



«АККРЕДИТТЕУ 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  
according to the evaluation of the educational program  
6B01610 History-social science (IP)  
"ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY"  
for compliance with the requirements of the standards of primary  
specialized accreditation of higher and (or) postgraduate education

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

*Addressed to  
Accreditation  
IAAR Council*



**REPORT**

**on the results of the work of the external expert commission  
according to the evaluation of the educational program  
6B01610 History-social science (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*

**Almaty city**

**November 6 2024**

## Content

<b>(I) LIST OF SYMBOLS AND ABBREVIATIONS .....</b>	<b>3</b>
<b>(II) INTRODUCTION .....</b>	<b>4</b>
<b>(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION .....</b>	<b>6</b>
<b>(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE.....</b>	<b>7</b>
<b>(V) DESCRIPTION OF THE EEC VISIT.....</b>	<b>8</b>
<b>(VI) COMPLIANCE WITH SPECIALISED ACCREDITATION STANDARDS .....</b>	<b>9</b>
6.1. <i>Standard "Management of the educational program" .....</i>	<i>9</i>
6.2. <i>Standard "Information Management and Reporting" .....</i>	<i>12</i>
6.3. <i>Standard "Development and approval of the educational program" .....</i>	<i>15</i>
6.4. <i>Standard "Continuous monitoring and periodic evaluation of educational programs" ...</i>	<i>18</i>
6.5. <i>Standard "Student-centered learning, teaching and assessment of academic performance" .....</i>	<i>20</i>
6.6. <i>Standard "Students" .....</i>	<i>24</i>
6.7. <i>Standard "Teaching staff" .....</i>	<i>26</i>
6.8. <i>Standard "Educational resources and student support systems" .....</i>	<i>29</i>
6.9. <i>Standard "Informing the Public" .....</i>	<i>32</i>
<b>(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD .....</b>	<b>35</b>
<b>(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD .....</b>	<b>36</b>
<b>(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION .....</b>	<b>38</b>
<b>(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL .....</b>	<b>39</b>
<b>Appendix 1. Evaluation table "PARAMETERS OF A SPECIALISED PROFILE" .....</b>	<b>40</b>
<b>Appendix 2. PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION</b>	<b>46</b>
<b>Appendix 3. RESULTS OF THE TEACHER STAFF SURVEY .....</b>	<b>56</b>
<b>Appendix 4. RESULTS OF THE STUDENT SURVEY .....</b>	<b>63</b>

**(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 of the Independent Agency for Accreditation and Rating, from 4 to 6 November 2024, an external expert commission conducted an assessment of the educational program's compliance with the requirements of the standards of primary specialized accreditation (EX-ANTE) of higher and (or) postgraduate education 6B01610 – History-social science (IP) "Abai Kazakh National Pedagogical University" standards of primary specialized accreditation of IAAR (dated May 25, 2018, № 68-18/1-OD).

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

*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 (Petropavlovsk); 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*

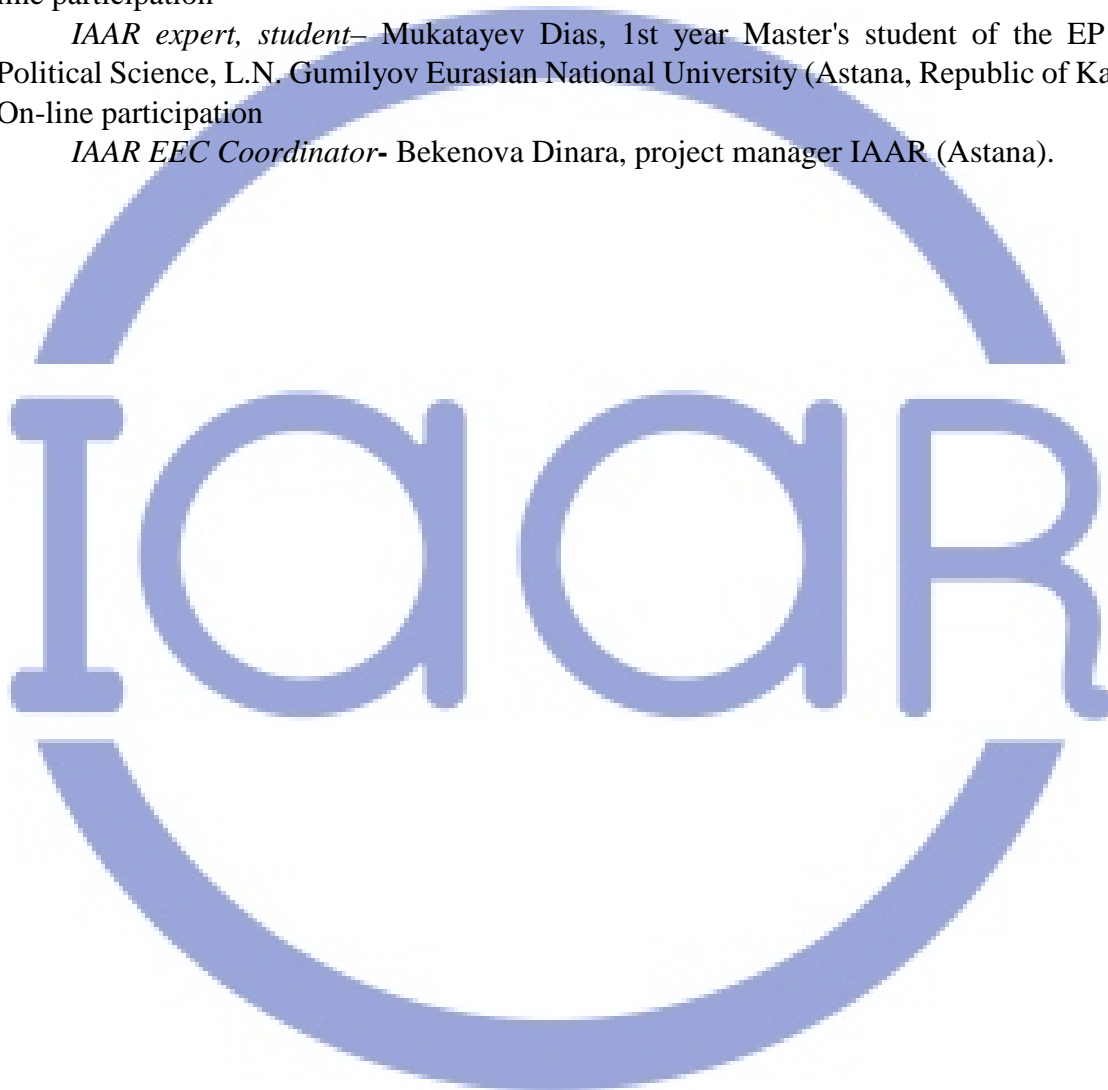
*IAAR Expert, Student* –Erkhankyzy Dinara, 2nd year student of the History Department, Kyzylorda University named after Korkyt Ata (Kyzylorda); *On-line participation*

*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.

In order to achieve the goal of becoming a leader in pedagogical education in Central Asia and creating an innovative platform for training teachers of a new formation through transformation into a pedagogical research university, the Development Program of the "Abai KazNPU" for 2023-2029 has been developed and approved.

The University's mission is to prepare teachers who anticipate the needs of modern education based on advanced methods, national heritage and global approaches.

"Abai KazNPU" is one of the best universities in the Republic of Kazakhstan. According to the results of QS World University Rankings in 2024, the university occupies position 681-690 (2023 - position 671-680). 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. Abai University has become the leader among Kazakhstani universities participating in the Times Higher Education Impact Rankings for the second year in a row. In the QS Stars Rating System-2022, the university was awarded 4 stars out of a possible five.

Abai University is one of the few Kazakhstani higher education institutions participating in the UI Green metric "green rating".

Independent rating of demand for higher education institutions of the Republic of Kazakhstan 2022: General rating of the TOP-20 higher education institutions of the Republic of Kazakhstan (IAAR) – fourth place in 2023.

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.

The university has over 1,600 students studying in various fields of study, offering 86 bachelor's degree programs, 64 master's degree programs and 26 doctoral programs.

The staff consists of more than 2000 employees.

**Accredited educational program EP 6B01610 History-social science (IP) was developed within the framework of the World Bank project KZEMP/QCBS-03 "Strengthening the potential of teacher education" (MES RK). The project provides for the design and implementation of 30 educational programs for teacher training, the main objectives are: reassessment and supplementation of professional competencies of teachers; reflection of new approaches to secondary education in pedagogical education and graduate profiles; compliance with the requirements of primary and secondary education.**

EP 6B01610 History-social science (IP) is one of the pilot programs of Abai KazNPU, teachers of the Department of Modern and Contemporary History of Kazakhstan named after Academician T.S. Sadykov of the Faculty of History and Law participated in its design.

The implementation of the program began in 2023. The number of students is 92.

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

Educational program 6B01610 History-social science (IP) JSC "Abai Kazakh National Pedagogical University" is undergoing accreditation for compliance with the standards of primary specialized accreditation of an educational program of higher and (or) postgraduate education (Ex-ante).





## **(V) DESCRIPTION OF THE EEC VISIT**

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for specialized accreditation of educational programs of the "Abai KazNPU" in the period from November 4 to November 6, 2024.

In order to coordinate the work of the EEC, an online introductory meeting was held on 03.11.2024, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the selection of examination methods.

In order to obtain objective information on the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, deans, heads of departments, teachers, students, graduates, employers. A total of 405 representatives took part in the meetings (Table 1).

Table 1. Information about the staff and students who took part in the meetings with the IAAR EEC:

<b>Category of participants</b>	<b>Total quantity/by EP</b>
Rector	1
Vice-Rector's building	7
Heads of structural divisions	28
Deans	5
Heads of departments and coordinators of educational programs	17
Teachers	139
Students, master's students, doctoral students	201
Graduates	-
Employers	3
<b>Total</b>	<b>401</b>

During the visual inspection, the members of the EEC became familiar with the state of the material and technical base.

At the meetings of the IAAR EEC with the university's target groups, the mechanisms for implementing the university's policy were clarified and individual data presented in the university's self-assessment report were specified.

The members of the EEC visited the practice bases of the accredited program and training sessions.

In accordance with the accreditation procedure, a survey was conducted among 152 teachers and 147 students, including junior and senior students.

In order to confirm the information presented in the Self-Assessment Report, the university's working documentation was requested and analyzed by external experts. In addition, the experts studied the university's online positioning through the official website of the university <https://abaiuniversity.edu.kz/ru/>

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

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

### **6.1. Standard "Management of the educational program"**

- *An institution providing higher and/or postgraduate education must have a published quality assurance policy. The quality assurance policy must reflect the relationship between research, teaching and learning.*
- *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 must apply to all activities carried out by contractors and partners (outsourcing), including in the implementation of joint/dual degree education and academic mobility.*
- *The leadership of the educational institution demonstrates its readiness to ensure transparency in the development of the educational institution development plan based on the analysis of its functioning, the real positioning of the educational institution and the focus of its activities on meeting the needs of the state, employers, students and other interested parties. The plan must contain the start dates for the implementation of the educational program.*
- *The management of the educational institution demonstrates the functioning of mechanisms for the formation and regular revision of the educational institution development plan and monitoring of its implementation, assessment of the achievement of educational goals, compliance with the needs of students, employers and society, and decision-making aimed at the continuous improvement of the educational institution.*
- *The leadership of the educational institution must involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the educational institution'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 EP, including its design, management and monitoring, their improvement, and decision-making based on facts.*
- *The management of the EP must implement risk management, including within the framework of the EP undergoing initial accreditation, and also demonstrate a system of measures aimed at reducing the degree of risk.*
- *The management of the educational program must ensure the participation of representatives of employers, teaching staff, students and other interested parties in the collegial bodies managing the educational program, as well as their representativeness in decision-making on issues of managing the educational program.*
- *The 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 EP must undergo training in educational management programs.*

### ***Evidential part***

The University document Policy and standards of internal quality assurance "ABAI UNIVERSITY" was approved and put into effect by the Order of the Acting Chairman of the Board - Rector of Abai KazNPU, № 05-04 / 641 dated September 15, 2023. It presents a separate section **Quality Assurance Policy, which states that "The Quality Assurance Policy of Abai University aims to meet the high quality standards of the university's educational services, as well as to ensure the link between teaching, research and innovation in teaching."** The document is published on the university's website, <https://www.kaznpu.kz/docs/docs/rusPC.pdf>.

In the document Policy and Standards of Internal Quality Assurance of ABAI UNIVERSITY, quality culture is defined as a system of values, attitudes, norms and practices that promote and support a high level of quality in an educational organization. The main elements of the quality culture of education:

- focus on learners,
- leadership and management,
- professionalism and development of personnel,
- evaluation and improvement.

The Development Program of the "Abai Kazakh National Pedagogical University" for 2023-2029 has been approved and is being implemented, [https://kaznpu.kz/docs/docs/260224/Prog\\_ru.pdf](https://kaznpu.kz/docs/docs/260224/Prog_ru.pdf), an analysis of the achievement of the university's strategic goals is carried out annually, <https://www.kaznpu.kz/ru/2271/page/>.

