



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

On the Results of the Work of the External Expert Commission  
Regarding the Evaluation of Educational Programs  
7M01403 – "Artistic Work, Graphics and Design"  
7M01509 – "Chemistry"

NJSC "Kazakh National Women's Teacher Training University"  
For Compliance with the Requirements of Standards for Initial  
Specialized Accreditation (EX-ANTE) of Higher and/or Postgraduate  
Education

November 7–9, 2024

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING (IAAR)**

*External Expert Commission*

*Addressed to  
The Accreditation Council of IAAR*



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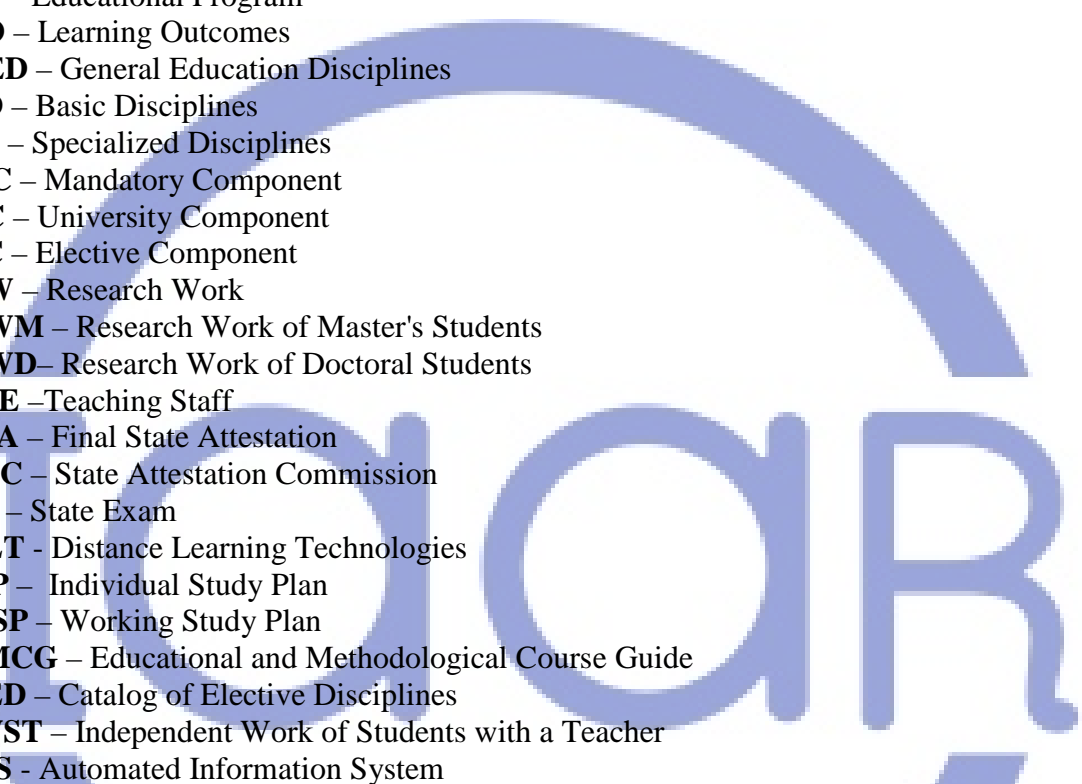
**November 7–9, 2024**

## Content

<b>(I) INTRODUCTION</b> .....	4
<b>(II) OVERVIEW OF THE EDUCATIONAL ORGANIZATION</b> .....	5
<b>(III) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE</b> .....	7
<b>(IV) DESCRIPTION OF THE EEC VISIT</b> .....	8
6.1. <i>Standard: "Educational Program Management"</i> .....	10
6.2. <i>Standard: "Information Management and Reporting"</i> .....	14
6.3. <i>Standard: "Development and Approval of the Educational Program"</i> .....	18
6.4. <i>Standard: "Continuous Monitoring and Periodic Evaluation of Educational Programs"</i> .....	22
6.5. <i>Standard: "Student-Centered Learning, Teaching, and Assessment of Academic Achievement"</i> .....	26
6.6. <i>Standard: "Students"</i> .....	30
6.7. <i>Standard: "Teaching Staff"</i> .....	33
6.8. <i>Standard: "Educational Resources and Student Support Systems"</i> .....	38
6.9. <i>Standard: "Public Information"</i> .....	42
<b>(VI) REVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD</b> .....	45
<b>(VII) REVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT FOR EACH STANDARD</b> .....	46
<b>(VIII) RECOMMENDATION TO THE ACCREDITATION COUNCIL</b> .....	490
<b>Appendix 1. Evaluation Table: "PARAMETERS OF THE SPECIALIZED PROFILE"</b> .....	500

**(I) LIST OF ABBREVIATIONS AND ACRONYMS**

**MSHE RK** – Ministry of Science and Higher Education of the Republic of Kazakhstan  
**IAAR** – Independent Agency for Accreditation and Rating  
**IQAA** - Independent Agency for Quality Assurance in Education  
**JSC NCAT** – National Center for Advanced Training 'Orleu'  
**EEC** – External Expert Commission  
**NIS** – Nazarbayev Intellectual Schools  
**GES** – General Education Schools  
**USHEM** - Unified System of Higher Education Management  
**HEI** – Higher Education Institution  
**EP** – Educational Program  
**LO** – Learning Outcomes  
**GED** – General Education Disciplines  
**BD** – Basic Disciplines  
**SD** – Specialized Disciplines  
**MC** – Mandatory Component  
**UC** – University Component  
**EC** – Elective Component  
**RW** – Research Work  
**RWM** – Research Work of Master's Students  
**RWD**– Research Work of Doctoral Students  
**TSE** –Teaching Staff  
**FSA** – Final State Attestation  
**SAC** – State Attestation Commission  
**SE** – State Exam  
**DLT** - Distance Learning Technologies  
**ISP** – Individual Study Plan  
**WSP** – Working Study Plan  
**EMCG** – Educational and Methodological Course Guide  
**CED** – Catalog of Elective Disciplines  
**IWST** – Independent Work of Students with a Teacher  
**AIS** - Automated Information System



## **(II) INTRODUCTION**

In accordance with Order No. 145-24-OD dated September 16, 2024, issued by the General Director of the Independent Agency for Accreditation and Rating (IAAR), the External Expert Commission (EEC) conducted an evaluation from November 7 to November 9, 2024.

The evaluation assessed the compliance of the educational programs 7M01403 – "Artistic Work, Graphics and Design" and 7M01509 – "Chemistry" of the Kazakh National Women's Teacher Training University with the standards of initial specialized accreditation (Ex-ante) for educational programs of higher and/or postgraduate education.

The report of the External Expert Commission includes an evaluation of the presented educational programs against IAAR standards criteria, EEC recommendations for further improvement of the programs, and parameters of the educational program profiles.

Composition of the External Expert Commission (EEC) for Specialized Accreditation of the Kazakh National Women's Teacher Training University:

Chair of the EEC: Belykh Yuri Eduardovich, Candidate of Physical and Mathematical Sciences, Associate Professor, IAAR Category I Expert (Grodno, Belarus).

International Expert, IAAR: Dolmogombetov Galim Zhiembaevich, 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).

IAAR Expert: Urmashiev Baidaut Amantaevich, Candidate of Physical and Mathematical Sciences, Associate Professor, Al-Farabi Kazakh National University (Almaty).

IAAR Expert: Lebedeva Larisa Anatolyevna, Candidate of Pedagogical Sciences, Kazakh National Pedagogical University named after Abai (Almaty).

IAAR Expert: Kulakhmetova Mergul Sabitovna, Candidate of Philological Sciences, Associate Professor, Department of Foreign Languages, Pavlodar Pedagogical University named after Alkey Margulan (Pavlodar).

IAAR Expert: Masakbayeva Sofya Ruslanovna, Candidate of Chemical Sciences, Associate Professor, Toraighyrov University (Pavlodar).

IAAR Expert, Employer: Sovetkin Sergey Vladimirovich, Founder and Director of a Digital Agency with the current status of "Google Premier Partners" (Astana).

IAAR Expert, Student: Raikhan Altyn Yerlankyzy, 2nd-year Master's student in the Educational Program 7M06101 "Information Systems and IT Solutions for Industries," Kazakh Agrotechnical Research University named after S. Seifullin (Astana).

IAAR Expert, Student: Kenzhebay Madina Sayatovna, 1st-year Master's student in the Educational Program 7M01503 "Chemistry," Kokshytau University named after Shokan Ualikhanov (Kokshetau).

EEC IAAR Coordinator: Bekenova Dinara Kairbekovna, IAAR Project Manager (Astana)

### **(III) OVERVIEW OF THE EDUCATIONAL ORGANIZATION**

*Full Name of the University:* Non-Profit Joint Stock Company (NJSC) "Kazakh National Women's Teacher Training University."

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

The 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 University's history embodies years of successfully upholding traditions in teacher education, characterized by advanced teaching and learning methods and research in the field of education.

*Mission:* To nurture teacher leaders capable of creating, developing, and disseminating advanced knowledge and values in education for the benefit of the country and the world.

*Vision:* An intellectual platform that cultivates educators capable of managing changes in a rapidly evolving world.

*Program Goal:* The University aims to become a hub for innovative teaching, learning, and research methods, as well as for the development of rural education in Central Asia.

*Core Values:* Integrity, dedication, care for others, and ethical responsibility.

The University actively fosters students' research skills. Since the 2022-2023 academic year, it has successfully implemented the "Lesson Study" format in writing graduation theses, becoming the first and only teacher training university in Kazakhstan to adopt this approach for teacher preparation. The University is part of the "15 Centers of Academic Excellence in the Regions" program, launched by the Ministry of Science and Higher Education of the Republic of Kazakhstan (MSHE RK), which provides funding.

In 2022, the University established the Women's Leadership and Entrepreneurship Center, aimed at forming and promoting a talent pool of student leaders capable of integrating pedagogical activities with science, innovation, and leadership skills. Together with the non-profit organization "Techno Women," the center implements the "Ұстаз дауысы" (Teacher's Voice) project, uniting women working in technological fields such as IT, digital, telecom, media, Fintech, Edutech, and Healthtech. The ongoing "SANA" project involves students in providing academic support (tutoring), including online formats, for school students facing learning difficulties.

#### *Structure of the University*

The University comprises five institutes: Institute of Natural Sciences / Institute of Pedagogy and Psychology / Institute of Social Sciences, Humanities, and Arts / Institute of Physics, Mathematics, and Digital Technologies / Institute of Philology. These institutes include 24 departments, each contributing to the University's educational and research mission.

The university's management system is structured vertically, with clear delineations of responsibilities across key activity areas, including educational-methodological, research, and extracurricular activities.

#### *Material Base*

The university encompasses four academic buildings with a total area of 75,771.3 sq.m. These buildings house cafeterias, snack bars, and dining facilities. The campus also features: 5 interactive lecture halls; Specialized multimedia and language labs; Educational laboratories; Medical center; Swimming pool; Sports hall; Library; Psychological Center "Zhan Shuagy"; Various student clubs

#### *Library Resources*

As of November 1, 2024, the university library holds 1,036,772 volumes, categorized as follows: Kazakh language: 911,802 copies; Russian language: 110,789 copies; Foreign languages: 14,181 copies. Of the total collection, 81% (840,495 volumes) consists of educational, methodological, and scientific literature.

The library also provides access to national and international electronic library systems such as IPR SMART, Wiley, and a-books, among others.

#### Academic Programs and Accreditations

The university offers 101 academic programs: Bachelor's programs: 57 (17 new, 8 innovative). Master's programs: 31 (7 new, 3 innovative). Doctoral programs: 12 (8 new).

32 bachelor's degree programs, 16 master's degree programs, and 4 doctoral degree programs successfully passed specialized accreditation in the Independent Agency for Accreditation and Rating (IAAR) [HAAP](#). 6 bachelor's degree programs and 2 master's degree programs were accredited by the Independent Agency for Accreditation and Quality Education Expertise "ARQA." Additionally, 11 bachelor's degree programs, 6 master's degree programs, and 8 doctoral degree programs successfully passed specialized accreditation in the international accreditation agency [ACQUIN](#).

The university participates in national and global rankings (IAAR, Atameken, QS, ARES, Webometrics).

In 2022, the university rose to the 400th position in the QS University Rankings: Emerging Europe & Central Asia-2022, based on factors such as the proportion of international faculty, faculty-to-student ratio, international academic collaborations, and employer reputation. As part of the QS Stars ranking, the university was assessed in several areas. The university earned the maximum five stars in the categories of "Employment" and "Effective Management." The "Teaching" category received four stars, indicating a high quality of the educational process. The university was awarded three stars in the categories of "Academic Development," "Infrastructure," and "Social Impact." The university received two stars in the areas of "Global Engagement" and "Inclusiveness."

ARES (International Ranking): Ranked 29th among 130 Kazakhstani universities.

#### Student Enrollment

7M01403 "Artistic Work, Graphics, and Design": 1 student.

7M01509 "Chemistry": No enrollment.

#### International Collaboration

The University maintains and develops international cooperation with over 58 partner universities worldwide <https://qyzpu.edu.kz/en/zarubezhnie-vuzi-partneri>.

Agreements regulate issues such as academic mobility for students and faculty, student participation in dual-degree programs, guest lectures by leading scholars, as well as the invitation of co-supervisors for PhD and master's students under the international scholars' program. Additionally, the university collaborates on joint scientific research, doctoral research internships, and other initiatives.

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

The educational programs 7M01403 – “Artistic Work, Graphics and Design” and 7M01509 – "Chemistry" at the Kazakh National Women's Pedagogical University are undergoing initial accreditation to ensure compliance with the standards for primary specialized accreditation of higher and/or postgraduate educational programs (Ex-ante).





