



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission on
assessment of compliance with requirements of specialized accreditation
standards of the educational program

“7M02304 – Translation studies in the sphere of international and legal
relations” of AL-FARABI KAZAKH NATIONAL UNIVERSITY
in the period from May 11 to May 13, 2023

Addressed to The IAAR Accreditation Council



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(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

AC – Academic calendar
BD – Basic disciplines
EEAA – External evaluation of academic achievements
SAC – State Attestation Commission
SOSE – State Obligatory Standard of Education
DLT – Distance learning technologies
UNT – Unified national testing
EHEA – European Higher Education Area
ECTS – European Credit Transfer System
ILC – Information and library complex
ICT – Information and communication technologies
IC – Individual curriculum
EC – Elective component
CT – Comprehensive testing
CTT – Credit technology of training
CED – Catalog of elective disciplines
MA – master’s degree
MES RK – Ministry of Education and Science of the Republic of Kazakhstan
MEP – Modular educational programs
RW – Research work
SRW – Student’s research work
EO - educational organization
CC – Compulsory component
GED – General education disciplines
EP – Educational programs
PD – Profiling disciplines
TS – Teaching staff
RIEL – Republican Interuniversity Electronic Library
RK – Republic of Kazakhstan
WC – Working curricula.
QMS – Quality management system
SPE – Secondary professional education
SIW – Student’s independent work
SIWL – Independent work of students under the guidance of a lecturer
SC – Standard curriculum
EMCD – Educational and methodological complex of a discipline
EMD – Educational and Methodological Department
EMC – Educational and Methodological Council

(II) INTRODUCTION

In accordance with the Order No. 60-23-OD dated 03.03.2023 of the Independent Agency for Accreditation and Rating, from May 11 to May 13, 2023, external expert commission assessed the compliance of the educational program “7M02304 - Translation studies in the field of international and legal relations” of al-Farabi Kazakh National University with the IAAR standards of specialized accreditation (dated June 16 2020 No. 57-20-OD, sixth edition) in a hybrid format. The report of external expert commission (EEC) contains the assessment of the submitted educational program according to the IAAR criteria, EEC recommendations for further improvement of educational program and its profile parameters.

The composition of EEC:

Chairman of IAAR commission – Tabishev Timur Arsenovich, Candidate of Pedagogy, Associate Professor, head of Admission Organization Department, Kabardino-Balkar State University named after H.M. Berbekov (Nalchik, Kabardino-Balkarian Republic) (*offline*);

IAAR expert – Rusnak Lyudmila Anatolievna, Doctor of Sciences, Associate Professor, Deputy Dean of Journalism and Communication Sciences Faculty, State University of Moldova (Chisinau, Republic of Moldova) (*online*);

IAAR expert – Marc Ruiz-Zorrilla Cruzate, Doctor of Philology, Professor, University of Barcelona (Madrid, Spain) (*online*);

IAAR expert – Babaxanova Mehriban Eldar qızı, International Relations Department, Doctor of Philosophy in Law, Associate Professor, Azerbaijan University of Languages, nominated by the Agency for Quality Assurance in Education (AQAE) (Baku, Republic of Azerbaijan) (*online*);

IAAR expert – Gorylev Alexander Ivanovich, Candidate of Law, Associate Professor, Lobachevsky National Research Nizhny Novgorod State University (*offline*);

IAAR expert – Shaimerdinova Nurila Gabbasovna, Doctor of Philology, Professor, L.N. Gumilyov Eurasian National University (Astana, Republic of Kazakhstan) (*offline*);

IAAR expert – Sadirova Kulzat Kanievna, Doctor of Philology, Professor, Aktobe Regional University named after K. Zhubanov (Aktobe, Republic of Kazakhstan) (*offline*);

IAAR expert – Zharkenova Svetlana Bakhytovna, Candidate of Law, Associate Professor, L.N. Gumilyov Eurasian National University (Astana, Republic of Kazakhstan) (*offline*);

IAAR expert – Burbekova Saule Zhorabekovna, Candidate of Philology, Associate Professor, Astana IT University (Astana, Republic of Kazakhstan) (*online*);

IAAR expert – Kulakhmetova Mergul Sabitovna, Candidate of Philology, Associate Professor, Pavlodar Pedagogical University named after Alkey Margulan (Pavlodar, Republic of Kazakhstan) (*offline*);

IAAR expert-employer – Rakhimova Nurbike Altaykyzy, Director of Zhetysu district branch of Almaty Chamber of Entrepreneurs (Almaty, Republic of Kazakhstan) (*offline*);

IAAR expert-employer – Pilipenko Yuri Alexandrovich, Chairman of the Board of Directors, EXPOBEST International Association of Manufacturers of Goods and Services (Almaty, Republic of Kazakhstan) (*offline*);

IAAR expert-student – Dzhangeldinova Saltanat Bolatovna, 2nd year doctoral student of educational program “Foreign language: two foreign languages”, Karaganda University named after Academician E.A. Buketov (Karaganda, Republic of Kazakhstan) (*online*);

IAAR expert-student – Kairullova Dina Zhasulanovna, Master's student in Journalism, Karaganda University named after Academician E.A. Buketov (Karaganda, Republic of Kazakhstan) (*online*);

IAAR expert-student – Aitbayeva Nuray Aitbaykyzy, Master's student of EP “Kazakh Language and Literature”, Kazakh National Women's Pedagogical University (Almaty, Republic of Kazakhstan) (*offline*);

IAAR expert-student – Zhailauova Aruzhan Temirbekovna, Master's student in Translation Studies, Abylai Khan Kazakh University of International Relations and World Languages (Almaty, Republic of Kazakhstan) (*offline*);

IAAR expert-student – Urpebayeva Bota Musinovna, Master's student of educational program 7M04213-Jurisprudence, M.H. Dulati Taraz Regional University, member of Students' Alliance of Kazakhstan (Taraz, Republic of Kazakhstan) (*online*);

IAAR expert-student – Muratkhanov Zamanbek Kasenuly, Master's degree in Law, Abai Kazakh National Pedagogical University (Almaty, Republic of Kazakhstan) (*online*);

IAAR coordinator – Kanapyanov Timur Yerbolatovich, PhD, Deputy Director General for International Cooperation of IAAR (Astana, Republ. ic of Kazakhstan) (*offline*).



(III) PRESENTATION OF EDUCATIONAL ORGANIZATION

The Diplomatic Translation Department has been training bachelors and masters in the educational program “Translation studies in the field of international and legal relations” since 2017.

The Diplomatic Translation Department of International Relations Faculty of al-Farabi Kazakh National University was founded in 2011 on the basis of the merger of two previously existing departments – Foreign Languages Department and Modern Oriental Languages Department of International Relations Faculty of al-Farabi Kazakh National University.

The department’s specialization reflects the specifics of International Relations Faculty: study of foreign languages is closely related to the study of state and political structure of countries, where those languages are spoken, their history, culture and traditions. The Diplomatic Translation Department provides language training for students of International Relations Faculty, according to their specialization in the areas of “international relations”, “international law”, “regional studies”, and “world economy” and teaching two foreign languages.

The department provides professionally oriented teaching of Kazakh as the state language and English, Arabic, Spanish, Italian, Chinese, German, Turkish and French as the main and second foreign languages. In 2017, the Diplomatic Translation Department takes a new turn in its development. On behalf of the rector of the university, the department was obliged to train “simultaneous interpreters” and, therefore, it was decided to open the specialty “Translation” in magistracy. The department lecturers immediately took part in development of new programs.

For studying programs of foreign universities and train specialists according to international standards, contacts were established with universities, recognized as the best in the field of translation, such as Interpretation and Translation Faculty of University of Geneva (Switzerland), Modern Languages and Translation Department of University of Birmingham (UK), Linguistics and Translation Studies Faculty of University of Poitiers (France), St. Petersburg Higher School of Translation, as well as analysis of educational programs in the USA and Europe was carried out. As a result, a joint program was developed with University of Poitiers (France), and master students studied at the University for one semester under the Erasmus Program. Raphael Fayzon, a master’s student at the University of Poitiers, completed one semester of study under the same program at the International Relations Faculty.

In order to expand training of translators in the field of international relations per the needs of labour market, the Diplomatic Translation Department developed a new bachelor's degree program for 2021 in the specialty “6B02311 – Translation studies in the field of international and legal relations”. The purpose of the program is to train highly qualified translators in the field of international and legal relations with understanding of new areas of modern translation and professional competence that meets employers’ requirements and needs of society, capable of translating public speeches at major international conferences using two or more languages.

This program is focused on educational programs of the best universities in the world (such as University of Birmingham, UK, University of Geneva, Switzerland and University of Poitiers, France) in the field of translation and is implemented under the state license no. KZ27LAA00019309 dated 19.11.2020. Teaching staff of the department are actively engaged in research work, participate in national and international projects, conferences, publish research articles and monographs and chapters of monographs in peer-reviewed research journals (Springer, Peter Lang, etc.).

The results of their research activity are introduced into educational process in the form of author’s or new courses and advanced/ innovative/ interactive teaching methods. Young teaching staff introduce the acquired knowledge into their research. Thus, there is an integration of educational and research processes, focused on training specialists who meet the requirements of the modern market. In 2021, the EP “7M02304 – Translation studies in the field of international and legal relations” was ranked first in the IQAA national ranking of educational programs in the group “M056 Translation, Simultaneous Translation” - 2021 (Master's degree).

(IV) DESCRIPTION OF FORMER ACCREDITATION PROCEDURE

The educational program “7M02304 – Translation studies in the field of international and legal relations” is being accredited in the IAAR for the first time.

(V) DESCRIPTION OF EEC VISIT

The work of EEC was carried out on the basis of the approved the Visit Program of the expert commission on specialized accreditation of educational programs at al-Farabi Kazakh National University in the period from May 11 to May 13, 2023.

In order to coordinate the work of EEC, online instructive meeting was held on 5.05.2023, during which duties were distributed among the commission members, visit schedule was clarified, and agreement was reached on the choice of examination methods.

To obtain objective information about quality of educational programs and entire infrastructure of university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors in areas of activity, heads of structural divisions, heads of departments, professors, students, graduates, employers. A total of 66 representatives took part in the meetings (Table 1).

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

Category of participants	Number
Acting Rector	1
Vice – Rector’s Corps	3
Heads of structural divisions	31
Deans	4
Heads of departments	6
Teaching staff	11
Master students	5
Graduates	3
Employers	2
Total	66

During visual examination, the EEC members got acquainted with the state of material and technical facilities, visited laboratories, campus of Philology Faculty, scientific library, etc.

At the meetings with university target groups the IAAR EEC clarified mechanisms for implementing university’s policy and specified individual data presented in university self-assessment reports.

The EEC members visited practice bases of accredited programs: Tesla Education, “Mazmundama” Company.

The EEC members attended training sessions:

According to the visit program and approved schedule, classes within the accredited EP were not held.

In accordance with accreditation procedure, a survey was conducted among 100 lecturers, 106 students, including junior and senior students.

In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the working documentation of the university. Along with this, experts studied the Internet positioning of the university through the official website of the university <https://www.kaznu.kz/ru>

As part of the planned program, recommendations for improving accredited educational programs of al-Farabi Kazakh National University, developed by the EEC, based on the examination results, were presented at the meeting with leadership on 13.05.2023.



(VI) COMPLIANCE WITH THE SPECIALIZED ACCREDITATION STANDARDS

6.1 The standard “Educational program management”

- ✓ *The university should demonstrate the EP development goal and development strategy based on analysis of external and internal factors with the broad involvement of a variety of stakeholders.*
- ✓ *The quality assurance policy should reflect the relationship between research, teaching and study.*
- ✓ *The university demonstrates development of quality assurance culture.*
- ✓ *Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including implementation of joint/double-degree education and academic mobility.*
- ✓ *The EP management ensures transparency in the EP development plan based on analysis of its functioning, real positioning of university and orientation of its activities to meet needs of students, state, employers and other stakeholders.*
- ✓ *The EP management demonstrates functioning of mechanisms for developing and regularly reviewing the EP development plan and monitoring its implementation, evaluating achievement of training goals, meeting the needs of students, employers and society, and making decisions, focused on continuous EP improvement.*
- ✓ *The EP management should involve representatives of groups of stakeholders, including employers, students and teaching staff in making the EP development plan.*
- ✓ *The EP management should demonstrate individuality and uniqueness of the EP development plan, its consistency with national development priorities and development strategy of educational organization.*
- ✓ *The university should demonstrate a clear definition of those responsible for business processes within the EP, distribution of staff responsibilities, differentiation of functions of collegial bodies.*
- ✓ *The EP management ensures coordination of activities of all persons involved in the EP development and management, and its continuous implementation, as well as involves all stakeholders in this process.*
- ✓ *The EP management should ensure transparency of management system, functioning of internal quality assurance system, including its design, management and monitoring, and making appropriate decisions.*
- ✓ *The EP management should manage risks.*
- ✓ *The EP management should ensure participation of representatives of stakeholders (employers, teaching staff, students) in the collegial management bodies of educational program, as well as their representativeness in making decisions on EP management.*
- ✓ *The university should demonstrate innovation management within the EP, including analysis and implementation of innovative proposals.*
- ✓ *The EP management should demonstrate its openness and accessibility to students, teaching staff, employers and other stakeholders.*
- ✓ *The EP management confirms completion of training in education management programs.*
- ✓ *The EP management should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.*

Evidents

The educational program “7M02304 – Translation studies in the field of international and legal relations” is implemented in accordance with the Appendices to the License for the right to conduct educational activities Series No. KZ27LAA00019309 dated 19.11.2020.

The fundamental document regulating the development strategy of the university is the University Strategic Development Plan (Protocol No. 2 dated 12.10.2022 of the Faculty Council). Al-Farabi Kazakh National University published the Quality Policy that reflects main strategic areas and fundamental principles of quality assurance in “7M02304 – Translation studies in the field of international and legal relations” EP implementation.

The main provisions on organization of educational process, quality management and processes are reflected and regulated by internal regulatory documents of university, such as Academic Policy (Protocol of AC No. 1 dated September 29, 2022), Policy and Standards of Internal Quality Assurance System, Regulations on EP Development and Implementation, etc.

The risk management policy regulates processes of risk prevention and minimization. Risk management within the EP cluster focuses on identifying possible risks (low contingent, financial crisis, etc.) by adjusting educational trajectories, which are reflected in CEDs, etc. The implementation of “7M02304 – Translation studies in the field of international and legal relations” EP is determined by its goals and the EP Development Plan for 2022-2025, considered at the meeting of department (Protocol No. 2 of 03.10.2022), approved by the protocol of International Relations Faculty Academic Council (Protocol No. 2 of 12.10.2022).

Planning of EP development and distribution of resources for its implementation is carried

out in order to meet key requirements of stakeholders, further improvement of educational process. EP management is carried out on the basis of transparency principle. EP development and its improvement is carried out by the Academic Committee, which includes employers, experienced teaching staff and students.

Potential employers and practice managers are involved in determining the tasks for EP development as main experts of EP students' quality training and discussing the EP Development Plan, presented by labor market representatives: translator of the Embassy of the Republic of

Kazakhstan in Morocco Umekova N.K., manager of LLP "KATKO", Candidate of Philology Bakitov A.T., translator of international organization Islam M. The EEC members note that EP "7M02304 – Translation studies in the field of international and legal relations" is the only master's program in the Republic of Kazakhstan aimed at developing competencies for translating public speeches at major international conferences, using two or more languages in the field of international and legal relations, which determines and confirms its relevance in the labor market. The individuality and uniqueness of the EP consists in its modular structuring - all disciplines (both compulsory and elective) and types of classes are combined into separate modules based on the principle of their focus on shaping of professional competence, which includes a set of disciplines, meaningfully organized in a logical sequence, such as Modern Methodology of Translation Theory and Practice, Diplomatic Documentation and Diplomatic Protocol, Intercultural Communication and Translation Problems, Translation of Business Negotiations and Conferences, Modern Judicial and Military Translation, etc. According to the working results of Academic Committees in the process of discussion with employers and partners of university, a number of disciplines were included in the EP content, for example, "Second foreign language" French, German, Spanish (on recommendation of the translator of the Embassy of the Republic of Kazakhstan in Morocco Umekova N.K.), "Diplomatic documentation and diplomatic protocol" (6 credits), "Modern judicial and military translation" (9 credits), "Translation of business negotiations and conferences" (9 credits) as necessary and relevant disciplines for international translators to study. Necessary information, personnel (78% increment), financial and logistical resources are available for EP management, which is confirmed by specialized classrooms 322, 229, 302, Center for Intercultural Communication and Translation.

The EP management is based on the principle of transparency. The University has a schedule of admission for individuals and legal entities, Rector's Blog functions on the University's website. An example of interaction between teaching, research and training is organization and holding of master classes, participation in scientific conferences, scientific competitions, subject Olympiads, etc.

The connection between research, teaching and training is presented in implementation of scientific projects of grant funding of the Ministry of Science and Higher Education of the Republic of Kazakhstan such as, "The Third modernization of Kazakhstan: 'Education as a vital human capital in modernization of national consciousness'" (2018-2020) (research manager A.S. Seydikenova – Candidate of Philology, Associate Professor, Head of Diplomatic Translation Department, IRF); "The concept of multilingualism as a strategy of language policy of the President of the Republic of Kazakhstan N. Nazarbayev in the context of modernization of education - the main priority of state social policy" (research manager Baitukayeva A.Sh. – Candidate of Pedagogy, Acting Professor of Diplomatic Translation Department, IRF); "Creation of a diplomatic translation model in the context of multi-linguistics" (2018-2020) (research manager Bimagambetova Zh.T. – Candidate of Philology, Associate Professor of Diplomatic Translation Department, IRF); "Features of teaching foreign languages based on national values" AP14869709 (2022-2024) (project manager: Candidate of Philology Mukhametkalieva G.O.)

The EEC members note volume and diversity of research in the areas of language theory and translation studies, intercultural communication, publications of research monographs and textbooks as educational and methodological support for educational process. Within the framework of research activities, the university closely cooperates with neighboring countries - leading universities in France, Italy, Spain, Germany, Switzerland, Turkey, etc. The research topics of graduates have practical orientation, based on presentation of an applied product. Supervisors of master's theses are experienced and highly qualified professors of the department. The EP

implementation is monitored on a regular basis at the collegial bodies of the faculty, which is reflected in the protocols of departments (Protocol No. 24 of 2.04.2019, No. 6 of 9.04.2019, No. 5 of 03.10.2022) and undergo further review procedure at the collegial bodies of university - University Academic Council. Systematic monitoring, evaluation of policy effectiveness in the field of quality assurance of educational programs, analysis of data on assessment of educational achievements, on satisfaction with teaching quality, etc. Participation of students, staff and other stakeholders is provided through information systematic collection, analysis and management.

The EEC members have received confirmation that mechanism for distribution of staff duties within the EP is regulated by documentation of quality management system and distribution of duties and responsibilities at the university is determined by internal regulatory documents, university plans, rector's orders, job descriptions and regulations on structural units. The activities of structural divisions are checked by special intra-university commissions.