The Regulation on internal quality assurance of the Non-profit Joint Stock Company "Abai Kazakh National Pedagogical University" has been approved. [https://abaiuniversity.edu.kz/docs/docs/pol\\_vok\\_31032023.pdf](https://abaiuniversity.edu.kz/docs/docs/pol_vok_31032023.pdf). Annual reports of departments on the implementation of recommendations for internal quality assurance are generated.

Organizational support for the IQA is provided, the University has an Office of Institutional Effectiveness. Personnel are trained and involved in quality assurance.

Ensuring the quality of activities performed by contractors and partners is guaranteed on the basis of a system of requirements for partners and contractual relationships that provide for quality requirements and responsibility for their implementation.

The EP development plan is not presented on the university website; there is no publicly available information on its formation and revision, on monitoring its implementation, assessment of the achievement of educational goals, compliance with the needs of students, employers and society, on decisions aimed at continuous improvement of the EP. The department's documents note a confusion of the concepts of educational program and EP development program.

Interaction with stakeholders is ensured, including in the system of designing and implementing the development plan of the EP. The uniqueness of the development plan of the EP is determined through the uniqueness of the EP and approaches to ensuring its implementation.

The main processes of designing and implementing the EP are defined and documented on the basis of the documents presented above, the Academic Policy and others. In these documents, along with defining the procedure for implementing the relevant procedures, responsibility for their implementation is established or the relevant executors are identified. The university has developed job descriptions for all personnel. The competencies of the collegial bodies are defined in the relevant provisions on them.

The university website provides information about the university management, faculty, and department. All stakeholders have access to documents of the management system, materials on the work of collegial bodies, etc. for review and use. Internal stakeholders have access to corporate information in password access mode. The university has implemented a number of information systems, and uses social networks and messengers for information.

In the EEC questionnaire, the faculty assessed the involvement of the faculty in the process of making management and strategic decisions: very good – 64 people (42.1%), good – 81 people (53.3%), relatively bad – 6 people (3.9%), bad – 1 person (0.7%).

The internal quality assurance system of the EP is being developed in accordance with the requirements and procedures regulated in the university documents, which, as noted, cover the entire range of issues and problems, including **design, management and monitoring, decision-making based on facts. The quality of the implementation of business processes within the EP is controlled by the university services.**

Risk management is determined by the Risk Management Policy, [https://www.kaznpu.kz/docs/docs/upravlenye\\_riskami/kaz\\_Risk\\_management\\_policy.pdf](https://www.kaznpu.kz/docs/docs/upravlenye_riskami/kaz_Risk_management_policy.pdf).

The Strategy Department conducts monitoring twice a year – in May and November, until the twentieth – within the framework of which, on the basis of an official letter, structural

divisions (risk owners) are requested to provide information to update the risk register.

The University has a Risk Management Committee under the Board of the non-profit joint-stock company “Abai Kazakh National Pedagogical University” ([https://www.kaznpu.kz/docs/docs/upravlenye\\_riskami/1\\_2.pdf](https://www.kaznpu.kz/docs/docs/upravlenye_riskami/1_2.pdf)). The functions of the committee include preliminary consideration of:

- risk register, risk map and risk management action plan;
- key risk indicators;
- identified risks that potentially threaten the achievement of strategic goals and objectives;
- response measures and risk management methods;
- risk management reports.

The collegial bodies governing the educational program include employers, teaching staff, and students.

The planning, stimulation and control documents do not provide the relevant regulations for innovation management. The goals of innovation development are not defined.

The faculty responded to the question in the EEC questionnaire - how is the innovative activity of the faculty encouraged: very well - 78 people (51.3%), well - 65 people (42.8%), relatively bad – 8 people (5.3%).

The contact details of the management and the EP are publicly available. They assessed the openness and accessibility of the management for students and the teaching staff in the VEK questionnaire.

TS:

- relations with immediate management: completely satisfied – 133 people (87.5%), partially satisfied – 16 people (10.5%), dissatisfied – 0 people, find it difficult to answer – 3 people (2%);

- level of feedback from the teaching staff to the management: very good - 85 people (55.9%), **good – 61 people (40.1%), relatively bad - 4 people (2.6%), bad – 1 person (0.7%), very bad – 1 person (0.7%).**

Students - the level of accessibility and responsiveness of the management (university, school, faculty, department): completely satisfied - 118 people (80.3%), partially satisfied - 23 people (15.6%), partially dissatisfied - 3 people (2%), dissatisfied - 2 people (1.4%), find it difficult to answer - 1 person (0.7%).

### ***Analytical part***

The University has defined and published a Quality Assurance Policy that reflects the relationship between teaching, research and innovation in teaching.

The development of a quality assurance culture is documented and supported at the institutional level and in the context of the educational program, as a process of promoting quality - one of the values of the university, based on a harmonious combination of quality assurance planning and reporting on the achieved results, staff involvement and training.

The University ensures the quality of the partners’ activities based on their selection and formation of contractual relationships.

The transparency of the development of the EP development plan is not traced, as well as the application of mechanisms for the formation and regular revision of the EP development plan and monitoring of its implementation. Active participation of various stakeholder groups in the formation of the EP development plan, their influence on the design and implementation processes is ensured. The individuality and uniqueness of the EP development plan, defined and justified in accordance with the features of the EP and the needs of its implementation, is clearly traced.

Those responsible for business processes at the university and within the EP are defined in the current regulations, standards, and job descriptions of the personnel. The functions of the collegial bodies are defined in the approved regulations on these collegial bodies.

Transparency of the management system is ensured by information freely available to all



stakeholders and in a limited mode for internal stakeholders on the website and in the university's information systems, as well as on the basis of social networks and instant messengers.

The internal quality assurance system of the educational program is designed in accordance with the university's regulatory documents; the quality monitoring and decision-making processes are regulated on the same basis.

Risk management is provided on a university-wide scale. The Strategy Department and the Risk Management Committee under the Board are responsible. Risk registers and maps, risk management action plans, and risk management reports are formed.

Innovation management is not formalized and is carried out at a proactive level.

Among the teaching staff and students, there is dissatisfaction with the level of openness and accessibility of management.

### ***Strengths/Best Practices***

1. Management the EP ensures active and effective participation of stakeholders, including employers, students and teaching staff, in the formation of the EP development plan.

2. Individuality and the uniqueness of the development plan of the EP is determined in accordance with the characteristics of the EP and the specific requirements for its implementation.

3. High level of organization internal quality assurance systems for the production facility, implementation of its development, management and monitoring in accordance with regulations developed at a high level.

### ***Recommendations of the EEC***

1. The EP management shall define and document mechanisms for the formation and revision of the EP development plan, monitoring its implementation, and informing stakeholders about the actions taken. Until 30.06.2025.

2. The university management shall provide for innovation management in the planning, reporting and activity procedures based on the implementation of all basic management functions, including planning, organization and stimulation. Until 30.06.2025.

### ***Conclusions of the EEC on the criteria***

*According to the standard "Educational Program Management", 15 criteria are disclosed, of which 3 are strong, 11 have a satisfactory position, and 1 criterion suggests improvement.*

### **6.2. Standard "Information Management and Reporting"**

- *The OO must demonstrate the existence of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software and that it uses a variety of methods for collecting and analyzing information in the context of the EP.*
- *The management of the EP must demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.*
- *The leadership of the EP must demonstrate fact-based decision making.*
- *The EP should provide for a system of regular reporting reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the activities of divisions and departments, and scientific research.*
- *The educational organization must establish the frequency, forms and methods of assessing the management of the educational institution, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.*
- *The OO must demonstrate the definition of procedures and provision of information security, including the identification of persons responsible for the accuracy and timeliness of information analysis and the provision of data.*
- *An important factor is the availability of mechanisms for involving students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.*
- *The leadership of the educational institution must demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, as well as mechanisms for conflict resolution.*
- *The educational institution must demonstrate the existence of mechanisms for measuring the degree of satisfaction of the needs of the teaching staff, personnel and students within the educational institution.*
- *The educational institution must provide for the assessment of the effectiveness and efficiency of activities, including in the context of the educational institution.*

- *The information to be collected and analyzed within the EP should take into account:*
  - *key performance indicators;*
  - *dynamics of the student contingent in terms of forms and types;*
  - *academic performance, student achievement and dropout;*
  - *satisfaction of students with the implementation of the educational program and the quality of education at the university;*
    - *availability of educational resources and support systems for learners;*
- *The educational institution must confirm the implementation of procedures for processing personal data of students, employees and teaching staff based on their documentary consent.*

### ***Evidential part***

The university has created a unified corporate information environment based on the official website of the university, the electronic document management system Saleoffice AIS Sirius and the AIS for managing the educational process Univer 2.0 have been implemented, in which personal accounts for all participants in the educational process have been created, and the automated accounting information system "1C Accounting";

On this basis, the processes of collecting, analyzing and managing information in the main subsystems of the management system, as well as in the educational process, are automated: managing the academic calendar, creating individual plans, posting educational and methodological complexes, creating examination reports, conducting testing and questionnaires, etc.

The university uses the OTRS (Open-source Ticket Request System) information system, which allows managing user requests and providing high-quality technical support. The system accepts requests and letters (tickets) from users, which are forwarded to technical support specialists.

The information collection system presents reports, statistical data, survey and questionnaire data, results of educational and methodological work, and regulatory documents. The systematization, storage, and use of this information for decision-making are organized.

Various arrays of information are used to improve the internal quality assurance system. Among them are data from questionnaires and stakeholder surveys, review and analysis (discussions at meetings of collegial bodies and within the framework of other events) of the EP, statistical information on the results of assessing the achievements of students and other parameters of their training, analysis of resource and personnel provision. Measures to improve the quality assurance system are formalized in the form of decisions of collegial bodies, orders and other administrative documents.

The reporting system involves the formation of annual reports at all levels of management in terms of structural divisions and types of activities. On a situational basis, reports are formed on a specific occasion and with the selection of a specific object of analysis. One of the main components of the reporting system is reports on the implementation of plans, the target indicators of which are indicators of the effectiveness of activities. PPPs report on the implementation of individual plans. Efficiency analysis is presented to a lesser extent, since for many structural divisions and types of activities, efficiency indicators are not defined.

To assess the quality assurance system, information is collected and analyzed using the following methods:

- development, implementation and use of information systems;
- determination of stakeholder requirements for the results of activities;
- conducting an assessment of stakeholder satisfaction with the university's educational services;
- analysis of external and internal environment;
- internal audits of processes.

In the hierarchical structure of the university, <https://www.kaznpu.kz/ru/1086/page/>, for each structural division a supervising manager is determined. In the IQA system, <https://www.kaznpu.kz/docs/docs/rusPC.pdf>, responsibility for the quality of implementation of

all processes is defined. On this basis, the implementation of informal management methods is ensured. In a formalized form, 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 are presented in the documents of the university management system. For example, with the collection and analysis of information on the state of processes is carried out as part of an internal audit once a quarter to establish the compliance of the quality assurance system with the requirements of regulatory documents and relevant standards, as well as planned activities, effectiveness, is maintained in working order and improved.

The safety of information is ensured by the unambiguous distribution of roles and functions in the information systems used, the presence of antivirus programs, system administration of servers, a backup system on servers, restriction of access of individuals to the premises with servers, technical equipment of the premises with servers to ensure the safety of work. This procedure is fixed in the university standards, in job descriptions and in other documents regulating the activities of personnel and the implementation of business processes.

The main forms of involving students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them, are:

- surveys and questionnaires;
- participation in various forms of collective discussion and decision-making (meetings of collegial bodies, conferences, seminars, round tables, etc.);
- interpersonal communication;
- individual and collective appeals to management on issues of organization and quality of activities;
- interaction of the administration with public organizations and associations of students and teaching staff.

The mechanisms of communication with students, employees and other stakeholders are implemented on the basis of traditional means and modern information tools and technical systems. The time and place of reception on personal issues are determined, collective events are held. Corporate mail, telephone communication, messengers are working. Stakeholders confirmed their satisfaction level communications with the university management and the educational institution during the EEC interview.

The Regulation on the settlement of corporate conflicts and conflicts of interest of the "Abai Kazakh National Pedagogical University" has been approved, but is not available in the public domain.

The degree of satisfaction of the needs of the teaching staff, personnel and students is measured on the basis of surveys, ([https://www.kaznpu.kz/docs/docs/280324/Rus\\_RESULTS\\_OF\\_THE\\_SURVEY\\_OF\\_TEACHING\\_STAFF.pdf](https://www.kaznpu.kz/docs/docs/280324/Rus_RESULTS_OF_THE_SURVEY_OF_TEACHING_STAFF.pdf), [https://www.kaznpu.kz/docs/docs/280324/rus\\_THE\\_RESULTS\\_OF\\_THE\\_SURVEY\\_OF\\_STUDENTS.pdf](https://www.kaznpu.kz/docs/docs/280324/rus_THE_RESULTS_OF_THE_SURVEY_OF_STUDENTS.pdf)).

The results of the survey and the problems identified are considered by collegial bodies. The accumulation and systematization of the identified deficiencies, as well as the results of the activities to eliminate them, are not systematized.

