bad". These data indicate a high degree of freedom of teachers in choosing teaching strategies, teaching methods and implementing educational innovations. The University successfully maintains the professional level of the teaching staff, creating conditions for their professional growth and motivation for advanced training.

Analytical part

An analysis of the university's personnel policy shows that compliance with standards and rules allows maintaining a high level of qualification of the teaching staff. Transparency in the selection process and the presence of clear hiring criteria contribute to the formation of a competitive teaching staff, which ensures the stability and development of the educational program. Recruiting teachers on a competitive basis and regularly updating the teaching staff allows the university to maintain a balance between experience and young specialists, which contributes to a more flexible and adapted approach to educational challenges.

The rejuvenation of the teaching staff, the reduction in the average age of teachers and the inclusion of master's degree holders in the staff indicate the university's desire to continuously develop its human resources. This trend is especially important in the context of increasing demands on the educational process, where the teaching staff is required to know modern methods and technologies. The presence of qualified specialists with experience in publishing in international journals also indicates the growth of international academic cooperation and the university's influence.

The emphasis on the professional development of teachers reflects the importance of the University's strategic initiatives to improve the competence of teaching staff and their ability to adapt to changes in pedagogy.

EP 6B01416 – Art Education (IP) and EP 6B01402 – Music Education (IP) have a significant advantage due to the composition of the faculty, which fully corresponds to the specifics of the program. The inclusion of teachers with professional knowledge in the field of musical art, pedagogy and methods of music education in the teaching staff ensures a high level of teaching of specialized disciplines and high-quality training of students. Many of the teachers have experience in performances, scientific research in the field of music and methodological developments, which together creates a rich academic environment and promotes the integration of theory and practice into the educational process.

The alignment of human resources with the program objectives allows not only to impart deep professional knowledge to students, but also to develop their practical skills, which significantly increases their competitiveness in the labor market and makes the program more in demand among applicants. The analysis of accredited educational programs according to this standard showed the need to regulate the contribution of the faculty to the achievement of the university's strategic goals. Despite the existing focus of the faculty on high quality teaching and research, the absence of a specific document securing their contribution to the implementation of the university's strategy leads to insufficient consistency and systematicity of their work in the context of common goals. The introduction of such a document will help strengthen the relationship between the academic activities of teachers and the strategic priorities of the university, ensuring that the efforts of the faculty are focused on achieving key performance indicators of the university.

In addition, it is important to strengthen the motivation for professional and personal development of the teaching staff by introducing a program of incentives for the integration of scientific activity into the educational process and the use of innovative teaching methods. Such a motivational system will facilitate the active implementation of new technologies and methods in the educational process, which will increase its relevance and competitiveness. Support for the professional development of the teaching staff and stimulation of their participation in scientific activity will create conditions for continuous improvement of the quality of the educational program, which corresponds to the strategic goals of the university.

Strengths:

According to EP 6B01416 - Art education (IP), 6B01402 - Music education (IP)-the university demonstrates that the quality of the teaching staff complies with the established qualification requirements, the university strategy, and the goals of the educational program

According to EP 6B01404 Physical Education and Sports (IP)- not identified

Recommendations of the EEC:

for EP 6B01416 – Art education (IP), 6B01402- Music education (IP), 6B01404 Physical education and sports (IP):

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

- The university management must develop and implement a system of incentives aimed at supporting the integration of scientific activity into the educational process. Deadline: September 1, 2025.

Conclusions of the EEC based on the criteria:

according to the standard "Teaching staff", 9 criteria are disclosed, of which according to EP 6B01402 - Music education (IP), 6B01416 - Art education (IP) - 1 criterion is strong, 6 are satisfactory, 2 require improvement, and according to EP 6B01404 Physical education and sports (IP)-7 criteria – satisfactory; 2 require 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 EP, 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

Abai KazNPU implements a wide range of activities aimed at developing educational resources and supporting students. As part of improving the educational process, a reorganization of departments was carried out: the Institute of Arts, Culture and Sports was divided into the Faculty of Arts and the Faculty of Physical Education and Basic Military Training. This made it possible to create two specialized structures for more effective management of the educational process. Training at the Faculty of Physical Education and Basic Military Training is conducted in several buildings equipped with specialized classrooms and auditoriums, supplied with the necessary equipment and sports equipment. The University provides access to teaching aids, reference books and handouts through the scientific library, which is equipped with all the necessary resources for effective student learning at various levels. Detailed information on available resources is posted on the KazNPU website in the "Library" section. <https://www.kaznpu.kz/ru/>.