All decisions taken by the Academic Council are communicated to the staff in the form of orders based on relevant extracts from protocols of Academic Council meetings. During the EEC visit, favorable conditions were demonstrated for managing innovations within the EP, using modern methods of foreign language teaching and research methods (reproductive, search methods (students' independent work, work with reference literature); perceptual methods (video tutorials, meetings with representatives of English-speaking countries); logical methods (language exercises, analysis of a specific situation). Mukhametkalieva G.O. and Zhumaliev Zh.K. develop innovative teaching methods based on national characteristics and introduce them into educational process in disciplines "Foreign language (professional)", "Foreign language (second) (French)", "Intercultural communication and translation" and "Methods of teaching translation disciplines". The value-oriented methodology develops patriotism, tolerance, integrity, morality, responsibility, diligence, forms students' skills of self-knowledge, self-development and socialization. Within the framework of international scientific project supervised by Bakitov A.T. "Master's Degree in Linguistics and methods of teaching French as a foreign and second language" together with the University of Clermont, Solidarity Fund for Innovative Projects, Civil Society, Francophonie and Human Development (FSPI) and Embassy of France in Kazakhstan, master students took an intensive French course and conducted research to prepare their master's theses in the French Alliance of Vichy (France) from June 21 to July 16, 2021. Senior lecturer A.A. Golovchun uses the technology of problem-based learning with elements of brainstorming, place mats, think-pare-share techniques at lectures and KWL GRID method to evaluate progress in disciplines "Translation Note-taking Technique" and "Translation and Linguistics of Text". Lecturer of the department Zhumaliev Zh.K. uses methods of conference interpreting to translate public speeches, translation from a sheet, "whispered interpretation" (chuchotage), simultaneous translation of film text and transcripts in classes on "Simultaneous translation of monologue and dialogic speech" and "Workshop on simultaneous translation".

Information about university activities and EP implementation, their goals, academic policy, DLT, information about events is presented on the pages of the university and faculty. Effectiveness and efficiency of application of innovations and active teaching methods is monitored by discussion at meetings of departments, by analyzing students' progress. At the Diplomatic Translation Department, mutual visits by teachers of classes and open classes are held according to the approved schedule for 2022-2023 academic year.

During their visit, the EEC highlighted openness and accessibility of EP heads for students, teaching staff, employers and other stakeholders, which is provided through reception hours with the chairman of the board - rector and vice-rectors on personal issues. To resolve issues, there are e-mails the department heads. The head of Diplomatic Translation Department, Candidate of Philology, acting Professor from October 19 to 31, 2020, Almash Seydikenova completed a full course for university teachers at the Advanced Training and Additional Education Institute of al-Farabi Kazakh National University under the program "Management in Education" in the amount of 72 hours, and also successfully completed research internship in the field of "Management in Education (Strategic Management and Leadership in Higher Education. University Management)" from March 28 to December 17, 2022 at the University of Birmingham, UK.

Analysis

Having held meetings, conversations and interviews with vice-rectors, heads of departments, heads of structural divisions, master students, teaching staff, representatives of employers' organizations and graduates, as well as conducting a survey of teaching staff and postgraduates, detailed familiarization of experts with educational infrastructure, material, technical and information-methodological resources and necessary documents, the EEC notes, that transparency and collegiality of making the EP development plan is confirmed by participation of the entire team in it. This is evidenced by activities of Academic Council, Rector's office, Educational and Methodological Council, which provide management of university main processes. Plans for "7M02304 – Translation studies in the field of international and legal relations" EP development are discussed, revised and supplemented at the meetings of department and approved by the Dean of the Faculty (Protocol of the meeting of the department No. 5 dated 3.10.2022, Protocol No. 2 dated 12.10.2022 of the Academic Council of the Faculty).

When implementing the EP, risks and solutions to prevent and reduce risks are identified, consideration of risk issues are the subject of discussion on a systematic and regular basis at meetings of collegial bodies of the university. However, the EEC members note that systematic nature of risk prevention processes within the EP is not demonstrated, since the list of risks and measures to prevent and minimize risks are not regulated in the Development Plan of accredited EP (deadlines and quantitative indicators are not specified).

During the EEC visit, IAAR experts were convinced that the university has a documented procedure for reviewing and updating the EP content. The EP management demonstrates participation of stakeholders in the face of students, teaching staff and employers in EP development, choice of disciplines and their place in the curriculum, in formulation of annotations to disciplines, etc. However, the EEC members note that data on all changes within the EP are not published on a regular basis on official web resources for transparency and accessibility of informing stakeholders about the content of accredited EP. Measures to control quality of educational process carried out at different levels are recorded in the form of notes, acts, certificates, reports, etc., and discussed at meetings of the department. Their effectiveness and efficiency are considered at the meetings of the department.

The faculty regularly holds meetings with employers on types of practices, introduction of new disciplines, EP development, etc. Involvement of employers and other stakeholders in making certain changes to accredited EP is confirmed by their participation in department meetings and reflected in reviews, expert opinions of employers.

Innovation management within the EP, implemented through integration of educational process with research activities, was confirmed during the EEC visit. Research is carried out in the form of: publication of monographs, collections of research articles, preparation and defense of dissertations, organization and holding of international and national scientific forums, international competitions, round tables, student scientific events and introduction of scientific results in the educational process.

The EEC members note volume and diversity of research in the following areas. Thus, the EEC notes that university strategic documents consistently reflect management of educational programs. Accessible educational resource environment has been created for training, including computer equipment, software products – licensed and purchased, websites, computer classes, reading rooms, book collection, etc. The need for equipment, literature and software is determined by the department and implemented through purchase of resources required. Documents regulating the process of managing educational activities at the departments are designed in accordance with nomenclature of cases.

Collegial and corporate forms of management, monitoring system for educational environment, electronic document management and internal audit mechanism ensure effective management of educational programs at university. Provision of high-quality educational services at university, EP compliance with modern requirements are at a fairly high level.

The survey of teaching staff conducted during the IAAR visit showed that involvement of teaching staff in the process of making managerial and strategic decisions was assessed¹ by

indicators “very good” and “good” – 93%, at the same time, 3% of teaching staff are not involved in this process. Satisfaction of teaching staff with the EP content is 100%. Satisfaction with the level of feedback from staff with management is 97% as “very good” and “good”.

Strengths/best practice in the EP “7M02304 – Translation studies in the field of international and legal relations”:

- Not identified

Recommendations for the EP “7M02304 – Translation studies in the field of international and legal relations”:

The EP management should make adjustments to the EP Development Plan in terms of indicative indicators in numerical or % ratio, taking into account the dynamics of growth in the context of years.

The EP management should include the section of risk map and measures to prevent and minimize them in terms of indicative indicators in quantitative or % ratio, as well as deadlines by the beginning of 2023-2024 academic year into the EP Development Plan

The EEC conclusions by criteria:

According to the standard “Educational program management”, the educational program “7M02304 – Translation studies in the field of international and legal relations”: has 16 satisfactory positions and 1 position suggesting improvement.

6.2 The standard “Information management and reporting”

- ✓ *The university should ensure functioning of a system to collect, analyze and manage information based on modern information and communication technologies and software*
- ✓ *The EP management demonstrates systematic use of processed, adequate information to improve the internal quality assurance system*
- ✓ *The EP management demonstrates existence of a reporting system reflecting activities of all structural divisions and departments within the EP, including assessment of their effectiveness*
- ✓ *The university should determine frequency, forms and methods of assessing the EP management, activities of collegial bodies and structural units, senior management*
- ✓ *The university must demonstrate a mechanism for ensuring protection of information, including identification of responsible persons for reliability and timeliness of information analysis and data provision*
- ✓ *The university demonstrates involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them*
- ✓ *The EP management should demonstrate availability of communication mechanisms with students, employees and other stakeholders, including conflict resolution*
- ✓ *The university should provide measurement of the degree of satisfaction with students, teaching staff and employees’ needs within the*
 - ✓ *EP and demonstrate evidence of eliminating the detected shortcomings*
 - ✓ *The university should evaluate effectiveness and efficiency of its activities in the context of EP*
 - ✓ *The information collected and analyzed by the university within the EP should take into account:*
 - ✓ *key performance indicators*
 - ✓ *dynamics of students’ contingent in the context of forms and types*
 - ✓ *academic performance, student achievements and expulsion*
 - ✓ *satisfaction of students with the EP implementation and quality of education at university*
 - ✓ *availability of educational resources and support systems for students*
 - ✓ *employment and career growth of graduates*
 - ✓ *Students, teaching staff and staff must document their consent to processing of their personal data*
 - ✓ *The EP management should help to provide necessary information in the relevant fields of science*

Evidence

The university has a system for collecting and analyzing external and internal statistical and analytical data for making informed decisions. The EP management ensures measurability, reliability, accuracy, timeliness and completeness of information and demonstrates fact-based decision-making and shows that EP management, as well as other areas of activity, is carried out

on the basis of regular use of a system for collecting and analyzing statistics on students and graduates' contingent, available resources, personnel, consulting, research and international activities, academic performance, employment and career growth, and other areas are regulated by the university's intertal document circulation system.

Main information management processes are described in the documented procedure of university quality management system "Management of documented information", as well as in

Rules for organizing educational process on credit technology of training. Office work is conducted in accordance with the approved nomenclature of cases, preservation and archiving of documents is ensured.

Results of master students' performance within EP "7M02304 – Translation studies in the field of international and legal relations"

Academic year	Average score	% of performance
2019-2021	3.7	100%
2020-2022	3.8	100%
2021-2023	3	100%
2022-2024	3.8	100%

Prospective and strategic foundations for EP development are formed, taking into account students, teaching staff, employers' opinions. Evaluation of effectiveness of the mission, goals and objectives of the university, as well as "7M02304 – Translation studies in the field of international and legal relations" EP implementation is carried out on the basis of monitoring main performance indicators and deadlines for the action plan, results of which are discussed at meetings of departments, various working groups, Academic Council. Postgraduates, teaching staff, employers, representatives of organizations of practice bases take part in EP development. Issues of EP development are periodically reviewed and discussed at department meetings and Academic Council of the faculty (Protocol of the meeting of the department No. 5 dated 3.10.2022, Protocol No. 2 dated 12.10.2022 of the Academic Council of the Faculty). Monitoring of strategic implementation is carried out on an ongoing basis during reports of structural units and entire university as a whole. Strategic planning is based on short- and medium-term objectives, which are reflected in the activities of department and faculty.

The EP implementation is analyzed at different levels of management and presented by the following documents: annual report of department and faculty, consideration of questions about educational and methodological state at the Scientific and Technical Council of the University, submission of reports and analyses in areas (results of examination sessions, final conferences on practices, analysis of disciplines, level of teaching and satisfaction with organization of educational process) at meetings Academic Council.

Information collection, analysis and management systems are carried out on the basis of modern information and communication technologies and software tools, such as corporate mail and unique Univer system (univer.kaznu.kz), which provides information about applicants and postgraduates received from the admissions committee, admission department and registrar's office, and magistracy department; about lecturers, employees from personnel department of the university; name of disciplines, CED, curricula, educational and pedagogical load received from departments; about academic and scientific work, advanced training, grades given to students on current progress control, test tasks for final control, CVs from teaching staff of departments, etc.

EP master students, teaching staff and employers are involved in the processes of collecting and analyzing information by means of surveys, interviewing, and making decisions based on them during meetings of departments, faculty EMC, EMC and Academic Council of the University. Surveys are carried out by the Center for Innovative Technologies and Testing and QMS of the al-Farabi Kazakh National University. The results of the survey "Lecturer through the eyes of master students" among students in the current disciplines taught reflect a high level of satisfaction with training quality - 4.92 out of 5 points. The University conducts regular EP evaluation and revision

with participation of students, staff and other stakeholders based on systematic collection, analysis and management of information, at least once a year, as a result of which programs are adapted to ensure their relevance.

The safety of information is carried out in accordance with the University's Privacy Policy, which provides for procedures for processing personal data of postgraduates, regulating the distribution of roles and functions in information systems used; use of licensed software and antivirus programs. The university uses various forms of processing, evaluation and analysis of information to ensure protection and safety of information through system administration of servers and backup; restriction of access of individuals to the premises with servers; technical equipment of premises with servers to ensure the safety of work.

The university operates the author's system Univer (univer.kaznu.kz), which makes it possible to comprehensively implement processes of credit technologies and distance learning. Main forms of feedback at the university are direct mail of the rector in the form of a box of complaints and suggestions, surveys of consumers of educational services and staff, meetings of teaching staff and students with managers of different levels. To obtain objective information about the quality of training, a questionnaire is conducted "Lecturer through the eyes of students", "Clean session", "Evaluation of the effectiveness of courses", sociological survey of graduates of al-Farabi Kazakh National University "Support your Alma Mater", "Curator-adviser through the eyes of students", "Social adaptation of first-year students", etc. The survey is conducted according to the schedule by the Center for Innovative Technologies and Testing and the QMS of al-Farabi Kazakh National University in the Univer system (univer.kaznu.kz).

The official website of the university <https://kaznu.kz/> is designed to raise the awareness of students, teachers, employees, employers, partners of the university, scientific and public organizations about the current state of affairs and directions of development of the university in the educational process, scientific, technical, cultural, social and educational work (academic calendar, CED, schedule, individual class schedules, exam retake schedule, up-to-date information about various academic mobility competitions). The site is maintained in Kazakh, Russian and English. Information and news content is kept up to date. Regular updating of information on the EP "7M02304 - Translation in the field of international and legal relations" is presented on the web resource of the EP and is available at the link <https://www.kaznu.kz/ru/10672/page>. The department has official registered accounts in all popular social networks such as Facebook and Instagram. Accounts of the Department of Diplomatic Translation in social networks are available at the links

Facebook <https://www.facebook.com/dippereved>

Instagram https://instagram.com/diplomatic_translation?igshid=Zjc2ZTc4Nzk Youtube <https://www.youtube.com/@irdnews7177>

Electronic library <http://elibrary.kaznu.kz/ru> has access to international bases (EBooks) in DB EBSCO, Springer, Elsevier, OxfordAcademicJournals, text database Polpred, electronic library system IPRbooks, domestic DB "Zan - Law", "Epigraph" and others.

Analytical part

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, technical and information and methodological resources and the necessary documents notes that information management, a system for collecting, analyzing and reporting on this cluster at the university are carried out on the basis of the use of modern information and communication technologies and software tools and resources: basic information is presented on the official website university, and the management of educational and methodological information takes place within the framework of the author's IS Univer.

Members of the EEC note the strength of the informational system Univer, which provides the ability to manage the academic calendar, the formation of individual plans for students, 15

placement of teaching materials, the formation of examination sheets and questionnaires. Data integration by means of AIS "Platonus" ensures the availability of educational resources and support systems for students, obtaining information intended for the operational and strategic management of the university. Monitoring of incoming information is carried out continuously. The output data are milestone and examination sheets; progress reports by groups and specialties, transcripts of students with the determination of the average progress score (GPA); summary sheets and other reports.

During the visit of the EEC, the experts were convinced that the feedback channels existing at the university provide an opportunity for all interested persons to contact the management with problems, initiatives and proposals for improving activities. The system for collecting, analyzing and managing information is formed to ensure the quality of the implementation of the EP. This is confirmed by local regulations, as well as a structured electronic educational environment, functional characteristics, and a feedback system.

The process of collecting information, monitoring the performance indicators of the EP correspond to the goals of the university in the field of improving the quality of education. Undergraduates of the EP have the opportunity to express their opinion about the teachers and the educational process in general during an anonymous online survey. However, the members of the EEC note that during the interviews, the undergraduates of the EP did not confirm their awareness of the results of the survey and the decisions made based on the results of the survey, which demonstrates the insufficiency of measures to ensure the satisfaction of the needs of students and evidence of the effectiveness of the procedures to eliminate the identified shortcomings.

At the meetings of the department, issues of improving the procedure for collecting and processing information, updating and information provision of AIS with personal data of students and teaching staff of the department are discussed. Consent to the collection, processing, use and storage of their personal data by the university gives in accordance with the employment contract. In order to protect confidential information, all employees sign a non-disclosure agreement.

Strengths / best practice in EP "7M02304 - Translation in the field of international and legal relations":

Functioning of own complex automated information system Univer, designed to provide an efficient system for collecting, analyzing and managing information.

Recommendations for the EP "7M02304 - Translation in the field of international and legal relations":

Based on the results of sociological issues, the management of the EP should draw up a response plan and bring to the attention of stakeholders the decisions taken to eliminate shortcomings starting from 2023-2024 academic year.

EEC conclusions according to the criteria of the standard "Information Management and Reporting : 1 - strong position, 16 - satisfactory.

6.3 The standard "Development and approval of the educational program"

✓ *The university must demonstrate the existence of a documented procedure for the development of the EP and its approval at the institutional level*

✓ *The university must demonstrate the compliance of the developed EP with the established goals and planned learning outcomes*

✓ *The EP management should determine the influence of disciplines and professional practices on the formation of learning outcomes*

✓ *The university demonstrates the presence of a model of a graduate of the EP, which describes the learning outcomes and personal Qualitie*

✓ *The qualification awarded upon completion of the EP must be clearly defined, explained and correspond to a certain level of NQF, QF- EHEA*

✓ *The management of the EP must demonstrate the modular structure of the program based on ECTS, ensure that the structure of the content of the EP corresponds to the goals set, with a focus on achieving the planned learning*

outcomes for each graduate

- ✓ *The management of the EP should ensure that the content of academic disciplines and learning outcomes correspond to each other and the level of education (bachelor's, master's, doctoral studies)*
- ✓ *The management of the EP must demonstrate the conduct of external reviews of the EP*
- ✓ *The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development and quality assurance of the EP*
- ✓ *The management of the EP must demonstrate the uniqueness of the educational program, its positioning in the educational market (regional/national/international)*
- ✓ *An important factor is the possibility of preparing students for professional certification*
- ✓ *An important factor is the presence of a joint (s) and / or two-degree EP with foreign Universities*

Evidence

Development and approval of the EP at al-Farabi Kazakh National University is carried out in accordance with the National Qualifications Framework *of the NQF*, professional standards, correspond to a certain level of the NQF, QF-EHEA, Dublin descriptors and the European Qualifications Framework. Compliance is reflected in the academic policy, as well as with the internal documents of the university - the Academic policy of the al-Farabi KazNU and the Procedure for the development and approval of educational programs of higher and postgraduate education in accordance with the state compulsory education standards (Curriculum of the educational program "7M02304 – Translation in the field of international and legal relations", Protocol No. 9 dated April 26, 2022)

The process of developing and revising the cluster EP is regulated by the Academic Policy and the Regulations on the development and implementation of the EP, which establishes the structure, procedure for developing, formalizing, agreeing, approving, putting into effect, changing, revising, updating the EP. The educational program is developed in accordance with the NQF, professional standards, as well as scientific, theoretical and practice-oriented requirements for the professional and social competencies of EP students.