The information collected and analyzed by the university within the framework of the EP takes into account almost all aspects stipulated by the requirements of this standard. The only problematic issue is the issue of key performance indicators, which, as noted above, need to be clarified.

The personnel management system defines procedures for processing personal data of students.

### ***Analytical part***

The university has established systems for collecting, analyzing and managing information based on the use of modern information and communication technologies and software. Taking



into account the diversity and specificity of information flows, various methods of collecting and analyzing information are effectively used, including in the context of the EP.

The collected information is processed, systematized, analyzed and used to formulate decisions on improving the internal quality assurance system in the form of decisions of collegial bodies and administrative documents.

The reporting system presents periodic (usually annual) and one-off reports prepared on a separate occasion. Planned values of target indicators are used as performance indicators. Indicative performance indicators are not defined in most cases.

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 on a formal basis are defined in the documents of the university management system. The influence of informal forms and methods of its assessment can be traced in the management system.

The university ensures the protection of information, the procedure for its organization, persons responsible for the reliability and timeliness of information analysis and provision of data, the use of technical means and information systems are defined. A system of access control to information and preservation of corporate secrets is in effect.

To involve students, employees and faculty in the processes of collecting and analyzing information and making decisions, the university uses various methods based on collective and interpersonal communication, questionnaires, and the work of public associations.

The management's communication system with stakeholders is characterized by the active management, the use of various methods and means, and the satisfaction of the participants in the EEC interview. The university has a regulation on the settlement of corporate conflicts and conflicts of interest.

The university has implemented mechanisms to measure the degree of satisfaction of the needs of the teaching staff, personnel and students, but does not systematically address the problems identified.

The information collection system presents all aspects stipulated by the requirements of this standard, however, it is necessary to clarify the list of performance indicators. Students, teaching staff confirm their consent to the processing of personal data in a document in the form of an appendix to the employment contract, training contract.

#### ***Strengths/Best Practices***

No strengths identified.

#### ***Recommendations of the EEC***

1. The EP management shall determine the performance criteria for the analysis of the management and implementation of the EP, reflecting the relationship between the result obtained and the resources expended. Until 12/30/2025.

2. In the stakeholder satisfaction analysis procedures, document the procedure for collecting, systematizing, storing and analyzing identified problems and shortcomings, and the measures taken to eliminate them. Until 30.06.2025.

#### ***Conclusions of the EEC on the criteria***

*According to the standard "Information Management and Reporting» 16 criteria were revealed, 16 of which were 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 EP and the learning outcomes of the EP implemented by higher and/or postgraduate education organizations in the EHEA.

### **Evidential part**

The procedures for developing EPs and their approval at the institutional level are defined in the Academic Policy, [2.pdf](#), in the Regulation on the design of educational programs, [https://kaznpu.kz/docs/umo\\_rums/9\\_9.pdf](https://kaznpu.kz/docs/umo_rums/9_9.pdf), in the Recommendations for internal quality assurance in "Abai KazNPU" for the 2023/24 academic year, [https://www.kaznpu.kz/docs/docs/2023-24\\_2.pdf](https://www.kaznpu.kz/docs/docs/2023-24_2.pdf) (recommendations for the current academic year are not publicly available), as well as in other methodological and regulatory documents that determine the procedure for implementing individual procedures.

The EP presents the following information as a goal: This educational program (EP) "History and Social Science" is a national educational program for training teachers, which was developed in cooperation with various Kazakhstani universities and with the involvement of international consultants, [6B01610\[1\].pdf](#).

The learning outcomes are presented as a set of twelve competencies that reveal the graduate's ability in professional activities. The graduate model is presented at two levels: at the university level - the Abai University Graduate Model, <https://www.kaznpu.kz/ru/2676/page/>; within the framework of the EP - [6B01610\[1\].pdf](#). These models are the same.

The current university procedure for managing the EP provides for regular updating of the content and structure of the EP, taking into account changes in the labor market, employers' requirements and the social demand of society. The information about the EP presented on the website corresponds to its approval in 2023. No update was carried out over the past period.

External examination of the educational program is ensured by the participation of the teaching staff, students and employers in the working group on the design of the educational program, in collegial bodies at whose meetings the educational program was discussed and agreed upon, and by reviewing the educational program by representatives of partner organizations. The EP was discussed at a meeting of the Educational and Methodological Association - Project Management Group in the field of education "Pedagogical Sciences" on June 16, 2022, <https://www.kaznpu.kz/ru/23477/news/>.

In the educational program, [6B01610\[1\].pdf](#), modules and academic disciplines are presented, which correspond to learning outcomes, the achievement of which should be ensured on the basis of these disciplines.

The EP is aimed at preparing graduates for the ATK procedures, which is a key element in the system of continuous education and professional development of teachers. In EP 6B01610 History-social science (IP), the focus on ATK provides for:

- providing in-depth knowledge of key pedagogical disciplines;

- development and implementation of pedagogical projects that help students apply theory in practice;
- training in effective teaching and education methods relevant to the modern school curriculum;
- courses in educational psychology to better understand and meet the needs of students;
- stimulating self-analysis and self-assessment of one's own teaching activities;
- encouragement for continuous professional and personal growth.

In the EEC questionnaires, teaching staff assessed:

- To what extent does the content of the educational program meet your scientific and professional interests and needs: very good - 107 people (70.4%), good - 44 people (28.9%), relatively bad - 1 person (0.7%);
- What attention does the management of the educational institution pay to the content of the educational program: very good - 94 people (61.8%), good - 53 people (34.9%), relatively bad - 4 people (2.6%), poor - 1 person (0.7%).

Students noted that the quality of the educational program as a whole was: completely satisfied - 119 people (81%), partially satisfied - 24 people (16.3%), partially dissatisfied - 1 person (0.7%), dissatisfied - 1 person (0.7%), found it difficult to answer - 2 people (1.4%).

The structure of the educational program includes lectures, practical classes, practical training and the use of various methods and forms of organizing the educational process.

### ***Analytical part***

The procedures for developing the EP and their approval are documented at the institutional level in the form of policies, standards, and regulations. Their implementation is explained in the university's regulatory and methodological documents, which provides a reliable basis for high-quality design of the EP.

The goal of the EP presented in it does not fully reflect the result that should be sought when designing and implementing the EP. The learning outcomes reflect the results of design at the international level within the framework of an international project, and correspond to the principles relevant to this innovative project.

In the aggregate of the presented learning outcomes, little attention is paid to soft competencies of social and personal significance.

From the identity of the graduate models formulated on a university-wide scale and within the framework of a specific educational program, it follows that the graduate model presented in the educational program does not reflect any characteristics of the trained specialist and is not oriented towards the content of the educational program.

The mechanisms for revising the content and structure of the educational program, taking into account changes in the labor market, employer requirements and social demands of society, are reflected in the university documents regulating the design of the educational program and the management of its implementation.

The management of the EP ensures that external examinations of the content of the EP and the planned results of its implementation are carried out.

The educational program defines the influence of disciplines and professional practices on the formation of learning outcomes.

Students of the accredited educational program are provided with the opportunity to prepare for professional certification - ATK based on the implementation of a number of features of the educational program that are relevant not only for achieving general learning outcomes, but also for meeting specific requirements of the ATK procedures. This approach not only ensures preparation for passing the ATK, but also forms the graduates' ability for continuous professional development in a dynamic educational environment.

Graduates of the accredited educational program are awarded the degree of Bachelor of Education in the educational program "6B01610 - History-social science". According to the international and national qualification frameworks, the educational program has level - 6.

The participation of students and teaching staff in the development of educational programs and ensuring their quality is confirmed by formal evidence; however, according to the survey results, there is not complete satisfaction among the teaching staff and especially students.

### ***Strengths/Best Practices***

1. Documentation of the EP development procedures is carried out on a systematic basis in the form of a hierarchy of complementary documents and creates a reliable basis for high-quality OP design.
2. The learning outcomes are developed and presented taking into account international experience in designing educational programs.

### ***Recommendations of the EEC***

1. To the EP management:
  - ensure that full information about the EP is posted and updated in the public domain, including on the website of the graduating department, by 30.03.2025;
  - develop a graduate model in accordance with the specifics and characteristics of the educational program and its graduate, by June 30, 2025.

### ***Conclusions of the EEC on the criteria***

*According to the standard "Development and approval of educational programs» 12 criteria were revealed, of which 2 were strong and 10 were 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***

The mechanisms for monitoring and periodic evaluation of the EP are defined in Standard 9. Periodic evaluation and monitoring of programs of the Regulation on internal quality assurance of the Non-profit Joint-Stock Company "Abai Kazakh National Pedagogical University", [https://abaiuniversity.edu.kz/docs/docs/pol\\_vok\\_31032023.pdf](https://abaiuniversity.edu.kz/docs/docs/pol_vok_31032023.pdf), in the Regulation on monitoring and evaluation of educational programs, [https://kaznpu.kz/docs/umo\\_rums/8\\_8.pdf](https://kaznpu.kz/docs/umo_rums/8_8.pdf).

The standard defines the requirements for the mechanisms of monitoring and periodic assessment of the EP, covers all the main aspects. Not all requirements are confirmed in the practice of managing the EP and monitoring, in particular. Let us note two points.

Clause 104. "The frequency and types of monitoring studies of the quality of education are determined (by the Regulation on Internal Quality Assurance) by the order of the Chairman of the Board - Rector of the Society, which defines the list of indicators, deadlines, forms and procedures



for submitting data, and appoints persons responsible for providing information." These parameters and data are not defined in the Regulation on Monitoring and Evaluation of Educational Programs.

Clause 106. "The Company shall ensure the publication of all changes made as a result of the audit and monitoring of educational programs." The changes made to the OP are not presented in open sources.

Not in all cases is compliance with the Regulation on Monitoring and Evaluation of Educational Programs noted. For example, paragraph 4.6 "The modular educational program is based on the graduate model developed at the university for each educational program. Verification and validation of the graduate model is carried out through expert assessment by employers and consumers." It was noted above that the graduate model presented in the accredited educational program was developed for the university as a whole, not for this specific educational program.

Monitoring and periodic evaluation of the EP include:

- Contents of programs in light of the latest scientific achievements in a particular discipline to ensure the relevance of the taught discipline. The management of the educational program notes the connection between the design of the educational content and the results of the faculty's own scientific research, which necessitates that the faculty regularly familiarize themselves with the latest scientific achievements. On this basis, the faculty monitors the need to adjust the educational program.

- Changes needs of society and the professional environment. Close interaction with employers, representatives of the professional community, and stakeholder surveys form the volume of information necessary to take into account the needs of society and the professional environment.

- workload, academic performance and graduation of students. Automation tools for educational process management allow this information to be accumulated automatically.

- the effectiveness of student assessment procedures. The questions for assessing students are presented in the student survey system, [https://www.kaznpu.kz/docs/docs/280324/rus\\_THE\\_RESULTS\\_OF\\_THE\\_SURVEY\\_OF\\_STUDENTS.pdf](https://www.kaznpu.kz/docs/docs/280324/rus_THE_RESULTS_OF_THE_SURVEY_OF_STUDENTS.pdf), but only a limited set of assessment methods and forms (written, oral examination, test, project defense) is discussed. The results are presented by faculties.

- expectations, needs and satisfaction of students with training in the EP. They are studied through questionnaires, group and interpersonal communication.

- educational environment and support services, and their compliance with the objectives of the EP. They are reviewed annually at a department meeting and analyzed in a questionnaire survey.

The system of monitoring and periodic assessment of the quality of the EP is represented by a number of constituent elements and subsystems, which are classified according to different criteria. For example, the objects of assessment:

- conditions created for applicants to enter the university;
- the quality of educational services provided to students;
- conditions necessary for the implementation of educational services by employees.

#### 5.4 Quality of training of graduates as assessed by employers.

Forms of monitoring:

- oral survey of students, teaching staff, employers and other stakeholders;
- survey of students, teaching staff, employers and other stakeholders;
- analysis of graduate employment;
- feedback from graduates and employers.

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

The mechanisms for monitoring and periodic evaluation of the EP are defined in the university's regulatory documents, and there is a discrepancy between them. In practice, not all

standards and requirements are met, which certainly reduces the effectiveness of monitoring procedures.

Monitoring and periodic assessment of the EP conducted at the university provide for all aspects presented in the requirements of this standard, however, formalized norms and requirements are absent, are not presented in the Regulation on monitoring and assessment. The effectiveness of student assessment procedures is not considered in the context of the EP and specific academic disciplines, is not adapted to a wide range of modern assessment methods and techniques.

A systematic approach has been developed to monitoring and periodically assessing the quality of the accredited educational institution.

As noted, all interested parties are not informed of any actions planned or taken in relation to the EP. Changes made to the EP have not been published and the procedure for publication has not been determined.

### ***Strengths/Best Practices***

No strengths identified.

### ***Recommendations of the EEC***

1. The university management should revise the Regulation on monitoring and evaluation:
  - bring into compliance with standard Periodic evaluation and monitoring of programs;
  - provide for monitoring and evaluation of all aspects presented in the criteria of this standard;
  - determine the procedure for publishing all changes to the EP. Until 06/30/2025.

