



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the Results of the External Expert Commission's Evaluation
for Compliance with the Standards of Specialized Accreditation of
Educational Programs

7M01105 Pedagogy and Psychology

7M01510 Computer Science

7M01706 Foreign Language: Two Foreign Languages

NJSC "Kazakh National Women's Teacher Training University"

from November 7 to November 9, 2024

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING (IAAR)
External Expert Commission

Addressed to
The Accreditation Council of IAAR



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c. Almaty

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(I) LIST OF ABBREVIATIONS AND ACRONYMS

MSHE RK – Ministry of Science and Higher Education of the Republic of Kazakhstan
RK – Republic of Kazakhstan
EEC – External Expert Commission
IAAR – Independent Agency for Accreditation and Rating
NJSC – Non-Profit Joint-Stock Company
HEI – Higher Education Institution
EP – Educational Program
ARES – Academic Ranking of European Standards
KNWTTU – Kazakh National Women’s Teacher Training University
KUIRWL – Kazakh University of International Relations and World Languages
IQAA – Independent Quality Assurance Agency in Education (IQAA)
CIS – Commonwealth of Independent States (CIS)
USA – United States of America (USA)
GED – General Education Disciplines
BD – Basic Disciplines
MD – Major Disciplines
MC – Mandatory Component
UC – University Component
EC – Elective Component
SCES – State Compulsory Educational Standard
ECTS – European Credit Transfer and Accumulation System
IELTS – International English Language Testing System
RLA – Regulatory Legal Act
GPA – Grade Point Average
RW – Research Work
TS – Teaching Staff
ISP – Individual Study Plan
AMCD – Academic and Methodological Complex of the Discipline
CED – Catalog of Elective Disciplines

(II) INTRODUCTION

In accordance with Order No. 145-24-OD dated September 16, 2024, issued by the Independent Agency for Accreditation and Rating (IAAR), the External Expert Commission conducted an evaluation from November 7 to November 9, 2024. The purpose of the evaluation was to assess the compliance of the educational programs **7M01105 Pedagogy and Psychology, 7M01510 Computer Science, and 7M01706 Foreign Language: Two Foreign Languages** of the NJSC "Kazakh National Women's Teacher Training University" with the IAAR standards for specialized accreditation (Order No. 57-20-OD, sixth edition, dated June 16, 2020). The evaluation was carried out in a hybrid format.

The report of the External Expert Commission (EEC) includes an evaluation of the submitted educational programs according to the IAAR criteria, the EEC's recommendations for further improvement of the educational programs, and the profile parameters of the educational programs.

Composition of the External Expert Commission (EEC):

Chair of the External Expert Commission (EEC) – Yuri Eduardovich Belykh, Candidate of Physical and Mathematical Sciences, Associate Professor, Category I Expert of IAAR (Grodno, Belarus); Off-line participation.

International Expert of IAAR – Galim Zhiembaevich Dolmogombetov, Honored Artist of the Russian Federation, Professor, Academician of the Russian Academy of Arts, Moscow State Academic Art Institute named after V. I. Surikov (Moscow, Russia); On-line participation.

Expert of IAAR – Baydaulet Amantaevich Urmashov, Candidate of Physical and Mathematical Sciences, Associate Professor, Kazakh National University named after al-Farabi (Almaty, Kazakhstan); Off-line participation.

Expert of IAAR – Larisa Anatolyevna Lebedeva, Candidate of Pedagogical Sciences, Kazakh National Pedagogical University named after Abai (Almaty, Kazakhstan); Off-line participation.

Expert of IAAR – Mergul Sabitovna Kulaikhetova, Candidate of Philological Sciences, Associate Professor of the Department of Foreign Languages at Pavlodar Pedagogical University named after Alkay Margulan (Pavlodar, Kazakhstan); Off-line participation.

Expert of IAAR – Sofya Ruslanovna Masakbaeva, Candidate of Chemical Sciences, Associate Professor, Toraighyrov University (Pavlodar, Kazakhstan); Off-line participation.

Expert of IAAR, Employer – Sergey Vladimirovich Sovetkin, Founder and Director of a Digital Agency with the status of "Google Premier Partners" (Astana, Kazakhstan); On-line participation.

Expert of IAAR, Student – Raikhan Altyn Erlankyzy, 2nd-year Master's student of the Educational Program 7M06101 Information Systems and IT Solutions by Industry, Non-Profit Joint-Stock Company "Kazakh Agrotechnical Research University named after S. Seifullin" (Astana, Kazakhstan); On-line participation.

Expert of IAAR, Student – Madina Sayatovna Kenjebaev, 1st-year Master's student of the Educational Program 7M01503 Chemistry, Shokan Ualikhanov Kokshetau University (Kokshetau, Kazakhstan); On-line participation.

Coordinator of the External Expert Commission (EEC) IAAR – Dinara Kairbekovna Bekenova, Project Manager of IAAR (Astana, Kazakhstan).

(III) OVERVIEW OF THE EDUCATIONAL ORGANIZATION

The full name of the university is Non-Profit Joint-Stock Company "Kazakh National Women's Teacher Training University".

Non-Profit Joint-Stock Company "Kazakh National Women's Teacher Training University" (hereinafter referred to as the University) has been operating as a Non-Profit Joint-Stock University since 2020, in accordance with Order No. 286 dated May 18, 2020, issued by the Committee for State Property and Privatization and the Ministry of Finance of the Republic of Kazakhstan.

The University carries out its activities within the framework of the national educational system, in accordance with the legislation of the Republic of Kazakhstan, based on its Charter (approved by the Order of the Chairman of the Committee for State Property and Privatization of the Ministry of Finance of the Republic of Kazakhstan No. 286, dated May 22, 2020), and the state license (No. KZ75LAA00018542, issued by the Republican State Institution "Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan" on August 4, 2020).

Kazakh National Women's Teacher Training University has a rich history. The Kazakh State Women's Teacher Training Institute was established by the decree of the Council of People's Commissars of the Kazakh Soviet Socialist Republic on August 15, 1944. The history of the university reflects years of successful adherence to the traditions of pedagogical education, including advanced teaching methods, learning techniques, and research in the field of education.

NJSC "Kazakh National Women's Teacher Training University" (hereinafter referred to as the University) has been operating as a Non-Profit Joint-Stock University since 2020, in accordance with Order No. 286 dated May 18, 2020, issued by the Committee for State Property and Privatization and the Ministry of Finance of the Republic of Kazakhstan.

The University possesses sufficient academic and material resources to carry out educational activities for the accredited educational programs (EPs).

The University's Scientific Library provides information support for scientific and educational activities. The library fund consists of 1,089,262 items, of which 945,697 are in the state language. The library's processes, such as book search and ordering, accounting of library holdings, and attendance statistics, are automated through the "Kazakh Automated Library Information System" program.

The university infrastructure includes three academic buildings and seven student dormitories for students and staff. The University operates a Student Services Center, where students have the opportunity to develop their individual abilities through 37 student organizations. Among the student and academic community, the monthly newspaper Qyzdar universiteti widely popular.

In 2022, the University established the Center for Women's Leadership and Entrepreneurship to form a reserve of student leaders at the University. Together with the Non-Profit Organization "Techno Women," the Center implements the Ustaz dauysy project, which unites women working in technological sectors. The "CAHA" (SANA) project is designed to involve students in providing academic support (tutoring) to fellow students. Memoranda of cooperation have been established within the framework of this project with educational centers such as "MegaKids," "Your School," "Edison," and the "Happy Kids" kindergarten.

To ensure transparency in the educational process and objectivity in assessing student knowledge, the "Hero" system and the electronic document management program Salem Office have been implemented. In order to monitor the quality of educational services provided, an annual sociological survey of students is conducted.

The student enrollment in the accredited educational programs (EPs) is as follows: 3 students in the 7M01105 Pedagogy and Psychology program (1st year – 3 students, 2nd year – 0 students); 9 students in the 7M01706 Foreign Language: Two Foreign Languages program (1st

year – 6 students, 2nd year – 3 students); and 3 students in the 7M01510 Computer Science program (1st year – 2 students, 2nd year – 1 student).

The teaching staff serving the accredited EPs has 100% academic qualification.

An important indicator of the university's performance is its participation and recognition in various rankings. In the International Ranking of Higher Education Institutions ARES, the university is ranked 29th among 130 universities in Kazakhstan. The university also participates in the global university website ranking, Ranking Web of Universities – Webometrics. Based on the 2023 ranking, the university holds the 26th position among Kazakhstani universities and the 10,864th position worldwide.

In the General Ranking of "Top-20" Universities of the Republic of Kazakhstan-2023, annually conducted by the Independent Accreditation and Rating Agency (IAAR), the university is ranked among the top 10 leading universities in the country.

In 2022, the university climbed to the 400th position in the QS University Rankings: Emerging Europe & Central Asia-2022 due to its efforts in attracting foreign faculty, the teacher-to-student ratio, international scientific contacts, and reputation among employers. Within the QS Stars ranking, the university earned a maximum of five stars in the "Employability" and "Effective Management" categories. The "Teaching" category received four stars. The university was awarded three stars in the categories of "Academic Development," "Infrastructure," and "Social Impact." The university received two stars in the "Global Engagement" and "Inclusiveness" categories.

In 2024, the university successfully passed institutional and specialized accreditation for 35 educational programs at IAAR for a period of 5 years.

International cooperation is carried out based on bilateral agreements and contracts. Memoranda of cooperation within the Mevlana program have been signed with Kastamonu University and Mugla University. Other partner universities include Mississippi Valley State University (USA), Niğde Ömer Halisdemir University (Turkey), The University of Silesia in Katowice (Poland), University of Perpignan (France), Hubei University (China), and others.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The educational programs 7M01105 Pedagogy and Psychology, 7M01510 Computer Science, and 7M01706 Foreign Language: Two Foreign Languages are undergoing accreditation at IAAR for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The work of the expert commission was carried out based on the approved Program of the expert commission's visit for the specialized accreditation of the educational programs of the Kazakh National Women's Pedagogical University from November 7 to 9, 2024.

To coordinate the work of the commission, an online preparatory meeting took place on October 31, 2024, during which responsibilities were distributed among the commission members, the visit schedule was clarified, and agreements were reached regarding the methods of expertise selection.

In order to obtain objective information about the quality of the educational programs and the university's entire infrastructure, and to clarify the contents of the self-assessment reports, meetings were held with the rector, vice rectors of the university in charge of various activities, heads of structural divisions, department chairs, faculty members, students, graduates, and employers. 99 representatives participated in these meetings (see Table 1).

Table 1 – Information about staff members and students who participated in meetings with the IAAR Expert Commission:

Category	Number of Participants
Chairman of the Board - Rector	1
Board Members - Vice Rectors	4
Heads of Structural Divisions	20
Directors of Institutes of Accredited Programs	5
Leaders of Accredited Programs	5
Faculty Members	31
Students	15
Graduates	5
Representatives of Practice Bases and Employers	13
Total	99

During the visual inspection, the members of the Expert Commission familiarized themselves with the state of the material and technical base of the accredited educational programs 7M01105 Pedagogy and Psychology, 7M01510 Computer Science, and 7M01706 Foreign Language: Two Foreign Languages.

The members of the Expert Commission visited the following facilities: Academic Building №1: Assembly Hall (3rd floor, Academic Building №1), Conference Hall (2nd floor, Academic Building №1), Dining areas, "Online Teaching Studio" (2nd floor, Academic Building №1), Situational Monitoring Center (1st floor, Main Building), K. Sariev Library, Kaiser Tower Building (Bogenbai Batyr Street, 142, Building №3): Classrooms 303, 305, 306, 401

Specialized Laboratories for the accredited educational programs: For 6B01103 Pedagogy and Psychology: "Early Childhood Development and Family Research Center" (1st floor, Academic Building №1), Computer labs and lecture halls

For EP 7M01510 Computer Science: Robotics Laboratory (2nd floor, Main Academic Building, Room 220), Computer and lecture classrooms, For EP 7M01706 Foreign Language: Two Foreign Languages: Institute of Philology, 2nd floor of Academic Building №1, Gogol Street 114, "Academic Writing and Language Learning Center", Room 225, Lecture halls and the library

The Expert Commission also attended classes according to the provided schedule:

For EP 6B01103 Pedagogy and Psychology, subject "Media Culture of a Pedagogue-Psychologist", Topic: "Media Literacy and Digital Culture", 2nd Building, Room 301, from 16:40 to 17:30, with 3 master's students. Lecturer: M.K. Bapaeva.

For EP 7M01706 Foreign Language: Two Foreign Languages, discipline "Theory and Practice of Teaching Writing and Reading Skills", Topic: "The Paragraph Writing", Building 3, Room 303, from 16:40 to 17:30, with 2 master's students. Lecturer: Dr. PhD Zhuldiz Baltabekovna Kurmanbayeva.

In line with the accreditation procedure, surveys were conducted with 31 teachers and 15 students.

During the meetings with target groups of the university, the Expert Commission clarified the mechanisms for implementing university policies and refined certain data presented in the university's self-assessment report.

The members of the Expert Commission visited the practice bases of the accredited programs:

For EP 6B01103 Pedagogy and Psychology: Mental Health Center (Gogol Street, 114, Room 123).

For EP 7M01510 Computer Science: Kazakh National Women's Pedagogical University (Main Building, Aiteke Bi Street, 99, 2nd floor, Room 220).

For EP 7M01706 Foreign Language: Two Foreign Languages: Pedagogical Practice Base at Kazakh University of International Relations and World Languages (Tole Bi Street, 84).

To verify the information provided in the Self-Assessment Report, the external experts requested and analyzed the university's working documentation. Additionally, the experts studied the university's online positioning via the official website.



(VI) COMPLIANCE WITH THE STANDARDS OF SPECIALIZED ACCREDITATION

6.1. Standard: "Educational Program Management"

- *The university must demonstrate the development of goals and strategies for the educational programs (EP) based on an analysis of external and internal factors, with broad involvement of various stakeholders.*
- *Quality Assurance Policy: The policy should reflect the connection between research, teaching, and learning.*
- *Quality Culture: The University should demonstrate the development of a quality assurance culture.*
- *Commitment to Quality: The commitment to quality should extend to activities carried out by contractors and partners (outsourcing), including joint/dual degree programs and academic mobility.*
- *Transparency in Development: The leadership of the educational program (EP) should ensure transparency in the development of the EP's development plan, based on an analysis of its functioning, the actual positioning of the university, and its focus on meeting the needs of the state, employers, stakeholders, and students.*
- *Monitoring and Continuous Improvement: The leadership should demonstrate functioning mechanisms for the formation, regular revision, and monitoring of the EP development plan, evaluating the achievement of learning objectives, meeting the needs of students, employers, and society, and decision-making aimed at continuous improvement of the EP.*
- *Stakeholder Involvement: The leadership should involve representatives from stakeholder groups, including employers, students, and academic staff, in the development of the EP plan.*
- *Uniqueness of the EP Plan: The leadership should demonstrate the individuality and uniqueness of the EP development plan, ensuring its alignment with national development priorities and the university's educational strategy.*
- *Business Process Responsibilities: The University must clearly define responsibilities for business processes within the EP, including the distribution of duties among staff and the division of functions among collegial bodies.*
- *Coordination and Continuous Implementation: The leadership should ensure the coordination of all those involved in the development and management of the EP and its continuous implementation, involving all stakeholders in the process.*
- *Quality Management Transparency: The leadership must ensure the transparency of the management system, including the design, management, monitoring of the internal quality assurance system, and decision-making.*
- *Risk Management: The leadership should manage risks within the EP.*
- *Involvement in Management: The leadership should ensure the participation of stakeholders (employers, academic staff, and students) in collegial bodies governing the EP, ensuring their representation in decision-making processes.*
- *Innovation Management: The University must demonstrate the management of innovation within the EP, including the analysis and implementation of innovative proposals.*
- *Openness and Accessibility: The leadership should demonstrate openness and accessibility to students, academic staff, employers, and other stakeholders.*
- *Education Management Training: The leadership should confirm participation in educational management programs.*
- *Progress Consideration: The leadership should ensure that the progress made since the last external quality assurance procedure is considered when preparing for the next procedure.*

Evidence Section

The activities of the non-profit organization "Kazakh National Women's Teacher Training University" are defined by its mission, which reflects the university's place in the unified educational space of Kazakhstan and Central Asia <https://qyzpu.edu.kz/ru/missiya>. The university implements a Development Program for the years 2023-2029 (approved by protocol No. 6 dated December 14, 2023), which is available on the university's website <https://qyzpu.edu.kz/ru/programma-razvitiya>. The program includes an analysis of the external environment and the current situation at the university, outlines the prospects, and defines the main directions for development. The website also presents the target performance indicators for the

program https://qyzpu.edu.kz/uploads/uploaded_files. The goals of the accredited educational programs (EP) and their development plans are aligned with the university's mission

The Quality Assurance Policy is published on the university's website <https://qyzpu.edu.kz/ru/menedzhment-kachestva> and was approved by Order No. 225 of the Chairman of the Board, Rector, dated November 24, 2023. The policy aims to enhance the effectiveness of fundamental and applied scientific research, project activities, and startups, foster the development of the entrepreneurial ecosystem, as well as improve collaboration with employers, the expert community, alumni, and student participation in the work of collegial governing bodies.

The development and maintenance of a quality culture is ensured through national and international accreditation of educational programs, as well as the university's participation in institutional and program rankings. In the international (ARES) ranking of higher education institutions, the university holds 29th place out of 130 universities in Kazakhstan. The university also participates in the Ranking Web of Universities – Webometrics. According to the 2023 ranking, the university ranks 26th among Kazakhstani universities and 10,864th globally. In February 2024, it ranked 58th among Kazakhstani universities and 20,505th globally. In the General Ranking "Top-20" Universities of the Republic of Kazakhstan-2023, annually conducted by the Independent Agency for Accreditation and Rating, the university is ranked among the top 10 leading universities in the country. (<https://iaar.agency/rating>). As a result of the quantitative differentiation of educational programs in the General Ranking of Higher Education Institutions of Kazakhstan "TOP-20," the Kazakh National Women's Pedagogical University ranked 8th among universities. According to data from the National Accreditation and Rating Agency for Higher Education (IQAA), the university ranked 2nd in the general ranking of higher pedagogical institutions in Kazakhstan. The information is available on the university's website in the "Accreditation" section <https://qyzpu.edu.kz/ru/akkreditatsiya>.

The university collaborates with partner universities, as confirmed by its commitment to ensuring quality in this area of activity <https://qyzpu.edu.kz/ru/zarubezhnie-vuzi-partneri> (the list includes universities from CIS countries, Central Asia, Europe, and the USA). Outsourcing has been implemented for security services, food facilities, and medical services. All students of Kazakh National Women's Pedagogical University are assigned to Clinic No. 30, where medical services are provided free of charge.

Outsourcing is carried out through public procurement (tendering) via the state procurement web portal. Additionally, certain technical services and facility maintenance work are outsourced. The requirements for contractors are outlined in the technical specifications for the service. The provision of practice bases for students of the educational programs is also outsourced. This activity involves employers, university partners, both domestic and international lecturers, among others. Outsourcing is carried out in accordance with signed Memoranda, Agreements, university orders, and developed regulations and rules. [Rules for the organization and conduct of professional practice](#). The university sets requirements for its partners, primarily considering their ability to perform quality work (availability of specialists, material and technical base, experience, positive reputation, and other factors).

The university implements internal quality assessment procedures (KPI for faculty deans and department heads, quality control of academic activities and teaching).

The university demonstrates a system for encouraging faculty members to improve the quality of teaching and research activities, and there is a support system for academic staff that takes into account their publication and research activities (publications in high-ranking journals). These data were confirmed through interviews with the academic staff and university management.

The expert commission notes that the department heads of the accredited educational programs review the development plan of the programs and monitor its implementation. This information was confirmed through interviews with the academic staff and university management.

Based on the signatures and approvals in the Development Plans of the educational programs, it can be concluded that the documents are discussed at department meetings and approved at the faculty level. However, in interviews with the academic staff and management of the educational programs, this fact was not fully confirmed. The academic staff, students, and representatives of practice bases could not provide examples of direct participation in the development process, nor could they indicate where suggestions for improvement and alignment of the development plans for each program are documented. Published data on the frequency of plan reviews was not provided. However, in the interviews, the leaders stated that the review occurs once a year.

At the departments, roundtable discussions, scientific and methodological seminars, and department meetings are organized annually, with the participation of employers and students. Additionally, stakeholders are involved annually in the evaluation of educational programs, as confirmed by the provided reviews.

The presented development plans for accredited educational programs are approved for different periods. The educational program 7M01105 Pedagogy and Psychology is approved for the period from 2024 to 2027. <https://drive.google.com/drive/folders/1rbXimKwgSteANRjZH8QBg0VkfCOewhJw>, 7M01510 Computer Science from 2023 to 2025 <file:///C:/Users/HP/Downloads/%D0%9F%D0%BB%D0%B0%D0%BD%20%D0%A0%D0%B0%D0%B7%D0%B2%D0%B8%D1%82%D0%B8%D1%8F.pdf>, The educational program 7M01706 Foreign Language: Two Foreign Languages does not specify the approval date or the duration. <https://docs.google.com/document/d/1sZQt1V2OszRtNjL7g6Sk5EvkTS5K11La/edit>.

The documents include the results of a SWOT analysis for each accredited educational program (EP) and action plans for their implementation. However, the SWOT analysis for the accredited EPs is presented only in a table format, and general conclusions from the analysis are not provided.

