



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the external expert committee`s work on the assessment
for compliance with the standards` requirements of specialized initial
accreditation of educational programs

7M01713 Training of foreign language teachers
(Profile direction)

7M01712 Training of foreign language teachers
7M02312 Translation studies

JSC "KAZAKH ABLAI KHAN UNIVERSITY OF INTERNATIONAL
RELATIONS AND WORLD LANGUAGES"

from 10 to 12 May 2023

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

*Addressed to
Accreditation
Council of the IAAR*



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

**on the results of the external expert committee`s work on the assessment
for compliance with the standards` requirements of specialized initial
accreditation of educational programs**

*7M01713 Training of foreign language teachers
(Profile direction)*

*7M01712 Training of foreign language teachers
7M02312 Translation studies*

**JSC "KAZAKH ABLAI KHAN UNIVERSITY OF INTERNATIONAL RELATIONS
AND WORLD LANGUAGES"**

from 10 to 12 May 2023

Almaty, 2023

CONTENTS

(I)	LIST OF SYMBOLS AND ABBREVIATIONS	3
(II)	INTRODUCTION	4
(III)	REPRESENTATION OF EDUCATIONAL ORGANIZATION	5
(IV)	DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE.....	6
(V)	DESCRIPTION OF THE EEC VISIT.....	7
(VI)	COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS	9
	6.1. Standard "Management of the educational program"	9
	6.2. Standard "Information Management and Reporting"	13
	6.3. Standard "Development and approval of the educational program"	17
	6.4. Standard "Continuous monitoring and periodic evaluation of educational programs"	19
	6.5. Standard "Student-Centered Learning, Teaching and Assessment"	21
	6.6. Standard "Students"	23
	6.7. Standard "Teaching Staff"	27
	6.8. Standard "Educational resources and student support systems"	30
	6.9. Standard "Informing the public"	33
(VI)	OVERVIEW OF STRENGTHS/BEST PRACTICE FOR EACH STANDARD.....	35
(VII)	OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY.....	36
(VIII)	OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION.....	37
(IX)	RECOMMENDATION TO THE ACCREDITATION BOARD.....	37
	Annex 1. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE"	37
	Annex 2. PROGRAM OF THE VISIT TO THE EDUCATIONAL INSTITUTION	44
	Annex 3. RESULTS OF TEACHERS' QUESTIONNAIRE.....	53
	Annex 4. RESULTS OF STUDENTS' QUESTIONNAIRE.....	60

(I) LIST OF SYMBOLS AND ABBREVIATIONS

AC - Academic Council
ACQUIN - the Accreditation, Certification and Quality Assurance Institute
CD - core disciplines
CED- catalog of elective disciplines
CIT - Center for Information Technologies
CTE - credit technology of education
ECTS - European Credit Transfer and Accumulation System
EEC - external expert commission
EER - electronic educational resources
EP - educational program
FLPT - foreign language profile training
FPE - Faculty of Postgraduate Education
GPA - Grade point average
IAAR - Independent agency of accreditation and rating
IEP - individual educational plan
IR - international relations
IWP - independent work of postgraduates
IWPGT - independent work of postgraduates under the guidance of a teacher
IWS - independent work of students
MEP - modular educational programs
MES RK - Ministry of Education and Science of the Republic of Kazakhstan
MOOC - massive open online courses
MOODLE - Modular Object-Oriented Dynamic Learning Environment
MSHE RK - Ministry of Science and Higher Education of the Republic of Kazakhstan
NCSTE- National Center for Science and Technology Evaluation
NHS - Scientific and Humanitarian Council
NQF - National Qualifications Framework
NSQ - National system of qualifications
OHPE - organization of higher postgraduate education
PD - profile direction
PDs- profiling disciplines
PR - public relations
NIPL- Research Applied Laboratory
RK - Republic of Kazakhstan
RLA - regulatory legal acts
SC - Scientific Council
NIPO-complex - scientific and innovative professional education complex
NIPSh- Scientific Innovative Research Applied School
SMC - Scientific and Methodological Council
SOSE - state obligatory standards of education
SPD - scientific and pedagogical direction
SPED - state program for the development of education
SRW – scientific research work
SSC - Student Service Center
TS – teaching staff
WEP - working educational plan

(II) INTRODUCTION

In accordance with Order No. 87-23-OD dated March 16, 2023, of the Independent Agency for Accreditation and Rating, from May 10 to May 12, 2023, an external expert commission assessed the compliance of educational programs 7M01713 Training of foreign language teachers (profile direction), 7M01712 Training of foreign language teachers, 7M02312 Translation studies JSC “Kazakh Ablai khan University of International Relations and World Languages” to the standards of initial specialized accreditation of the educational program (ex-ante) of the organization of higher and (or) postgraduate education (No. 68-18 / 1-OD of May 25, 2018, first edition).

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

The composition of the EEC:

1) **Chairperson of the EEC** – Kossov Vladimir Nikolayevich, Doctor of Physics and Mathematical Sciences, Professor of the Abai Kazakh National Pedagogical University (Almaty, Republic of Kazakhstan) *Offline participation*

2) **IAAR Expert** – Sousana Michailidou Ph.D Professor Vice Chancellor for Academic Affairs Webster University, Athens Campus (Athens , Greece) *Online participation*

3) **IAAR Expert - Natalie Aleksandra Gurvitš-Suits**, PhD, Tallinn University of Technology (Tallinn, Estonian Republic) *Online participation*

4) **IAAR Expert** - Abisheva Vera Tukenovna, Doctor of Philology, Professor, Department of Journalism, Karaganda State University named after Buketov (Karaganda, Republic of Kazakhstan) *Offline participation*

5) **IAAR Expert** – Movkebayeva Galia Akhmetvalievna, Doctor of Historical Sciences, Professor, Professor of the Department of International Relations and World Economy, Kazakh National University named after Al-Farabi (Almaty, Republic of Kazakhstan) *Offline participation*

6) **IAAR Expert** - Mirzoeva Leyla Yurievna, Doctor of Philology, Professor, Suleyman Demirel University (Almaty, Republic of Kazakhstan) *Offline participation*

7) **IAAR Expert** – Toleubayeva Aknur Mukhitovna, PhD, acting Associate Professor of the Department of Theory and Practice of Translation, Eurasian National University named after L.N. Gumilev (Astana, Republic of Kazakhstan) *Online participation*

8) **IAAR Expert** – Zakirova Dilnara Ikramkhanova, Doctor PhD, Associate Professor of the Department of Tourism and Service, Turan University (Almaty, Republic of Kazakhstan) *Offline participation*

9) **IAAR Expert, Employer** – Zhaiykbayeva Leyla Maratovna, Director of the Human Resources Department of the National Chamber of Entrepreneurs “Atameken” (Astana, Republic of Kazakhstan) *Online participation*

10) **IAAR Expert, student** – Gabitov Darden Dauletbekovich, the 4th year student of the program "Political Science and International Relations", Nazarbayev University, Member of the Alliance of Students of Kazakhstan (Astana, Republic of Kazakhstan) *Online participation*

11) **IAAR Expert, student** – Sisenova Tolganai Erbolkyzy, the 1st year student of the EP "SPD Management", University of Turan, Member of the Alliance of Students of Kazakhstan (Almaty, Republic of Kazakhstan) *Online participation*

12) **IAAR Expert, student** – Tynymbaeva Aruzhan Muratkyzy, the 2nd year master student of "Translation Studies" Eurasian National University named after Gumilyov, Member of the Alliance of Students of Kazakhstan (Astana, Republic of Kazakhstan) *Online participation*

13) **IAAR Coordinator** – Saydulaeva Malika Akhyadovna, project manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan) *Off-line participation*

(III) REPRESENTATION OF EDUCATIONAL ORGANIZATION

Joint stock company "Kazakh Ablai Khan University of International Relations and World Languages" - (hereinafter KazUIR&WL named after Ablai Khan) is a specialized university that summarizes the best Kazakhstani and international educational traditions and practices, skillfully combining the quality of the educational process with the subject variety of educational programs.

The staff training in KazUIR&WL named after Ablai Khan is carried out in accordance with the State license for educational activities in the field of higher and postgraduate professional education АБ 0137365 dated 02.03.2010 for 17 undergraduate programs, 20 master programs, 5 PhD doctoral programs (Appendix 1A. License and Appendix to SO. Appendix 1B. License and Appendix to it MO) <https://clck.ru/g558x>.

Kazakh Ablai Khan University of International Relations and World Languages -an accredited organization of higher education in the city of Almaty, was founded by the Decree of the Council of People's Commissars of the USSR No. 1696 dated September 16, 1940, as the Kazakh State Teachers' Institute of Foreign Languages (KazSTIFL). In April 1944, Kaznarkompros prepared a proposal to transform KazSTIFL into the Kazakh State Pedagogical Institute of Foreign Languages. Decree of the Government of the Republic of Kazakhstan No. 1263 dated June 23, 1993, The Almaty Pedagogical Institute of Foreign Languages was transformed into the Kazakh State University of World Languages, and in 1999 the University was named after Ablai Khan. In accordance with the Decree of the Government of the Republic of Kazakhstan No. 1099 dated August 23, 2001, the State Enterprise "Kazakh State University of International Relations and World Languages named after Ablai Khan" was transformed into Closed Joint-Stock Company "Kazakh Ablai Khan University of International Relations and World Languages". According to Article 90 of the Law of the Republic of Kazakhstan "On Joint Stock Companies", CJSC "KazSUIR", on May 13, 2003, by the decision of the general meeting of shareholders, was renamed into JSC "Kazakh University of International Relations and World Languages named after Ablai Khan".

To date, KazUIR&WL named after Ablai Khan is the largest multidisciplinary scientific and educational university in the Republic of Kazakhstan, specializing in the training of humanities, linguistic and international profiles. Development strategy and activities of KazUIR&WL named after Ablai Khan is aimed at its formation as an innovation-oriented university of an internationally adaptive type, at the formation of a national model of specialized professional and innovative education, considering international requirements and standards.

At the present stage, the positions of KazUIR&WL named after Ablai Khan have been strengthened due to the high assessment of the training of bachelors, masters and PhD doctors from international and national accreditation and rating agencies, including the Independent Agency for Accreditation and Rating / NAAR, the German Institute for Accreditation, Certification and Quality Assurance / ACQUIN and QS World Universities Rankings.

KazUIR&WL named after Ablai Khan in the 2022-2023 academic year in the world ranking of universities QS WUR 2023 is located on the 1001-1200th place. Since 2022, the Central Asia region has been moved from the QS EECA ranking to QS Asia, and in the 2023 edition, the university is in 301-320 positions. The university is ranked 251-300 in the world subject ranking QS WUR by Subject 2023: Modern Languages.

The development of a culture of quality assurance takes place within the framework of the implementation of European programs in the field of higher education: the DOQUP-TEMPUS project. « Documentation By ensuring quality educational programs: DOQUP model”, project “Implementation of Education Quality Assurance System via Cooperation of University – Business - Government in HEIs”, ICM – international credit mobility, CBHE - Capacity Building in Higher Education.

KazUIR&WL named after Ablai Khan is systematically working on the issues of internationalization of education and successfully cooperates with 115 universities of the world, joint programs are being conducted with the award of double diplomas in undergraduate and

graduate specialties. Today KazUIR&WL named after Ablai Khan is a member of 14 authoritative international associations and other organizations.

The university fully owns the academic resources for the implementation of educational activities for the accredited EP KazUIR&WL named after Ablai Khan, on its balance sheet has 5 academic buildings, 3 student dormitories, 1 sport and recreation complex, 3 assembly halls, 2 conference halls, 3 canteens, 2 buffets, 6 reading halls.

The modern scientific and educational infrastructure of the university includes research laboratories. The university publishes scientific journals recognized by the domestic and international academic community "Абылай хан атын. ҚазХҚЖӘТУ-дің жаршысы" of the series: "Pedagogical Sciences", "Philological Sciences", "International Relations and Regional Studies", which are included in the list of publications recommended by the Committee for Quality Assurance in the field of science and higher education of the Ministry of Education and Science of the Republic of Kazakhstan for the publication of the main results of scientific activity by order No. 821 on 07.12.2021. and by order of Ministry of Science and Higher Education of the Republic of Kazakhstan No. 148 dated December 27, 2022.

The University regularly informs the public and key stakeholders about all aspects of its activities by publishing materials on various Internet resources, including social networks and the media. The university uses the official website <https://www.ablaikhan.kz/ru/>, the teaching staff website <https://clck.ru/33v2vX>, the website of scientific publications <http://journals.ablaikhan.kz>, the educational portal <http://portal.ablaikhan.kz>, e-learning system portal <http://lms.ablaikhan.kz>.

KazUIR&WL named after Ablai Khan is the owner of 12 international recognition marks, including the international award "European Quality", the title of Leader of Education awarded by the Cambridge Scientific Association, the Austrian Cross of Honor for contribution to education and culture; International quality certificate of the Swiss Institute for Quality Standards SIQS; International honorary award "Socrates" for contribution to the intellectual development of the younger generation; French academic Palme d'Or, United Europe international award for contribution to integration and a number of other awards.

The university has 19 foreign teachers and students from near and far abroad. Under the undergraduate program - 164 students, of which: China - 62 (residence permit - 6), Uzbekistan - 58 (residence permit - 1), Russia - 20 (residence permit - 4), Tajikistan - 8, Turkey - 3, Afghanistan - 3, Kyrgyzstan - 6, Azerbaijan - 1, Georgia - 1, Turkmenistan - 1, South Korea - 1. Under the master's program - 10 students, including: Afghanistan - 1, Nigeria - 1, Tajikistan - 1, China - 2, Pakistan - 2, RF - 1, USA - 1, Uzbekistan - 1.

The contingent of undergraduates on EP 7M02312 - Translation studies for 2022-2023 (winter intake) 1 master student; according to EP 7M01713 Training of foreign language teachers (profile direction) - 13 master students, according to EP 7M01712 Training of foreign language teachers - 3 master students.

In the 2022-2023 academic year: total teaching staff in the EP "7M02312 - Translation Studies" - 7, of which 6 degreed teaching staff, which is 85.7% - Doctor of Science - 1, Candidates of Sciences - 2, PhD - 3. Degree of EP "7M02312 - Translation Studies" for the 2022-2023 academic year: 85.7%, according to EP 7M01713 Training of foreign language teachers (profile direction) - 83%, according to EP 7M01712 Training of foreign language teachers - 80%.

Currently, there has not been a release for accredited EPs.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International specialized accreditation EP 7M01713 Training of foreign language teachers (profile direction), 7M01712 Training of foreign language teachers, 7M02312 Translation Studies according to IAAR standards is carried out for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out based on the approved Program of the visit of the expert commission for specialized accreditation of educational programs to the JSC "Kazakh Ablai Khan University of International Relations and World Languages" from May 10 to May 12, 2023.

To coordinate the work of the EEC, on May 09, 2023, an introductory meeting was held, during which duties were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of examination methods.

To obtain objective information about 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 of faculties, heads of departments, teachers, students, graduates, employers. A total of 78 representatives took part in the meetings (table 1).

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

Participant category	Quantity
Rector	1
Vice-rectors	6
Heads of structural divisions	12
Deans of faculties	2
Heads of departments	11
Teachers	14
Students	15
Graduates	17
Employers	
Total	78

During the campus tour, the members of the EEC got acquainted with the Research and Development Center "Resource Center", Simultaneous Translation Laboratory, Language Centers, Confucius Institute, Center for Korean Studies, Auditoriums, comp. PD classes, Dining Room in the MB, Red Assembly Hall, Dissertation Reading Room named after M.M. Kopylenko, Hall of Literature of World Languages named after P.G. Kozlov, Office for school education Center for digital education, Computer class, Laboratory of Journalism, Announcer room, Computer classes, Student Service Center (SSC), Canteen, Museum of KazUIR&WL named after Ablai Khan, Ethnographic Museum, Gym.

At the meeting of the EEC IAAR with the target groups of KazUIR&WL named after Ablai Khan, the mechanisms for implementing the policy of the university were clarified and certain data presented in the EP self-assessment report were specified.

No classes were attended during the accreditation period.

During the work, members of the EEC visited the following practicum bases: Republican state enterprise on the right of economic management "Institute of Linguistics named after A. Baitursynov", NGO "Academy of Pedagogical Sciences of Kazakhstan" and Branch of JSC "National Center for Advanced Studies "Orleu" "Institute for Advanced Studies of Pedagogical employees in Almaty Region".

In accordance with the accreditation procedure, a survey of 15 teachers and 17 students was conducted.

To confirm the information presented in the Self-Assessment Report, the working documentation of the university was requested and analyzed by external experts. Along with this,

the experts studied the Internet positioning of the university through the official website of the university <https://www.ablaikhan.kz/>.

As part of the planned program, recommendations for improving the accredited educational programs of KazUIR&WL named after Ablai Khan, developed by the EEC based on the results of the examination, were presented at a meeting with the leadership on May 12, 2023.