The university administration provides students with the necessary information resources. In particular, students receive textbooks, teaching and methodological manuals, handouts, instructions for independent work, as well as reference books and guides for the entire period of study. The classrooms and laboratories are equipped with modern equipment, including interactive boards and computers, which allows for classes to be conducted using digital technologies.

Particular attention is paid to inclusive education. The university is equipped with specialized equipment for students with disabilities, including "reading machines", DAISY players and screen access programs. The academic buildings are equipped with ramps, lifts and handrails, and signs in Braille are installed. A version for the visually impaired is available on the university's website.

The university has developed and implemented measures for students with disabilities. The academic buildings are equipped with ramps, elevators, handrails, and Braille signs. Additional information on supporting inclusive education is published on the KazNPU website in the "Social Support" section. <https://www.kaznpu.kz/ru/social-support/>.

For students with disabilities, Abai KazNPU provides specialized equipment, such as DAISY players, screen access programs and "reading machines." These resources are confirmed by the section on social support on the university's website, which indicates measures for inclusive education, ensuring the accessibility of academic buildings and creating comfortable conditions for all categories of students. <https://www.kaznpu.kz/ru/social-support/>.

KazNPU creates conditions for international students, facilitating their integration into the academic and cultural environment. Foreign students take an active part in cultural and scientific events, which helps them to adapt faster and learn Russian and Kazakh languages. Foreign students have the opportunity to participate in various cultural and scientific events held at KazNPU. This allows them to adapt faster to academic and social life. The International Cooperation section on the KazNPU website highlights programs, events and conditions aimed at integrating foreign students into the university environment. <https://www.kaznpu.kz/ru/international-relations/>.

An important role in the educational process is played by the digital system "Univer 2.0," which automates educational and administrative processes. This system allows you to keep track of the student body, manage educational activities, organize testing and plagiarism checks. The university library provides access to extensive digital resources, including databases, catalogs and remote access to e-books. The scientific library actively supports the educational process by providing books and resources in several languages. KazNPU has implemented the digital system "Univer 2.0," which supports various aspects of educational process management, including testing and academic performance. More detailed information about the work of the "Univer" system and its functionality is available on the university's website in the "Digital Resources" section. <https://www.kaznpu.kz/ru/digital-resources/>.

Scientific activity in KazNPU is also widely developed. The university provides grants for scientific research and supports research projects. In 2016, the scientific and innovation park "Abai LABS" was created, which promotes the implementation of innovations and supports the research activities of students and teachers. Competitions of scientific projects are held annually, and the KazNPU Bulletin is published. <https://www.kaznpu.kz/ru/research/>.

Based on the survey data of students and faculty of Abai KazNPU on educational resources and support systems, the following indicators were identified. Technical support was highly rated by teachers: 83 (55%) respondents noted it as "very good", and 56 (37%) as "good", which confirms the sufficiency of the material and technical base for effective learning and teaching.

These data confirm that Abai KazNPU provides students and faculty with adequate educational resources and support, which contributes to successful learning and teaching.

The assessment of the sufficiency and availability of the necessary scientific and educational literature in the library showed the following results: 88 respondents from the faculty (57.9%) rated the availability as "very good". 59 respondents (38.8%) noted it as "good". 5 respondents (3.3%) indicated relative deficiencies in availability. 114 students (77.6%) were fully satisfied with the level of availability of library resources, 26 students (17.7%) were partially satisfied, 1 student (0.7%) was partially dissatisfied, 6 students (4.1%) did not answer. This indicates that the educational resources provide

The indicators demonstrate predominantly high satisfaction of the faculty with the level of provision of scientific and educational literature in the university library. Also, educational resources provide the necessary support for the successful learning of students from the university administration. According to the results of the student survey, the availability of academic counseling was assessed as follows: 118 students (80.3%) are completely satisfied, 23 students (15.6%) are partially satisfied, 3 students (2%) are partially dissatisfied, 2 students (1.4%) are completely dissatisfied, and 1 student (0.7%) found it difficult to answer.