The development plans for the educational programs 7M01105 Pedagogy and Psychology, 7M01510 Computer Science, and 7M01706 Foreign Language: Two Foreign Languages were created in alignment with the strategic goals and objectives of the university, its mission, and the social expectations of society regarding the intellectual, personal, and professional competencies of graduates. These competencies define graduates' readiness for productive academic, instructional, research, and extracurricular activities, contributing to the fulfillment of the needs of science and educational practice ([Development program](#)).

The achievement of the goals of the accredited educational programs is realized through the implementation of the university's mission and the main tasks of its development strategy, which are reflected through the university's targeted development indicators.

The development of the accredited educational programs takes into account regional needs in the educational services market through interaction with stakeholders, which was confirmed during discussions with the leadership of the programs, employers, and practice supervisors.

To support the core business processes at the university, a comprehensive set of internal regulatory documents has been developed to govern the implementation of the educational programs. The departments responsible for internal quality assurance, monitoring, evaluation, and analysis are the Department of Academic Program Development and Quality Assurance, and the Academic Program Development and Academic Quality Assurance departments.

At the NJSC "Kazakh National Women's Teacher Training University," an Internal Audit Service operates to oversee financial and economic activities, evaluate internal control systems, manage risks, ensure compliance with corporate governance documents, and provide consulting services aimed at improving the organization's operations. <https://qyzpu.edu.kz/ru/sluzhba-audita>.

The primary documents governing the activities of the Internal Audit Service include the Regulations on the Internal Audit Service of the NJSC "Kazakh National Women's Teacher Training University" and the Rules for the Organization of Internal Audits at the NJSC "Kazakh National Women's Teacher Training University."

During discussions with various focus groups, experts confirmed that the improvement of educational programs (EPs) and their development plans is largely facilitated by regular engagement with employers, risk analysis, and the implementation of innovative proposals from stakeholders. However, no documented evidence of the formal recording of these proposals was provided.

Based on interviews with EP leaders, it was established that risks identified within the framework of EPs are analyzed and discussed during departmental meetings. Although the published decisions resulting from these discussions were not provided, examples of measures taken to mitigate potential risks were cited (e.g., outreach to prospective applicants, employer surveys regarding graduate competitiveness, etc.).

The leadership of the accredited EPs presented evidence of program reviews conducted by representatives of educational organizations and employers. (<https://drive.google.com/drive/folders/1rbXimKwgSteANRJZH8QBg0VkfCOewhJw>).

The university has implemented a procedure for engaging external consultants with the necessary expertise in the development of educational programs. For instance, from October 27 to November 3, 2022, Dr. Thomas Harriott, a representative of Cambridge University, conducted educational seminars and served as an expert in program development.

Interviews with EP leaders revealed that innovative proposals are presented during departmental meetings, open class observations, and stakeholder engagements. However, explicit actions related to the design, analysis, and implementation of innovations are not clearly documented in departmental work plans or reports.

The leadership of EP 7M01706 "Foreign Language: Two Foreign Languages" confirmed that program leader A.T. Aliakbarova has completed training in educational program management.

The university and EP leadership demonstrate openness to all categories of stakeholders, as highlighted during interviews with various focus groups. Student survey data also reflected a high level of accessibility and responsiveness from university leadership. All respondents (100%, 13 individuals) rated this aspect as "very good." Furthermore, 92.3% of students (11 individuals) expressed satisfaction with the accessibility and responsiveness of university, school, faculty, and departmental leadership.

According to survey results from teaching staff, 71.4% rated the accessibility and responsiveness of university leadership as "very good," while 28.6% rated it as "good" (14 respondents in total). These findings indicate a satisfactory level of openness from university leadership towards both teaching staff and students.

Analytical Section

The External Evaluation Commission (EEC), based on meetings, discussions, and interviews with the rector, vice-rectors, heads of structural divisions, students, and faculty members, as well as surveys and document reviews, notes that the university has implemented a Development Program for 2023–2029. This program aligns with the current regulatory and legal framework of the Republic of Kazakhstan in the field of education and science. EP leaders, faculty, university staff, and students are familiar with its content, and all stakeholders have the opportunity to access the program.

The published quality assurance policy establishes a connection between research, teaching, and learning. This policy is reviewed annually by university leadership to ensure alignment with the institution's strategic directions, goals, and objectives. The EEC highlights that the university's strategic documents largely reflect the management of educational programs (EPs).

Development plans are in place for all accredited EPs, and they contribute to the implementation of the strategic plan. Experts verified the alignment between the university's strategic goals, EP objectives, and EP development plans. However, the EEC notes that not all stakeholders are aware of the EP development plans, nor do all stakeholders have the opportunity

to monitor changes or contribute suggestions to these documents. The processes of formulating and revising EP development plans lack transparency and accessibility for all stakeholders.

EP leadership has not fully demonstrated data regarding the discussion of development plans or the presence of effective mechanisms for their revision and improvement. Stakeholder participation in the activities of the university's collegial bodies has not been fully substantiated.

The EEC observes that EP development plans do not fully reflect the unique characteristics of individual programs and fail to include evaluation indicators tailored to the specifics of each accredited EP. The plans tend to be generalized and do not adequately highlight their connection to the distinctive development features of each program.

The EEC also notes that risks identified within EPs are discussed at departmental meetings but decisions on their mitigation and resolution are not documented.

Experts point out that innovative proposals from stakeholders are not consistently documented, and there is no evidence of their systematic integration into the educational process. There is a lack of clear planning for innovation management within departments and accredited EPs.

The EEC further highlights that, during discussions with faculty, employers, and alumni, it was established that all these groups have participated to varying degrees in discussions aimed at improving the accredited EPs. However, departmental documentation predominantly reflects and discusses proposals from employers, while a broader spectrum of stakeholder contributions needs to be recorded, discussed, and acted upon.

Finally, while risks identified within EPs are analyzed, the documentation does not adequately reflect measures taken to mitigate these risks.

Strengths / Best Practices:

No strengths were identified.

Recommendations by the EEC:

For University Leadership: Develop and Document a Risk Management Procedure: Establish a systematic approach to risk management by creating and documenting a corresponding procedure. Deadline: March 2025.

For the Leadership of EPs 7M01105 "Pedagogy and Psychology," 7M01706 "Foreign Language: Two Foreign Languages," and 7M01510 "Computer Science":

-Develop a Mechanism for Revising Development Plans: Create a mechanism to revise EP development plans, involving students, faculty, employers, and other stakeholders in the discussion process. Document proposals and decisions in annual reports and departmental meeting minutes. Deadline: Annually, starting May 25, 2025.

-Ensure Transparency in Development Plan Formulation: Regularly conduct a qualitative analysis of EP operations with the participation of employers, faculty, and students. Publish updates and changes on department webpages. Deadline: Annually, starting May 25, 2025.

-Formulate Criteria Reflecting the Uniqueness of EP Development Plans: Define positions (criteria) that emphasize the individuality and uniqueness of EP development plans, aligning them with the university's strategy and regional characteristics. Deadline: May 25, 2025.

-Organize Regular Training in Education Management: Plan and ensure regular participation in educational management training courses. Deadline: From May 2025 onward.

- Incorporate Actions on Innovation Analysis and Implementation. Include activities in departmental work plans to analyze and implement innovative proposals, while also motivating faculty for innovative engagement. Deadline: Regularly, starting May 1, 2025.

Conclusions of the EEC by Criteria

Standard: "Educational Program Management"

For EPs 7M01105 "Pedagogy and Psychology," 7M01706 "Foreign Language: Two Foreign Languages," and 7M01510 "Computer Science": *Strong positions: 0 / Satisfactory positions: 15 / Positions requiring improvement: 2*

6.2. Standard: "Information Management and Reporting"

- *The university must ensure the operation of a system for collecting, analyzing, and managing information based on modern information and communication technologies and software tools.*
- *The management of the educational program (EP) must demonstrate systematic use of processed and relevant information to improve the internal quality assurance system.*
- *The EP management must demonstrate the presence of a reporting system that reflects the activities of all structural units and departments within the EP, including an evaluation of their effectiveness.*
- *The university must define the frequency, forms, and methods for assessing the management of the EP, the activities of collegial bodies, structural units, and senior leadership.*
- *The university must demonstrate mechanisms for ensuring information security, including the identification of responsible individuals for the reliability, timeliness of information analysis, and data provision.*
- *The university must show the involvement of students, staff, and faculty in the processes of collecting and analyzing information, as well as decision-making based on the outcomes.*
- *The EP management must demonstrate the existence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution processes.*
- *The university must measure the level of satisfaction of faculty, staff, and students within the EP framework and provide evidence of addressing identified deficiencies.*
- *The university must evaluate the effectiveness and efficiency of its activities, including those related to the EP.*

The information collected and analyzed by the university within the framework of the educational program (EP) must take into account:

- *The dynamics of the student body categorized by forms and types of education;*
- *Academic performance levels, student achievements, and attrition rates;*
- *Student satisfaction with the implementation of the educational program (EP) and the quality of education provided by the university;*
- *Availability of educational resources and support systems for students;*
- *Employment rates and career advancement of graduates*
- *Students, staff, and faculty must provide documented consent for the processing of personal data.*
- *The EP management must facilitate the provision of all necessary information in the relevant areas of science.*

Evidence Section

The university's structure includes dedicated units responsible for the collection, technical processing, and analysis of information: the Department of Digital Development, the System Administration and Technical Support Office. The university ensures the operation of a system for collecting, analyzing, and managing information related to educational programs (EP) through the use of modern information and communication technologies and software tools. The information management process at the university is carried out in accordance with the legal and regulatory acts of the Republic of Kazakhstan and the university's internal normative documents, which are accessible at <https://qyzpu.edu.kz/ru/korporativnie-dokumenti>.

The university's activities are supported by a range of systems and resources, including: The official university website (<https://qyzpu.edu.kz>); An electronic document management system; A video surveillance system; A system for checking textual documents for plagiarism; An access control management system; A monitoring system for server and network equipment status; A corporate data synchronization system; A database backup system.

Since September 2023, the administration and management of the university's academic activities have been supported by the HeroStudy platform, designed for faculty, staff, and students.

Additionally, the university utilizes the Salem Office platform (<https://sed.qyzpu.edu.kz/sign-in>) for effective management, process automation, and ensuring document security. These tools enhance operational efficiency and maintain the integrity of institutional processes.

The university's regular reporting includes annual reports from structural units at various levels, the results of which are consolidated into the university's annual reports. The university administration oversees the processes of collecting, analyzing, and utilizing information regarding the educational programs offered, their context, resource availability, and the state of both the labor market and the educational services market. All structural units of the university are subjects of monitoring, and their leaders are responsible for conducting the monitoring process and ensuring the accuracy of the obtained information. As part of this process, sample questionnaires were provided to the External Evaluation Commission (EEC) (for example, [Questionnaire for TS 2024](#)), as well as the results of surveys such as "Faculty Through the Eyes of Students." [Teacher through the eyes of a student 2024.pdf](#), and "Assessment of Course Teaching Quality." [Assessment of the quality of teaching the course.pdf](#); and "Assessment of Satisfaction Among Participants in the Academic Mobility Program." [Academic mobility.pdf](#). The data presented in the reports confirm the university administration's commitment to analyzing the information received.

The information collected and analyzed by the university within the framework of educational programs (EP) through questionnaires, interviews, feedback, and reviews from stakeholders reflects various aspects of the educational process.

The External Evaluation Commission (EEC) notes that the questionnaires include questions related to satisfaction with the EP, the quality of education at the university overall, and the availability of resources. There is also data on the employment of graduates and their satisfaction with the knowledge acquired during their studies.

However, the EEC found insufficient evidence of documented procedures for analyzing and acting on the collected data within the accredited EPs. Based on the analysis of the provided documents, the EEC members observed a lack of comprehensive confirmation of the presence of key performance indicators (KPIs) in the evaluation of EPs and the university's overall activities. Additionally, the documents and stakeholder questionnaires did not include parameters for assessing the effectiveness of education and other activities under the accredited EPs.

During discussions with EP leaders, the EEC established that the data obtained from surveys includes stakeholder satisfaction (based on annual sociological studies). Decisions made by the Academic Council, Educational-Methodical Council (EMC), and the rector are communicated to staff.

Management documentation is stored in compliance with the requirements of the case nomenclature. Departments maintain annual development plans covering all areas of activity, which align with the strategic development plan of the university for 2024–2029.

The university has developed a "Regulation on Resolving Corporate Conflicts and Conflicts of Interest" (approved on February 22, 2021), which outlines general principles for conflict management and prevention.

Student surveys conducted during the IAAR EEC visit revealed that 92.3% (12 respondents) were fully satisfied with the clarity of disciplinary procedures, while 7.7% (1 respondent) were partially satisfied.

To prevent conflicts and their potential negative consequences, the university operates a [Mental Health Center](#). This center provides a space where faculty, staff, and students can address issues that may impact their health, mood, or academic/professional performance.

Common concerns addressed include relationship issues, stress, self-esteem, and appearance-related matters. Additionally, the Mental Health Center supports individuals dealing with other challenges such as introversion, panic, addiction, and similar difficulties.

At the university, the "Regulations on the Ethics Council" (approved on April 26, 2024) and the ["Regulations on the Disciplinary Commission"](#) (approved on November 21, 2019) have been developed. Ethical councils and commissions address complaints, providing graduate

students with a resource for resolving issues. Discussions with students revealed the existence of an anonymous complaint submission system that ensures confidentiality and safeguards the rights of students.

During interviews with faculty members and students, it was confirmed that applicants sign a consent form for the processing of personal data upon admission, while faculty members provide similar consent when signing employment contracts. Consent for the collection of personal data is confirmed by signing an electronic document through the Salem Office program.

Survey results indicate that in response to the question regarding the assessment of faculty involvement in the process of making managerial and strategic decisions, 52.4% (11 respondents) rated it as "very good," and 47.6% (10 respondents) rated it as "good."

Students' access to information in relevant scientific fields is provided through the University Scientific Library's website. The university's electronic library is hosted on the website <http://lib.kazmkpu.kz/info/ru>. The Scientific Library hosts an electronic catalog, available at <http://e-lib.kazmkpu.kz/>, powered by the IRBIS software, which contains 7,000 records. The University Library provides students and faculty with access to databases such as IPR Books, Polpred, Alembook, Web of Science, and Elsevier (Scopus). The library has implemented software and technical support to automate core library processes and has developed electronic resources, including thematic full-text databases, a database of scientific articles, and other electronic collections. Access to these electronic information resources is available through the library's website.

The Scientific Library conducts annual monitoring to ensure that students are adequately provided with academic and scientific literature for educational programs (EPs). It also subscribes to national and international periodicals and maintains access to electronic databases.

Analytical Section

In examining compliance with the criteria of the "Information Management and Reporting" standard for the accredited educational programs, the commission confirms that the university operates a system for the collection, analysis, and management of information based on the use of ICT and software tools. These systems support all aspects of the university's activities, including administration, academic operations, and information dissemination. Document flow is carried out in both electronic and traditional formats; in accordance with the nomenclature, some documents are retained in paper format.

The collection and analysis of information are conducted within the timelines established by the university. The data includes information on student performance, enrollment statistics, and student mobility. Discussions with TS and students confirmed that the primary sources of information are the internal communication system and the university website. However, many participants indicated that the university website is not their primary source of information. The majority prefer using messaging platforms and the internal communication system. Many students highlighted the accessibility of educational resources and the availability of necessary literature in electronic format.

Based on the analysis of the provided documents, members of the External Evaluation Commission (EEC) note the need to refine and document the parameters for assessing effectiveness in evaluating educational programs (EPs) and the university's overall activities. It is recommended to include parameters for evaluating the effectiveness of education and other activities related to the accredited EPs in stakeholder surveys.

The EEC also notes that all faculty members involved in the accredited EPs confirm their consent to the processing of personal data when signing individual employment contracts. This information is securely stored in specialized university departments.

The commission notes that the university has an effective mechanism in place for ensuring information security, including the designation of responsible personnel for the accuracy and timeliness of information analysis and data provision.

Members of the EEC emphasize the need to establish and maintain a functional mechanism for interaction with students, TS, and employers in matters of data collection and analysis. It is recommended to document suggestions and the corresponding decisions in meeting minutes of the departments, particularly concerning the accredited educational programs.

Strengths / Best Practices:

No strengths were identified.

Recommendations:

The university administration is tasked with defining, documenting, and applying performance indicators for monitoring and analyzing results and effectiveness across educational programs (EPs). Deadline: April 2025.

The leadership of the accredited EPs must refine and incorporate key performance indicators (KPIs) for program functioning into their development plans. Deadline: September 2025.

The leadership of the accredited EPs is also required to record stakeholder suggestions and the corresponding decisions in department meeting minutes on a regular basis. Deadline: from May 1, 2025, onwards.

EEC Conclusions on Criteria:

For the standard "Information Management and Reporting," the educational programs 7M01105 "Pedagogy and Psychology," 7M01706 "Foreign Language: Two Foreign Languages," and 7M01510 "Computer Science" demonstrate the following evaluation: *Strong positions: 0/Satisfactory positions: 15/Areas requiring improvement: 2*

6.3. Standard: "Development and Approval of the Educational Program"

- *The university must demonstrate the existence of a documented procedure for the development of educational programs (EP) and its approval at the institutional level.*
- *The university must demonstrate that the developed EP aligns with the established goals and intended learning outcomes.*
 - *The EP management must identify the influence of disciplines and professional practices on the achievement of learning outcomes.*
 - *The university may present a graduate profile model of the EP, detailing learning outcomes and personal qualities.*
 - *The qualification awarded upon completion of the EP must be clearly defined, articulated, and aligned with a specific level of the National Qualifications Framework (NQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA).*
 - *The EP management must demonstrate a modular program structure based on the European Credit Transfer and Accumulation System (ECTS), ensuring the program and its modules (in terms of content and structure) correspond to the stated goals and facilitate the achievement of the intended learning outcomes.*
 - *The EP management must ensure that the content of academic disciplines and the learning outcomes are consistent with each other and with the level of education (bachelor's, master's, doctoral).*
 - *The EP management must provide evidence of external evaluations of the EP.*
 - *The EP management must present proof of the involvement of students, academic staff, and other stakeholders in the development and quality assurance of the EP.*
 - *The EP management must demonstrate the positioning of the EP in the educational market (regional, national, or international) and its uniqueness.*
 - *A critical factor is the EP's ability to prepare students for professional certification.*
 - *Another critical factor is the existence of dual-degree EPs and/or joint programs with foreign universities.*

Evidence Section

During the external expert commission, the university and the management of the accredited educational programs 7M01105 "Pedagogy and Psychology," 7M01706 "Foreign Language: Two Foreign Languages," and 7M01510 "Computer Science" demonstrated the existence of a documented procedure for program development (https://qyzpu.edu.kz/uploads/uploaded_files), its approval, and its functioning at the institutional level. The implementation of these programs is focused on developing the professional competencies of future graduates, aligning with the qualification frameworks of master's programs and professional standards (e.g., the "Teacher" Standard, 2022). These programs address labor market demands and meet the socio-economic needs of the state.

The development and approval of educational programs are regulated by internal documents and directives (<https://qyzpu.edu.kz/ru/normativno-pravovie-dokumenti>), as well as by the Law of the Republic of Kazakhstan "On Education," the State Compulsory Standard for Higher Education approved by the Resolution of the Government of the Republic of Kazakhstan, the State Compulsory Standard for Postgraduate Education, and other regulatory documents.

During interviews and meetings with the heads of the accredited educational programs, the existence of mechanisms for program development, their approval, documentation, and the publication of the program passport on the university website were confirmed. <https://qyzpu.edu.kz/ru/7m01705--inostrannij-yazik-dva-inostrannih-yazika>, <https://qyzpu.edu.kz/ru/7m01101--pedagogika-i-psihologiya-15>, <https://qyzpu.edu.kz/ru/7m01510---informatika>. The goals and principles of educational program development are aligned with the objectives of the University's Development Program for 2023–2029 (<https://qyzpu.edu.kz/ru/programma-razvitiya>), its mission, and vision, which reflect depth and relevance to the contemporary educational landscape of the Republic of Kazakhstan. Additionally, the programs comply with the National Qualifications Framework, professional standards, and are harmonized with the Dublin Descriptors and the European Qualifications Framework, with a strong focus on learning outcomes.

All methodological documentation is regulated by the Department of Academic Program Development and Quality Assurance and the Department of Academic Affairs. It is reviewed and recommended for implementation during meetings of the accredited educational programs, institutes, the Academic and Methodological Council, and the University Academic Council. The documents undergo a formal approval process with department heads, division heads, vice-rectors, and the university rector.

To evaluate the impact of disciplines and professional practices within the accredited educational programs on the formation of learning outcomes, program management conducts ongoing monitoring and alignment of the list of disciplines and their content with leading universities in the country and abroad. For instance, in the programs 7M01105 "Pedagogy and Psychology," 7M01510 "Computer Science," and 7M01706 "Foreign Language: Two Foreign Languages," numerous changes have been made, including the introduction of courses such as "Foreign Language (Professional)," "Development of Curriculum Methodology," "Theory and Practice of Foreign Language Teaching," and "Introduction to Modern Online Learning Methods." These updates reflect new trends influenced by the integration of employer requirements and labor market demands. Additionally, disciplines with similar titles were optimized. These changes and course introductions have been documented in departmental meeting minutes.