Functions for the development of the EP are carried out by the Academic Committees for the accredited EP, which includes experienced teachers, employers and students, which is confirmed by the approved composition, minutes of meetings and is regulated by the Regulations on the Academic Committees of educational programs of KazNU. 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. When implementing the EP, work is carried out with employers on the issues of determining the areas in demand and requirements for the preparation of undergraduates of the EP.

In order to ensure quality, the university improves the EP through the mechanism of internal and external quality assessment of the EP. The examination of educational programs and methodological documents is based on the principles of transparency, objectivity, and systematic organization of expert work. Internal examination is carried out by attracting experienced teachers and heads of structural divisions, invited experts, representatives of business communities, as well as employers, if they have the appropriate qualifications, participate in the external examination procedure for the formation of the curriculum, reviewing and examination of the content of the EP. To conduct a high-quality and independent examination, all involved stakeholders are involved, including employers, representatives of the Ministry of Foreign Affairs of the Republic of Kazakhstan, large national research institutes and foreign partners. The effectiveness of external expertise is determined by the achievement of learning outcomes. Members of the EEC note the involvement of employers in the design and examination of the EP cluster, represented by representatives of various organizations such as Tesla Education, represented by Malshy M.M. translation center "Mazmundama" represented by Shyngys Mukan, the international organization "Conference on Interaction and Confidence Building Measures in Asia" represented by Islam M. and JV "Katko" LLP represented by Bakitov A.T., the Embassy of the Republic of Kazakhstan in Morocco represented by the official interpreter Umekova N. The planned RT on EP are the basis for the procedures for assessing the educational achievements of students in the study of modules of basic, major and special disciplines within the framework of the formed general, linguistic, pragmatic and intercultural competencies that contribute to the formation of professional and

personal competencies. The DB and TS programs have practical orientation disciplines such as Modern methodology of the theory and practice of translation, Diplomatic documentation and diplomatic protocol, Intercultural communication and translation problems, Translation of business negotiations and conferences, Modern judicial and military translation, etc. As part of the implementation of the EP, undergraduates are offered the following areas of Minor : Court interpreter, Interpreter in the field of diplomacy.

EEC members note that the EP "7M02304 - Translation in the field of international and legal relations" is the only master's program in the Republic of Kazakhstan, aimed at developing competencies for translating public speeches at major international conferences using two or more languages in the field of international and legal relations, which determines and confirms its relevance in the labor market. The individuality and uniqueness of the EP lies in its modular structuring - all disciplines (both compulsory and elective) and types of classes are combined into separate modules according to the principle of their focus on the formation of professional competence, which includes a set of disciplines that are meaningfully organized in a logical sequence, such as as Modern methodology of the theory and practice of translation, Diplomatic documentation and diplomatic protocol, Intercultural communication and problems of translation, Translation of business negotiations and conferences, Modern judicial and military translation, etc. Professor of the Birmingham University (Great Britain) Sebe Berny was involved as international experts of the accredited program, Professor of the Geneva University (Switzerland) Abdeljalil Akkari and professor at the University of Poitiers Licha Bajini. In 2021, the EP "7M02304 - Translation in the field of international and legal relations" took the first place in the national ranking of NAOKO educational programs in the group "M056 Translation, Simultaneous Translation" - 2021 (master's degree). The passage of types of practices by students of the EP is regulated by the Academic Policy of the University, in particular clause 2.18. Organization and planning of professional practices. The Basic Curriculum includes all types of practices for the entire period of study, indicating the semester and the number of credits. The practice bases are educational institutions, centers and other activities of which correspond to the profile of the EP, such as Tesla Education, Translation center "Mazmundama", the international organization "Conference on Interaction and Confidence Building in Asia", the Center for Intercultural Communication and Translation Research, the Ministry of Foreign Affairs of the Republic of Kazakhstan and others. Professors, associate professors, experienced teachers who are well aware of the specifics of the profession and the activities of practice bases are appointed as practice leaders. The members of the EEC note that the implementation of the EP is aimed at developing the professional competence of future graduates corresponding to the master's qualification framework. The qualification obtained upon completion of the cluster EP is clearly defined and corresponds to the level of the NSC, the types, area and objects of professional activity are described, and a list of possible positions is given. For the implementation of the EP, catalogs of elective disciplines are developed annually, which describe the disciplines of the elective component, indicating a brief content, pre- and post-requisites . The catalog of elective disciplines included the disciplines "Translation in the field of international and legal relations", "Second foreign language", etc., recommended by employers. The University has agreements with countries near and far abroad - leading universities in France, Italy, Spain, Germany, Switzerland, Turkey, such as the Faculty of Interpretation and Translation of the University of Geneva (Switzerland), the Department of Modern Languages and Translation of the University of Birmingham (Great Britain), the Faculty of Linguistics and Translation Studies of the University of Poitiers (France), the St. Petersburg Graduate School of Translation. The double-degree program is regulated under an agreement with the University of Poitiers (France). Preparation for professional certification is carried out within the framework of the disciplines Intercultural communication and problems of translation, Methods of teaching translation disciplines, Workshop on written and oral translation, Workshop on consecutive translation .

Number of students who have passed professional certification

EP title	Total students who passed professional certification		
	2020-2021	2021-2022	2022-2023
7M02304 - "Translation in the field of international and legal relations"	10	10	2

Analytical part

The development and approval of the EP at the University is carried out in accordance with the provisions of regulatory legal acts in the field of higher and postgraduate education, as well as in accordance with the documentation developed at the university and necessary for the effective functioning of the educational process.

The development and approval of the content of the cluster EP is regulated by internal regulations. An analysis of the submitted documents, the results of a survey of teaching staff and employers, as well as students, demonstrates the fact that a wide range of interested parties are involved in the design of the EP. The development of the EP is carried out through working groups consisting of experienced teachers and experts in the EP profile and students, demonstrating the systematic work on the quality of modular educational programs.

The content of academic disciplines within the framework of educational programs takes into account the situation on the labor market, the requirements of employers and the demands of consumers of the educational process within the EP cluster, in the form of reviews, examinations and survey results.

The development and updating of the content of the EP is carried out on a regular basis. The EP is being considered at a meeting of the Educational and Methodological Council with an external expert opinion for subsequent approval by the Academic Council of the University.

In order to ensure quality, the university improves the EP through the mechanism of internal and external quality assessment of the EP. Internal examination is carried out by attracting experienced teachers; invited experts, representatives of business communities, as well as employers, if they have the appropriate qualifications, participate in the external examination procedure. The quality control system for the formation of the EP is focused on involving external experts in the assessment of the quality of educational programs in the person of reviewers of graduation theses, practice leaders, and interested employers. The EP developers, in close cooperation with employers, determine the range of tasks for each type of professional activity and then form a list of EP graduate competencies, EEC members note that the Competence-Based Graduate Qualification Model is a set of key, general professional and professional competencies aimed at meeting the needs of a particular sector labor market. EEC members note as a strength the uniqueness of the EP "7M02304 - Translation in the field of international and legal relations" as the only master's program registered in the register of EP RK, aimed at developing competencies in translation in the field of international and legal relations. The individuality and uniqueness of the EP is provided by a set of disciplines, combined into separate modules according to the principle of their focus on the formation of professional competence in the context of international and legal relations. The university has a practice of conducting an external examination of educational programs, the expert opinion contains an assessment of the compliance of the EP with the professional standard, the demands of employers, the level of development of real sectors of production, proposals aimed at improving the educational program. As a rule, the examination of educational programs is carried out by leading employees or heads of organizations, enterprises, corresponding to the profile of training specialists. The quality assessment of the EP was carried out on the basis of the analysis of curricula, the catalog of elective disciplines, meetings with students, teaching staff, attendance at classes, visual inspection of the scientific library and gym. During meetings with teaching staff, employers and students of the EP, it was found that they have a clear idea of the methods and forms of involvement in the development of educational programs.

When implementing the EP, the OE demonstrates the existence of cooperation with educational organizations of near and far abroad in the form of concluded agreements. At the same

time, the members of the EEC note that the existing opportunities for creating joint EPs with foreign universities have not been sufficiently used. The management of the EP weakly demonstrates the effectiveness and efficiency of activities for the implementation of double-degree or joint educational programs, there are only examples of participation in the framework of an academic exchange under the Erasmus + program, which is not a demonstration of the implementation of a joint EP or a double-degree program. The leadership of the EP has not actually demonstrated the existence of effective double-degree or joint educational programs.

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 87.7 and "partially satisfied" - 10.4%;
 the level of satisfaction with the teaching methodology is assessed as "fully" satisfied - % and "partially satisfied" - 17%

Strengths / best practice in EP "7M02304 - Translation in the field of international and legal relations":

- The uniqueness of the EP, as the only EP registered in the Register, aimed at the formation of professional competencies in the field of international and legal relations and its leading positioning in the regional / national market.

Recommendations for the EP "7M02304 - Translation in the field of international and legal relations":

The management of the EP to include in the EP Development Plan an indicative indicator of the share of participation of undergraduates in a numerical or % ratio in the framework of the implementation of joint and double-degree EPs by the beginning of 2023–2024 and proceed with the implementation of joint and double-degree EPs with educational organizations in accordance with the deadlines specified in the Development Plan of EP.

The conclusions of the EEC according to the criteria of the standard "Development and approval of the educational program" : 1 - a strong position, 10 - satisfactory and 1 - a position suggesting improvement.

6.4 The standard "Continuous monitoring and periodic evaluation of educational programs"

- ✓ *The university must ensure the revision of the structure and content of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society*
- ✓ *The university must demonstrate the existence of a documented procedure for monitoring and periodic evaluation in order to achieve the goal of the EP and continuously improve the EP*
- ✓ *Monitoring and periodic evaluation of the EP should consider:*
 - ✓ *the content of the program in the context of the latest achievements of science and technology in a particular discipline*
 - ✓ *changing needs of society and the professional environment*
 - ✓ *workload, performance and graduation of students*
 - ✓ *effectiveness of student assessment procedures*
 - ✓ *needs and satisfaction of students*
 - ✓ *compliance of the educational environment and the activities of support services with the goals of the EP*
- ✓ *The management of the EP should publish information about changes to the EP, inform interested parties about any planned or undertaken actions within the EP*
- ✓ *Support services should identify the needs of various groups of students and their degree of satisfaction with the organization of training, teaching, assessment, mastering the EP in general*

Evidence

The guarantee of quality in the university is the process approach within the framework of the current regulatory documents that ensure and control the monitoring of educational programs and determine the quality of the structure and content of the EP, development plans for the EP, the

satisfaction of stakeholders (employers, students, teachers, etc.) with the quality of educational services. The procedure for making changes to the EP is regulated by the following documents: Academic policy, documented procedure for internal monitoring of the EP "Procedure for conducting internal monitoring", Regulations on the educational program, etc. Internal quality assurance is provided through various types of monitoring. The basis for monitoring procedures, periodic evaluation and revision of educational programs is the approval of new standard curricula for specialties; introduction of new professional standards; proposals of employers formed on the basis of the results of a survey or joint events with graduating departments, which is reflected in the protocols of the departments. The introduction of modern research into the EP is implemented through the inclusion of elective disciplines in the EP, the updating of disciplines and their content, as well as through the publication of educational, educational and methodological literature and the publication of scientific articles. The disciplines included in the curriculum within the framework of the EP cluster are aimed at the formation of knowledge of the conceptual foundations of Intercultural communication and translation problems, the foundations of the theory and practice of translation in the interpersonal, social, political, economic, cultural, educational and scientific fields, diplomatic documentation and the diplomatic protocol of translation competencies, translation of business negotiations and conferences, etc. The content of the EP is constantly being improved, taking into account the results of the analysis of the requirements of stakeholders (employers) and market demands, so the course "Translation in the field of international and legal relations", "Second foreign language", Technique of translation recording, Translation and text linguistics, etc. The analysis of existing plans for the development of educational programs, plans and monitoring systems for their implementation is carried out in close cooperation with employers. The system for assessing the educational achievements of students, which includes a system for monitoring educational results from the initial level to the formation of a competitive specialist, proves the effectiveness of the existence and implementation of the educational program through the questioning of all stakeholders on a regular basis, active cooperation with employers on quality assurance of the EP, an intra-university quality monitoring system. Systematic identification of the degree of satisfaction of students and graduates with the quality of educational services is carried out by the Center for Innovative Technologies and Testing and the QMS of KazNU. The need to update the content of the EP is determined by the demand of the labor market in the training of teaching staff and the request of employers and students. They are involved in the revision of the content of the EP as part of the harmonization of curricula in terms of the list of elective disciplines, during professional practices, with participation in the work of the state attestation commission. To evaluate the educational program, experts from among employers are involved in the person of the translator of the Embassy of the Republic of Kazakhstan in Morocco Umekova N. K., represented by the manager of JV KATKO LLP Bakitov

A. T., translator of the international organization Islam M. and others. There is an opportunity for periodic updating of the content of programs, building individual educational trajectories.

All processes related to the implementation of the master's program at KazNU are documented. The departments monitor the quality of the teaching staff classes (an electronic journal of mutual visits, a schedule of open classes, protocols for their discussion). At the meetings of the departments, the results of the examination sessions are discussed. At the end of the academic year, at a meeting of the department with the participation of all interested parties (teaching staff, employers, students), a periodic evaluation of the EP is carried out by reviewing the WIP, CED, working curricula, syllabuses, the effectiveness and efficiency of the implementation of the EP are discussed. The university defined the main tools for monitoring and periodic evaluation of educational programs as the certification of students (current, intermediate and final), analysis of the methodological support for the implementation of the EP, advanced training of teaching staff implementing programs, including those in foreign universities, and collecting information on stakeholder satisfaction with the quality of EP implementation. Every year, at the Academic Council of the faculty, meetings of the department, an analysis of the results of checking the state of the methodological support of the accredited EP is carried out, based on the results of which an action plan is developed. The procedure for assessing the quality and

examination of the EP includes the work of the methodological bureau of the faculty. At the university, the education quality management department regularly carries out an internal audit or verification of the university's documentation for adequacy, analysis, identification of changes, coordination and approval of documents. The current documentation is systematically reviewed, updated, and, if necessary, reissued. The system for monitoring the implementation of plans for the development of the EP includes: annual reports of departments and faculties; annual reports of teachers of departments, both according to the established parameters, and individual ratings, reports on social work; consideration of issues of development of various areas of training of specialists at meetings of collegiate bodies both at the level of the faculty and at the level of the university.

The implementation of monitoring the compliance of the educational environment with the goals of the EP is carried out in stages from the analysis of the modern labor market and the definition of qualification levels, the discussion of these requirements with employers, teaching staff, and based on the conclusions of these discussions, the preparation of the Specification of the EP, the Development Plan, CED, etc. The university conducts systematic work to identify their weaknesses, both in terms of modernizing the content of educational programs, and in the field of improving the conditions for the implementation of the EP. Teachers of the departments responsible for the implementation of the EP use traditional and innovative forms of tasks for current control, the forms of knowledge assessment are reflected in the teaching materials and methodological materials for preparing for the SIW. In the curriculum for the discipline (syllabus) for students, the types of activities and the mechanism for evaluating learning outcomes are indicated. The syllabuses provide detailed methodological recommendations for conducting SIWT and SIW: SIW schedule indicating the topic and type of task, deadlines for submitting the material; methodological recommendations for completing the task, a supporting abstract or lecture theses, questions on self-control, test tasks, a list of basic and additional literature. The implementation of the EP development plan is provided by the department, the responsibility for the final results of which rests with the teaching staff. For the implementation of EP plans, there are job descriptions that allow rationally and cost-effectively allocate responsibility for their implementation and etc.

Analytical part

In order to ensure effective implementation and create a favorable learning environment, the EO demonstrates the monitoring, evaluation and revision of the EP on a regular basis. An extended meeting of the department is held annually to review the content of the implemented EPs for their relevance with the participation of all interested parties. The participation of students, graduates provides an opportunity to identify the needs of students, which can also suggest the inclusion of new learning outcomes / competencies. The participation of employers at the meeting makes it possible to determine new competencies, expectations of the professional community, as well as update the content of existing courses/modules. During the visit and analysis of the documentation, EEC experts received confirmation that the objectivity of assessing the knowledge and the degree of formation of the professional competencies of students is achieved through: familiarizing students with the applied criteria for assessing knowledge and requirements for studying the discipline in accordance with the syllabus (working curriculum) ; availability of assessment criteria for students (in syllabuses and EMCD in the electronic library); functioning of the appeal commissions. The university ensures transparency in the assessment of knowledge. The undergraduate can learn about the results of the intermediate certification in the form of an exam, the current control in IS Univer. Internal assessment of the quality and examination of educational programs is carried out based on the results of the examination session of undergraduates - an analysis of the progress and quality of education is carried out. Based on the results of the work carried out, proposals are being developed to improve the qualitative parameters of the educational program. Satisfaction with educational services, expectations and needs of stakeholders are identified through a questionnaire. The respondents are students, graduates, faculty involved in the educational program, and employers, which also makes it possible to evaluate the effectiveness of work in other areas of the EP implementation.

The developed curricula are focused on taking into account the competence requirements 2 of 2

employers, strengthening the practical training and the scientific component of the EP. The list of elective disciplines is based on a comprehensive analysis of the needs of the labor market, and also reflects current trends in the development of science.

Mechanisms have been developed to measure student satisfaction with training in accredited EPs : the EP is discussed at meetings of the department, at the Academic Council of the Faculty and at the Academic Council of the University, taking into account the opinions and suggestions of employers and students. In order to obtain the most reliable information about the quality of educational services provided, students are annually surveyed, the results of which are discussed at a meeting of departments and faculties.

The quality control system of the university is a set of measures and procedures of an external and internal nature at the level of the university, faculty, department and student. The main monitoring methods are questionnaires, testing, documentation analysis, self-assessment, selective survey, etc.

However, EEC members note that all planned and introduced changes to the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society, should be published on the web resource of the EP and available to all interested parties.

The results of the survey showed that students have a positive attitude towards the monitoring and evaluation of educational programs, the quality of teaching, material and technical resources that ensure the educational process.

Satisfaction with the quality of academic disciplines at the university was : fully satisfied - 83%; and satisfied - 12.3%.

Satisfaction with quality teaching was : fully satisfied - 84%; partially satisfied - 14.2%.

Strengths / best practice in EP " 7M02304 - Translation in the field of international and legal relations":

Not found

Recommendations for EP " 7M02304 - Translation in the field of international and legal relations":

The management of the EP should develop a procedure for regularly and timely informing about all planned and undertaken changes on the web resources of the EP and notify in a timely manner about all planned and undertaken changes on the web resources of the EP (Deadline: 01.09.2023).

Conclusions of the EEC according to the criteria of the standard "Continuous monitoring and periodic evaluation of educational programs": 9 satisfactory positions, 1 position suggests improvement.