These data confirm that Abai KazNPU provides students and teachers with the necessary educational resources and support, which contributes to successful learning and teaching.

Analytical part

KazNPU makes significant efforts to improve the educational environment, maintain inclusiveness and digitalization of the educational process. The introduction of structural changes, such as the separation of faculties, allowed for a more efficient organization of the educational process, improved material and technical support and the satisfaction of the specific needs of various faculties. This approach demonstrates the university's commitment to maintaining a high-quality educational process and improving student comfort.

Supporting students with special educational needs is an important step towards creating an inclusive educational environment. The university equips buildings with special equipment, adapts the space and teaching materials.

Digitalization and the introduction of the Univer 2.0 system have improved the management of the educational process and access to educational materials. This system allows for the optimization of administrative processes, automation of academic performance monitoring, and control over academic integrity, making the learning process more transparent and manageable. Library resources and electronic catalogs provide students with access to a wide range of information, which increases their level of independent work and research skills. However, the limited number of publications in the state language in the field of art education remains a problem that needs to be addressed to maintain cultural identity and accessibility of education.

The university also actively promotes scientific activity by offering grants and opportunities for research projects. The establishment of the Abai LABS Research and Innovation Park strengthens the university's research potential, allowing for the implementation of innovative ideas.

To ensure the achievement of the educational program goals, Abai KazNPU provides educational resources and support services necessary for the educational process. The university has library funds, electronic databases, access to educational Internet resources and functioning Wi-Fi on the territory, which creates basic conditions for students' educational activities. The university also has support services, including consultations with teachers and administrative staff, but their availability and ease of use by students may vary.

Despite the availability of these resources, interviews and classroom visits revealed that students may experience limited access to certain learning materials and self-study resources, as well as difficulties in obtaining technical or organizational support. To improve satisfaction with learning resources, it is recommended that support services be further strengthened, and that infrastructure and resources be regularly reviewed and updated to meet the needs of different student groups.

Strengths/Best Practices:
not identified.

Rec EEC recommendations:
for EP 6B01416 – Art Education (IP), 6B01402- Music Education (IP)

- The university management shall provide for an annual analysis of educational materials and infrastructure, measures for their development in the work plans of support services and other structural divisions to ensure the appropriate provision of the needs of the educational process.
Deadline: until September 1, 2026.

For 6B01404 Physical Education and Sports (IP)
Not developed

Conclusions of the EEC based on the criteria:
According to the standard “Educational resources and student support systems” for EP 6B01416 – Art education (IP), 6B01402- Music education (IP), 6B01404 Physical education and

sports (IP), 9 criteria are disclosed, of which 9 criteria are satisfactory.

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

The main source of information is the official website of the university, which publishes the goals and results of educational programs, awarded qualifications, teaching and assessment methods, as well as data on employment opportunities. All information is regularly updated and available to a wide audience. On the website <https://www.kaznpu.kz>.

Information about the university's activities is presented in several formats: through the website, social networks (Telegram, Facebook, Instagram, YouTube, etc.), as well as through printed publications and the media. The university actively interacts with the public through publications in the media and social networks, as well as through events - conferences, round tables, etc.

To monitor the quality and compliance of publications with the university's goals, the Public Relations Department conducts regular audits of publication activity. Surveys among students and staff help to assess satisfaction with the information provided, and their results are used to improve information policy. The university also publishes audited financial statements, which helps maintain the trust of students, their parents and the public.