The goal of the educational program aligns with the intended learning outcomes, which are determined through various methods, including employer feedback, student surveys, expert reviews, and results from ranking evaluations conducted by national and international independent accreditation agencies. Feedback, reviews, and ratings play a crucial role in shaping and refining these outcomes <https://qyzpu.edu.kz/ru/rejtingi>.

The university has approved the existing types of academic plans, including the Educational Program (EP) plan for the corresponding field of study and the EP passport. These documents encompass the list of disciplines within the General Education Disciplines (GED), Basic Disciplines (BD), Major Disciplines (MD), and the Elective Component (EC), which are

developed based on the model curriculum for the respective EP. These plans are designed for the entire duration of the program (e.g., 1.5 years for specialized master's programs) in compliance with the State Compulsory Educational Standard (SCES) and the Rules for Organizing the Educational Process under the Credit Technology System, while also considering the preferences of students, employers, and Faculty Members (FM).

In accordance with the SCES of the Republic of Kazakhstan (RK), the academic plans ensure the proportional distribution of course credits between the BD and MD cycles in line with the European Credit Transfer and Accumulation System (ECTS). All goals and objectives are determined by the Regulatory Legal Acts (RLAs) of the RK, including the State Program for the Development of Education and Science in the RK for 2020–2025 (Government Decree of the RK No. 988, dated December 27, 2019), the "Kazakhstan-2050" Strategy, the Laws on Education of the RK, and the orders of the Ministry of Science and Higher Education of the Republic of Kazakhstan (MES RK) <https://qyzpu.edu.kz/ru/7m01706---inostrannij-yazik-dva-inostrannih-yazika-15-g>.

The results of student interviews and surveys demonstrated a 99% satisfaction rate with the quality of the Educational Program (EP) content. During the visit, over 95% of Faculty Members (FM) reported that the implemented EPs meet the expectations of the modern labor market and employers in terms of content and delivery.

For each accredited EP, a Catalog of Elective Disciplines (CED) has been developed in alignment with the preferences of students, employers, and FM. The CED has been published on the university's official website. <https://qyzpu.edu.kz/ru/obrazovatelnie-programmi-magistraturi>.

As part of the training of master's students in the Educational Program M01706 - Foreign Language: Two Foreign Languages, additional language courses were organized, including international IELTS preparation and academic writing courses to prepare students for professional certification.

At the "Academic Writing and Foreign Language Learning Center," native English speaker Kevin Harris conducts a Speaking Club, while Anyanwu Prince teaches the "Preparation for IELTS" course for master's students. <https://docs.google.com/document/d/1jcjabxRPpMdhtES-6eagzHdSHasLjYEa/edit?usp=sharing&oid=106430472637120019894&rtpof=true&sd=true>.

The university upholds and promotes a policy of transparency by participating in educational program rankings at both global levels (e.g., QS Central Asia, ARES, QS EECA, THE, and Webometrics) and national levels (e.g., IAAR, IQAA, and NJSC "Atameken").

In 2024, the master's program "7M01101 – Pedagogy and Psychology" secured first place in the national ranking of educational programs by IAAR. To enhance the quality of accredited EPs and align them with leading foreign universities, a 75% alignment has been achieved in the working curricula of the programs, ensuring continuity and high standards in the educational process.

The EP "7M01706 – Foreign Language: Two Foreign Languages" has undergone multiple external evaluations by various national agencies and the international Independent Agency for Accreditation and Rating (IAAR), ranking 9th among the top 10 programs in the Atameken rating.

Additionally, the EP "7M01510 – Computer Science" ranked second in the national educational program rankings by IAAR in 2023.

During the reporting period, the Faculty Members (FM) of the accredited Educational Programs "7M01105 – Pedagogy and Psychology," "7M01706 – Foreign Language: Two Foreign Languages," and "7M01510 – Computer Science" published over 20 articles in international scientific journals indexed in Scopus and ISI Web of Knowledge. Additionally, they have improved their h-index scores.

For the EP "7M01105 – Pedagogy and Psychology," the following achievements were recorded:

Publications: 20 articles in international journals indexed in Scopus, Web of Science, and similar databases, as well as 34 articles in journals recommended by the Committee for Control in

Education and Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan (MES RK). The h-index of the program's Faculty Members (FM) ranges from 2 to 3.

Projects: AP23490817: "Self-reflection as a tool for developing psychological culture among parents to prevent domestic violence" (2024–2026).

AP19679272: "Development of educational mobile applications for inclusive education of children with hearing impairments."

AP05133194: "Linguistic foundations and multimedia technologies for creating interactive educational programs in connection with the transition to Latin script."

For the Educational Programs (EPs), the following achievements were recorded during the reporting period:

7M01706 – Foreign Language: Two Foreign Languages/Publications: 21 articles published in international journals indexed in Scopus, Web of Science, and similar databases; 42 articles in journals recommended by the Committee for Control in Education and Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan (MES RK). h-index: 2–3.

7M01510 – Computer Science/ Publications: 22 articles published in international journals indexed in Scopus, Web of Science, and similar databases; 32 articles in journals recommended by the MES RK. h-index: 2–6. Project: Implementation of the research project AP19175729: "Development of an educational portal for teaching 3D modeling to future computer science teachers using augmented and virtual reality (AR/VR)."

Online Education: Students of the EPs "7M01105 – Pedagogy and Psychology," "7M01510 – Computer Science," and "7M01706 – Foreign Language: Two Foreign Languages" completed training courses on Coursera, providing opportunities for additional education.

International Collaboration: To enhance dual-degree education and foster collaboration, the university signed Memorandums of Understanding (MoUs) and agreements with several universities abroad. <https://qyzpu.edu.kz/ru/programma-dvudiplomnogo-obrazovaniya>.

The university has established partnerships with several international institutions, including: Mississippi Valley State University (MVSU, United States of America), Silesian University in Katowice (Republic of Poland), ISMA University of Applied Sciences (Latvia), National Research Tomsk Polytechnic University (Russian Federation). As part of the dual-degree program, Sabit Botagoz completed her studies at Mississippi Valley State University, USA. Details regarding the implementation of agreements for accredited Educational Programs (EPs) are presented in Table 3.

The academic programs are reviewed and updated annually in terms of content, working curricula, the list of elective courses, and practical pedagogical and research programs, taking into account the needs of students, employers, and Faculty Members (FM). Revisions and updates to the working curriculum are carried out and approved at the end of each academic year.

Overall, under this standard, the members of the External Expert Commission (EEC) were provided with supporting documents and materials aligned with the criteria of the standard. These materials included evidence of the active participation of employers, Faculty Members (FM), and students, as reflected in the minutes of meetings related to the accredited Educational Programs (EPs).

Analytical Section

During the visit, the leadership of the accredited Educational Programs (EPs) "7M01105 – Pedagogy and Psychology," "7M01706 – Foreign Language: Two Foreign Languages," and "7M01510 – Computer Science" reviewed materials related to the educational process and documentation confirming the formation, development, approval, and revision of the programs.

In addition to the academic plans for the EPs, the commission examined syllabi, passports of the accredited EPs, Individual Study Plans (ISP) of students, catalogs of elective disciplines, and regulatory documentation, which included feedback on the EPs from employers.

The review also encompassed agreements with international universities for dual-degree education, partnerships with internship bases, development plans for the accredited EPs,

certificates of Faculty Members (FM) and students, individual FM plans, professional development plans for FM, orders approving the topics of master's theses, and student achievement portfolios.

The leadership of the accredited Educational Programs (EPs) and Faculty Members (FM) demonstrated to the External Expert Commission (EEC) the procedures for forming, developing, and approving the EPs, along with documentation that included recommendations and feedback from external experts.

However, the commission emphasized the need to involve a larger number of external evaluations to enhance the successful implementation of the educational programs and the university's Academic Policy. This would ensure a comprehensive integration of modern scientific achievements, align the preparation of specialists with current labor market demands, and help mitigate potential risks, among other improvements.

During the visit, evidence was identified supporting the potential for dual-degree education, including agreements with international partners and student certificates. However, interviews with students revealed a lack of systematic work in this area and the absence of relevant information on the university's official website. The documents presented for the accredited Educational Programs (EPs) did not include clear indicators of the promotion and development of existing dual-degree or joint programs with international universities. Additionally, the accredited EPs' pages on the university's official website did not reflect information on this aspect.

The reviewed documents related to the content of the accredited EPs, including the balance between theoretical and practical disciplines and the selection of elective courses designed to achieve learning outcomes, demonstrate a systematic approach involving all stakeholders. These align with the regulatory requirements of the Ministry of Science and Higher Education of the Republic of Kazakhstan (MSHE RK) and the university's internal regulations.

The implementation of the accredited EPs generally ensures the required integrity, maintaining an appropriate balance between the theoretical and practical components of the educational process.

The enrollment dynamics for the EPs "7M01105 – Pedagogy and Psychology," "7M01706 – Foreign Language: Two Foreign Languages," and "7M01510 – Computer Science" show a positive trend overall. However, a clear articulation of the Graduate Model, published on the university's website, could serve as an effective tool for motivating prospective students.

The commission verified the transparency of the approval and management processes for the accredited EPs, which involve employers, Faculty Members (FM), and students.

Overall, the commission confirms the transparency of the process for developing the content of the accredited EPs and the active participation of all stakeholders.

Strengths / Best Practices:

No strengths were identified.

Recommendations:

Recommendations to the EP Leadership:

-development Plans for Accredited EPs: Incorporate activities for designing and implementing dual-degree and joint EPs in collaboration with both international and domestic universities. Deadline: February 1, 2025.

-transparency of Dual-Degree/Joint EP Initiatives: Systematically update information about the development and implementation of dual-degree and joint EPs on the university's website. Start Date: January 2025.

EEC Evaluation by Criteria:

Under the standard "Development and Approval of Educational Programs", the accredited EPs "7M01105 – Pedagogy and Psychology," "7M01706 – Foreign Language: Two Foreign

Languages," and "7M01510 – Computer Science" received the following assessment: Strong: 0/Satisfactory: 12/Needs Improvement: 0

6.4. Standard: "Continuous Monitoring and Periodic Evaluation of Educational Programs"

- The university must ensure the revision of the content and structure of its educational programs (EPs) in light of labor market dynamics, employer requirements, and societal demands.
- The university must demonstrate the existence of a documented procedure for monitoring and periodically evaluating EPs to ensure the achievement of their objectives. The results of these procedures should aim at the continuous improvement of EPs.

Monitoring and periodic evaluation of EPs should consider:

- the content of the programs in the context of the latest advancements in science and technology within the relevant discipline;
- changes in societal needs and the professional environment;
- student workload, academic performance, and graduation outcomes;
- the effectiveness of student assessment procedures;
- the needs and satisfaction levels of students;
- the alignment of the educational environment and support services with the objectives of the EPs.
- All stakeholders must be informed about any planned or implemented actions concerning the EPs. Any changes made to the EPs must be published.
- Support services should identify the needs of different student groups and evaluate their satisfaction with the organization of education, teaching, assessment, and the overall implementation of the EPs.

Evidence Section

The University has established a procedure for evaluating educational programs, governed by internal regulatory documents. The content of educational programs, curricula, syllabi, as well as programs for academic, practical, pedagogical, and research training, is reviewed and updated annually. The revision and updating of educational programs are carried out no more than once during the academic year by program leaders, the dean, and in collaboration with the faculty.

The procedure for making changes to accredited educational programs aligns with and adheres to the internal documents regulating the activities of such programs, including the University's Development Program for 2023–2029 (<https://qyzpu.edu.kz/ru/programma-razvitiya>), the University's Academic Policy (<https://qyzpu.edu.kz/ru/normativno-pravovie-dokumenti>), the Quality Assurance Policy (<https://qyzpu.edu.kz/ru/menedzhment-kachestva>), and other documents also published on the University's website.

To enhance the quality of the educational process, systematic monitoring of the implementation of educational programs is conducted, incorporating feedback from students. This includes their participation in selecting and forming the list of elective courses, developing topics for final projects, and providing opinions and suggestions following professional internships. Feedback from employers and other stakeholders is also considered.

The monitoring and periodic evaluation of educational programs focus on their objectives, content, learning outcomes, resources, student demographics, and external conditions affecting the implementation of the educational process. The monitoring and systematic oversight of the procedures for developing and updating accredited educational programs are carried out under the leadership of the Department for Academic Program Development and Quality Assurance, the Academic Affairs Department, and similar entities.

All academic achievements, changes, and developments related to the revision of educational program content, as well as the results of surveys and questionnaires assessing the satisfaction of students, employers, and faculty with the implementation of educational programs, are recorded and reflected in the "Hero Study" platform database (<https://admin.qyzpu.hero.study/ru/site/login#>).

The "Education" section on the University's website provides general information about institutes/departments, the library, details for students about the learning process, rules for conducting various types of exams and assessment procedures, a catalog of additional educational programs, the registrar's office, information about student dormitories, internships, career opportunities, and more.

Additionally, to facilitate monitoring by stakeholders of accredited educational programs, information about faculty members is published, along with materials in the "Women's Leadership and Entrepreneurship Center" section regarding normative legal acts, projects, the "Student Support Center," the "Center for Non-Formal Education," and other resources available to students.

The University implements a procedure for engaging external consultants, which encompasses not only employers but also faculty members from foreign educational institutions with expertise in educational program development. For example, from October 27 to November 3, 2022, Dr. Thomas Harriott, a representative of the University of Cambridge, conducted educational seminars and served as an expert in program development. Regular consultations with external experts include gathering feedback. International specialists are also included in the academic committees for educational program development, and meetings are held to discuss program content.

The University has established a practice for assessing the quality of educational program implementation. Evaluation mechanisms for accredited programs include peer observation, open faculty teaching sessions as per the plan, departmental discussions, surveys, sociological studies of participants in the educational process, feedback from external internship supervisors, and reviews of final projects (master's theses). The delivery of courses is monitored by an automated dispatch service system and by relevant university departments and services.

The University and the leadership of accredited programs, such as 7M01105 "Pedagogy and Psychology," 7M01706 "Foreign Language: Two Foreign Languages," and 7M01510 "Computer Science," systematically revise program content to align with labor market demands. This approach mitigates risks outlined in the University's internal documents and Program Development Plans concerning graduates' future employment and career growth.

During interviews with graduates and employers of accredited programs, members of the State Attestation Commission (SAC) were provided with evidence of stakeholder involvement in evaluating the content of educational programs.

The procedure for graduate students' professional internships at the University is governed by the Regulation on Postgraduate Education, which serves as the primary regulatory document defining the objectives, tasks, and requirements for the organization of internships, as well as the mechanisms for monitoring and evaluating their outcomes.

Changes made to the content of the educational program are communicated to all stakeholders through several key channels, ensuring transparency and accessibility of information for faculty, graduate students, and employers. All interested parties, including graduate students, faculty members, and employers, can access the updates via the following link: <https://qyzpu.edu.kz/ru/obrazovatelnie-programmi-magistraturi>.

Students are informed through tutor consultations, website publications, and updates to the educational and methodological database on the educational portal. Information for potential employers and applicants regarding changes is provided through the publication of educational programs in the Educational Program Registry on the website of the Ministry of Education and Science of the Republic of Kazakhstan.

Details about planned or anticipated actions, as well as all updates to the educational programs, are posted on the University's website (<https://qyzpu.edu.kz/ru/>) and on the websites associated with the relevant programs or departments. For the programs 7M01105 "Pedagogy and Psychology," 7M01706 "Foreign Language: Two Foreign Languages," and 7M01510 "Computer science," current information is available on <https://qyzpu.edu.kz/kz/7m01705--inostrannij-yazik->

[dva-inostrannih-yazika, https://qyzpu.edu.kz/ru/kafedra---informatiki-i-prikladnoj-matematiki,](https://qyzpu.edu.kz/ru/kafedra---informatiki-i-prikladnoj-matematiki)
[https://qyzpu.edu.kz/ru/fakultet-pedagogiki-i-psihologii.](https://qyzpu.edu.kz/ru/fakultet-pedagogiki-i-psihologii)

The analysis of survey results from students enrolled in accredited educational programs demonstrated a high level of satisfaction with the quality of program implementation:

- Academic workload and student requirements: 99% (12 respondents).
- Faculty requirements for students: over 99% (12 respondents).
- Clarity of requirements for successfully completing the educational program: over 99% (12 respondents).
- Objectivity of knowledge, skills, and academic achievements assessment: over 99% (12 respondents).
- Information provided to students about courses, educational programs, and the academic degree obtained: over 95% (11 respondents).

- Timeliness of student achievement evaluation: over 95% (11 respondents).

- Accessibility and clarity of evaluation criteria used by instructors: complete satisfaction.

Survey and interview data from students in the accredited programs indicate consistent monitoring by university departments and program leadership. This includes oversight of student workload compliance (per the State Compulsory Standards for Postgraduate Education), academic performance, graduation preparation, and information on graduation procedures, as well as the use of various assessment forms.

The student assessment system is primarily based on traditional postgraduate evaluation methods, such as the point-rating system, which is detailed in course syllabi.

Information regarding changes to the content of educational programs is communicated to all stakeholders directly by the leadership of the accredited programs, through faculty members responsible for organizing internships, as well as alumni via messaging platforms. All changes are documented in the minutes of program meetings.

The educational process includes enhancements in accounting for the workload of the programs and their components through the application of the credit system and ECTS. The total credit volume for the programs complies with the requirements and amounts to 90 ECTS. Each course within the specialty outlines general and specific competencies.

Areas of professional competence include educational (pedagogical), public outreach, and socio-pedagogical sectors.

The content of program modules is coordinated with employers, ensuring opportunities for adjustments to the educational program based on their recommendations.

During the mastery of the modules, students develop specific professional competencies. The sequence of course study is reflected in the structure and content of the working curricula, which are designed using a system of prerequisites.

[https://drive.google.com/file/d/19NGic0fCKbddEavadhkNuyrvzqtQBFjO/view?usp=sharing.](https://drive.google.com/file/d/19NGic0fCKbddEavadhkNuyrvzqtQBFjO/view?usp=sharing)

The effectiveness of the implementation of educational programs is measured by the quality of graduates and the employment rate.

The university has established support services to identify the needs of various student groups and assess their satisfaction with the organization of learning, teaching, evaluation, and the overall mastery of the educational programs through surveys, discussions with advisors and tutors, as well as feedback from program leadership.

Interviews with students and faculty, as well as survey results, showed high satisfaction with the content and informational richness of the university and faculty websites, with over 95% (19 respondents) expressing satisfaction.

Analytical section

The analysis of the documents reviewed during the visit of the Accreditation Expert Commission (AEC), as well as the results of interviews with students, faculty, alumni, and employers, demonstrates the coherence of the sequence in which courses are studied, in accordance with their continuity and interrelation across all accredited programs 7M01105 "Pedagogy and Psychology," 7M01706 "Foreign Language: Two Foreign Languages," and 7M01510 "Computer Science."

The university and the leadership of the accredited programs systematically organize the study of the needs of all stakeholders, conducting surveys and interviews for each specific educational program. However, during the interviews with students, faculty, and other stakeholders, the commission identified the lack of clear parameters for the monitoring procedure and periodic evaluation of educational programs, the results of which should aim at continuous improvement.

The commission notes that the university ensures the review of the content and structure of the educational programs, along with external expert evaluation. However, the process of publishing changes in official sources is not fully implemented.

Experts note that the university leadership conducts periodic evaluations of the accredited educational programs, which address changes in the needs of the professional environment, student workload, and academic performance. However, there is a need for a more comprehensive disclosure of the procedure for improving educational programs. Department and institute meetings discuss the analysis of students' academic success, the results of exam sessions, and decisions are made based on this analysis to improve outcomes.

Significant indicators of the quality culture within the university include the awareness of students and faculty about the Mission and Vision of Kazakh National Women's Teacher Training University (KNWTTU). The quality of educational services is determined by the outcomes of external expertise: the university's position in the national rankings, the completion of national and international accreditations, and the satisfaction of employers with the quality of graduates' training. The quality of educational services is further assessed through the satisfaction of students with the learning conditions, as well as the satisfaction of faculty and staff with their working conditions.

The university has successfully established a student support service, and mechanisms such as tutoring, advising, mentoring, and faculty guidance are in place.

The leadership of the accredited educational programs demonstrated documented materials during the visit, providing evidence of the involvement of employers, students, and other stakeholders in the development and revision of program content.

The university and the leadership of the accredited educational programs engage various stakeholders in the process of developing and revising the content of educational programs, courses, etc. Information about the review of educational programs is often communicated through department representatives and social media platforms such as WhatsApp, according to interviews with employers and other interested parties. In this regard, there is a need to improve communication with stakeholders regarding any actions taken with respect to the educational programs and to publish all changes on the university website.

Overall, the compliance of all educational programs 7M01105 "Pedagogy and Psychology," 7M01706 "Foreign Language: Two Foreign Languages," and 7M01510 "Computer Science" with the criteria of this standard was confirmed during meetings and interviews.

Strengths / Best Practices:

No strengths were identified.

Recommendations:

The university leadership and relevant departments must define and document indicators for monitoring and periodic evaluation of the educational programs to assess the achievement of program objectives, as well as procedures aimed at the systematic improvement of the program content. Deadline: by June 1, 2025.

The university leadership and the leadership of accredited educational programs should create a section on the university website for publishing and informing all stakeholders about planned and implemented actions regarding the content of the educational programs. Deadline: by June 30, 2025.