(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Management of the educational program"

The institution of higher and/or postgraduate education must have a published quality assurance policy. The quality assurance policy should reflect the relationship between research, teaching, and learning.

- The organization of higher and (or) postgraduate education must demonstrate the development of a culture of quality assurance, including in the context of EP.*

- Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint / double degree education and academic mobility.*

- The EP management demonstrates its readiness to ensure transparency in the development of the EP development plan based on an analysis of its functioning, the real positioning of the EP and the focus of its activities on meeting the needs of the state, employers, students, and other stakeholders. The plan should contain the dates for the start of the implementation of the educational program.*

- The EP management demonstrates the functioning of the mechanisms for the formation and regular revision of the EP development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers, and society, making decisions aimed at continuous improvement of the EP.*

- The management of the EP should involve representatives of stakeholder groups, including employers, students, and teaching staff in the formation of the EP development plan.*

- The management 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.*

- The organization of higher and (or) postgraduate education must demonstrate a clear definition of those responsible for business processes within the EP, an unambiguous distribution of staff duties, and delimitation of the functions of collegial bodies.*

- The management of the EP 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, decision-making based on facts.*

- The management of the EP must carry out risk management, including within the framework of the EP undergoing primary accreditation, and demonstrate a system of measures aimed at reducing the degree of risk.*

- The management of the EP should ensure the participation of representatives of employers, teaching staff, students, and other interested parties in the collegiate management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program.*

- The OO must demonstrate the management of innovations within the EP, including the analysis and implementation of innovative proposals.*

- The EP management must demonstrate evidence of readiness for openness and accessibility for students, teaching staff, employers, and other interested parties.*

- The management of the EP must be trained in education management programs.*

Evidence

Educational activities of JSC Kazakh Ablai Khan University of International Relations and World Languages under the programs: 7M01713 Training of foreign language teachers, 7M01712 Training of foreign language teachers, 7M02312 Translation studies is carried out on the basis of a license (StatelicensedonclassifiededucationalactivitiesVspherehigherAndpostgraduateprofessionaleducationA B0137365 issued by the Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan on 03.02.2010of the year).

These EPs are implemented in accordance with the Classifier of areas for training personnel with higher and postgraduate education, the State Compulsory Education Standards of the Republic of Kazakhstan (SOSE), regulatory legal acts in the field of higher and postgraduate education, the Development Strategy of JSC Kazakh Ablai Khan University of International Relations and World Languages for 2020 -2025, University Quality Assurance Policy.

The quality policy includes a set of the organizational structure of the university, indicators, processes, and resources necessary to constantly improve the quality of education and develop a culture of quality, posted on the university website, and reflected in the internal regulations of the university, the Development Strategy of JSC Kazakh Ablai Khan University of International Relations and World Languages for 2020-2025 (3rd edition).

The university has a system of internal and external quality control. Thus, the Provisions of the Academic policy of JSC "KazUIR&WL named after Ablai Khan" Recommended for reprinting by the decision of the Academic Council of KazUIR&WL named after Ablai Khan (Minutes No. 7 dated February 24, 2023) Section 11; Academic Policy of JSC "Kazakh Ablai UIR&WL" Recommended for reprinting by the decision of the Academic Council of the KazUIR&WL named after Ablai Khan (Minutes No. 7 dated February 24, 2023) published on the official website. The Regulation on the Commission for Quality Assurance was approved (Order of the Chairman of the Board-Rector of 01/24/2023), The development of a quality assurance culture is also taking place as part of the implementation of European programs in the field of higher education: the DOQUP-TEMPUS project. «Documentation By ensuring quality educational programs: DOQUP model», project “Implementation of Education Quality Assurance System via Cooperation of University-Business-Government in HEIs”, ICM – international credit mobility, CBHE - Capacity Building in Higher Education.

The University has developed a Risk Management Regulation (Approved by the Chairman of the Board-Rector on 01/26/2023), published on the official website. In accordance with the Regulations, the Departments of Foreign Language Vocational Training, Methods of Foreign Language Education and Translation and Intercultural Communication have developed a Risk Passport and a Plan-Report of measures to prevent risks.

Accredited EP 7M01713 Training of foreign language teachers, 7M01712 Training of foreign language teachers, 7M02312 Translation studies were developed based on national priorities and the Development Strategy of JSC “Kazakh University of International Relations and World Languages named after Ablai Khan” for 2020-2025 (3rd edition). The quality assurance policy at the university is confirmed by the presence at the university of innovation and production sites in the form of scientific-innovative-professional-educational complexes –NIPO complexes, research innovative and applied schools - NIPO and scientific innovative and applied laboratories - SIPE, contributing to the preparation of relevant modern needs society and the real sector of the economy of professional personnel with a creative and innovative focus on solving urgent socio-economic problems.

EP "7M01712 - Training of foreign language teachers" - 1 year and "7M01713 - Training of teachers of a foreign language" - 1.5 years, refer to NIPSh No. 2 "Modernization of foreign language education, its modern theoretical and integrative foundations and methodology of its interactive - competency-based modeling” (Heads – Candidate of Pedagogical sciences, Assoc. Prof. Golovchun A.A., Doctor of Pedagogical Sciences, Prof. Dzhusubaliyeva D.M.), NIPL I – Modernization of foreign language education based on cognitive-linguoculturological methodology. NIPL II Modern innovative technologies for the training of pedagogical personnel.

EP "7M02312 - Translation Studies" - 1 year is part of the NIPL complex in the linguo-foreign philological direction (LIN); NIPSh on Intercultural Communication and Functional-Pragmatic Studies of Languages and Cultures, which includes NIPL II "Intercultural Communication and Translation Studies". The leaders are Karibaeva B.E. - Doctor PhD, Associate Professor, Assanova G.S. - Doctor PhD, professor. The purpose of the NIPL II study is to analyze the relationship and role of intercultural communication and translation studies in the context of the development of new areas of science and language, to prepare textbooks for disciplines in the fields of intercultural communication and translation studies.

The plans for the development of the EP were developed based on the strategic plan for the development of the university, were updated and approved at meetings of the departments. Educational programs are approved in the Register "7M01712 - Training of foreign language teachers" - 01/21/2022 (Link: <http://esuvo.platonus.kz/#/user/rep/submissions/application/38017>), "7M01713 - Training of foreign language teachers " - 05/31/2022 (Link: <http://esuvo.platonus.kz/#/user/rep/submissions/application/40060>), “7M02312 – Translation studies” - 16.04.2021 (Link: <http://esuvo.platonus.kz/#/user/rep/submissions>).

The direction of training is specialized with terms of study of 1 and 1.5 years. The language of instruction is English. The contingent of students under accredited programs is 17 people. 16 undergraduates study under the educational grant, on a paid basis - 1 undergraduate (*Table 2*).

Table 2

Year of admission	Grant	Paid training
EP 7M01712 - "Training of teachers of a foreign language"		
2021-2022	-	-
2022-2023	12 people	1 person
EP 7M01713 - "Training of teachers of a foreign language"		
2021-2022	-	-
2022-2023	3 people	-
EP 7M02312 – "Translation studies"		
2021-2022	-	-
2022-2023	1 person	-

The mechanism for coordinating the activities of all persons involved in the development and management of the EP is enshrined in the Regulation on the Academic Council for Educational Programs, which defines the competence of the Academic Council in the areas of training NIPO personnel, graduating departments, employers, and students, as well as in the Regulation on the audit of the EP.

As the analysis shows, accredited EPs carry out their activities based on the National Qualifications Framework (NQF), considering the Dublin descriptors and the European Qualifications Framework (EQF), and individual plans of students. In accordance with the requests of students, the requirements of employers and the labor market, the content of educational programs is adjusted through the catalog of elective disciplines (CED) and updating the work programs of academic disciplines. The development and implementation of master's degree programs at the university is regulated by the Academic Policy for the levels of postgraduate education (Minutes No. 1-3 dated 08/26/2022, posted on the official website of the university in the "Educational process" section "Academic policy. Part 2. FPE. The management of the EP attracts interested parties, stakeholders to the formation of a plan for the development of the EP Based on *the benchmarking* of the EP in the 2021-2022 academic year, for the 2022-2023 academic year, the priority areas most in demand in the labor market for preparing master's students were identified with the participation of all stakeholders (employers, undergraduates and other interested parties) in the development of the EP at a meeting of graduating departments, departments of the faculty of postgraduate education, as well as a meeting of the Academic Council for EP. The EP development plan is a document that defines the strategy and tactics of improvement based on the systematic, purposeful, and effective implementation of the intended goals of the EP. The EP development plan is developed in accordance with the Bologna principles of education. To improve the EP and increase the competitiveness of graduates in the development and discussion of the Plan, special attention is paid to the development priorities of the Republic of Kazakhstan in this direction. The structure and content of the development plan ensure the uniqueness of the EP. MS educational platforms are actively used in the educational process Teams, Moodle, Google classroom; online conferences, webinars are held using the ZOOM video resource. Teaching staff of accredited EPs effectively use interactive teaching methods in the classroom (presentations, work in small groups, sociogram, etc.), modern digital educational resources.

Analytical part

Accredited EPs “7M01713 – Training of foreign language teachers”, “7M01712 – Training of foreign language teachers”, “7M02312 Translation studies” demonstrate the functioning of the mechanisms for the formation and regular revision of the EP development plan and monitoring its implementation, assessing the achievement of learning outcomes, meeting the needs of students, employers, and society, making decisions aimed at continuous improvement of the EP. At the same time, the EEC members recommend further improvement of management mechanisms and holding special events to involve representatives of stakeholder groups in the discussion and formation of the EP development plan. This proposal is since at the time of accreditation the training cycle has not yet been completed, and it is planned to submit stakeholder proposals to the EEP EP to meet the needs of the state, employers, students, and other interested parties.

And the interviews of the leaders of the EP, teaching staff, students, as well as the analysis of the submitted documentation confirmed the uniqueness of the accredited EP, which lies in the fact that:

- The structure of NIPO-complexes demonstrates efficiency in the process of development and operation of master's degree programs, since it involves the integration of the actual educational and scientific components;

- learning trajectories are directly related to the modern demands of society and the labor market, it is possible to form individual trajectories through the choice of elective disciplines and the language of instruction;

- MOS includes an interdisciplinary approach to the formation of EP, interactive forms of teaching;

- Practice bases are actively involved.

The university presents a feedback system focused on students, university staff and stakeholders. All interested persons could make an appointment with the rector and vice-rectors according to the approved schedule, heads of departments in working mode without an appointment. It is possible to contact the rector personally through his blog on the university website. This indicates the accessibility of management and its interest in developing feedback from stakeholders.

The survey revealed that the interviewed teaching staff positively assessed: the level of career growth - 93.2 %, the availability of the university management - 96%, the created opportunities for professional and personal growth for each teacher and employee - 93.5% of the respondents.

The management of the educational process is associated with specific officials (head of the department, advisers, directors of institutes, their deputies, developers of educational programs, members of academic councils, university management). The duties performed are described in the job descriptions, the graduating departments are responsible for the business processes of educational programs. According to EEC experts, in the Self-Report, the management of the EP did not sufficiently demonstrate a strategic vision in the field of risk management , which was confirmed during the study of documentation and interviews.

Strengths/best practice

The effectiveness of the structure of the NIPO, its high degree of adaptability and innovative nature, as well as the availability of information about the NIPO for all interested parties (all provisions regarding the structure and functioning of the NIPO are published on the university website and are constantly updated as information becomes available) determines the clarity of the developed models of graduates EP, as well as the consistency and consistency of the educational process.

EEC recommendations for EP 7M01713 Training of foreign language teachers, 7M01712 Training of foreign language teachers, 7M02312 Translation Studies:

- It is necessary to specify in the EP Development Plan all possible risks in the context of specific EPs and determine measures to prevent them by December 1, 2023.

- The EEC recommends that, before September 1, 2025, organize retraining of the EP heads on education management programs and consider the possibility of organizing such programs at the university, since there is the necessary potential for this.

Conclusions of the EEC according to the criteria:

- *Strong - 1*
- *Satisfactory - 13*
- *Suggest improvement - 1*
- *Unsatisfactory - 0*

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 tools and that it uses a variety of methods to collect and analyze 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.*
- *Within the framework of the EP, a system of regular reporting should be provided, reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the activities of departments and departments, scientific research.*
- *The PA must establish the frequency, forms, and methods for assessing the management of the EP, the activities of collegial bodies and structural divisions, top management, and the implementation of scientific projects.*
- *The TOE shall demonstrate the determination of the procedure for and provision of information security, including the identification of persons responsible for the reliability and timeliness of the analysis of information 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 management of the EP must demonstrate the existence of a mechanism for communication with students, employees, and other stakeholders, as well as mechanisms for resolving conflicts.*
- *OO must demonstrate the availability of mechanisms for measuring the degree of satisfaction with the needs of teaching staff, staff, and students within the framework of the EP.*
- *The PA should provide for an assessment of the effectiveness and efficiency of activities, including in the context of the EP.*
- *Information expected to be collected and analyzed within the framework of the EP should consider:*
- *key performance indicators;*
- *dynamics of the contingent of students in the context of forms and types;*
- *level of academic achievement, student achievement and expulsion;*
- *satisfaction of students with the implementation of the EP and the quality of education at the university;*
- *availability of educational resources and support systems for students;*
- *The PA must confirm the implementation of the procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent.*

Evidence

Information processes of the university in certain areas of activity of the departments are automated based on modern information and communication technologies. To collect, analyze and manage information, the University has developed an effective monitoring system “1C. University” based on modern information and communication technologies.

Information and reporting management is carried out by the graduating bachelor's departments as the basis for the formation of the contingent and the departments of the faculty of postgraduate education, as well as the structural divisions of the university: Academic Administration, Office Registrars, Science Administration, etc.

In accordance with the Academic Policy of regulates the procedure for conducting intermediate and final certification of undergraduates, industrial practice, experimental research work, defending a master's project, the procedure for conducting midterm and final controls, law, and responsibilities of the student, etc.

All provisions regulating the educational process are approved by the Academic Council of the University. The original documents are stored in the Department of Development Strategy and

Monitoring, the electronic version of the document is available on the portal of the university in the public domain.

Employers, social partners take part in the discussion of the WEP, CED, examination of the EP, based on the results of which, in case of additions and comments, adjustments are made.

Public accessibility of the content of educational programs is ensured by placement on the educational portal of the university: WEP, CED. Mechanisms for analyzing and evaluating the effectiveness of changes undertaken for various levels of education include: implementation of plans, decisions and programs for the previous period; implementation of decisions made based on the results of the analysis of the SMC for the previous period; work with personnel and the state of executive discipline, evaluation and analysis of the results of internal / external audits of the SMC; customer requirements and satisfaction, including handling complaints and claims; dealing with nonconformities, including potential nonconformities; University performance results, student surveys. This work is carried out by the Development Strategy and Monitoring Department on a systematic basis. To improve the system for collecting, analyzing and managing information, an electronic access control system has been created at the university. Collection, analysis of information regarding only educational activities based on the use of modern 100% ICT occurs through the educational portal of KazUIR&WL: www.portal.ablaikhan.kz.

Portal sections: about us, E-Services, Directory, Anti-corruption. The "Reference" section includes Academic calendars; Catalog of elective disciplines; Regulations; Tuition payment procedure; Working curriculum. Undergraduates use the following services: the choice of elective disciplines based on their description in QED, prerequisites; viewing ads and information; familiarization with the guidebook; familiarization with regulatory documents; viewing the academic calendar.

In order to ensure order and protection of information, the following systems for collecting, analyzing and managing information based on the use of modern information and communication technologies have been introduced and are operating: information management within the framework of the official website of the university; management of information and communication infrastructure (MICI) within the LMS "MOODLE".

The Digital Technology Center, which ensures the reliability and timeliness of information analysis and data provision, has 2 main departments: Development Department, Support Department. The structure and volume of information collected, sources, frequency, time interval, persons responsible for the reliability and timeliness of information are determined in accordance with internal regulatory documentation. Within the framework of accredited EPs, a system of regular reporting is carried out, reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the EP. The annual report is heard at meetings of the departments, the Faculty Council, and the Academic Council.

The materials posted on the site regarding the EP "7M01712 - Training of foreign language teachers" - 1 year, "7M01713 - Training of teachers of a foreign language" - 1.5 years, "7M02312 - Translation business" - 1 year are protected from information distortion. To prevent hacker attacks on the resources of the university, periodic monitoring of the state of services responsible for the service's performance is carried out, restrictions are introduced for user access to resources. The event logs in the operating system are analyzed, the system works to restrict access to system services to prevent network attacks.

EP "7M01712 - Training of foreign language teachers" - 1 year, "7M01713 - Training of teachers of a foreign language" - 1.5 years, "7M02312 - Translation business" - 1 year. and ultimately, produce professional masters.