6.5 The 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 teaching on the basis of modern achievements of world science and practice in the field of training, the use of various modern methods of teaching and evaluating learning outcomes that ensure the achievement of the objectives of the EP, including competencies, skills to perform scientific work at the required level*

✓ *The management of the EP should determine the mechanisms for distributing the teaching load of students between theory and practice within the framework of the EP, ensuring the development of the content and achievement of the objectives of the EP by each graduate.*

✓ *An important factor is the presence of own research in the field of teaching methods of EP disciplines*

✓ *The university must ensure that the procedures for evaluating learning outcomes correspond to the planned results and goals of the EP*

✓ *The university must ensure the consistency, transparency and objectivity of the mechanism for assessing the learning outcomes of the EP, the publication of criteria and methods for assessing learning outcomes in advance*

✓ *Assessors must be familiar with modern methods for assessing learning outcomes and regularly improve*

their skills in this area.

✓ *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 management of the EP must demonstrate support for the autonomy of learners while providing guidance and assistance from the*

✓ *teacher.*

✓ *The management of the EP must demonstrate the existence of a procedure for responding to complaints from students*

Evidence

EEC notes that the management of the EP is taking certain measures to meet the interests of various groups of students and their needs. In general, the teaching of EP disciplines is based on the achievements of modern teaching methods and practice in the field of EP; The teaching staff of the EP uses methods for assessing learning outcomes that ensure the achievement of the goals of the EP, as well as the acquisition by students of competencies and the achievement of learning outcomes, expected by the RO EP.

During the combined visit of the EEC to KazNU found that within the framework of the EP, the principles for distributing the teaching load of students between theory and practice are determined, thus ensuring the mastery of the content and achievement of the objectives of the EP by graduates. Students of the EP are provided with information on the criteria for assessing the knowledge of students using team-oriented learning, learning based on situational cases, integrated learning, information and communication and computer technologies, learning based on simulation technologies, project-oriented learning. Forms of the exam: computer testing, written exam, alternative exam- recrediting of the MOOC certificate, essay, case study , project, combined exam, oral exam.

The methodology for calculating GPA, the rules for conducting exams, holding appeals, etc., are brought to the attention of students. A student who does not agree with the results of the examination assessment has the right to appeal. The procedure for granting the right to take a session individually is defined in the Academic Policy. Monitoring of the progress of students along the educational trajectory and the achievements of students is carried out through the AIS Univer system , which reflects the results of the current control, and the results of the intermediate certification - after passing the current exams. With a low GPA, the undergraduate is given the opportunity to re-study the discipline(s) as part of the remedial courses. Consideration of the complaint has clear time criteria that allow timely consideration and decision.

The effectiveness of the assessment procedures is realized through the measurement of tasks and CPM, the delivery of tasks for the current, boundary and final types of control. Educational and methodological complexes of disciplines contain a working curriculum, syllabus, abstracts (abstracts) of lectures, methodological instructions for all types of classes and work, examination tasks, maps of the educational and methodological provision of the discipline, samples of test, pragmatic professional tasks and other handouts. SIW is a system-forming component of the most formative activity of EMCD undergraduates with a variable-excessive number of practical professional case tasks of three levels: for contact classes, for independent educational activities (SIWT, SIW), case tasks for all forms of current (modular) control in the form of creative projects and solutions created by the teaching staff of the EP on an information- digital presentation basis with problem-creative structuring and presentation of the subject content of the courses, accompanied by case packages, blocks of typical and pragma-professional tasks and assignments, electronic versions of the plan programs for the SIW and SIWT, organizing the self-forming activities of the undergraduate. Undergraduates of the EP have access to didactic materials, tasks of the SIW and methodological recommendations for their implementation, library resources on the Internet through the media library.

Organizational components of IET training

Elements of asynchrony	Ensuring learning is asynchronous	Means that provide asynchrony
Independent work of students	Deanery	Working curriculum; Timetable of classes; Schedule of consultations of teachers of SIWT; control over the implementation of the curriculum
Choice of disciplines of the variable component	Advisor, Tutors	Student's individual curriculum
Selecting an additional training profile	teachers	EMCD, schedule for the implementation and delivery of tasks, Bibliography
	students	Library, electronic editions, Internet, syllabuses

Content component of IET training

IOT Options	Ensuring learning is asynchronous	Means that provide asynchrony
Individual set of competencies	Advisor, undergraduates	Master's Individual Curriculum
	Chairs	A set of variable disciplines
	Deanery	Working Curriculum
	Advisor, undergraduates	Master's Individual Curriculum
Specification of the training profile (CGW, CW, research work)	Chairs	Approximate subject of SRWS
Individual level of mastering disciplines (high, medium, low)	Advisor, undergraduates, lecturers	Regulations on the point-rating system of assessment, schedule assignments, research work
Professional adaptation to professional activities during practices	Advisor, undergraduates, departments, dean's office	Internship programs, agreements with enterprises on the basis of internships, the formation of individual assignments for internships
Extended set of professional competencies (selection of an additional training profile)	undergraduates, advisor	Master's individual plan
	Deanery	The main educational program of an additional profile of education, professional refresher courses.

To carry out independent work, undergraduates have access to specialized rooms equipped

with computers, booths for oral speech practice, all the necessary text, audio and video sets. During independent work, undergraduates independently perform tasks and save the results in an electronic database for evaluation by the teacher. The SIW schedule is compiled in accordance with the hours established in the working curriculum. Conducting teaching staff of educational programs SIW and SIWT are defined in the schedule of training sessions and syllabuses of training courses.

The participation of stakeholders in the development and approval of the EP is carried out through social partnerships as a special form of cooperation within which pragmatic-professional situations are modeled that require students to solve problems with the participation of real partners-specialists of these organizations; by the method of reflection, which is a solution to professionally significant problem situations-(cases), i.e., the so-called situational technology, based on group work. Undergraduates have the opportunity to use information technology and educational portals, online courses. In the disciplines of the EP "7M02304 - Translation in the field of international and legal relations", teachers use modern methods of teaching language and translation. The methodology for teaching theoretical and applied disciplines in the master's program is aimed at studying the methodology of scientific research, the formation of research competence, the use of the methodology of scientific analysis, the definition of theory, concepts and approaches in modern processes. The teaching staff of the department use various forms and methods of teaching using modern technologies and methods, such as case studies, training, coaching, group work, discussions, project methods, information and communication technologies, art technologies and others. Teachers of the department use simulation (game method, game design, simulation training, role-playing, internship with the performance of an official role, business games, analysis of documents, actions according to instructions, incidents, etc.) and non-imitation (internship without performing an official role, discussion with a brain storm and without it, problem situations, etc.) innovative teaching methods, digital learning tools like Quizlet, Quizzizz, Kahoot, WordWall for conducting classes in a playful way, Miro interactive whiteboards, Padlet for developing critical and creative thinking. The department uses various innovations and IT technologies: lectures are given and classes (practical, seminars, SIWT) are conducted in a foreign language (Seidikenova A.S., Smagulova A.S., Smagulova K.K., Makisheva M.M., Golovchun A.A., Kanaeva A.Zh., Zhumaliev Zh.K.); video lectures and video classes are held (A.Akkari, Seb Berni). Senior Lecturer Golovchun A.A. at lectures in the disciplines "Translation Recording Technique" and "Translation and Linguistics of the Text" uses the technology of problem-based learning with elements of brainstorming. At the seminars, teachers use place mats and think - pare - share techniques. KWL GRID is used as a modern assessment method. In the process of developing various methods of teaching the teaching staff of the department represented by Seydikenova A.S., Bakitov A.T., Kanaeva A.Zh., Mukhametkalieva

G.O. implement the results of scientific research conducted within the framework of scientific projects. In the 2019-2021 academic year, an international project was implemented for short-term training of first-year undergraduates in French as a second foreign language with the assistance of the international agency of the Universities of La Francophonie AUF. Research results of the international scientific project of Seydikenova A.S. in collaboration with the University of Geneva, Switzerland, Intercultural approaches in teacher education: a comparative and exploratory study Switzerland -Kazakhstan" (2021-2022) together with the Leading House for Science & Technology Cooperation is used in lecturing on the discipline: "Intercultural Communication and Translation Problems" and "Phraseological and Idiomatic Aspects of Translation".

As part of the implementation of the EP, the teaching staff pays great attention to the use of modern information and communication, analytical and situational, case, heuristic technologies. Monitoring the progress of students along the educational trajectory is monitored at the levels: graduating department, dean's office, Keremet Student Service Center, a modern student service center for the provision of over 500 socially significant, educational, medical, social, cultural and leisure services on a one-stop basis, which provide statistical data in the form of the DSC, in the Univer system. The educational process management system provides students of educational

programs with full-fledged interactive digital resources in the format of electronic courses with all the necessary material for mastering the program, including full-fledged interaction between a master student and a teacher remotely. Personalized access to IS Univer contains educational material in all academic disciplines in the format of e-learning courses, as well as interactive assignments, online tests, forums, and other elements. The educational portal provides students with information about current progress, milestone controls, exams, computer testing, an electronic journal, and online application.

Assessors are trained on the basis of the annual Teacher Development Plan. So in 2018, the number of teaching staff who underwent advanced training amounted to 4 people ; in 2019 - 6 people; in 2020 - 8 people; in 2021 - 5 people, in 2022 - 5 people. The teaching staff of the EP, when assessing learning outcomes, use modern methods of assessment and improve their professional qualifications. The teaching staff of the department constantly improve and update their qualifications and knowledge by exchanging experience with foreign specialists in the field of simultaneous translation, and also take advanced training courses.

Analytical part

The visit of EEC IAAR experts revealed the existence of a monitoring system, feedback and a procedure for responding to complaints from students by the management of the EP and the university. The EP syllabuses contain all the necessary components and are student oriented.

The order of teaching students on an individual educational trajectory based on the Academic Policy is traced, the procedure for registering students for academic disciplines, conducting current, intermediate and final control, intermediate and final certification, organizing the passage of internships by students, etc. is established. The individual needs of students are manifested when choosing elective courses, which is carried out on the basis of the Catalog of elective disciplines. The members of the EEC made sure that students of the EP have the opportunity to choose a discipline, a tutor, a supervisor, topics of graduation theses. Based on the choice of disciplines, individual curricula are formed. On the basis of individual learning trajectories, the schedule of classes, the pedagogical load of teachers are formed. Professional and academic orientation is carried out with undergraduates, IEPs are developed taking into account the sequence of studying disciplines. Undergraduates have academic freedom in choosing a module or discipline.

Members of the EEC note that the principle of equality and accessibility for all persons of the educational process applies to all students. There is equal access to educational, research and educational activities. Ensuring equal opportunities for students is achieved by the completeness of the educational, methodological, organizational, methodological and information support of the educational process, such as the formation of an individual curriculum; the possibility of studying within the framework of academic mobility; the possibility of using the electronic library

According to the results of the survey, 79.2% are fully satisfied with the level of accessibility of academic counseling and partially satisfied 13.2 % of students; 80.2% of students are fully satisfied with the availability of the medical health service, 15.1% of students are partially satisfied.

Strengths / best practice in EP " 7M02304 - Translation in the field of international and legal relations":

- not found

Recommendations for EP " 7M02304 - Translation in the field of international and legal relations":

No

Conclusions of the EEC according to the criteria of the standard " Student-centered learning, teaching and performance assessment" : 10 - satisfactory positions.

6.6 The standard "Students"

- ✓ *The university must demonstrate the policy of forming a contingent of students and ensure transparency, publicity of the procedures governing the life cycle of students (from admission to completion)*
- ✓ *The management of the EP should provide for special adaptation and support programs for newly enrolled and foreign students*
- ✓ *The university must demonstrate the compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education*
- ✓ *The university should provide an opportunity for external and internal academic mobility of students, as well as assist them in obtaining external grants for study*
- ✓ *The university should encourage students to self-education and development outside the main program (extracurricular activities)*
- ✓ *An important factor is the existence of a mechanism to support gifted students.*
- ✓ *The university must demonstrate cooperation 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*
- ✓ *The university must provide students with internship places, demonstrate the procedure for facilitating the employment of graduates, maintaining contact with them*
- ✓ *The university must demonstrate the procedure for issuing documents to graduates confirming the qualifications received, including the achieved learning outcomes*
- ✓ *The management of the EP must demonstrate that program graduates have skills that are in demand in the labor market and that these skills are really relevant*
- ✓ *The management of the EP must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates*
- ✓ *An important factor is the existence of an active alumni association/union*

Evidence

The University pursues a policy of forming a contingent of students in accordance with the legislation of the Republic of Kazakhstan and is based on the principle of electiveness by applicants of a higher educational institution and educational program. Admission and admission to study at the implemented EPs takes place in accordance with the normative documents of the Model Rules for Admission to Education in educational organizations that implement professional training programs for postgraduate education and the Procedures and provisions governing the life cycle of students (from admission to completion) in the Academic Policy of KazNU: "Acceptance of documents and enrollment of students in educational programs", "Planning the educational process", "Registration for disciplines and the formation of individual curricula", "Control of educational achievements", etc.

Procedures governing the life cycle - the procedure for admission, transfer from course to course, transfer from other universities, transfer of credits mastered in other universities, the procedure for evaluating current, intermediate and final controls, the procedure for expulsion and restoration, the procedure for internship. All these procedures are described in internal regulations. Students receive from the Applicant's Guide . Information on the admission company is available in the "Applicants" section <https://welcome.kaznu.kz/ru/> To implement the policy of forming a contingent of students, a set of measures is being taken, such as attracting the media, designing stands in Kazakh and Russian languages with the necessary information on admission , placement of career guidance information in social networks.

The contingent of students of the EP " 7M02304 - Translation business in the field of international and legal relations."

No.	Academic year	Number of students	EP	Grant/Contract
1	2017–2018	4	6M020700-Translation business	Grant
2	2018–2019	2	6M020700-Translation business	Grant

3	2019–2020	8	7M02304 Translation business in the field of international and legal relations	Grant
4	2020–2021	3	7M02304 Translation business in the field of international and legal relations	Grant
5	2021–2022	3	7M02304 Translation business in the field of international and legal relations	Grant

The university demonstrates the existence of a mechanism for supporting and adapting newly enrolled students through a system of consulting hours with an advisor, which explains issues related to the educational process, the grading system, the basics of credit technology of education, etc. Admission and admission to the educational program are accompanied by an introductory course containing information about the organization of education and the specifics of the educational program.

The evidentiary part

The University pursues a policy of forming a contingent of students in accordance with the legislation of the Republic of Kazakhstan, based on the principle of electability by applicants of higher education institutions and educational programs. Admission and allowance to training for the implemented educational programs take place following regulatory documents, standard rules for admission to training in educational organisations that implement professional training programs of postgraduate education and Procedures and regulations governing the life cycle of students (from admission to completion) in the Academic Policy of al-Farabi KazNU: "Acceptance of documents and enrollment of students in educational programs", "Planning of the educational process", "Registration for disciplines and formation of individual curricula", "Control of educational achievements", etc.

Procedures regulating the life cycle – the procedure of admission, transfer from course to course, transfer from other universities, transfer of credits mastered in other universities, the procedure for evaluating current, intermediate and final controls, the procedure of deduction and recovery, the procedure of internship. All these procedures are described in internal regulatory documents.

Students receive information from the applicant's Guidebook. Information on the admission company is available in the "Incoming" section <https://welcome.kaznu.kz/ru/> / To implement the policy of forming a contingent of students, a set of measures is carried out, such as attracting mass media, the design stands in Kazakh and Russian with the necessary information on admission, placement of career guidance information in social networks.

The contingent of students of the EP "7M02304 – Translation studies in the field of international and legal relations".

№	Academic year	Number of students	EP	Grant/contract
1	2017-2018	4	6M020700-Translation	Grant
2	2018-2019	2	6M020700-Translation	Grant
3	2019-2020	8	7M02304 - Translation studies in the field of international and legal relations	Grant
4	2020-2021	3	7M02304 - Translation studies in the field of international and legal relations	Grant
5	2021-2022	3	7M02304 - Translation studies in the field of international and legal relations	Grant

The University demonstrates the existence of a mechanism to support and adapt newly enrolled students through a system of consulting hours with an adviser, who explains issues related to the educational process, the assessment system, the basics of credit learning technology, etc. Admission and enrollment to the educational program are accompanied by an introductory course containing information about the organisation of education and the specifics of the educational program.

The adaptation of newly enrolled and international students is carried out by various structural divisions of the University, such as the admissions committee, faculties/departments, the Department of Academic Management, the registrar's office, the Department of Distance Learning, the Center for Academic Mobility, the Department of International Cooperation, the Department of Educational Work and Social Issues, the military mobilisation Department, the press service of the University in as part of their functional responsibilities. Curators –advisors provide information to 1st-year students about the socio-innovative projects "Al-Farabi University - smart city", "Ainalandy Nurlandyr", "100 books", "KazNU - Green Campus", "Cult of a healthy body", etc. Special conditions are provided for persons with disabilities.

Undergraduates with disabilities, who, according to the conclusion of the medical and social examination, are not contraindicated to study at a university in their chosen field of study, can receive tuition benefits by the decision of the preferential commission. The University has a system of providing social support for the period of study to orphans, children left without parental care and children under guardianship (patronage), and disabled children.

Students, on a contractual basis, can receive discounts based on the results of examination sessions and in connection with their financial and marital status under the Provision of Benefits for Tuition Fees. The University cooperates with various foundations, organisations and companies, attracting external grant funds for financial support of students. Information about programs to support gifted students is contained in the Univer System and on the websites of the University, faculty, and departments.

Students-holders of international grants and international scholarships at the Faculty of International Relations

No	Student's full name	Date, year of receipt of inter. grant/scholarship	Name of the international organisation that issued the grant/scholarship
1.	Iskakova Madina	11.02.2022–01.07.2022 Erasmus Scholarship+	University of Ca Foscari (France)
2.	SabirovaAida	02/14/2020 – 06/19/2020 Erasmus Scholarship+	Dunarea University (Romania)

Coordination and monitoring of international academic mobility programs at KazNU are carried out by the Department of ensuring academic mobility of the DIC on the basis of inter- university agreements, a tripartite agreement for training and an invitation from a foreign educational institution. Coordination and monitoring of internal academic mobility are carried out by the Educational and Methodological Department of the Department of Academic Affairs (EMD DAI) based on interuniversity agreements, harmonisation of educational programs and coordination of curricula. Coordination of the GEP and curricula in internal and external mobility organisations takes place at the faculty and department level with the approval of the Department of Academic Affairs and the Registrar's Office.

Outgoing and incoming mobility of students of the EP "7M02304 – Translation studies in the field of international and legal relations".

EP	Incoming/Outgoing		
	2020-2021	2021-2022	2022-2023
7M02304 - "Translation studies in the field of international and legal relations"	1/1	0/3	1/2

The examination forms are considered at department meetings; the decision is recorded in the protocol and approved by the Academic Council. The Vice-Rector approves the schedule of examinations and consultations for Academic Affairs. It is brought to the attention of teachers and students by two weeks before the start of the examination session. The results of the current certification are brought to the student's attention, discussed at a meeting of the Department, and, based on their results, measures are taken to improve the quality of conducting classes and the content of the EP, methodological and informational support for them. In case of arrears, the procedure for liquidating academic debts is carried out on a fee basis during the summer semester, according to the approved academic calendar. The coordinating centre for monitoring the quality of knowledge is the service of the Registrar's Office of the University.