The university leadership should develop and document the regulations for the continuous improvement process of the educational programs and establish a mechanism for informing all

interested parties about any planned or undertaken actions concerning the educational programs.
Deadline: by June 30, 2024.

The conclusions of the External Expert Commission (EEC)

Based on the criteria for the standard "Continuous Monitoring and Periodic Evaluation of Educational Programs" for the educational programs 7M01105 "Pedagogy and Psychology," 7M01706 "Foreign Language: Two Foreign Languages," and 7M01510 "Computer Science" are as follows: Strong: 0/ Satisfactory: 8/ Require improvements:

6.5. Standard: "Student-Centered Learning, Teaching, and Assessment of Academic Achievement"

- *The leadership of the educational program (EP) should ensure respect and attention to the various groups of students and their needs, providing them with flexible learning pathways.*
- *The leadership of the EP should ensure teaching based on the latest achievements in global science and practice in the relevant field of study, using various modern teaching methods and assessment techniques that ensure the achievement of EP goals, including competencies and skills required for conducting scientific work at the required level.*
- *The leadership of the EP should define mechanisms for distributing students' academic load between theory and practice within the EP, ensuring that the content is mastered and that the EP goals are achieved by every graduate.*
- *An important factor is the presence of the institution's own research in the field of teaching methodologies for the EP disciplines*
- *The university should ensure that assessment procedures align with the planned results and goals of the EP.*
- *The university should ensure consistency, transparency, and objectivity in the mechanism for assessing learning outcomes in the EP. The criteria and methods for assessment should be published in advance.*
- *Evaluators should possess modern methods of assessing learning outcomes and regularly enhance their qualifications in this area.*
- *The leadership of the EP should demonstrate the presence of a feedback system regarding the use of various teaching and assessment methods.*
- *The leadership of the EP should demonstrate support for students' autonomy while simultaneously offering guidance and assistance from the instructor.*
- *The leadership of the EP should demonstrate the presence of a procedure for responding to student complaints.*

Evidence Section

The university ensures equal opportunities for students regardless of the language of instruction when forming individual educational programs aimed at developing professional competencies. The commission also highlights the uniqueness of the university, which, through its name, reflects its focus on educating women, including those from remote areas and villages across the country. The university takes various measures to meet the needs of diverse student groups and offers equal opportunities for course selection, scientific components, and flexible learning pathways.

Interviews with employers and students revealed that the leadership of the educational programs 7M01105 "Pedagogy and Psychology," 7M01706 "Foreign Language: Two Foreign Languages," and 7M01510 "Computer science " takes into account employers' opinions on increasing the number of courses related to foreign language teaching methodology.

The accredited educational programs are developed in accordance with the Dublin Descriptors and include a description of the level and scope of knowledge, skills, abilities, and competencies that students should acquire upon completion of the programs. These programs are based on learning outcomes, formed competencies, and the total number of credit units (ECTS). Continuous monitoring of the quality of teaching across all levels is conducted, and the results of surveys are discussed at departmental meetings. The procedure is regulated by the guidelines for

conducting surveys, approved by the decision of the Academic Council (Protocol No. 5, dated December 23, 2023).

Students of the accredited programs create individual study plans (ISP), which include the duration of the program, the required and elective courses, as well as the terms for pedagogical practice and other related elements.

As part of student-centered learning, the teaching staff (FM) of the accredited educational programs employs modern active learning methods, such as interactive lectures, discussions, debates, and case studies, which contribute to the development of professional competencies.

The effectiveness of these methods is evidenced by the high achievements of students in competitions, national and international conferences, thesis defenses, and successful academic mobility in foreign universities. One such example is Tolganai Akhmetova, a first-year master's student in the "7M01101 – Pedagogy and Psychology" program, who became the winner of the annual national research competition for master's students of higher education institutions in the Republic of Kazakhstan. She received a first-degree diploma from the Ministry of Foreign Affairs.

In the 2023-2024 academic year, in the "7M01706 – Foreign Language: Two Foreign Languages" program, Shakhsanyam Iskalinova, a first-year master's student in full-time study, participated in an academic mobility program at Silesian University in Katowice, Poland, from February 19 to June 30, 2024. Additionally, Sulu Munalbaevna Aralbaeva, a second-year master's student in the "7M01705 – Foreign Language: Two Foreign Languages" program, successfully studied at Vilnius University (Lithuania) as part of the external academic mobility program from September 1, 2023, to January 26, 2024.

Interactive technologies: The use of interactive whiteboards, projectors, audio and video materials helps to activate the cognitive activity of students. Characteristics of the student-centered approach in the accredited educational programs 7M01105 "Pedagogy and Psychology," 7M01706 "Foreign Language: Two Foreign Languages," and 7M01510 "Computer Science " include consideration of students' individual characteristics and needs, an emphasis on independent activity and reflection, and increasing personal responsibility for learning outcomes.

The teaching staff implementing the accredited educational programs actively employs modern teaching methods and technologies aimed at activating and enhancing student motivation. These include information and communication technologies, critical thinking strategies, individualized learning, elements of gamification, case study (PBL, TBL), interactive learning with multimedia tools, electronic posters, webinars, video conferences, video lectures, coaching, and many others.

The university has well-organized advisory and tutoring support systems. Students also receive the necessary information in departments, with the following consultative functions carried out by the faculties: the structure of the curriculum, credit filling, the procedure for completing practices, requirements for organizing independent work, assessment of learning outcomes, students' rights and obligations, the procedure for expulsion, reinstatement, and transfer, calculation of the average grade (GPA), integrated GPA, additional training (summer semester), and retaking courses.

The university and the management of the accredited educational programs have established a system for evaluating students' academic achievements. The assessment system is documented in the course syllabi under the "Course Policy" section. The educational programs developed by the university meet the new requirements, which expect future specialists to have diverse competencies. The level of competence and the degree of its formation are assessed considering the latest achievements in the field of knowledge assessment. An essential section in the syllabi is the assessment rubric for the course, which allows students to access the evaluation criteria, ensuring transparency and clarity in the assessment of learning outcomes.

<https://docs.google.com/document/d/1IvUag9ztLjy0wgHENNPcDPb-GMnb4WzP/edit?usp=sharing&oid=106430472637120019894&rtopf=true&sd=true>.

The mechanisms for ensuring the mastery of the educational programs (EP) are defined in various regulatory documents, including the "Rules for Conducting Current Academic Performance Monitoring, Intermediate, and Final Assessments of Students," as well as the university's internal regulations. These documents govern the processes related to students' academic activities, their assessment, and support throughout their education.

The management of the educational program tracks students' progress along their educational trajectory through individual study plans (ISPs). Each student has an individual plan approved by the dean of the faculty, and the academic service monitors the implementation of this plan.. <https://adilet.zan.kz/rus/docs/V1100006976>. Additionally, the "Hero Study" information system is used, which allows for the registration of all students' academic achievements and helps monitor the implementation of individual study plans (ISPs). This system plays a key role in tracking students' progress and ensuring that their educational paths are followed according to the established requirements.

The educational programs under accreditation are designed to include pathways aimed at providing opportunities for additional education. For instance, the program 7M01706 "Foreign Language: Two Foreign Languages" offers two pathways: Educational Management and Intercultural Communication. Based on these pathways, the program leadership reviews the list of elective courses in response to stakeholder needs and proposals.

The university ensures an inclusive environment for students from diverse groups, including those with disabilities, by providing equal opportunities, which contributes to their success in mastering educational programs. For example, the Center for Inclusive and Special Education Development and the Mental Health Center offer support and resources to students with special needs.

An essential component of these accredited programs is conducting research on teaching methodologies for their respective disciplines. During the reporting period, faculty members involved in the implementation of accredited programs such as 7M01105 "Pedagogy and Psychology," 7M01510 "Computer Science," and 7M01706 "Foreign Language: Two Foreign Languages" developed and integrated several educational materials into the curriculum. Notable examples include:

Methodology and Technique of the Organization of Scientific Research (an electronic textbook) by A. Zh. Sapargaliyeva and R. K. Aralbaeva;

Technologies for Psychological Support of Preschool Children (an electronic resource) by Kh. T. Sheryazdanova and G. M. Kasymova;

Play Therapy in Addressing Childhood Anxiety and Technologies of Developmental Games for Preschool Children by G. M. Kasymova.

Additionally, faculty members of the "Professional Training in Foreign Languages" department, Z. Kurmambayeva and A. Zadakhonova, conducted a training for middle and high school teachers organized by the Regional English Language Office of the U.S. Embassy in collaboration with ARELLA from January 26 to April 30, 2023. They also developed educational courses on digital platforms in education as part of a joint project with the U.S. Consulate titled Scaffolding PUDP. <https://docs.google.com/document/d/1SE4YvH30Zr1XFCOJLPV-a692hsbL80ZF/edit?usp=sharing&oid=106430472637120019894&rtpof=true&sd=true>.

The methods and teaching technologies proposed by the faculty of the accredited educational programs are reflected in the textbooks and educational-methodical materials developed by the teaching staff. The peer visits to classes conducted by the faculty members of the accredited programs also contribute to the improvement of teaching methods aimed at enhancing student-centered learning.

Within the university, the transparency of the student performance evaluation process is ensured, allowing students to be informed about the criteria and methods of assessment. The commission was presented with the "Hero Study Space" system, which not only ensures transparency in assessment procedures but also includes various interactive forms of the learning process.

The university and the leadership of the accredited educational programs create all the opportunities for the systematic professional development of the faculty members implementing the programs, certification, participation in international programs, scientific research competitions, and so on.

The content of accredited EPs is developed within the framework of a competency-based model for training specialists in accordance with the SCES for higher and postgraduate education. This development is guided by the credit volume across cycles of disciplines (BD, MD). Modules are structured in alignment with the SCES and include General Education Disciplines (GED), Basic Disciplines (BD), and Major Disciplines (MD). The distribution of the University Component (UC) and Elective Component (EC) within the cycles of BD and MD for master's degree EPs is determined independently, with the UC comprising 60% and the EC 40%.

For example, in the EP 7M01706 "Foreign Language: Two Foreign Languages," the ratio of theoretical to practical disciplines is as follows:

Theoretical disciplines (63%): These include Curriculum Development Methodology, Theory and Practice of Teaching Writing and Reading Skills, Theory and Practice of Teaching Modern Foreign Languages, Annotation of Scientific Articles, Modern Technologies in Teaching Foreign Languages, Mixed Methods and Interdisciplinary Research, and Introduction to Modern Methods of Online Learning.

Practical disciplines (37%): These comprise Foreign Language (Professional), Design and Research Methods, Second Foreign Language, and Foreign Language for Academic Purposes.

As part of the final attestation, master's degree students are required to pass a written examination. The written examination includes the submission of an essay.

During the interviews, experts identified that the university and the leadership of the accredited EPs ensure alignment between the procedures for assessing learning outcomes, the planned results, and the objectives of the programs.

According to the survey results, students demonstrated a high level of satisfaction with the quality of the accredited EPs, teaching methods, accessibility of consultations, and the overall quality of education at the university:

- Overall quality of the EPs: over 99% satisfaction (12 respondents);
- Quality of the EP curricula: over 95% satisfaction (11 respondents);
- Teaching methods: over 99% satisfaction;
- Quality of teaching: all 13 students expressed full satisfaction;
- Academic workload and student requirements: over 99% satisfaction (12 respondents).

The commission also established through interviews that the university has implemented an effective system for handling complaints. Internal documents regulating the complaint resolution process are published on the university's website: <https://qyzpu.edu.kz/ru/normativno-pravovie-dokumenti>. Additionally, a rector's blog has been created and is accessible to all interested parties. Complaints are also reviewed by the leadership of the EPs and departments.

Analytical Section

The information presented in the self-assessment report for this standard was largely confirmed during the EEC visit.

The accredited EPs—7M01105 "Pedagogy and Psychology," 7M01706 "Foreign Language: Two Foreign Languages," and 7M01510 "Computer Science"—ensure equal opportunities for students in terms of accessibility, choice, and consideration of individual needs and capabilities. The university's educational activities are grounded in the principles of student-centered learning and teaching.

Special attention is given to independent student activities, the accommodation of special needs, and reflection through flexible learning pathways, diverse pedagogical methods, varied forms of instruction, and regular assessment of learning outcomes. The educational environment supports students' individual development and enables them to achieve their professional growth objectives.

An important factor is the university's engagement in research on teaching methodologies for the disciplines within the accredited EPs. Faculty members actively contribute to the implementation of innovative teaching methods and approaches, including scientific projects that address the needs of employers and stakeholders. They also develop proprietary teaching technologies. The outcomes of these methods are documented in implementation acts maintained by the departments delivering the accredited EPs.

Consistent evaluation of the effectiveness of elective courses has shown a stable positive trend in mastering the program content, aimed at the formation and development of students' professional competencies. Faculty members create favorable conditions for students to master disciplines, complete courses, and achieve academic and scientific degrees.

The university demonstrates systematic development and implementation of modern teaching methods and evaluates student satisfaction with internship placements and organization. However, the commission noted the absence of a defined feedback system for the use of diverse teaching methods and the evaluation of learning outcomes.

The quality of educational services is assessed through sociological research, surveys, and questionnaires involving students, faculty members, and other stakeholders.

Overall, evidence was provided confirming the operation of student-centered learning within the accredited EPs—7M01105 “Pedagogy and Psychology,” 7M01706 “Foreign Language: Two Foreign Languages,” and 7M01510 “Computer Science .

Strengths/Best Practices:

The FM implementing the accredited EPs have made significant contributions to the development of teaching methodologies, which are effectively applied in the educational process.

Recommendations:

The university administration and the leadership of the accredited EPs should develop and implement a feedback system within the educational process. This system should focus on the use of diverse teaching methodologies and the assessment of learning outcomes.

Deadline: June 1, 2025.

EEC Conclusions by Criteria:

For the standard "Student-Centered Learning, Teaching, and Assessment," the evaluation for the accredited EPs—7M01105 “Pedagogy and Psychology,” 7M01706 “Foreign Language: Two Foreign Languages,” and 7M01510 “Computer science ”—is as follows: **Strong:** 1/ **Satisfactory:** 9/ **Needs Improvement:** 0

6.6. Standard: "Students"

- *Policy and Transparency in Student Enrollment: The university must demonstrate a clear and transparent policy for forming its student body. Procedures regulating the student life cycle—from admission to graduation—should be well-defined, approved, and publicly accessible.*
- *Adaptation and Support Programs: The leadership of the EPs should provide special adaptation and support programs for newly admitted students and international students.*
- *Compliance with the Lisbon Recognition Convention: The university must demonstrate compliance with the Lisbon Convention on the Recognition of Qualifications. This includes having and applying mechanisms for recognizing the results of students' academic mobility as well as their formal, informal, and additional learning achievements.*
- *Opportunities for Academic Mobility: The university must provide opportunities for both external and internal academic mobility. It should also assist students in obtaining external grants for their studies.*
- *Encouragement of Lifelong Learning and Extracurricular Activities: The university should actively encourage students to engage in self-education and personal development outside the main program, including extracurricular activities.*
- *Support for Gifted Students: A key factor is the presence of mechanisms to support talented and gifted students.*
- *Collaboration with ENIC/NARIC: The university should demonstrate collaboration with other educational institutions and national centers within the European Network of National Information Centers on Academic Recognition and Mobility (ENIC/NARIC) to ensure comparable recognition of qualifications.*

- *Provision of Internships and Employment Support: The university must provide students with internship opportunities and demonstrate procedures to facilitate graduate employment and maintain connections with alumni.*
- *Issuance of Qualification Documents: The university should demonstrate procedures for issuing graduates qualification documents, including those reflecting achieved learning outcomes.*
- *Market-Relevant Skills: The EP leadership must demonstrate that graduates possess skills in demand by the labor market and that these skills are effectively aligned with labor market needs.*
- *Monitoring of Graduate Employment: The EP leadership must demonstrate the presence of mechanisms for monitoring the employment and professional activities of graduates.*
- *Alumni Association: A functioning alumni association or union is a critical component of the university's support ecosystem.*

Evidence Section

The Kazakh National Women's Teacher Training University implements accredited EPs—7M01105 “Pedagogy and Psychology,” 7M01510 “Computer science ,” and 7M01706 “Foreign Language: Two Foreign Languages”—in accordance with its Academic Policy.

Admissions are conducted based on the Standard Rules (Order of the MES RK No. 600 dated October 31, 2018, with updates in Order of the MES RK No. 189 dated December 15, 2022) and the Rules for Grant Awarding (Resolution of the Government of the RK No. 58 dated January 23, 2008, as amended by Resolution No. 772 dated September 7, 2023).

The Admissions Committee manages the document submission process, testing, and the formation of the student body. Admission-related information is published on the university website (Postgraduate Admission Rules), social media platforms, and information boards. Additionally, career guidance activities are conducted to attract applicants.

Each year, the university organizes an Adaptation Week for newly admitted master's students. During the first week of classes, academic advisors distribute the Student Handbook to every student within their academic stream. The handbook is regularly updated and published in sufficient quantities to ensure accessibility for all new and transfer students.

The University offers tuition fee discounts for students from various categories, including those from subsidized regions, socially vulnerable families, orphans, individuals with disabilities, and families with multiple children. For all students admitted to the University on a tuition-paying basis, discounts ranging from 15% to 100% are available, subject to the rules governing the provision of such benefits. Additionally, specific discounts ranging from 10% to 90% are offered for different categories. (Rules on the provision of tuition fee discounts for students at the Non-Profit Joint-Stock Company "Kazakh National Women's Teacher Training University," <https://drive.google.com/drive/folders/1O6PS4swy2IWrdPJQpRg0WmmvwbqOHpmh>). All master's students enrolled in accredited programs study on fully funded grant places. All master's students enrolled in the accredited EPs study under grant-funded positions.

Students participate in various types of internships at companies such as LLP "IT Center" and "STEM Solutions." During the 2022–2023 academic year, 105 participants, including 90 students and 15 faculty members, successfully completed courses organized by the IT company "QSTEM" (e.g., Front-End and Back-End Development, "Data Analysis," and others). Faculty members of the Department of Information Technology and Library Science, along with students, continue their training in the "Data Analysis" course.

The University collaborates with educational organizations and 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.

The University maintains a record of students' academic achievements through the "HERO Study" system. Documentation is kept on the results of current assessments, milestone evaluations, and interim examinations, as well as the calculation of the Grade Point Average (GPA). Upon successful completion of the final state certification, graduates receive diplomas and state-standard diploma supplements. Additionally, graduates are provided with a Diploma Supplement in English.

The International Cooperation Office facilitates academic mobility, partnerships with foreign universities, and the participation of faculty and staff in academic mobility programs. Student academic exchange is conducted under agreements with partner universities in Poland, Lithuania, and Turkey. Individual study plans are developed for participating students, ensuring the recognition of their studies towards their future qualifications.

During the 2023–2024 academic year, students enrolled in the program "7M01706 Foreign Language: Two Foreign Languages" participated in studies at foreign universities.

[Shakhsanyam Suhrabovna Iskalinova](#), a first-year master's student in the full-time program "7M01705 – Foreign Language: Two Foreign Languages," supported by a state grant, studied at the University of Silesia in Katowice under the external academic mobility program from February 19 to June 30, 2024.

[Sulu Mungalbaikyzy Aralbayeva](#), a second-year master's student in the full-time program "7M01705 – Foreign Language: Two Foreign Languages," studied at Vilnius University (Republic of Lithuania) under the external academic mobility program from September 1, 2023, to January 26, 2024.

From February 6 to 18, 2023, under the memorandum signed between universities, master's students completed an internship at Anadolu University in Turkey. Additionally, from September 25 to October 7, 2023, master's students from accredited programs 7M01510 – Computer Science and 7M01706 – Foreign Language underwent internships at the "[Center for Pedagogical Excellence](#)" and at Abylai Khan Kazakh University of International Relations and World Languages in Almaty.

Internal academic mobility is implemented at Abai Kazakh National Pedagogical University and Abylai Khan Kazakh University of International Relations and World Languages. In 2024, master's students from the 7M01510 – Computer Science and 7M01706 – Foreign Language: Two Foreign Languages programs also completed internships under agreements and a memorandum with Abai National University and Abylai Khan Kazakh University. (<https://drive.google.com/file/d/1aC5sFVdeeQk6CQALFuJHmhcwHyiZ0rJY/view?usp=sharing>)

Students of the accredited program 7M01101 – Pedagogy and Psychology are winners and prize-winners of international and national competitions as well as scientific-practical conferences. They actively participate in academic clubs, research conferences, and Olympiads and prepare articles for conferences.

Tolganay Akhmetova, a first-year master's student in the 7M01101 – Pedagogy and Psychology program, won first place in the annual national research competition for master's students in universities of the Republic of Kazakhstan and received a first-degree diploma from the Ministry of Science and Higher Education.

Master's students in the program participate annually in research competitions and consistently achieve significant results.

On October 28, 2022, a bilateral agreement was signed with the IT company "QSTEM" to establish mutual cooperation under the 7M01510 – Computer Science program. Based on this memorandum, a branch of the Department of Computer Science was established. The branch aims to facilitate the development of students' professional skills, provide opportunities for internships and practical training, and assist with employment.

Upon completing their internships, master's students summarize the collected materials, assess their sufficiency and reliability for writing their theses, and prepare an internship report. Students present their reports to a commission appointed by the institute director based on recommendations from the department's program leaders. The internship results are discussed during final conferences organized by the departments, with overall outcomes reviewed by the institute's academic and social committee.