To interconnect science and education (connection between scientific research, teaching and learning), employers and social partners are involved in the implementation of the tasks of the educational process. The social partners of the educational programs "7M01712 Training of foreign language teachers" and "7M01713 Training of foreign language teachers" are the National Center for Advanced Studies "Orleu" (director Karim A.T.), the National Informatization Center (director Tazhigulova A.I.), the Pedagogical College Foreign Languages (Director Shpikbayeva

B.Zh.). Social partners take part in the development of the educational program and the working curriculum; Regulations on research practice; Attestation commission and defense of master's theses.

An important source of information is the university-based sociological surveys of students, graduates, and employers. Employers and social partners of the EP "7M02312 - Translation Business" - 1st year are: "Institute of Literature and Art. M. Auezov" of the Ministry of Education and Science of the Republic of Kazakhstan (head of the department of international relations and world literature Ananyeva S.V.); International Association of Goods and Services "ExpoBest" (Director Pilipenko Yu.A.); RSE on PVC "Institute of Linguistics named after A. Baitursynov" (responsible for the practice of undergraduates Maralbek E.); Public Fund "Translators of Kazakhstan" (Director Mizamkhan B.); Public Foundation "National Translation Bureau of the Republic of Kazakhstan" (Kenzhekhanuly R.); Steppe & World Publishing House (Director R.Kader).

A survey of employers is carried out to identify the degree of consumer satisfaction with the quality of educational services, a study of problems and achievements in the quality of the organization of research work and the educational process. Students can influence the development of the EP in a 2-level format: in the learning process and at the development stage. During the learning process, suggestions and comments from students are accepted that meet the requirements of the labor market and the current situation in world politics and international relations and are considered at a meeting of the Academic Council of the EP. Changes and additions to the EP are made only during the holidays, between semesters.

The involvement of students, employees, teaching staff in the processes of collecting and analyzing information is carried out through an online survey, the results of which are reported at meetings of the Academic Council, Academic Council, considered and appropriate action taken.

Evaluation of the effectiveness and efficiency of the EP is based on the analysis of reports, information, materials received because of internal and external audits.

Analytical part

Analytical work of the EEC according to this standard showed that in KazUIR&WL named after Ablai Khan, there is a system of information management and monitoring of the contingent on the recruitment of students, academic performance, staffing, which is regularly presented at meetings of the department, the Academic Council. The department of strategic planning and quality management of the university conducts a sociological survey of all groups - students, teaching staff, employers, graduates, based on the results of which appropriate measures are taken. Feedback has been established with students, which makes it possible to identify their needs and satisfaction with the quality of the implemented EP.

The university organized information support for scientific research of teaching staff and students. The Department for the Coordination of Scientific Research provides information and methodological support for the work of scientific departments, departments, Dissertation Councils at the university. IN report By self-assessment of EP " 7M01713 Training of foreign language teachers (profile direction), 7M01712 Training of foreign language teachers " within the framework of this standard , the information management process is sufficiently disclosed, in particular, through electronic monitoring through the portal of Kazakh Ablai Khan UIR&WL, AIS PLATONUS, MOODLE systems , Science management systems , BSC (Balanced Scorecard) Systems - Balanced Scorecard (BSC) and KPI (Key Performance Indicator - A key performance indicator that makes it possible to evaluate the effectiveness of an educational program for various stakeholders: customer satisfaction, impact on the quality of graduate training. etc. The decision-making algorithm is characterized, including - in the context of EP.

EEC IAAR after analyzing the online and offline information and reporting management system, including meetings, conversations and interviews with vice-rectors, heads of departments, heads of structural divisions, students, faculty, representatives of employers' organizations and graduates, as well as getting acquainted with the infrastructure of the university , material and

technical and information and methodological resources and the necessary documents, notes that information management, a system for collecting, analyzing and reporting on this cluster in KazUIR&WL named after Ablai Khan are carried out on the basis of the use of modern information and communication technologies and software tools and resources: the main information is presented on the official website of the university and in the systems mentioned above.

The scientific library has access to the international databases "Scopus/Science direct" and "Web of Science" under the national subscription of the Ministry of Education and Science of the Republic of Kazakhstan, and also uses databases of domestic information resources such as: <http://rmebrk.kz> - Republican interuniversity electronic library; <http://kazneb.kz> - Kazakhstan national electronic library; <http://adebiportal.kz/> - adebiet portals; <https://www.okulyk.kz/> - Electronic textbooks; <https://openu.kz/ru> - Open University of Kazakhstan; <http://elibrary.kaznu.kz> - KazNU named after Al-Farabi; <http://library.kaznpu.kz/ru/> - electronic library of KazNPU named after Abai; <https://kitap.kz> - "IKitap".

During the visit, the EEC was provided with information on the frequency, forms and methods for assessing the management of the EP, the activities of collegial bodies, structural divisions. Particular attention is paid to the systematic review of the effectiveness of decisions made, monitoring the activities of departments and programs at meetings of the Academic Council. Thus, within the framework of the EP there is a system of regular reporting, which includes the effectiveness and efficiency of the activities of the departments and their evaluation at the university level. The departments prepare semi-annual and annual reports of an analytical nature, covering all areas of the department's activities and changes made to accredited EPs. The structure of the reports is determined by the forms approved by the relevant documented procedures.

Management of informing all interested parties is carried out through online and offline contacts; Thus, information about the possibilities of obtaining grants for specialized master's programs was carried out through the university website.

The Regulation "Image Policy", published on the university website, also testifies to the systematic nature of information management.

The university operates with a system of information support for students, which allows you to determine the degree of satisfaction of students with the learning process and provides feedback through the Platonus information base. Having a login and password, the student has the opportunity to follow the process of independent work, expressed in the assessment of the teacher. The university provides teachers and students with free access to the Internet, there is Wi-Fi.

In accordance with the Law of the Republic of Kazakhstan dated May 21, 2013, No. 94-V "On personal data and their protection" and other regulatory legal acts of the Republic of Kazakhstan, the university teaching staff signed the Consent to the collection and processing of personal data (Contract for the provision of educational services).

EEC notes that in the process of development and formation of the EP Development Plan, it is necessary to take into account the practice-oriented nature of the specialized master's program, as well as shorter training periods (respectively, 1 year and 1.5 years). So, as the key performance indicators of the EP, first of all, it is necessary to take into account the practice-oriented component in the content of the disciplines and the EP as a whole, to plan the timing of possible academic mobility, as well as the nature of the publications of profile master students.

Strengths/best practice

strengths have been identified in this standard.

EEC recommendations for EP 7M01713 Training of foreign language teachers, 7M01712 Training of foreign language teachers, 7M02312 Translation studies

The EEC recommends, by September 1, 2024, to develop a monitoring system for key performance indicators of the EP, considering the specifics of the profile master's program.

Conclusions of the EEC according to the criteria:

- *Strong* - 0
- *Satisfactory* - 16
- *Expect improvement* - 0
- *Unsatisfactory* - 0

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

- *The OO should define and document the procedures for developing EPs and their approval at the institutional level.*
- *The management of the EP should ensure that the developed EP complies with the established goals, including the intended learning outcomes.*
- *The management of the EP must demonstrate the existence of mechanisms for reviewing the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society.*
- *The management of the EP should ensure the availability of developed models of the EP graduate, describing the learning outcomes and personal qualities.*
- *The management of the EP must demonstrate the conduct of external reviews of the content of the EP and the planned results of its implementation.*
- *The qualification awarded upon completion of the EP must be clearly defined and correspond to a certain level of the NSC and QF-EHEA.*
- *The management of the EP should determine the influence of disciplines and professional practices on the formation of learning outcomes.*
- *An important factor is the possibility of preparing students for professional certification.*
- *• *The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development of the EP, ensuring their quality.*
- *The management of the EP should ensure the content of academic disciplines and learning outcomes for the level of education (bachelor's, master's, doctoral studies).*
- *The structure of the EP should provide for various types of activities that ensure the achievement of the planned learning outcomes by students.*
- *An important factor is the correspondence between the content of the EP and the learning outcomes of the EP implemented by organizations of higher and (or) postgraduate education in the EHEA.*

Evidence

Educational programs at the university are developed in accordance with the requirements of the regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan, the National and sectoral qualifications frameworks, professional standards and comply with national qualifications frameworks and professional standards, agreed with the Dublin descriptors and the European Qualifications Framework.

The development and implementation of master's degree programs at the university is regulated by the Academic Policy for the levels of postgraduate education. Upon completion of the development of educational programs, the Academic Council approves, which includes teaching staff, managers, students, and employers who are directly involved in the discussion of the EP. On an ongoing basis, joint work is carried out with potential employers at the stage of developing educational programs and QED.

Qualitative and quantitative indicators of market requirements determine the mission, goals and objectives of educational programs and correspond to the available resources and capabilities of the university.

The University has experience in conducting examinations of educational programs for their compliance with the requirements of the labor market, compliance of goals with learning outcomes, prospects for the content of goals, and their measurability. EEC members note the representativeness of employers involved in the design and examination of the EP cluster in the person of representatives of the academic, scientific, and managerial communities. Experts are involved according to certain criteria approved by the management of the PA.

1 time per academic year, the EP "7M01712 - Training of foreign language teachers", "7M02312 - Translation business" is reviewed and updated - 1 year in case of changes in the State

Educational Standard of higher and postgraduate education, changes in the legislative framework, possible changes in labor market requirements, requests from employers and the introduction of new learning trajectories. During the interview, the students identified some disciplines that were noted as relevant, such as "Management" and "Theory and Practice of Computer-Aided Translation".

The management of the OO provides preparation for professional certification, namely, undergraduates can attend IELTS preparation courses to further obtain the appropriate certificate, take part in foreign seminars, conferences, round tables. In current educational year from February 23 to April 27 lectures were organized by Dr. Elliot E. Maxwell (USA) on the topics "Openness and the Internet", "Digital learning", "Application in TEM instruction", where organizers were Elliott School of International Affairs/The Central Asia Program / Institute for European, Russian and Eurasian Studies (IERES).

For each discipline of the WEP, the teaching staff of these EPs develop syllabuses, which are reviewed and approved at the ASOP meeting, approved by the Vice-Rector for Academic Affairs. The content of the EP "7M01712 - Training of teachers of a foreign language" - 1 year, "7M01713 - Training of foreign language teachers" - 1.5 years, "7M02312 – Translation studies" - 1 year. KazUIR&WL named after Ablai Khan corresponds to the EHEA.

Analytical part

During the visit of the EEC, IAAR experts made sure that the university has a documented procedure for reviewing and updating the content of the EP. The management of the EP demonstrates the wide participation of stakeholders in the person of students, teaching staff and employers in the development of the EP, the choice of disciplines and their place in the curriculum, in the formulation of annotations to the disciplines, etc. The analysis of information on the implementation of the EP is carried out by considering these issues at meetings of departments, educational and methodological councils of faculties and the academic council of the university.

The EEC confirms that according to the OP "7M01712 - Training of foreign language teachers", "7M01713 - Training of teachers of a foreign language" - 1.5 years, "7M02312 - Translation studies" - 1 year, there are clearly developed graduate models that are in the public domain on the university website.

To ensure quality, the university improves the EP through the mechanism of internal and external quality assessment of the EP. Employers interested in improving the content of the EP are involved as experts. However, during the visit, it was revealed that the Director of the International Association of Producers of Goods and Services ExpoBest was involved as an external expert on the EP "7M02312 - Translation Studies" - 1 year. The management of this EP needs to improve the qualitative and quantitative composition of experts according to the criteria approved by the management of the PA to attract competent assessors and review the frequency of these examinations.

The passage of types of practices by students of EP is regulated by the Regulations on the organization of professional practice of students in accordance with the State Educational Standard of Postgraduate Education of the Republic of Kazakhstan, namely, EP "7M01712 - Training of foreign language teachers", "7M01713 - Training of foreign language teachers" - 1.5 years, "7M02312 – Translation Studies" - 1 year in the second semester, an experimental production practice is planned. The practice bases are educational institutions, centers and other activities that correspond to the profile of the EP. For example, according to the EP "7M02312 - Translation Studies" - 1 year, the REM Institute of Linguistics named after A. Baitursynov, Algayat Steppe & World LLP, International Association of Producers of Goods and Services ExpoBest are presented as a practice base, however, according to the specifics of this EP, it is necessary intensify cooperation with practice bases, such as translation agencies, international organizations, where students can improve their translation skills, both written and oral.

Questioning of students, conducted during the visit of the EEC IAAR, showed that:

- the level of satisfaction with the quality of study programs at the university is assessed as

"completely satisfied" - 63.7% and "partially satisfied" - 34.3%, "partially dissatisfied" - 1%, "completely dissatisfied" - 1%.

Strengths/best practice of EP 7M01713 Training of foreign language teachers (profile direction), 7M01712 Training of foreign language teachers, 7M02312 Translation studies strengths have been identified in this standard.

Recommendations of the EEC on EP 7M01713 Training of foreign language teachers (profile direction), 7M01712 Training of foreign language teachers, 7M02312 Translation

- The EEC recommends that, by September 1, 2023, determine the frequency of external reviews of the content of the EP and the planned results of the implementation of the EP, as well as update the requirements for evaluators according to the profile of the EP.

- Guideline EP 7M02312 Translation business needs to increase the number of organizations with a narrow profile as partners in practice, according to the direction of the EP - deadline: May 2024.

Conclusions of the EEC according to the criteria:

- *Strong* - 0
- *Satisfactory* - 12
- *Suggest improvements* – 0
- *Unsatisfactory* - 0

6.4. Standard "Continuous monitoring and periodic evaluation of educational programs"

• *The PA should determine the mechanisms for monitoring and periodically evaluating the EP to ensure the achievement of the goal and meeting the needs of students, society, and show the focus of the mechanisms on the continuous improvement of the EP.*

- *Monitoring and periodic evaluation of the EP should include:*
 - *the content of the programs in the light of the latest achievements of science in a particular discipline to ensure the relevance of the discipline taught;*
 - *changes in the needs of society and the professional environment ;*
 - *workload, performance and graduation of students;*
 - *effectiveness of student assessment procedures;*
 - *expectations, needs and satisfaction of students with EP training;*
 - *educational environment and support services and their compliance with the objectives of the EP.*
- *The guidelines for the EP should demonstrate a systematic approach in monitoring and periodically assessing the quality of the EP.*
- *The PA, the management of the EP should determine a mechanism for informing all interested parties about any planned or undertaken actions in relation to the EP.*
- *All changes made to the OP must be published.*

Evidence

In KazUIR&WL named after Ablai Khan within the framework of monitoring and periodic evaluation of the accredited EP "7M01712 - Training of foreign language teachers" - 1 year, "7M01713 - Training of foreign language teachers" - 1.5 years, "7M02312 - Translation studies" - 1 year as Intra university control, the following methods are used: attestation of the current progress of students, final attestation, attestation of all types of practices, verification of the state of the methodological support of the educational process, collection and analysis of data on customer satisfaction, internal audits. The results of monitoring are reported at a meeting of the administration, specific measures are taken for each department.

Monitoring and evaluation of the EP operates in accordance with the developed provisions. Every year, EPs are reviewed considering the opinions of employers and all competencies and skills, with reflected learning outcomes. Meetings of the Academic Council are held on a regular basis with the participation of employers and students, at which such issues as the organization of professional practice, discussion of the topics of master's theses, CED, WEPS, syllabuses of

disciplines, implementation of cooperation agreements, improvement of the organization of the educational process, distribution of internal grants, ensuring the employment of graduates, etc.

To ensure the quality of education, the PA regularly conducts surveys of students and teaching staff, as well as questionnaires and surveys of employers on the content of the EP, including involving representatives of partners in quality control of education through questioning, examination of the EP, etc.

Stakeholders are informed of any planned or undertaken actions in relation to the OP. Informing takes place through the official website of the university <http://www.ablaikhan.kz>, personal appeal, letters of invitation.

The departments systematically monitor the training of students to ensure the quality of education, within the framework of internal quality assurance. The control of educational programs includes the evaluation of curricula, work plans and methodological developments in the context of disciplines.

Analytical part

Analysis of the self-assessment report and a visit to KazUIR&WL named after Ablai Khan showed that the University uses a systematic approach to monitoring and periodic evaluation of accredited educational programs; regular revision of the content and structure of educational programs, considering changes in the labor market, the opinion of employers and the social demand of society. To analyze and identify external changes (in the labor market), the EP management uses the tool of expert opinions of representatives of the academic and professional communities.

To improve the quality and monitoring, open classes and mutual visits are held at the departments. Each teaching staff conducts one open lesson per semester. The results of the classes are discussed at the meetings of the department and recorded in the minutes. Employers also take part in the meetings to discuss both academic issues and the content of educational programs. For example, according to the EP "7M01712 - Training of foreign language teachers" - 1 year, "7M01713 - Training of foreign language teachers" - 1.5 years in 2021-2022, courses were proposed and developed with the involvement of employers and social partners of the National Center for qualifications "Orleu", the National Center for Informatization, the Pedagogical College of Foreign Languages "Conceptual and methodological foundations for the modernization of modern foreign language vocational education", "Integrative and managerial complex for the formation of a model of a modern specialist" and "Scientific and educational, innovative and integrated basis of foreign language education". According to the EP "7M02312 - Translation Business" - 1 year in 2022-2023, in a joint meeting with the developers of the WEP, EP and employers, social partners, it was proposed to introduce new disciplines, such as "Specialist in media communications", "Translator in intersectoral communication".