An important part of KazNPU's information work is supporting the country's national development programs. The University actively explains the goals and objectives of national educational initiatives, for example, by regularly publishing information on the implementation of the President's messages and other state programs on its website and in the media. This helps to strengthen the positive image of the University as an open educational institution that actively participates in the formation and support of the country's educational policy. [https://www.kaznpu.kz/ru/national-programs/..](https://www.kaznpu.kz/ru/national-programs/)

KazNPU actively uses various information products to strengthen corporate ties and improve the competitiveness of the university. This includes cooperation with government bodies, partner universities and employers, conducting surveys, inviting employers to events, as well as participating in ratings and rankings. Interaction with partners helps KazNPU maintain ties with the labor market and meet the current requirements of society.

According to the survey, among teachers, the availability of information about events at the university is important, and only 3 (2%) indicated that they often face the problem of not receiving information about events in a timely manner, while the majority - 38 respondents (25%) answered "sometimes", 111 respondents (73%) answered "sometimes".

The level of feedback from the teaching staff to the management is assessed as follows: 85

people (55.9%) rated it as “very good”, 61 people (40.1%) rated it as “good”, 4 people (2.6%) rated it as “relatively bad”, and 1 person (0.7%) chose the “bad” option.

118 (80.3%) students were completely satisfied with the content and information content of the organization’s website, 20 (13.6%) were partially satisfied, while 3 (2%) noted dissatisfaction, and 1 (0.7%) found it difficult to answer.

119 (81%) students were satisfied with the information about courses, educational programs and the academic degree they were receiving, 22 (15%) were partially satisfied, and only 1 (0.7%) student expressed dissatisfaction, and 1 (0.7%) was partially dissatisfied. This underlines the importance of the university's efforts to keep students and faculty informed about human and educational resources.

Analytical part

KazNPU implements a comprehensive approach to public awareness, covering both online platforms and traditional media. This strategy contributes to the creation of a positive image of the university and demonstrates its desire to be open and accessible to all stakeholders. The university actively works to support national programs and integrate their elements into educational programs, which emphasizes its focus on state priorities and goals in the field of education.

The analysis of publication activity and the use of feedback show that the university not only informs, but also strives to adapt the information provided to the needs of the target audience. This is manifested in the structuring of content, its updating and expansion of information distribution channels, which allows it to reach a wider audience, including students, employees, potential applicants and employers.

The University also actively uses various communication channels to form and maintain business contacts with employers. This helps students and graduates in finding employment, and also strengthens the position of KazNPU as an educational institution focused on practical skills and cooperation with the professional environment. The introduction of national programs in educational processes demonstrates the University's commitment to training specialists who meet current requirements and standards.

Abai KazNPU provides information about educational programs on its website, but information about graduates' employment opportunities is not presented in full. For applicants and students, such data is a significant factor, as it helps to understand the prospects after completing their studies and focus on successful career building. At the moment, information about the employment of university graduates is general in nature, without specific data about possible employers, in-demand competencies and career paths.

Regular publication of up-to-date data on graduate employment, including statistics on areas of employment, examples of employers and in-demand competencies, will increase the transparency and attractiveness of the educational program 6B01402 - Music Education (IP).

Strengths/Best Practices:

not identified.

Recommendations of the EEC:

For EP 6B01402 - Music education (IP), 6B01416 - Art education (IP)

- The university management should publish more detailed and up-to-date information on graduate employment opportunities, including a list of potential employers, employment statistics by specialty, examples of career paths and successful graduates. This information should be available on the official website of the university, regularly updated and accompanied by explanatory materials for students, applicants and interested parties. Deadline: until September 1, 2025.

According to EP 6B01404 Physical Education and Sports (IP) not developed

Conclusions of the EEC based on the criteria:

*According to the standard "Informing the public"
for EP 6B01416 - Art education (IP), EP 6B01402 - Music education (IP), 6B01404 Physical
education and sports (IP) 10 criteria are disclosed, of which 10 criteria are satisfactory.*



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

Standard "Educational Program Management":

- individual and unique development plans for the educational program, consistency with national priorities and the development strategy of the organization of higher and (or) postgraduate education;

According to EP 6B01416 - Art education (IP), 6B01402 - Music education (IP) - internal support system qualities EP, design, management and monitoring of the EP, improvement and decision-making based on facts.