The assessment results of undergraduates' knowledge level in the EP "7M02304 – Translation studies in the field of international and legal relations".

Year	average score	% of academic performance
2019–2021	3.7	100%
2020–2022	3.8	100%
2021–2023	3	100%
2022–2024	3.8	100%

Students of accredited GEP take part in the research. It is confirmed by students' publications at various international and national conferences.

Participation of students in scientific research and projects

The name of the EP	Within the framework of the research discipline/Within the framework of research of teaching staff		
	2020–2021	2021–2022	2022–2023
7M2304 - Translation studies in the field of international and legal relations 3	3 International Scientific and Practical Conference of students and young scientists "Farabi alemi"	3 International Scientific and Practical Conference of students and young scientists "Farabi alemi"	3 International Scientific and Practical Conference of students and young scientists "Farabi alemi"

The Career and Professional Development Center of Al-Farabi Kazakh National University is responsible for the organisation of practice and the developing of professional skills. It ensures employers' involvement in various events at the University to inform students and graduates of KazNU about employment opportunities and professional internships. "Tesla Education" and "Mazmundama" KK are bases of EP practices.

Participation of EP graduates in the University Alumni Association <https://av.kaznu.kz/ru/18849/>

The members of the EEC note the high percentage of employment of graduates of the EP and their demand in the labour market.

Stage of training	Level of training	2022	2021	2020	2019	2018
master's degree	Scientific and pedagogical direction	100%	100%	100%	100%	100%

Graduates of the EP are employed in translation bureaus, embassies and representative offices, the Ministry of Culture, international organisations, various information and analytical services, tourism agencies, publishing houses, JV KATKO LLP, Formbeton Group LLP, Air Astana JSC, etc. Since 2010, the Council of Employers has been functioning in the Treasury, which includes several large Kazakhstani and foreign companies and organisations. Employers are involved in developing and examining work curricula and curricula of disciplines in all specialities through the Employers' Council activities.

The student self-government bodies of the University include the Committee of Youth Organizations of Al-Farabi Kazakh National University, the Public Association "Professional Union of Students "Sunkar", the student community "Komek", the Student Bureau for the Bologna Process, the Scientific Student Society (SSS), the Supreme Student Council. Every year, the University organises and hosts more than 100 cultural, creative, social and sports events for students of the University at the city, regional, republican, and international levels. The University has free sports sections and tourist clubs for students: student sports sections in basketball, volleyball, football, boxing, martial arts, arm lifting, arm wrestling, table tennis, etc.

The survey of students conducted during the visit of the EEC NAAR showed that 85.8% were fully satisfied with informing students about courses, educational programs, and academic degrees, and 12.3% were partially satisfied.

Analytical part

The University pursues a consistent policy of forming a contingent of students. The management of the University and the EP conducts purposeful work on the admission and attraction of applicants and demonstrates the existence of a transparent policy and effective mechanisms for the formation of a contingent of students in the context of the EP, regulating all types of practices, support and adaptation of students.

On the University's website, in the "Entrant" section, all stakeholders receive sufficient information about the necessary documents for admission and a list of educational programs with their descriptions. The management of the EP has a published regulation on the support and adaptation of students and demonstrates the implementation of special programs for the adaptation and support of students of the EP through a system of discounts and benefits for students of the EP.

However, the members of the EEC note the instability of the retention of the contingent and the dynamics of the decline in the context of the years from 8 to 3 undergraduates of the EP "7M2304

Translation studies in the Field of International and Legal Relations" as a consequence of the weak effectiveness of recruiting activities. Based on the submitted documents (contracts with practice bases) and conversations with employers and managers of practices in the workplace, the commission concluded that the University is sufficiently provided with practice bases for accredited EP.

During the visit to the practice bases, representatives of the practice bases noted that undergraduates of the EP "7M2304 - Translation in the field of International and Legal Relations" will practice in the upcoming 2023-2024.

As a result of visiting the graduating Department and studying the documents, the members of the EEC confirmed that there is a high percentage of employment of graduates of the EP as a result of a set of undertakings, such as a job fair, organisation of meetings with heads of enterprises and organisations; familiarisation with documentation on the employment of graduates; formation of a database of graduates, organisation of employment events, etc. However, when interviewing graduates of the EP by members of the EEC, it was found that the involvement of graduates of the EP cluster in the activities of the Alumni Association is low.

Strengths/best practice in the EP "7M02304 – Translation studies in the field of international and legal relations":

Not revealed

Recommendations for the EP "7M02304 – Translation studies in the Field of International and Legal Relations":

The management of the EP should include in the EP Development Plan measures to attract various sources of funding and external grants to ensure the stability of the EP contingent by the beginning of 2023-2024.

The conclusions of the EEC according to the criteria of the "Students" standard: 12 - satisfactory positions.

6.7 The standard "Teaching staff."

✓ *The University should have an objective and transparent personnel policy in the context of the EP, including hiring (including invited teaching staff), professional growth and staff development, ensuring the professional competence of the entire staff*

✓ *The University must demonstrate compliance with the qualitative composition of the teaching staff with the established qualification requirements, the University's strategy, the goals of the EP*

✓ *The management of the EP should demonstrate the change in the role of the teacher in connection with the transition to student-centred learning and teaching*

✓ *The University should provide opportunities for career growth and professional development of teaching staff, including young teachers*

✓ *The University should involve in teaching specialists of relevant industries with professional competencies that meet the requirements of the EP*

✓ *The University must demonstrate the existence of a mechanism for motivating the professional and personal development of teaching staff*

✓ *The University should demonstrate the broad application by teaching staff information and communication technologies and software in the educational process (for example, online training, e-portfolio, MOOCs, etc.)*

✓ *The University should demonstrate the focus of its activities on the development of academic mobility, attracting the best foreign and domestic teachers.*

✓ *The University must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity at the University, and determine the contribution of teaching staff, including invited ones, to achieve the goals of the EP.*

✓ An important factor is the involvement of teaching staff in developing the economy, education, science and culture of the region and the country.

The evidentiary part

The personnel policy of the University, including the recruitment and admission process, is based on the Development Strategy of the Al-Farabi Kazakh National University for 2018-2023 and the "Rules for competitive replacement of Positions of the teaching staff and Researchers of the Al-Farabi Kazakh National University" Personnel selection is based on an analysis of the needs of the EP, based on which announces a competition to fill vacant positions. The competitive selection of teaching staff is carried out on the basis of the applicant's compliance with the qualification characteristics of the positions of scientific and pedagogical workers.

Information about vacant positions and competitions for filling vacant positions of teaching staff is announced through the mass media and posted on the University's website. The University has developed and approved a system for hiring teachers and working with staff under the approved rules for competitive replacement of positions of teaching staff and researchers, regulating recruitment and distribution of responsibilities by certain qualification requirements of the University; motivation of employees for high-quality work, their involvement in the processes of continuous improvement of the quality of activities; ensuring the guarantee of professional development as a prerequisite for quality activities.

Transparency of personnel procedures is ensured by posting information about the list of vacancies of the University in the mass media and conducting a competition commission, conducting an annual certification of teaching staff by hearing their reports on the individual plan at the departments and announcing a reasoned conclusion of the Department with a recommendation for a competition and (or) an extension of the employment contract. The personnel procedures carried out are transparent and accessible to the faculty of the University. They are reflected in the orders, which are promptly communicated to all employees of the University. Accredited educational programs are implemented by teaching staff with a basic education corresponding to the discipline's profile and who are systematically engaged in scientific and (or) scientific and methodological activities.

As a rule, teachers of modules and disciplines of the profiling cycle have an academic degree of a Candidate, Doctor of Sciences, Doctor of PhD and (or) experience in the relevant professional field. The share of teaching staff with a degree in the Department of "Diplomatic Translation" is 78%; there are 12 teachers, including 1 Doctor of Sciences, 5 Candidates of Sciences, 1 PhD and 11 Masters of Sciences, which complies with regulatory requirements, as well as a clerk at the Embassy of the Republic of Kazakhstan in Morocco, etc.

The quantitative and qualitative composition of the teaching staff of the Department of Diplomatic Translation according to the accredited EP (as of April 2023)

Academic years	Total teaching staff	Including:				% of teaching staff with academic degrees	Average age of teaching staff
		Doctor of Science	Candidate of Sciences PhD	Sen. lect.	Master		
2021–2022	11	1	7	1	2	73 %	49
2022–2023	9	1	6	1	1	78 %	52

During the reporting period, the following specialists were involved in conducting classes from the production-Bakitov A.T. - KASKO LLP, Zhumaliev Zh. K. - translator, Umekova N.. – Clerk at the Embassy of the Republic of Kazakhstan in Morocco. The University pays attention to the personal

and professional growth of teaching staff serving the EP "7M02304 – Translation in the field of international and legal relations". The teaching staff of the EP took part in advanced training courses in such organisations as the Center for Pedagogical Excellence of the Kazakh National Women's Pedagogical University, the Training Center "Global Professional Development", the Institute of Accreditation, Certification and Quality Assurance ACQUIN, the Centre for Advanced Training and Distance Education of Abai KazNPU of the Ministry of Education and Science of the Republic of Kazakhstan (December 6-18, 2021), Swiss School of applied sciences for Economics and Management, etc. The teaching staff of the cluster demonstrate activity in participating in advanced training courses for professional development. A professional development plan is drawn up annually, according to which the teaching staff of the EP take advanced training courses, for example, on the methodology of teaching English and the development of the content of online classes, etc.

Professional development of teaching staff

Title of the EP	Total teaching staff/Passed advanced training		
	2020–2021	2021–2022	2022–2023
7M02304 Translation studies in the field of international and legal relations	8	8	7

The teaching staff of the EP demonstrates a reasonably high publication activity.

Quantitative analysis of methodological, research and publication activity of the teaching staff of the EP "7M02304 - Translation in the field of international and legal relations".

№	Articles	2018	2019	2020	2021	2022	2023
1	Scientific articles for the last 5 years in journals recommended by CQAES of MES of RK	9	7	9	10	8	2
2	Scientific articles in a journal that has an impact factor according to JCR data or indexed in one of the Science Citation Index Expanded, Social Science Citation Index or Arts and Humanities Citation Index in the Web of Science Core Collection or the CiteScore percentile index of at least 25 in the Scopusdatabase	3	3	4	1	5	1

The results of the research and scientific and methodological activities of the teaching staff of the EP are monographs and textbooks.

Involvement of teaching staff in research work on grants

The name of the EP	Of the Total Teaching staff /involved. Teaching staff in research on grants		
	2020-2021	2021-2022	2022-2023
International research project with the University of Geneva, Switzerland, "Intercultural approaches in teacher education: a comparative and exploratory study Switzerland-Kazakhstan"		1	
Scientific project of the GF of MES of RK "AP14869709 Teaching a foreign language based on national values"			1

Professor of the Department of Diplomatic Translation A. S. Seydikenova completed an international scientific internship at the University of Birmingham (UK) under the Bolashak program (28.03-17.12.2022); senior lecturer A.K. Aktas is the holder of a grant for an internship under the Fulbright Foreign Language Teaching Assistance Program as a visiting scientist at the University of Georgia (USA) (04.08.2021-29.05.2022).

Within the framework of the EP, measures are being taken to develop academic mobility and attract foreign and domestic teachers based on signed memoranda and contracts with foreign universities.

Outgoing and incoming mobility of teaching staff

The name of the EP	In. Teaching staff/Out. Teaching staff		
	2020-2021	2021-2022	2022-2023
7M02304 Translation studies in the field of international and legal relations	2/0	2/1	0/3

Specialists in the field of education and philological sciences are involved in the implementation of the EP. Thus, teaching staff of leading foreign and Kazakh universities were invited to teach such specialised disciplines, for example, "Foreign language (professional)" and "Intercultural communication and translation problems". Teachers from foreign universities were attracted: professors of the University of Poitiers Licha Bazhini, PhD Galina Subbotina (France, 2022-2023), professor of the University of Birmingham Bernie Seb (England, 2021-2022 academic year), PhD Doctor, Professor Akkari Abdeljalil (the University of Geneva, Switzerland, 2019-2022), PhD Doctor, Professors of the University of Aix-Marseille (France) Faty Schnan-Davin and Jean Pierre Cuque (2019-2020 academic year), invited lecturers on the project of the International Agency of la Francophonie Jeremy Longeon (2021-2022 academic year) and Khalid Fates (2018-2019 academic year).

Along with traditional forms of teaching at the University of Teaching Staff, a variety of pedagogical teaching methods are used, as well as innovative teaching methods using the following modern methods of teaching a foreign language and research methods (reproductive, search methods (independent work of undergraduates, work with reference literature); perceptual methods (video tutorials, meetings with representatives of English-speaking countries); logical methods (language

exercises, analysis of a specific situation). Mukhametkalieva G.O. and Zhumaliev Zh.K. develop innovative teaching methods based on national characteristics and introduce them into the educational process in the disciplines of "Foreign language (professional)", "Foreign language (Second) (French)", "Intercultural communication and translation" and "Methods of teaching translation disciplines", video lectures and video classes are held (A.Akkari, Seb Berni), senior lecturer A.A. Golovchun uses the technology of problem-based learning with elements of brainstorming in lecture classes on the disciplines "Translation recording Technique" and "Translation and Linguistics of text".

At seminars, teachers use the techniques of placemats, think-pace-share. KWL GRID is used as a modern assessment method; the teacher of the Department Zhumaliev Zh.K. in the classes on "Simultaneous translation of monologue and dialogic speech" and "Workshop on simultaneous translation" uses the methods of conference interpreting ("conference translation") for the Translation of public speeches, Translation from a sheet, "whispering" (chuchotage), synchronous Translation of film text and transcripts. Letters of thanks, diplomas, and prizes confirming the deserved reputation of the University testify to the effectiveness of the public activities of the teaching staff of the EP.

Analytical part

During the visit, the IAAR experts received confirmation that the University has an objective and transparent personnel policy, including recruitment, professional growth and staff development, ensuring the professional competence of the entire staff. The University demonstrated the compliance of the staff potential of the teaching staff with the university development strategy and the specifics of the EP. During interviews with employers, members of the EEC found that to ensure the practice-oriented training of undergraduates in the field of international and legal relations, it is necessary to attract more practising translators to conduct specialised disciplines of the EP.

The EO demonstrated the successful functioning of the personnel development policy, the availability of procedures to ensure the quality of teaching and the maintenance of professional standards and ethics, and the availability of mechanisms and criteria for the systematic evaluation of the activities of teaching staff. There is a close connection between scientific research and teaching at the Department, which is confirmed by introducing research results into the educational process.

The EEC members note the teaching staff's participation in the work of commissions and working groups, etc. Opportunities are given for the development of scientific activity and the professional development of teaching staff. Various forms and professional development methods are used: courses, seminars, workshops, conferences, training, distance learning, webinars, internships, etc. The University has established a mechanism to support young teachers. There is a close connection between scientific research and teaching at the Department, which is confirmed by introducing research results into the educational process.

The members of the EEC note the active participation of the teaching staff in the work of commissions and working groups, as members of the jury at Olympiads of various levels, etc. However, the members of the EEC note that in the presence of international relations and cooperation agreements, the share of participation of the teaching staff of the EP in academic mobility programs is not sufficient. The EO demonstrates the functioning of the mechanisms of motivation of the teaching staff of the EP through the provision of financial assistance for the publication of research results, the passage of advanced training courses, etc. During the visit of the EEC, it was found that the EO demonstrates responsibility for its employees and provides favourable working conditions.

The management of the University and the EP provides opportunities for career growth and professional development of teaching staff. The management of the EP attracts teaching staff with a high level of professional training and provides targeted actions for the development of young teachers.

The University has created favourable conditions for the remuneration system, financial incentives for teaching staff, free access to the library fund and information resources of the

University, and opportunities to improve their skills at the expense of the University, which is a mechanism for motivating and stimulating teaching staff, as well as social conditions such as the work of a health centre, the functioning of gyms, the work of a psychological counselling office.

Strengths/best practice in the EP "7M02304 – Translation studies in the field of international and legal relations":

Not identified

Recommendations for the EP "7M02304 – Translation studies in the Field of International and Legal Relations":

The management of the EP should increase the share of teachers-practitioners (practising translators) in the core disciplines of interpretation starting from 2023-2024.

According to the standard "Teaching staff" criteria, the EEC's conclusions: 9 - satisfactory, 1 position - suggests improvement.

6.8 The standard "Educational Resources and Student Support Systems"

✓ *The University must ensure that the infrastructure, educational resources, including material and technical, meet the objectives of the educational program*

✓ *The management of the EP must demonstrate the sufficiency of classrooms, laboratories and other facilities equipped with modern equipment to ensure the achievement of the goals of the EP*

✓ *The University must demonstrate the compliance of information resources with the needs of the University and implemented EP, including in the following areas:*

✓ *technological support of students and teaching staff following educational programs (for example, online training, modelling, databases, and data analysis programs)*

✓ *library resources, including a fund of educational, methodological and scientific literature on general education, basic and profile disciplines on paper and electronic media, periodicals, access to scientific databases*

✓ *examination of research results, graduation papers, dissertations for plagiarism*

✓ *access to educational Internet resources*

✓ *functioning of WI-FI on its territory*

✓ *The University must demonstrate that it creates conditions for conducting scientific research, integrating science and education, publishing the results of research work of teaching staff, staff and students*

✓ *The University should strive to ensure that the educational equipment and software used for the development of educational programs are similar to those used in the relevant sectors of the economy*

✓ *The management of the EP should demonstrate the availability of support procedures for various groups of students, including information and counselling*

✓ *The management of the EP should show the availability of conditions for the advancement of the student along an individual educational trajectory*

✓ *The University must take into account the needs of various groups of students (adults, working, international students, as well as students with special educational needs)*

✓ *The University must ensure that the infrastructure meets security requirements*

The evidentiary part

During the inspection, the EEC ensured that KazNU has sufficient material, technical, information and library resources to organise students' training and education process and implement the University's mission, goals and objectives. Material and technical support of educational programs consider the development of scientific and technological progress and the possibility of advanced training.

When implementing accredited educational programs of this cluster, the material and technical base is used to ensure the conduct of all classes provided for in the working curriculum. The material

and technical base is provided by an educational building with online classrooms, equipped classrooms and laboratories, and computer classes for conducting classes. Support procedures for various groups of students, including informing and consulting and meeting the career needs of undergraduates, are carried out by various departments: the Department of Academic Affairs and the registrar's office. All procedures for supporting undergraduates in the academic educational process are prescribed in the Guidebook, posted on the University's website.

Academic support of the student is carried out through digital electronic means (the student's Personal account on the Educational portal and information support on the official resources of the University).

The educational and laboratory base and the classroom fund correspond to the contingent of students and the implemented educational programs, sanitary and epidemiological norms and requirements.

The fund of educational, methodological and scientific literature on general education, basic and profile disciplines of the EP.