Questioning of students, conducted during the visit of the EEC IAAR, showed that:

- completely satisfied with the quality of teaching - 68.6%, partially satisfied - 27.5%, partially dissatisfied - 2.9%, dissatisfied - 1%.

- 64.7% are completely satisfied with the objectivity of assessing students' achievements, 32.4% are partially satisfied, 2% are partially dissatisfied, and 1% are dissatisfied.

EEC IAAR notes that the organization of activities of PAs for accredited EPs within the framework of the standard "Continuous monitoring and periodic evaluation of educational programs" is sustainable and is implemented in accordance with standard and up-to-date business processes of the university.

Strengths/best practice of EP 7M01713 Training of foreign language teachers (profile direction), 7M01712 Training of foreign language teachers, 7M02312 Translation studies strengths have been identified in this standard.

WEC recommendations on EP 7M01713 Training of foreign language teachers (profile

direction), 7M01712 Training of foreign language teachers, 7M02312 Translation studies
None.

Conclusions of the EEC according to the criteria:

- *Strong - 0*
- *Satisfactory - 10*
- *Suggest improvements – 0*
- *Unsatisfactory - 0*

6.5. Standard “Student-Centered Learning, Teaching and Assessment”

- *The management of the EP should ensure respect and attention to the various groups of students and their needs, providing them with flexible learning paths.*
- *The management of the EP should ensure the use of various forms and methods of teaching and learning.*
- *An important factor is the presence of own research in the field of teaching methods of academic disciplines of the EP.*
 - *The management of the EP must demonstrate the existence of a feedback system on the use of various teaching methods and the assessment of learning outcomes .*
 - *The leadership of the EP must demonstrate support for the autonomy of learners, while being guided and assisted by the teacher.*
 - *The management of the EP must demonstrate the existence of a procedure for responding to complaints from students.*
- *The OO must ensure consistency, transparency and objectivity of the mechanism for evaluating learning outcomes for each SP, including appeal.*
- *The PA must ensure that the procedures for assessing the learning outcomes of students of the EP correspond to the planned results and goals of the program, publishing the criteria and assessment methods in advance.*
- *The PA should define the mechanisms to ensure the achievement of learning outcomes by each EP graduate and ensure the completeness of their formation.*
- *Assessors must be familiar with modern methods and evaluation of learning outcomes and regularly improve their skills in this area.*

Evidence

Students are provided with equal opportunities to form an individual educational program, regardless of the language of instruction, aimed at the formation of professional competence and in accordance with their life attitudes, abilities, and capabilities. Undergraduates within the framework of the EP "7M01712 - Training of foreign language teachers" - 1 year, "7M01713 - Training of teachers of a foreign language" - 1.5 years, "7M02312 - Translation studies" - 1 year have ample opportunities in the formation of an educational trajectory through IEP considering individual characteristics. An individual educational trajectory is reflected in modular educational programs and individual curricula, where, along with general educational, basic disciplines of the compulsory component, there are elective courses and practices that are aimed at ensuring professional competencies. Elective courses are chosen by students independently under the guidance of advisors.

In accordance with modern requirements and considering social needs, in KazUIR&WL them. Ablai Khan, innovative and new pedagogical technologies are being introduced, the material and technical base is being replenished, the level of equipping the educational process with new equipment, materials, electronic textbooks, educational and methodological and scientific literature is increasing. For undergraduates with special needs, there is room 304 in the main building, where there are tables for wheelchair users. In the 3rd building there is room 106 of inclusive information resources of the LIC, where books with Braille cipher, audio books for the visually and hearing impaired are provided. To monitor the effectiveness and efficiency of the application of innovations and the use of active methods, and to obtain feedback on this issue, the Center for Change Management and Education Quality Assessment and graduating departments conduct a survey "Student satisfaction with learning outcomes". Also, feedback from students is carried out through their personal appeals to the leadership of the university, faculty, department,

through curators and student self-government.

The Commission notes that to implement the EP, the teaching staff actively use such modern teaching methods as information and communication, analytical and situational, case, heuristic technologies (brainstorming, fishbone, podcast), technologies that develop critical thinking, gaming and design technologies. In the process of implementing the EP "7M01712 - Training of Foreign Language Teachers" - 1 year, "7M01713 - Training of Foreign Language Teachers" - 1.5 years, "7M02312 - Translation Studies" - 1 year, such innovative teaching methods and techniques are also used as television lectures, video lectures, multimedia lectures, slide lectures, debates, discussions, round tables, brain-rings, Internet conferences; simulation modeling; training computer programs (training, gaming, research, testing, etc.), as well as such new teaching methods as facilitation, the mind map method. Podcasts, etc. are actively used, as is the use of ICT in education. Along with traditional teaching methods, the TRIZ method (problem solving theory) is used - a technology that allows not only to identify and solve problems in a specific field of knowledge, but also to develop analytical and creative thinking, allowing inventing new effective ideas and teaching the methods and process of creating these ideas.

The objectivity of the assessment for intermediate and final control is ensured by the creation of an appeal commission, as well as in KazUIR&WL named after Ablai Khan, the procedure for responding to complaints from students is implemented according to the standard scheme.

Analytical part

During the visit, the members of the EEC were convinced that the organization of the educational process at the university is aimed at ensuring the quality of the services provided, creating the same comfortable, beneficial conditions for all students. The teaching staff of the departments is actively involved in the introduction of innovations, methods, and ways of teaching, including in the course of scientific projects focused on the needs of employers and consumers.

Methods for the implementation of student-centered learning in EP are introduced into the educational process in the form of active and interactive teaching methods that allow you to activate the learning process, since they are built on dialogue, cooperation, and cooperation of all subjects of education, traditionally include the use of innovative teaching methods by teaching staff of EP and conducting classes in multimedia classrooms with the use of technical teaching aids.

The Commission approves sufficient activity to conduct its own research in the field of teaching methods for academic disciplines in accredited EPs. EP "7M01712 - Training of foreign language teachers" - 1 year and "7M01713 - Training of foreign language teachers" - 1.5 years, refer to NIIPSh No. 2 "Modernization of foreign language education, its modern theoretical and integrative foundations and methodology of its interactive - competency-based modeling" (Heads – Candidate of Pedagogical Sciences, Associate Professor Golovchun A.A. , Doctor of Pedagogical Sciences, Prof. Dzhusubaliyeva D.M.), NIPL I – Modernization of foreign language education based on cognitive-linguocultural methodology / NIPL II “Modern innovative technologies for the training of pedagogical personnel”.

EP "7M02312 - Translation Studies" - 1 year is part of the NIPO complex in the linguophilological direction (LIN); NIIPSH on Intercultural Communication and Functional-Pragmatic Studies of Languages and Cultures, which includes NIPL II "Intercultural Communication and Translation Studies". The leaders are Karibaeva B.E. - Doctor PhD, Associate Professor, Assanova G.S. - Doctor PhD, professor. The purpose of the NIPL II study is to analyze the relationship and role of intercultural communication and translation studies in the context of the development of new areas of language science, to prepare textbooks in disciplines in the fields of intercultural communication and translation studies. And also, much attention is paid to the issue of improving the qualifications of teaching staff. Akhmetova M.K. from 02/22/2021 to 03/05/2021 passed advanced training on the topic "Focus on research and aspects of teaching a foreign language", at Nottingham Trent University, UK (72 hours), Golovchun A.A. from 12/10/2021 to 01/19/2022 accepted participation in the seminar "Methods and technologies of

teaching foreign languages in the field of Humanities" at the University of Central Lancashire, School of Humanities, Language and Global Studies, Preston, England. Supporting documents are attached to the report.

WEC notes that the management of the EP considers the needs of students, providing flexible learning paths. And, during the interview, it was revealed that at the request of the students, the time of the classes was moved to the evening, namely from 17.30 to 22.00.

It should be noted that according to the EP "7M02312 - Translation Studies" - 1st year, it is impossible to determine the dynamics of the contingent of students, since this EP had only the first admission this year and currently 1 undergraduate is studying, which means that the management needs to be activated work in this direction to increase the contingent.

Questioning of students, conducted during the visit of the EEC IAAR, showed that:

- completely satisfied with the teaching methods - 60.8%, partially satisfied - 37.3%, dissatisfied - 2%;
- completely satisfied with the tests and examinations - 59.8%; partially satisfied - 37.3%, partially dissatisfied - 2%, dissatisfied - 1%;
- the teacher uses effective teaching methods - fully satisfied - 61.8%; partially satisfied - 35.3%, dissatisfied - 1%.

Strengths/best practice of EP 7M01713 Training of foreign language teachers (profile direction), 7M01712 Training of foreign language teachers, 7M02312 Translation studies

- The leadership of the EP ensures respect and attention to different groups of students and their needs, providing them with flexible learning paths.
- As a result of the systematic work of the teaching staff of the EP, there is an active use of various forms and methods of teaching and learning.
- The leadership of the EP demonstrates the presence of its own research in the field of teaching methods for the academic disciplines of the EP.

Recommendations of the EEC on EP 7M01713 Training of foreign language teachers (profile direction), 7M01712 Training of foreign language teachers, 7M02312 Translation studies

- Guideline EP 7M02312 Translation business needs to plan and implement a set of measures to increase the contingent, namely, to develop a roadmap for career guidance. Deadline - August 2023.

Conclusions of the EEC according to the criteria:

- *Strong* - 2
- *Satisfactory* - 8
- *Suggest improvements* – 0
- *Unsatisfactory* – 0

6.6. Standard "Students"

• *The PA must demonstrate the existence of a policy for the formation of a contingent of students in the context of the EP, ensure transparency and publicity of its procedures governing the life cycle of students (from admission to completion).*

• *The management of the EP should determine the procedure for the formation of a contingent of students based on:*

- *minimum requirements for applicants;*
- *the maximum size of the group when conducting seminars, practical, laboratory and studio classes;*
- *predicting the number of government grants;*
- *analysis of available material and technical, information resources, human resources;*
- *analysis of potential social conditions for students, incl. provision of places in the hostel.*
- *The management of the EP must demonstrate readiness to conduct special adaptation and support programs for newly enrolled and foreign students.*

- *The PA must demonstrate the compliance of its actions with the Lisbon Recognition Convention, the existence of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal learning.*
- *The BO should cooperate with other educational organizations and national centers of the “European Network of National Information Centers for Academic Recognition and Mobility/ National Academic Recognition Information Centers” ENIC/NARIC to ensure comparable recognition of qualifications.*
- *The PA should provide an opportunity for external and internal mobility of students of the EP, as well as readiness to assist them in obtaining external grants for training.*
- *The management of the EP must demonstrate readiness to provide students with internship places, promote the employment of graduates, and maintain contact with them.*
- *The PA should provide for the possibility of providing graduates of the EP with documents confirming the qualifications received, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.*

Evidence

In the self-assessment report of peer-reviewed EPs within the framework standard "Students" it was noted that the procedure for admission of students is regulated by the relevant requirements of the Ministry of Education and Science of the Republic of Kazakhstan. In particular, it is indicated that according to the EP "7M01712 - Training of foreign language teachers" - 1 year, "7M01713 - Training of foreign language teachers" - 1.5 years, "7M02312 - Translation studies" - 1 year. Admission to study is carried out in accordance with the Rules of the University Admissions Committee, developed in accordance with the norms of the Law of the Republic of Kazakhstan "On Education", Model Rules for Admission to Study in an Educational Organization, approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018.

In Kazakh Ablai khan UIR&WL, the policy of forming a contingent of students at the EP "7M01712 - Training of foreign language teachers" - 1 year, "7M01713 - Training of teachers of a foreign language" - 1.5 years, "7M02312 - Translation business" - 1 year consists in admitting persons in the number of students who are the most prepared for studying in the magistracy, who consciously chose accredited EPs and scored the required number of points. Registration and movement of students is carried out in accordance with the requirements of the State Educational Standard of the Republic of Kazakhstan dated July 20, 2022, No. 2 (registered with the Ministry of Justice of the Republic of Kazakhstan on July 27, 2022 No. 28916).

The formation of the contingent of master's programs is carried out in accordance with the Model rules for admission to study in educational organizations that implement educational programs of higher and postgraduate education "(Order No. 237 of June 8, 2020, Order No. 241 of May 24, 2021, Order No. 600 of October 31, 2018) and the Regulations of the University.

The requirements for entering the EP "7M01712 - Training of foreign language teachers" - 1 year, "7M01713 - Training of foreign language teachers" - 1.5 years, "7M02312 - Translation studies" - 1 year are also set out in the Data Specification of the EP, posted on the university website and available to all interested parties. Admission to the master's program at KazUIR&WL is carried out on a competitive basis based on the results of comprehensive testing (CT) or entrance exams for foreign citizens. Acceptance of applications entering the magistracy of KazUIR&WL is carried out by the admission committees or through the information system in accordance with the deadlines established by the Model Rules for Admission to Study at the OHPE. Information about the deadlines for accepting documents and CT is posted on the university website in the "Applicants" section. Applicants to the magistracy pass the CT, which includes a test in a foreign language, a test on the profile of groups of educational programs, a test to determine readiness for learning (optionally in Kazakh or Russian). Persons who have one of the international certificates confirming knowledge of a foreign language in accordance with the pan-European competencies (standards) of foreign language proficiency are exempted from the foreign language test upon admission to the magistracy.

The contingent of undergraduates in the EP "7M01712 - Training of foreign language teachers" for 2022-2023 autumn enrollment - 5 (of which -4 on a grant), winter enrollment - 8 (all on a grant) undergraduate .

The contingent of undergraduates in EP 7M02312 - Translation for 2022-2023 (winter intake) 1 undergraduate .

The contingent of the EP is also formed at the expense of restored students and students transferred from other universities (3 undergraduates (all on a grant): Amanbay A.G., Askar A.T., Zhunis B.A. according to the EP "7M01713 - Training of foreign language teachers" transferred from the University of International Business named after Kenzhegali Sagadiev in 2022-23 academic year).

Admission rules, transfer from course to course, credit transfer is regulated on the basis of the regulations of the university. The transfer of undergraduates from course to course is carried out based on the transfer average score (GPA) established by the Academic Council of the University (Appendix 29. The decision of the CC on the approval of the transfer score (GPA) for the 2022-2023 academic year). A master student who has fully complied with the requirements of the curriculum of this course, scored the appropriate number of credits and established for the corresponding GPA course, is transferred to the next course by order of the rector of the university. If the student's GPA is below the established one, he remains for a second course of study. In this case, the student either finalizes the previously adopted IEP, or can form a new one, while the re-study of disciplines for which a low level of performance has been obtained is carried out on a paid basis.

With a GPA of the established level, a master student is allowed to undergo industrial practice, experimental research work, and then to defend a master's project.

Satisfaction of students and teaching staff with methodological innovations is determined by systematic monitoring of their opinions, analysis of learning outcomes and research of employers' opinions. The labor market and the wishes of employers are systematically analyzed by the teaching staff and the leadership of the dean's office, after which appropriate adjustments are made to the EP, which are formed solely from the wishes of the students and the needs of the market.

The principle of predicting the number of state grants is based on the Approval of the Rules for the selection of applicants for participation in scholarship programs, in accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 8, 2018, No. 548 (as amended on March 14, 2022). The order determines the procedure for selecting applicants by allocating budget funds for the full period of study or for 1 academic year, or for 1 academic period for the EP. At the same time, a system for allocating external grants operates within the university to support active students with high academic performance. According to the Regulations "On the appointment and payment of scholarships of JSC "KazUIR&WL named after Ablai Khan" "Procedure for the appointment of the Rector's scholarship", "Rules for the provision of benefits on tuition fees for certain categories of students in JSC "KazUIR&WL named after Ablai Khan" dated 03.09.2018 for the purpose of social support for students" a grant is provided to JSC "KazUIR&WL named after Ablai Khan.

Student inquiries are also processed at the Student Services Center; many functions, such as getting relevant help, are implemented automatically.

Students at the university are given the opportunity to choose and participate in any of the many clubs and circles: the Ablai Khan debate club, the Shabyt poetry club, the modern dance club, various sports sections, etc.

The Alumni Association operates in KazUIR&WL named after Ablai Khan, which helps to keep graduates in touch with the university and with other graduates through various events, continuing education programs, as well as special university events for graduates, and deals with the provision of methodological and practical assistance to students in organizing student life, functioning of self-government bodies, as well as subsequent employment. The Alumni Association provides support in the employment of graduates, in assisting in providing places of

practice for students, participating in the development of the EP with suggestions, comments, additions, etc.

The policy of experimental research work of the undergraduate (EIRM) was developed in accordance with the regulations governing the activities of a higher educational institution in the field of postgraduate education, Orders and Instructions of the Ministry of Education and Science of the Republic of Kazakhstan of the State Compulsory Standard of Postgraduate Education, Order No. 604 of the Minister of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 (with amendments and additions from 07/27/2022), Resolutions of the administration of JSC "Kazakh Ablai Khan University of International Relations and World Languages", internal regulations and documents in order to increase responsibility for the implementation of master's theses and master's projects with applied products.