The content of master's theses is monitored through the "StrikePlagiarism.com" system, installed across all university departments.

To enhance the scientific potential of master's students, academic seminars are organized, including: "Academic Writing", "Fundamentals of Scientific Research", "[Identifying and Justifying the Research Topic: A Review of Scientific Literature and Problem Context.](#)"

The University hosts a wide range of student organizations, including "Atameken," "Sert," "Royals," "Sanaly Urpaq," "NLO: Nazar Leaders' Union," "Volunteer League," "Zhastar Media," "Ak Qauyrsyn," "Zhastar Ruhy," "Kyz Zhibek," and "Enactus." These organizations serve as hubs for practical learning and creative development, fostering both academic and extracurricular growth.

To identify and support talented youth, the leadership of educational programs actively conducts promotional activities. The University provides financial assistance to students, with [100 of the institution's top students receiving awards.](#)

Students from the accredited programs 7M01105 – Pedagogy and Psychology, 7M01510 – Computer Science, and 7M01706 – Foreign Language: Two Foreign Languages actively participate in international and national forums and festivals. Talented students excel in subject-specific Olympiads, various creative events, and competitions.

Master's students from these programs consistently achieve high results, as documented in the accompanying achievements report https://drive.google.com/file/d/1y2x2UpAznBhI04V_EkRsju9jq2lZBibO/view?usp=sharing.

The University organizes an annual career fair (<https://www.instagram.com/reel/Cs3WYAoKwnu/?igsh=MXU3M2VnNDVpeG51aw%3D%3D>) featuring more than 100 employers who present over 1,000 job vacancies. Various companies and organizations participate in the fair, including education departments, general education schools, kindergartens, libraries, cultural institutions, and private schools, all offering positions for future young professionals.

The employment rate for students in the accredited program 7M01510 – Computer Science stands at 100%, while the overall employment rate for the University in 2024 is 92%.

Students are informed about the requirements of educational programs and the specifics of their implementation prior to enrollment through the placement of detailed information about the developed programs on the University's website (qyzpu.edu.kz/kz/7m01510---informatika).

The University maintains communication with its alumni at the institute level, many of whom continue to work in education as school directors, deputy directors for academic affairs, and teachers. These alumni are involved in determining the content of the educational programs developed by the University (<https://qyzpu.edu.kz/kz/a/news/577-glmira-anaj-izdar-universitet-z-tlektermen-matana-aladi>).

The connection with alumni is supported through social media, which provides information about events and activities planned at the department, institute, and university levels throughout the academic year.

Analytical Section

During interviews with students, the External Expert Commission (EEC) identified that the university implements special adaptation and support programs for newly admitted and international students through social networks and curators. All master's students affirmed that the university demonstrates significant responsibility towards newly admitted students. Additionally, the university offers tuition discounts of up to 100% for students enrolled on a fee-paying basis, which is a notable advantage among universities in the Republic of Kazakhstan (RK).

The organization of master's students' internships is carried out at a high level. The venues for internships are tailored to the specifics of each Educational Program (EP). The university actively collaborates with the Kazakh National Pedagogical University named after Abai and the Kazakh University of International Relations and World Languages (KAUIR&WL) named after Abylai Khan. A specialized structural unit, the "Practice and Career Department," operates within the university, ensuring the employment of graduates and students in accordance with the employment plan.

The high demand for graduates in the labor market is evidenced by a strong employment rate (92% across the university, 100% for the accredited EP 7M01510–*Computer science* in 2023, while data for 7M01105–*Pedagogy and Psychology* and 7M01706–*Foreign Language: Two Foreign Languages* is unavailable). Employers actively participate in the development of educational programs to align training with the requirements of the modern market. The university regularly holds meetings at the institute level to identify employers' needs.

During interviews, master's students mentioned an adaptation week. Advisors take full responsibility for mentorship and provide consultations on all relevant issues, primarily through WhatsApp groups. The university annually develops and distributes a "Guidebook" for first-year master's students. A unique feature is the rector's meeting with first-year students, where the rector personally addresses all questions from master's students.

The university has implemented a system for awarding monetary certificates from the rector for achievements in Research Work (RW) or other competitions, which allows students to enhance their scientific and teaching skills while gaining valuable experience. Each year, the rector awards 100 talented students with various monetary certificates. This financial support primarily targets participation in RW, covering all travel expenses for attending scientific conferences, Olympiads, and preparing articles for conference participation.

The university develops international cooperation at a satisfactory level, organizing academic mobility programs for students with partner universities in Poland, Lithuania, and Turkey.

An alumni association is considered an essential structural element of a comprehensive university. However, the External Expert Commission (EEC) of the Independent Agency for Accreditation and Rating (IAAR) noted during graduate interviews that the university lacks an alumni association. The university administration also acknowledges the need to establish an alumni association.

Strengths/Best Practices:

- The management of the Educational Programs (EPs) and the university provides tuition discounts of up to 100% and demonstrates significant responsibility towards newly admitted students. Additionally, the university implements high-quality adaptation and support programs.
- The university has developed a robust mechanism to support gifted students in participating in Research Work (RW).
- The university fully ensures that students have access to appropriate internship opportunities and actively facilitates graduate employment by directly collaborating with employers.

Recommendations of the External Expert Commission (EEC):

The university administration should establish an alumni association and implement an effective mechanism for alumni engagement with the university and the management of the accredited EPs. Deadline: May 2025.

EEC Findings by Criteria:

Under the "Students" standard, the EPs 7M01105–*Pedagogy and Psychology*, 7M01706–*Foreign Language: Two Foreign Languages*, and 7M01510–*Computer science* demonstrated the following: Strong positions: 3 / Satisfactory positions: 8 / Areas requiring improvement: 1

6.7. Standard: "Faculty Members"

- *Transparent Faculty Policy: The university must maintain an objective and transparent faculty policy across all Educational Programs (EPs), encompassing recruitment (including invited faculty), professional growth, and staff development, ensuring the professional competence of the entire faculty.*

- *Qualification Standards Compliance: The university must demonstrate that the qualifications of the Faculty Members (FM) align with established standards, the university's strategy, and the goals of the EPs.*
- *Shift to Student-Centered Learning: EP leadership must showcase how the role of faculty is evolving to support the transition to student-centered learning and teaching.*
- *Career Growth Opportunities: The university should provide opportunities for career advancement and professional development for faculty, including young educators.*
- *Industry Experts in Teaching: The university should involve industry professionals with relevant competencies that meet the requirements of the EPs in the teaching process.*
- *Motivation for Development: The university must demonstrate a mechanism to motivate faculty for professional and personal development.*
- *Use of ICT in Education: The university must showcase the extensive use of information and communication technologies (ICT) and software tools by faculty in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.).*
- *Academic Mobility and Recruitment of Experts: The university should demonstrate efforts to enhance academic mobility and attract leading foreign and domestic faculty members.*
- *Promotion of Quality and Integrity: The university must demonstrate the involvement of each faculty member in promoting a culture of quality and academic integrity within the institution and specify the contributions of faculty, including invited faculty, toward achieving EP goals.*
- *Regional and National Engagement: Faculty involvement in the development of the region's economy, education, science, and culture is a critical factor.*

Evidence Section

The university's faculty policy, guided by the Labor Code of the Republic of Kazakhstan, Faculty Policy, Internal Work Regulations, and the Regulations on Recruitment, Selection, and Hiring of Personnel, is built upon principles aimed at motivating Faculty Members (FM), enhancing qualifications, and providing well-equipped workspaces and classrooms for teaching.

Faculty Composition and Demographics: Accredited Educational Programs (EPs) maintain a 100% degree-holding faculty rate within their respective departments. The average age of faculty members in the Department of Computer science is 53 years. For the EP 7M01706 – Foreign Language: Two Foreign Languages, faculty ages range from 45 to 65 years. Faculty members of EPs 7M01105 – Pedagogy and Psychology, 7M01706 – Foreign Language: Two Foreign Languages, and 7M01510 – Computer science meet the qualification requirements, align with the University Development Program for 2023–2029, and support the goals of the EPs.

Recruitment and Selection: Faculty members are hired on a competitive basis for vacant positions in accordance with developed and approved job descriptions. The Human Resource Management Service, in collaboration with heads of structural units, oversees the personnel selection process based on the university's staffing plan. The final decision on hiring is made by the Rector upon the recommendation of the head of the structural unit. The university employs two recruitment methods: competitive selection of candidates and conclusion of employment contracts

Monitoring and Evaluation: The university administration sets standards for the implementation of EPs and conducts continuous monitoring of faculty activities, including assessments of competency and teaching quality. Faculty performance is evaluated by both the university administration and department leadership.

Regulatory Documentation: The university has established and published the following regulatory documents, which are accessible on the university's official website: Faculty Policy, Internal Work Regulations, Regulations on Recruitment, Selection, and Hiring of Personnel, Regulations on Faculty Certification, Regulations on the Competitive Selection Process for Faculty Positions (<https://qyzpu.edu.kz/ru/normativno-pravovie-dokumenti>).

The development of scientific and pedagogical staff in departments is achieved through the training of PhD candidates both within the university and via targeted programs in leading research centers across the Republic of Kazakhstan. Recent Achievements: In 2023, Abdramanova D.E., a senior lecturer of the 7M01105 – Pedagogy and Psychology EP, was admitted to doctoral studies on a grant basis in the specialty of Psychology.

Methodological Seminars: Methodological seminars within departments focus on integrating modern and innovative teaching methods into the educational process. Both experienced and young faculty members actively contribute, presenting well-reasoned proposals for implementing new teaching approaches, explaining their relevance and benefits for enhancing the learning experience. **Teaching Methods:** At various educational levels (BA, MSc), specific teaching methods are predominant: Bachelor's Level (BA): Emphasizes interactive approaches such as discussions, moderation, and case methods, fostering engagement and critical thinking. Master's Level (MSc): Prioritizes methods that enhance research skills, including: Formulation and testing of experimental hypotheses. Comparative analysis, Research-oriented tasks. These methods are tailored to align with the academic and professional development needs of students, ensuring the application of innovative teaching practices at every stage of education.

TS of the accredited educational programs (EPs) are actively engaged in collaborative research initiatives with leading institutions such as the Institute of Information and Computational Technologies and Turan University. **Key Projects and Faculty Involvement:** Assoc. Prof. Mekebayev N.O. Member of the research team for the grant project of the Ministry of Science and Higher Education (MES) in collaboration with the Institute of Information and Computational Technologies. Project Theme: "Development of an Integral System for Automatic Speech Recognition for Agglutinative Languages." Assoc. Prof. Kataev N.S. (Candidate of Pedagogical Sciences). Member of the research team for an MES grant project in partnership with Turan University. Turarbek A. Participates in: Project AR23487753 at Turan University. Project AR19577833 at the Institute of Information and Computational Technologies, Kazakhstan.

Grant Funding in Pedagogy and Psychology: Faculty members of the 7M01105 Pedagogy and Psychology EP contribute to MES-funded research projects, such as: Project Title: "Self-reflection as a Tool for Developing Psychological Culture among Parents to Prevent Domestic Violence." Lead Researcher: Candidate of Psychological Sciences Bapaeva M.K. Total Funding: 77 million KZT (2024–2026) https://drive.google.com/drive/folders/1stuzs1Hjc3WpERPbVMjxG1KdyX_250B . Project Documentation. Internal University Funding: Project Title: "Developing a Culture of Nonviolence in Families as a Factor Supporting Adolescents Prone to Victimization and Suicide." Lead Researcher: PhD Topanova G.T. Total Funding: 3 million KZT <http://surl.li/ywhnqy>. This active involvement in national and internal projects showcases the university's commitment to advancing research and addressing pressing societal issues.

Data from interviews with faculty members at Kazakh National Women's Teacher Training University indicates the presence of a structured incentive system for recognizing and rewarding personal contributions and achievements. **Key Components of the Incentive System:** Financial Rewards: Certificates with monetary bonuses. Material assistance for specific needs. Wellness allowances to support staff health and recovery. **Ongoing Development:** A material incentive system is being developed to reward faculty members based on their performance in institutional rankings. This comprehensive approach to incentives demonstrates the university's dedication to motivating faculty through tangible recognition, fostering a culture of excellence and professional growth.

Recognition and Achievements. In 2024, Dr. Khurlan Sheryazdanova was awarded the prestigious "Qurmet" Order for her significant contributions to science and education <https://qyzpu.edu.kz/ru/a/news/2272-professor-qyzpu-horlan-sheryazdanova-nagrazhdena-ordenom-krmet> . **Key Awards and Honors:** Dr. Khurlan Sheryazdanova and Dr. M.K. Bapaeva have been honored with the following titles and awards over the years: "Merited Worker of Kazakhstan", "Excellence in Education of the Republic of Kazakhstan", Ybyrai Altynsarin Award, "Best University Lecturer" title, Faculty members of the Department of Computer science received letters of appreciation from the Ministry of Education and Science of the Republic of Kazakhstan, including: Professor G.I. Salgaraeva, Professor S.M. Kenesbayev. These accolades highlight the university's strong commitment to excellence in academia and the recognition of its faculty's contributions at both national and institutional levels.

The university administration ensures favorable working conditions for TS, providing open access to library resources, organizing English language courses, facilitating the use of computer equipment, and offering support for participation in competitions and grants. In 2024, the university's trade union committee provided faculty members with vouchers for the "Köktem" sanatorium.

An annual plan is developed to enhance the qualifications of faculty members. Professors participate in short-term seminars, advanced training courses, and internships at educational centers in the Republic of Kazakhstan (RK) and abroad. Training seminars and workshops are conducted by leading professors from educational institutions in the Commonwealth of Independent States (CIS) and beyond.

To improve teaching expertise, faculty members of the Computer science Department, N.O. Mekebayev and N.S. Qatayev, completed an internship under the Bolashak Program at Lublin University of Technology in 2022. To ensure the qualification alignment of educators, external specialists are invited as part-time lecturers: Zh.N. Bisembayeva, M. Zhambylkyzy, D. Dauen, A.E. Belyalova, G.O. Seydaliyeva, Zh.B. Kurmambayeva, Sh.A. Akimbekova, and A.M. Zhalalova. Roundtable discussions are held with practitioner lecturer N. Malikova, who also contributes to the development of applied courses.

The active involvement of final-year students in the development of Educational Programs (EP) is encouraged. Second-year master's students of the Computer science Department, I.A. Sydykzhan and Zh.Zh. Zhumabekova, participate as consultants in EP development.

The university has an International Cooperation Department that facilitates faculty participation in the Academic Mobility Program. Leading scientists and specialists are regularly invited to the university to deliver lectures, seminars, and master classes.

To attract international specialists to the educational process and promote the academic mobility of faculty members (FM), the following experts were invited to the university in 2024: Professor Douglas Hartman from Michigan State University conducted seminars from September 17–20, 2024, under the Visiting Scholar Program <https://qyzpu.edu.kz/ru/a/news/2198-v-qyzpu-proshel-seminar-professora-duglasa-hartmana-v-ramkah-programmi-visiting-scholar> and Professor Claire Woods from Ulster University held lectures and seminars from September 27 to October 14, 2024. Professor Lynn Paine from Michigan State University conducted lectures and workshops on October 2, 2024. The topics covered in these sessions included: "Identify and justify research topics, review of research literature, and context of problems." "Pre-service English language teacher education in Kazakhstan: Exploring program content, structure, assessment, and standards." "Social Emotional Learning." <https://qyzpu.edu.kz/ru/a/news/2214-sotsialno-emotsionalnoe-obuchenie> Additionally, possibilities for developing international projects in collaboration with the faculty of the university were explored and discussed. <https://drive.google.com/file/d/12JSymELiMHUZOgZUFvz6bSxYuYkuIaAp/view?usp=sharing> From May 1 to May 15, 2023, Dr. Sarfaroz Niyozov, a professor from the University of Toronto, Canada, conducted a series of seminars titled "[School of Scientific Advisors](#)" for TS and supervisors of master's students in accredited educational programs (EP).

To ensure that faculty qualifications align with the specifics of disciplines within educational programs (Bachelor's and MSc), external part-time specialists with extensive practical experience are invited. Among these specialists are: Staff from the Sagadat Nurmagambetov *Military Institute of Ground Forces* (Zh.N. Bisembayeva), Staff from Al-Farabi Kazakh National University (M. Zhambylkyzy, D. Dauen, A.E. Belyalova), Staff from Abai Kazakh National Pedagogical University (G.O. Seydaliyeva, Zh.B. Kurmambayeva, Sh.A. Akimbekova, A.M. Zhalalova).

All academic documentation, including Educational Programs (EP), Working Curricula (RUP), Catalog of Elective Disciplines (CED), Academic and Methodological Complex of Disciplines (AMCD), and syllabi, is available in the Hero Study system, accessible to all students and faculty members. The university also provides a facility for recording massive open online courses (MOOCs) and laboratory sessions.

To attract highly qualified specialists from leading organizations, the university has introduced positions such as "Researcher" and "Teacher-Researcher." These roles reduce teaching workloads and offer additional compensation, [as regulated by the university's rules on labor payment, bonuses, and social benefits.](#)

The university annually awards monetary certificates to faculty members to encourage research activities. These funds are typically used for conference participation, publishing articles in high-impact journals, and renting laboratories and equipment. In 2023, based on 2022 research outcomes, certificates were awarded to: Professors G.I. Salgaraeva and S.A. Isaev, Associate Professor N.S. Kataev, Senior Lecturer A.S. Makanova (Department of Information Systems and Library Science).

Faculty members also receive bonuses during significant holidays such as Nauryz, Independence Day of Kazakhstan, International Women's Day (March 8), Teacher's Day, and others. Professors who mentor [students winning academic competitions are recognized with letters of appreciation and certificates.](#) Master's students of the Computer science EP—Zh. Zhumabekova, Zh. Akhmetkali, and G. Zhaybergenova—participated in the "Excellence in Youth Policy of the RK" competition, organized by the National Innovation Research Center "Bilim Örkenieti," where they won and received diplomas. The university also runs an internal funding competition for scientific, technical, and applied research, offering grants for faculty-initiated projects. In 2023, [a university intramural project](#) led by Senior Lecturer O. Kadyrbek, along with master's students Zh. Zhumabekova and G. Zhaybergenova, [received grant support.](#)

To support professional growth, the university assisted two young Computer science Department lecturers, [D. Khamza and A. Tulendi](#), in acquiring housing through the Otbasy Bank program. Additionally: Lecturer D. Khamza received a [Yessenov Launch Pad 2024](#) grant worth 600,000 KZT. Lecturer [M. Zharkynbek](#) won a 600,000 KZT grant for training organized by the Astana Hub International Technopark.

Faculty members involved in accredited educational programs (EPs) significantly contribute to the economic, educational, scientific, and cultural development of the region and the country. They actively engage in: Research activities, including the "Best University Teacher" competition, Publications in international impact-factor journals, Participation in grant funding competitions for projects <https://qyzpu.edu.kz/ru/a/news/172-zhoo-zdk-oitushisi-bajauina-mtkerler-anitaldi>. Ten faculty members implementing EPs received [scholarships under](#) the [500 Scientists](#) project. Six have already completed research internships at leading global universities, and four are scheduled to do so in 2024.

Analytical Section

The university administration and departments responsible for accredited educational programs (EPs) implement a personnel policy aimed at fostering and effectively utilizing motivated, high-performing staff.

The university supports faculty members (FM) engaging in research activities by creating positions such as Researcher-Teacher. These research-oriented roles are currently active, with two Computer science Department lecturers, N.S. Kataev and N.O. Mekebayev, having secured these positions through competitive selection to focus on scientific work. TS of accredited EPs are currently implementing five research projects funded by external sources, with a total funding exceeding 199 million KZT.

The university has developed regulatory documents governing faculty activities, including: Regulations on Defining General Qualification Characteristics of Faculty Positions and Equivalent Roles, Rules on Labor Remuneration, Bonuses, and Social Support for Employees (TS, administrative staff, and employees).

The university motivates young faculty to pursue doctoral degrees and supports the preparation of PhD-qualified academic staff. In 2024, lecturers A. Gumyrzak, M.B. Uakasova, and M.A. Amirbekova received grant-funded doctoral studies, while young lecturers A.A. Masimgazyeva, T. Maratova, and G.P. Mazhibayeva are currently enrolled in doctoral programs.

Following interviews with university leadership, department heads, structural unit staff, students, faculty, employers, and alumni, as well as a review of surveys, university infrastructure, and necessary documentation, the EEC highlighted the university's extensive support for FM: Professional development courses during winter and summer schools on topics such as language training, inclusion, academic writing, modern educational trends, artificial intelligence, and more <https://qyzpu.edu.kz/ru/seminari-nauki> . Facilities like the recording studio for MOOCs and laboratory sessions. TS actively employ new teaching technologies, such as video lectures and lessons.

In 2023, at the Advanced Training Center, lecturer Bazarbayeva from the Information Systems Department, in collaboration with Computer science Department faculty, conducted the "Digital Teacher" program for university staff, training 120 instructors. Recommendations and Areas for Development. To position itself as the leading pedagogical university in the country, the university must actively participate in: Planning sessions for developing school textbooks. Preparing a comprehensive plan for publishing digital textbooks for all school grades and creating necessary MOOCs for university courses.

Although the university has a recording studio for MOOCs and laboratory sessions, the EEC notes that the department plans do not currently include the publication of digital textbooks or author-created MOOCs. Addressing this gap would enhance the university's standing and effectiveness in educational innovation.