According to EP 6B01404 Physical Education and Sports (IP) - involving representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the educational program development plan;

Standard "Information Management and Reporting":

not identified.

Standard "Development and approval of educational programs":

According to EP 6B01416 – Art education (IP), 6B01402 – Music education (IP), 6B01404 Physical-education and sports (IP):

- the procedure for developing the EP has been defined and documented, approved at the institutional level;

- the developed educational program corresponds to the established goals, as well as the expected learning outcomes.

Standard "Continuous monitoring and periodic evaluation of educational programs":

not identified.

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

- availability of own research in the field of teaching methods of academic disciplines of the educational program.

Standard "Students":

- the university ensures close interaction with practice bases and a high level of practical training, full assistance in the employment of graduates, and long-term maintenance of communication and cooperation with them.

Standard "Teaching staff":

According to EP 6B01416 - Art education (IP), 6B01402 - Music education (IP) -the university demonstrates that the quality of the teaching staff complies with the established qualification requirements, the university strategy, and the goals of the educational program

According to EP 6B01404 Physical Education and Sports (IP)-not identified

Standard "Educational Resources and Student Support Systems":

not identified.

Standard "Informing the Public":

not identified.



(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

Standard "Management of the educational program"

for EP 6B01416 - Art education (IP), 6B01402- Music education (IP), 6B01404 Physical education and sports (IP)

- The leadership of the EP shall review the transparency system for developing the EP development plan, containing the start dates for implementation, with the development of criteria aimed at meeting the needs of the state, employers, students and other stakeholders with clear deadlines for the implementation of activities and criteria for assessing the satisfaction of the needs of the state, employers, students and other stakeholders. Deadline: until September 1, 2025;

- The EP management in the planning, reporting and activity procedures shall provide for innovation management based on the implementation of all basic management functions, including planning, organization, stimulation, and analysis until October 30, 2025.

- The EP management shall expand and implement additional mechanisms for monitoring the implementation of EP development plans to assess the achievement of training goals, compliance with the needs of stakeholders, and on this basis make decisions aimed at continuously improving the EP. The monitoring results shall be communicated to all stakeholders. Deadline: until September 1, 2025.

for EP 6B01416 - Art education (IP), 6B01402 - Music education (IP)

- The EP management shall involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the EP development plan. Deadline: until September 1, 2025.

Standard "Information Management and Reporting"

for EP 6B01416 - Art education (IP), 6B01402- Music education (IP), 6B01404 Physical education and sports (IP)

- To the university management in the documents regulating the measurement of the degree of satisfaction of the needs of students, teaching staff and personnel within the framework of the educational program, provide for procedures for the analysis and use of the results obtained, informing interested parties and the public about them, indicating the deadlines for carrying out the relevant actions and the persons responsible for them until August 30, 2025;

Standard "Development and approval of the educational program"

for EP 6B01416 - Art education (IP), 6B01402 - Music education (IP)

- The management of the educational program needs to strengthen the participation of students, faculty and other stakeholders in the process of developing and ensuring the quality of educational programs. To this end, it is recommended to organize regular consultation meetings and round tables with representatives of all stakeholders, as well as create working groups including students and faculty representatives to review and update the content of the educational program. Deadline: September 1, 2025.

for EP 6B01404 Physical Education and Sports (IP):

Not developed

Standard "Continuous monitoring and periodic evaluation of educational programs"

Not developed

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

for EP 6B01416 - Art education (IP), 6B01402- Music education (IP), 6B01404 Physical education and sports

- The management of the University shall expand the mechanisms for preliminary information on the criteria and methods of assessment, and also introduce assessment material for the disciplines of the EP with parameters and quality indicators for assessing subject knowledge and skills, expected learning outcomes of the EP. Until September 1, 2025.