Analytical part

The EEC confirms that the official website of the university has a section "Applicants», which provides information about the rules for admission and the work of the selection committee. As a result of the analysis of the site, the EEC confirms that the site provides detailed information on the EP (a catalog of elective disciplines is presented, which potential applicants and their parents can familiarize themselves with; qualifications that students will receive are also given.

EEC confirms the existence of a feedback system operating with the help of the information and educational environment of the university, which includes a portal and an electronic library, as well as several system and user resources made available to students.

The Report reflects the positive dynamics of the contingent for accredited EPs (see table 1)EEC confirms that within the framework of accredited EPs, flexible learning paths are provided. When forming an educational trajectory, students have the right to choose special disciplines from a catalog that is subject to annual revision, considering the needs of the labor market. The choice of the language of instruction is carried out upon admission to the University with the possibility of changing the language of instruction in the process of study after an appropriate interview with the student. OP "7M01712 - Training of foreign language teachers" 1 year, "7M01713 - Training of foreign language teachers" 1.5 years, "7M02312 - Translation studies" - 1 year are implemented based on an individual educational plan (IEP), the choice of disciplines of the variable part of the WEP, places of internship, topics of research and design work in accordance with the provisions. The organization of the educational process, in which the individual form of education is a priority, allows students to build an individual educational trajectory. Since WEP and CED, the student independently forms his own learning path through the Moodle educational portal by choosing disciplines. The student chooses the required number of compulsory and elective disciplines, which are reflected in the IEP.

In addition, the EEC notes that within the framework of accredited EPs, the specifics of the profile master's program are considered; Thus, the final qualifying work is not a dissertation, but an applied project with the possibility of further implementation and implementation in practice.

The EEC notes that, in general, there is compliance with the requirements of the Standard. A conversation with students of the EP and graduates allows us to assert that the teaching staff and the administration provide complete information about the competencies and learning outcomes, as well as about the qualifications received and opportunities for further employment. The management and teaching staff of the peer-reviewed EP also provides support and development of students' competencies in the field of scientific work; Thus, in the course of research practice at the Academy of Pedagogical Sciences, undergraduates of the profile program receive the necessary information about such a field as textbook science, advice on writing scientific articles is carried out both by supervisors and during practice. At the same time, it was noted that in accordance with the requirements of the Ministry of Education and Science, students on accredited EPs are provided with opportunities for internships, as well as participation in academic mobility programs. The EEC confirms the presence in the development plan of the EP of foreign

universities (Bashkir State University named after Akmulla and the University of Perpignan, France), which provide for internships for students of the EP.

The EEC confirms that the leadership of the accredited study program and the university as a whole has demonstrated a program for the adaptation of foreign students and ways of feedback with them, taking into account all stages and details of the adaptation process and involving mentoring and collaboration on the part of students of the study program. The report states the fact that the actions of the university comply with the Lisbon Recognition Convention, presents internal documents on the basis of which the recognition of previous learning outcomes and qualifications is carried out.

Strengths/best practice

- The presence of a developed Guide (adaptation guide) for foreign students, considering all aspects of cultural adaptation and adaptation to the educational process.

Recommendations of the EEC on EP "7M01712 - Training of foreign language teachers" - 1 year, "7M01713 - Training of foreign language teachers" - 1.5 years, "7M02312 - Translation studies" - 1 year.

None.

Conclusions of the EEC according to the criteria:

- *Strong - 1*
- *Satisfactory - 11*
- *Expect improvement - 0*
- *Unsatisfactory - 0*

6.7. Standard "Teaching Staff"

- *The PA 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 OO must demonstrate the compliance of the staff potential of the teaching staff with the specifics of the EP.*
- *The management of the EP must demonstrate awareness of the responsibility for their employees and the provision of favorable working conditions for them.*
- *The leadership of the EP should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.*
- *The PA must determine the contribution of the teaching staff of the EP to the implementation of the development strategy of the PA, and other strategic documents.*
- *The PA should provide opportunities for career growth and professional development of the teaching staff of the EP.*
- *The management of the EP must demonstrate readiness to involve practitioners from relevant industries in teaching.*
- *The PA must demonstrate the motivation for the professional and personal development of EP teachers, including encouragement for the integration of scientific activities and education, the use of innovative teaching methods.*
- *An important factor is the willingness to develop academic mobility within the EP, to attract the best foreign and domestic teachers.*

Evidence

The EEC confirms that the EP reflects the institutional procedures in relation to the teaching staff and staff, corresponding to the Mission of the University of JSC Kazakh Ablai Khan University of International Relations and World Languages (Rules for filling positions of teaching staff dated 01/23/2023, (05/12/2021). Regulations on the balanced scorecard dated 26.01.2023 where the indicator of staff stability noted as an indicator of the overall effectiveness of the university, etc.

In the 2022-2023 academic year: total teaching staff in the EP "7M01712 Training of Foreign Language Teachers" - 6, of which 5 degreed teaching staff, which is 83% -, Doctor of Science - 1, PhD - 4. Graduated EP "7M01712 - Training of Teachers foreign language" for the 2022-2023 academic year: 83%.

In the 2022-2023 academic year: total teaching staff in the EP "7M01713 Training of foreign language teachers" - 10, of which 8 degreed teaching staff, which is 80% -, Doctor of Science - 1, candidates of science - 2, PhD - 5.

In the 2022-2023 academic year: total teaching staff in the EP "7M02312 - Translation Studies" - 7, of which 6 degreed teaching staff, which is 85.7% - Doctor of Science - 1, Candidates of Sciences - 2, PhD - 3. Degree of EP "7M02312 – Translation Studies" for the 2022-2023 academic year: 85.7%.

Table 3.EP's Teaching Staff:

EP	Doctor of Science	candidate	PhD	master	Total	Presenters in English	degree	average age
"7M01712 Training of foreign language teachers"	1	-	4	1	6	5	83 %:	35-50
"7M01713 Training of foreign language teachers"	1	2	5	2	10	9	80%	35-50
7M02312 - Translation studies	1	2	3	1	7	6	85.7%	35-50

Doctor of Science, Candidates of Science and Doctors of PhD conduct lectures, seminars / practical classes in the basic and major disciplines of the EP, lead the practice, master's projects (Appendix 31. Information of the teaching staff).

For teaching in the magistracy, the criteria for admission to work at KazUIR&WL are the following criteria: publications in the databases Scopus, JSTORE, Clarivate Analytics, Thomson Reuters, the presence of the Hirsch index, publications in scientific journals included in the list of the CQASE of the MSHE of the RK, management of research projects or participation in them (Appendix 32. Information about scientific supervisors).

Among the undoubted positive characteristics of the EEC is the presence of the Regulations on KPI dated 01/23/2023, used to assess the contribution of the teaching staff to the development of the EP and the university as a whole, which allows specifying the requirements for various aspects of the activities of the teaching staff of the EP.

Analytical part

EEC confirms that the links are working and fully reflect the features of the university's personnel policy and its compliance with the requirements of the Ministry of Education and Science of the Republic of Kazakhstan; placement of the main documents that form the personnel policy of the university on the university website meets the requirements of its transparency.

The EEC confirms that EP reflects the institutional procedures in relation to the teaching staff and staff, corresponding to the Mission of the University.

The EEC notes that the teaching staff of the EP actively introduces scientific developments into the educational process.

Qualitative indicators of the teaching staff of the departments of foreign language vocational training, Methods of foreign language education and Translation and intercultural communication reflect the positive dynamics of degrees; the staffing rate is also high (see Table 3). The Report describes in detail the principles of formation of the EP Teaching staff rating, as well as the reporting system. It provides information about the mobility of teaching staff (mainly external mobility). The EEC confirms that the teaching staff of the EP has publications in the Scopus database (reflected on the university website, as well as in the Applications), which is a necessary requirement for managing undergraduates.

The EEC notes that there is documentary evidence of the advanced training of the teaching staff of the EP and the implementation of the results in the educational process of the EP, as well as in the EP management system. So, the dean of the FPE Akhmetova M.K., the head of the department Kasymbekova M.A., the head of the EP were trained in the course "Management of education in a digital society" under the guidance of a professor, doctor of pedagogical sciences of the Southwestern University "Neofit Rilski" (R. Bulgaria) Itski Derizhan from 21.11.2022 – 26.11.2022 Head of the EP "Translation Studies" Asanova G.S. completed the training course "Management in Education. Project Management" (Eastern University of Finland) in 05 – 30.11.2018; online training program to improve professional, educational and organizational competence "Management in Education" on 26.11 - 08.12.2018 (Sofia, Bulgaria); "Management of education in a digital society" under the guidance of Professor, Doctor of Pedagogical Sciences of the Southwestern University "Neofit Rilski" (R. Bulgaria) Itski Derizhan from 11/21/2022 - 11/26/2022.

The EEC notes that research and advanced training of the teaching staff of the EP find financial support from the university (full or partial financing of publications with the stamp of the Ministry of Education and Science of the Republic of Kazakhstan, stimulation of passing international tests IELTS , TKT , etc.) So, from interviews with teachers, teachers who passed these tests (Zhussupbekov A.A., Kassymbekova M.A.) paid 50% for passing the tests, 50% was paid by the university. The situation was similar when publishing textbooks and monographs (monograph by Kurkimbayeva A.M., textbook "Special professional foreign language", developed by a team of authors - Zhumabekova G.B., Savankova M.V., etc.)

The selection criteria for teaching staff to ensure the educational process in the magistracy are transparent and published on the university website. These criteria include: publications in Scopus , JSTORE , Clarivate databases Analytics , ThomsonReuters , the presence of the Hirsch index, publications in scientific journals included in the list of the CQASE of the MSHE of the RK, management of research projects or participation in them.

The WEC notes that the teaching staff of the EP uses various teaching methods. So, for example, teachers Golovchun A.A., Dzhusubaliev D.M. and others use the project methodology; classes are conducted with the wide use of ICT.

Supplement to the basic salary is made on the basis of KPI, which reflects the educational work of the teacher (including assessment by students), methodological work (publishing textbooks and teaching aids, especially with the stamp of RUMS and the Ministry of Education and Science of the Republic of Kazakhstan; there is a clear graduation of allowances), scientific work (in particular, publications in publications included in the WoS, Scopus databases).

The results of the questioning of teachers as a whole reflect the satisfaction of the teaching staff. The EEC notes that among the surveyed teaching staff, EP "7M01712 - Training of foreign language teachers" 1 year, "7M01713 - Training of foreign language teachers" 1.5 years, "7M02312 - Translation studies" - 1 year accounted for 45 %. At the same time, the degree of academic freedom of the teaching staff is positively assessed by 97.5% of respondents; the degree of assessment of the possibility of professional improvement of teaching staff, the possibility of introducing innovations in the educational process (92.5%), using their own strategies (90.1%), etc. is also high.

The EEC also notes the high degree of participation of teaching staff in scientific projects, including with Kazakhstani or foreign partner universities, as well as the sufficient completeness of information on the creation by the university of conditions for the development of young teachers (participation of teachers in the Bolashak program).

Strengths/best practice

- The teaching staff of the EP are provided with opportunities for career growth and development (for example, financial support is provided for the publication of publications with the stamp of the Ministry of Education and Science of the Republic of Kazakhstan, as well as for passing international qualification tests).

- The personnel policy is characterized by transparency, clarity and objectivity, which is evident from the strict application of procedures for assessing the work of teaching staff and material incentives (KPI, incentive measures for the achievements of the PP OP);

- Personnel policy is characterized by transparency, clarity and objectivity, which is evident from the strict application of procedures for assessing the work of teaching staff and material incentives (KPI, incentive measures for the achievements of the PP OP);

- Personnel potential fully corresponds to the specifics of the EP, which is evident from the combination of a scientific and practice-oriented approach (see publications of the teaching staff of the OP, interactive teaching methods).

EEC recommendations for EP "7M01712 - Training of foreign language teachers" 1 year, "7M01713 - Training of foreign language teachers" 1.5 years, "7M02312 - Translation studies" - 1 year.

None.

Conclusions of the EEC according to the criteria:

- *Strong - 3*
- *Satisfactory - 6*
- *Expect improvement - 0*
- *Unsatisfactory - 0*

6.8. Standard "Educational resources and student support systems"

• *The OO must guarantee a sufficient number of educational resources and student support services to ensure the achievement of the goal of the EP.*

• *The OO must demonstrate the sufficiency of material and technical resources and infrastructure, taking into account the needs of various groups of students in the context of the EP (adults, employed, foreign students, as well as students with disabilities).*

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

• *The management of the EP must demonstrate the compliance of information resources with the specifics of the EP, including:*

• *technological support for students and teaching staff (eg online learning, modeling, databases, data analysis programs);*

• *library resources, including a fund of educational, methodical and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases;*

• *examination of the results of research, final works, dissertations for plagiarism;*

• *access to educational Internet resources;*

• *functioning of WI-FI on the territory of the organization of education.*

• *The OO demonstrates the planning of providing the EP with educational equipment and software similar to those used in the respective sectors of the economy.*

Evidence

During the audit, the EEC made sure that the university has sufficient material, technical, informational and library resources used to organize the process of teaching and educating students and realizing the mission, goals, and objectives of the university. The material and technical

support of educational programs considers the development of scientific and technological progress, the possibility of advanced training of personnel.

When implementing the accredited EPs of this cluster, the material and technical base is used, that ensure the conduct of all types of classes provided by the working curriculum. The material and technical base is provided by the presence of an educational building with in-line classrooms, equipped classrooms and laboratories, computer classes for conducting classes.

Students of accredited EPs are provided with free access to library collections, educational and methodological and scientific literature. The library fund is 693,773 copies.

For students with disabilities, ramps are installed at the entrance to the university. This category of students receives a rector's scholarship and payment for a daily ration of food.

The material fund improves every year, new equipment is purchased. In 2018, computer classes were completely re-equipped into 1st EB, MEB, 5thEB and 2ndEB (furniture, projectors, speakers, computers and other related equipment) (Appendix 35. Investments of Kazakh Ablai Khan UIR&WL). Simultaneous translation laboratories, namely room 315 - a conference studio with isolated booths and simultaneous translation equipment, and room 203 - a language laboratory with Sonako equipment for training simultaneous interpreters were re-equipped and technically do not require updating.

The university has developed a website that is focused on informing the user about the possibilities of the university, its material and technical equipment, services offered, events, conferences and other information related to the functioning of the university. The site operates in three language versions: in the state, Russian and English. Content is kept up to date.

The internal educational portal of the university provides access to various organizational and legal documents, plans, reports, laws, rules, regulations, instructions of the Republic of Kazakhstan and the university, electronic library resources, as well as information regarding the educational process and other documentation of the university. Also, on the portal are posted internal announcements, information on the distribution of grants and places in the hostel, academic performance and student attendance.

Wi-Fi points are installed in all university buildings, in Student Houses, which provides wireless access to all students and teachers to information resources of the OO intranet and to the Internet using personal PCs in classrooms and public places (recreation, lecture halls, etc.). Internet access for students, teaching staff and university staff is unlimited.

Analytical part

During the visit of the EEC, the experts were convinced that the university has its own infrastructure, which ensures its optimal functioning in many areas. The University provides a sufficient number of educational resources and student support services that correspond to the goals of the accredited EP. Library resources, including the fund of educational, methodical and scientific literature on general education, basic and major disciplines are presented on paper and electronic media, periodicals. There is open access to scientific databases.

The level of student satisfaction with the quality of educational resources and the system of support for students provided by OO is clearly demonstrated in the results of the survey presented in the following table:

Table 4

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	No answer
Support with educational materials in the learning process	60.8%	37.3%	0	0	
Availability of personal counseling	52%	37.3%	9.8%	1%	0
Financial and administrative services of the educational institution	50%	46.1%	3.9%	0	0
Availability of health services for students	44.1%	46.1%	8.8%	1%	0
The level of availability of library resources	76.5%	20.6%	9.8%	2%	1%
Satisfaction with the existing educational resources of the university	60.8%	34.3%	3.9%	1%	0
Availability of computer classes and Internet resources	72.5%	23.5%	2.9%	1%	0
Study rooms, auditoriums for large groups	61.8%	32.4%	4.9%	1%	0
Lounges for students (if any)	35.3%	45.1%	13.7%	4.9%	1%
Informing students about courses, educational programs, and academic degrees	68.6%	28.4%	2%	1%	0
Providing students with a hostel	60.8%	34.3%	3.9%	1%	0

Since 2018, the Student Service Center (SSC) has been operating at the university, with a total area of 122.3 sq.m., with the aim of developing information openness and transparency of the educational process at the University, and optimizing services.

Within the university, there are procedures for supporting various groups of students, including informing and advising students.

An important aspect in the field of providing educational resources and student support system is the availability of electronic resources in the educational institution for examination of the results of research, graduation theses, analysis of dissertations for plagiarism.