## (V) DESCRIPTION OF THE EEC VISIT

The activities of the External Evaluation Commission (EEC) were conducted in accordance with the approved Program for the visit of the expert commission on the specialized accreditation of educational programs at the Non-Profit Joint Stock Company "Kazakh National Women's Teacher Training University" from November 7 to November 9, 2024.

To coordinate the work of the EEC, an inaugural meeting was held on November 7, 2024. During this meeting, responsibilities were distributed among the commission members, the visit schedule was clarified, and consensus was reached on the selection of evaluation methods.

To obtain objective information on the quality of educational programs, institutional infrastructure, and overall university operations, as well as to verify the content of self-assessment reports, meetings were held with the Chair of the Board - Rector, Members of the Board - Vice-Rectors for various areas of activity, heads of structural units, directors of institutes, department heads, faculty members, students, and alumni (from programs with graduates). In total, 99 representatives participated in these meetings (Table 1).

Table 1: Information on Staff and Students Participating in Meetings with the EEC of the IAAR

Category of participants	Number of Participants
Chair of the Board – Rector	1
Members of the Board	4
Heads of Structural Units	20
Directors of Institutes	5
Educational Program Leaders	5
Faculty Members	31
Students	15
Employers	13
Alumni	5
<b>Total</b>	<b>99</b>

During the on-site visit, members of the External Evaluation Commission (EEC) reviewed the state of the university's material and technical resources. They visited laboratories, the library, practice facilities, and cultural and recreational institutions.

During the EEC's IAAR meetings with the university's target groups, mechanisms for implementing university policies were clarified, and specific data presented in the self-assessment report were verified.

The EEC members visited Academic Building No. 1, where they inspected the assembly hall (3rd floor), the conference hall (2nd floor), dining facilities, and the "Online Teaching Studio" video studio (2nd floor). They also visited the Situational Monitoring Center (1st floor of the main building), the K. Sariyev Library, and the Kaisar Tower building, including classrooms 303, 305, 306, and 401 (Building No. 3, Bogenbai Batyr Street, 142). Additionally, the EEC reviewed practical training facilities and visited the practice base for the educational program 7M01403 – "Artistic Work, Graphics, and Design" at the State Municipal Enterprise "Almaty College of Fashion and Service Industry" under the Department of Education of Almaty City.

To validate the information presented in the self-assessment report, external experts requested and analyzed university working documentation. Furthermore, the experts examined the university's online presence through its official website (<https://qyzpu.edu.kz/ru/>, <https://qyzpu.edu.kz/kz/>).

As part of the accreditation procedure, an online survey was conducted, involving 21 faculty members and 13 students.

The activities carried out during the EEC IAAR's visit facilitated a comprehensive review of the university's educational infrastructure, material and technical resources, faculty and staff, students, graduate students, employers, and alumni. This enabled the EEC members to perform an independent evaluation of the alignment of data presented in the self-assessment reports of the university's educational programs with the criteria of specialized accreditation standards.

Within the framework of the scheduled program, the recommendations for improving the accredited educational programs of the NJSC "Kazakh National Women's Teacher Training University," developed by the EEC based on the results of the evaluation, were presented to the university administration on November 9, 2024.



## (VI) COMPLIANCE WITH THE STANDARDS OF SPECIALIZED ACCREDITATION

### 6.1. Standard: "Educational Program Management"

- *Requirements for Higher and/or Postgraduate Education Organizations in Quality Assurance*
- *Quality Assurance Policy. The organization must have a published quality assurance policy that articulates the connection between research, teaching, and learning.*
- *Culture of Quality Assurance. The organization must demonstrate the development of a quality assurance culture, including at the level of individual educational programs (EPs).*
- *Commitment to Quality. The commitment to quality must extend to all activities carried out by contractors and partners, including joint or dual degree programs and academic mobility.*
- *Transparency in EP Development. The leadership of the EP must ensure transparency in developing the EP's development plan based on an analysis of its operation, the organization's positioning, and its focus on meeting the needs of the state, employers, students, and other stakeholders. The plan should specify the implementation timeline for the educational program.*
- *Mechanisms for EP Development and Monitoring. The leadership must demonstrate mechanisms for developing, regularly revising, and monitoring the EP development plan. This includes evaluating learning outcomes, meeting the needs of students, employers, and society, and making decisions to ensure the continuous improvement of the EP.*
- *Stakeholder Engagement. Representatives of stakeholder groups, including employers, students, and faculty, must be involved in the development of the EP's plan.*
- *Uniqueness of the EP Development Plan. The leadership must demonstrate the individuality and uniqueness of the EP development plan, ensuring its alignment with national priorities and the organization's strategic development.*
- *Accountability for Business Processes. The organization must clearly define those responsible for business processes within the EP framework, ensure unambiguous allocation of staff responsibilities, and delineate the functions of collegial bodies.*
- *Transparency in EP Management. The leadership must provide evidence of transparency in the system of managing the educational program.*
- *Internal Quality Assurance System. The organization must demonstrate an internal quality assurance system for the EP, encompassing its design, management, monitoring, improvement, and fact-based decision-making.*
- *Risk Management. Risk management within the EP, particularly for programs undergoing initial accreditation, must be implemented. The leadership must demonstrate measures to mitigate risks.*
- *Representation in Governance. The leadership must ensure the participation of employers, faculty, students, and other stakeholders in collegial governance bodies of the EP and their representation in decision-making on EP management.*
- *Innovation Management. The organization must demonstrate innovation management within the EP, including analyzing and implementing innovative proposals.*
- *Openness and Accessibility. The leadership must provide evidence of readiness for openness and accessibility to students, faculty, employers, and other stakeholders.*
- *Training in Educational Management. The leadership must undergo training in educational management programs.*

### **Evidence Section**

Activities and Development of Educational Programs (EPs) at Kazakh National Women's Teacher Training University The university operates in accordance with its Charter, the Quality Assurance Policy for 2023–2029 (approved by Order No. 225 of the Chair of the Board - Rector, dated November 24, 2023), and the University Development Program for 2023–2029 (approved by Resolution No. 6 of the Board of Directors, dated December 14, 2023).

University Development Program Available on the university's website ([Development Program](#)), the 2023–2029 Development Program aims to position the university as a leader and innovator in pedagogical education and science. It encompasses five key areas:

1. Enhancing the effectiveness and quality of the educational process.
2. Sustainable development of research activities.
3. Strategic management of student personal development.
4. Establishing an inclusive and digital ecosystem aligned with global best practices.
5. Integrating the university into the global educational space.

The program is underpinned by a detailed analysis of the external environment and current institutional status.

Key documents ([corporate documents](#)) available on the university's website include regulations on the Compliance Service, Personnel and Remuneration Committee, and Internal Audit Service, among others.

The Quality Assurance Policy ([QUALITY ASSURANCE POLICY](#)) outlines objectives such as enhancing fundamental and applied research, project activities, startups, and fostering collaboration with employers, experts, alumni, and students.

The Quality Assurance Policy is publicly available on the university's official website under the section Quality Policy ([QUALITY ASSURANCE POLICY](#)). Additionally, [the Regulation on the Quality Assurance Committee](#) provides a framework for its implementation. The policy aims to: Enhance the efficiency of fundamental and applied research, as well as project activities and startup initiatives. Promote the development of an entrepreneurship ecosystem to drive innovation and creativity. Strengthen collaboration with employers, expert communities, alumni, and other stakeholders. Foster active engagement of students in collegial governance bodies, ensuring their participation in decision-making processes. This approach demonstrates the university's dedication to advancing quality in education and research, aligning its operations with national and global standards, and meeting the expectations of all stakeholders.

The university demonstrates its commitment to a culture of quality through participation in national and international accreditation procedures, as well as institutional and program rankings. The results of these rankings reflect the university's stable position in both national and international contexts: 29th place among 130 Kazakhstani universities in the ARES ranking; positions in the Webometrics ranking (26th place in Kazakhstan and 10,864th globally in 2023, 58th place in Kazakhstan and 20,505th globally in February 2024); inclusion in the top ten universities in Kazakhstan according to the General Ranking "Top-20" (IAAR, 2023); 8th place in the overall "Top-20" ranking for quantitative differentiation of educational programs; and 2nd place among pedagogical universities in Kazakhstan according to NAOKO (IQAA). Detailed information is available in the "Accreditation" section of the university's website. (<https://qyzpu.edu.kz/ru/akkreditatsiya>).

The university maintains collaboration with partner universities in CIS countries, Central Asia, Europe, and the United States (<https://qyzpu.edu.kz/ru/zarubezhnie-vuzi-partneri>), thereby affirming its adherence to international quality standards.

To optimize its operations, the university employs outsourcing for the provision of security services, student catering, and medical care. Outsourcing is conducted through public procurement via an electronic portal, with strict requirements for contractors outlined in technical specifications. A similar approach is applied to organizing student practice bases, involving employers, partners, and both international and domestic lecturers. These collaborations are regulated by memorandums, agreements, internal orders, and governing documents. Partner selection is based on an assessment of qualifications, the availability of necessary resources, and a positive reputation.

The objectives, goals, and activities aimed at developing educational programs align with the University Development Program. The [Development Plan](#) for the educational program 7M01509 – “Chemistry” was approved by the Academic and Methodological Bureau of the Institute of Natural Sciences on June 26, 2024 (Protocol No. 5). The strategic development plan for the educational program 7M01403 – “Artistic Work, Graphics, and Design” is integrated into the program description on the university's website.

Employers, students, practice base representatives, and business entities are regularly engaged in the activities of the university's collegial bodies.

The commission notes that the leadership of the departments responsible for the accredited educational programs (EPs) regularly revises the development plans for the EPs and monitors their implementation. This was confirmed during the interviews. The departments maintain development plans for their EPs, which are discussed at departmental and institutional meetings

and supported by signatures and approvals. However, interviews with students and representatives of practice bases revealed a lack of evidence for their actual participation in the development process. Interviewees were unable to provide concrete examples of their involvement or specify mechanisms for documenting and considering their suggestions for improving the plans. The annual review frequency of the plans, as stated by the leadership, was not substantiated by documentation.

The development of the accredited EPs considers regional needs in the educational services market through engagement with stakeholders, as confirmed during discussions with program leaders, employers, and practice base managers. Furthermore, stakeholders are involved annually in reviewing the EPs, as evidenced by the provided expert reviews.

The transparency of the management system is supported by informing stakeholders via the university's website (<https://qyzpu.edu.kz/ru>), official events, including collegial bodies, and informal communication. However, information about official events and collegial bodies is not fully accessible to stakeholders.

The university has established a comprehensive internal regulatory framework to manage key business processes and implement educational programs. The Department of Academic Program Development and Quality Assurance, along with relevant divisions, is responsible for internal quality assurance, monitoring, evaluation, and analysis of EPs. The Internal Audit Service (<https://qyzpu.edu.kz/ru/sluzhba-audita>) on corporate governance issues. The activities of the Internal Audit Service are regulated by the "Regulation on the Internal Audit Service" and the "Rules for Organizing Internal Audit" of the NJSC "Kazakh National Women's Teacher Training University."

Interviews with program leaders revealed that innovative proposals are discussed at departmental meetings, open classes, and stakeholder meetings. However, the process of designing, analyzing, and implementing innovations is not formally documented in departmental work plans or reporting documentation.

The university and program leadership demonstrate openness to all categories of stakeholders, as confirmed during interviews with various focus groups.

Survey results among students indicate the following:

92.3% (12 respondents) are fully satisfied with the accessibility and responsiveness of the leadership, while 7.7% (1 respondent) are partially satisfied.

**Survey results among faculty members (PPS) show the following:**

Regarding faculty involvement in the university's managerial and strategic decision-making processes, 52.4% (11 respondents) rated it as "very good," and 47.6% (10 respondents) rated it as "good."

Concerning the accessibility and responsiveness of the university leadership for faculty members, 71.4% (15 respondents) rated it as "very good," and 28.6% (6 respondents) rated it as "good."

### ***Analytical section***

Based on the analysis of documents, surveys, and interviews with university leadership, faculty, students, and staff, the External Expert Commission (EEC) has confirmed the existence of the University's Development Program for 2023–2029, which complies with the legislation of the Republic of Kazakhstan. This program is accessible to all stakeholders. The published quality assurance policy demonstrates a connection between research, teaching, and learning, which is annually analyzed by the administration to ensure alignment with the university's strategic goals. The EEC highlights the significant influence of the university's strategic documents on the management of educational programs (EPs).

Overall, the activities of the accredited EPs are aligned with the university's strategy, mission, vision, and values.

However, the EEC notes inconsistencies in the structure of EP Development Plans. For instance, [the Strategic Development Plan for EP 7M01509 – "Chemistry"](#) was approved as

separate documents by the Academic and Methodological Bureau of the Institute of Natural Sciences on June 26, 2024 (Protocol No. 5), while the Strategic Development Plan ([План развития](#)) for EP 7M01403 – "Artistic Work, Graphics, and Design" is integrated into the EP structure. At the same time, according to the ["Rules for the Development and Approval of Academic Programs"](#) (approved by the Academic Council of the Kazakh National Women's Teacher Training University on March 10, 2023, Protocol No. 4-1), the Development Plan is not included in the document structure.

The program leadership does not demonstrate the presence of effective mechanisms for the formation and regular revision of EP development plans, monitoring their implementation, or evaluating the achievement of learning outcomes. Documented procedures for engaging students, employers, and community representatives to consider their needs and expectations are absent. Furthermore, decisions aimed at continuous improvement of EPs are made inconsistently and without adequate analysis of the current program status and its outcomes. This is evidenced by the lack of monitoring reports, discussion protocols, or plans for corrective actions.

The EEC notes that EP development plans do not fully reflect the uniqueness of each program or include specific evaluation indicators that consider the individuality of the EPs.

Awareness of potential risks affecting the implementation of EPs contributes to the development of measures to mitigate these risks, which strengthens the university's corporate culture with a preventive approach. Although risks are outlined in the University Development Plan and a SWOT analysis has been conducted, they are not included in EP development plans. While risk management is sporadically described in the "Rules for the Development and Approval of Academic Programs," there is no comprehensive risk management policy to regulate the procedures for identifying and minimizing risks in EP management. Risk management should be implemented at all levels of EP realization.