Indicators of information and library support of the University

Educational literature		Scientific literature		Educational-methodical and other literature		Library resources, total		Provision of EL +SL per student		
Kaz	Russ/Eng	Kaz	Russ/Eng	Kaz	Russ	Kaz	Russ	Onkaz	Onrus	Total
7	22	6	19	2	2	15	15	3	8	11
Total:										64

Library resources: availability of textbooks, educational and methodological and scientific literature on paper and electronic media on the EP (in Kazakh, Russian and other languages). To date, the library has access to database materials regularly, such as the Republican interuniversity electronic library <http://elibrary.kaznu.kz> - IRBIS 64 electronic Library system. Students' graduation papers are checked for plagiarism (a licensed software system for detecting text borrowings in educational and scientific works is Anti-plagiarism of the Univer system). The results of the offline and online inspection demonstrate that the infrastructure of the accredited EP meets modern requirements and ensures the implementation of a student-centred approach to learning.

The University effectively operates various student support services (academic support, social support, technical support, financial support) characterised by accessibility and demand. Student Service Centre "Keremet", a modern student service centre providing over 500 socially significant, educational, medical, social, household, cultural and leisure services on the principle of one window, provides statistical data in the form of a student service centre in the Univer system.

The University has a system of measures to assist students who have not passed the milestone and final control for a good reason; based on a student's application, the faculty dean sets individual deadlines for their passage. Passing the examination session on an individual schedule is allowed if the student provides a supporting certificate of illness, the birth of a child, etc. Consultations with the use of ICT are conducted by teachers and staff of training centres through forums and chats of the Univer Web portal, as well as additional communication software (for example, "Zoom", "Microsoft Teams"). The University has created conditions for barrier-free access to education and

accommodation for students with special needs: there are ramps; a call button; elevators the floor numbers on the elevator buttons are indicated in Braille for tactile perception; a tactile ground guide strip, an information mnemonic (tactile motion diagram) is installed at the entrance to the building for the visually impaired. The academic buildings have Wi-Fi with free Internet access.

During the survey, 76.4% of students noted that they were completely satisfied with the availability of computer classes and Internet resources, and 17% were partially satisfied.

Analytical part

During the visit of the EEC, it was established that the University ensures the availability of sufficient, accessible and relevant educational resources and student support services. When allocating, planning and providing educational resources, the University takes into account the needs of various groups of students. There is data on the availability of library and information resources. The University has created conditions for professional growth and information support for both teaching staff and accredited students.

As a result of a visual inspection by the members of the EEC of the facilities of the material base, it was noted that in order to ensure the educational process of accredited educational programs, the University has all the necessary educational and material assets. The buildings and structures of the University comply with the current sanitary standards and fire safety requirements. Classroom and laboratory facilities, other premises, and sports facilities comply with established norms and rules. Instructions, Regulations on safety, fire safety, and maintenance in fixed classrooms have been developed.

During the online visit to the University, the members of the EEC note the existence of support procedures for various groups of students, including information and counselling. During the visit of the EEC, the experts were convinced that the University has an infrastructure that ensures its functioning in many areas. The visual inspection confirmed the sufficiency of material and technical resources and the corresponding infrastructure for the implemented educational programs. Students have access to educational materials and assignments. At the same time, the EEC experts noted the need to upgrade the equipment of the interpretation and simultaneous translation laboratories in order to use traditional and new modes, innovative methods and methods of training and retraining of translators, taking into account the recommendations of teachers, leading international and domestic researchers and interns in the field of Translation. The desire was expressed to equip these laboratories and conduct training sessions by the regulations of international congresses, conferences, international meetings and events of any level (full imitation of an actual multilingual conference hall with multimedia support) in a real-time, simulation of events in the following modes: "Speech", "Discussion", "Press conference", "Round table", etc.

The University has created Wi-Fi zones that provide access to the corporate network and the Internet. A unified system of library and information services has been created. The purchase of educational and methodological literature at the request of the Department is carried out in sufficient volume.

The University's information support meets the program's requirements; the library contains all the materials necessary for training: educational, technical, reference and general literature and various periodicals. The library has an electronic catalogue that allows one to search for the necessary literature and provides access to electronic versions of individual textbooks and teaching materials, including those developed by the faculty of the University. The EP has the necessary classroom fund, educational laboratories, computer classes, gyms, etc.

University students have access to the necessary resources on internal and external websites. The speed and stability of the Internet connection meet modern requirements. Information on the EP is mainly presented on the EP's web resource and shared accounts in the University's social networks. However, the members of the EEC note that the EP does not have its own page and account on social

networks, which limits the feedback channels with all stakeholders and interested parties.

Strengths/best practice in the EP "7M02304 – Translation studies in the field of international and legal relations":

Not revealed

Recommendations for the EP "7M02304 – Translation studies in the field of international and legal relations":

- The management of the EP should include in the Development Plan of the EP measures and indicators for updating the equipment of the laboratories of interpretation and simultaneous Translation in time until the beginning of 2023-2024 and begin implementation according to the deadlines specified in the Development Plan of the EP.

The EEC's Conclusions according to the standard "Educational resources and student support systems" criteria: 13 - satisfactory positions.

6.9 The standard "Informing the public"

- ✓ *The University guarantees that the published information is accurate, objective, and up-to-date and reflects all the activities of the University within the framework of the educational program*
- ✓ *Public awareness should include support and explanation of the national development programs of the country and the system of higher and postgraduate education*
- ✓ *The management of the University should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the general public and interested persons*
- ✓ *Information about the educational program is objective, relevant and should include:*
 - ✓ *the purpose and planned results of the EP, the assigned qualification*
 - ✓ *information and evaluation system of educational achievements of students*
 - ✓ *information about academic mobility programs and other forms of cooperation with partner universities, employers*
 - ✓ *information about the opportunities for the development of personal and professional competencies of students and employment*
 - ✓ *data reflecting the positioning of the EP in the market of educational services (at the regional, national, and international levels)*
 - ✓ *An important factor is the publication of open resources of reliable information about the teaching staff in the context of personalities*
 - ✓ *The University must publish on its web resource the audited financial statements on the EP*
 - ✓ *The University should post information and links to external resources based on the results of external evaluation procedures*
 - ✓ *An important factor is the placement of information about cooperation and interaction with partners, including scientific/consulting organisations, business partners, social partners and educational organisations*

The evidentiary part

The University has an official website in Kazakh, Russian and English: <https://www.kaznu.kz/>

The University's website promotes the formation of the University's image, provides an information environment for applicants, parents of students, employers, graduates, and university staff, and provides openness and accessibility of information to the public on the global Internet. The site has sections: About the University; Applicants; Vacancies; Science; Faculties; Graduates; News, etc. The University's website is a universal tool for informing: www.kaznu.kz.

Information to be published and covered: university activities and performance indicators; university structure, information about faculties, departments and departments, their senior staff and teaching staff; academic calendar; educational information; internal rules and requirements; contact details and working hours of departments; admission rules; announcements of events held at the

University's database; conditions for participation in competitions, receiving discounts and grants from the University; data on additional services; information about academic, scientific and international achievements of the University and its participants; data on students, including employment indicators.

All about the activities of the faculty's teaching staff can be found on the personal pages of the University's website, where parents and students can learn about the scientific activities of teachers, the disciplines they teach, and the schedule of classes is also posted <https://pps.kaznu.kz/2/Main/Chair/82>. The site contains operational information in the form of news, links to other Web resources, etc. Moreover, besides the official page, the University has accounts on social networks Facebook and Telegram.

Accounts of the Department of Diplomatic Translation in social networks: Facebook <https://www.facebook.com/dippereveod>

Instagram https://instagram.com/diplomatic_translation?igshid=Zjc2ZTc4Nzk Youtube <https://www.youtube.com/@irdnews7177>

All information about the Department of Diplomatic Translation is available on the page <https://www.kaznu.kz/ru/10672/page>), about the EP "Translation in the Field of International and Legal Relations" and all changes for students and stakeholders is provided on the web resource of the Department of Diplomatic Translation (<https://www.kaznu.kz/ru/26696/page/>). Any changes and reviews, external assessments of the EP are published in open access on the web resource of the Department of DT (reviews of professors from the University of Birmingham, Poitiers and the University of Geneva): <https://www.kaznu.kz/ru/26698/page/>). Important news and changes in the EP are published on the web resource of the DT department <https://www.kaznu.kz/ru/26200/news/>).

The information characterising the University as a whole in the context of the EP, the teaching staff is posted on the website under the heading "Home page", which contains the latest news and information about events and events. The section "About the University" contains information about the strategy, accreditation, rating, faculties, and departments. The "Education" section contains information about educational programs, graduate models, graduates, etc. Information about the educational process, information about the Department of the academic part and the registrar's office is posted in the "Students" section. "Scientific work" contains information about the research department's work and scientific events. The "Applicants" section provides information about the list of documents required for admission to the University, about the work of the admissions committee, information about the open day, etc. The "News" and "Events" sections contain news content for students, announcements, and announcements of future events. In order to ensure transparency of education, the leadership of the Al-Farabi Kazakh National University annually submits an audited financial report on the official website <https://www.kaznu.kz/ru/24534/page/>.

The site provides the necessary information about the EP, selection criteria, students and available opportunities for students to study. Information about the content of educational programs, terms of study; forms of training; a short description of the field of application of knowledge; employment prospects; a brief description of skills; a summary of the program. Information support for the activities of the University and its departments is also provided through the media to form a positive public opinion about the activities of the University. In order to make information about teaching staff available to the public, personal pages with brief biographical information and a list of publications are posted on the University's website, and audit financial statements are presented on the website and are public and accessible.

Analytical part

The commission members note the position suggesting the improvement of objective and up-to-date information on the University's website within the framework of the EP. The members of the EEC state the availability of information on the possibility of awarding qualifications after graduation;

information about the various opportunities provided to students; information about the achievements of the Faculty 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, reviews of graduates, etc.

The University has organised and proved the activities of the management of the EP and the teaching staff in the media. The management of the EP uses a variety of ways to disseminate information, including mass media, information and social networks to inform the general public and interested persons. To inform applicants, information boards, posters, stands, banners, etc. are placed in the foyer of the academic buildings of the University. Information on the events held is posted in the "News" section.

Assessment of satisfaction with information about the activities of the University, the specifics and the 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 85.8% of students are fully satisfied with the usefulness of the website of the educational organisation in general and faculties in particular, and 12.3% are partially satisfied, 84% are fully satisfied with the awareness of students about courses, EP, and academic degrees, and 12.3% of students are partially satisfied.

The members of the EEC recommend that the University's website should provide broad access to up-to-date information on interaction with employers and other stakeholders, including to inform about the development and adjustment of EP and their development plans, about structural divisions, employees and teaching staff of the University, about the implementation of innovative projects and other areas of activity and development.

Thus, the members of the EEC note the need to update, expand and improve the information base of the electronic pages of the EP in order to ensure the availability of the necessary information on all changes in accredited EP for all interested parties, namely informational letters, announcements of foreign embassies about grants, new educational resources, to strengthen the library fund and the material and technical base of the EP.

Strengths/best practice in the EP "7M02304 – Translation studies in the field of international and legal relations":

Not revealed

Recommendations for the EP "7M02304 – Translation studies in the field of international and legal relations":

1. The management should diversify the ways of information dissemination (including mass media, web resources, information networks, etc.) to inform the general public and interested persons on a regular basis starting from 2023-2024.

The EEC's conclusions according to the standard "Informing the public" criteria: 12 - satisfactory positions.

(VII) RECOMMENDATIONS FOR THE EDUCATIONAL PROGRAM

"7M02304 – Translation studies in the Field of International and Legal Relations": Standard "Program Management"

-The program management should make adjustments to the Program Development Plan regarding indicative indicators in numerical or percentage terms, considering the dynamics of growth on an annual basis.

-The program management should include in the Program Development Plan a section on risk mapping and measures for their prevention and minimization, specifying indicative indicators in quantitative or percentage terms, as well as the deadlines for implementation by the beginning of 2023-2024 academic year.

Standard "Information Management and Reporting"

-Based on the results of sociological surveys, the program management should develop an action plan for addressing the identified deficiencies and communicate the decisions taken to stakeholders, starting from the 2023-2024 academic year.

Standard "Development and Approval of Educational Programs"

-The program management should include an indicative indicator of the participation rate of master's students in joint and double degree programs in the Program Development Plan, in numerical or percentage terms, and initiate the implementation of such programs with educational organizations according to the specified timelines in the Program Development Plan by the beginning of the 2023-2024 academic year.

Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs"

-The program management should develop a procedure for regular and timely information dissemination about all planned and implemented changes on the program's web resources and promptly notify about any planned and implemented changes on the program's web resources (Deadline: September 1, 2023).

Standard "Student-Centered Learning, Teaching, and Assessment"

-No recommendations identified for this standard.

Standard "Learners"

-The program management should include in the Program Development Plan activities aimed at attracting various sources of funding and external grants to ensure the stability of the student body by the beginning of the 2023-2024 academic year.

Standard "Faculty and Teaching Staff"

-The program management should increase the proportion of practicing translators among the faculty members teaching oral translation-related disciplines, starting from the 2023-2024 academic year.

Standard "Educational Resources and Student Support Systems"

-The program management should include in the Program Development Plan activities and indicators for upgrading the equipment of oral and simultaneous translation laboratories by the beginning of the 2023-2024 academic year and initiate their implementation according to the specified timelines in the Program Development Plan.

Standard "Public Information"

-The program management should diversify the methods of disseminating information (including media, websites, information networks, etc.) to regularly inform the general public and stakeholders, starting from the 2023-2024 academic year.

(VIII) RECOMMENDATION TO THE ACCREDITATION COUNCIL

Members of the external expert commission have reached the conclusion that the educational program "7M02304 - Translation studies in the Field of International and Legal Relations" at al-Farabi Kazakh National University can be accredited for a period of 5 (five) years (voting results of the commission members: in favor of 5 years - 17 experts, in favor of 3 years - 1 expert, against - 0).



**Appendix 1. Evaluation Table "Conclusion of the External Expert Commission"
7M02304 - "Translation studies in the Field of International and Legal Relations"**

п\п	п\п	Criteria for evaluation:	Position of the educational organization			
			Strong		Implies	Unsatisfactory
Standard "Program Management"						
1	1.	The university should demonstrate the development of goals and a development strategy for the educational program based on an analysis of external and internal factors, with the active involvement of diverse stakeholders.		+		
2	2.	The quality assurance policy should reflect the connection between research, teaching, and learning.		+		
3	3.	The university demonstrates the development of a quality assurance culture.		+		
4	4.	The commitment to quality assurance should apply to any activities carried out by contractors and partners (including outsourcing), including the implementation of joint/double degree programs and academic mobility.		+		
5	5.	The program management ensures transparency in the development of the program's development plan based on an analysis of its functioning, the actual positioning of the university, and the alignment of its activities to meet the needs of students, the state, employers, and other stakeholders.		+		
6	6.	The program management demonstrates the functioning of mechanisms for developing and regularly reviewing the program's development plan, monitoring its implementation, evaluating the achievement of learning objectives, and ensuring alignment with the needs of students, employers, and society. It also shows a commitment to making decisions aimed at continuous improvement of the educational program.		+		
7	7.	The program management should involve representatives of stakeholder groups, including employers, students, and faculty, in shaping the program's development plan.		+		
8	8.	The program management should demonstrate the individuality and uniqueness of the program's development plan, its alignment with national development priorities, and the educational organization's development strategy.		+		
9	9.	The university should demonstrate a clear definition of responsibilities for business processes within the educational program, allocation of staff duties, and differentiation of functions among collegial bodies.				
10	10.	The program management ensures coordination among all individuals involved in the development and management of the educational program, as well as its continuous implementation, while involving all stakeholders in the process.		+		

11	11.	The program management should ensure transparency in the management system, the functioning of an internal quality assurance system, which includes its design, management, and monitoring, and the ability to make appropriate decisions.		+		
12	12.	The program management should implement risk management practices.			+	
13	13.	The program management should ensure the participation of representatives of stakeholders (employers, faculty, students) in the collegial governing bodies of the educational program, as well as their representation in decision-making regarding program management.		+		
14	14.	The university should demonstrate innovation management within the educational program, including the analysis and implementation of innovative proposals.		+		
15	15.	The program management should demonstrate openness and accessibility to students, faculty, employers, and other stakeholders.		+		
16	16.	The program management confirms completion of training in educational management programs.		+		
17	17.	The program management should strive to take into account the progress achieved since the last external quality assurance procedure in preparation for the next procedure.		+		
Summary for the standard:					16	1
Standard "Information and Reporting Management"						
18	1.	The university must ensure the functioning of a system for collecting, analyzing, and managing information based on modern information and communication technologies and software tools.	+			
19	2.	The management of the educational program demonstrates systematic use of processed and relevant information to improve the internal quality assurance system.		+		
20	3.	The management of the educational program demonstrates the presence of a reporting system reflecting the activities of all structural units and departments within the educational program, including an assessment of their effectiveness.		+		
21	4.	The university should determine the frequency, forms, and methods of evaluating the management of the educational program, the activities of collegial bodies and structural units, and the senior management.		+		
22	5.	The university must demonstrate the mechanism for ensuring information security, including the identification of responsible individuals for the accuracy and timely analysis of information and data provision.		+		
23	6.	The university demonstrates the involvement of students, employees, and staff in the processes of data collection, analysis, and decision-making based on that information.		+		
24	7.	The management of the educational program should demonstrate the presence of communication mechanisms with students, employees, and other stakeholders, including conflict resolution.		+		

25	8.	The university must ensure the measurement of the satisfaction level of students, employees, and staff within the educational program and demonstrate evidence of addressing identified deficiencies.		+		
26	9.	The university must assess the performance and effectiveness of activities within the educational program.		+		
<i>The information collected and analyzed by the university within the educational program should take into account the following:</i>						
27	10.	Key Performance Indicators (KPIs)		+		
28	11.	The dynamics of the student body broken down by forms and types.		+		
29	12.	The level of academic performance, student achievements, and expulsions.		+		
30	13.	Student satisfaction with the implementation of the educational program and the quality of education at the university.		+		
31	14.	The accessibility of educational resources and support systems for students.		+		
32	15.	Employment and career advancement of graduates.		+		
33	16.	Students, employees, and staff must confirm their consent to the processing of personal data in writing.		+		
34	17.	The management of the educational program should facilitate the provision of necessary information in relevant fields of science.		+		
Summary of the standard			1	16	0	
Standard: Development and Approval of the Educational Program						
35	1.	The university must demonstrate the existence of a documented procedure for the development of the educational program and its approval at the institutional level.		+		
36	2.	The university must demonstrate the compliance of the developed educational program with the established goals and intended learning outcomes.		+		
37	3.	The management of the educational program must determine the influence of disciplines and professional practices on the formation of learning outcomes.		+		
38	4.	The university demonstrates the presence of a graduate profile for the educational program, describing the learning outcomes and personal qualities.		+		
39	5.	The qualification awarded upon completion of the educational program must be clearly defined, explained, and correspond to a specific level within the National Qualifications Framework (NQF) and the European Higher Education Area Qualifications Framework (QF-EHEA).		+		
40	6.	The management of the educational program must demonstrate a modular structure based on the European Credit Transfer and Accumulation System (ECTS) and ensure that the content structure of the program aligns with the set goals, focusing on achieving the intended learning outcomes for each graduate.		+		
41	7.	The management of the educational program must ensure that the content of the educational disciplines corresponds to each other and aligns with the learning outcomes and the level of education (bachelor's, master's, doctoral).		+		
42	8.	The management of the educational program must demonstrate the conduct of external evaluations of the educational program.		+		