In reading rooms and resource centers, access to databases is provided on the basis of agreements with the BIC:

1. Republican interuniversity electronic library - (<http://www.rmeb.kz/>)
2. EBSCO eBook Academic Collection - a growing subscription package containing over 170,000 e-books, this collection includes the titles of leading university publications such as, MIT Press, State University of New York Press, Cambridge University Press, University of California Press, McGill- Queens, Harvard University Press and many others. (<http://search.ebscohost.com>)
3. The world's largest database of abstracts and citations (<http://www.scopus.com/>)
4. Full-text database ScienceDirect - Elsevier's leading information platform (<https://www.sciencedirect.com/>)
5. Polpred.com Database Media Review is an archive of important publications (<http://www.polpred.com/>)
6. International publishing company specializing in the publication of academic journals and books in the natural sciences. (<http://link.springer.com/>)

7. Leading provider of analytical information, information solutions and databases for business and professionals (<http://apps.webofknowledge.com/>).

During the visit, the commission also made sure that there are licensed programs for the provision of the Kazakhstan automated library information system "KABIS", which meets international standards. It should be noted that the automation of the library and information system of the university allows the operational maintenance and use of information resources (electronic textbooks, electronic journals, television lectures, videos, training programs) online 24/7.

According to the survey data of students, a high level of availability of library resources is clearly demonstrated - 76.5% of respondents rated Fully satisfied, 20.6% - partially satisfied, while the maximum dissatisfaction of students is noted in the provision of rest rooms for students - 13.7% (partially dissatisfied), 4.9% - completely dissatisfied.

Strengths/best practice on EP 7M01713 Training of foreign language teachers (profile direction), 7M01712 Training of foreign language teachers, 7M02312 Translation

- The EO provides library resources, as evidenced not only by a subscription to the RIEV, but also, taking into account the profile of the OP and the disciplines of the OP, to such resources as MIT Press, State University of New York Press, Cambridge University Press, University of California Press, McGill Publishing Queens, Harvard University Press.

Recommendations VEKOP 7M01713 Training of foreign language teachers (profile direction), 7M01712 Training of foreign language teachers, 7M02312 Translation

- The EP executives need to plan work on the modernization and improvement of the conditions of the rest rooms for students and complete it by September 1, 2024.

Conclusions of the EEC according to the criteria:

- *Strong - 1*
- *Satisfactory - 8*
- *Suggest improvements – 0*
- *Unsatisfactory - 0*

6.9. Standard "Informing the public"

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

Evidence

Informing the public is carried out by posting information on the official website of the university, in social networks, regional and republican media, directly when stakeholders contact the structural divisions of the university.

Effective feedback with students is carried out through:

- a feedback service on the personal pages of students, teaching staff on the educational portal of the university, where the student gets access to the academic calendar, curriculum in his specialty and the formation of an individual curriculum (information about disciplines and teachers), to information resources and databases of the university library, educational materials provided by teachers in the studied disciplines. The student can get acquainted with the results of the current, intermediate and final control in his personal account. At the end of the academic periods, the student receives full information about the progress in the disciplines studied (transcript).

- service of the official website of the university - the rector's blog. Its effectiveness was emphasized during meetings with trainees.

The main channel for informing the public (future students, their parents, students, graduates and employers) is the official website of the university. Social networks (Instagram, Vkontakte, Facebook) are also actively used. On the pages of the above social networks there is information about educational programs.

Based on the study of the self-assessment report, the website of KazUMOiWL named after Abylai Khan, publications in the media and social networks, EEC experts note that the university has a certain strategy for promoting the university in the educational services market. One of the important and traditional forms of informing the public about the activities of the university is participation in conferences, round tables, forums, and the publication of scientific journals.

The Job Fair is held annually with wide coverage of this event in the media. To organize a job fair, a list of employers is being prepared, invitations to the fair are being developed and sent out, booklets and advertising materials are being prepared, information about the fair is posted on the website.

Informing the public also provides for support and explanation of national programs for the development of the country and the system of higher and postgraduate education.

Analytical part

Members of the EEC state the availability of information on the possibility of awarding qualifications at the end of the EP; information about the various opportunities provided to students; information about the achievements of the teaching staff of the EP, the rules for admission of applicants, educational programs, terms and form of study, international programs and partnerships of the university, the advantages of the university and each faculty, information about the employment of graduates, feedback from graduates, etc.

The university organized and actually proved the activities of the leadership of the EP and teaching staff in social networks and the media. The leadership of the EP uses a variety of ways to disseminate information, including the media, information and social networks to inform the general public and stakeholders. To inform applicants, information boards, posters, stands, banners, etc. are placed in the foyer of the educational buildings of the university. Information on the events held is placed in the "News" section.

Assessment of satisfaction with information about the activities of the university, the specifics and progress of the implementation of the EP is carried out regularly and systematically through questionnaires, surveys, and feedback. An anonymous survey of students, conducted during the visit of the EEC IAAR, showed that satisfaction with students' awareness of courses, EP, and academic degrees is fully satisfied - 68.6%, partially satisfied - 28.4% of students. The usefulness of the website of educational organizations is generally fully satisfied - 58.8%, partially satisfied - 38.2% of students.

EEC members recommend that on the university website provide wide access to up-to-date information on interaction with employers and other stakeholders, including information about the development and adjustment of educational programs and plans for their development, about structural divisions, employees and teaching staff of the university, about the implementation of innovative projects and other areas of activity and development. The members of the commission note the position that involves improving the placement of objective and up-to-date information

on the university website within the framework of the EP, as well as the availability of the rector's blog for all interested stakeholders of the university's educational services.

Thus, the members of the EEC note the need to improve the logistics of the site in order to more fully inform the public, including all interested parties, about the content of the EP, as well as the achievements of the teaching staff of the EP, to improve visibility and open access to this information.

Strengths/best practice on EP 7M01713 Training of foreign language teachers (profile direction), 7M01712 Training of foreign language teachers, 7M02312 Translation strengths have been identified in this standard .

Recommendations of the EEC on EP 7M01713 Training of foreign language teachers (profile direction), 7M01712 Training of foreign language teachers, 7M02312 Translation

- The EEC recommends, by September 1, 2023, to improve the logistics of the site in order to better inform the public, incl. - all interested parties about the content of the EP, as well as the achievements of the teaching staff of the OP; improve visibility and open access to this information.

Conclusions of the EEC according to the criteria:

- *Strong* - 0
- *Satisfactory* - 10
- *Suggest improvements* – 0
- *Unsatisfactory* - 0

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

Standard "Management of the educational program"

The effectiveness of the structure of the NIPO, its high degree of adaptability and innovative nature, as well as the availability of information about the NIPO for all interested parties (all provisions regarding the structure and functioning of the NIPO are published on the university website and are constantly updated as information becomes available) determines the clarity of the developed models of graduates EP, as well as the consistency and consistency of the educational process.

Standard "Information Management and Reporting"

strengths have been identified in this standard .

Standard "Development and approval of the educational program"

strengths have been identified in this standard .

Standard "Constant monitoring and periodic evaluation of educational programs"

strengths have been identified in this standard .

Standard "Student-Centered Learning, Teaching and Assessment"

- The executives of the EP ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths.

- As a result of the systematic work of the teaching staff of the EP, there is an active use of various forms and methods of teaching and learning.

- The leadership of the EP demonstrates the presence of its own research in the field of teaching methods for the academic disciplines of the EP.

Standard "Students"

- The presence of a developed Guide (adaptation guide) for foreign students, taking into account all aspects of cultural adaptation and adaptation to the educational process.

Standard "Teaching Staff"

- The teaching staff of the EP are provided with opportunities for career growth and development (for example, financial support is provided for the publication of publications with the stamp of the Ministry of Education and Science of the Republic of Kazakhstan, as well as for passing international qualification tests).

- Personnel policy is characterized by transparency, clarity and objectivity, which is evident from the strict application of the procedures for assessing the work of teaching staff and material incentives (KPI , incentive measures for the achievements of the PP OP);

- Personnel policy is characterized by transparency, clarity and objectivity, which is evident from the strict application of procedures for assessing the work of teaching staff and material incentives (KPI , incentive measures for the achievements of the PP OP);

- Personnel potential fully corresponds to the specifics of the EP, which is evident from the combination of a scientific and practice-oriented approach.

Standard "Educational resources and student support systems"

- The OO provides library resources, as evidenced not only by a subscription to the RIEV, but also, taking into account the profile of the OP and the disciplines of the OP, to such resources as MIT Press, State University of New York Press, Cambridge University Press, University of California Press, McGill Publishing Queens, Harvard University Press.

Standard "Informing the Public"

strengths have been identified in this standard .

(VIII) OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY

Standard "Management of the educational program"

- It is necessary to specify in the EP Development Plan all possible risks in the context of specific OPs and determine measures to prevent them by December 1, 2023.

- The EEC recommends that, before September 1, 2025, organize retraining of the EP manual on education management programs and consider the possibility of organizing such programs at the university, since there is the necessary potential for this.

Standard "Information Management and Reporting"

The EEC recommends, by September 1, 2024, to develop a monitoring system for key performance indicators of the EP, taking into account the specifics of the profile master's program.

Standard "Development and approval of the educational program"

- The EEC recommends that, by September 1, 2023, determine the frequency of external reviews of the content of the EP and the planned results of the implementation of the EP, as well as update the requirements for evaluators according to the profile of the EP;

- Guideline of EP 7M02312 Translation business needs to increase the number of organizations with a narrow profile as partners in practice, according to the direction of the OP - deadline: May 2024.

Standard "Constant monitoring and periodic evaluation of educational programs"

None.

Standard "Student-Centered Learning, Teaching and Assessment"

- Guideline of EP 7M02312 Translation business needs to plan and implement a set of

measures to increase the contingent, namely, to develop a roadmap for career guidance. Deadline - August 2023.

Standard "Students"
None.

Standard "Teaching Staff"
None.

Standard "Educational resources and student support systems"
- The management of the NGO needs to plan work on the modernization and improvement of the conditions of the rest rooms for students and complete it by September 1, 2024.

Standard "Informing the Public"
- The EEC recommends that, by September 1, 2023, improve the logistics of the site in order to better inform the public, incl. - all interested parties about the content of the EP, as well as the achievements of the teaching staff of the OP; improve visibility and open access to this information.

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

(X) RECOMMENDATION TO THE ACCREDITATION BOARD

The members of the EEC came to the unanimous opinion that EP 7M01713 Training of foreign language teachers (profile direction), 7M01712 Training of foreign language teachers, 7M02312 Translation business is recommended for accreditation for a period of 5 years.

Annex 1. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE"

No. p \ p	No. n \ n	Criteria for evaluation	Position of the educational organization			
			strong	Satisfactory	Assumes improvement	Unsatisfactory
Standard 1 "Management of the educational program"						
1	1.	The organization of 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 culture of quality assurance, including in the context of EP		+		
3	3.	Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint/double-degree education and academic mobility		+		

4	4.	The EP management demonstrates transparency in the development of the EP development plan, containing the start dates for implementation, based on an analysis of its functioning, the actual positioning of the EP and the focus of its activities on meeting the needs of the state, employers, students and other stakeholders		+		
5	5.	The EP management demonstrates the existence of mechanisms for the formation and regular review of the EP development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers and society, making decisions aimed at continuous improvement of the EP		+		
6	6.	The EP management should involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of the EP development plan		+		
7	7.	The management 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, an unambiguous distribution of staff duties, and delimitation 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, decision-making based on facts		+		
11	11.	The management of the EP must carry out risk management, including within the framework of the EP undergoing primary accreditation, and also demonstrate a system of measures aimed at reducing the degree of risk			+	
12	12.	The management of the EP should ensure the participation of representatives of employers, teaching staff, students and other interested parties in the collegiate management bodies of the educational program, as well as their representativeness in making decisions on the management of 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 management of the EP must demonstrate evidence of readiness for openness and accessibility for students, teaching staff, employers and other interested parties		+		
15	15.	The management of the EP must be trained in education management programs		+		
Total by standard			1	13	1	0
Standard 2 “Information Management and Reporting”						
16	1.	The EO 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 to collect and analyze information in the context of the EP		+		
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.	The management of the EP must demonstrate fact-based decision making		+		
19	4.	Within the framework of the EP, a system of regular reporting should be provided, reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the activities of departments and departments, scientific research		+		
20	5.	The EO must establish the frequency, forms and methods for 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 determination of the procedure for and ensuring the protection of information, including the identification of persons responsible for the reliability and timeliness of the analysis of information and the provision of data		+		
22	7.	An important factor is the availability of mechanisms for involving students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.		+		
23	8.	The management of the EP must demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, as well as mechanisms for resolving conflicts		+		
24	9.	EO must demonstrate the existence of mechanisms for measuring the degree of satisfaction with the needs of teaching staff, staff and students within the framework of the EP		+		
25	10.	The university should provide for an assessment of the effectiveness and efficiency of activities, including in the context of the EP		+		
		<i>The information expected to be collected and analyzed within the framework of the EP should take into account:</i>				
26	11	key performance indicators		+		
27	12.	the dynamics of the contingent of students in the context of forms and types		+		
28	13.	academic performance, student achievement and dropout		+		
29	14.	satisfaction of students with the implementation of the EP and the quality of education at the university		+		
thirty	15.	availability of educational resources and support systems for students		+		
31	16.	The university must confirm the implementation of the procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent		+		
Total by standard			0	16	0	0
Standard 3 "Development and approval of the educational program"						
32	1.	The EO must define and document the procedures for developing the EP and their approval at the institutional level.		+		
33	2.	The management of the EP should ensure that the content of the EP complies with the established goals, including the intended learning outcomes.		+		
34	3.	The management of the EP must demonstrate the existence of mechanisms for reviewing the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society		+		
35	4.	The management of the EP should ensure the availability of developed models of the EP graduate that describe the learning outcomes and personal qualities		+		
36	5.	The management of the EP must demonstrate the conduct of external reviews of the content of the EP and the planned results of its implementation		+		

37	6.	The qualification awarded upon completion of the EP must be clearly defined and correspond to a certain level of the NSC and QF-EHEA		+		
38	7.	The management of the EP should determine the influence of disciplines and professional practices on the formation of learning outcomes		+		
39	8.	An important factor is the possibility of preparing students for professional certification (IS)		+		
40	9.	The management of the EP must provide evidence of the participation of students, teaching staff and other interested parties in the development of the EP, ensuring its quality		+		
41	10.	The management of the EP should ensure that the content of the academic disciplines and the planned results correspond to the level of education (bachelor's, master's, doctoral studies)		+		
42	11.	The structure of the EP should provide for various types of activities that ensure that students achieve the planned learning outcomes		+		
43	12.	An important factor is the correspondence between the content of the EP and the learning outcomes of the EP implemented by organizations of higher and (or) postgraduate education in the EHEA		+		
Total by standard			0	12	0	0
Standard 4 "Constant monitoring and periodic evaluation of educational programs"						
44	1.	The EO should determine the mechanisms for monitoring and periodically evaluating the EP to ensure the achievement of the goal and meeting the needs of students, society, and show the focus of the mechanisms on the continuous improvement of the EP <i>Monitoring and periodic evaluation of the EP should include:</i>		+		
45	2.	the content of the program in the light of the latest achievements of science in a particular discipline to ensure the relevance of the discipline taught		+		
46	3.	changing needs of society and the professional environment		+		
47	4.	workload, performance and graduation of students		+		
48	5.	effectiveness of student assessment procedures		+		
49	6.	expectations, needs and satisfaction of students with EP training		+		
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 in monitoring and periodically assessing the quality of the EP		+		
52	9.	The EO, the management of the EP should determine a mechanism for informing all interested parties about any planned or taken actions in relation to the EP		+		
53	10.	All changes made to the OP must be published		+		
Total by standard			0	10	0	0
Standard 5 "Student-Centered Learning, Teaching and Assessment"						
54	1.	The management of the EP should ensure respect and attention to different groups of students and their needs, provide them with flexible learning paths		+		
55	2.	The management of the EP should provide for the use of various forms and methods of teaching and learning		+		
56	3.	An important factor is the presence of own research in the field of teaching methods of academic disciplines of the EP		+		
57	4.	The management of the EP should demonstrate the existence of feedback mechanisms for the use of various teaching methods and the assessment of learning outcomes		+		