### ***Conclusions of the EEC based on the criteria:***

*According to the standard "Continuous monitoring and periodic evaluation of educational programs» 10 criteria were revealed, 10 were 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***

Standard 3 has been approved in the university's IQA system. Student-oriented learning, teaching and assessment, [https://abaiuniversity.edu.kz/docs/docs/pol\\_vok\\_31032023.pdf](https://abaiuniversity.edu.kz/docs/docs/pol_vok_31032023.pdf).

The university's regulatory documents, advertising materials for applicants, and information for stakeholders on the university's website do not provide information addressed to any groups of students with special needs.

In the Development Program of the "Abai Kazakh National Pedagogical University" for 2023-2029, [https://www.kaznpu.kz/docs/docs/260224/Prog\\_ru.pdf](https://www.kaznpu.kz/docs/docs/260224/Prog_ru.pdf), among the global trends in higher education, an increase in the accessibility (inclusiveness) of education is noted - ensuring the rights and social security of all participants in the educational process, gender equality, inclusive education, i.e. the involvement of not only students with special educational needs, but also targeted support for students from low-income families, from national minorities, etc. Task 2.1 has been set. "Create conditions for inclusive education", however, it is planned that the task will be implemented only through:

- creating conditions for physical barrier-free access in educational buildings, student dormitories and in elevators for students with special educational needs;
- when updating the EP, actively involve non-governmental organizations, public foundations, and public associations in the work on developing inclusive education.

The expected result has been determined - the level of created conditions for inclusive education will be 45%, the basis on which the percentage can be calculated has not been determined.

Attention to different groups of students and their needs is formed on an individual basis in interpersonal communication with students, advisers, teaching staff and the management of the educational institution. Flexible learning trajectories are formed on this basis.

In the EEC questionnaire, the teaching staff assessed the level of conditions created, taking into account the needs of various groups of students: very good – 64 people (42.1%), good – 79 people (52%), relatively bad – 9 people (5.9%).

The university has student support services: a career guidance and student admissions center, a career center, a digital student service center "Shapagat", a registrar's office, a student office, a legal service, a center for advanced training and distance education, a youth affairs committee, a psychological support service, etc.

The regulation on providing discounts on tuition fees for students of the "Abai Kazakh National Pedagogical University" provides support for certain categories of socially vulnerable students, [https://abiturient.abaiuniversity.edu.kz/uploads/admission\\_benefits\\_ru.pdf](https://abiturient.abaiuniversity.edu.kz/uploads/admission_benefits_ru.pdf).

An individual educational trajectory is formed through elective disciplines, <https://kaznpu.kz/ru/2467/page/>. Individual needs of students are met through the choice of elective courses, practice base (from the proposed options), topics of diploma projects, creative works, choice of teacher, scientific supervisor.

In certain cases (due to illness, family or work circumstances), the student is allowed to take the examination session according to an individual schedule. <https://kaznpu.kz/ru/2471/page/>.

The educational process includes traditional and innovative teaching methods. Interactive teaching methods: problem-based learning, project-based learning and active learning methods. Group discussions, projects and other forms of student collaboration. Teachers actively use online resources, web platforms for distance learning, interactive textbooks and other digital tools.

Teachers use a variety of assessment methods, traditional exams, written assignments, presentations, portfolios, self-assessment and peer assessment. Formative assessment has been introduced to ensure continuous monitoring of students' progress and feedback as they learn the material.

In the EEC survey, students expressed their opinion on the system for assessing learning outcomes:

- the system of assessing academic achievements (seminars, tests, questionnaires, etc.) reflects the content of the course: full agreement – 109 people (74.1%), agree – 28 people (19%), partially agree – 9 people (6.1%), disagree – 0, full disagreement – 1 person (0.7%);



- the evaluation criteria used by the teacher are clear and accessible: full agreement - 110 people (74.8%), agree - 27 people (18.4%), partially agree – 9 people (6.1%), disagree 0, complete disagreement – 1 person (0.7%);

- the teacher objectively evaluates the students' achievements: full agreement – 107 people (72.8%), agree – 28 people (19%), partially agree – 8 people (5.4%), disagree – 2 (1.4%), full disagreement – 2 people (1.4%).

In a student satisfaction survey conducted at the university last academic year, <https://www.kaznpu.kz/docs/docs/280324/rus> **THE RESULTS OF THE SURVEY OF STUDENTS.pdf**, more than 10% of students noted the organization of midterm assessments and exams as a problem

At the department modern and contemporary history of Kazakhstan named after academician T.S. Sadykov, research is being conducted in the field of teaching methods of academic disciplines, development of innovative educational technologies. Virtual laboratories are operating. A video course of lectures on visual studies and visual anthropology of Kazakhstan, <https://virtualanthropologylab.kz/lectures>, removed educational film "Visual materials in anthropological and historical research".

Students' autonomy is supported by providing them with the necessary organizational and methodological information. In the personal account of the Univer 2.0 system, students have access to information on the organization of the educational process, the results of passing all forms of control. Methodological materials in electronic form are also available 24/7. Student support is provided by consultations in accordance with the schedule of the department, interpersonal communication of participants in the educational process. Support services and advisers are available.

Students expressed their satisfaction in the EEC questionnaire:

- availability of academic counseling: completely satisfied - 118 people (80.3%), partially satisfied – 23 people (15.6%), partially dissatisfied – 3 people (2%), dissatisfied – 2 people (1.4%), find it difficult to answer – 1 person (0.7%).

- support with educational materials during the learning process: completely satisfied – 116 people (78.9%), partially satisfied – 26 people (17.7%), partially dissatisfied – 2 people (1.4%), dissatisfied – 1 person (0.7%), find it difficult to answer – 2 people (1.4%).

The policy and standards of internal quality assurance of "ABAI UNIVERSITY" determine that "The University ensures the existence of a system for handling complaints from students at the level of advisors, directors of institutes, departments, vice-rectors, Chairman of the Board - Rector". There is no documented procedure for responding to complaints from students.

The assessment of learning outcomes is carried out in accordance with the established schedules and the Academic Calendar. The necessary information is available to students in their personal account in the Univer 2.0 system. The assessment methods and criteria are defined in accordance with the planned results, presented in the syllabuses of academic disciplines, and are not published in the public domain. The appeal procedures are defined and communicated to students.

To ensure that each graduate of the EP achieves the planned learning outcomes, academic counseling and provision of educational materials, including in electronic form, are available remotely. Students form a flexible educational trajectory and can contact the EP management with a request to change the schedule of the educational process and some of the rules for its implementation. The academic policy provides for holding a summer semester, <https://kaznpu.kz/ru/2464/page/>, for students with unsatisfactory results. For expelled students, reinstatement procedures are provided. The assessment of the results achieved in the learning process is provided by the final assessment, the forms and methods of which are provided for in the educational program.

The teaching staff of the Department of Modern and Contemporary History of Kazakhstan named after Academician T.S. Sadykov takes an active part in improving qualifications, however, issues of modern methods of assessing learning outcomes in training programs are presented only

indirectly.

### ***Analytical part***

The university does not have adequately presented regulatory, informational and advertising materials aimed at various groups of students and their needs. Work with representatives of these groups is carried out individually and on a proactive basis. It involves advisers, faculty and heads of educational programs, support services.

The teachers of the accredited educational program are involved in the development and implementation of innovative teaching methods and assessment of learning outcomes. They conduct their own research in the field of teaching methods. Video materials for the educational process are developed.

A significant portion of students in the EEC questionnaire and in a student satisfaction survey conducted at the university last academic year, she expressed dissatisfaction with various aspects of the student assessment system.

Support for learners' autonomy is being developed through the use of modern information technologies, while support is provided through consulting, services and advisers. In the EEC survey, learners did not express sufficiently unanimous satisfaction with the availability of academic consulting, especially support with educational materials during the learning process.

Response to student complaints is not formalized and is provided at all levels of management on an individual basis in accordance with the circumstances.

Consistency and transparency of the learning outcomes assessment mechanism are ensured in the system of organizing the educational process and informing students in their personal account; an appeal procedure is provided. The learning outcomes assessment procedures correspond to the planned program results. Students can familiarize themselves with the assessment criteria and methods in the syllabuses; they are not publicly available.

The university offers various approaches and mechanisms for regulating the learning process, which together provide support to students so that each graduate achieves the planned learning outcomes. Control over the full compliance of the achieved learning outcomes with the established requirements is ensured on the basis of final control, the rules for which are defined and documented.

Improving qualifications in the application of modern methods for assessing learning outcomes is relevant both in connection with the insignificant coverage of teaching staff and in connection with the noted lack of complete satisfaction among students.

### ***Strengths***

No strengths identified.

### ***Recommendations of the EEC***

1. The management of the university and the educational institution shall provide for an analysis of students' satisfaction with teaching and an assessment of learning outcomes for individual teachers and academic disciplines in the stakeholder satisfaction assessment system at the end of the semester. Until 30.11.2025.

2. The university management should document the procedure responding to student complaints. About 30.06.2025

3. The EP management shall ensure that information on the learning outcomes assessment system is published in the public domain. By 30.04.2025.

4. The management must ensure that the assessors are constantly improving their skills in modern methods of assessing learning outcomes.

### ***Conclusions of the EEC on the criteria***

*According to the standard "Student-centered learning, teaching and assessment» 10 criteria*

were revealed, 10 were satisfactory.

### 6.6. Standard "Students"

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

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

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

• The leadership of the 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**

The university has approved the standard "Admission of students, academic performance, recognition and certification".

On the university website, in the "Applicants" tab, <https://abiturient.abaiuniversity.edu.kz/>, all the necessary information for applicants is provided.

For applicants on a contractual basis, an additional requirement is a threshold score of UNT of at least 70, knowledge of English gives an advantage. Priority in admission remains for applicants with the distinctive sign "Altyn Belgi" (7 students), graduates of rural schools, winners of scientific projects, disabled people (2 students), orphans applying from large families (3 students).

Contingent of students:

- Kazakh branch: 30 – grant, 17 – fee-based, Altyn Belgi – 4;
- Russian department: 17 - grant, 9 - paid, Altyn Belgi - 3.

Students in the VEK questionnaire rated their satisfaction with the information support and explanation of the admission rules and strategy of the educational program (specialty) before entering the university: completely satisfied - 124 people (84.4%), partially satisfied - 17 people (11.6%), partially dissatisfied - 2 people (1.4%), Not satisfied – 2 people (1.4%), find it difficult to answer – 2 people (1.4%).

The procedures governing the life cycle of students (from admission to completion) are presented in the Academic Policy and other regulatory, informational and advertising documents, <https://www.kaznpu.kz/ru/1342/page/>, <https://www.kaznpu.kz/ru/1346/page/>.

Students admitted to the university undergo a controlled adaptation period, during which organizational and informational events, meetings with advisers and the management of the EP are held. They get acquainted with the library and other structural divisions of the university. A reference book-guide has been prepared for first-year students, available in electronic form on the university website.



For foreign citizens, information is provided for applicants and about the procedure for staying in the Republic of Kazakhstan.

In the EEC questionnaire, students rated their satisfaction with the information students receive about courses, educational programs, and the academic degree they receive: completely satisfied – 119 people (81%), partially satisfied – 22 people (15%), partially dissatisfied – 1 person (0.7%), dissatisfied – 1 person (0.7%), find it difficult to answer – 4 people (2.7%).

The standard “Admission, Progress, Recognition and Certification” states that “To ensure objective recognition of higher education qualifications, periods of study and prior learning, including recognition of non-formal learning, the university:

1) ensures compliance of actions with the Lisbon Recognition Convention;

2) cooperates with the Bologna Process and Academic Mobility Center of the Ministry of Education and Science of the Republic of Kazakhstan, which is the executive body for the recognition and notification procedure in the Republic of Kazakhstan.”

The Academic Policy defines the procedure for recognizing the results of formal and non-formal education, as well as the recognition of non-academic achievements. The Regulation on the recognition of learning outcomes of formal and non-formal education has been approved, <https://www.kaznpu.kz/docs/docs/2024/1024/4112.pdf>, which is also aimed at creating conditions for academic mobility of students. The university website tab “Academic mobility” does not provide additional information on the recognition of learning outcomes within the framework of mobility.

The University is focused on the development of academic mobility. The Faculty of History and Law, the Department of Modern and Contemporary History named after Academician T.S. Sadykov have extensive experience in international cooperation. Academic mobility is supported by: the Department of International Cooperation, the Office Registrar's Office, the Dean's Office and the Department. There is no information on the website about the possibilities of academic mobility.

The faculty and department have stable connections with organizations - potential practice bases. Traditions of conducting practical training at a high level have been established. On this basis, in particular, good employment prospects are ensured. For employment of graduates of Abai KazNPU, a mobile application "Mansap" was developed and implemented, which allows a graduate to find vacancies at his place of residence and get a job without outside interference, and an employer to save time when searching for the right specialist. The online platform "BAGDAR" is also in operation.

Abai KazNPU issues educational documents of its own type, <https://www.kaznpu.kz/ru/1499/page/>, Diploma Supplement of the European standard, <https://kaznpu.kz/ru/2468/page/>.