- The university management shall document the procedure for responding to complaints from students by defining the registration procedure, identifying persons responsible for reviewing and responding, and monitoring actions to eliminate identified violations. By September 1, 2025.

for EP 6B01416 - Art education (IP), 6B01402 - Music education (IP)

- The management of the educational institution shall identify groups of students with special educational needs and determine the procedure for responding, assisting and forming an appropriate educational trajectory to achieve the planned learning outcomes. Deadline: until September 1, 2025.

Standard "Students"

-The university management is to implement an updated student support policy at all stages of education — from admission to graduation — with the expansion of the functionality of the Univer system to ensure complete transparency. Deadline: September 1, 2025.

-The university management shall publish detailed information on the student life cycle, including procedures for academic mobility, adaptation, support for international students and support at all levels. Deadline: September 1, 2025.

-The university management should provide for the activation of the existing associations/unions of graduates by 01.09.2025.

Standard "Teaching staff"

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

- The university management must develop and implement a system of incentives aimed at supporting the integration of scientific activity into the educational process. Deadline: September 1, 2025.

Standard "Educational Resources and Student Support Systems"

for EP 6B01416 – Art Education (IP), 6B01402- Music Education (IP)

- The university management shall provide for an annual analysis of educational materials and infrastructure, measures for their development in the work plans of support services and other

structural divisions to ensure the appropriate provision of the needs of the educational process.
Deadline: until September 1, 2026.

For 6B01404 Physical Education and Sports (IP)

Not developed

Standard "Informing the Public"

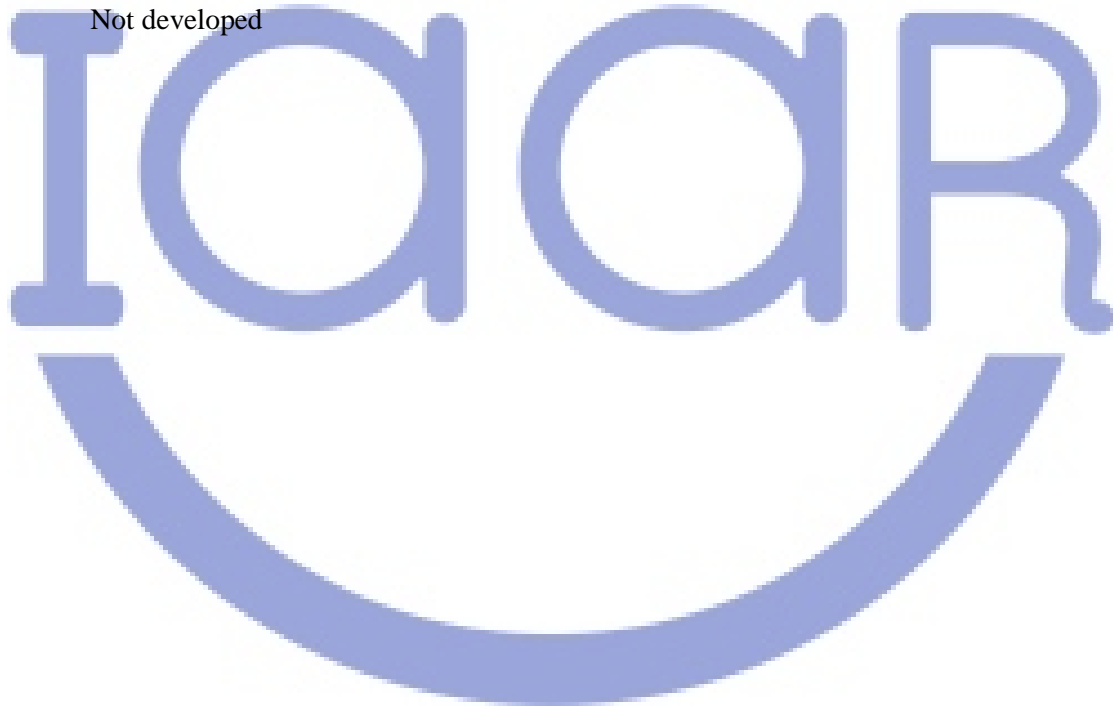
For EP 6B01402 - Music education (IP), 6B01416 - Art education (IP)