58	5.	The management of the EP must demonstrate the existence of mechanisms to support the autonomy of students with simultaneous guidance and assistance from the teacher		+		
59	6.	The management of the EP must demonstrate the existence of a procedure for responding to complaints from students		+		
60	7.	The EO must ensure the consistency, transparency and objectivity of the mechanism for evaluating learning outcomes for each SP, including appeal		+		
61	8.	The university must ensure that the procedures for assessing the learning outcomes of students of the EP correspond to the planned results and goals of the program, the publication of criteria and assessment methods in advance		+		
62	9.	The university should define the mechanisms to ensure the achievement of learning outcomes by each EP graduate and ensure the completeness of their formation.		+		
63	10.	Assessors must be familiar with modern methods for assessing learning outcomes and regularly improve their skills in this area.		+		
Total by standard			3	7	0	0
Standard 6 "Students"						
64	1.	The university must demonstrate the existence of a policy for the formation of a contingent of students in the context of the EP, ensure transparency and publicity of its procedures governing the life cycle of students (from admission to completion)		+		
		<i>The management of the EP should determine the procedure for the formation of a contingent of students based on:</i>				
65	2.	minimum requirements for applicants		+		
66	3.	maximum group size during seminars, practical, laboratory and studio classes		+		
67	4.	predicting the number of government grants		+		
68	5.	analysis of available material and technical, information resources, human resources		+		
69	6.	analysis of potential social conditions for students, incl. provision of places in the hostel		+		
70	7.	The management of the EP must demonstrate readiness to conduct special adaptation and support programs for newly enrolled and foreign students	+			
71	8.	The university must demonstrate the compliance of its actions with the Lisbon Recognition Convention, the existence of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education		+		
72	9.	The university should cooperate with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers" ENIC / NARIC in order to ensure comparable recognition of qualifications		+		
73	10.	The university should provide an opportunity for external and internal mobility of students of the EP, as well as readiness to assist them in obtaining external grants for training		+		
74	11.	The management of the EP must demonstrate readiness to provide students with internship places, promote the employment of graduates, and maintain contact with them		+		
75	12.	The university should provide for the possibility of providing graduates of the EP with documents confirming the qualifications received, including the achieved learning outcomes, as well as the		+		

		context, content and status of the education received and evidence of its completion.				
Total by standard			1	eleven	0	0
Standard 7 "Teaching Staff"						
76	1.	The university 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	+			
77	2.	The university must demonstrate the compliance of the staff potential of the teaching staff with the specifics of the EP	+			
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 management of the EP should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning		+		
80	5.	The university must determine the contribution of the teaching staff of the EP to the implementation of the development strategy of the PA, and other strategic documents		+		
81	6.	The university should provide opportunities for career growth and professional development of the teaching staff of the EP	+			
82	7.	The management of the EP must demonstrate readiness to involve practitioners in the relevant sectors of the economy in teaching		+		
83	8.	EO must demonstrate the motivation for the professional and personal development of EP teachers, including encouragement for the integration of scientific activities and education, the use of innovative teaching methods		+		
84	9.	An important factor is the readiness to develop academic mobility within the EP, to attract the best foreign and domestic teachers		+		
Total by standard			3	6	0	0
Standard 8 "Educational resources and student support systems"						
85	1.	The EO must guarantee a sufficient number of educational resources and student support services to ensure the achievement of the goal of the EP		+		
86	2.	The EO must demonstrate the sufficiency of material and technical resources and infrastructure, taking into account the needs of various groups of students in the context of the EP (adults, working, foreign students, as well as students with disabilities)		+		
87	3.	The management of the EP must demonstrate the existence of procedures for supporting various groups of students, including information and counseling		+		
		<i>The EP management must demonstrate the compliance of information resources with the specifics of the EP, including:</i>				
88	4.	technological support for students and teaching staff (for example, online learning, modeling, databases, data analysis programs)		+		
89	5.	library resources, including a fund of educational, methodical and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases	+			
90	6.	examination of the results of research, graduation works, dissertations for plagiarism		+		
91	7.	access to educational Internet resources		+		
92	8.	functioning of Wi-Fi on the territory of the educational organization		+		

93	9.	The EO demonstrates the planning of providing the EP with educational equipment and software similar to those used in the relevant sectors of the economy		+		
Total by standard			1	8	0	0
Standard 9 Public Information						
		<i>The university must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:</i>				
94	1.	expected learning outcomes of the implemented educational program		+		
95	2.	qualification and (or) qualification that will be awarded upon completion of the educational program		+		
96	3.	approaches to teaching, learning, as well as a system (procedures, methods and forms) of assessment		+		
97	4.	information about passing scores and learning opportunities provided to students		+		
98	5.	information about employment opportunities for graduates		+		
99	6.	The management of the EP 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.	Informing the public should include support and explanation of the national development programs of the country and the system of higher and postgraduate education		+		
101	8.	EO must demonstrate the reflection on the web resource of information characterizing it as a whole and in the context of educational programs		+		
102	9.	An important factor is the availability of adequate and objective information about the teaching staff of the EP		+		
103	10.	An important factor is informing the public about cooperation and interaction with partners within the framework of the EP		+		
Total by standard			0	10	0	0
TOTAL			9	93	1	0

Annex 2. PROGRAM OF THE VISIT TO THE EDUCATIONAL INSTITUTION



C AGREED

Rector of the Kazakh University international relations and world languages. Abylai Khan
 _____ **Kunanbayeva S.S.**

19, 2023

APPROVE

CEO

NU "Independent agency accreditation and rating"

_____ **Zhumagulova A. B.**

April 19, 2023

PROGRAM

OF THE VISIT OF THE EXTERNAL EXPERT COMMISSION OF THE INDEPENDENT AGENCY FOR ACCREDITATION AND RATING (IAAR) TO THE KAZAKH ABLAI KHAN UNIVERSITY OF INTERNATIONAL RELATIONS AND WORLD LANGUAGES (INTERNATIONAL SPECIALIZED INITIAL ACCREDITATION)

Date of the visit: May 10-12, 2023 (Almaty time)

No.	Educational programs
1 cluster	
1	7M03213 Public relations
2	7M03112 International relations
2 cluster	
3	7M01713 Training of teachers of a foreign language (profile direction)
4	7M01712 Training of foreign language teachers
5	7M02312 Translation business
3 cluster	

	6	6B04103 Management and marketing	
	7	6B04101 International business	
Date and time	EEC work with target groups	Surname, name, patronymic and position of target group participants	Location
May 9, 2023			
15.00-16.00	Preliminary meeting of the EEC	<i>External IAAR experts</i>	Hotel Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (VEC only)
Day 1: May 10, 2023			
10.00-10.30	Distribution of responsibility of experts, solution of organizational issues	<i>External IAAR experts</i>	Office / room No. 208 GUK (working office of the EEC) Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
10.30-11.00	Meeting with the Rector	<i>Rector - Kunanbayeva Salima Sagieвна, Academician of the National Academy of Sciences of the Republic of Kazakhstan</i>	Office / room №208 GUK Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
11.00-11.15	Technical break	<i>External IAAR experts</i>	Office / room No. 208 GUK (working office of the VEK)
11.15-12.00	Meeting with Vice-Rectors	<i>1) Vice-Rector for Strategic Development - Kunanbayeva Dana Anuvarbekovna, Candidate of Economics, Associate Professor</i> <i>2) Vice-Rector for Academic Affairs - Assel Turarovna Chaklikova, Doctor of Pediatrics, Associate Professor</i> <i>3) Vice-Rector for Research and Innovation - Mayra Uspanova, Doctor of Economics, Professor</i>	Office / room No. 208 GUK Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765

		<p>4) Vice-rector for educational and methodological work - Kulgildinova Tulebike Alimzhanovna, Ph.D., associate professor</p> <p>5) Vice-Rector for Social Affairs and Educational Work - Serezhkina Tatyana Vladimirovna, Ph.D.</p> <p>6) Vice-rector for administrative and organizational work - Nurgabylov Umirzak Sharapovich, Ph.D.</p>	
12.00-12.00	Technical break	<i>External IAAR experts</i>	Office / room No. 208 GUK (working office of the EEC)
12.15-13.00	Meeting with heads of structural divisions	<p>1) Head of Educational Department -</p> <p>2) Mergembaeva Aitkenzhe Tursagulovna;</p> <p>3) Head of the Regulatory and Control Department - Temirgalieva Svetlana Zakievna, Ph.D. ;</p> <p>4) Head of Financial and Economic Department - Azimbayeva Almakul Mamyrkhanovna;</p> <p>5) Head of the Center for Digital Technologies - Kunanbaev Serikzhan Anuvarbekovich;</p> <p>6) Head of the Administrative Department - Zhanbagysova Zhazira Shyngysovna;</p> <p>7) Head of the Development Strategy and Monitoring Department - Bayuzakova Gulmira Ilesovna ;</p> <p>8) Head of the Department for International Cooperation - Abdigappar Tansholpan Yerbolkyzy;</p> <p>9) Director of the Library and Information Center - Zhusipbekova Sulushash Kdyrbaevna;</p> <p>10) Head of the publishing house "PolyLingua" JSC "KazUMOiWL named after Abylai Khan" - Yesengaliyeva Batima Amirzhanovna;</p> <p>11) Lawyer of the Legal Support Department - Kirgizbayeva Lazira Userbaevna;</p> <p>12) The head of the Student Service Center is Zholdasova Venera Muratbekovna.</p>	<p>Office / room №208 GUK</p> <p>Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765</p>
13.00-14.00	Lunch break	<i>External IAAR experts</i>	
14.00-14.10	EEC work	<i>External IAAR experts</i>	Office / room No. 208 GUK (working

			office of the VEC) Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
14.10-14.50	Meeting with deans accredited educational programs	<p>1) <i>Dean of the Faculty of International Law and Economics - Kudaibergenov Nuradin Aiypovich, Candidate of Economics, Associate Professor</i></p> <p>2) <i>Dean of the Faculty of Postgraduate Education - Akhmetova Madina Kadesovna, Ph.D</i></p>	Office / room №208 GUK Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
14.50-15.00	Technical break	<i>External IAAR experts</i>	Office / room No. 208 GUK (working office of the EEC)
15.00-15.45	Meeting with managers departments and OP coordinators	<p>1) <i>Head of the Department of Postgraduate Education, Head of OP 7M03112 - "International Relations" - Shaimardanova Zarema Dzhuandykovna, Doctor of History, Professor</i></p> <p>2) <i>Head of the Department of Foreign Language Professional Training, Head of OP 7M01712, 7M01713 - "Training of Foreign Language Teachers" - Kasymbekova Markhabat Askhatovna, Ph . D</i></p> <p>3) <i>Head of the Department of Economics and Management - Mynzhanova Gulzhakan Tlesovna, Ph . D , Associate Professor</i></p> <p>4) <i>Head of the Department of International Communications - Kim Olga Yakovlevna, Ph.D., Associate Professor</i></p> <p>5) <i>Head of the Department of International Relations - Askhat Gulnash, Ph . D. _</i></p> <p>6) <i>Head of the Department of Methods of Foreign Language Education - Galiya Baiskanovna Zhumabekova, Ph.D., Associate Professor</i></p> <p>7) <i>Head of the Department of Translation and Intercultural Communication - Saimkulova Sholpan Orazgeldinovna</i></p> <p>8) <i>Head of OP 7M03213 "Public Relations" - Shevyakova Tatyana</i></p>	Office / room №208 GUK Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765

		<p>Vasilievna, Doctor of Philological Sciences, Professor 9) Head of EP 7M02312 - " Translation" - Asanova Gulnar Sairambekovna 10) Head of OP 6B04101 International Business "- Sarievna Zhanargul Izturganovna, Ph.D., Professor 11) Head of EP 6B04103 Management and Marketing "- Daulbaev Akhat Kurmanbaevich, Candidate of Economics, Associate Professor</p>	
15.45-15.55	Technical break	<i>External IAAR experts</i>	Office / room No. 208 GUK (working office of the EEC)
15.55-16.35	Meeting with the teaching staff	<p>1 cluster (Appendix No. 1) (room No. 316 of the Main Directorate of Management, session hall zoom 1) Cluster 2 (Appendix No. 2) (room No. 304 GUK, session hall zoom 2) Cluster 3 (Appendix No. 3) (room No. 407 GUK, session hall zoom 3)</p>	<p>Offices / room No. Kab 316,304, 407 GUK</p> <p>Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765</p>
16.35-17.35	Questioning of teaching staff (in parallel)	<p>Appendix 4 1 cluster -309 GUK 2 cluster - 303 GUK 3 cluster - 314 GUK</p>	<i>The link is sent to the teacher's email personally 5 minutes before the start of the survey</i>
16.35-16.45	Technical break	<i>External IAAR experts</i>	Office / room No. 208 (working office of the VEC)
16.45-18.15	Visual inspection of the TOE	<i>Appendix 5</i>	<i>Along the route</i>
18.15-18.30	The work of the EEC (discussion of the results and summarizing the results of 1 day)	<i>External IAAR experts</i>	<p>Office / room No. 208 (working office of the VEC)</p> <p>Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765</p>

18.30-19.30	Dinner	<i>External IAAR experts</i>	
Day 2: May 1 , 2023			
10.00-10.00	EEC work	<i>External IAAR experts</i>	Office / room No. 208 (working office of the VEC) Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
10.30-11.10	Meeting with students	<i>1 cluster (Appendix No. 6) (room No. 316 of the Main Directorate of Management, session hall zoom 1) Cluster 2 (Appendix No. 7) (room No. 304 GUK, session hall zoom 2) 3 cluster (Appendix No. 8) (room No. 314 I UK, session hall zoom 3)</i>	Offices / room No. 316,304 GUK 314 1UK) Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
11.10-12.10	Questionnaire of students (in parallel)	<i>Appendix No. 9 (list with valid e-mail) 1 cluster - 309 GUK 2 cluster - 303GUK 3 cluster - 406, 402, 413 UK No. 1</i>	<i>The link is sent to the student's email personally 5 minutes before the start of the survey</i>
11.10-11.25	Technical break	<i>External IAAR experts</i>	Office / room No. 208 (working office of the VEC)
11.25-13.00	Work with documents of departments (documents must be uploaded to the cloud by clusters in advance, if necessary, heads of departments will be invited to the Zoom online room) and attendance of teaching staff classes according to the	<i>1) Head of the Department of Postgraduate Education - Shaimardanova Zarema Dzhuanlykova, Doctor of History, Professor 2) Head of the Department of Foreign Language Professional Training - Kasymbekova Markhabat Askhatovna, Ph . D 3) Head of the Department of Economics and Management - Mynzhanova Gulzhakan Tlesovna, Ph . D , Associate Professor 4) Head of the Department of International Communications - Kim Olga Yakovlevna, Candidate of Philological Sciences, Associate Professor</i>	Offices / room No. 208 Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765

	schedule (<i>Appendix A</i>)	<p>5) <i>Head of the Department of International Relations - Askhat Gulnash, Ph.D.</i></p> <p>6) <i>Head of the Department of Methods of Foreign Language Education - Galiya Baiskanovna Zhumabekova, Ph.D., Associate Professor</i></p> <p>7) <i>Head of the Department of Translation and Intercultural Communication - Saimkulova Sholpan Orazgeldinovna</i></p>	
13.00-14.00	Lunch break	<i>External IAAR experts</i>	
14.00-16.00	Visiting bases of EP practices (in parallel by clusters)	<p><i>Application No. 10 route in cluster 1</i></p> <p><i>Appendix No. 11 route in cluster 2</i></p> <p><i>Appendix No. 12 route along cluster 3</i></p>	Along the route
16.00-16.10	Technical break	<i>External IAAR experts</i>	<i>Office / room No. 208 GUK (working office of the EEC)</i>
16.10-18.00	EEC work, discussion of the results of the second day and profile parameters (<i>recording is ongoing</i>)	<i>External IAAR experts</i>	<p><i>Office / room No. 208 GUK (working office of the EEC)</i></p> <p>Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765</p>
18.00-19.00	Dinner	<i>External IAAR experts</i>	
Day 3: May 12, 2023			
10.00-11.30	The work of the EEC (development and discussion of recommendations) (<i>recording</i>)	<i>External IAAR experts</i>	<p><i>Office / room No. 208 GUK (working office of the EEC)</i></p> <p>Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765</p>
11.30-11.40	Technical break	<i>External IAAR experts</i>	<i>Office / room No. 208 GUK (working office of the EEC)</i>

			Unofficial Translation
11.40-13.00	EEC work , development and discussion of recommendations	<i>External IAAR experts</i>	<i>Office / room No. 208 GUK (working office of the EEC)</i> (Individual work of the expert offline)
13.00-14.00	Lunch break	<i>External IAAR experts</i>	
14.00-16.15	EEC work, discussion, decision-making by voting (<i>recording in progress</i>)	<i>External IAAR experts</i>	<i>Office / room No. 208 GUK (working office of the EEC)</i> Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
16.15-16.30	Technical break	<i>External IAAR experts</i>	<i>Office / room No. 208 GUK (working office of the EEC)</i>
16.30-17.00	Final meeting of the EEC with the leadership of the university (offline)	<i>Heads of the university and structural divisions</i>	<i>Office / room №208 GUK</i> Join a Zoom meeting https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
18.00-19.00	Dinner	<i>External IAAR experts</i>	

Note: The program was developed on the basis of the Guidelines for organizing and conducting an external evaluation procedure in the process of accreditation of an educational organization and (or) an educational program (Order of the director of the IAAR No. 42-17-OD dated June 30, 2017), Guidelines for organizing and conducting on-line visit of an external expert commission (including a visit of an expert group on post-accreditation monitoring) for the period of restrictive measures in connection with the COVID-19 pandemic (Order of the Director General of the IAAR No. 58-20-OD dated July 01, 2020)