The University has maintained a complete alumni database on its website since 2019. Maintains contacts with alumni. At the meeting with the EEC, alumni showed loyalty to the University and interest in its development. An Alumni Association has been created; its tab on the University website does not contain information about the current activities of the Association.

### ***Analytical part***

The policy of forming the contingent of students at the university is implemented in accordance with the documents regulating the recruitment of students, but is not presented in a separate document. In the context of the EP, a decrease in recruitment in the current year compared to the previous one is noted. The procedures regulating the life cycle of students are explained and understandable to students, available to stakeholders, both in the form of regulatory documents and in the form of information materials.

When forming the contingent, all parameters presented in this standard are taken into account.

The university has developed a system for the adaptation of first-year students, which includes events, visits to structural units, information materials, and consultations. Foreign

students receive additional support in connection with their specific needs.

The University strives to ensure that its actions comply with the Lisbon Recognition Convention, and the procedures for recognizing the results of additional, formal and informal learning are documented. Those wishing to participate in academic mobility are not informed about the procedure for recording its implementation.

The University has the potential to develop academic mobility of students, but there are no active steps to expand it, and there is no information about the opportunities for participation in mobility and the results of its implementation.

Due to the existence of stable connections with organizations - practice bases, employers are ready to provide students with practice places, conduct practical training at a high level, ensure employment of graduates, and maintain contact with them.

Traditions of maintaining contacts with alumni have developed.

### ***Strengths/Best Practices***

Readiness to provide students with practical training places and conduct practical training at a high level, to ensure employment of graduates based on stable connections with organizations corresponding to the profile of graduate training.

### ***Recommendations of the EEC***

1. The university management should post the following information on the university website in the “Academic Mobility” section:

- on the procedure for taking into account the results of academic mobility;
- on the possibilities of participation in mobility and on the results of its implementation.

Until 30.03.2025.

2. The university management should permanently post information about the current activities of the association on the website in the “Alumni Association” section.

### ***Conclusions of the EEC on the criteria***

*According to the standard "Students» 12 criteria were revealed, of which 1 was strong and 11 were satisfactory.*

### ***6.7. Standard "Teaching staff"***

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

### ***Evidential part***

In accordance with the current standard "Teaching staff". the personnel policy of Abai KazNPU is based on the following main principles: legality, meritocracy, continuity and transparency. There is no separate document defining the personnel policy of the university. The implementation of the personnel policy is carried out in accordance with the documents of the university: Development Program of "Abai Kazakh National Pedagogical University for 2023-2029", Regulation on the competitive replacement of positions of teaching staff, research workers and heads of departments, [https://www.kaznpu.kz/docs/1/Pol\\_kon\\_rus.pdf](https://www.kaznpu.kz/docs/1/Pol_kon_rus.pdf), job descriptions, documents on development, staff incentives, etc.

The teaching staff potential corresponds to the specifics of the EP 6B01610 History-social science. There are 27 teachers working at the Department of Modern and Contemporary History of Kazakhstan named after Academician T.S. Sadykov, including 6 doctors of science, 11 candidates of science, 3 PhD and 6 masters of science. 1 teacher received the title of "Best University Teacher" in 2019. All teachers of the OP have basic education and carry out pedagogical activities according to an individual plan, <https://www.kaznpu.kz/ru/688/page/>.

Among the university development tasks, it is noted - ensuring favorable working conditions. The faculty in the EEC questionnaire assessed these efforts in the production sphere and beyond. They considered that the inappropriate conditions for classes in the classrooms: often - 8 people (5.3%), sometimes - 52 people (34.2%), never - 92 people (60.5%).

The TS also assessed:

- to what extent the academic workload corresponds to their expectations and capabilities: very good – 80 people (52.6%), good – 60 people (39.5%), relatively bad – 10 people (6.6%), bad – 2 people (1.3%);

- work on organizing medical care and disease prevention at the university: very good – 49 people (32.2%), good – 83 people (54.6%), relatively bad – 16 people (10.5%), bad – 4 people (2.6%).

The change in the role of the teacher in connection with the transition to student-centered learning is encouraged by the university management, is provided for in the university's regulatory documents and is expressed in the organization of training, when the emphasis was placed on controlled independent work, providing students with educational materials, and consulting. In the interviews with target groups of the EEC, the faculty did not identify these changes and their role in them. mastered the competency-based approach, new methods and techniques of teaching. Many changes were initiated based on the results of training and advanced training of the faculty.

The teaching staff of the EP are aware of the university strategy and are aware of their involvement in its implementation. However, the planning system, in which the tasks and target indicators of the strategy are decomposed into the tasks and target indicators of structural units and processes, and these in turn are decomposed into the indicators of the personal activity of each employee so that the total effect of individual efforts is sufficient to achieve the results planned in the strategy, is not traceable.

Professional development of the faculty is carried out both on the basis of self-development and in the system of training and advanced training at least once every 3 years. The faculty of the department actively undergo internships and advanced training abroad.

Career growth is provided in accordance with the current regulations on a competitive basis. Additional opportunities are open competitions for the positions of research professor and postdoctoral fellow, financed by the university. The competition "Best Teacher of Abai KazNPU" is held annually. <https://www.kaznpu.kz/ru/1020/page/>. The Regulation on the position of research professor has been put into effect, [https://www.kaznpu.kz/docs/docs/2024/Regulation\\_prof.pdf](https://www.kaznpu.kz/docs/docs/2024/Regulation_prof.pdf).

Senior lecturer of the department Svetlana Belous won the competition "Best Young Scientist-2023" among scientific and educational institutions of the CIS, <https://www.kaznpu.kz/ru/2215/page/32395/news/>.

In the EEC questionnaire, the teaching staff assessed the opportunities provided by the University for the professional development of the teaching staff: very good – 99 people (65.1%),

good – 51 people (33.6%), relatively bad – 2 people (1.3%).

There is a practice of attracting leading scientists from research institutes, higher and postgraduate education organizations, school teachers, etc. to teach. In particular, the head of the center for the study of materials on political repressions of the 20th century of the Archives of the President of the Republic of Kazakhstan Nurymbetova G.R., the head of the center for applied and scientific projects Alimgazinov K.Sh.

The staff of the Institute of Archaeology named after A.Kh. Margulan of the National Academy of Sciences of the Republic of Kazakhstan gave lectures for students on archeozoological and anthropological research methods.

The staff of the UNESCO regional office (Almaty) conducted a series of lectures aimed at popularizing the cultural heritage of Kazakhstan and Central Asia through methods of restoration and reconstruction of historical and cultural sites for first-year students of the accredited educational program.

The teaching staff of the accredited educational institution has significant results in scientific research, the results of which are used in the practice of their teaching activities, and research is also conducted in the field of teaching methods. The motivation for this activity occurs in the general system of priorities and values, and the traditions of the university.

In the EEC questionnaire, the teaching staff assessed the support of the university and its management:

- research initiatives: very good – 93 people (61.2%), good – 54 people (35.5%), relatively bad – 5 people (3.3%);
- development of new educational programs/disciplines/teaching methods: very good – 92 people (60.5%), good – 57 people (37.5%), relatively bad – 3 people (2%).

The infrastructure for the development of academic mobility created at the university, the traditions of the faculty and the graduating department, the experience and interest of the teaching staff determine the readiness to develop academic mobility within the framework of the educational program, to attract the best foreign and domestic teachers.

### ***Analytical part***

The university's personnel policy is documented in strategic level documents, in the university's regulatory documents and in local documents of structural divisions. It is developed in accordance with the Teaching Staff standard, which reflects international requirements for ensuring the quality of education. Transparency of personnel management requirements and procedures is ensured.

The human resources potential of the accredited educational institution (Department of Modern and Contemporary History of Kazakhstan named after Academician T.S. Sadykov) is characterized by high qualifications, which are confirmed by the presence of degrees and titles, and significant results of activities.

The university is working to create conditions for personnel in the production and social spheres.

Faculty members are aware of the changing role of their role in the transition to student-centered learning. Targeted changes are based on training and university policy and are in line with current requirements.

The contribution of the teaching staff to the implementation of the university development strategy is determined at an intuitive level and cannot be measured or even identified in the current planning system.

The faculty realizes career growth opportunities both by occupying positions and by receiving awards and titles. The faculty is intensively involved in developing professional competencies. Internships and advanced training are conducted, including in foreign organizations.

The teaching staff highly appreciated the opportunities provided by the university for their professional development.



The readiness of the EP management to involve practitioners from relevant fields in teaching is determined by the established practice and good traditions of the work of the Department of Modern and Contemporary History of Kazakhstan named after Academician T.S. Sadykov.

The motivation for professional and personal development of the teachers of the EP is provided by the general atmosphere at the university, at the faculty, at the department and the orientation towards the values of the dominant culture. The teaching staff highly appreciates the support of the university research initiatives, development of new educational programs/disciplines/teaching methods. However, direct encouragement for the integration of scientific activity and education, the use of innovative teaching methods is not observed.

### ***Strengths***

No strengths identified.

### ***Recommendations of the EEC***

1. The university management shall provide for the decomposition of target indicators of strategic development to the level of the teaching staff in the university planning system and, on this basis, determine their contribution to the implementation of the strategy. By 30.12.2025.

2. The management of the university and the educational institution shall provide additional incentive measures in the personnel motivation system for the integration of scientific activity and education, the use of innovative teaching methods. Until 30.12.2025.

### ***Conclusions of the EEC on the criteria***

*According to the standard "Teaching staff» 9 criteria were revealed, 7 were satisfactory, 2 suggested 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, foreign students, and students with disabilities).*
  - *The management of the EP must demonstrate the presence of procedures for supporting different groups of students, including information and counselling.*
  - *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***

The university has approved the standard "Educational resources and student support system".

Students of the accredited educational program study in the academic building № 10, located at 25 Zhambyla Street. The total area is 7083.6 sq.m.; usable area is 4136.1 sq.m. Compliance with sanitary and fire safety standards is ensured. Material and technical equipment: computers - 26 pieces; interactive whiteboards - 10, laptops - 2. There are 35 classrooms in the building in total, including: conference hall - 1 (238.5 sq.m.), reading room - 1 (78.6 sq.m.), seminar rooms - 29

(558.6 sq.m.); lecture halls - 2 (117.4 sq.m.); computer classes - 2 (75.7 sq.m.).

There are 3 scientific laboratories at the faculty.

1. "Aytylgan Tarikh" The activities of the scientific laboratory are aimed at developing research and training specialists in the field of oral memory analysis, organizing and supporting academic resources that facilitate the use of oral data

2. "Virtual Laboratory of Visual Anthropology" within the framework of the project

The goal of the laboratory is to create an online platform for the historical and anthropological study of visual narratives and practices of acquiring subjectivity on the visual sources of Kazakhstani culture of the late 19th - early 21st centuries in the context of the tasks of modernizing historical consciousness, as well as developing methodological recommendations for integrating this issue into the educational process.

3. "Cipherology and the development of laboratories". The objectives of the laboratory: 1) implementation of scientific research, educational, expert and analytical activities in the field of historical science of Kazakhstan; 2) promotion of the development of Kazakhstani scientific schools; 3) work in the field of expanding the volume of open resources for research practice.

Student support services are listed above.

Assessing the available resources, the teaching staff noted in the VEK survey how often they encounter problems:

- lack of classrooms: often – 17 people (11.2%), sometimes – 69 people (45.4%), never – 66 people (43.4%);

- inadequate conditions for classes in classrooms: often – 8 people (5.3%), sometimes – 52 people (34.2%), never – 92 people (60.5%).

Students reported satisfaction:

- existing educational resources of the university: completely satisfied – 116 people (78.9%), partially satisfied – 21 people (14.3%), partially dissatisfied – 2 people (1.4%), dissatisfied – 3 people (2%), find it difficult to answer – 5 people (3.4%);

- classrooms, auditoriums for large groups: completely satisfied – 105 people (71.4%), partially satisfied – 25 people (17%), partially dissatisfied – 8 people (5.4%), dissatisfied – 5 people (3.4%), find it difficult to answer – 4 people (2.7%).

In the context of the EP, specific equipment is relevant only for people with disabilities. For them, the university is creating a barrier-free environment.

Information support for students with special educational needs is provided by advisers, the management of the educational institution and support service staff. Procedures for supporting various groups of students, including information and consultation, have not been developed.

Modern equipment within the framework of the accredited educational program includes the use of interactive whiteboards and computers intended for conducting lectures and practical classes and for the use of graphic editors.

Library book collection, <https://library.kaznpu.kz/kz/>, is more than 1,700,000 copies in various fields of knowledge corresponding to the profile of the university in the state, Russian and foreign languages. The library annually receives more than 400 titles of periodicals. Remote access to the electronic library catalog is provided, the number of records on 05.11.24 - 100 698.

The IRBIS 64+ library system has been implemented, and the work processes of the scientific library have been automated:

ARM "Komplektator" - registration of new literature receipts;

ARM "Catalogizer" systematization of receipts;

ARM "Reader" - access to full texts of materials.

There are memorandums of cooperation with the Centralized Library System, the Republican Scientific and Technical Library, the Republican Scientific and Pedagogical Library, and agreements with libraries of Kazakhstani universities.