Strengths/Best Practices

-The university ensures a high-quality composition of faculty members (FM) that meet established qualification requirements, align with the university's strategy, and support the goals of the educational programs (EPs).

-The university has established Researcher-Teacher positions and developed several mechanisms for motivating the professional and personal development of FM.

Recommendations from the External Expert Commission (EEC)

The administration of the accredited EPs is advised to incorporate the following into departmental plans: Publishing digital textbooks, Developing author-created MOOCs, Mastering digital technologies. Deadline: June 30, 2025.

EEC Conclusions on Criteria

For the standard "Faculty Members", the EPs 7M01105 "Pedagogy and Psychology", 7M01706 "Foreign Language: Two Foreign Languages", and 7M01510 "Computer Science " have achieved the following positions: Strong positions: 2 /Satisfactory positions: 8 /Requires improvement: 0

6.8. Standard: "Educational Resources and Student Support Systems"

• *The university must guarantee that educational resources, including material and technical infrastructure, align with the goals of the educational programs (EPs).*

• *Leadership of the EPs must demonstrate the availability of modernized classrooms, laboratories, and other facilities equipped to support the achievement of EP goals.*

• *The university should demonstrate that its information resources meet institutional and EP requirements, focusing on the following areas:*

• *Technological Support: Adequate technological tools for students and faculty members (FM), such as online learning platforms, modeling software, databases, and data analysis programs.*

• *Library Resources: Sufficient collections of academic, methodological, and scientific literature in general education, basic, and specialized disciplines, available in both print and electronic formats. Access to periodicals and scientific databases should also be ensured.*

• *Plagiarism Detection: Mechanisms for plagiarism checks in research papers, theses, and dissertations.*

• *Educational Internet Resources: Provision of access to relevant online educational materials.*

• *Wi-Fi Accessibility: Availability of stable and functional Wi-Fi across the university campus.*

- *The university should create favorable conditions for conducting research, integrating science and education, and publishing the results of research conducted by FM, staff, and students.*
- *Efforts should be made to ensure that the educational equipment and software align with the tools used in the corresponding industries of the economy.*
- *Support Procedures: Leadership of EPs must demonstrate robust procedures for supporting diverse student groups, including providing timely information and consultations.*
- *Individual Trajectories: Ensure conditions that allow students to progress along their individual educational trajectories.*
- *Inclusivity: Address the needs of various student groups, including adult learners, working students, international students, and those with special educational needs.*
- *The university must ensure that the infrastructure meets all safety requirements.*

Evidence Section

The university operates four academic buildings with a total area of 75,771.3 m², equipped with educational resources, including material and technical facilities, and infrastructure aligned with the objectives of its educational programs. Additionally, the university provides seven student dormitories with a total area of 29,565.8 m², a student residence, sports halls, a swimming pool, a medical center, a library, the psychological center "Zhan Shuyagy," and various student clubs. Students have access to the university's socio-cultural and sports facilities as well as Wi-Fi connectivity.

The university is equipped with computers, components, projection, and sound equipment. It operates an "Automated Information System" database, an information and communication corporate network with internet access, and a university portal hosted on the server at <https://qyzpu.edu.kz/kz>. Departments responsible for accredited educational programs (EPs) have access to the necessary classroom facilities to deliver EPs such as 7M01105 Pedagogy and Psychology, 7M01510 Computer Science, and 7M01706 Foreign Language: Two Foreign Languages. In the 2023 academic year, the educational platform Hero Study was introduced, fully supporting students and academic staff in achieving the goals of these programs.

This year, the number of new university enrollments reached approximately 5,000 students. The university administration has effectively managed the significant increase in student numbers. A call center (phone: +7 727 237 0086) operates regularly to provide general information and advisory support. Support staff in the departments of educational programs are responsible for submitting procurement requests for furniture and educational equipment and ensuring the safekeeping of university property.

The university features 13 computer labs and 2 multimedia classrooms. Licenses for various software products have been acquired for students and faculty, including Microsoft Windows, Office 365, antivirus programs, 1C, Salem Office, Hero Study Space, Oqulyqkz, Plagiarism Detection Software, as well as educational [versions of programming software](#).

The University's Office of the Academic Quality Assurance conducts surveys among various student groups to identify their needs and assess their satisfaction with the educational process, teaching, evaluation, and mastery of educational programs. These [specially designed surveys](#) facilitate the evaluation of key aspects of the university's operations.

Information about the educational program, its objectives, operation, and development is disseminated through the following platforms:

1. Official website: <https://qyzpu.edu.kz/kz>
2. Instagram: https://www.instagram.com/phismathdt_qyzdaruniversity
3. Facebook: <https://www.facebook.com/qyzpueducz>
4. VKontakte: https://vk.com/qyzpu_edu_kz
5. YouTube: <https://www.youtube.com/c/QyzdarUniversitet%C4%B1>
6. Telegram: <https://t.me/kazmkpu/70>

The university has allocated classrooms in Building No. 3 (commissioned this academic year, located at 142 Bogenbai Batyr Street) for the "7M01510 Computer science" educational program. These classrooms are equipped with interactive whiteboards and video projectors, and 43 modern interactive panels were recently purchased. However, the Rector noted in a recent

address that there is an ongoing issue with the insufficiency of classrooms, laboratories, and other facilities equipped with modern technologies.

An essential source of information about the university, its programs, faculty, and other activities is the university's main website. Since 2023, the Hero Study educational platform has been implemented to comprehensively meet the needs of students, faculty, and departments in effectively managing educational programs. Corporate information systems have been introduced for various purposes, including electronic document management through Salem Office, an electronic library, the TrustMe mass contract signing system, subscriptions to Office 365, and corporate email accounts for staff and students under the domain @qyzpu.edu.kz. All applications, documents, and agreements are processed using electronic signatures within the document management system.

Institutional subscriptions provide access to electronic information resources, including the Republican Interuniversity Electronic Library (<http://rmebrk.kz>); the "a-books" electronic library (<https://alemlibrary.kz/login>); Wiley's academic literature (<https://onlinelibrary.wiley.com>); and Scopus, a comprehensive database of peer-reviewed scientific literature (<https://www.scopus.com>). Additionally, the university library offers access to its own resources through its website (<http://lib.kazmkpu.kz/info/ru>) with a total collection of 1,036,667 items, including 11,769 titles in electronic formats. Students have remote access to the library's electronic catalog (<http://e-lib.kazmkpu.kz>). Access is also provided to databases such as IPR Books, Polpred, Alembook, Web of Science, and Elsevier (Scopus).

Final qualifying works and master's theses undergo originality checks using the "StrikePlagiarism" system (<https://strikeplagiarism.com>). Plagiarism checks are conducted via the corporate ASAP system (up to three attempts) and the "StrikePlagiarism" platform (up to two attempts) https://drive.google.com/file/d/1T_kxkAclzDHDS1KsJmPRRRLh6lJvUE30/view.

The university ensures wireless Wi-Fi access across its campus with unlimited internet availability. All computers are connected to the internet.

Students actively participate in national student and graduate research competitions, scientific conferences, and publish research articles. Based on analyses of student research outcomes, the educational programs are continuously improved to develop innovative specialists who are adaptable to the changing demands of the labor market and technology and are proficient in teamwork. Annual events at the university include scientific conferences such as the international scientific-practical conference "Youth and Science: Today and Tomorrow" (<https://qyzpu.edu.kz/ru/konferentsii-i-meropriyatiya>), methodological seminars (<https://qyzpu.edu.kz/ru/seminari-nauki>), Olympiads, and other activities. Graduate students and faculty members actively participate in international scientific conferences, grant competitions, and research publications (<https://qyzpu.edu.kz/ru/proekti-i-publikatsii>).

The university's material and technical base, educational equipment, and software fully support all types of practical training and research activities for students and faculty outlined in the academic curriculum.

The university accommodates diverse groups of students, including those with different languages of instruction, individuals transitioning from secondary or technical education institutions, foreign students, and members of social groups such as persons with disabilities, orphans, working individuals, and students with families. Among the current student body are 15 visually impaired students, one hearing-impaired student, 80 orphans, and one student from Uzbekistan. These students are offered flexible learning schedules and accommodations during examinations to meet their specific needs.

Students actively participate in developing their individual study plans. Advisors support the creation of personalized educational trajectories and guide students' academic and professional activities.

The university operates a comprehensive digital video surveillance system and ensures information security through licensed Kaspersky Endpoint Security software. Medical services are

available on campus at an equipped medical center (<https://www.instagram.com/reel/C3VrDgkLnce/?igsh=cTE0cnIzYmhqbmc=>)..

The university employs an open and flexible approach to recognizing and transferring credits earned through academic mobility programs.

Campus facilities include ramps for accessibility. Faculty members develop tailored educational materials to support students with special educational needs.

Analytical Section

As a result of a visual inspection conducted by the members of the External Expert Commission (EEC), it was noted that the management of the educational program (EP) demonstrated the adequacy of material and technical resources as well as infrastructure. This is evidenced by the fact that the university's buildings and facilities comply with current sanitary standards and fire safety regulations. Furthermore, the lecture halls, laboratory facilities, classrooms, and other premises, including sports facilities, meet the established norms and requirements.

The management of the EP also demonstrated the alignment of informational resources with the specifics of the program. Experts highlighted the presence of laboratories equipped with modern tools and software that meet contemporary standards.

The EP management provides students with the opportunity to take additional online courses relevant to the program's specifics. The EEC noted that the university has implemented online learning supported by various platforms and technologies, including Zoom, Microsoft Teams, Bilimland, email, WhatsApp chats, Telegram channel resources, as well as digital applications such as LearningApps.org, Quizlet, Kahoot, Plickers, MOOCs, E-learning, and Padlet.

A survey of students conducted during the visit of the EEC of the Independent Agency for Accreditation and Rating (IAAR) revealed the following levels of satisfaction:

- Accessibility of library resources: 100% (13 respondents);
- Availability of the university's educational resources: 100% (13 respondents);
- Availability and accessibility of computer labs and internet resources: 100% (13 respondents);
- Lecture rooms and classrooms for large groups: 100% (13 respondents);
- Student recreation areas: 93% (11 respondents);
- Availability of scientific laboratories: 100% (13 respondents);
- Provision of dormitories for students: 100% (13 respondents).

The university demonstrated that it fosters an environment conducive to conducting scientific research, integrating science and education, and disseminating research outcomes produced by faculty, staff, and students.

The university emphasizes supporting diverse groups of students through comprehensive information sharing and consultation services. The management of the educational program showcased conditions that enable students to follow individualized educational trajectories.

The university provides a flexible learning schedule tailored to various student groups, including adult learners, working professionals, international students, and students with special educational needs. Additionally, a supplementary (summer) semester is available to support students who face challenges meeting academic requirements.

The university places significant emphasis on ensuring safety. However, it was noted that there are no safety hazard signs or yellow tactile pathways to assist students with special educational needs.

Strengths/Best Practices:

No strengths or best practices were identified.

Recommendations of the EEC:

The university administration should identify hazardous areas and develop a mechanism for implementing and verifying compliance with safety standards in the educational environment, taking into account the needs of inclusion. Deadline: September 2025.

Proposed formulation: To ensure a safe educational environment, the university administration should develop a mechanism for assessing, implementing, and verifying its compliance with safety requirements, considering the needs of inclusion. Deadline: September 2025.

EEC Conclusions on Criteria:

Under the standard "Educational Resources and Student Support Systems", the following evaluations were made for the programs 7M01105 "Pedagogy and Psychology," 7M01706 "Foreign Language: Two Foreign Languages," and 7M01510 "Computer science ": Strong positions: 0 / Satisfactory positions: 13 / Requires improvement: 0

6.9. Standard: "Public Information"

• *Information published by the university must be accurate, objective, up-to-date, and reflective of all areas of university activity within the framework of its educational programs.*

• *Public communication should support and clarify national development programs and the system of higher and postgraduate education.*

• *The university administration should employ diverse methods of information dissemination (including mass media, web resources, information networks, etc.) to inform the broader public and stakeholders.*

• *Information about the educational programs published by the university must be objective, up-to-date, and include the following:*

• *The purpose and expected outcomes of the educational program, along with the qualifications awarded.*

• *Details of the student achievement assessment system.*

• *Information on academic mobility programs and other forms of collaboration with partner universities and employers.*

• *Opportunities for students to develop personal and professional competencies and secure employment.*

• *Data reflecting the program's positioning in the educational market (at regional, national, and international levels).*

• *Additionally, the following are key requirements: Publishing reliable information about faculty members, categorized by individual profiles, on open platforms.*

• *Providing audited financial reports on the educational programs on the university's official website.*

• *Sharing information and links to external resources related to the outcomes of external evaluation procedures.*

• *Highlighting collaborations and partnerships, including those with scientific/consulting organizations, business partners, social partners, and educational institutions.*

Evidence Section

The university's website provides comprehensive information about the institution, including sections such as "About Us," "Admissions," "Education," "Research," "International Cooperation," "For Students," and "e-University."

Public Information Channels for Educational Programs (EP):

-Web Resources: Information about educational programs, academic curricula, events, achievements, and development prospects of the department is published on the university's official website (<https://qyzpu.edu.kz/ru>) and the department's web pages.

-Social Media: Platforms such as Instagram and TikTok are utilized to inform the public about news and events.

https://www.instagram.com/qyzpu_pedagogy_psychology?igsh=bmRtMTN3bXFhNWto,

https://www.instagram.com/phismathdt_qyzdaruniversity?igsh=d2x3Z3NwM2duN2Rr,

<https://www.instagram.com/qyzpu.natural.science?igsh=MWRxNzNjNmJndHgwA==>,

https://www.instagram.com/qyzpu_fillfak?igsh=bnV3YWk1YjJnaW42

https://www.instagram.com/qyzpu_socart?igsh=eDNraTFpNjZhMHFo;

- Traditional Information Stands: Departments and the university provide up-to-date information for students and staff through traditional information stands.

- Brochures and Visual Displays: Departments have developed informational brochures and visual displays for prospective and current students.

The university employs a variety of methods to disseminate information to the public and stakeholders.

- Ensure accessibility of information about programs for all stakeholders (enhancing transparency).

- Create a platform for communication between the university, students, and the public (improving engagement).

- Attract prospective students and stakeholders to the department and its educational programs.

A positive image of the departments in the external environment is fostered through public awareness of the departments' various activities.

<https://qyzpu.edu.kz/ru/istoriya-kafedri-teoriticheskoy-i-prakticheskoy-psihologii>

<https://qyzpu.edu.kz/ru/kafedra--professionalnogo-obucheniya> <https://qyzpu.edu.kz/ru/kafedra---informatiki-i-prikladnoj-matematiki> <https://qyzpu.edu.kz/ru/kafedra-professionalnoj-podgotovki-inostrannih-yazikov>.

The departments maintain openness to public engagement. Information about faculty members, educational programs, and current research is accessible on the university's website. Students have access to essential resources through the university portals, the electronic library (<http://e-lib.kazmkpu.kz/>), and online courses.

The description of educational programs (EP) tab includes [information on the development, updates, and approval processes for EPs](#), as well as their goals, expected learning outcomes, and awarded qualifications. Detailed information about EPs such as 7M01105 Pedagogy and Psychology, 7M01510 Computer science, and 7M01706 Foreign Language: Two Foreign Languages can be found at <https://qyzpu.edu.kz/ru/obrazovatelnie-programmi-magistraturi>. General program details, including descriptions and curricula, are accessible here. Course syllabi, which include details about each discipline, its objectives, content, assessment procedures, passing scores, and available learning opportunities, are available to students on the Hero Study educational platform.

While the [Academic Mobility](#) section of the university website does not include information about academic mobility programs, the university actively collaborates with Kazakhstani and international partner universities. The full list of [international partner universities](#) is available at <https://qyzpu.edu.kz/ru/zarubezhnie-vuzi-partneri#>.

Students widely use social media and messengers, so announcements about annual job fairs are published on platforms like Instagram and the university's official website. For employers and graduates, more formal channels such as email, partner websites, and professional networks are used. This year's "Job Fair – 2024" was promoted on the university's official website and social media to reach a broad audience (<https://qyzpu.edu.kz/ru/a/news/>).

Educational programs aim to train master's students capable of conducting scientific projects and research relevant to their areas of study. These programs include lectures, seminars, laboratory work, and the integration of modern technologies such as augmented and virtual reality (AR and VR).

The university places significant emphasis on open dialogue and collaboration with stakeholders. Meetings with students, employers, faculty, and staff are regularly held to address questions and provide reliable information. The university also actively engages with its audience on social media platforms such as Facebook (<https://m.facebook.com/100088647941926/>) with over 130 followers, Instagram (<https://www.instagram.com/qyzpukz?igsh=MWM0N2Y4cm9janJkYg==>) with over 18,600

followers, and YouTube (https://youtube.com/@qyzpu_university?si=23W8erCCYFmJpM6z) with over 3,000 subscribers.

The university implements joint agreements and memoranda of cooperation with higher education institutions, organizations, and research institutes from both near and far abroad. (<https://qyzpu.edu.kz/ru/zarubezhnie-vuzi-partneri#>)

Transparency in university operations is ensured through audited reports (<https://qyzpu.edu.kz/ru/auditorskij-otchet>) and external evaluations (<https://qyzpu.edu.kz/ru/akkreditatsiya> , <https://qyzpu.edu.kz/ru/rejtingi>). [Independent audits](#) are conducted annually, and their results are published on the official website.

Information on the positioning of educational programs in national and international rankings is available at <https://qyzpu.edu.kz/ru/rejtingi> .

Analytical Section

The university actively strives to enhance transparency and accessibility of information for all stakeholders. Its official website provides a wide range of information about the institution. An analysis of accredited educational programs (EPs) based on this standard reveals several conclusions: the information published by the university regarding EP development plans, partner universities in Kazakhstan, stakeholder collaboration, and academic mobility programs lacks accuracy, objectivity, and relevance. The commission highlights the need for systematic efforts to update the website with comprehensive information to ensure transparency. It is recommended to develop requirements and implementation procedures to guarantee the objectivity, accuracy, and relevance of all information provided on the website and social media platforms.

Details about educational programs, curricula, events, achievements, and future prospects are available on departmental web pages and social media accounts. The university utilizes diverse communication channels, including traditional information boards, brochures, and visual displays aimed at prospective and current students. However, IAAR's External Expert Commission (EEC) notes that development plans for EPs are not represented in the university's informational space. Additionally, there is no concise information available for master's students regarding the competencies and skills of future specialists.

The commission recommends prioritizing the dissemination of information regarding collaboration and partnerships. The university aims not only to inform but also to enhance interaction with the public by creating a communication platform for students, external partners, and stakeholders. To achieve this, regular meetings are held between the administration and various stakeholder groups, open house events are organized, and career guidance activities are conducted for high school students. While the university implements joint programs with higher education institutions, organizations, and research institutes locally and internationally, it lacks information about alumni, employers, and other stakeholders. Moreover, there is a need for comprehensive details on opportunities for personal and professional growth, as well as employment prospects for students. Information about Kazakhstani partner universities and stakeholder collaboration also needs to be included.

The Academic Mobility section does not contain details about available mobility programs, nor does it clearly outline the selection mechanisms for student participation in such programs.

In the Auditor's Report section (<https://qyzpu.edu.kz/ru/auditorskij-otchet>), outdated reports from 2020 and 2021 are posted, which are no longer relevant.

High employment rates of graduates (92% in 2024) indicate the quality of specialist training provided by the university. The institution is committed to ensuring transparency and accessibility of information, fostering dialogue and interaction with the public, and preparing in-demand specialists who are competitive in the labor market.

Strengths/Best Practices:

None identified.

Recommendations by the EEC:

- University Administration: Develop an internal monitoring system to ensure the objectivity, accuracy, and relevance of information on the website and social media. Deadline: April 1, 2025.

- University Administration and EP Leadership: Regularly update and maintain information on academic mobility programs, stakeholder collaboration, and partner universities on an ongoing basis. Deadline: September 2025.

- EP Leadership: Consistently inform graduates and other stakeholders about opportunities for students' personal and professional growth and employment prospects.

- University Administration: Ensure that audited financial reports on the university's web resource are regularly updated. Deadline: Ongoing from January 1, 2025.

EEC Conclusions by Criteria:

Under the standard "**Public Information**", the following ratings were assigned to EPs 7M01105 *Pedagogy and Psychology*, 7M01706 *Foreign Language: Two Foreign Languages*, and 7M01510 *Computer science* : Strong positions: 0/ Satisfactory positions: 9 /Needs improvement: 3.

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

Under the Standard "Educational Program Management":

No strengths identified.

Under the Standard "Information Management and Reporting":

No strengths identified.

Under the Standard "Development and Approval of Educational Programs":

No strengths identified.

Under the Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs":

No strengths identified.

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

The teaching staff implementing the accredited EPs have made significant contributions to the development of teaching methodologies for EP disciplines, which are effectively applied in the educational process.

According to the standard “Students”:

- The program administration and university management offer tuition discounts of up to 100% and take significant responsibility for enrolled students. They also implement high-quality adaptation and support programs.
- The university has developed a support mechanism for gifted students to engage in research activities.
- The institution fully provides students with internship opportunities and facilitates graduate employment by directly collaborating with employers.

According to the standard “Faculty and Teaching Staff”:

- The university forms a high-quality teaching staff aligned with established qualification requirements, institutional strategies, and program objectives.
- The university employs full-time researcher-teachers and has developed multiple mechanisms to motivate the professional and personal development of its faculty.