- The EP management should publish more detailed and up-to-date information on graduate employment opportunities, including a list of potential employers, employment statistics by specialty, examples of career paths and successful graduates. This information should be available on the official website of the university, regularly updated and accompanied by explanatory materials for students, applicants and interested parties. Deadline: until September 1, 2025.

for EP 6B01404 Physical Education and Sports (IP)-not worked out

(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION

Not developed



(X) **RECOMMENDATIONS TO THE ACCREDITATION COUNCIL**

The members of the external expert commission came to the unanimous opinion that the educational programs 6B01416 - Art Education (IP), 6B01402 - Music Education (IP), 6B01404 Physical Education and Sports (IP) of the “Abai Kazakh National Pedagogical University” can be accredited for a period of 5 years.



Appendix 1. Evaluation table “PARAMETERS OF A SPECIALISED PROFILE”

**Conclusion of the external expert commission
for assessing the quality of educational programs
6B01416 – Art Education (IP), 6B01402- Music Education (IP)
JSC "Kazakh National Pedagogical University named after Abai"**

№ p/p	№ p/p	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard 1 "Management of the educational program"						
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			2	11	2	
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 leadership of the EP 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 EP 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			-	16	-	
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	-	
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			-	10	-	
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	8	1	
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 BO should 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			+	
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	
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 OP 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	
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			-	9	-	
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 TP		+		
103	10.	An important factor is informing the public about cooperation and interaction with partners within the framework of the TP		+		
Total by standard			-	10	-	
TOTAL			6	92	5	



**Conclusion of the external expert commission
to assess the quality of the educational program
6B01404 Physical Education and Sports (IP)
JSC "Abai Kazakh National Pedagogical University"**

№ p\p	№ p\p	Evaluation criteria	Position of the educational organization			
			Str ong	Sati sfac tor y	Sug gest s imp rov em ent	Uns atis fact ory
Standard 1 "Management of the educational program"						
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			2	12	1	
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 leadership of the EP 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 EP 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				16		
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		
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				10		
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		
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 BO should 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		+		
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	
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 EP 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				7	2	
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				9		
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				10		
TOTAL			6	94	3	



Appendix 2. PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION



АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ

НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

AGREED

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

Tilep Bolat

« » 2024

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 AGENCY FOR ACCREDITATION AND RATING (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
<i>November 3, 2024</i>			

15.00-16.00 (time to be confirmed)	Preliminary meeting of the EEC (discussion of key issues and the program of the visit)	IAAR External Experts	Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
On schedule during the day	Arrival of members of the External Expert Commission		
18.00	Dinner	IAAR External Experts	
Day 1-th: November 4, 2024			
09.00-09.30	Distribution of responsibilities of experts, solution of organizational issues	IAAR External Experts	Office / room № (EEC office) №320 Audience 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
11.00-11.10	Technical break		

11.10-11.50	Meeting with heads of structural divisions	<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 Smagulova Almagul 18. Director of the Department of Social Work and Youth Policy 	<p style="text-align: right;">Audience №202 Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p>
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		<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 Kenzhebeyev Gabit</p>	<p>Audience №320</p>
12.40-13.00	Work of the EEC	<i>IAAR External Experts</i>	<p>Audience №320</p>