Interviews with the heads of structural units revealed that the management of innovations, both methodological and scientific-technical, is carried out unsystematically. The experts emphasize the need for EP leadership to monitor the effectiveness of processes based on measurable target indicators.

Although discussions with faculty, employers, and alumni confirm their participation in the development of the accredited EPs, the documentation provided by the departments primarily reflects the proposals of employers, without fully documenting the opinions of all stakeholders. To enhance transparency and objectivity, it is necessary to record and consider input from all stakeholder groups.

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

*No strengths were identified under this standard.*

### **EEC Recommendations**

1. Develop a mechanism for revising EP development plans, including timelines, responsible parties, and required resources. Engage students, faculty, employers, and other stakeholders in discussions, and document proposals and decisions in annual reports and departmental meeting protocols. Deadline: Annually, starting May 25, 2025.
2. Ensure transparency in the development of EP plans by regularly conducting a qualitative analysis of EP performance with the involvement of employers, faculty, and students. Publish changes on departmental webpages. Deadline: Annually, starting May 25, 2025.
3. Formulate criteria reflecting the individuality and uniqueness of EP development plans in alignment with the university's strategy and regional characteristics. Deadline: May 25, 2025.
4. Conduct a comprehensive analysis of the current state of EPs, identifying strengths, weaknesses, opportunities, and threats (SWOT analysis). Focus on the uniqueness and distinguishing features of each EP compared to similar programs. Document and implement systematic risk management procedures. Deadline: March 2025.

5. Develop effective management technologies through staff training and provide evidence of the successful implementation of EPs. Deadline: December 2025.
6. Establish a mechanism for managing innovations within EPs to enable the analysis and integration of innovative teaching technologies into the educational process. Deadline: May 31, 2025.
7. Publish the results of implementing innovative proposals on departmental webpages. Deadline: Regularly, starting February 1, 2025.

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

*No strengths were identified under this standard.*

### ***EEC Findings by Criteria***

Under the standard "**Management of Educational Programs**," 15 criteria were evaluated for the accredited EPs 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry." Of these, 14 were rated as satisfactory, while 1 requires improvement.

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

- *The organization must demonstrate the existence of a system for collecting, analyzing, and managing information based on the application of modern information and communication technologies and software tools. It should also show that it employs a variety of methods for information collection and analysis within the context of the educational program (EP).*
- *The EP management must demonstrate the presence of a mechanism for the systematic use of processed and reliable information to enhance the internal quality assurance system.*
- *The EP management must demonstrate decision-making processes that are fact-based.*
- *The EP must provide a system of regular reporting that encompasses all structural levels, including the assessment of the performance and efficiency of departments, subdivisions, and research activities.*
- *The organization must establish the frequency, forms, and methods for evaluating the management of the EP, the activities of collegial bodies and structural units, senior management, and the implementation of scientific projects.*
- *The organization must demonstrate the establishment of procedures and measures to ensure information security, including identifying individuals responsible for the accuracy and timeliness of information analysis and data provision.*
- *An important factor is the existence of mechanisms for engaging students, staff, and faculty in the processes of information collection, analysis, and decision-making based on the collected data.*
- *The EP management must demonstrate the existence of a communication mechanism with students, staff, and other stakeholders, as well as mechanisms for conflict resolution.*
- *The organization must demonstrate mechanisms for measuring the satisfaction of faculty, staff, and students within the EP.*
- *The organization must ensure the evaluation of the performance and efficiency of activities, including in the context of the EP.*
- *The information to be collected and analyzed within the EP framework must include:*
  - Key performance indicators;*
  - Trends in student enrollment segmented by forms and types;*
  - Academic performance, student achievements, and attrition rates;*
  - Student satisfaction with the implementation of the EP and the quality of education at the university;*
  - Accessibility of educational resources and support systems for students.*
- *The organization must confirm the implementation of procedures for processing the personal data of students, staff, and faculty based on their documented consent.*

### ***Evidence Section***

The management of educational programs is based on the collection, analysis, and utilization of information. The university employs a comprehensive system for information collection, analysis, and management, which operates through the application of modern information and communication technologies and software tools. The university utilizes a suite of information systems and resources, including: The official website (<https://qyzpu.edu.kz>), an electronic document management system, a video surveillance system, an anti-plagiarism system, an access

control system, a server and network equipment monitoring system, a data synchronization system, and a database backup system.

The process of information management at the university is carried out in accordance with the regulatory legal acts of the Republic of Kazakhstan and the internal regulatory documents of the university, available at <https://qyzpu.edu.kz/ru/korporativnie-dokumenty>. The management of the university's core processes is guided by regulatory documents, including those governing the work of collegial bodies, academic activities, methodological work, internships, human resources policy, academic integrity, and others.

The university operates informational resources to provide access to information for all users of the corporate information environment through: The official university website (<https://qyzpu.edu.kz>), the electronic document management system (<https://sed.qyzpu.edu.kz/>), the university management system (<https://admin.qyzpu.hero.study/site/login>). Since 2023, the university has launched the "Salem Office" electronic document management system.

The university also implements feedback tools to facilitate interaction between leadership and the teaching staff. These include: The Rector's blog (<https://qyzpu.edu.kz/ru/blog-rektora>), a Telegram bot for communication, and contact information for top managers (<https://qyzpu.edu.kz/ru/top-menedzhment>) and faculty, including departmental contacts (<https://qyzpu.edu.kz/ru/kafedra--himii>, <https://qyzpu.edu.kz/ru/prepodavately-professionalnogo-obucheniya>). These resources ensure transparency and accessibility in communication with participants in the educational process.

During interviews with focus groups, experts identified that the organization ensures the operation of a system for collecting, analyzing, and managing information through the "HeroStudy" platform (<https://admin.qyzpu.hero.study/site/login>). This platform facilitates the management of the academic calendar, the creation of individual student plans, the distribution of educational materials, the preparation of examination records, and the implementation of ongoing testing and surveys. Data integration via "HeroStudy" provides students with access to educational resources and support systems while offering information for effective operational and strategic university management. Members of the IAAR EEC confirmed that, to ensure information security, access to "HeroStudy" is granted to each employee and student individually, with login credentials assigned based on their access level to the databases.

The university produces regular reports, including annual reports from its structural divisions, which are consolidated into a comprehensive annual report. University leadership oversees the collection, analysis, and utilization of information on educational programs, their resource provision, labor market conditions, and the market for educational services. Monitoring is carried out by all structural divisions, with samples of the surveys used presented to the IAAR EEC.

The reporting system includes annual faculty reports, departmental activity reports, and reports on research, internships, and other activities, which are analyzed during departmental meetings and institute councils.

The IAAR EEC members noted that the university evaluates satisfaction with information, as well as the effectiveness and efficiency of its activities, through annual surveys. These surveys include tools such as "Teachers through the Eyes of Students," "Evaluation of the Educational Program Leader "and" Course Teaching Quality Assessment." The questionnaires address issues such as satisfaction with educational programs, the overall quality of education, and the accessibility of resources (e.g., 2024 Faculty Survey <https://docs.google.com/forms/d/e/1FAIpQLSeui5P6c6VIyeXutJ3QEJRL0Lh0VImm8YtrKDIhW8YTj-23gg/viewform>), as well as the results of surveys like "Teachers Through the Eyes of Students" ([https://drive.google.com/file/d/1mLILLHZbgq95ZOSUN7TY5q3k\\_x6tI5XS/view](https://drive.google.com/file/d/1mLILLHZbgq95ZOSUN7TY5q3k_x6tI5XS/view)), "Course Teaching Quality Assessment" (<https://drive.google.com/file/d/1achEhrvE3xeSngcW7pPpVSDP7ce8hBCF/view>), and "Satisfaction with Academic Mobility Programs" ([https://drive.google.com/file/d/1NTSW-kZF1t-B\\_ihJK5WTEnqRRUFtZINs/view](https://drive.google.com/file/d/1NTSW-kZF1t-B_ihJK5WTEnqRRUFtZINs/view)). The data in the provided reports confirm the administration's



commitment to analyzing the information collected.

The information gathered by the university through surveys, interviews, and feed back covers various aspects of the educational process. The EEC notes that the questionnaires presented include questions about satisfaction with educational programs, the overall quality of education, resource accessibility, graduate employability, and the level of knowledge obtained by graduates.

The university also regularly collects expert reviews and feedback on its educational programs. However, the EEC found insufficient evidence (in the form of documented procedures) regarding the analysis and subsequent application of the collected data within the accredited programs. Based on an analysis of the provided documents, the EEC highlighted the lack of comprehensive evidence for the existence of key performance indicators (KPIs) in evaluating both the educational programs and the university's overall activities. The documents and stakeholder surveys presented do not include parameters for assessing the effectiveness of education and other activities within the framework of the accredited programs.

The management of administrative documentation is conducted in accordance with the requirements of the records management nomenclature. Each department develops annual development plans, which encompass all areas of their activities. These departmental plans are aligned with the university's strategic development plan for 2024–2029.

To address conflicts and prevent their undesirable consequences, the university has established a Center for Mental Health (<https://qyzpu.edu.kz/ru/tsentr-psihologicheskogo-konsultirovaniya>). This center provides faculty and students with the opportunity to address issues that may affect their health, mood, or academic and professional performance. Common concerns include relationships, stress, self-esteem, and personal appearance. Additionally, the center addresses a wide range of other issues, such as social withdrawal, panic, and addiction.

The university has developed a "Regulation on Resolving Corporate Conflicts and Conflicts of Interest" ([https://drive.google.com/file/d/1\\_XGAYtwtyneEe6zUcqXFZbeUH9fso70WA/view](https://drive.google.com/file/d/1_XGAYtwtyneEe6zUcqXFZbeUH9fso70WA/view)) (approved by the Board of Directors on February 22, 2021, Protocol No. 2), which outlines the general principles for conflict resolution and prevention. Additionally, the institution has implemented the following documents: "[Regulation on the Ethics Council](#)" approved by the Board of Directors on April 26, 2024, Protocol No. 6/03-2024); "[Regulation on the Disciplinary Commission](#)" (approved by the Rector's order on November 21, 2019, No. 432); "Regulation on the Disciplinary Council" (approved by the Chairman of the Board–Rector's order on February 26, 2024, No. 59); "[Code of Ethics for Students](#)" (approved by the Board of Directors on February 9, 2023, Protocol No. 01); "[Rules for Conducting Internal Investigations](#)." Ethics committees and commissions are responsible for reviewing complaints, providing a formal avenue for graduate students to address any issues they encounter. These structures ensure the availability of mechanisms to manage ethical concerns and uphold institutional integrity.

Discussions with students highlighted the presence of a complaint submission system that ensures confidentiality and the protection of students' rights.

Although regular student and employer surveys are conducted, no information was provided regarding the specific measures taken to address identified shortcomings.

During interviews with faculty and students, it was confirmed that applicants sign a consent form for the processing of personal data upon admission. Faculty members also provide consent for personal data processing when signing employment contracts. This consent is formalized through the electronic signature of documents in the Salem Office program.

Experts established that evaluation mechanisms at the department level include classroom monitoring [through peer observations](#), open classes, participant surveys, feedback from external internship supervisors, reports from the heads of state attestation commissions, and analysis of academic performance indicators.

Interviews with program leaders confirmed that data collected through surveys encompass the satisfaction levels of stakeholders, as reflected in the results of annual sociological studies. Decisions made by the Academic Council, the Educational and Methodological Council, and the Rector are communicated to staff members to ensure transparency and alignment with institutional

goals.

Results of Faculty Survey:

Level of feedback between faculty and administration: Rated as "very good" by 52.4% (11 respondents) and "good" by 47.6% (10 respondents).

Perception of criticism by university leadership and administration: Rated as "very good" by 23.8% (5 respondents), "good" by 71.4% (15 respondents), and "relatively poor" by 4.8% (1 respondent).

Openness and accessibility of leadership to faculty: Rated as "very good" by 71.4% and "good" by 28.6% of respondents.

Results of Student Survey:

Clarity of disciplinary procedures: Fully satisfied – 92.3% (12 respondents); partially satisfied – 7.7% (1 respondent).

Information support and explanation of admission rules and program strategies prior to enrollment: Fully satisfied – 92.3% (12 respondents); partially satisfied – 7.7% (1 respondent).

Relationships with the dean's office (department): Fully satisfied – 92.3% (12 respondents); partially satisfied – 7.7% (1 respondent).

Accessibility of the dean's office (department): Fully satisfied – 100% (13 respondents).

Accessibility and responsiveness of university leadership: Fully satisfied – 92.3% (12 respondents); partially satisfied – 7.7% (1 respondent).

Satisfaction with the activities of financial and administrative services: Fully satisfied – 92.3% (12 respondents); partially satisfied – 7.7% (1 respondent).

Availability of counseling for personal issues: Fully satisfied – 92.3% (12 respondents); partially satisfied – 7.7% (1 respondent).

Faculty expectations of students: Fully satisfied – 92.3% (12 respondents); partially satisfied – 7.7% (1 respondent).

Objectivity in evaluating knowledge, skills, and other academic achievements: Fully satisfied – 92.3% (12 respondents); partially satisfied – 7.7% (1 respondent).

### ***Analytical Section***

Analysis of the Educational Program (EP) under the Standard "Information Management and Reporting":

The commission notes that the university has an established information and reporting management system encompassing student admissions, academic performance, student and faculty mobility, staff composition, and other key aspects. This system is reflected in regular reports presented at department meetings, rectorate sessions, and Academic Council meetings. It comprehensively covers all aspects of university operations. Document management is conducted in both electronic and traditional formats in accordance with the approved nomenclature. Data collection and analysis are conducted within established timeframes, including information on student performance and enrollment.