Access to external electronic resources is provided: the Kazakhstan National Electronic Library, the Republican Interuniversity Electronic Library, the Epigraph and LantarTrade libraries, the Scopus abstract database, the IPR-Books, LAN and Polpred databases, and the Adilet

legislative acts bank of the Republic of Kazakhstan.

The work of the university library was assessed by the teaching staff in the questionnaires of the EEC:

- how do you rate the sufficiency and availability of necessary scientific and educational literature in the library: very good – 88 people (57.9%), good – 59 people (38.8%), relatively bad - 5 people (3.3%);

- how often do you encounter unavailability of the necessary literature in the library: often – 8 people (5.3%), sometimes – 70 people (46.1%), never - 74 people (48.7%).

Students noted that the library is well equipped and has a sufficient collection of scientific, educational and methodological literature: full agreement - 110 (74.8%), agree - 24 people (16.3%), partially agree - 11 people (7.5%), disagree - 2 people (1.4%).

Since 2019, the licensed plagiarism detection system “AntiPlagiat. VUZ” has been used 24/7 at Abai KazNPU.

A wireless WiFi network with a centralized controller (SSID: KAZNPUWIFI) operates throughout the university.

In the EEC questionnaire, the teaching staff assessed how often they encounter a lack of access to the Internet/weak Internet: often - 15 (9.9%), sometimes - 65 people (42.8%), never - 72 people (47.4%).

### ***Analytical part***

Due to the specific nature of the educational process under accreditation, it is not associated with special equipment needs. The presented auditorium fund and other infrastructure of scientific and educational activities allow achieving the planned results of the EP. Support services also correspond to the expected results.

In the questionnaires, the teaching staff and students noted the existence of problems with the classroom fund.

The educational program contains the necessary resources for training representatives of various groups of people with special educational needs,

The procedures for supporting various groups of students, including information and consultation, are not documented, and therefore the procedure for their implementation is not available to students and other stakeholders.

Information resources generally correspond to the specifics of the educational program. The library and access to educational Internet resources are provided at a modern level, the teaching staff and students are generally satisfied with its work, although negative reviews are noted.

More than half of the faculty members who participated in the EEC survey noted problems with the functioning of WI-FI on the university campus.

### ***Strengths/Best Practices***

No strengths identified.

### ***Recommendations of the EEC***

1. The management of the university and the educational institution shall identify various groups of students that the university is ready to support, develop, document and publish procedures for supporting these groups, including information and consultation. Until 30.08.2025.

2. The university management should provide for measures to improve the operation of WI-FI in the plans for the development of the university’s material base. Until 12/30/2025.

### ***Conclusions of the EEC on the criteria***

According to the standard "Educational resources and student support systems"9 criteria

were revealed, 9 were 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**

In accordance with the University's standard "Informing the Public" "The University ensures that the public is informed about its activities through the official website: [www.abaiuniversity.edu.kz](http://www.abaiuniversity.edu.kz) local and national media, social networks "Facebook", "Instagram", etc."

The implementation of the information policy and management of the website is carried out by the Public Relations Department.

The university website is structured according to the main processes, stakeholder groups and structural divisions, and contains information, regulatory and advertising materials. The sections "News" and "Announcements" are filled intensively and promptly. As noted, prompt updating of information is not always ensured; some sections, especially structural divisions, lack information on current activities.

Visitor statistics are presented - <https://www.kaznpu.kz/ru/pagetop/?block=2>.

According to the Webometrics Ranking of World Universities, "Abai Kazakh National Pedagogical University" ranks sixth in the Republic of Kazakhstan and 4688 in the world.

In the EEC questionnaire, students rated their satisfaction with the content and informational fullness of the website in general and the faculties in particular: completely satisfied - 118 people (80.3%), partially satisfied - 20 people (13.6%), partially dissatisfied - 3 people (2%), dissatisfied - 1 person (0.7%), find it difficult to answer - 5 people (3.4%).

According to the results of a survey of students in the 2023-2024 academic year, when asked the question "How often do you visit the university website?" more than half of the students of the Faculty of History and Law answered that less than once a week, <https://www.kaznpu.kz/docs/docs/280324/rus> [THE RESULTS OF THE SURVEY OF STUDENTS.pdf](#).

On the website of the Department of Modern and Contemporary History of Kazakhstan named after Academician T.S. Sadykov, in the section "Research Activities", there is the latest annual report on research work for 2020. This section also provides for the placement of information: a list of areas of training (bachelor's, master's, doctoral), contingent and teaching staff, but it is missing. Information is provided only about one event - the 73rd student scientific conference, which was held on November 14-15, 2018.

In the International Activities section, the most recent materials are dated 2013, and two events for 2023 are also listed.



In the section “Development plan of the educational program” only the heading “Development plan of educational programs 6B01610-History-social science for 2023-2029” is presented; there are no plans.

No information about the accredited or other educational institutions is provided or posted.

The university website presents fragments of the accredited educational program:

[file:///C:/Users/ADMIN/AppData/Local/Microsoft/Windows/INetCache/IE/KC5QB4LV/601601--\[1\].pdf](file:///C:/Users/ADMIN/AppData/Local/Microsoft/Windows/INetCache/IE/KC5QB4LV/601601--[1].pdf),

[file:///C:/Users/ADMIN/AppData/Local/Microsoft/Windows/INetCache/IE/93M6QUWM/601601--\[1\].pdf](file:///C:/Users/ADMIN/AppData/Local/Microsoft/Windows/INetCache/IE/93M6QUWM/601601--[1].pdf),

[https://www.kaznpu.kz/docs/institut\\_istorii/op/bac/History-social%20studies.pdf](https://www.kaznpu.kz/docs/institut_istorii/op/bac/History-social%20studies.pdf).

Information on passing scores and educational opportunities provided to students is presented on the website for the university as a whole; it is not presented for applicants and students in the context of the accredited educational program. Teaching and learning approaches, the system (procedures, methods and forms) of assessment, and information on graduate employment opportunities are not presented.

The university uses a variety of methods to disseminate information to the general public and interested parties. There is active interaction with the media, <https://www.kaznpu.kz/ru/press/>.

The University has official pages on social networks such as Instagram, Facebook :[https://instagram.com/abai\\_university](https://instagram.com/abai_university), <https://www.facebook.com/AbaiUniversity>.

The Department of Modern and Contemporary History of Kazakhstan named after Academician T.S. Sadykov is not represented separately in social networks.

The “Public Information” standard defines that the University’s Information Policy is aimed at supporting and explaining the country’s national development programs and the system of higher and postgraduate education.

Information about the TS EP is presented on the website, <https://www.kaznpu.kz/ru/688/page/>.

The department’s website provides information on cooperation and interaction with partners within the framework of the EP.

### ***Analytical part***

Information about the accredited educational program is partially published on the website. The specifics of the educational program are not reflected. The expected learning outcomes are presented formally in the educational program in the form of a list of competencies, which is difficult for an unprepared user to perceive. Such a presentation of the results cannot be of an advertising nature, which is relevant for attracting applicants, the number of whom has decreased this year.

Teaching and learning approaches, assessment system, which is important for stakeholders who may be interested in the EP, admission, cooperation, are not presented. There is no information on employment opportunities for graduates.

Dissemination of information about the accredited educational program is presented only on the scale of the entire university. Active interaction with the media and activity in social networks are noted.

The university’s information policy is aimed at supporting and explaining the country’s national development programs and the system of higher and postgraduate education.

### ***Strengths/Best Practices***

No strengths identified.

### ***Recommendations of the EEC***

1. The management of the educational program shall publish (post on the website) information about the educational program being accredited in a form accessible to external stakeholders, including the expected learning outcomes, approaches to teaching, learning,

assessment system, and employment opportunities for graduates. Until 30.06.2025.

***Conclusions of the EEC on the criteria***

*According to the standard "Informing the public» 10 criteria were revealed, 10 were satisfactory.*



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

### ***According to the standard "Educational Program Management"***

1. The leadership of the EP ensures active and effective participation of stakeholders, including employers, students and teaching staff, in the formation of the EP development plan.

2. The individuality and uniqueness of the development plan of the EP is determined in accordance with the characteristics of the EP and the specific requirements for its implementation.

3. High level of organization of the internal quality assurance system of the EP, implementation of its development, management and monitoring in accordance with regulations developed at a high level.

### ***According to the standard "Information Management and Reporting"***

No strengths identified.

### ***According to the standard "Development and approval of educational programs"***

The university demonstrated that the content of the developed educational program corresponds to the established goals and expected learning outcomes.

University demonstrated a documented procedure for developing the EP and its approval at the institutional level. No strengths identified.

### ***According to the standard "Continuous monitoring and periodic evaluation of educational programs"***

No strengths identified.

### ***According to the standard "Student-centered learning, teaching and assessment of academic performance"***

No strengths identified.

### ***According to the standard "Students"***

Readiness to provide students with practical training places and conduct practical training at a high level, to ensure employment of graduates based on stable connections with organizations corresponding to the profile of graduate training.

### ***According to the standard "Teaching staff"***

No strengths identified.

### ***According to the standard "Educational resources and student support systems"***

No strengths identified.

### ***According to the standard "Informing the public"***

No strengths identified.



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

### **According to the standard "Educational Program Management"**

1. The EP management shall define and document mechanisms for the formation and revision of the EP development plan, monitoring its implementation, and informing stakeholders about the actions taken. Until 30.06.2025.

2. The university management shall provide for innovation management in the planning, reporting and activity procedures based on the implementation of all basic management functions, including planning, organization and stimulation. Until 30.06.2025.

### **According to the standard "Information Management and Reporting"**

1. The EP management shall determine the performance criteria for the analysis of the management and implementation of the EP, reflecting the relationship between the result obtained and the resources expended. Until 12/30/2025.

2. In the stakeholder satisfaction analysis procedures, document the procedure for collecting, systematizing, storing and analyzing identified problems and shortcomings, and the measures taken to eliminate them. Until 30.06.2025.

### **According to the standard "Development and approval of the educational program"**

1. To the EP management:

- ensure that full information about the EP is posted and updated in the public domain, including on the website of the graduating department, by 30.03.2025;
- develop a graduate model in accordance with the specifics and characteristics of the educational program and its graduate, by June 30, 2025.

### **According to the standard "Continuous monitoring and periodic evaluation of educational programs"**

1. The university management should revise the Regulation on monitoring and evaluation:

- bring into compliance with the Periodic Evaluation and Monitoring of Programs standard;
- provide for monitoring and evaluation of all aspects presented in the criteria of this standard;
- determine the procedure for publishing all changes to the EP. Until 06/30/2025.

### **According to the standard "Student-centered learning, teaching and assessment of academic performance"**

1. The management of the university and the educational institution shall provide for an analysis of students' satisfaction with teaching and an assessment of learning outcomes for individual teachers and academic disciplines in the stakeholder satisfaction assessment system at the end of the semester. Until 30.11.2025.

2. The university management should document the procedure for responding to student complaints. By 30.06.2025

3. The EP management shall ensure that information on the learning outcomes assessment system is published in the public domain. By 30.04.2025.

4. The management must ensure that the assessors are constantly improving their skills in modern methods of assessing learning outcomes.

### **According to the standard "Students"**

1. The university management should post the following information on the university website in the "Academic Mobility" section:

- on the procedure for taking into account the results of academic mobility;
- on the possibilities of participation in mobility and on the results of its implementation.

Until 30.03.2025.

2. The university management should permanently post information about the current activities of the association on the website in the “Alumni Association” section.

**According to the standard "Teaching staff"**

1. The university management shall provide for the decomposition of target indicators of strategic development to the level of the teaching staff in the university planning system and, on this basis, determine their contribution to the implementation of the strategy. By 30.12.2025.

2. The management of the university and the educational institution shall provide additional incentive measures in the personnel motivation system for the integration of scientific activity and education, the use of innovative teaching methods. Until 30.12.2025.