According to the standard “Educational Resources and Student Support Systems”:

No issues identified.

According to the standard “Public Information”:

No issues identified.



(VIII) REVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT FOR EACH STANDARD

According to the Standard "Educational Program Management":

For University Management: Develop and document a procedure for systemic measures in risk management. Deadline: March 2025.

For the Management of Educational Programs 7M01105 "Pedagogy and Psychology," 7M01706 "Foreign Language: Two Foreign Languages," and 7M01510 "Computer science ":

-Develop a mechanism for revising development plans for educational programs (EPs): Engage students, faculty, employers, and other stakeholders in discussions of these plans, ensuring that proposed changes and corresponding decisions are reflected in annual reports and departmental meeting minutes. Deadline: Annually, starting May 25, 2025.

-Ensure transparency in the development of EP development plans:

-Conduct a comprehensive analysis of the functioning of the EPs regularly, involving employers, faculty, and students. Publish updates on departmental web pages. Deadline: Annually, starting May 25, 2025.

-Formulate criteria reflecting the individuality and uniqueness of EP development plans: Align these criteria with the university's development strategy and regional characteristics. Deadline: By May 25, 2025.

-Plan and facilitate regular educational management courses for staff: Deadline: Starting May 2025.

-Incorporate actions into departmental work plans: Include activities aimed at analyzing and implementing innovative proposals and motivating faculty to engage in innovative practices. Deadline: Regularly, starting May 1, 2025.

According to the Standard "Information Management and Reporting":

For University Management: Define, document, and apply performance indicators for monitoring and analyzing the results and effectiveness of educational programs (EPs). Deadline: April 2025.

For the Management of Accredited EPs: Refine and incorporate key performance indicators for the functioning of EPs into their development plans. Deadline: September 2025.

For the Management of Accredited EPs: Record stakeholder proposals and decisions made regarding them in departmental meeting minutes. Deadline: Regularly, starting May 1, 2025.

According to the Standard "Development and Approval of Educational Programs":

For the Management of Educational Programs (EPs):

- Include activities related to the design and implementation of dual-degree/joint programs with domestic and international universities in the development plans of accredited EPs. Deadline: By February 1, 2025.

- Systematically update and publish information about the work on the design and implementation of dual-degree/joint programs on the university's website. Deadline: Starting January 2025.

According to the Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs":

For University Management and Relevant Departments: Define and document monitoring and periodic evaluation indicators for educational programs (EPs) to assess the achievement of program goals and develop procedures aimed at systematically improving the content of EPs. Deadline: By June 1, 2025.

For University Management and Accredited EPs: Allocate a dedicated section on the university website to publish and inform all stakeholders about planned and implemented actions related to changes in the content of EPs. Deadline: By June 30, 2025.

For University Management: Develop and document regulations governing the procedure for continuous improvement of EPs and implement a mechanism to inform all stakeholders about any planned or implemented actions concerning EPs. Deadline: By June 30, 2024.

According to the Standard "Student-Centered Learning, Teaching, and Performance Assessment":

For University and Educational Program (EP) Management: Develop and implement a feedback system within the learning process of accredited EPs to evaluate the use of various teaching methods and assessment approaches. Deadline: By June 1, 2025.

According to the Standard "Students":

For University Management: Establish an alumni association and develop a mechanism for effective interaction between alumni, the university, and the management of accredited educational programs (EPs). Deadline: May 2025.

According to the standard "Teaching Staff":

It is recommended that the administration of the accredited educational programs incorporate into the department's plan the publication of electronic textbooks, the development of proprietary MOOC courses, and the adoption of digital technologies. Deadline: June 30, 2025.

According to the Standard "Educational Resources and Student Support Systems":

The university administration is advised to identify hazardous areas and develop mechanisms for implementing and verifying compliance with safety parameters in the educational environment, taking into account the needs of inclusion. Deadline: September 2025.

According to the Standard "Public Information":

-The university administration should develop an internal monitoring system to ensure the objectivity, accuracy, and timeliness of information on the website and social media platforms. Deadline: April 1, 2025.

-The university administration and program management must ensure the regular publication and maintenance of up-to-date information on academic mobility programs, collaboration with stakeholders, and partnerships with other universities. Deadline: September 2025.

-Program management should regularly inform program graduates and all interested parties about opportunities for personal and professional development, as well as employment prospects for students.

-Audited financial reports should be kept up-to-date on the university's web resources. Deadline: ongoing, starting January 1, 2025.

(IX) RECOMMENDATION TO THE ACCREDITATION COUNCIL

(X) Appendix 1: Evaluation Table "Conclusion of the External Expert Commission"

Conclusion of the External Expert Commission on the Quality Assessment of Educational Programs. Programs Evaluated: 7M01105 Pedagogy and Psychology; 7M01510 Computer Science; 7M01706 Foreign Language: Two Foreign Languages; Institution: NJSC "Kazakh National Women's Teacher Training University"

№ п/п	№ п/п	Evaluation criteria	The position of the educational organization			
			Strong	Satisfactory	Implies improvement	Unsatisfactory
1. Standard: "Educational Program Management"						
1	1.	The university must demonstrate the development of goals and strategies for the advancement of educational programs based on an analysis of external and internal factors, involving a wide range of stakeholders.		+		
2	2.	The quality assurance policy should reflect the connection between research, teaching, and learning.				
3	3.	The university demonstrates the cultivation of a quality assurance culture.		+		
4	4.	A commitment to quality assurance must extend to all activities carried out by contractors and partners (including outsourcing), particularly in the implementation of joint or dual-degree programs and academic mobility initiatives.		+		
5	5.	The program administration ensures transparency in the development of the program's strategic plan, based on an analysis of its functioning, the university's actual market positioning, and its focus on meeting the needs of the state, employers, stakeholders, and students.		+		
6	6.	The program administration demonstrates the operation of mechanisms for the development and regular revision of the program's strategic plan, monitoring its implementation, assessing the achievement of learning objectives, alignment with the needs of students, employers, and society, and making decisions aimed at the continuous improvement of the program.			+	
7	7.	The program administration must involve representatives of stakeholder groups, including employers, students, and academic staff, in the development of the program's strategic plan.		+		
8	8.	The program administration should demonstrate the individuality and uniqueness of the program's strategic plan, ensuring its alignment with national development priorities and the educational institution's strategic objectives.		+		
9	9.	The university must provide clear definitions of those responsible for business processes within the program, the distribution of personnel duties, and the delineation of functions among collegial bodies.		+		
10	10.	The program administration ensures the coordination of activities among all individuals involved in the development and management of the program and its continuous implementation, actively engaging all stakeholders in the process.		+		
11	11.	The program administration must ensure transparency in the management system, the operation of the internal quality assurance		+		

		system, including its design, management, monitoring, and decision-making processes.				
12	12.	The program administration must implement effective risk management practices.			+	
13	13.	The program administration should ensure the participation of stakeholder representatives (employers, academic staff, and students) in collegial bodies governing the educational program and guarantee their representativeness in decision-making processes related to program management.		+		
14	14.	The university must demonstrate innovation management within the program, including the analysis and implementation of innovative proposals.		+		
15	15.	The program administration should exhibit openness and accessibility to students, academic staff, employers, and other stakeholders.		+		
16	16.	The program administration confirms the completion of training in educational management programs.		+		
17	17.	The program administration should strive to ensure that progress achieved since the last external quality assurance procedure is taken into account in preparation for the next procedure.		+		
Summary by standard			0	15	2	0
2. Standard: "Information Management and Reporting"						
18	1.	The university must ensure the operation of a system for collecting, analyzing, and managing information using modern information and communication technologies and software tools.		+		
19	2.	The program administration demonstrates the systematic use of processed and relevant information to enhance the internal quality assurance system.		+		
20	3.	The program administration demonstrates the existence of a reporting system that reflects the activities of all structural units and departments within the program, including an evaluation of their performance.		+		
21	4.	The university must define the periodicity, forms, and methods for assessing the management of the program, the activities of collegial bodies and structural units, and senior leadership.		+		
22	5.	The university must demonstrate a mechanism for ensuring information security, including the identification of responsible persons for the accuracy and timeliness of data analysis and reporting.		+		
23	6.	The university demonstrates the involvement of students, staff, and academic personnel in the processes of collecting and analyzing information, as well as in decision-making based on the results.		+		
24	7.	The program administration must demonstrate the existence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution processes.		+		
25	8.	The university must measure the level of satisfaction among academic staff, personnel, and students within the program and provide evidence of addressing identified shortcomings.		+		
26	9.	The university must evaluate the effectiveness and efficiency of activities, including within the scope of the program.			+	
		The information collected and analyzed by the university in the context of the program must account for:				
27	10.	Key performance indicators (KPIs).			+	
28	11.	The dynamics of the student population by forms and types of education.		+		
29	1	Academic performance, student achievements, and attrition rates.		+		

	2.					
30	1 3.	Student satisfaction with the implementation of the educational program and the quality of education at the university.		+		
31	1 4.	Accessibility of educational resources and support systems for students.		+		
32	1 5.	Employment and career advancement of graduates.		+		
33	1 6.	Students, staff, and faculty must provide documented consent for the processing of personal data.		+		
34	1 7.	The educational program management must facilitate access to all necessary information in relevant fields of science.		+		
Summary by standard			0	15	2	0
3. Standard: "Development and Approval of the Educational Program"						
35	1.	The university must demonstrate the existence of a documented procedure for the development of educational programs (EP) and their approval at the institutional level.		+		
36	2.	The university must demonstrate that the developed EP aligns with the established objectives and intended learning outcomes.		+		
37	3.	EP management must determine the impact of courses and professional internships on the formation of learning outcomes.		+		
38	4.	The university may demonstrate the existence of a graduate profile model for the EP, describing the learning outcomes and personal qualities.		+		
39	5.	The qualification awarded upon completion of the EP must be clearly defined, explained, and aligned with the designated level of the National Qualifications Framework (NQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA).		+		
40	6.	EP management must demonstrate the modular structure of the program, based on the European Credit Transfer and Accumulation System (ECTS), ensuring the alignment of the EP and its modules (in terms of content and structure) with the stated goals and orientation towards achieving the intended learning outcomes.		+		
41	7.	EP management must ensure the alignment of course content with learning outcomes and the corresponding level of education (bachelor's, master's, doctoral programs).		+		
42	8.	EP management must demonstrate the conduct of external reviews of the EP.		+		
43	9.	EP management must provide evidence of the involvement of students, faculty, and other stakeholders in the development of the EP and ensuring its quality.		+		
44	10.	EP management must demonstrate the positioning of the EP in the educational market (regional, national, or international) and highlight its uniqueness.		+		
45	11.	An important factor is the ability to prepare students for professional certification.		+		
46	12.	Another significant factor is the availability of dual-degree programs and/or joint programs with foreign universities.		+		
Summary by standard			0	12	0	0
4. Standard: "Continuous Monitoring and Periodic Evaluation of Educational Programs"						
47	1.	The university must ensure the revision of the content and structure of educational programs (EP) in response to changes in the labor market, employer requirements, and societal demands.		+		
48	2.	The university must demonstrate the existence of a documented			+	

		procedure for monitoring and periodic evaluation of EPs to achieve their objectives. The results of these procedures should be directed toward the continuous improvement of the EP.				
		Monitoring and periodic evaluation of EPs must address:				
49	3.	The content of programs in the context of the latest scientific and technological advancements in the specific discipline.		+		
50	4.	Changes in societal needs and the professional environment.		+		
51	5.	The workload, academic performance, and graduation rates of students.		+		
52	6.	The effectiveness of student assessment procedures.		+		
53	7.	The needs and satisfaction levels of students.		+		
54	8.	The alignment of the educational environment and support services with the objectives of the EP.		+		
55	9.	All stakeholders must be informed of any planned or implemented actions regarding the EP. All changes made to the EP must be published.			+	
56	10.	Support services must identify the needs of different student groups and assess their satisfaction with the organization of learning, teaching, assessment, and the overall EP experience.		+		
Summary by standard			0	8	2	0
5. Standard: "Student-Centered Learning, Teaching, and Assessment of Academic Achievement"						
57	1.	EP management must ensure respect and attention to the diverse groups of students and their needs, offering flexible learning pathways.		+		
58	2.	EP management must ensure teaching is based on the latest global advancements in science and practice in the field of study, utilizing diverse modern teaching methodologies and assessment techniques that guarantee the achievement of EP objectives, including competencies and research skills at the required level.		+		
59	3.	EP management must establish mechanisms for distributing students' academic workload between theory and practice, ensuring the mastery of content and achievement of EP objectives by every graduate.		+		
60	4.	An important factor is the presence of original research in the methodology of teaching EP disciplines.	+			
61	5.	The university must ensure that learning outcome assessment procedures align with the intended outcomes and EP objectives.		+		
62	6.	The university must ensure consistency, transparency, and objectivity in the mechanism for assessing EP learning outcomes. Criteria and methods for assessing learning outcomes must be published in advance.		+		
63	7.	Assessors must be proficient in modern methods of evaluating learning outcomes and regularly engage in professional development in this area.		+		
64	8.	EP management must demonstrate the existence of a feedback system for evaluating the use of various teaching methodologies and learning outcome assessment methods.		+		
65	9.	EP management must demonstrate support for student autonomy while providing guidance and assistance from instructors.		+		
66	10.	EP management must demonstrate the existence of a procedure for addressing student complaints.		+		
Summary by standard			1	9	0	0
6. Standard: "Students"						
67	1.	The university must demonstrate a policy for forming the student		+		

		body and ensure the transparency of its procedures. Procedures regulating the student lifecycle (from admission to graduation) must be defined, approved, and published.				
68	2.	EP management must provide special adaptation and support programs for newly admitted and international students.	+			
69	3.	The university must demonstrate compliance with the Lisbon Recognition Convention, including the existence and application of mechanisms for recognizing the results of students' academic mobility as well as outcomes of additional, formal, and informal learning.		+		
70	4.	The university must ensure opportunities for both external and internal academic mobility for students and assist them in obtaining external grants for education.		+		
71	5.	The university must actively encourage students toward self-education and development beyond the main program (extracurricular activities).		+		
72	6.	An important factor is the presence of a support mechanism for gifted students.	+			
73	7.	The university must demonstrate collaboration with other educational institutions 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 and demonstrate procedures for assisting graduates with employment and maintaining contact with them.	+			
75	9.	The university must demonstrate the procedure for issuing graduates documents confirming their qualifications, including achieved learning outcomes.		+		
76	10.	EP management must demonstrate that graduates possess skills demanded by the labor market and that these skills are genuinely sought after by employers.		+		
77	11.	EP management must demonstrate the existence of a mechanism for monitoring graduate employment and professional activities.		+		
78	12.	An important factor is the presence of an active alumni association or network.			+	
Summary by standard			3	8	1	0
7. Standard: "Faculty Members"						
79	1.	The university must have an objective and transparent personnel policy for EPs, including hiring (including guest lecturers), professional growth, and staff development, ensuring the professional competence of all personnel.		+		
80	2.	The university must demonstrate that the qualifications of the teaching staff (TS) align with the established requirements, the university's strategy, and EP objectives.	+			
81	3.	EP management must demonstrate the evolving role of instructors in relation to the shift towards student-centered learning and teaching.		+		
82	4.	The university must provide opportunities for career advancement and professional development for the TS, including junior faculty.		+		
83	5.	The university must involve professionals from relevant industries with competencies that meet EP requirements in the teaching process.		+		
84	6.	The university must demonstrate the presence of a mechanism to	+			

		motivate the professional and personal development of the TS.				
85	7.	The university must show extensive use of information and communication technologies (ICTs) and software tools by the TS in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.).		+		
86	8.	The university must demonstrate efforts to foster academic mobility and attract the best domestic and international faculty members.		+		
87	9.	The university must illustrate the involvement of each instructor in promoting a culture of quality and academic integrity within the institution and define the contribution of the TS, including guest lecturers, to achieving EP objectives.		+		
88	10.	An important factor is the involvement of the TS in advancing the economy, education, science, and culture of the region and country.		+		
Summary by standard			2	8	0	0
8. Standard: "Educational Resources and Student Support Systems"						
89	1.	The university must ensure that educational resources, including material and technical infrastructure, align with the objectives of the educational program (EP).		+		
90	2.	EP management must demonstrate the availability of classrooms, laboratories, and other facilities equipped with modern technology to achieve the EP objectives.		+		
		The university must demonstrate that its informational resources meet institutional and EP requirements, including:		+		
91	3.	Technological support for students and teaching staff (e.g., online learning, simulation tools, databases, data analysis software).		+		
92	4.	Library resources, including collections of educational, methodological, and scientific literature on general, core, and specialized disciplines in both print and digital formats, as well as access to periodicals and scientific databases.		+		
93	5.	Plagiarism detection mechanisms for research results, graduation projects, and dissertations.		+		
94	6.	Access to educational internet resources.		+		
95	7.	Functioning Wi-Fi across the campus.		+		
96	8.	The university must demonstrate that it provides conditions for conducting scientific research, integrating science and education, and publishing the results of research activities by the teaching staff, employees, and students.		+		
97	9.	The university should aim to ensure that the equipment and software used for mastering EPs are consistent with those used in relevant industries.		+		
98	10.	EP management must demonstrate the existence of procedures for supporting various student groups, including providing information and consultation services.		+		
99	11.	EP management must show conditions for enabling students to follow an individualized learning trajectory.		+		
100	12.	The university must consider the needs of diverse student groups, including adult learners, working students, international students, and those with special educational needs.		+		
101	13.	The university must ensure that its infrastructure complies with safety standards.		+		
Summary by standard			0	13	0	0
9. Standard: "Public Information"						
102	1.	Information published by the university must be accurate,			+	

		objective, up-to-date, and reflect all areas of university activity within the framework of the educational program (EP).				
103	2.	Public communication should support and explain national development programs and the system of higher and postgraduate education.		+		
104	3.	University management should utilize various channels for disseminating information (e.g., media, web resources, information networks) to inform the public and stakeholders.		+		
		The information published about the EP must be objective and current, including:		+		
105	4.	The objectives and intended outcomes of the EP, as well as the qualification awarded.		+		
106	5.	Details of the assessment system for student learning achievements.		+		
107	6.	Information about academic mobility programs and other forms of collaboration with partner universities and employers.			+	
108	7.	Opportunities for personal and professional skill development and future employment.		+		
109	8.	Data on the EP's positioning in the educational services market at regional, national, and international levels.		+		
110	9.	A key factor is the publication of reliable information about the teaching staff (PPS) by individual profiles on open resources.		+		
111	10.	The university must publish audited financial reports on its official website for the EP.			+	
112	11.	The university should provide information and links to external resources on the results of external evaluation procedures.		+		
113	12.	An important factor is the publication of information about collaboration and partnerships, including with research and consulting organizations, business partners, social partners, and educational institutions.		+		
Summary by Standard			0	9	3	0
Total			6	97	10	0

Appendix 2. The program of the visit to the educational organization



AGREED

**Chairman of the Board – Rector of
NJSC “Kazakh National Women’s
Teacher Training University”**

_____ **Qanay G.A.**
«___» _____ **2024 year**



АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ
НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА
INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

APPROVED

**General director of “Independent Agency
For Accreditation and Rating”**

_____ **Zhumagulova A.B.**
«___» _____ **2024 year**

**THE PROGRAM
OF THE VISIT OF THE EXTERNAL EXPERT COMMISSION OF
THE INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)
TO NJSC "KAZAKH NATIONAL WOMEN'S TEACHER TRAINING UNIVERSITY"
(international program accreditation)**

Date of the visit: November 7-9, 2024

Cluster 1 (program accreditation)	7M01105 Pedagogy and Psychology, 7M01510 Computer Science, 7M01706 Foreign Language: two foreign languages
Cluster 2 (program accreditation EX-ANTE)	7M01403 Artistic Work, Graphics and Design; 7M01509 Chemistry

Date and time	EEC's work with target groups	The position and full name of the target group members	Form of communication
<i>November 6, 2024</i>			

15.00-16.00	Preliminary meeting with the EEC	IAAR External Expert	Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
	Arrival of the members of the EEC		
18.00	Dinner	IAAR External Expert	
Day 1: November 7, 2024			
09.00-09.30	The distribution of responsibility among experts, the solution of organizational issues	IAAR External Expert	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
09.30-10.00	Meeting with the Chairman of the Board-Rector	Chairman of the Board - Rector - Qanay Gulmira Amirkhankyzy	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
10.00-10.15	Technical break		
10.15-11.00	Meeting with Board Members-Vice-Rectors	Member of the Board – Vice–Rector for Academic Affairs – Balazhanova Kymbat Member of the Board – Vice–Rector for Infrastructure Development - Dussipov Yerkin Member of the Board – Vice–Rector for Scientific Work and International Cooperation - Dzhumakulov Zakir Member of the Board – Vice–Rector for Strategic Development and Social Work - Zhanar Rysbekova Digital Officer - Kartbaev Timur Head of the Executive Office - Shintayev Nurzhan	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
11.00-11.10	Technical break		
11.10-11.50	Meeting with the heads of the structural divisions of the EO	Meirkulova Aida - Director of the Department of Academic Program Development and Quality Assurance Karbysheva Maria - Head of the Academic Program Development Department	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969