Interviews with faculty and students revealed that internal communications and the university website are the primary sources of information. However, many students prefer using messengers and internal communication systems, highlighting the convenience of accessing electronic educational resources and literature.

The EEC confirmed that all faculty members involved in accredited programs have provided documented consent for the processing of personal data, which is securely stored in the university's specialized units. The institution employs an effective information security mechanism, including the designation of responsible personnel for ensuring the accuracy and timeliness of data analysis.

Recommendations and Observations:

While the system demonstrates functionality, the EEC recommends enhancing mechanisms for interaction with students, faculty, and employers during the data collection and analysis process. Proposals and decisions should be documented in the minutes of department meetings, particularly for accredited programs.

Student survey results indicate that the university fosters an environment conducive to acquiring knowledge without barriers.

However, the EEC identifies several issues that are not fully addressed in the university's self-assessment report and were not confirmed during the visit:

**Absence of a Performance Evaluation System:**

No system is in place to assess the effectiveness and efficiency of activities, including at the level of individual educational programs.

Clear performance indicators for each educational program are lacking.

Criteria for evaluating the achievement of program goals have not been established. For instance, there are no quantitative or qualitative indicators reflecting the effectiveness of students' competency development.

**Implications of These Deficiencies:**

The absence of a system to evaluate the effectiveness of activities within programs prevents an objective assessment of educational quality.

This hinders the identification of weak points and the timely implementation of necessary adjustments to the educational process.

Consequently, the institution cannot effectively manage educational quality or achieve its stated goals.

The EEC emphasizes the need to ensure the implementation of a mechanism for interaction with students, faculty, and employers on matters of information collection and analysis. Proposals and decisions should be formally recorded in departmental meeting minutes, particularly for accredited programs, to support continuous improvement and accountability.

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

No significant strengths were identified.

#### **Recommendations of the External Expert Commission (EEC):**

1) To the University Leadership: Define, document, and implement performance and effectiveness indicators for monitoring and analysis at the level of individual educational programs. Deadline: September 2025.

2) To the Leadership of Accredited Educational Programs: Establish target values for key performance indicators in the development plans of educational programs and determine the frequency of their evaluation. Deadline: September 2025.

#### **EEC Conclusions by Criteria:**

**Under the standard "Information Management and Reporting",** the accredited programs 7M01403 – "Fine Art, Graphics, and Design" and 7M01509 – "Chemistry" address 16 criteria. Of these: 14 criteria are rated satisfactory / 2 criteria require improvement.

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

• *Development and Approval Procedures: The organization must define and document procedures for the development and approval of educational programs (EPs) at the institutional level.*

• *Alignment with Established Goals: EP leadership should ensure that developed programs align with defined objectives, including expected learning outcomes.*

• *Mechanisms for Revision: EP leadership must demonstrate the existence of mechanisms for revising program content and structure in response to labor market changes, employer requirements, and societal needs.*

• *Graduate Profiles: EP leadership should ensure the availability of graduate models describing both learning outcomes and personal attributes.*

• *External Expertise: EP leadership must demonstrate the conduct of external evaluations of the program's content and planned outcomes.*

• *Qualification Definition: The qualification awarded upon program completion must be clearly defined and correspond to the appropriate levels of the National Qualifications Framework (NQF) and the Qualifications Framework for the European Higher Education Area (QF-EHEA).*

- *Impact of Courses and Practices: EP leadership should define the influence of disciplines and professional practices on the formation of learning outcomes.*
  - *Preparation for Professional Certification: The program must provide opportunities for students to prepare for professional certification, where relevant.*
  - *Stakeholder Participation: EP leadership must present evidence of the involvement of students, faculty, and other stakeholders in program development and quality assurance.*
  - *Content and Learning Outcomes by Educational Level: EP leadership should ensure that the content of academic disciplines and learning outcomes correspond to the educational level (bachelor's, master's, doctoral).*
  - *Variety of Activities: The EP structure should include diverse activities that enable students to achieve planned learning outcomes.*
  - *Alignment with International Standards: The content and learning outcomes of EPs must align with those of programs implemented by higher and/or postgraduate education institutions in the European Higher Education Area (EHEA).*
- Key Focus Areas:*
- *Documented processes for program creation and institutional approval.*
  - *Regular updates to reflect labor market and societal changes.*
  - *Transparent alignment with national and international qualification frameworks.*
  - *Evidence-based stakeholder involvement in the lifecycle of program development and evaluation.*

### ***Evidence Section***

The members of the External Expert Commission (EEC) of the Independent Agency for Accreditation and Rating (IAAR) have established that the Higher Education Institution (HEI) ensures the development of Educational Programs (EPs) in accordance with the requirements of the State Educational Standards of the Republic of Kazakhstan (SES RK), professional standards, and the university's development strategy.

The university operates under the "[Rules for the Development and Approval of Academic Programs](#)" (approved on March 10, 2023, Protocol No. 4-1). These rules outline the key stages involved in designing and approving Educational Programs (EPs). They include the structure of EPs, internal quality assurance criteria, and considerations for developing dual-degree programs.

The rules were formulated in compliance with the regulatory and legal documents governing the education sector in the Republic of Kazakhstan (RK). Furthermore, the process of developing EPs incorporates existing professional or sectoral standards, State Educational Standards (SES) of higher and postgraduate education, the National Qualifications Framework (NQF), Sectoral Qualifications Framework, the European Qualifications Framework (EQF), and other relevant frameworks.

The content of Educational Programs (EPs) is established in accordance with the relevant State Educational Standards (SES) for higher and postgraduate education, as approved by the Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022, No. 2 (as amended on February 20, 2023). Additionally, it adheres to the professional standard "Educator," approved by the Order of the Acting Minister of Education of the Republic of Kazakhstan dated December 15, 2022, No. 500. These standards are implemented through curricula and academic programs.

EPs are delivered in compliance with the "Rules for Organizing the Educational Process Based on the Credit Technology of Learning," approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011, No. 152, and amended by the Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated April 5, 2023, No. 145, which introduced changes to the original rules.

The qualifications awarded upon completion of an Educational Program (EP) are determined in accordance with the National Qualifications Framework (NQF), applicable professional standards, and the overarching European Higher Education Area Qualifications Framework (QF-EHEA). This is achieved by analyzing the program's alignment with the criteria and requirements established in these systems.

To develop EPs, Working Groups are established under the leadership of group coordinators. These groups serve as the governing bodies for EP management and consist of representatives

from key stakeholders, including faculty members (FM), students, employers, and experts. Their responsibilities include designing EPs, conducting comprehensive discussions, approving, implementing, monitoring, and improving the programs. The Working Groups ensure the inclusion of representatives from employers, the student body, faculty, and staff to account for the diverse perspectives of various consumers of educational services provided by the EPs.. <https://docs.google.com/document/d/1YuXWvKgvUjqODa5i4WfBrZk2Nn7KZcEC/edit?usp=sharing&oid=106227756808642915476&rtpof=true&sd=true>, <https://drive.google.com/drive/folders/1iIrGpVY7HiQxooStbv5zaFdAYJvr0j2N>

The members of the External Expert Commission (EEC) confirmed that the university implements a practice of conducting external reviews for accredited Educational Programs (EPs) developed by academic departments. The review of EPs is conducted by senior employees or managers of organizations and enterprises relevant to the training profile of specialists. Experts are selected based on their higher or postgraduate education and experience in the respective field.

During interviews and meetings with the heads of accredited EPs, the existence of mechanisms for the development, approval, and documentation of EPs was verified.

Educational programs undergo peer review by independent experts and specialists chosen for their knowledge, experience, and expertise in the relevant domain. Both domestic and international experts are engaged in designing EPs at all levels. The objectives of an EP align with the expected learning outcomes, which define the specific competencies acquired by graduates. These outcomes are established through collaboration with various stakeholders, including faculty members, academic experts, and, in some cases, employer representatives, as part of the Working Groups. This approach ensures that the objectives of the program and its learning outcomes are closely interconnected and focused on equipping graduates with the necessary knowledge, skills, and competencies for successful professional careers.

For each accredited Educational Program (EP), a Catalog of Elective Disciplines (CED) has been developed based on the preferences of students, employers, and faculty members (FM). The CED is publicly available on the university's website: <https://qyzpu.edu.kz/ru/obrazovatelnie-programmi-magistraturi> .

In developing the EP 7M01509 – "Chemistry," employers actively participated, including Mukataeva Zh.S., Candidate of Chemical Sciences, Associate Professor at Abai Kazakh National Pedagogical University, and Akserikova A.M., Director of the Public Institution "Gymnasium No. 36 named after B. Atykhanuly." Similarly, for the EP 7M01403 – "Art Work, Graphics, and Design," contributors included Seitova N.Zh., Vice-Rector for Research at the Sumbat Academy of Technology and Design, and Turganbayeva Sh.S., Doctor of Arts at the International Educational Corporation of KazGASA.

In addition to their involvement in the development of accredited EPs, stakeholders actively contribute to their implementation. This includes establishing departmental branches at enterprises, organizing and conducting professional internships, and fostering the practice-oriented training of students to enhance their practical skills.

The university upholds a policy of transparency and actively participates in university rankings both internationally (e.g., QS Central Asia, ARES, QS EECA, THE, and Webometrics) and nationally (e.g., Independent Agency for Accreditation and Rating [IAAR], Independent Agency for Quality Assurance in Education [IQAA], and the National Chamber of Entrepreneurs "Atameken").

The university has approved existing types of academic plans, including the Educational Program (EP) curriculum by program direction and the EP passport. These documents contain a list of courses categorized into Basic Disciplines (BD), Specialized Disciplines (SD), University Components (UC), and Elective Components (EC). They are developed based on the model curriculum for the respective EP direction, covering the entire period of study (e.g., professional master's programs lasting 1.5 years), the State Compulsory Education Standards (SCES), and the Rules for Organizing the Educational Process under the Credit Technology of Learning. Additionally, they consider 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 appropriate balance of credit volumes between the BD and SD course cycles in compliance with the European Credit Transfer and Accumulation System (ECTS).

The accredited Educational Programs (EPs) demonstrate a logical sequence in mastering course cycles, disciplines, internships, final certification, and the defense of a master's thesis, ensuring the development of general and specialized competencies. The workload for course cycles is detailed in ECTS credits and hours, specifying lectures, laboratory sessions, practical (seminar) classes, independent student work under the supervision of a faculty member, and autonomous student work. Additionally, all types of professional internships, interim assessments, and other academic activities are included.

Experts confirmed that a mandatory component of the accredited EPs is the provision for flexible individual study plans that reflect a learner's educational trajectory. These plans are designed to ensure that every graduate achieves the intended learning outcomes.

Upon completing postgraduate-level education and successfully defending their master's thesis, graduates are awarded the degree of Master of Pedagogical Sciences in the following programs: 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry."

In compliance with the relevant standard, the EEC members were provided with supporting documents and materials addressing the criteria of the standard. These include evidence of active involvement by employers, faculty members (FM), and students, as reflected in the minutes of meetings of the accredited EPs.

#### ***Summary of Analytical Findings and Survey Results:***

##### **TS Survey Results:**

##### **Alignment with Professional Interests:**

- 76.2% (16 respondents): Rated the alignment of the EP with their scientific and professional interests as "very well." 23.8% (5 respondents): Rated it as "well."

##### **Institutional Support:**

- 76.2% (16 respondents): Rated institutional support for developing new EPs, courses, and teaching methodologies as "very well." 23.8% (5 respondents): Rated it as "well."

##### **Program Orientation:**

- 61.9% (13 respondents): Rated the EP's focus on developing analytical and forecasting skills in students as "very well." 38.1% (8 respondents): Rated it as "well."

Student Survey Results: 92.3% (12 respondents): Fully satisfied with the overall quality of the EP. 7.7% (1 respondent): Partially satisfied

#### ***Analytical Section***

During the visit, materials were reviewed that substantiate the process of development, approval, and revision of the educational programs 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry." These materials included curricula, syllabi, program passports, individual student learning plans, elective course catalogs, employer feedback, agreements with international universities and practical training bases, development plans for the programs, certificates of faculty and students, individual faculty plans, professional development plans for faculty, and orders approving the topics of master's theses.

An analysis of the documents related to the content of the accredited programs (including the balance of theoretical and practical disciplines, elective courses, and their alignment with learning outcomes) demonstrated a systematic approach involving all stakeholders and compliance with the regulatory documents of the Ministry of Science and Higher Education of the Republic of Kazakhstan (MSHE RK) and the university's internal regulations. Faculty members of the department, employers, and students actively participate in the development of the accredited programs, ensuring an optimal design of the educational programs. The accredited programs align with labor market demands.

The workload of the programs is defined in Kazakhstani credits and ECTS, as reflected in all documentation for the implementation of the accredited educational programs.

At the core of each educational program is a system of goals, knowledge, skills, abilities, competencies, and personal qualities, represented by the graduate profile. Interviews with students, faculty, and stakeholders confirmed their involvement in the development of the programs, including suggestions for introducing new courses and modules. The commission members verified that graduate models for the accredited programs have been developed at the department, incorporating general, professional, and personal competencies. However, the individual graduate model is not published on the university's website, limiting accessibility for external stakeholders. It is currently included in the [program description](#).

***Strengths / Best Practices:***

No strengths were identified.

***Recommendations of the External Expert Commission (EEC):***

None.

**EEC Conclusions on the Criteria:**

**According to the standard "Development and Approval of Educational Programs,"** the accredited programs 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry" meet 12 criteria, all of which have a satisfactory rating. No criteria require improvement.