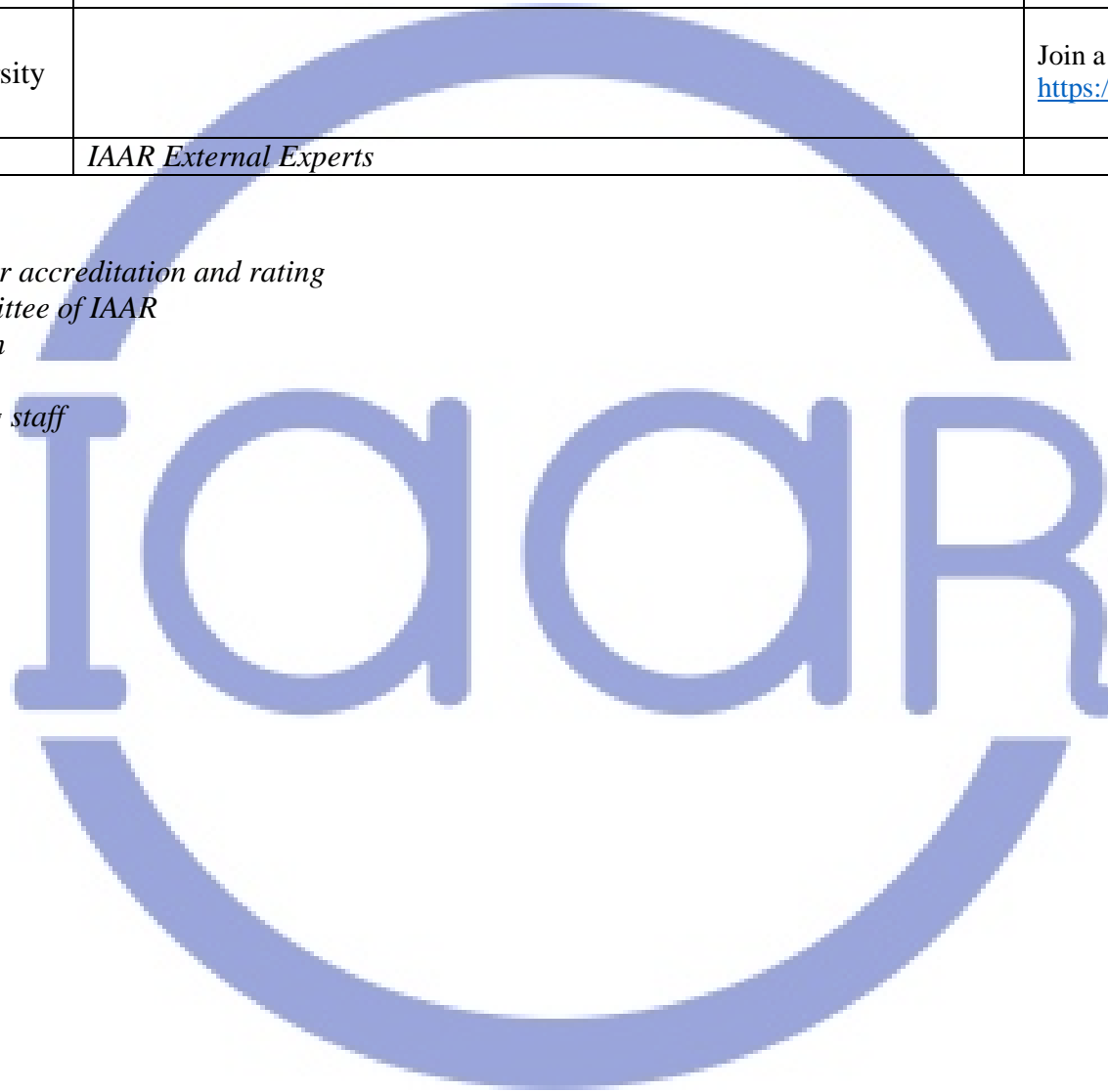
13.00-14.00	Dinner		
14.00-14.15	Work of the EEC		Audience №320
14.15-15.00	Meeting with heads of departments and heads of educational programs	<p>1. Head of the Department of Methods of Teaching Mathematics, Physics and Computer Science Abylkasimova Alma</p> <p>2. Head of the Department of Informatics 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 Ibragimov Aman</p> <p>11. Head of the Department of Basic Military Training Tolegenuly Nurzhan</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" Mukazhanova Almira</p> <p>14. Developers of the EP "8D03102 - Cultural Studies"</p>	<p>Audience №202</p> <p>Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p>

		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	<i>Appendix 5</i>	<i>On the route</i>

	laboratory base only for objects of the accredited educational programs		
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 members of the external expert commission	<i>IAAR External Experts</i>	Audience №320

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-making by voting (recording is kept)		Audience №320 Join a Zoom conference 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 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>
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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	125(82.2%)	22(14.5%)	3(2%)	2(1.3%)

achievements by the administration				
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%)
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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.