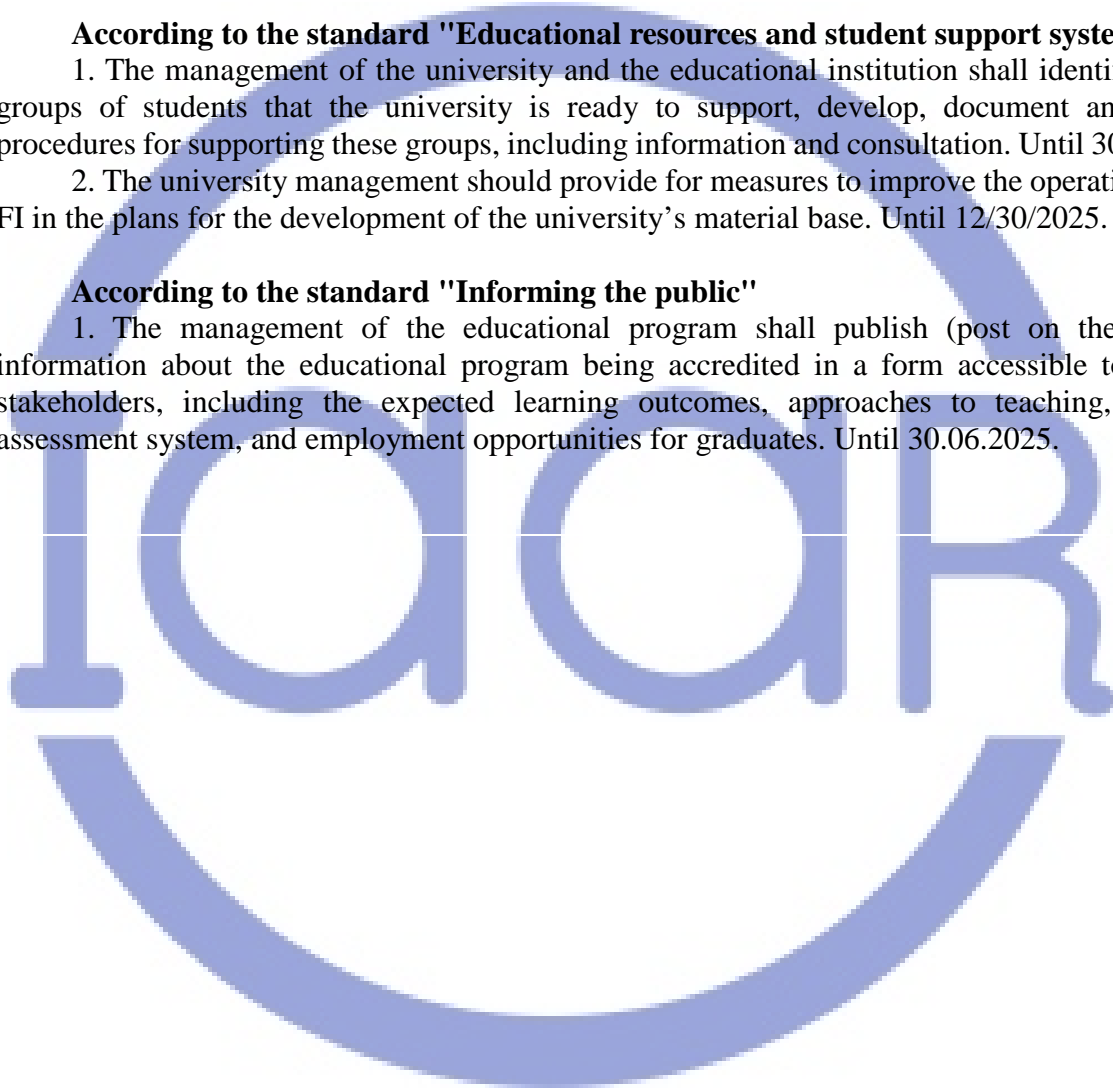
**According to the standard "Educational resources and student support systems"**

1. The management of the university and the educational institution shall identify various groups of students that the university is ready to support, develop, document and publish procedures for supporting these groups, including information and consultation. Until 30.08.2025.

2. The university management should provide for measures to improve the operation of WI-FI in the plans for the development of the university’s material base. Until 12/30/2025.

**According to the standard "Informing the public"**

1. The management of the educational program shall publish (post on the website) information about the educational program being accredited in a form accessible to external stakeholders, including the expected learning outcomes, approaches to teaching, learning, assessment system, and employment opportunities for graduates. Until 30.06.2025.



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

To increase the attractiveness of the university, ensure greater openness of information about the university's educational programs, post and maintain up-to-date information about the work of structural divisions, and the implementation of primary and supporting processes.

Ensure effective control over the implementation of the requirements of university standards and other regulatory documents.

In advertising and information materials, explain the meaning of the abbreviation IP in the name of the accredited and other EPs.



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

The External Expert Commission made a unanimous decision to recommend to the Accreditation Council to accredit the educational program 6B01610 History-Social Science (IP) JSC "Abai Kazakh National Pedagogical University "for a period of 5 (five) years.





**Appendix 1. Evaluation table "PARAMETERS OF A SPECIALISED PROFILE"**

**Conclusion of the external expert commission on quality assessment  
educational program 6B01610 History-social science (IP)  
JSC "Abai Kazakh National Pedagogical University "**

№ p/p	№ p/p	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
<b>Standard 1 "Educational Program Management"</b>						
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		+		
<b>Total by standard</b>			<b>3</b>	<b>11</b>	<b>1</b>	
<b>Standard 2 "Information Management and Reporting"</b>						
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.		+		
<b>Total by standard</b>				<b>16</b>		
<b>Standard 3 "Development and approval of the educational program"</b>						
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		+		
<b>Total by standard</b>			<b>2</b>	<b>10</b>		
<b>Standard 4 "Continuous monitoring and periodic evaluation of educational programs"</b>						
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.		+		
<b>Total by standard</b>				<b>10</b>		
<b>Standard 5: Student-Centered Learning, Teaching, and Assessment</b>						
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.		+		
<b>Total by standard</b>				<b>10</b>		
<b>Standard 6 "Students"</b>						
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.		+		
<b>Total by standard</b>				<b>1</b>	<b>11</b>	
<b>Standard 7 "Teaching staff"</b>						
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		+		
<b>Total by standard</b>				<b>7</b>	<b>2</b>	
<b>Standard 8 "Educational Resources and Student Support Systems"</b>						
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.		+		
<b>Total by standard</b>				<b>9</b>		
<b>Standard 9 "Informing the Public"</b>						
		<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		+		
<b>Total by standard</b>				<b>10</b>		
<b>TOTAL</b>			<b>6</b>	<b>94</b>	<b>3</b>	



**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.**

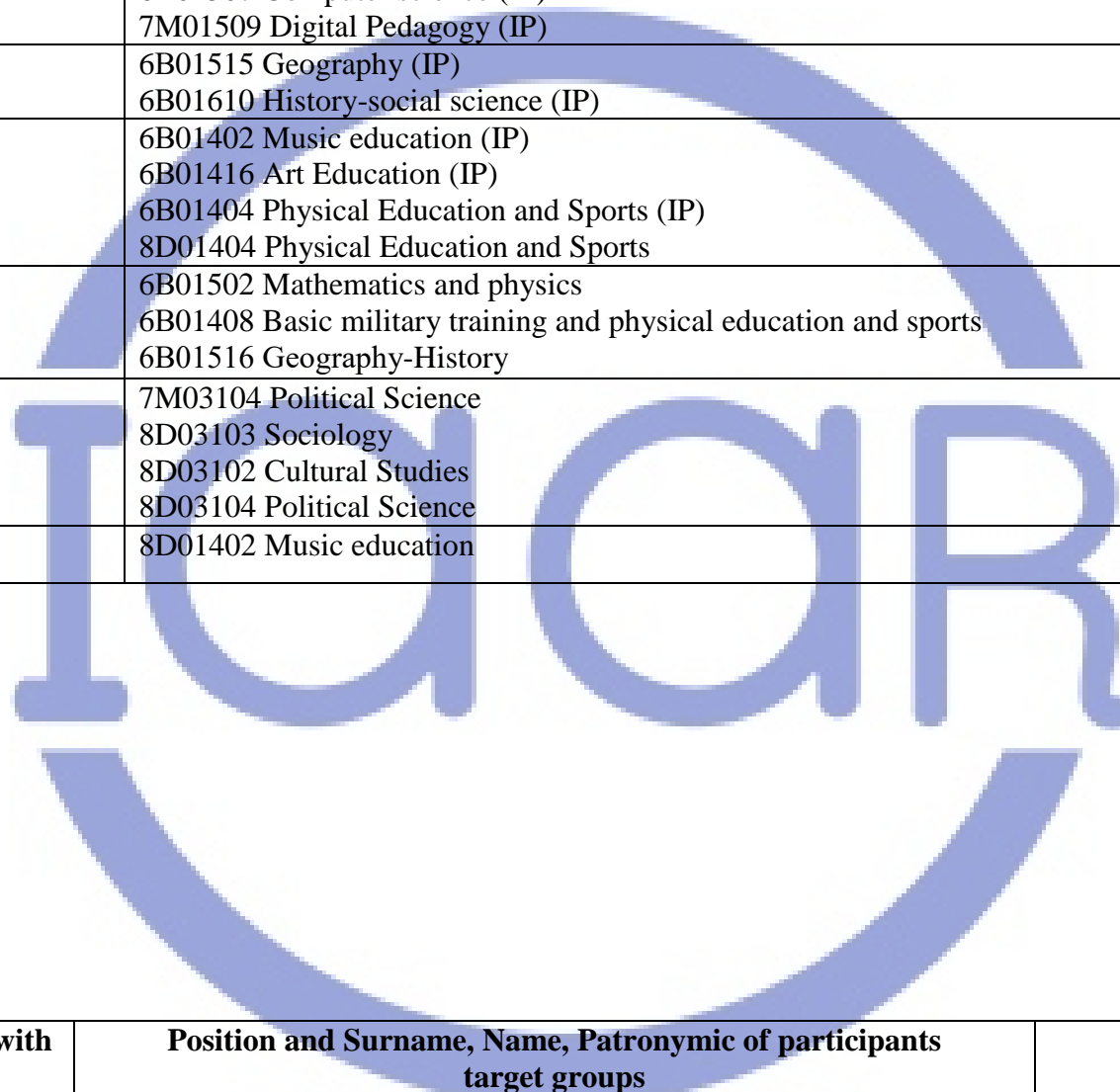
« \_\_\_\_ » \_\_\_\_\_ **2024**

**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**

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



<b>Date and time</b>	<b>Work of the EEC with target groups</b>	<b>Position and Surname, Name, Patronymic of participants target groups</b>	<b>Contact form</b>
<i>November 3, 2024</i>			



<b>15.00-16.00</b> (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 <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
On schedule during the day	Arrival of members of the External Expert Commission		
<b>18.00</b>	Dinner	IAAR External Experts	
<b>Day 1-th: November 4, 2024</b>			
<b>09.00-09.30</b>	Distribution of responsibilities of experts, solution of organizational issues	IAAR External Experts	Office / room № (EEC office) Audience №320 Join a Zoom conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>09.30-10.00</b>	Meeting with the Chairman of the Board-Rector	Chairman of the Board-Rector - Tilep Bolat Anapiyauly	Audience №320 Join a Zoom conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>10.00-10.15</b>	Technical break		
<b>10.15-11.00</b>	Meeting with the Board Members-Vice Rectors	<ol style="list-style-type: none"> <li>1. Vice-Rector for Academic Affairs <b>Narbekova Banu</b></li> <li>2. Vice-Rector for Digitalization <b>Musabaev Nurken</b></li> <li>3. Vice-Rector for Research and Innovation <b>Sultan Ertai</b></li> <li>4. Vice-Rector for Strategy and Internationalization <b>Iskakova Aigul</b></li> <li>5. Vice-Rector for Finance and Infrastructure Development <b>Amenova Kamilya</b></li> <li>6. Vice-Rector for Social Development <b>Zhakauov Maksat</b></li> <li>7. Chief of Staff <b>Ishpekbayev Zhanatbek</b></li> </ol>	Audience №320 Join a Zoom conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>11.00-11.10</b>	Technical break		

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

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

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

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



<b>17.00-17.50</b>	Visual inspection of the educational program and the material, technical and educational laboratory base only for objects of the accredited educational programs	<i>Appendix 5</i>	<i>On the route</i>
<b>17.50-18.00</b>	Work of the EEC discussion of the results of the first day	<i>IAAR External Experts</i>	Audience №320 Join a Zoom conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>18.00-19.00</b>	Dinner	<i>IAAR External Experts</i>	
<b>Day 2: November 5, 2024</b>			
<b>09.00-09.30</b>	Work of the EEC	<i>IAAR External Experts</i>	Audience № 320 Join a Zoom conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>09.30-11.30</b>	Selective visit to the practice bases of the EP	<i>Appendix 6</i>	
<b>11.30-13.00</b>	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
<b>13.00-14.00</b>	<b>Dinner</b>		

<b>14.00–14.20</b>	Exchange of views of members of the external expert commission	<i>IAAR External Experts</i>	Audience №320
<b>14.20-15.10</b>	Meeting with stakeholders (representatives of practice bases and employers) (hybrid)	<b>Appendix 8</b>	Audience № 225 Join a Zoom conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>15.10-15.30</b>	Technical break		
<b>15.30-16.10</b>	Meeting with graduates of the EP (hybrid)	<b>Appendix 9</b>	Audience №225 Join a Zoom conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>16.10-16.30</b>	Technical break	<i>IAAR External Experts</i>	Audience №320
<b>16.30-19.00</b>	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
<b>19.00-20.00</b>	Dinner	<i>IAAR External Experts</i>	
<b>Day 3: November 6, 2024</b>			
<b>09.00-11.30</b>	Work of the EEC, development and discussion of recommendations	<i>IAAR External Experts</i>	Audience №320 Join a Zoom conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>11.30-11.40</b>	Technical break		
<b>11.40-12.30</b>	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 <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>12:30-13:00</b>	Work of the EEC	<i>IAAR External Experts</i>	
<b>13.00-14.00</b>	Dinner		

<b>14.00-16.00</b>	Work of the EEC, discussion, decision-making by voting (recording is kept)		Audience №320 Join a Zoom conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>16.00-16.30</b>	Work of the EEK, Discussion of the results of the quality assessment	<i>IAAR External Experts</i>	
<b>16.30–17.00</b>	Final meeting of the EEC with the university management		Audience №320 Join a Zoom conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>18.00-19.00</b>	Dinner	<i>IAAR External Experts</i>	