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

- *The educational organization (EO) must establish mechanisms for monitoring and periodic evaluation of educational programs (EPs) to ensure the achievement of goals and the fulfillment of the needs of students and society, as well as to demonstrate a commitment to the continuous improvement of EPs.*
- *Monitoring and periodic evaluation of EPs should include:*
  - *Evaluating the content of programs in light of the latest scientific advancements in specific disciplines to ensure the relevance of the subjects taught;*
  - *Addressing changes in societal needs and the professional environment;*
  - *Assessing students' workload, academic performance, and graduation rates;*
  - *Measuring the effectiveness of student assessment procedures;*
  - *Understanding students' expectations, needs, and satisfaction with the EP;*
  - *Evaluating the educational environment and support services and their alignment with the goals of the EP.*
- *The leadership of the EP must demonstrate a systematic approach to conducting monitoring and periodic evaluation of the quality of the EP.*
- *The EO and EP leadership must establish mechanisms to inform all stakeholders of any planned or implemented actions regarding the EP.*
- *All modifications made to the EP must be publicly disclosed.*

**Evidence Section**

The experts have determined that the university has implemented a system for continuous monitoring and periodic evaluation of the quality of educational programs. This system is carried out through verbal surveys and questionnaires involving students, faculty, employers, and other stakeholders. The accredited educational programs are regularly discussed at departmental and institutional meetings.

The university has developed [the "Rules for the Development and Approval of Academic Programs"](#) (approved by the Academic Council of the NJSC "Kazakh National Women's Teacher Training University" on March 10, 2023, Protocol No. 4-1), which regulate all processes related to the development and approval of educational programs. The rules outline the structure of educational programs, criteria for internal quality assurance, and considerations for the development of dual-degree educational programs. The monitoring and evaluation of educational

programs include the following stages: Discussion of the educational program; Review of the educational program; Revision of the educational program based on proposals and feedback from employers and other stakeholders; Further discussion of the educational program; Recommendation for approval; Approval procedure.

Working groups consisting of stakeholders—including students, faculty, and employers—are involved in the development of educational programs (EPs).

The review of educational programs is carried out by independent experts and specialists selected based on their knowledge, experience, and expertise in the relevant field. Both domestic and international experts are engaged in the design of educational programs at all levels.

To enhance the quality of the educational process, systematic monitoring of the implementation of EPs is conducted, taking into account the suggestions of students. These include participation in the selection and formation of elective courses, the development of thesis topics, feedback on professional internships, as well as the input and recommendations of employers and other stakeholders.

The monitoring and periodic evaluation of EPs focus on goals, content, learning outcomes, resources, the student body, and external conditions for implementing the educational process. The monitoring and systematic control of the development and updating procedures for accredited EPs are overseen by the Department of Academic Program Development and Quality Assurance, the Department of Academic Affairs, and other related units.

The qualifications awarded upon completion of an EP are determined in alignment with the National Qualifications Framework (NQF), applicable professional standards, and the European Qualifications Framework for the European Higher Education Area (QF-EHEA). This is achieved through an analysis of the program's compliance with the criteria and requirements set by these systems.

For each accredited educational program (EP), an elective courses catalog has been developed in collaboration with students, employers, and faculty. This catalog is published on the university's website at <https://qyzpu.edu.kz/ru/obrazovatelnie-programmi-magistraturi>.

The elective courses catalog for accredited EPs is reviewed and expanded annually. For instance, based on employer recommendations, changes were made to the EP 7M01509 – *Chemistry*. At the suggestion of the Nazarbayev Intellectual School of Chemistry and Biology and Gymnasium No. 36 in Almaty, the course "*Methods for Solving Advanced-Level Chemistry Problems*" (6 credits) was added to the catalog (Protocol No. 8-1, 28.02.2024).

During interviews with graduates and employers of the accredited EPs, the External Evaluation Committee (EEC) members were presented with evidence confirming the participation of stakeholders in evaluating the content of educational programs.

Ongoing monitoring analyzes results from academic sessions, state exams, and the quality of graduate work, forming the basis for comprehensive reports. Department and directorate meetings address student attendance, discuss results from ongoing and final assessments, and identify student performance trends. Annual roundtables with stakeholders are conducted to discuss adjustments to EPs, such as introducing elective courses or determining practical training bases. Stakeholder groups are directly informed about relevant changes.

Surveys are conducted annually among full-time students to evaluate faculty teaching performance. Survey results are analyzed at department meetings, and EP leadership makes decisions on introducing new courses and educational trajectories based on these discussions. Changes to the content of educational programs are communicated to all stakeholders through key channels, ensuring transparency and accessibility of information for faculty, master's students, and employers.

The educational process includes continuous improvement in calculating the workload of EPs and their components using the credit system and ECTS. The total credits for the EPs meet the requirements, amounting to 90 ECTS. Each course within the program specifies general and specialized competencies, covering areas of professional expertise.



The content of modules is aligned with employer feedback, ensuring opportunities to adjust EPs based on their suggestions. During module study, students acquire specific professional competencies. The sequence of course study is reflected in the structure and content of working academic plans, which are designed using a system of prerequisites.

The effectiveness of EP implementation is reflected in graduate quality and employment rates.

The university has established support services to identify and address the needs of various student groups. These services assess satisfaction with teaching, learning, assessment, and overall EP implementation through surveys, discussions with advisors and tutors, and consultations with EP leadership.

The educational environment and support services align with the goals of the EPs. The educational process for accredited programs is conducted in specialized classrooms and training laboratories equipped with appropriate laboratory instruments and equipment.

### **Survey Results for Faculty members (PPS):**

- Alignment of Students' Knowledge with Modern Labor Market Requirements: Rated as "Very Good" by 52.4% (11 respondents). Rated as "Good" by 47.6% (10 respondents).
- Suitability of Teaching Workload to Expectations and Capabilities: Rated as "Very Good" by 57.1% (12 respondents). Rated as "Good" by 42.9% (9 respondents).
- Attention Paid by University Management to the Content of Educational Programs: Rated as "Very Good" by 95.2% (20 respondents). Rated as "Good" by 4.8% (1 respondent).

### **Survey Results for Students:**

- Relevance and Alignment of Teaching Material with Latest Scientific and Practical Developments: "Completely Agree" - 92.3% (12 respondents). "Agree" - 7.7% (1 respondent).
- Satisfaction with the Objectivity of Assessment of Knowledge, Skills, and Other Academic Achievements: "Completely Satisfied" - 92.3% (12 respondents).
- Clarity and Accessibility of Assessment Criteria Used by Instructors: "Completely Agree" - 92.3% (12 respondents). "Agree" - 7.7% (1 respondent).
- Satisfaction with Being Informed About Requirements to Successfully Complete the Educational Program: "Completely Satisfied" - 92.3% (12 respondents). "Partially Satisfied" - 7.7% (1 respondent).
- Satisfaction with Information on Courses, Educational Programs, and the Degree Awarded: "Completely Satisfied" - 92.3% (12 respondents). "Partially Satisfied" - 7.7% (1 respondent).

### ***Analytical Section***

The analysis of documents and interviews with students, faculty members, alumni, and employers confirms the logical sequence and interconnection of the courses within the accredited educational programs.

The university conducts continuous monitoring of the program content in the context of the latest advancements in science and technology in each specific discipline, changes in societal needs and professional environments, workload, academic performance and graduation rates, the effectiveness of student assessment procedures, the needs and satisfaction levels of students, and the alignment of the educational environment and support services with the goals of the program.

The university successfully operates a student support service, and there are mechanisms in place for tutoring, advising, mentoring, and guidance among the faculty members.

The administration of the educational programs and faculty members apply a system of student assessment through various procedures, including criterion-based evaluation, descriptors, rubrics, plagiarism checks, and others. The academic workload, schedule, academic performance,

and graduation rates for students within the accredited programs are clearly organized. However, student interviews revealed the need for improvement in the student assessment system through the development of more effective evaluation procedures.

Experts note that the administration conducts periodic evaluations of the accredited educational programs, considering changes in the needs of the professional environment, student workload, and academic performance. Along with this, there is a need for more comprehensive disclosure of the procedures for improving the educational programs. Departmental and institutional meetings discuss the analysis of students' academic success, review the results of examination sessions, and decisions are made based on this analysis to enhance performance. Key indicators of the quality culture in the university include the awareness of students and faculty regarding the content of the university's Mission and Vision. The quality of educational services is assessed through external expertise, including the university's position in the national rankings, successful completion of national and international accreditation, and employer satisfaction with the quality of graduate training. The quality of educational services is also determined by student satisfaction with the learning conditions and staff and faculty satisfaction with working conditions.

The commission members confirmed that the department has developed graduate profiles for the accredited educational programs, which include general, professional, and personal competencies. The impact of various practices on the formation of learning outcomes has been demonstrated. Within the departments, agreements and memorandums have been signed with external organizations.

Information about changes to the educational programs is communicated at departmental meetings, academic-methodical councils, and the university's academic council. Additionally, according to the self-report, stakeholders are informed about upcoming meetings regarding the review of educational programs through communication channels (mobile phone, email, WhatsApp). However, the commission notes the absence of a mechanism for informing all stakeholders about any planned or undertaken actions regarding the educational programs on the university's website, as the university does not publish information about changes made to the programs. Therefore, it is necessary to improve the process of informing stakeholders about any actions related to the educational programs and to publish all changes made on the university's website.

During the interviews with students, faculty, and other stakeholders of the accredited educational programs, it was revealed that there is a lack of a systematic approach and a lack of clarity in the procedures for monitoring and periodic evaluation of the educational programs to achieve their goals, with results aimed at continuous improvement. Furthermore, the commission did not observe a monitoring system based on documented procedures for monitoring and periodic evaluation of the educational programs. Questions were raised regarding the methodological aspects of the monitoring process, as well as the principles of managing educational programs based on the analysis of monitoring results. Additionally, the commission was not entirely clear on the mechanism for evaluating the content of the programs in relation to the latest scientific and technological advancements in each specific discipline.

**Strengths / Best Practices:** No strengths were identified.

**Recommendations from the Accreditation Expert Commission (AEC):**

1. The university leadership should define and document indicators for achieving the objectives of the educational program (EP) and establish a procedure for monitoring them. Deadline: June 1, 2025.

2. The university leadership should develop and document a procedure for the continuous improvement of the EP, and implement a mechanism for informing all stakeholders about any planned or undertaken actions regarding the EP. Deadline: June 30, 2025.

3. The university leadership should ensure that information about planned and undertaken actions related to the content of the EP is published on the university website, and ensure that all stakeholders are informed based on this. Deadline: June 1, 2026.

4. The university leadership should develop a documented procedure for informing stakeholders about changes to the EP, including the date of the change, a brief description, and the rationale for the changes. Deadline: September 1, 2025.

**AEC Findings by Criteria: For the standard "Continuous Monitoring and Periodic Evaluation of Educational Programs,"** the accredited EPs 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry" cover 10 criteria. Out of these, 6 criteria are rated as satisfactory, while 4 require improvement.

#### 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 diverse groups of students and their needs, offering flexible learning pathways.*
- *The leadership of the EP should ensure the use of various teaching and learning methods and approaches.*
- *A crucial factor is the presence of internal research in the field of pedagogy and teaching methods for the EP's disciplines.*
- *The leadership of the EP should demonstrate the existence of a feedback system regarding the use of various teaching methods and assessment of learning outcomes.*
- *The leadership of the EP should demonstrate support for student autonomy, while simultaneously providing guidance and assistance from instructors.*
- *The leadership of the EP should demonstrate a procedure for responding to student complaints.*
- *The institution should ensure consistency, transparency, and objectivity in the mechanism for assessing learning outcomes for each EP, including appeals.*
- *The institution should ensure that assessment procedures align with the intended learning outcomes and objectives of the program, and that the criteria and methods for assessment are published in advance.*
- *The institution should define mechanisms for ensuring that each graduate of the EP achieves the learning outcomes and that these outcomes are fully realized.*
- *Assessors should be proficient in modern assessment methods and regularly update their qualifications in this field.*

#### **Evidence Section**

The university adopts a student-centered approach to education, addressing the unique characteristics and needs of learners. This is demonstrated by the opportunity for students to select individualized educational trajectories and choose instructors for elective courses. The university offers instruction in both Russian and Kazakh.

The structure of the "Chemistry" educational program facilitates flexible learning trajectories through a sequential arrangement of courses, ensuring continuity and coherence. The rational distribution of courses across semesters promotes a balanced student workload while optimizing the university's human and material resources. The flexibility of the learning trajectory is grounded in students' ability to independently select and plan their individualized educational paths, fostering motivation for self-directed learning. All students are provided with equal opportunities, regardless of language preferences or individual educational needs. This is supported by the presence of an inclusive education center and psychological support services.

The accredited educational programs are developed in accordance with the Dublin Descriptors and include a detailed description of the level and scope of knowledge, skills, abilities, and competencies that students are expected to acquire upon completion. These programs are structured based on learning outcomes, formed competencies, and the total number of ECTS credits. The quality of teaching by the academic staff is regularly monitored at all levels of education, with survey results being discussed during departmental meetings. This procedure is

regulated by the survey guidelines approved by the Academic Council (Protocol No. 5, dated December 23, 2023).

The university has established a well-organized system of advisory and tutoring support. Students receive necessary information from various departments, while the advisory functions are carried out by academic departments. These include guidance on the structure of the curriculum, credit allocation, the procedure for internships, requirements for independent work, assessment of learning outcomes, student rights and responsibilities, procedures for dismissal, reinstatement, and transfer, GPA calculation, integrated GPA, additional education (summer semester), and retaking courses. Under the supervision of advisors, students select courses and instructors when forming their individual study plans (ISPs), which are registered for the specific number of credits required by the educational program. Furthermore, it was established by experts that the university organizes meetings between the rector and new students at the beginning of each academic year.

The mechanisms for ensuring the mastery of educational programs are outlined in various regulatory documents, including the "[Rules for Conducting Ongoing Academic Performance Monitoring, Midterm, and Final Assessments of Students](#)", approved by the Order of the Chairman of the Board-Rector on March 4, 2024 (Order No. 68), as well as the university's internal regulations. These documents govern processes related to students' academic activities, their evaluation, and support throughout the entire period of study.