43	9.	The management of the educational program must provide evidence of the participation of students, employees, and other stakeholders in the development and quality assurance of the educational program.		+		
44	10.	The management of the educational program must demonstrate the uniqueness of the educational program and its positioning in the educational market (regional/national/international).	+			
45	11.	An important factor is the opportunity to prepare students for professional certification.		+		
46	12.	An important factor is the existence of joint and/or double degree educational programs with foreign universities.			+	
Summary of the standard			1	10	1	
"Standard: Continuous Monitoring and Periodic Evaluation of the Educational Program"						
47	1.	The university must ensure the review of the structure and content of the educational program in light of changes in the job market, employers' demands, and societal needs.		+		
48	2.	The university must demonstrate the existence of a documented procedure for conducting monitoring and periodic evaluation to achieve the goals of the educational program and ensure continuous improvement of the program.		+		
<i>Monitoring and periodic evaluation of the educational program should consider:</i>						
49	3.	Monitoring and periodic evaluation of the educational program should consider:		+		
50	4.	Changes in societal needs and the professional environment.		+		
51	5.	The workload, academic performance, and graduation rate of students.		+		
52	6.	The effectiveness of student assessment procedures.		+		
53	7.	The needs and level of satisfaction of students.		+		
54	8.	The compliance of the educational environment and support services' activities with the objectives of the educational program.		+		
55	9.	The management of the educational program should publish information about any changes to the program and inform interested parties about any planned or undertaken actions within the framework of the program.			+	
56	10.	Support services should identify the needs of different groups of students and the extent of their satisfaction with the organization of education, teaching, assessment, and overall learning experience within the educational program.		+		
Summary of the standard			0	9	1	
Standard "Student-Centered Learning, Teaching, and Assessment"						
57	1.	The program management should ensure respect and attention to various groups of students and their needs, providing them with flexible learning trajectories.		+		
58	2.	The program management should ensure teaching based on modern advancements in global science and practices relevant to the field of study, utilizing various contemporary teaching methodologies and assessment techniques that enable the achievement of the program's objectives, including competencies and skills in conducting research at the required		+		

		level.				
59	3.	The program management should determine mechanisms for distributing the academic workload of students between theory and practice within the educational program. It should ensure that each graduate successfully masters the program's content and achieves its objectives.		+		
60	4.	The presence of original research in the field of teaching methodologies related to the disciplines of the educational program is an important factor.		+		
61	5.	The university must ensure that the procedures for assessing learning outcomes align with the planned outcomes and objectives of the educational program.		+		
62	6.	The university must ensure the consistency, transparency, and objectivity of the mechanism for assessing the learning outcomes of the educational program. It should publish the criteria and methods for assessing learning outcomes in advance.		+		
63	7.	The assessors should be proficient in modern methods of assessing learning outcomes and regularly update their qualifications in this area.		+		
64	8.	The program management should demonstrate the existence of a feedback system regarding the use of various teaching methodologies and assessment of learning outcomes.		+		
65	9.	The program management should demonstrate support for student autonomy while providing guidance and assistance from the instructor's side.		+		
66	10.	The program management should demonstrate the existence of a procedure for responding to student complaints.		+		
Summary of the standard				10	0	
Standard "Learners"						
67	1.	The university must demonstrate a policy for forming the student body and ensure transparency by publishing procedures that regulate the student lifecycle (from admission to completion).		+		
68	2.	The program management should provide for the implementation of special adaptation and support programs for newly enrolled and international students.		+		
69	3.	The university must demonstrate compliance with the Lisbon Recognition Convention, including the presence and application of mechanisms for recognizing the results of students' academic mobility, as well as the results of additional, formal, and non-formal education.		+		
70	4.	The university must provide opportunities for both external and internal academic mobility for students and assist them in obtaining external grants for education.		+		
71	5.	The university should encourage students to engage in self-education and personal development outside the regular curriculum (extracurricular activities).		+		
72	6.	The presence of a mechanism to support gifted students is an important factor.		+		
73	7.	The university should demonstrate cooperation with other educational organizations and national centers of the "European Network of National Information Centers on Academic Recognition and Mobility/National Academic Recognition Information Centers" (ENIC/NARIC) to ensure comparable recognition of qualifications.		+		

74	8.	The university must provide students with internship opportunities, demonstrate a procedure for assisting graduates with employment, and maintain communication with them after graduation.		+		
75	9.	The university must demonstrate a procedure for issuing graduates with documents that confirm the obtained qualification, including the achieved learning outcomes.		+		
76	10.	The program management should demonstrate that the graduates of the program possess skills that are in demand in the labor market, and that these skills are genuinely relevant and up to date.		+		
77	11.	The program management should demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.		+		
78	12.	The presence of an active alumni association or alumni network is an important factor.		+		
Summary of the standard				12	0	
Standard "Faculty and Teaching Staff"						
79	1.	The university must have an objective and transparent personnel policy specific to the educational program. This policy should include hiring practices, including invited faculty, professional growth and development opportunities for staff, and ensuring the professional competence of the entire team.		+		
80	2.	The university must demonstrate that the composition of the faculty and teaching staff aligns with the established qualification requirements, the university's strategy, and the objectives of the educational program.		+		
81	3.	The program management should demonstrate the changing role of the instructor in relation to the shift towards student-centered learning and teaching.		+		
82	4.	The university should provide opportunities for career advancement and professional development for faculty and teaching staff, including young instructors.		+		
83	5.	The university should attract specialists from relevant industries to teaching, who possess professional competencies that align with the requirements of the educational program.			+	
84	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal development of faculty and teaching staff.		+		
85	7.	The university should demonstrate the extensive use of Information and Communication Technologies (ICT) and software tools by faculty and teaching staff in the educational process, such as online learning, e-portfolios, MOOCs, and others.		+		
86	8.	The university should demonstrate a focus on fostering academic mobility and attracting the best international and domestic faculty members.		+		
87	9.	The university must demonstrate the involvement of each faculty member in promoting a culture of quality and academic integrity within the institution. It should also identify the contributions of all faculty members, including invited ones, to achieving the objectives of the educational program.		+		
88	10.	The involvement of faculty and teaching staff in the development of the economy, education, science, and culture of the region and country is an important factor.		+		
Summary of the standard						
Standard "Educational Resources and Student Support Systems"						

89	1.	The university must ensure that the infrastructure and educational resources, including material and technical resources, align with the objectives of the educational program.		+		
90	2.	The program management should demonstrate that there are sufficient classrooms, laboratories, and other facilities equipped with modern equipment to achieve the objectives of the educational program.		+		
<i>The university should demonstrate that the information resources align with the needs of the university and the implemented educational programs. This includes the following directions::</i>						
91	3.	The university should provide technological support to students and teaching staff in accordance with the educational programs. This includes implementing various technologies such as online learning platforms, simulation tools, databases, and data analysis programs to enhance the learning experience and facilitate research and academic activities.		+		
92	4.	The university should provide access to a wide range of library resources, including collections of educational, methodological, and scientific literature in both print and electronic formats. These resources should cover general education, core subjects, and specialized disciplines. Additionally, the university should offer access to various periodicals and academic journals, as well as provide students and staff with access to scientific databases for research purposes.		+		
93	5.	The university should conduct expertise of research results, final papers, and dissertations to ensure originality and identify any potential instances of plagiarism. This includes employing appropriate plagiarism detection tools and mechanisms to maintain academic integrity and uphold high standards of research and scholarship.		+		
94	6.	The university should provide access to educational Internet resources, including online libraries, digital archives, academic journals, and other relevant platforms. This access allows students and faculty to explore a wide range of educational materials and stay updated with the latest research and developments in their respective fields. It ensures that the learning environment is enriched with up-to-date and diverse information, fostering a comprehensive educational experience.		+		
95	7.	The university should ensure the functioning of Wi-Fi on its premises. Having reliable and accessible Wi-Fi connectivity is essential for students, faculty, and staff to access online educational resources, engage in remote learning activities, conduct research, and stay connected with the academic community. A well-established Wi-Fi network provides flexibility and convenience, enabling seamless access to information and educational tools across the campus.		+		
96	8.	The university should demonstrate that it creates conditions for conducting scientific research, integrating research and education, and publishing the results of research work conducted by faculty, staff, and students. This includes providing research facilities, resources, and support to facilitate the pursuit of scholarly activities. By encouraging and supporting research initiatives, the university fosters an environment of academic excellence and intellectual growth. It also strengthens the integration of cutting-edge research findings into the educational process, enriching the learning experience for students and promoting a culture of innovation within the institution. The publication of research outcomes		+		

		contributes to the dissemination of knowledge and enhances the reputation of the university as a center of research and academic excellence.				
97	9.	The university should strive to provide educational equipment and software similar to those used in relevant industries. This ensures students gain practical skills and better prepare for their careers.		+		
98	10.	The program management should demonstrate the presence of procedures to support various groups of students, including information and counseling services.		+		
99	11.	The program management should demonstrate the presence of conditions to promote student progress along an individual educational trajectory.		+		
100	12.	The program management should demonstrate the presence of conditions to promote student progress along an individual educational trajectory.		+		
101	13	The university should ensure that the infrastructure meets safety requirements.		+		
Summary of the standard			0	13	0	
Standard "Public Information"						
102	1.	The university ensures that the published information is accurate, objective, up-to-date, and reflects all aspects of its activities within the framework of the educational program.		+		
103	2.	Informing the public should include supporting and explaining national development programs of the country and the higher and postgraduate education system.		+		
104	3.	The university's administration should utilize various means of disseminating information, including media outlets, websites, information networks, etc., to inform the general public and stakeholders.		+		
<i>The information about the educational program should be objective and up-to-date, and should include the following information:</i>						
105	4.	The goal and intended outcomes of the educational program, as well as the conferred qualification.			+	
106	5.	Information about the assessment system of students' academic achievements.			+	
107	6.	Information about academic mobility programs and other forms of collaboration with partner universities and employers.			+	
108	7.	Information about opportunities for the development of personal and professional competencies of students and employment prospects.			+	
109	8.	Data reflecting the positioning of the educational program in the market of educational services (at regional, national, and international levels).			+	
110	9.	An important factor is the publication of reliable information about the academic and professional staff (PPS) on open resources, including their profiles.			+	
111	10.	The university should publish audited financial statements related to the educational program on its official website.			+	
112	11.	The university should publish information and links to external resources regarding the results of external evaluation procedures.			+	
113	12.	An important factor is the placement of information about cooperation and collaboration with partners, including scientific/consulting organizations, business partners, social partners, and educational institutions.			+	
Summary of the standard			0	12	0	
TOTAL			2	107	4	

Appendix 2. Results of the survey of teaching staff

al-Farabi Kazakh National University

The results of an anonymous survey of the teaching staff

Total number of questionnaires: 100

Your department:

Department «Қазақ тіл білімі»	5 people	5 %
Department «А.Байтұрсынұлы атындағы тіл білімі кафедрасы»	4 people	4 %
Department of "Criminal Law and Criminal Procedure of Forensic Science"	15 people	15%
Department of Theory and History of State and Law, Constitutional and Administrative Law	10 people	10%
Department of "Customs, financial and environmental law"	9 people	9 %
Department of "Civil Law and Civil Procedure, Labor Law"	9 people	9 %
Department "Turkology and the theory of language"	15 people	15 %
Department "Kazakh literature and theory of literature"	20 people	20 %
Department of Diplomatic Translation	13 people	13 %

Position

Professor	5 people	5 %
Associate Professor	32 people	32 %
Senior Lecturer	46 people	46 %
Teacher	12 people	12 %
Head of the Department	0 people	0%
acting professor	1 people	1 %
Acting Associate Professor	2 people	2 %

Academic degree, academic title

Honored Worker of the Republic of Kazakhstan	0 people	0%
Doctor of science	8 people	8 %
Candidate of Sciences	49 people	49 %
Master	20 people	20 %
PhD	17 people	17 %
Professor	1 people	1 %
Associate Professor	8 people	8 %
no	4 people	4 %
Honorary pensioner	1 people	1 %

Work experience

Less than 1 year	2 people	2 %
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1 year – 5 years	15 people	15 %
Over 5 years	83 people	83 %

	Questions	Very good	good	Relatively bad	Badly	Very bad	Didn't answer
6	To what extent does the content of the educational program meet your scientific and professional interests and needs?	86 people (86 %)	14 people (14 %)	0 people (0 %)	0 people (0%)	0 people (0%)	-
7	How do you assess the opportunities provided by the university for the professional development of teaching staff	71 people (71 %)	23 people (23 %)	3 people (3 %)	3 people (3 %)	0 people (0%)	-
8	How do you assess the opportunities provided by the university for the career growth of teaching staff	71 people (71%)	25people (25 %)	2people (2%)	2people (2 %)	people (0 %)	-
9	How do you assess the degree of academic freedom of teaching staff	72people (72 %)	21people (21 %)	4people (4%)	2people (2%)	1people (1 %)	-
	To what extent can teachers use their own						
10	Strategies	79people (79 %)	19people (19 %)	2people (2 %)	0 people (0 %)	0 people (0%)	-
11	Methods	82people (82 %)	16 people (16 %)	2people (2 %)	0 people (0%)	0 people (0%)	-
12	Innovation in the learning process	70people (70 %)	25people (25 %)	4people (4 %)	1people (1 %)	0 people (0%)	-
13	How do you evaluate the work on the organization of medical care and disease prevention at the university?	61people (61 %)	31people (31 %)	5 people (5 %)	2people (2 %)	1people (1 %)	-
4	How does the management of the educational institution pay attention to the content of the educational program?	76 people (76%)	24 people (24%)	0 people (0 %)	0 people (0 %)	0 people (0%)	-
5	How do you assess the sufficiency and availability of the necessary scientific and educational literature in the library?	78people (78%)	20 people (20%)	1people (1%)	1 people (1%)	0 people (0%)	-
6	Assess the level of conditions created that take into account the needs of different groups of	57people (57%)	38people (38%)	4people (4%)	1people (1%)	0 people (0%)	-

	students?						
	Assess the accessibility of the guide						
17	Students	71 people (71%)	22 people (22%)	7 people (7%)	0 people (0%)	0 people (0%)	-
18	Teachers	68 people (68%)	25 people (25%)	5 people (5%)	1 person (1%)	1 person (1%)	-
19	Assess the involvement of teaching staff in the process of making managerial and strategic decisions	60 people (60%)	33 people (33%)	4 people (4%)	2 people (2%)	1 person (1%)	-
20	How is the innovation activity of teaching staff encouraged?	62 people (62%)	30 people (30%)	6 people (6%)	2 people (2%)	0 people (0%)	-
21	Assess the level of feedback from teaching staff with management	66 people (66%)	31 people (31%)	2 people (2%)	1 person (1%)	0 people (0%)	-
22	What is the level of stimulation and involvement of young professionals in the educational process?	75 people (75%)	23 people (23%)	1 person (1%)	1 person (1%)	0 people (0%)	-
23	Evaluate the created opportunities for professional and personal growth for each teacher and employee	66 people (66%)	29 people (29%)	4 people (4%)	1 person (1%)	0 people (0%)	-
24	Assess the adequacy of recognition of the potential and abilities of teachers	67 people (67%)	30 people (30%)	1 person (1%)	2 people (2%)	0 people (0%)	-
	How is the work done?						
25	Academic mobility	65 people (65%)	30 people (30%)	5 people (5%)	0 people (0%)	0 people (0%)	-
26	On advanced training of teaching staff	74 people (74%)	21 people (21%)	4 people (4%)	1 person (1%)	0 people (0%)	-
	Evaluate the support of the university and its management						
27	Research initiatives of teaching staff	69 people (69%)	26 people (26%)	5 people (5%)	0 people (0%)	0 people (0%)	-
28	Development of new educational programs academic disciplines methods	77 people (77%)	21 people (21%)	2 people (2%)	0 people (0%)	0 people (0%)	-
	Assess the level of ability of teaching staff to combine teaching						
29	With scientific research	66 people (66%)	28 people (28%)	4 people (4%)	1 person (1%)	1 person (1%)	-
30	With practical activities	68 people (68%)	25 people (25%)	6 people (6%)	1 person (1%)	0 people (0%)	-

31	Assess the extent to which students' knowledge obtained at this university corresponds to the realities of the requirements of the modern labor market	73people (73%)	26people (26%)	1people (1%)	0people (0%)	0 people (0%)	-
32	How does the leadership and administration of the university perceive criticism?	49 people (49%)	40 people (40%)	9 people (9%)	2 people (2%)	0people (%)	-
33	Assess how your workload meets your expectations and abilities	65people (65%)	28 people (28%)	6people (6%)	1people (1%)	0 people (0%)	-
34	Evaluate the focus of educational programs / curricula on the formation of students' skills and abilities to analyze the situation and make forecasts	75people (75%)	23people (23%)	2 people (2%)	0 people (0%)	0people (0%)	-
35	Assess how the educational program in terms of content and quality of implementation meets the expectations of the labor market and employers	76people (76%)	22 people (22%)	1people (1%)	1people (1%)	0people (0%)	-

Why do you work in this university?

Provided career growth

Top university 200

*To increase the reputation of the National University, to be proud of its achievements *

The place of KazNU is very big

Good conditions have been created for doing scientific work

Al-Farabi KazNU is considered one of the top universities in Kazakhstan and not only.

PPS department is very friendly and responsive. At the department there are all opportunities to engage in scientific activities and grow as a student.

Alma mater for master's degree and doctorate

I got my education here

A very prestigious higher education institution in Kazakhstan, that's why I chose it

Demand

Using all opportunities to achieve your goals

The salary is high, the teacher-professor has good conditions, and the rating is high at the world level

I like the working atmosphere, the opportunity to combine teaching and research activities

Al-Farabi KazNU is one of the best universities

The reason why I chose this higher education institution is, firstly, the university where I studied from bachelor's degree to doctoral studies, and secondly, because it is the best and highly demanded educational institution among the universities of the Republic of Kazakhstan, and I am always ready to work. My heart's desire.

KazNU named after Farabi is currently the flagship of the country's education sector, ranked 150th according to the QS rating of higher education institutions. And the Faculty of Law has high indicators in the training of personnel (future specialists) in the field of law. In addition, the level of support for improving the scientific potential of young specialists and their research work is high.