Annex 3. RESULTS OF TEACHERS' QUESTIONNAIRE

Total number of profiles: 40

1. Your department/faculty?

Faculty of International Law and Economics	45%
Faculty of Postgraduate Education	45%
Department of International Communications, Faculty of Management and International Communications	2.5%
International communications	2.5 %
Department of International Communication	2.5%
Faculty of Translation and Philology	2.5%

2. Your Position

Professor (Professor)	27.5 %
Associate Professor	30 %
SeniorTeacher (Senior teacher)	27.5 %
Teacher _ _	10 %
Head of the Department _	5 %

3. Academic degree, academic title (Academic degree, academic title)

Honored Worker (Honoured Worker)	0
Doctor of Science (Doctor of Science)	1 2.5 %
Candidate of Science (PhD)	32.5 %
Master (Master)	35 %
PhD (PhD)	25%
Professor (Professor)	2.5 %
Associate Professor	0%
Senior Lecturer	2.5%

4. Work experience at this HEI

Over 5 years	60%
1 year-5 years (1 year-5 years)	25%
Less than 1 year _	2.5%
Over 25 years	2.5%

25	2.5%
10	2.5%
Over 50 years	2.5%
45 years	2.5%

	Very good	Fine	Relatively bad	Badly	Very bad
To what extent does the content of the educational program meet your needs?	85%	15%	0	0	0
How do you assess the opportunities that the university provides to improve the qualifications of the teaching staff?	65.2%	35%	2.5%	0	0
How do you assess the opportunities provided by the university for the career growth of teachers?	65 %	32.5 %	2.5%	0	0
How do you assess the degree of academic freedom of the teaching staff ?	51.3%	46.2%	2.5%	0	0
To what extent can teachers use their own strategies?	47.5%	42.5%	0	0	0
To what extent can teachers use their own methods?	77.5%	22.5%	0	0	0
To what extent can teachers use their own innovations in the learning process?	70%	thirty %	0	0	0
How do you assess the organization of healthcare and disease prevention at the university?	55%	42.5%	2.5%	0	0
What attention does the university administration pay to the content of the educational program ?	72.5%	27.5%	0	0	0
How do you assess the sufficiency and availability of the necessary scientific and educational literature in the library?	42.5%	55%	2.5%	0	0
Assess the level of conditions created that take into account the needs of different groups of students?	60 %	40 %	0	0	0
Assess the openness and accessibility of management for students	55%	45%	0	0	0
Assess the openness and accessibility of management for teaching staff	62.5%	37.5 %	0	0	0
What is the level of encouragement and involvement of young professionals in the educational process?	70%	27.5%	2.5%	0	0

Assess the opportunities for professional and personal growth created for each teacher and staff member.	55%	42.5%	2.5%	0	0
Assess the adequacy of the university management's recognition of the potential and abilities of teachers.	60%	37.5%	2.5%	0	0
How is academic mobility organized?	57.5%	40%	2.5%	0	0
How is the professional development of teaching staff organized?	52.5%	42.5%	2.5%	2.5%	0
Assess how the university and its management support the research work of the teaching staff.	60%	40%	0	0	0
Assess how the university and its management support the development of new educational programs / academic disciplines / teaching methods.	65%	35%	0	0	0
Assess the faculty's ability to combine teaching with research	55%	37.5%	5%	2.5%	0
Evaluate the ability of the teaching staff to combine teaching with practical activities.	55%	42.5%	2.5%	0	0
Assess whether the knowledge acquired by students at the university meets the requirements of the modern labor market.	65%	35%	0	0	0
How do the management and administration of the university perceive criticism?	20%	72.5%	7.5%	0	0
Assess how your workload matches your expectations and abilities.	52.5%	47.5%	0	0	0
Assess the focus of educational programs / curricula on providing students with situational analysis and forecasting skills.	55%	45%	0	0	0
Assess how the content and quality of the implementation of the educational program meet the expectations of the labor market and the employer.	62.5%	37.5%	0	0	0

31. Why do you work in this particular HEI? (Why do you work at this university?)

There are 38 answers in total:

1. The university provides opportunities for both scientific creativity (a scientific project of the Ministry of Education and Science is being implemented, they help with the publication of articles, books, internships), and for professional creativity (assistance in filming commercials, documentaries, reports, they are translated into different languages of the world, etc.). Good salary. Flexible working conditions. Prizes twice a year.
2. Very good working condition
3. The best university that I have ever known
4. I can fully realize my pedagogical, scientific, teaching, educational potential. I like the corporate culture at the university, the support of initiatives by the management.
5. Support, development, stability

6. Qualified teaching staff, a culture of communication, support from leaders, for me personally, a convenient location for the university
7. I graduated from this university and I am very glad to continue working in the field that everyone knows about.
8. I studied at this university from 198-1989, defended my Ph.D. thesis here, it is comfortable to work here, the salary is good, the best students come here. My head of the department is a very thoughtful, competent specialist, always ready for innovation. There is a mentoring system, the university management is always aware of the achievements of its teaching staff.
9. Decent conditions and adequate salary
10. I like my job and university
11. This is my Alma Mater. I finished this university. I defended my PhD degree here. I adore teaching at this university.
12. The university provides an opportunity for career growth, a team of like-minded people, a friendly environment, the management supports the innovations proposed by the teacher. Excellent infrastructure.
13. I love teaching
14. I am quite satisfied with the working conditions and salary
15. I am satisfied with the conditions and salary
16. Management always motivates and excellent climate in the department after completing the postgraduate studies of KazGU named after Kirov in special political economy, he was sent to the distribution of the MVO of the Republic in 1970
17. It is one of the leading university where post graduate learners study the subjects in English which I teach
18. All the conveniences have been provided for my personal and professional development
19. I like the team, they give out an award twice a year, we have students with a good level
20. I am a graduate of this university, and the university has always supported me as a student, in terms of academics. mobility, internships and while studying for a bachelor's and master's degree, and accordingly I have a certain loyalty to my alma mater. The second is salaries and bonuses, as well as the possibility of career growth.
21. I can realize my scientific, pedagogical and personal potential
22. First of all, this is the University I graduated from- I got Bachelor's and Master's degree from this very University. That's why I properly know my Alma-Mater and I am very grateful for my former teachers and University staff that they gave all my knowledge and skills which I still use in my working practice at the moment. Secondly, this University really appreciates its employees and always make really comfortable conditions for working and growing professionally.
23. Alma mater
24. Because this university has created favorable conditions for realizing one's potential as a teacher. There is also the opportunity for career growth.
25. favorite university
26. High level of wages, incentives in the form of bonuses, a team of high professionals!
27. good team and management motivation
28. Satisfies my requirements
29. The conditions created at the university completely satisfy me.
30. Practice a foreign language and the opportunity to do what you love
good moral and psychological climate, the opportunity to realize oneself as a professional
31. Possibility to teach in different languages: Kazakh, English
32. Sebebi, birinshiden mañanokytushylykkyzmetynaydy kindikbar,
zhymysornymyzzhanebarlykzhañdailarzhasañan . _
33. Collective Very good, premium give two times V year
34. One of the important reasons, first of all, is the pedagogical component, which consists in a personal professional interest in teaching students - future highly qualified specialists. The

second reason for staying at this university is the scientific component, which provides an opportunity for teachers to realize their scientific potential. The third reason is the material component - good wages, bonus payments provided twice a year.

35. further increase your pedagogical potential
like

	Often	Often	Sometim es	Very rarely	Never
How often do you conduct master classes and practical exercises as part of your course?	32.5%	47.5%	17.5%	2.5%	0
How often are teachers invited from outside (local and foreign) to participate in the teaching process?	20%	65%	12.5%	2.5%	0

How often do you encounter the following problems in your work?

	Often	Sometimes	Never
Lack of classrooms	0	10%	90%
Unbalanced study load by semesters	0	22.5%	77.5%
Lack of necessary literature in the library	2.5%	35%	62.5%
Overcrowding of study groups (too many students in the group)	0	22.5%	77.5%
Uncomfortable schedule	2.5%	32.5%	65%
Poor classroom conditions	5%	12.5	82.5%
No internet access / poor internet connection	2.5%	35%	62.5%
Students' lack of interest in learning	0	25%	75%
Untimely receipt of information about events	0	25%	75%
Lack of teaching aids in the classrooms	0	12.5%	87.5%

34.11 Other problems (if any. Please indicate which)

There are 29 answers in total:

1. no
2. no problem
3. No
4. no serious problems
5. no
6. I think everything is ok

7. no special problems
 8. No other problems
 9. -
 10. I haven't seen any problems.
 11. No problem
 12.N/A
 13. No
 14. Summer holidays (some days or 2 or 3 weeks, without payment)
 15. find it difficult to answer
 16. Support from the state to teachers of private universities. For the third year now, I have not been able to get a mortgage under the Almaty Zhastary Youth Support Program, as there is a requirement to be an employee of state and national universities and colleges. This creates unequal conditions for young people, because in fact, in our country there is no significant difference between the salaries of private and public universities.
 17.no _ problems at all
 18. no problem
 19. Presence of paperwork
 20.No

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

	Completely satisfied	Partially satisfied	Not satisfied	Difficult to answer
Relationships with direct management	92.5%	7.5%	0	0
Relationships with colleagues in the department	97.5%	2.5%	0	0
The degree of participation in managerial decision-making	97.5%	2.5%	0	0
Relations with students	75%	25%	0	0
Recognition of your successes and achievements by the administration	97.5%	0	2.5%	0
Support for your suggestions and comments	87.5%	12.5%	0	0
University administration activities	87.5%	10%	2.5%	0
Terms of pay	77.5%	22.5%	0	0
Convenience of work, services available at the university	90%	10%	0	0
Occupational health and safety	95%	5%	0	0

Management of changes in the activities of the university	80%	17.5%	2.5%	0
Providing benefits: rest, sanatorium treatment, etc.	47.5%	47.5%	5%	0
Organization of catering at the university and its quality	82.5%	17.5%	0	4.5%
Organization of health care and quality of medical services	72.5%	27.5%	0	4.5%



Annex 4. RESULTS OF STUDENTS' QUESTIONNAIRE

Questionnaire of students
Total number of profiles: 102

1. Your department/faculty?

7M03213 Public relations	2 %
7M03112 International relations	3.9%
7M01713 Training of teachers of a foreign language (profile direction)	13.7%
7M01712 Training of foreign language teachers	2%
7M02312 Translation business	1%
6B04103 Management and marketing	40.2%
6B04101 International business	37.3%

2. Your gender

Male	21.6%
Female	78.4%

3. Rate how satisfied you are:

3.1 Relations with the dean's office

Great	78.4%
Fine	19.6 %
Partially dissatisfied	2%
Not satisfied	0
Difficult to answer	0

4. The level of accessibility of the dean's office

Great	72.5%
Fine	24.5%
Partially dissatisfied	2.9%
Not satisfied	0
Difficult to answer	0
I find it hard to say something good	0

5. The level of accessibility and responsiveness of the university management

Completely satisfied	58.8 %
Partially Satisfied	38.2%

Partially dissatisfied	2%
Not satisfied	1%
Difficult to answer	0

6. Availability of academic counseling to you

Completely satisfied	61.8 %
Partially Satisfied	36.3%
Partially dissatisfied	2%
Not satisfied	0
Difficult to answer	0

7. Support with educational materials in the learning process

Completely satisfied	60.8%
Partially Satisfied	37.3%
Partially dissatisfied	2%
Not satisfied	0
Difficult to answer	0

8. Availability of counseling on personal problems

Completely satisfied	52%
Partially Satisfied	37.3%
Partially dissatisfied	9.8%
Not satisfied	1%
Difficult to answer	0

	Completely satisfied	Partially Satisfied	Partially dissatisfied	Not satisfied	Oh very bad
Relationship between student and teaching staff	64.7%	34.3%	1%	0	0
Financial and administrative services of the educational institution	50%	46.1%	3.9%	0	0
Availability of health services for students	50%	41.2%	7.8%	1%	0
The quality of the student health service	44.1%	46.1%	8.8%	1%	0

The level of availability of library resources	76.5%	20.6%	2%	1%	0
The quality of services provided in libraries and reading rooms	68.6%	27.5%	3.9%	0	0
Satisfaction with the existing educational resources of the university	60.8%	34.3%	3.9%	1%	0
Availability of computer classes and Internet resources	72.5%	23.5%	2.9%	1%	0
Availability and quality of Internet resources	53.9%	36.3%	6.9%	2.9%	
The usefulness of the website of educational organizations in general and faculties in particular	58.8%	38.2%	1%	1%	1%
Study rooms, auditoriums for large groups	61.8%	32.4%	4.9%	1%	0
Lounges for students (if any)	35.3%	45.1%	13.7%	4.9%	1%
Clarity of procedure for taking disciplinary action	49%	47.1%	2.9%	1%	
The overall quality of study programs	58.8%	39.2 %	1%	1%	0
The quality of study programs at the university	63.7%	34.3%	1%	1%	0
Teaching methods in general	60.8%	37.3%	0	2%	0
Quick response to feedback from teachers regarding the educational process	65.7%	30.4%	2%	2%	0
The quality of teaching	68.6%	27.5%	2.9%	1%	0
Academic load / requirements for the student	47.1%	45.1%	6.9 %	1%	0
PPP requirements for students	48%	48%	2%	2%	0
Information support and clarification of the requirements for entering the university and the strategy of the educational program (specialty) before entering the university	65.7%	31.4%	2%	1%	0
Informing the requirements that must be met for the successful completion of this educational program (specialty)	61.8%	34.3%	2.9%	1%	0
Conducted tests and exams	59.8%	37.3%	2%	1%	0
Objectivity in assessing knowledge, skills and other academic achievements	64.7%	32.4%	2%	1%	0
Available computer classes	62.7%	32.4%	4.9 %	0	0
Available scientific laboratories	35.3%	55.9%	6.9 %	1%	1%
Relationship between student and teacher	64.8%	34%	1%	0	0
Objectivity and fairness of teachers	66.7%	31.4%	1%	1%	0
Informing students about courses, educational programs, and academic degrees	68.6%	28.4 %	2%	1%	0

Providing students with a hostel	60.8%	34.3%	3.9%	1%	0
The course program was clearly presented	59.8%	34.3%	4.9%	1%	0
Course content is well structured	59.8%	36.3%	3.9%	0	0
Key terms adequately explained	61.8%	35.3%	2.9%	0	0
The material proposed by the teaching staff is relevant and reflects the latest scientific and practical developments	54.9%	39.2%	4.9%	1	0
The teacher uses effective teaching methods	61.8%	35.3%	0	1%	2%
The teacher owns the material being taught	67.6%	28.4%	2.9%	1%	0
The lecturer's presentation is clear	56.9%	39.2%	2.9%	1%	0
The teacher presents the material in an interesting way	62.7%	34.3%	0	2.9%	0
Knowledge, skills and other academic achievements are assessed objectively	62.7%	34.3%	2.9%	0	0
The teacher satisfies my requirements for personal development and professional development	57.8%	40.2%	1%	1%	0
The teacher stimulates the activity of students	53.9%	39.2%	5.9%	0	1%
The teacher stimulates the creative thinking of students	53.9%	39.2%	5.9%	1%	0
Appearance and manners of the teacher are adequate	64.7%	34.3%	1%	0	0
The teacher has a positive attitude towards students	61.8%	34.3%	2.9%	1%	0
The system for assessing academic achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	61.8%	34.3%	3.9%	0	0
Evaluation criteria used by the instructor are clear	64.7%	33.3%	2%	0	0
The teacher objectively evaluates the achievements of students	57.8%	38.2%	2.9%	1%	0
The teacher speaks a professional language	71.5%	27.5%	0	1%	0
The organization of education provides sufficient opportunities for sports and other leisure activities.	61.8%	34.3%	2.9%	0	1%
Facilities and equipment for students are safe, comfortable and modern	62.7%	35.3%	2%	0	0
The library is well stocked and has a fairly good collection of books.	63.7%	33.3%	2.9	0	0
Equal opportunities are provided to all students	67.6%	30.4 %	2%	0	0

31. Other problems regarding the quality of teaching
number of answers: 43

1. no
 - 2.-
 3. no problem
 4. no problem
 5. All is well
 6. no
 7. no problem. everything is clear
 8. none
 9. no problem
 10. no problem
 11. No problem. everything is fine, everything suits me
 12. very good
 13. no problems found
 14. none
 15. everything is perfect
 16. There are no problems regarding teaching
 17. everything is fine, there are no problems
 18. there are none
 19. Problem . Everything is excellent ! There are no problems. Everything is fine !
 - 20 Everything suits!
 21. no problem)
 22. no problems, like everything, no complaints.
 23. there are none
 24. no
 - 25 No problem, everything is fine
 26. NO PROBLEM
 27. No other problems related to study issues / There are no other problems related to educational aspects. Everyone is happy.
 28. Everything is fine, satisfied with the quality
 29. Wasn't
 30. No
- 