The assessment of knowledge acquired by students during their studies is conducted using a point-rating system and includes ongoing and milestone assessments, midterm evaluations, and final certification. The survey "Teacher through the Eyes of a Student" allows for the evaluation of student satisfaction with their instructors. Additionally, other feedback mechanisms are in place, such as the rector's blog (<https://qzpu.edu.kz/ru/blog-rektora>), a Telegram bot ([https://t.me/ReceptionJenPU\\_bot](https://t.me/ReceptionJenPU_bot)), a hotline, and suggestion boxes.

The university and the administration of the accredited educational programs have established a system for evaluating students' academic achievements. This evaluation system is documented in course syllabi under the section "Course Policy." The educational programs developed by the university align with its updated requirements, which emphasize the acquisition of diverse competencies by future specialists. The level of competency and the degree of their formation are assessed in accordance with contemporary advancements in knowledge evaluation. An essential section in the syllabi is the rubric for assessing learning outcomes for the course, which provides students with access to evaluation criteria, ensuring transparency and clarity in the assessment process.

To develop students' professional skills, various types of practical training are included. For the accredited programs 7M01403 – “Artistic Work, Graphics, and Design” and 7M01509 – “Chemistry,” the practical training bases (department branches) include:

№	Names of Educational Programs:	Names of Practical Training Bases:
1	7M01509 – "Chemistry"	<b>Names of Practical Training Bases:</b> Nazarbayev Intellectual School of Chemical and Biological Focus Gymnasium School No. 162 named after S. Baizhanov Gymnasium School No. 59
	7M01403 – "Artistic Work, Graphics, and Design"	Almaty University of Humanities and Economics, Institute of Design and Technology "Symbat" ( <a href="#">Memorandum No. 49, dated June 3, 2022</a> ; <a href="#">Memorandum No. 25, dated October 9, 2024</a> ) State Institution "Almaty College of Service and Technology" Almaty Technological University State Institution "Almaty College of Fashion and Services"

Graduate students have the opportunity to participate in scientific internships at institutions such as Tomsk State University, the Institute of Combustion Problems, Kazan Federal University, and others.

The TS of the accredited educational programs actively employ innovative and interactive educational technologies, their own scientific developments, and electronic textbooks. During the External Expert Commission (EEC) visit and the review of the accredited programs' documentation, evidence of faculty-led research in the methodology of teaching disciplines was identified. Over the reporting period, the faculty implementing the accredited programs developed and integrated educational materials into the learning process and obtained patents, including: Patent for a Utility Model No. 8460 (29.09.2023): "Use of Dimethyl(1-hydroxy-1-phenylethyl) phosphonate as a growth accelerator for vegetable crops" by Kuanalykova A.B., Dzhiyembayev B.Zh. Invention Patent No. 155671: "Methodology for synthesizing indium chromite-manganite doped with strontium  $\text{In}_{0.5}\text{Sr}_{0.5}\text{Cr}_{0.5}\text{Mn}_{0.5}\text{O}_3$ " by Mataev M.M., Tursinova Zh.I., Durmenbayeva Zh., Kezdikbayeva A.T. Copyright Certificate No. 39339 (29.09.2023): "Chemistry of Elements" by Myrzakhmetova N.O. Copyright for the Educational Aid "Uranium Chemistry" No. 316811: by Nurbekova M.A., Mataev M.M., Batyrbekova Zh.D., Abdrayimova M.R., and others.

In the course of their teaching, instructors of the accredited educational programs utilize various platforms, including Zoom, Padlet, LearningApps, Google Meet, Google Classroom, and others.

Students have the opportunity to participate in Academic Mobility programs, including Erasmus+, through bilateral agreements and partnerships with countries such as the United States, the United Kingdom, South Korea, Poland, Turkey, and China. These programs are overseen by the [Department of International Cooperation](#).

The university has developed a comprehensive concept for the [advancement of inclusive education](#) for the period 2020–2026, along with [a set of measures aimed at enhancing inclusive education](#). These initiatives are designed to foster a corporate culture that effectively addresses the diverse needs of various student groups, including those with disabilities.

At the university, a well-established system for addressing complaints operates in accordance with internal regulations, which are detailed in documents available on the university's official website: <https://qyzpu.edu.kz/ru/normativno-pravovie-dokumenti>. Complaints and inquiries from students are reviewed systematically. To facilitate communication, the university has established a Rector's Blog accessible to all interested parties, and complaints can also be addressed by program directors and department heads.

Student Survey Results. A student survey revealed the following:

-Timely assessment of academic achievements: 92.3% of respondents (12 individuals) were "completely satisfied," while 7.7% (1 individual) were "satisfied."

-Equal opportunities for academic and personal development: 92.3% (12 individuals) were "completely satisfied," while 7.7% (1 individual) were "satisfied."

-Alignment of evaluation methods (seminars, tests, questionnaires, etc.) with course content: 84.6% (11 individuals) were "completely satisfied," and 15.4% (2 individuals) were "satisfied."

-Effectiveness of teaching methods: 92.3% (12 individuals) were "completely satisfied," while 7.7% (1 individual) were "satisfied."

-Fair assessment of achievements by instructors: 92.3% (12 individuals) were "completely satisfied," while 7.7% (1 individual) were "satisfied."

Faculty Survey Results

A survey of the academic staff indicated the following:

The level of conditions accommodating the needs of diverse student groups was rated "very good" by 47.6% of respondents (10 individuals) and "good" by 52.4% (11 individuals).

During interviews, the commission confirmed the existence of a robust complaint response system at the university. Procedures for resolving complaints are governed by internal documents, which are publicly accessible on the university's website <https://qyzpu.edu.kz/ru/normativno-pravovie-dokumenti>. The Rector's Blog serves as an additional platform for communication, ensuring transparency and inclusivity in addressing concerns.

### *Analytical Section*

The information presented in the self-assessment report regarding this standard was largely corroborated during the External Expert Commission (EEC) visit.

The accredited educational programs 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry" ensure equal opportunities for students in terms of accessibility, choice, and accommodation of individual needs and capabilities.

The university and the management of the educational programs demonstrate a focused policy aimed at implementing measures to address the needs and individual characteristics of diverse student groups, both in academic and extracurricular activities.

The EEC experts confirmed that student workload is appropriately considered during the development of program documentation and complies with the requirements of the credit-based learning system. The educational trajectory for each student is developed individually under the guidance of an academic advisor.

Student-centered learning within the accredited educational programs takes into account the diverse needs, abilities, and learning styles of students. It has been established that the university administration and the management of the accredited programs demonstrate respect and attentiveness toward different student groups and their needs, offering flexible learning trajectories. Experts noted that the university leadership continuously strives to create a comfortable and supportive educational environment. Advanced approaches are employed to address the needs of various student groups, including individuals with physical disabilities. The university provides the necessary conditions for independent academic and research activities for both students and faculty. Special attention is given to fostering self-directed learning, addressing the unique needs of students, and promoting reflection. This is achieved through the provision of flexible learning pathways, the application of diverse pedagogical methods and teaching formats, and the regular assessment of student performance. The educational environment supports individual development, enabling students to achieve their personal and professional growth objectives.

An essential aspect of the accredited educational programs is the presence of research in the field of teaching methodologies for the respective disciplines.

Faculty involved in the delivery of these programs regularly participate in professional development courses, training seminars, and conferences. To establish effective feedback mechanisms, the university systematically conducts student surveys and questionnaires. Additionally, [a compliance office](#) operates to facilitate communication between students, faculty, and the university administration.

Instructors in the accredited programs strive to create optimal conditions for students to master courses, complete academic programs, and obtain academic and research degrees. The programs demonstrate systematic development and integration of modern teaching methods, alongside efforts to assess student satisfaction with the organization and quality of practical training placements.

However, the commission highlights the need for the university and program management to implement consistent, transparent, and objective mechanisms for evaluating learning outcomes. These mechanisms, including criteria and methods, should be clearly defined, published, and recognized by students. Furthermore, the feedback system regarding the use of various teaching methods and the evaluation of learning outcomes requires greater clarity and structure.

### **Strengths/Best Practices**

No significant strengths were identified under this standard.

### **Recommendations of the External Expert Commission (EEC):**

1) The university administration and program management should develop and implement a feedback system for the accredited educational programs to assess the use of various teaching methodologies and learning outcome evaluations. Deadline: June 1, 2025.

2) The management of the accredited programs should consistently monitor the effectiveness of teaching methodologies and assessment methods for courses. The results of these efforts should be published on the university's website. Deadline: September 1, 2025.

### **EEC Conclusions by Criteria:**

For the standard "**Student-Centered Learning, Teaching, and Academic Performance Assessment**," the accredited programs 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry" addressed 10 criteria, all of which were rated as satisfactory, with no criteria requiring improvement.

### 6.6. Standard: "Students"

- *The EO should establish and demonstrate a transparent and publicly available policy governing the entire student lifecycle (from admission to graduation) for each educational program (EP).*

- *The program management should define student enrollment procedures based on:*

- *Minimum requirements for applicants.*

- *Maximum group size for seminars, practical, laboratory, and studio sessions.*

- *Forecasting the number of government grants.*

- *Analyzing available material, technical, informational resources, and staffing capacity.*

- *Evaluating potential social conditions for students, including the availability of dormitory accommodations.*

- *Adaptation and Support Programs: The program management should demonstrate readiness to implement specialized adaptation and support programs for newly admitted students, including international students.*

- *Alignment with the Lisbon Recognition Convention: The EO must show compliance with the Lisbon Recognition Convention by implementing mechanisms for recognizing:*

- *Academic mobility results.*

- *Achievements in additional, formal, and informal learning.*

- *Collaboration with ENIC/NARIC Networks: The EO should cooperate with other educational organizations and national centers in the "European Network of National Information Centers on Academic Recognition and Mobility/National Academic Recognition Information Centers" (ENIC/NARIC) to ensure the comparable recognition of qualifications.*

- *Mobility and External Grants: The EO must facilitate external and internal mobility for students and be prepared to assist them in securing external grants for education.*

- *Internship and Employment Support: The program management should demonstrate readiness to provide students with internship opportunities, assist graduates in finding employment, and maintain ongoing contact with alumni.*

- *Qualification Documentation: The EO must ensure that graduates are issued documents verifying their qualifications. These should include details of learning outcomes achieved, the context, content, and status of the education obtained, and evidence of program completion.*

### **Evidence Section**

The formation of the student body at the university is carried out in accordance with the current regulatory and legal framework and the standard admission rules for educational institutions. The student cohort is established through the allocation of government educational grants for the preparation of research personnel, as well as through tuition payments funded by individuals or other sources.

Admissions to the university are governed by the Standard Rules for Admission to Educational Organizations Implementing Higher Education Programs. The rules for forming the student body are outlined in the [Academic Policy](#), approved by the Academic Council of the university (Protocol No. 5, dated February 3, 2022), and [the Admission Rules for Postgraduate Education Programs](#) (Master's and Doctoral Studies), approved by the Board of Directors (Protocol No. 3, dated June 16, 2023).

Additionally, there is a [Regulation on the Academic Support Department](#), which coordinates the activities of the Master's and Doctoral programs. However, this regulation has not been updated to reflect current requirements.

On the university's website, within the "Admission" and "[Master's Programs](#)" sections, information about the registration and admission rules for educational programs is provided.

Procedures governing the student lifecycle are detailed in the Charter, the University Development Strategy, and the Quality Assurance Policy. The university implements approved and publicly accessible rules covering all stages of the student lifecycle, including: Admission conditions. Orientation programs for new students. Criteria for assessment and conditions for advancing to the next academic year. Tools for collecting, monitoring, and managing information on student progress. The institution has documented and published procedures for recognizing: Academic mobility results. Achievements from additional, formal, and informal learning.

Specifically, the university has developed mechanisms to ensure the [recognition of these results in accordance with established standards](#).

The university actively engages in career guidance initiatives to support the formation of its student cohort. Systematic informational sessions are conducted for undergraduate graduates regarding admission to master's programs. These sessions provide details about student cohort formation, admission rules for postgraduate education, document requirements, conditions, minimum scores, and other relevant aspects.

Educational program disciplines are structured by years and semesters in accordance with the logical sequence of their study and the continuity of content.

At the beginning of each semester, students are provided with an Educational and Methodological Course Guide (EMCG), which includes: A syllabus. Supplementary handouts. Lecture outlines. Plans for practical (seminar) sessions. Independent work plans (ISW) and Independent Work of Students with a Teacher (IWST). Test assignments, semester projects, and exam questions. Grading policies and assessment criteria.

Students enrolled in the programs have opportunities to participate in Academic Mobility Programs, such as:

- Erasmus+ Program.

- Academic Mobility Programs under bilateral agreements and partnerships with universities worldwide.

The university's international partners include institutions from countries such as the USA, United Kingdom, South Korea, Poland, Turkey, and China. Comprehensive information about academic mobility programs is available through the International Cooperation Office.

The university also provides robust support for students' academic achievements, governed by the [Rules on the Student Incentive System](#). These measures include:

- Scholarships and financial assistance.

- Opportunities to participate in academic, scientific, and extracurricular activities such as competitions, Olympiads, conferences, and sporting events.

- Rewards for exceptional contributions, such as developing outstanding scientific projects or organizing high-level cultural and educational events.

In 2023, the university held the Startup-Tomiris Innovation Project Competition, where winners received monetary awards. Such initiatives encourage students to engage in research and innovation activities while fostering their personal and academic growth

### ***Analytical Section***

As a result of the analysis conducted by the members of the External Evaluation Commission (EEC) on the self-assessment report for the accredited educational programs, as well as meetings with students, graduates, and employers, it has been established that the university organizes career guidance activities, provides student support, and fosters an educational environment conducive to the development of professional competencies.

The published regulatory documents outline all procedures governing the student lifecycle,



from admission to graduation.