**Abbreviations**

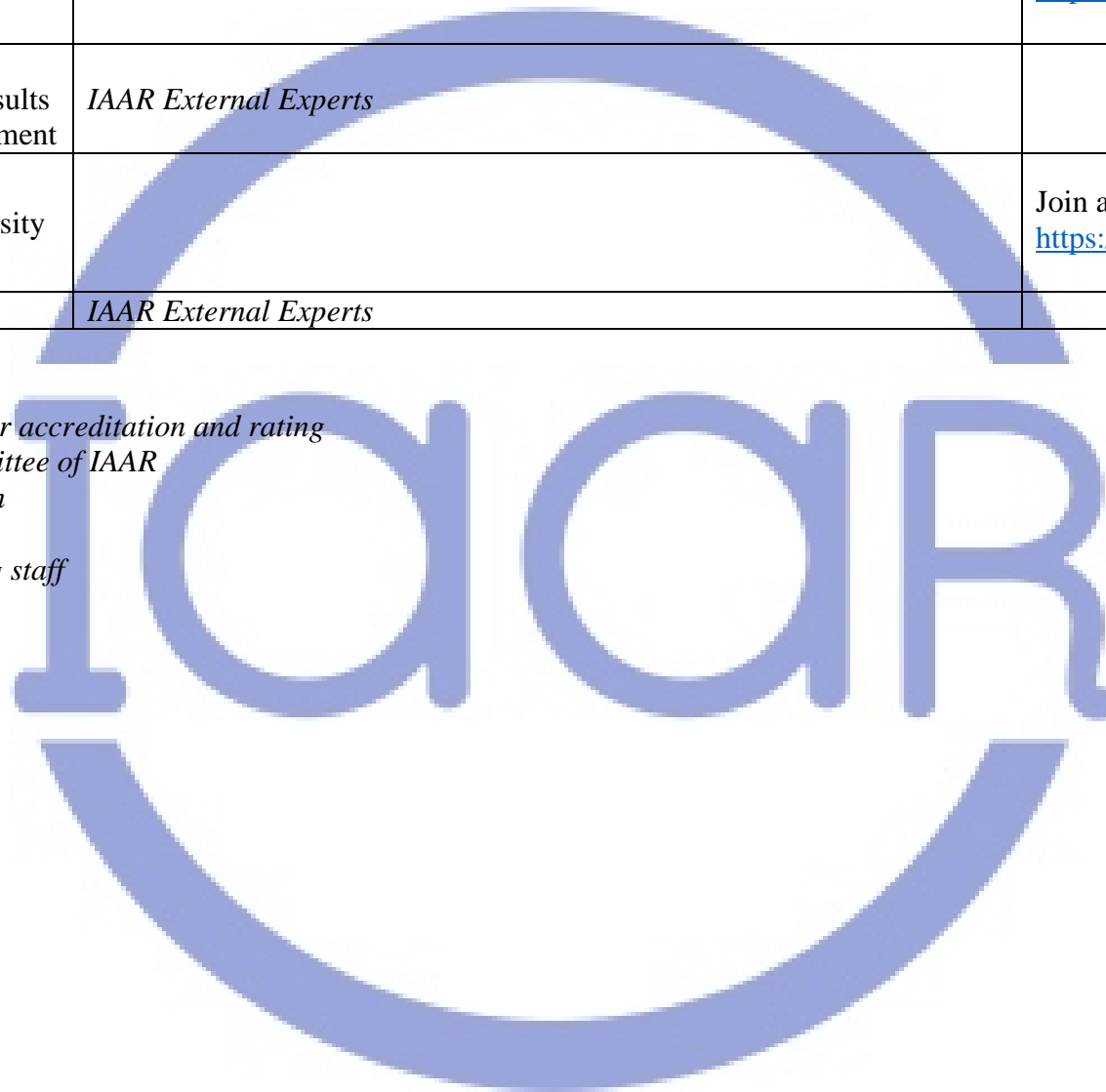
*IAAR – Independent agency for accreditation and rating*

*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%
	<b>To what extent can teachers use their own</b>						
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%
	<b>Rate about openness and accessibility of management</b>						
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%
	<b>How the work is organized</b>						
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%
	<b>Rate the support of the university and its management</b>						
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%
	<b>Assess the level of ability of the teaching staff to combine teaching</b>						
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%



<b>28</b>	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%
<b>29</b>	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%
<b>30</b>	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>
--	--

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

Questions	Completely satisfied (1)	Partially satisfied (2)	Not satisfied (3)	I find it difficult to answer (4)
The attitude of the university management towards you	126(82.9%)	19(12.5%)	4(2.6%)	3(2%)
Relationships with immediate management	133(87.5%)	16(10.5%)	0.00%	3(2%)
Relationships with colleagues in the department	145(95.4%)	6(3.9%)	1(0.7%)	0.00%
The degree of participation in management decision-making	122(80.3%)	27(17.8%)	0.00%	3(2%)
Relations with students	139(91.4%)	13(8.6%)	0.00%	0.00%



Recognition of your successes and achievements by the administration	125(82.2%)	22(14.5%)	3(2%)	2(1.3%)
Support for your suggestions and comments	124(81.6%)	22(14.5%)	1(0.7%)	5(3.3%)
Activities of the university administration	127(83.6%)	20(13.2%)	2(1.3%)	3(2%)
Terms of remuneration	101(66.4%)	39(25.7%)	9(5.9%)	3(2%)
Working conditions, list and quality of services provided at the university	119(78.3%)	29(19.1%)	1(0.7%)	3(2%)
Occupational health and safety	127(83.6%)	21(13.8%)	1(0.7%)	3(2%)
Managing changes in the activities of the university	114(75%)	31(20.4%)	2(1.3%)	5(3.3%)
Provision social package: recreation, spa treatment, etc.	75(49.3%)	43(28.3%)	21(13.8%)	13(8.6%)
Organization and quality of food at the university	78(51.3%)	45(29.6%)	20(13.2%)	9(5.9%)
Organization and quality of medical care	80(52.6%)	49(32.2%)	14(9.2%)	9(5.9%)

## Appendix 4. RESULTS OF THE STUDENT SURVEY

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

**Total number of questionnaires: 147**

#### **Educational program (specialty):**

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

6B01516 Geography-History	27 (18.4%)
7M03104 Political Science	2 (1.4%)
8D03103 Sociology	4 (2.7%)
8D03102 Cultural Studies	2 (1.4%)
8D01402 Music education	2 (1.4%)
8D01404 Physical Education and Sports	2 (1.4%)
8D03104 Political Science	3 (2%)

**Gender:**

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

**Rate how satisfied you are:**

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

8. Activities of financial and administrative services of the educational institution	106 (72.1 %)	28 (19 %)	8 (5.4 %)	3 (2% )	2 (1.4 %)
9. Availability of health services	110 (74.8 %)	28 (19 %)	2 (1.4 %)	3 (2% )	4 (2.7 %)
10. Quality medical care at the university	104 (70.7 %)	30 (20 .4 %)	3 (2 %)	3 (2% )	7 (4.8 %)
11. The level of availability of library resources	114 (77.6 %)	26 (17 .7 %)	1 (0.7 %)	0 (0% )	6 (4.1 %)
12. The quality of services provided in libraries and reading rooms	116 (78.9 %)	20 (13 .6 %)	2 (1.4 %)	3 (2% )	6 (4.1 %)
13. Existing educational resources of the university	116 (78.9 %)	21 (14 .3 %)	2 (1.4 %)	3 (2% )	5 (3.4 %)
14. Availability of computer classes	108 (73.5 %)	28 (19 %)	3 (2 %)	5 (3.4 %)	3 (2% )
15. Availability and quality of Internet resources	109 (74.1 %)	28 (19 %)	6 (4.1 %)	1 (0.7 %)	3 (2% )
16. The content and informational content of the website of educational organizations in general and faculties (schools) in particular	118 (80.3 %)	20 (13 .6 %)	3 (2 %)	1 (0.7 %)	5 (3.4 %)
17. Classrooms, auditoriums for large groups	105 (71.4 %)	25 (17 %)	8 (5.4 %)	5 (3.4 %)	4 (2.7 %)
18. Student lounges (if any)	82 (55.8 %)	28 (19 %)	14 (9.5 %)	9 (6.1 %)	14 (9.5 %)
19. Clarity of procedures for taking disciplinary action	113 (76.9 %)	26 (17 .7 %)	3 (2 %)	1 (0.7 %)	4 (2.7 %)
20. The quality of the educational program as a whole	119 (81% )	24 (16 .3 %)	1 (0.7 %)	1 (0.7 %)	2 (1.4 %)
21. The quality of the educational programs in the OP	118 (80.3 %)	26 (17 .7 %)	1 (0.7 %)	1 (0.7 %)	1 (0.7 %)

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

35. Providing students with dormitory accommodation	100 (68%)	23 (15.6%)	7 (4.8%)	8 (5.4%)	9 (6.1%)
---	--------------	---------------	-------------	-------------	-------------

**Rate how much you agree:**

Statement	Full agreement	Agree	I partially agree	I disagree	Complete disagreement	Didn't answer
36. The course program was clearly presented.	110 (74.8%)	28 (19%)	7 (4.8%)	0 (0%)	2 (1.4%)	
37. The course content is well structured.	107 (72.8%)	29 (19.7%)	9 (6.1%)	0 (0%)	2 (1.4%)	
38. Key terms are explained well enough	101 (68.7%)	33 (22.4%)	10 (6.8%)	1 (0.7%)	2 (1.4%)	
39. The material offered by the teacher is relevant and reflects the latest achievements of science and practice	107 (72.8%)	27 (18.4%)	10 (6.8%)	1 (0.7%)	2 (1.4%)	
40. The teacher uses effective teaching methods	105 (71.4%)	28 (19%)	10 (6.8%)	2 (1.4%)	2 (1.4%)	
41. The teacher is proficient in the material being taught	112 (76.2%)	22 (15%)	10 (6.8%)	1 (0.7%)	2 (1.4%)	
42. The teacher's presentation is clear	108 (73.5%)	28 (19%)	7 (4.8%)	2 (1.4%)	2 (1.4%)	
43. The teacher presents the material in an interesting way.	106 (72.1%)	20 (13.6%)	15 (10.2%)	4 (2.7%)	2 (1.4%)	
44. Objectivity in assessing knowledge, skills and other academic achievements	106 (72.1%)	25 (17%)	11 (7.5%)	1 (0.7%)	4 (2.7%)	
45. Timeliness of assessment of students' academic achievements	104 (70.7%)	31 (21.1%)	7 (4.8%)	3 (2%)	2 (1.4%)	
46. The teacher satisfies your needs requirements and expectations of professional and personal development	106 (72.1%)	26 (17.7%)	12 (8.2%)	0 (0%)	3 (2%)	
47.						
48. The teacher stimulates students' activity	104 (70.7%)	30 (20.4%)	10 (6.8%)	1 (0.7%)	2 (1.4%)	



49. The teacher stimulates students' creative thinking	103 (70.1 %)	32 (21.8%)	9 (6.1%)	3 (2%)	0 (0%)	
50. The teacher's appearance and manners are adequate	111 (75.5 %)	27 (18.4%)	8 (5.4%)	1 (0.7%)	0 (0%)	
51. The teacher shows a positive attitude towards students	106 (72.1 %)	31 (21.1%)	8 (5.4%)	1 (0.7%)	1 (0.7%)	
52. The system of assessment of academic achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	109 (74.1 %)	28 (19%)	9 (6.1%)	0 (0%)	1 (0.7%)	
53. The assessment criteria used by the teacher are clear and accessible.	110 (74.8 %)	27 (18.4%)	9 (6.1%)	0 (0%)	1 (0.7%)	
54. The teacher objectively evaluates the students' achievements	107 (72.8 %)	28 (19%)	8 (5.4%)	2 (1.4%)	2 (1.4%)	
55. The teacher speaks professional language	107 (72.8 %)	30 (20.4%)	10 (6.8%)	0 (0%)	0 (0%)	
56. The organization of education provides sufficient opportunities for sports and other leisure activities	102 (69.4 %)	31 (21.1%)	9 (6.1%)	3 (2%)	2 (1.4%)	
57. Facilities and equipment for students are safe, comfortable and modern.	104 (70.7 %)	26 (17%)	12 (8.2%)	6 (4.1%)	0 (0%)	
58. The library is well equipped and has scientific, educational and methodological literature	110 (74.8 %)	24 (16.3%)	11 (7.5%)	2 (1.4%)	0 (0%)	
59. Equal opportunities for mastering the educational program and personal development are provided to all students.	107 (72.8 %)	31 (21.1%)	7 (4.8%)	1 (0.7%)	1 (0.7%)	

### Other problems regarding the quality of teaching:

Everything is fine.

No problems.

Everything is fine.

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

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

no problem

The question of the logical sequence of educational programs.

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

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

3) There are examples of bullying in the dormitory.

4) Incorrect allocation of credits for lessons.

There is no grant for specialty 6B01515

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