		<p>Imanbalina Asel - Head of the Academic Quality Assurance Department</p> <p>Abuova Nazira - Head of the Department for admission and career guidance</p> <p>Abdraimova Moldir – Director of the Department for Postgraduate Education</p> <p>Aytenov Nurakhmet– Director of the Department of Science</p> <p>Sugirbekova Kamila – Director of the Department of Strategic Development</p> <p>Elzhasov Rustam – Director of the Department of Infrastructure Development</p> <p>Bolegenova Gulzada – Director of the Department of Marketing</p> <p>Modovov Nurbul – Director of the Department of Digital Development</p> <p>Mikropulo Yulia – Director of the HR Department</p> <p>Esibaeva Aigul – Head of the Department for Academic Support</p> <p>Otegenova Asem– Director of the Library</p> <p>Amirjanova Raya – Head of the International Department</p> <p>Kattabekov Arslan – Head of the Department for Commercialization</p> <p>Israilov Baurjan – Head of the Department of Scientific Administration and Development</p>	Conference ID: 464 173 2969
11.50-12.00	Exchange of views of the members of the external expert commission	IAAR External Experts	<p>№ 116 Parasat Center, Academic Building №1 (EEC office)</p> <p>Connect to the Zoom Conference</p> <p>https://us02web.zoom.us/j/4641732969</p> <p>Conference ID: 464 173 2969</p>
12.00-12.40	Meeting with the deans of accredited EP	<p>Ashirbekova Jamal– Director of the Institute of Social and Humanitarian Sciences and Arts</p> <p>Orazaeva Gulzhan– Director of the Institute of Pedagogy and Psychology</p> <p>Salgaraeva Gulnaz – Director of the Institute of Physics, Mathematics, and Digital Technologies</p> <p>Ashinova Kunipa – Director of the Institute of Philology</p> <p>Baytasheva Gauhar – Director of the Institute of Natural Sciences</p>	<p>№ 215 Center for Sustainable Development, Academic Building №1</p> <p>Connect to the Zoom Conference</p> <p>https://us02web.zoom.us/j/4641732969</p> <p>Conference ID: 464 173 2969</p>
12.40-13.00	EEC's work	IAAR External Experts	<p>№ 116 Parasat Center, Academic Building №1 (EEC office)</p>

			Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
13.00-14.00	<i>lunch</i>		
14.00-14.15	EEC's work	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
14.15-15.00	Meeting with heads of departments and heads of the EP	Krykbaeva Sarah – Program Leader of the Department of "Professional Education" Myrzakhmetova Nurbala - Program Leader of the Department of Chemistry Gulmira Topanova - Program Leader of the Department of Psychology Aliakbarova Aigerim - Program Leader of the Department of Professional training of a foreign language" Aliya Ongarbayeva - Program Leader of the Department of Computer Science	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
15.00-15.10	Technical break		
15.10-16.00	Meeting with teaching staff of the EP	Appendix 1	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.00-17.00	Teaching staff survey (concurrent)	Appendix 2	The link is sent to the teacher's e-mail personally
16.00-16.10	Members of the EEC exchanging opinions	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference ID: 464 173 2969

16.10-17.00	Meeting with students of the EP	Appendix 3	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
17.00-18.00	Student survey (concurrent)	Appendix 4	The link is sent to the student's e-mail personally
17.00-17.50	Working with department documents and attending teaching staff classes on a schedule	Appendix 5	according to scedule
17.50-18.00	Discussion of 1st day of EEC's work	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
18.00-19.00	Dinner		
<i>Day 2: November 8, 2024</i>			
09.00-09.30	The work of EEC	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

09.30-11.30	Selective visits to EP practice base	Appendix 6	External IAAR experts according to the itinerary
11.30-13.00		Appendix 7	
13.00-14.00	Lunch		
14.00-14.20	Exchange of views of the members of the EEC	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
14.20-15.20	Meeting with stakeholders (representatives of practice bases and employers) (hybrid)	Appendix 8	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
15.20-15.30	Technical break		
15.30-16.10	Meeting with graduates of the EP (hybrid)	Appendix 9	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.10-16.30	Technical break	IAAR External Experts	
16.30-19.00	The work of the EEC, discussion of the results of the second day and profile parameters	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
19.00-20.00	Dinner		
<i>Day 3: November 9, 2024</i>			
09.00-11.30	The work of the EEC, the development and	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference

	discussion of recommendations		https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
11.30-11.40	Technical break		
11.40-12.30	The work of the EEC is the development and discussion of recommendations (<i>a record is being kept</i>)	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
12.30-13.00	The work of the EEC	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
13.00-14.00	Lunch		
14.00-16.00	The work of the EEC is discussed, decisions are made by voting (<i>recording is being kept</i>)	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference ID: 464 173 2969
16.00-16.30	The work of the EEC, Discussion of the results of the quality assessment	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.30-17.00	The final meeting of the EEC with the leadership of the university	Qanay Gulmira - Chairman of the Board - Rector Kymbat Balazhanova - Member of the Board – Vice–Rector for Academic Affairs Yerkin Dussipov- Member of the Board – Vice–Rector for Infrastructure Development - Member of the Board – Vice–Rector for Scientific Work and International Cooperation	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

		<p>Zhanar Rysbekova - Member of the Board – Vice–Rector for Strategic Development and Social Work Kartbaev Timur - Digital Officer Shintayev Nurzhan - Head of the Executive Office Meirkulova Aida - Director of the Department of Academic Program Development and Quality Assurance Imanbalina Asel - Head of the Academic Quality Assurance Department Abdraimova Moldir – Director of the Department for Postgraduate Education Aytenov Nurakhmet– Director of the Department of Science Bolegenova Gulzada – Director of the Department of Marketing Modovov Nurbul – Director of the Department of Digital Development Esibaeva Aigul – Head of the Department for Academic Support Ashirbekova Jamal– Director of the Institute of Social and Humanitarian Sciences and Arts Orazaeva Gulzhan– Director of the Institute of Pedagogy and Psychology Salgaraeva Gulnaz – Director of the Institute of Physics, Mathematics, and Digital Technologies Ashinova Kunipa – Director of the Institute of Philology Baytasheva Gauhar – Director of the Institute of Natural Sciences Krykbaeva Sarah – Program Leader of the Department of "Professional Education" Myrzakhmetova Nurbala - Program Leader of the Department of Chemistry Gulmira Topanova - Program Leader of the Department of Psychology Aliakbarova Aigerim - Program Leader of the Department of Professional training of a foreign language" Aliya Ongarbayeva - Program Leader of the Department of Computer Science</p>	
18.00-19.00	Dinner		

Abbreviations

IAAR - Independent Agency for Accreditation and Rating

EEC – IAAR External Expert Commission

EO – educational organization

EP – educational program



Appendix 3. Results of the teaching survey

**The questionnaire for teaching staff
NJSC "Kazakh National Women's Teacher Training University"**

1. Total number of questionnaires: 21

2. Position, %

Professor	3 (14,3%)
Associate Professor	8 (38,1 %) / 2 (9,5 %)
Senior lecturer	5 (23,8%)
Lecturer	3 (14,3%)
Head of Departments	0
Other	

3. Academic degree, Academic status

Honored Worker	0 (0%)
Doctor of Science	3 (14,3%)
Candidate of Sciences	7 (33,3 %)
Master's degree	4 (19%)
PhD	6 (28,6%)
Professor	1 (4,8%)
Associate Professor	3 (14,3%)
none degree	0 (0%)
other	0 (0%)

4. Work experience at this university

less than 1 year	4 (19%)
1 - 5 years	4 (19%)
more than 5 years	13 (61,9%)
Other	0,00%

№	Questions	Very good	Good	Relatively bad	Bad	Very bad	no answer
1	To what extent does the EP's content meet your scientific and professional interests and needs?	16 (76,2%)	5 (23,8%)	0,00%	0,00%	0,00%	0,00%
2	How do you assess the opportunities provided by the University for the professional development of teaching staff	18 (85,7%)	3 (14,3%)	0,00%	0,00%	0,00%	0,00%
3	How do you evaluate the university's opportunities for teaching staff career growth	11 (52,4%)	10 (47,6%)	0,00%	0,00%	0,00%	0,00%
4	How do you evaluate the faculty's degree of	10	11	0,00%	0,00%	0,00%	0,00%

	academic freedom	(47,6%)	(52,4%)				
	To what extent can teachers utilize their own resources						
5	- Learning strategies	14 (66,7%)	7 (33,3%)	0,00%	0,00%	0,00%	0,00%
6	- Teaching methods	17 (81%)	4 (19%)	0,00%	0,00%	0,00%	0,00%
7	-Educational innovations	13 (61,9%)	8 (38,1%)	0,00%	0,00%	0,00%	0,00%
8	How do you evaluate the university's efforts to organize medical care and disease prevention?	10 (47,6%)	11 (52,4%)	0,00%	0,00%	0,00%	0,00%
9	How much attention does the educational institution's management pay to the program's content?	20 (95,2%)	1 (4,8%)	0,00%	0,00%	0,00%	0,00%
10	How do you assess the sufficiency and accessibility of the required scientific and educational literature in the library?	18 (85,7%)	3 (14,3%)	0,00%	0,00%	0,00%	0,00%
11	Do you assess the level of conditions created that take into account the needs of different groups of students?	10 (47,6%)	11 (52,4%)	0,00%	0,00%	0,00%	0,00%
	Evaluate the management's openness and accessibility						
12	- to students	16 (76,2%)	5 (23,8%)	0,00%	0,00%	0,00%	0,00%
13	- to teaching staff	15 (71,4%)	6 (28,6%)	0,00%	0,00%	0,00%	0,00%
14	Assess teaching staff's involvement in the process of making managerial and strategic decisions	11 (52,4%)	10 (47,6%)	0,00%	0,00%	0,00%	0,00%
15	How does teaching staff encourage innovation?	12 (57,1%)	9 (42,9%)	0,00%	0,00%	0,00%	0,00%
16	Evaluate the level of feedback between the teaching staff and the management	11 (52,4%)	10 (47,6%)	0,00%	0,00%	0,00%	0,00%
17	What is the level of stimulation and involvement of young professionals in the educational process?	14 (66,7%)	7 (33,3%)	0,00%	0,00%	0,00%	0,00%
18	Evaluate the professional and personal growth opportunities for each teacher and employee.	11 (52,4%)	10 (47,6%)	0,00%	0,00%	0,00%	0,00%
19	Assess the adequacy of the recognition by the university management of	9 (42,9%)	12 (57,1%)	0,00%	0,00%	0,00%	0,00%

	the potential and abilities of teachers						
	How the job is set						
20	- on academic mobility	13 (61,9%)	8 (38,1%)	0,00%	0,00%	0,00%	0,00%
21	- on enhancing the teaching staff's skills	17 (81%)	4 (19%)	0,00%	0,00%	0,00%	0,00%
	Evaluate the support of the university and its management						
22	- the faculty's scientific research initiatives	14 (66,7%)	7 (33,3%)	0,00%	0,00%	0,00%	0,00%
23	- development of new educational programs/academic disciplines/teaching methods	16 (76,2%)	5 (23,8%)	0,00%	0,00%	0,00%	0,00%
	Evaluate the level of faculty's ability to combine teaching						
24	- with scientific research	10 (47,6%)	11 (52,4%)	0,00%	0,00%	0,00%	0,00%
25	- with practical activities	9 (42,9%)	12 (57,1%)	0,00%	0,00%	0,00%	0,00%
26	Assess how well the students' knowledge obtained at the university corresponds to the realities of the requirements of the modern labor market	11 (52,4%)	10 (47,6%)	0,00%	0,00%	0,00%	0,00%
27	How do the university's management and administration perceive criticism in their addresses?	5 (23,8%)	15 (71,4%)	1 (4,8%)	0,00%	0,00%	0,00%
28	Do you rate how much your academic workload meets your expectations and capabilities?	12 (57,1%)	9 (42,9%)	0,00%	0,00%	0,00%	0,00%
29	Evaluate the focus of educational and training programs on the development of students' skills and abilities to analyze situations and make forecasts.	13 (61,9%)	8 (38,1%)	0,00%	0,00%	0,00%	0,00%
30	Evaluate how much the educational program, in terms of content and quality of implementation, meets the expectations of the labor market and employers.	12 (57,1%)	9 (42,9%)	0,00%	0,00%	0,00%	0,00%

Why do you work in this particular university?

- Developing my own and the university's scientific direction, nurturing free and individual

personalities.

- Good Teaching Staff
- All conditions have been created for development.
- I enjoy providing education and guidance to future young teachers or students in scientific fields according to modern requirements.
- I enjoy working with girls.
- High-level academic staff.
- It aligns with my profession.
- I am an alumnus of this educational institution, and I really liked the education and its quality that I received. At this institution, I gained many opportunities, including an effective balance between theoretical knowledge and practical experience. During my studies, a lot of scientific work is also carried out, which was crucial for my future professional development. For these reasons, choosing this higher educational institution was a very appropriate decision for me.
- The high demand for professional education and training.
- As a graduate of this university, I am very happy to stay at my beloved university. I am happy with the formation of my personal identity! It influences my development in both scientific and practical areas!
- I studied in the "Bachelor's" and "Master's" programs at the Kazakh National Women's Pedagogical University. Here, there are great opportunities for engaging in scientific work and a large opportunity to showcase myself. Currently, I am involved in a scientific project. My scientific experience is developing within the university. Additionally, as a psychologist, I am increasing my qualifications by establishing close ties with practice bases and exchanging experiences with them. The university is also assisting with internships and courses abroad to gain further experience, which will enhance my qualifications.
- I enjoy teaching in pedagogical education programs.
- To contribute to the training of pedagogical staff.
- Academic staff receive comprehensive support, and opportunities for continuous education improvement are provided in line with market demands.
- A university that provides opportunities for professional and personal growth for each teacher.
- I enjoy training girls for pedagogical professions.
- When the first profession was launched, I came and have been serving for 32 years. I have achieved great success at this university.
- A state-format university.
- There is much support during the service.

32. Within the framework of your course, how often do master classes and classes with practitioner participation take place?

very often	often	sometimes	rarely	never
7 (33,3%)	13 (61,9%)	1 (4,8%)	0,00%	0,00%

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

very often	often	sometimes	rarely	never
7 (33,3%)	11 (52,4%)	3 (14,3%)	0,00%	0,00%

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

Questions	often	sometimes	never	no answer
Lack of classrooms	0,00%	14 (66,7%)	7 (33,3%)	0,00%
Unbalanced academic load by semester	0,00%	2 (9,5%)	19 (90,5%)	0,00%
Unavailability of necessary literature in the library	0,00%	6 (28,6%)	15 (71,4%)	0,00%
Overcrowding of study groups (too many students in a group)	0,00%	7 (33,3%)	14 (66,7%)	0,00%
Inconvenient schedule	0,00%	8	13	0,00%

		(38,1%)	(61,9%)	
Inappropriate classroom conditions	0,00%	7 (33,3%)	14 (66,7%)	0,00%
Lack of Internet access/weak internet	0,00%	6 (28,6%)	15 (71,4%)	0,00%
Students' lack of interest in learning	0,00%	5 (23,8%)	16 (76,2%)	0,00%
Late receipt of information about events	0,00%	4 (19%)	17 (81%)	0,00%
Lack of technical training facilities in classrooms	0,00%	8 (38,1%)	13 (61,9%)	0,00%
Other issues	I would like us to receive new equipment. There are no problems.			

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

Questions	Completely satisfied (1)	Partially satisfied (2)	Not satisfied (3)	I find it difficult to answer (4)
The attitude of the university management towards you	20 (95,2%)	1 (4,8%)	0,00%	0,00%
Relations with direct management	20 (95,2%)	1 (4,8%)	0,00%	0,00%
Relations with colleagues at the department	21 (100%)	0,00%	0,00%	0,00%
The extent of participation in management decision-making	19 (90,5%)	2 (9,5%)	0,00%	0,00%
Relations with students	21 (100%)	0,00%	0,00%	0,00%
Recognition of your successes and achievements by the administration	20 (95,2%)	1 (4,8%)	0,00%	0,00%
Support for your suggestions and comments	19 (90,5%)	2 (9,5%)	0,00%	0,00%
The activities of the university administration	19 (90,5%)	2 (9,5%)	0,00%	0,00%
Terms of payment	20 (95,2%)	1 (4,8%)	0,00%	0,00%
Working conditions, list and quality of services provided at the university	20 (95,2%)	1 (4,8%)	0,00%	0,00%
Occupational safety and health	20 (95,2%)	1 (4,8%)	0,00%	0,00%
Managing changes in the university's activities	19 (90,5%)	2 (9,5%)	0,00%	0,00%
By providing a social package: rest, sanatorium treatment, etc.	18 (85,7%)	3 (14,3%)	0,00%	0,00%
Organization and quality of nutrition at the university	19 (90,5%)	2 (9,5%)	0,00%	0,00%
Organization and quality of medical care	19 (90,5%)	2 (9,5%)	0,00%	0,00%

Appendix 4. Results of the student survey
Survey for students

Total number of questionnaires: 13

Educational program (specialty):

7M01403 – Artistic Work, Graphics, and Design	1 (7,7%)
7M01510 – Computer Science	3 (23,1%)
7M01105 – Pedagogy and Psychology	3 (23,1%)
7M01706 – Foreign Language: Two Foreign Languages	6 (46,2 %)

Gender:

Male	1 (7,7%)
Female	12 (92,3%)

Rate how satisfied you are:

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I find it difficult to answer
1. Relations with the dean's office (school, faculty, department)	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
2. The level of accessibility of the dean's office (schools, faculties, departments)	13 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
3. The level of accessibility and responsiveness of the management (university, school, faculty, department)	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
4. The availability of academic counseling	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
5. Support of educational materials in the learning process	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
6. The availability of counseling on personal issues	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
7. The relationship between a student and a teacher	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
8. The activities of the financial and administrative services of the educational institution	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
9. Accessibility of health services	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
10. The quality of medical care at the university	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)

11. The level of accessibility of library resources	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
12. The quality of services provided in libraries and reading rooms	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
13. The existing educational resources of the university	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
14. Availability of computer classes	10 (76,9%)	3 (23,1%)	0 (0%)	0 (0%)	0 (0%)
15. The availability and quality of Internet resources	10 (76,9%)	3 (23,1%)	0 (0%)	0 (0%)	0 (0%)
16. Information content of the website of educational organizations in general and faculties (schools) in particular	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
17. Classrooms, Lecture halls for large groups	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
18. Breakout rooms for students (if available)	9 (69,9%)	3 (23,1%)	0 (0%)	0 (0%)	1 (7,7%)
19. Clarity of procedures for taking disciplinary action	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
20. The quality of the educational program as a whole	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
21. The quality of educational programs in the EP	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
22. Teaching methods in general	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
23. The speed of response to feedback from teachers on the educational process	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
24. The quality of teaching in general	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
25. Academic workload/student requirements	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
26. The requirements of the teaching staff for the student	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
27. Information support and explanation of the admission rules and the strategy of the educational program (specialty) before admission to the university	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
28. Informing the requirements in order to successfully complete this educational program (specialty)	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
29. The quality of examination materials (tests and examination questions, etc.)	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
30. The objectivity of the assessment of knowledge, skills and other educational achievements	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
31. Available computer classes	10 (76,9%)	3 (23,1%)	0 (0%)	0 (0%)	0 (0%)
32. Available scientific laboratories	10 (76,9%)	3 (23,1%)	0 (0%)	0 (0%)	0 (0%)

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33. Objectivity and fairness of teaching staff	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
34. Informing students about courses, educational programs and academic degrees	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)
35. Providing students with a dormitory	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)

Rate how much you agree:

Statement	Completely agree	Agree	Partially agree	Disagree	Completely disagree	no answer
33. The course program was clearly presented	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
34. The course content is well structured	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
35. The key terms are sufficiently explained	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
36. The material proposed by the teacher is relevant and reflects the latest achievements of science and practice	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
37. The teacher uses effective teaching methods	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
38. The teacher owns the taught material	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
39. The teacher's presentation is clear	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
40. The teacher presents the material in an interesting way	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
41. The objectivity of the assessment of knowledge, skills and other educational achievements	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
42. The timeliness of the assessment of students' academic achievements	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
43. The teacher meets your requirements and expectations of professional and personal development	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
44. The teacher stimulates the activity of students	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
45. The teacher stimulates the creative thinking of students	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
46. The appearance and manners of the	12	1	0 (0%)	0 (0%)	0 (0%)	0 (0%)

teacher are adequate	(92,3%)	(7,7%)				
47. The teacher shows a positive attitude towards students	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
48. The system of assessment of educational achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	11 (84,4%)	2 (15,4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
49. The evaluation criteria used by the teacher are clear and accessible	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
50. The teacher objectively evaluates the achievements of students	11 (84,4%)	2 (15,4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
51. The teacher speaks a professional language	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
52. The organization of education provides sufficient opportunity for sports and other leisure activities	9 (69,9%)	4 (30,8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
53. The facilities and equipment for students are safe, comfortable and modern	11 (84,4%)	2 (15,4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
54. The library is well equipped and has a sufficient fund of scientific, educational and methodological literature	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
55. Equal opportunities for the development of EP and personal development are provided to all students	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Other issues regarding the quality of teaching:

- None
- Everything is great
- I am completely satisfied with the current quality of education at the Kazakh National Women's Teacher Training University. The teachers are professionals in their field. There are no difficulties during the studies.
- I am satisfied with the current quality of education at the Kazakh National Women's Teacher Training University
- I am satisfied with everything.