In adherence to the principle of equal opportunities for all students, the administration of the organization and its programs implements measures to support and adapt newly admitted students through the development and dissemination of informational materials and the organization of special events. Furthermore, specific programs are in place [to facilitate the adaptation of international students](#).

However, the "Guidebook for Newly Admitted Students" has not been made publicly available on the university's website. Publishing this guide would help students navigate university life more comfortably during their initial stages.

Through interviews with employers and alumni, the External Evaluation Commission (EEC) has confirmed that graduates of the accredited educational programs possess skills that are in demand in the labor market. Graduates demonstrate an adequate level of professional competencies, including computer literacy and skills in psychological and pedagogical training.

The Commission also noted that the university hosts more than 12 student clubs and organizations under the Department of Youth and Public Organizations. These initiatives focus on the comprehensive development of youth, including fostering creativity, competitiveness, intellectual growth, sportsmanship, sustainable economic practices, volunteerism, neighborliness, patriotism, cultural and literary interests, friendship, and civic rights. <https://qyzpu.edu.kz/ru/studencheskie-klubi>.

An alumni association is considered an integral structure of a fully functioning university. The External Expert Commission (EEC) of the Independent Agency for Accreditation and Rating (IAAR) noted during interviews with alumni that the university lacks an alumni association. The university administration also confirmed the need to establish such an association.

Students expressed high levels of satisfaction with various aspects of university services, as follows: Accessibility of academic advising: 92.3% (12 respondents). Availability of healthcare services: 92.3% (12 respondents). Accessibility of library resources: 92.3% (12 respondents). Availability of existing learning resources: 92.3% (12 respondents). Overall quality of academic programs: 92.3% (12 respondents). Student-teacher relationships: 92.3% (12 respondents). Additionally, 69.9% (9 respondents) fully agreed with the statement: "The educational organization provides sufficient opportunities for sports and leisure activities." Moreover, 92.3% (12 respondents) expressed full satisfaction with: The informational support and guidance provided prior to admission regarding the rules of admission and the educational program strategy. The clarity of the requirements necessary to successfully complete the educational program.

### **Strengths / Best Practices**

1. The management of the **Educational Program (EP)** effectively implements special adaptation and support programs for newly admitted and international students, ensuring a smooth transition into the educational process and rapid acclimatization to the academic environment.
2. The EP management successfully establishes favorable social conditions for students, including the provision of dormitory accommodations, creating a comfortable environment for both learning and living.

### **Recommendations of the External Expert Commission (EEC):**

1. The educational organization should initiate the creation and ensure the development of an **Alumni Association**, aimed at strengthening engagement with graduates.  
**Deadline:** September 1, 2025.

### **EEC Findings Based on Criteria:**

Under the "Students" standard, the accredited EPs **7M01403 – "Artistic Work, Graphics, and Design"** and **7M01509 – "Chemistry"** were evaluated against 12 criteria: 2 criteria demonstrate strong performance / 10 criteria meet satisfactory standards / 0 criteria require improvement

### 6.7. Standard: "Teaching Staff"

*Transparent and Objective Faculty Policy: The educational organization (EO) must implement a clear and transparent faculty policy, specific to each educational program (EP), encompassing recruitment, professional growth, and staff development to ensure the professional competence of all personnel.*

*Alignment with EP Specifics: The EO must demonstrate that the qualifications and expertise of faculty members (FM) align with the unique requirements of the EPs.*

*Responsibility and Workplace Conditions: The EP management must exhibit a commitment to their staff by ensuring favorable working conditions and fostering a supportive environment.*

*Role Adaptation for Student-Centered Learning: The EP management should show a clear understanding of the evolving role of faculty in the shift towards student-centered learning methodologies.*

*Strategic Contribution: The EO must define and demonstrate the contribution of FM within the EP to the overall institutional development strategy and other strategic documents.*

*Career Growth Opportunities: The EO should provide opportunities for the career advancement and professional development of FM within the EP.*

*Industry Practitioner Involvement: The EP management must display readiness to involve industry practitioners in the teaching process to enhance the practical orientation of the programs.*

*Motivation for Development: The EO should actively motivate the professional and personal development of EP faculty, including incentivizing efforts that integrate research and education and the application of innovative teaching methods.*

*Academic Mobility and Faculty Excellence: A critical factor is the readiness to develop academic mobility within the EP, including attracting leading domestic and international faculty members to contribute to the programs..*

### **Evidence Section**

The university's faculty policy is guided by the document titled "[Human Resource Policy](#)" (approved on March 4, 2024, Protocol No. 4/03-2024). This policy aims to meet the qualification requirements for the implementation of accredited educational programs (EPs), retain the academic teaching staff potential, and create conditions for professional development and career growth.

Recruitment is conducted in accordance with Order No. 536 of the Ministry of Science and Higher Education of the Republic of Kazakhstan (MES RK) dated October 4, 2018, "On Approval of the Rules for Competitive Selection for Faculty and Research Positions in Higher Education Institutions," as well as the university's internal regulatory document titled "[Regulations on the Competitive Selection for Faculty Positions and Equivalent Roles](#)" (approved on May 5, 2021, Protocol No. 4)

Specialists with relevant industry experience are involved in teaching courses for accredited educational programs (EPs).

Employment contracts include provisions for staff certification and dismissal procedures.

Recruitment, promotion, incentives, downsizing, termination, and employee rights and responsibilities are governed by the laws of the Republic of Kazakhstan (*Law "On Education" and Labor Code*), as well as internal regulations, including the "[Rules of Internal Labor Procedure.](#)"

Regular monitoring of the teaching staff's activities is conducted through mutual and supervisory classroom visits and sociological surveys to assess the quality of teaching. Departments implementing the accredited EPs have achieved a 100% degree-holding rate among faculty.

Interactive teaching methods, such as brainstorming, business games, and roundtable discussions, are integrated into lessons. Faculty-developed textbooks and teaching aids are actively used.

Teaching staff activities are guided by individual work plans encompassing all major types of academic, pedagogical, and extracurricular responsibilities. At the end of each semester, faculty

members submit reports on the implementation of these plans.

The university conducts planned staff certification following the [“Regulations on Staff Certification”](#) (approved August 22, 2022, Protocol No. 21/03-2022).

The university has also developed the *“Regulations on Academic Mobility”* (P 025 AM/OMS-22), aligning with the *Rules for Sending Students Abroad for Study, Including Academic Mobility*. The International Cooperation Department informs FM and other stakeholders about international exchange programs for faculty and students. Academic mobility initiatives include partnerships and exchanges with Russian and foreign universities.

Leading domestic and international scholars are invited to participate in the teaching process. The university has developed [“Rules for Engaging Foreign Specialists and Reimbursement Procedures”](#) (approved December 21, 2022, No. 271)

The university provides funding for professional development courses both domestically and abroad. Practitioner instructors are required to participate in professional development courses. Information on professional development and scientific internships for TS is detailed in Tables 7.1–7.2.

Various methods are employed for faculty development, including courses, seminars, workshops, conferences, training sessions, mentorship programs, distance learning, and internships. According to the Law “On Education” of the Republic of Kazakhstan, all faculty members undergo professional development at least once every five years at national and international levels, and corresponding certificates are issued.

Table 7.1 – Professional Development and Scientific Internships of TS

	2023-2024	2024-2025
<b>7M01403 – “Artistic Work, Graphics, and Design”</b>		
Republic of Kazakhstan (RK)	10	3
Neighboring Countries	1	-
Distant Countries	2	3
<b>TOTAL</b>	<b>13</b>	<b>5</b>
<b>7M01509 – “Chemistry”</b>		
Republic of Kazakhstan (RK)		
Neighboring Countries	7	5
Distant Countries		
<b>TOTAL</b>	<b>7</b>	<b>5</b>

Table 7.2 – Professional Development of TS by Educational Program

Educational Program	2023-2024			2023-2024		
	Total TS	FM Completed PD	%	Total TS	Advanced qualifications, TS	%
7M01509 – «Chemistry»	23	11	47,8%	35	-	-
7M01403 "Artistic Work, Graphics, and Design"	13	10	76,9%	9	2	22,22%

Information about TS involved in the implementation of the educational program is available on the university's website.

Teaching in master's degree programs primarily involves faculty members who hold a

doctoral or candidate of sciences degree.

To enhance the motivation of academic staff to engage in research activities, the university has developed [«Regulations on the encouragement of teaching staff and staff based on research results»](#)

The leading professors of the Department of Professional Education include recipients of the "Best University Teacher" grant, such as Candidate of Art Studies and Acting Associate Professor S.M. Krykbayeva (2016). At the International Competition "GRAZIOSO" (Turkey, Caspi Art Sanat Ve Sanatsal Egitim Hizmetleri Nic.Ltd.Sti, 2022), the original creative work "*Abstraction*" by Candidate of Art Studies and Acting Professor S.M. Krykbayeva was awarded the Grand Prix and a diploma. Additionally, she received a First Degree Diploma at the International Competition "World of Inspiration."

In 2023, at the 4th International Creative Festival "VARTA ART Space" held by NSU in Nizhnevartovsk, the original creative works of Candidate of Pedagogical Sciences and Acting Professor N. Rakhmetova, along with Candidate of Art Studies and Acting Professor S.M. Krykbayeva, were recognized with diplomas in the categories "Artistic Textiles" and "Painting."

In 2024, Senior Lecturer Aynur Omirzak of the Department of Professional Education was awarded the "Excellence in Culture" badge by the Ministry of Culture and Information of the Republic of Kazakhstan.

The achievements of the TS are detailed in Table 7.3.

EP	State Award Laureates and Recipients from the MES RK	Recipient of the "Best University Teacher" Award from the MES RK	Principal Investigators of Research Grants (Ministry of Education and Science):
7M01403 – Artistic Work, Graphics, and Design		Krykbayeva Sara Mukashevna	
		Darmenova Rakhia Abrashevna	
		Rakhmetova Nurziya Baytukeshovna	
7M01509 – «Chemistry»	Dzhiyembaev B.Zh.	Mussina A.S.	Akimbayeva N.  Project Title: IRN AR 19678514 – "Synthesis, Structure, and Biological Properties of New Effective Domestic Compounds as Regulators of Plant Growth and Development"  Funding Amount: 94,281,009 KZT
		Azimbayeca G.E.	
		Myrzakhmetova N.O.	Mataev M.M. Project Title: AP05130165 – "Development and Physical Foundations of New Crystalline Systems in the Class of Multiferroics" Funding Amount: 33,000,000 KZT

To encourage staff to engage in research activities, the university has developed the ["Regulations on the Internal Funding Competition for Scientific, Scientific-Technical, and Applied Research"](#). Based on the decision of the University's Competition Commission (Protocol

No. 1 dated June 5, 2023, Order No. 101 dated May 30, 2023), the Department of Professional Education received internal funding for scientific, scientific-technical, and applied research in accordance with these regulations.

Faculty members are recognized with letters of appreciation and certificates for their efforts in preparing students who become winners in subject-specific competitions and other achievements. Notable recipients include:

Senior Lecturer A. Omirzak: "Ұлағатты ұстазға мың алғыс," 2021. Candidate of Pedagogical Sciences, Acting Professor N.B. Rakhmetova: "Efficiency of Implementing Interactive Technologies in Artistic Education," 2022. "Professional Competence of Educators as the Basis of Effective Education," 2023. B.N. Otegenova, 2023. Senior Lecturer: "Advisor Queen of the Year," December 22, 2023. Candidate of Art Studies, Acting Professor S.M. Krykbayeva: "For Contribution to the Republican Scientific Research Competition," 2023.

TS actively publish their research in high-ranking journals. For instance:

Mataev M., Madiyarova A., Patrin G., Abdraimova M., Nurbekova M., Durmenbayeva Z. "Synthesis of New Complex Ferrite Li<sub>0.5</sub>MnFe<sub>1.5</sub>O<sub>4</sub>: Chemical-Physical and Electrophysical Research," *Materials*, Vol. 17, 2024. (<https://www.scopus.com/record/display.uri?eid=2-s2.0-85200787760&origin=resultslist>);

Mariya Derbisova, Saltahat Myrzakhmetova, Ardak Nigmatova, Sara Krykbayeva «Modern methods and principles regularities of pictural art». VOL. 10 NÚM. 1 (2022) <https://doi.org/10.15649/2346075X>.

Comprehensive information on the publication activity of TS involved in the accredited educational programs is summarized in the accompanying table, presenting statistical indicators of research activities by program.

№	Names	2023-2024	2024-2025
7M01403 –Artistic, Graphics, and Design"			
1	Publications in journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan.	3	-
2	Publications in international scientific journals and conference proceedings.	4	1
3	Publications in national scientific journals and collections of conference materials.	13	3
4	Publications in journals indexed in international databases (WoS, Scopus).	-	-
7M01509 – «Chemistry»			
1	Publications in journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan.	16	27
2	Publications in international scientific journals and conference proceedings.	21	25
3	Publications in national scientific journals and collections of conference materials.	19	5
4	Publications in journals indexed in international databases (WoS, Scopus).	16	27

As evidenced by the table, the TS demonstrates a consistent increase in publication activity, particularly in international journals, underscoring the high level of scientific research conducted at the university.

TS incorporate the results of their own research into their teaching practices.

To ensure continuous monitoring of staff and faculty satisfaction, an annual sociological survey is conducted. To enhance the academic experience, professors from leading international universities and research centers are regularly invited to deliver lectures and conduct master classes for the accredited educational programs. Examples include: For the program 7M01403 – "Artistic Work, Graphics, and Design", lectures were delivered by: Professor from the Department of Computer Systems, Faculty of Digital Technologies, Candidate of Technical Sciences, University of Economics and Pedagogy, Karshi (Uzbekistan) (October 31–November 7, 2024). Karine Paranyants, professor and member of the Union of Artists of Latvia, who conducted a seminar-training on "Multimedia Exhibitions: From the White Box to the Unconventional Museum" (June 5–7, 2024). Melihat Tuzun, professor at Trakya University (Turkey), who held a master class on "Art Education and the Use of Innovative Technologies in Contemporary Art" (June 5–7, 2024). These initiatives highlight the university's commitment to fostering international collaboration and integrating advanced methodologies into the educational process.