*I am a graduate
 Hard to say.
 Comfortable working conditions
 Good working conditions, social package
 It is in KazNUim.al Farabi FMO is the progenitor.
 My university where I got my degree
 This is a university where I can realize all my professional and personal qualities
 Because our university is the most prestigious
 High prospects
 I am a graduate of this university, the first graduation of masters in 1998. This is the best
 university in the country
 Leading university of the country
 Prospective research internship, professional growth opportunities
 Alma mater
 KazNU is the leading university in the country
 This is a leading university
 I like to work at this university
 All conditions are considered
 I like the basic setting of this university
 MyAlmamater
 The reason is that I graduated from this university and left here, since then I have been
 working in the same place for almost 30 years. I like the whole situation as a leading university.
 Many opportunities and a good research base
 I like it because this University creates all the opportunities for my professional, career,
 scientific and personal growth.
 Good potential for further development
 This unique higher educational institution will do everything possible
 Vacation, Like it
 I think that in the future, excellent specialists who look after the interests of the country
 and work hard for the future of their country will graduate from this university. The level of
 education at the university is very high, I am sure that the specialists who graduated from this
 university will be excellent.
 After I liked it
 Scientific environment
 I think this is a top-level university. Internationally recognized scientific-research,
 pedagogic field of excellence among higher education institutions
 I like it, it is the best restaurant in the country
 My life is connected with this educational institution, I was educated at this university
 There is a lot of opportunity for professional development because it is oriented towards
 science
 Because it is a leading university in Kazakhstan
 KazNU has a huge potential for students, there are some nuances, but everything can be
 corrected
 The leading educational institution in the Republic of Kazakhstan.
 TS of the department is friendly
 The leading university in Kazakhstan and I am a graduate of this university because of the
 excellent teaching staff
 Almomatr
 There is a lot of opportunity for creative development
 There is a very high level of education and conditions for working here.
 KazNU has created conditions for professional and career growth
 KazNU is the leading university in the country.
 I studied on my own*

Possibilities for professional communication

All conditions are created for teachers and students at the university.

I am a graduate of this university. I am proud of the fact that I entered this educational institution with my childhood dreams and my heart's desire.

This is my favorite alma mater, which was the ticket to life, I met my love here. Here I work and develop!

Competitive university

Because I studied it myself and checked its quality

There are opportunities to develop scientific and professional skills

There is a lot of opportunity for development in terms of teaching service, conditions have been created for the transfer of qualifications.

KazNU is a university with great opportunities and experience, a platform for career growth

Because I studied here and I am satisfied with all the conditions created for the teachers

University number 1 in Kazakhstan

KazNU is the best university in the country

I studied at KazNU. KazNU is my second home, I love it. Relatively speaking, theoretical education is always ahead.

In this university, I improved my education, scientific capabilities, and achieved scientific achievements.

Al-Farabi Kazakh National University named after Al-Farabi

Fully prepared for teachers and students

The best university in the Republic of Kazakhstan

Opportunity for professional growth Осы оқу орнында білім алдым

For scientific potential

Reputation

I have long dreamed of working at the al-Farabi Kazakh National University

Very high possibility

I studied at this university. I was obliged to continue the work of my teachers.

How often do you have workshops and lectures with practitioners in your course?

Very often	52 people	52%
Often	34 people	34%
Sometimes	14 people	14%
Very rarely	0 people	0%
Never	0 people	0%

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

Very often	40 people	40%
Often	43 people	43%
Sometimes	15 people	15%
Very rarely	1 person	1%
Never	1 person	1%

How often do you encounter the following problems in your work: (please give an answer in

each line)

	Often	Often	Never	Didn't answer
Lack of classrooms	5people(5%)	26people (26%)	69people (69%)	-
Unbalanced academic load by semester	4 people (4%)	22people (22%)	74people (74%)	-
Unavailability of necessary literature in the library	5people(5%)	20people (20%)	75people (75%)	-
Overcrowding of study groups (toomany students in a group)	3people(3%)	28 people (28%)	69people (69%)	-
Inconvenient schedule	4people(4%)	18people (18%)	78people (78%)	-
Inappropriate conditions for classes in classrooms	8 people (8%)	28 people (28%)	64 people (64%)	-
Lack of Internet access/weak Internet	18people (18%)	31 people (31%)	51people (51%)	-
Students' lack of interest in learning	1people(1%)	24 people (24%)	75people (75%)	-
Untimely receipt of information about events	2people(2%)	20 people (20%)	78 people (78%)	-
Lack of technical means in classrooms	15 people (15%)	36people (36%)	49people (49%)	-
Other problems	<p><i>No</i></p> <p><i>No problem</i></p> <p><i>No problem</i></p> <p><i>no</i></p> <p><i>there were no such cases.</i></p> <p><i>Bad technical equipment</i></p> <p><i>No problem</i></p> <p><i>There is no such thing</i></p> <p><i>Do not cause any problems</i></p> <p><i>When will we become a modern university, where there is elementary paper in the department, the classroom is equipped, there is soap in the toilets and what does it smell like? When the educational process ceases to be such, where the rectorate is the police, and the teacher is a criminal whom the police is constantly trying to punish for something? When the educational process will change and improve, when we will stop teaching bachelor's subjects in the first year, which students need? When will our students be treated as human beings, and not as an invalid? After all, it's all easy to solve, you don't have to invent a bicycle, there are many universities, give them practice and experience, implement and work.</i></p> <p><i>There are no significant ones</i></p> <p><i>Problems with heating of some auditoriums in winter</i></p> <p><i>Internet</i></p> <p><i>No problem</i></p>			

	<p><i>What are the problem moments during the working process?</i></p> <p><i>Focus more on practice</i></p> <p><i>None</i></p> <p><i>We are in the process of financing</i></p> <p><i>Coolness of the audience</i></p> <p><i>Salary is low</i></p> <p><i>Experience</i></p> <p><i>If the auditoriums are equipped with technical equipment,</i></p>
	<p><i>there will be no conflicts</i></p> <ul style="list-style-type: none"> ✓ <i>Problems are solved in a timely manner</i> ✓ <i>Technical equipment is weak</i> ✓ <i>No problem</i> ✓ <i>Do not create any unpleasant problems</i> ✓ <i>Various</i> ✓ <i>I have not faced any other problems.</i> ✓ <i>Poor material support</i> ✓ <i>Everything is fine</i> ✓ <i>There are no other problems</i> ✓ <i>That was not the case</i> ✓ <i>It would be effective to have a library in the educational building that contains the necessary reading materials for the daily learning process.</i> ✓ <i>did not happen</i> ✓ <i>What a high salary</i> ✓ <i>Weak technical equipment</i> ✓ <i>There are no other problems</i> ✓ <i>Some auditoriums are very cold, have no windows, and are made from spare rooms</i> ✓ <i>More interactive boards</i> ✓ <i>All agree</i> ✓ <i>There is no problem</i>

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:

Question	Fully satisfied	Partially satisfied	Not satisfied	Difficult to answer
The attitude of the university management towards you	81people (81%)	16people (16%)	1people (1%)	2people (2%)
Relationships with direct management	90people (90%)	9people (9%)	1people (1%)	0people (0%)
Relationships with colleagues in the department	96people (96%)	4 people (4%)	0people (0%)	0people (0%)
Participation in management decisionmaking	79people (79%)	16people (16%)	3 people (3%)	2people (2%)
Relations with students	97people (97%)	3 people (3%)	0 people (0%)	0 people (0%)
Recognition of your successes and achievements by the administration	78people (78%)	19people (19%)	2 people (2%)	1people (1%)
Support for your suggestions and comments	79people (79%)	19 people (19%)	2people (2%)	0 people (0%)
The activities of the administration of the university	77people (77%)	20people (20%)	3people (3%)	0people (0%)
Terms of remuneration	56people (56%)	31people (31%)	12people (12%)	1people (1%)
Working conditions, list and quality of services provided at the university	76people (76%)	22 people (22%)	2people (2%)	0people (0%)
Occupational health and safety	83people (83%)	16 people (16%)	1people (0%)	0 people (0%)
Management of changes in the activities of the university	75people (75%)	22people (22%)	3people (3%)	0people (0%)
Providing a social package: rest, sanatorium treatment, etc.	66people (66%)	25people (25%)	9 people (9%)	0 people (0%)
Organization and quality of food at the university	62people (62%)	28 people (28%)	9 people (9%)	1people (1%)
Organization and quality of medical care	65people (65%)	30people (30%)	4 people (4%)	1people (1%)

Appendix 3. Results of student questionnaire

Results of anonymous survey of students Al-Farabi Kazakh National University

Total number of profiles: 106

Your educational program?

7M03214 Business communication	0	0 %
6B02209 Turkology	5	4,7%
7M01704 Foreign language: two foreign languages	9	8,5%
7M01704 Foreign language: two foreign languages (1.5 years)	2	1,9%
7M0171 Kazakh language and literature	48	45,3%
8D01701 Kazakh language and literature	12	11,3%
7M02304 Translation business in the field of international and legal relations	4	3,8%
7M04220 Criminal expertise	7	6,6%
7M04213 Judicial prosecutorial and investigative activities	6	5,7%
7M04205 Public service and administrative activities	3	2,8%
7M04207 Civil law	2	1,9%
7M04216 Financial Law	8	7,5%

Gender

male	14 people	13,2 %
female	92 people	86,8 %

2. Rate how satisfied you are:

questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I'm at a loss answer
1. 1. Relations with the dean's office	81 people (76,4%)	21 people (19,8%)	1 people (0,9%)	2 people (1,9%)	1 people (0,9 %)
2. The level of accessibility of the dean's office	84 people (79,2%)	19 people (17,9%)	1 people (0,9%)	2 people (1,9 %)	0 people (0%)
3. The level of accessibility and responsiveness of the university management	85 people (80,2 %)	17 people (16%)	1 people (0,9 %)	1 people (0,9 %)	2 people (1,9%)

4. Availability of academic counseling to you	85people (80,2 %)	15people (14,2%)	5 people (4,7 %)	0people (0 %)	1people (0,9%)
5. Support with educational materials in the learning process	87people (82,1%)	16people (15,1%)	2people (1,9%)	0people (0 %)	1people (0,9 %)
6. Availability of counseling on personal problems	84people (79,2%)	14people (13,2%)	6people (5,7%)	6people (5,7%)	1 person (0,9%)
7. Relationship between student and teacher	96people (90,6%)	8people (7,5 %)	2people (1,9%)	0people (0 %)	0people (0 %)
8. Financial and administrative services of the educational institution	84people (79,2%)	5people (4,7 %)	2people (1,9%)	4people (3,8%)	1people (0,9%)
9. Availability of health services	89people (84 %)	14people (13,2%)	0people (0 %)	14 people (13,2 %)	2 people (1,9 %)
10. The quality of medical care at the university	85 (80,2 %)	16people (15,1%)	1 (0,9%)	2people (1,9 %)	2 people (1,9 %)
11. Level of availability of library resources	100people (94,3%)	4people (3,8%)	0people (0 %)	1 person (0,9 %)	1 person (0,9 %)
12. The quality of services provided in libraries and readingrooms	102people (96,2%)	2 people (1,9%)	0people (0 %)	0people (0 %)	2 people (1,9%)
13. Satisfaction with the existing educational resources of the university	87people (82,1%)	18people (17%)	1 people (0,9%)	0people (0 %)	0people (0 %)
14. Availability of computer classes	81people (76,4 %)	18people (17 %)	5people (4,7 %)	0people (0 %)	2people (1,9%)
15. Availability and quality of Internet resources	80people (75,5 %)	16people (15,1 %)	4people (3,8 %)	1people (0,9 %)	5people (4,7 %)
16. The content and information content of the website of educational organizations in general and faculties (schools) in particular	91 people (85,8%)	13people (12,3%)	1people (0,9 %)	1people (0,9%)	1 person (0,9 %)
17. Study rooms, auditoriums for large groups	86 people (81,1 %)	15people (14,2%)	3people (2,8%)	2people (1,9 %)	0people (0 %)
18. Lounges for students (if any)	66 people (62,3%)	19people (17,9 %)	4people (3,8%)	10people (9,4%)	7people (6,6 %)
19. Clarity of procedure for taking disciplinary action	86people (81,1%)	18people (17 %)	0people (0%)	1 person (0,9%)	1 person (0,9%)
20. The quality of the educational program as a whole	90people (84,9 %)	12people (11,3%)	3people (2,8%)	1people (0,9%)	0people (0 %)
21. The quality of study programs in the EP	93 (87,7%)	11people (10,4%)	1people (0,9 %)	0people (0 %)	1people (0,9 %)

22. Teaching methods in general	86 people (81,1%)	18 people (17%)	1 person (0,9%)	1 person (0,9%)	0 people (0%)
23. Quick response to feedback from teachers regarding the educational process	89 people (84%)	14 people (13,2%)	2 people (1,9%)	1 person (0,9%)	0 people (0%)
24. Overall quality of teaching	89 people (84%)	15 people (14,2%)	1 person (0,9%)	1 person (0,9%)	0 people (0%)
25. Academic load / requirements for the student	89 people (84%)	15 people (14,2%)	0 people (0%)	2 people (1,9%)	0 people (0%)
26. The requirements of the teaching staff for the student	91 people (85,8%)	14 people (13,2%)	0 people (0,9%)	0 people (%)	0 people (%)
27. Information support and clarification before entering the university of the rules for admission and the strategy of the educational program (specialty)	91 people (85,8%)	13 people (12,3%)	0 people (0%)	1 person (0,9%)	1 person (0,9%)
28. Informing the requirements in order to successfully complete this educational program (specialty)	89 people (84%)	13 people (12,3%)	2 people (1,9%)	2 people (1,9%)	0 people (%)
29. The quality of examination materials (tests and examination questions, etc.)	95 people (89,6%)	9 people (8,5%)	1 person (0,9%)	1 person (0,9%)	0 people (%)
30. Objective assessment of knowledge, skills and other educational achievements	93 people (87,7%)	12 people (11,3%)	0 people (0%)	1 person (0,9%)	0 people (0%)
31. Available computer classes	80 people (75,5%)	13 people (12,3%)	7 people (6,6%)	4 people (3,8%)	2 people (1,9%)
32. Available scientific laboratories	80 people (75,5%)	14 people (13,2%)	1 person (0,9%)	4 people (3,8%)	7 people (6,6%)
33. Objectivity and fairness of teachers	89 people (84%)	14 people (13,2%)	1 person (0,9%)	1 person (0,9%)	1 person (0,9%)
34. Informing students about courses, educational programs and the academic degree received	90 people (84,9%)	14 people (13,2%)	1 person (0,9%)	1 person (0,9%)	0 people (0,9%)
35. Providing students with a hostel	75 people (70,8%)	11 people (10,4%)	6 people (5,7%)	3 people (2,8%)	11 people (10,4%)

Rate how much you agree:

Statement	Full consent	Agree	partially Agree	disagree	complete disagreement	didn't answer
1. The course program was clearly presented	87people (82,1%)	14people (13,2%)	4people (3,8 %)	1people (0,9 %)	0 people (0 %)	-
2. Course content is well structured	88people (83 %)	13 people (12,3%)	4people (3,8%)	1people (0,9 %)	0 people (0 %)	-
3. Key terms adequately explained	87 people (82,1 %)	15people (14,2%)	2people (1,9%)	1 people (0,9%)	1 people (0,9 %)	-
4. The material proposed by the teacher is relevant and reflects the latest achievements of science and practice	86people (81,1%)	13people (12,3 %)	6 people (5,7 %)	1 people (0,9 %)	0 people (0 %)	-
5. The teacher uses effective teaching methods	85 people (80,2%)	15people (14,2 %)	4 people (3,8%)	2people (1,9%)	0 people (0 %)	-
6. The teacher owns the material being taught	89people (84%)	15people (14,2%)	1 people (0,9%)	people (0,9%)	10 people (0 %)	-
7The lecturer's presentation is clear	87people (82,1 %)	15 people (14,2%)	3people (2,8%)	1 people (0,9 %)	0 people (0 %)	-
8. The teacher presents the material in an interesting way	86 people (81,1%)	12 people (11,3%)	7people (6,6%)	1 people (0,9%)	0 people (0 %)	-
9. Objectivity in assessing knowledge, skills and other educational achievements	85people (80,2%)	16people (15,1%)	3people (2,8%)	1people (0,9%)	1 people (0,9 %)	-
10. The timeliness of assessing the educational achievements of students	88 people (83 %)	14people (13,2%)	3people (2,8%)	1people (0,9 %)	0 people (0 %)	-
11. The teacher satisfies my requirements for personal development and professional development	87people (82,1%)	15people (14,2%)	3people (2,8 %)	1 people (0,9%)	0 people (0 %)	-
12The teacher stimulates the activity of students	86people (81,1%)	17people (16 %)	2 people (1,9%)	1 people (0,9%)	0 people (0 %)	-
13. The teacher stimulates the creative thinking of students	85 people (80,2%)	15people (14,2 %)	4people (3,8%)	2 people (1,9 %)	0 people (0 %)	-
14. Appearance and manners of the teacher are adequate	89 people (84 %)	16people (15,1%)	0 people (0 %)	0 people (0 %)	0 people (0 %)	-
15. The teacher has a positive attitude towards students	88 people (83%)	16people (15,1%)	0people (0 %)	2 people (1,9 %)	0people (0%)	-
16. The system for assessing educational Achievements (seminars, tests,	87people (82,1%)	15people (14,2	3people (2,8 %)	1 people (0,9 %)	0 people	-

questionnaires, etc.) reflects the content of the course		%)			(0 %)	
17. Evaluation criteria used by the instructor are clear	83 people (78,3 %)	19 people (17,9 %)	3 people (2,8 %)	1 people (0,9 %)	0 people (0%)	-
18. The teacher objectively evaluates the achievements of students	85 people (80,2 %)	17 people (16 %)	3 people (2,8 %)	1 people (0,9 %)	0 people (0 %)	-
19. The teacher speaks a professional language	90 people (84,9 %)	16 people (15,1 %)	0 people (0 %)	0 people (0 %)	0 people (0 %)	-
20. The organization of education provides sufficient opportunities for sports and other leisure activities.	80 people (75,5 %)	21 people (19,8 %)	2 people (1,9 %)	3 people (2,8%)	0 people (0 %)	-
21. Facilities and equipment for students are safe, comfortable and modern	83 people (78,3%)	16 people (15,1%)	1 people (0,9%)	0 people (0%)	6 people (5,7%)	-
22. The library is well stocked and has a fairly good collection of books.	87 people (82,1%)	16 people (15,1%)	2 people (1,9%)	0 people (0 %)	1 people (0,9 %)	-
23. Equal opportunities are provided to all students	88 people (83%)	15 people (14,2 %)	1 people (0,9%)	1 people (0,9 %)	1 people (0,9 %)	-

Other concerns regarding the quality of teaching:

No

If jobs are offered to students, they are public

It's all right.

I am completely satisfied with the quality of education at the university

No problem

No claims

No

No problem

I am proud to have studied at KazNU. Only the hostel is concerned.

Increasing technological equipment. Internet network strengthening.

Improves the quality of education.

Interactive whiteboard

Internet network should be strengthened

Masters students may be sent abroad for exchange of experience until they complete their training

I think there is no problem

No other problems

Innovative technologies

No

No

No problem

Lack of technology in the university, just a projector and an interactive board is completely absent. This applies to all faculties of the university.