In 2023 and 2024, the following faculty members participated in academic mobility programs: Outgoing faculty: Malmakova A.E., Nurbekova M.A., Abdraimova M.R., Myrzakhmetova N.O., Mukatay B.T., N.B. Rakhmetova, Candidate of Pedagogical Sciences, Associate Professor. Incoming faculty: Bahadir Keskin (*Yildiz University*), F.E. Ochilov (*Russia*). These exchanges have enriched the educational process by facilitating knowledge transfer and fostering international academic collaboration.

### ***Analytical Section***

The External Evaluation Commission (EEC) confirms that the university's personnel policy aligns with its development strategy and is aimed at meeting the institution's needs for professional human resources. All personnel policy procedures are documented and comply with current legal requirements.

The university's personnel policy fosters the professional growth of TS ensuring their alignment with the accredited educational programs and the university's development strategy.

The proportion of full-time TS holding academic degrees and titles meets the established qualification requirements. Individual plans and reports on their implementation are maintained for all faculty members. However, efforts to increase the proportion of faculty with advanced degrees should be continued.

The External Evaluation Commission (EEC), through meetings, discussions, and interviews with vice-rectors, deans, department heads, leaders and staff of structural units, students, faculty, employers' representatives, and alumni, as well as conducting surveys of students and faculty, has thoroughly examined the university's educational infrastructure, material and technical resources, information-methodological resources, and essential documents. The EEC notes that the university supports its TS through various means. During the winter and summer schools, the university organizes professional development courses on current topics such as language training, inclusion, academic writing, modern educational trends, and artificial intelligence. More details are available at this link. Additionally, faculty members are traditionally awarded bonuses during significant and festive occasions such as Nauryz, Independence Day of Kazakhstan, International Women's Day (March 8), Teacher's Day, and others. This multifaceted support underscores the university's commitment to fostering faculty development and recognizing their contributions. <https://qyzpu.edu.kz/ru/seminari-nauki>.

The university has a dedicated office for recording mass open online courses and laboratory sessions. Faculty members widely apply new teaching technologies, such as recording video lectures and tutorials.

However, the commission notes that, based on the results of the interview procedures, the current system for motivating TS is not sufficiently effective. Specifically, the university lacks a KPI (Key Performance Indicator) system. The existing bonus system is not always objective due to the absence of a clear regulation for awarding bonuses, as well as the lack of transparent, measurable performance indicators for faculty members. Achievements in the social sphere,

curatorial work, the development of innovative teaching methods, and contributions to the development of educational programs should also be considered as part of the evaluation and reward system.

### **Strengths:**

No significant strengths have been identified within this standard.

### **EEC Recommendations:**

1. The leadership of the accredited educational programs should include the publication of electronic textbooks, development of authorial MOOC courses, and the adoption of digital technologies in the department and program development plans. Deadline: June 30, 2025.

2. The university should develop and implement a faculty motivation system based on Key Performance Indicators (KPIs). Deadline: September 1, 2026.

### **EEC Conclusions by Criteria:**

**For the standard "Faculty," the accredited programs 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry" meet 9 criteria, all of which are rated as satisfactory. No criteria require improvement.**

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

- *The university (OO) must ensure an adequate number of educational resources and student support services to achieve the educational program (EP) objectives.*
- *The university must demonstrate the sufficiency of material and technical resources and infrastructure, considering the needs of various student groups within the educational program (e.g., adult learners, working students, international students, and students with disabilities).*
- *The leadership of the educational program must demonstrate the presence of support procedures for different student groups, including information dissemination and counseling.*
- *The leadership of the educational program must demonstrate the alignment of informational resources with the specific needs of the program, which include:*
  - *Technological support for students and faculty (e.g., online learning, simulation tools, databases, data analysis programs);*
  - *Library resources, including textbooks, methodological, and scientific literature on general education, core, and specialized subjects, available in both print and digital formats, as well as periodicals, and access to scientific databases;*
  - *Expertise in evaluating research results, theses, and dissertations for plagiarism;*
  - *Access to educational internet resources;*
  - *Availability of Wi-Fi across the institution's premises.*
  - *The university demonstrates planning to provide the educational program with equipment and software comparable to those used in relevant industries.*

#### **Evidence Section**

The university ensures that its educational resources, including material and technical assets as well as infrastructure, align with the objectives of its academic programs. The implementation of educational programs is supported by the availability of necessary equipment and materials, considering the student body and employer recommendations.

The university boasts modern infrastructure, encompassing four academic buildings with a total area of 75,771.3 square meters. These buildings are equipped with cafeterias, snack bars, and dining halls. Currently, the university operates five interactive lecture halls, multiple specialized multimedia and language labs, and teaching laboratories. Additionally, the campus houses a medical center, a swimming pool, a gymnasium, a library, the psychological center "Zhan Shuaǵy," and various student clubs.

The establishment of an efficient scientific and educational environment enables the

comprehensive execution of updated teaching and research activities in accordance with the Bologna Process. In the 2023 academic year, the university introduced the Hero Study educational platform, which fully supports both students and academic staff in achieving the goals of the educational programs.

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

1. Official Website: <https://qyzpu.edu.kz/kz>
2. Instagram: Official account on Instagram
3. Facebook: <https://www.facebook.com/qyzpueduczk>
4. VKontakte: [https://vk.com/qyzpu\\_edu\\_kz](https://vk.com/qyzpu_edu_kz)
5. YouTube: <https://www.youtube.com/c/QyzdarUniversitet%C4%B1>
6. Telegram: Official Telegram channel- <https://t.me/kazmkpu/70>

The university provides a sufficient number of classrooms, laboratories, and other facilities equipped with modern equipment to support the achievement of the educational program (EP) objectives.

Each accredited program is fully equipped with the necessary educational spaces. For instance: EP 7M01509 – "Chemistry" includes five specialized laboratories: "Comprehensive Chemical-Biological Research Center" (Room 333), Laboratory for Inorganic, Physical, and Colloidal Chemistry Practicum (Room 322), Laboratory for Analytical and General Chemistry Practicum (Room 326), Laboratory for Organic Chemistry Practicum (Room 328), Laboratory for Inorganic Chemistry and Chemical Technology Practicum (Room 322), EP 7M01403 – "Artistic Work, Graphics, and Design" includes seven specialized classrooms: Lecture Room (Room 401), Painting and Composition Studio (Room 407), Applied Arts Classroom (Room 408), Academic Drawing" Studio (Room 411), Sewing Laboratories (Rooms 420 and 430).

The university has established comprehensive support systems for students, providing access to resources such as academic process regulations, elective course catalogs, course syllabi, educational and methodological course materials, and other instructional resources. Students are enabled to plan their individual educational trajectories, taking full advantage of accessible academic plans, academic calendars, and elective course catalogs. At the start of each academic year, students independently compile their annual individual study plans, selecting elective courses that align with the program's learning objectives and their academic interests.

The university library provides essential academic and instructional literature, as well as methodological guides necessary for organizing the educational process across all disciplines of the respective specialties.

The implementation of master's degree programs is supported by unrestricted access for each student to library collections and databases. These include methodological manuals and recommendations for all disciplines, practical classes, coursework and thesis design, internships, as well as visual aids, audio, and video materials.

Educational materials, software tools, academic literature, supplementary resources, and equipment are accessible to all students. Comprehensive information about the university's activities, including specific details for each educational program (EP), is available on the university's website. (<https://qyzpu.edu.kz/>).

University staff and students have access to corporate email, an electronic library, an electronic document management system, the university management system Hero Study, and various other services.

The university library, housed in a standalone building, is organized into three departments: Acquisition, Scientific Processing, and Book Storage Department. Reader Services Department. Digital Services Department

The library offers 450 seats in its reading rooms, and books are issued based on individual reader cards. To ensure convenience, the reading rooms operate from 9:00 AM to 6:00 PM without



breaks. As of today, the library's collection comprises 1,036,772 volumes, including: 911,802 volumes in the state language. 110,789 volumes in Russian. 14,181 volumes in foreign languages

The collection of educational, instructional, and scientific literature amounts to 840,495 volumes, representing 81.0% of the total library holdings (see Table 8.1).

Table 8.1 – Information on the Library Collection

Book Fund	Total	Including		
		In kazakh	In russian	In foreign language
Total Library Collection	1 036 772	911 802	110 789	14 181
Educational Literature	528 882	434 196	83 441	11 245
Educational and methodical manuals	134 721	153 053	17 001	2 107
Scientific Literature	176 892	169 032	7 779	81
Fiction	142 316	132 465	9 623	228
Supplementary Materials (Dictionaries, Reference Books, Encyclopedias)	53 961	47 738	5 989	234

The library's collection is replenished based on requests submitted by university departments, through price proposals, the state procurement system, and contributions from the faculty in the form of published academic and instructional materials. Additionally, books donated by their authors are added to the collection. In 2023, the library acquired 2,320 volumes, while in 2024, 3,692 volumes were added.

Table 8.2 – Electronic Resources of the Library

№	Resources	Total (Units)
1	Total Electronic Resources	11769
2	including - Licensed Discs	1215
3	Digitized Textbooks (Total)	10554
	• In kazakh	4952
	• In Russian	4749
	• In English	853

Electronic information resources play a significant role, particularly those available through subscription, including electronic libraries and domestic and international databases. The key resources include: Electronic Library "a-books" (<https://new.alemlibrary.kz/ru/auth/login>). Wiley (Accessible via national subscription: <https://onlinelibrary.wiley.com/>). Web of Science (Accessible via institutional subscription: Document Search - Web of Science Core Collection). Scopus (Accessible via institutional subscription: [www.scopus.com](http://www.scopus.com)). EBSCO (<https://search.ebscohost.com/>). IPR SMART Electronic Library System (<https://www.iprbookshop.ru/>). Details about the university library's activities are available on its official webpage: <http://lib.kazmkpu.kz/info/ru>.

The university administration places significant emphasis on supporting students from various social categories. The university's infrastructure is designed to accommodate the needs of students with disabilities.

The university's material and technical resources comply with current fire safety regulations and standards, ensuring the necessary facilities for all types of laboratory, practical, and research activities as outlined in the academic curriculum.

*Faculty members, in their survey responses, highlighted the following challenges in their work:*

Limited availability of required literature in the library: Sometimes – 28.6% (6 respondents), Never – 71.4% (15 respondents).

Insufficient technical teaching aids in classrooms: Sometimes – 38.1% (8 respondents), Never – 61.9% (13 respondents).

Inadequate classroom conditions for lessons: Sometimes – 33.3% (7 respondents), Never – 66.7% (14 respondents).

Shortage of teaching classrooms: Sometimes – 66.7% (14 respondents), Never – 33.3% (7 respondents).

*A student survey conducted during the National Accreditation and Assessment Center (IAAR) visit revealed the following levels of satisfaction:*

Accessibility of library resources: Fully satisfied – 92.3% (12 respondents), Partially satisfied – 7.7% (1 respondent).

Availability of academic resources: Fully satisfied – 92.3% (12 respondents), Partially satisfied – 7.7% (1 respondent).

Availability and accessibility of computer labs and internet resources: Fully satisfied – 76.9% (10 respondents), Partially satisfied – 23.1% (3 respondents).

Accessibility of healthcare services: Fully satisfied – 92.3% (12 respondents), Partially satisfied – 7.7% (1 respondent).

Suitability of classrooms for large groups: Fully satisfied – 92.3% (12 respondents), Partially satisfied – 7.7% (1 respondent).

Availability of student recreation rooms: Fully satisfied – 69.9% (9 respondents), Partially satisfied – 23.1% (3 respondents), Unsure – 7.7% (1 respondent).

Availability of scientific laboratories: Fully satisfied – 76.9% (10 respondents), Partially satisfied – 23.1% (3 respondents).

Provision of student dormitories: Fully satisfied – 92.3% (12 respondents), Partially satisfied – 7.7% (1 respondent).

### ***Analytical Section***

The management of the educational program (EP) has demonstrated the alignment of informational resources with the specific needs of the program. Experts noted the presence of laboratories equipped with modern tools and software that meet current standards.

In delivering educational activities, the university adheres to regulatory documents that establish mandatory requirements for the material, technical, and educational laboratory facilities of educational institutions.

The EP administration provides students with the opportunity to take additional online courses tailored to the program's specific focus. The External Expert Commission (EEC) highlights that the university has implemented online learning using various platforms and technologies, including Zoom, Microsoft Teams, Bilimland, email, WhatsApp chats, Telegram channel resources, and digital applications such as LearningApps.org, Quizlet, Kahoot, Plickers, MOOCs, E-learning, and Padlet.

The university ensures academic support for students during their studies by providing informational and reference materials. These resources offer a comprehensive understanding of internal regulations, principles of academic governance, the structure of educational programs, the learning pathways for academic disciplines, and the academic calendar. All relevant information is available on the university's Educational Portal (<https://qyzpu.edu.kz/ru/>) and the Hero Study platform.

The university provides informational support for educational and scientific activities by

granting access to electronic resources of academic and scientific significance. However, there is a need to expand access to electronic scientific databases and digital libraries through the scientific library's website to better meet the needs of students and faculty. Currently, the electronic library site only offers access to the electronic catalog (<http://e-lib.kazmkpu.kz/>).

The university actively supports the research activities of faculty, staff, and students, facilitating the publication of research findings and the integration of science into the educational process. Conditions for individualized learning are in place, addressing the needs of diverse student groups, including working students, adult learners, international students, and students with special educational needs. Flexible learning schedules and the opportunity to study during the summer semester provide additional support for students facing academic challenges.

Nevertheless, attention must be given to improving campus safety. Specifically, there is a need to mark hazardous areas and construct dedicated pathways for students with disabilities. These measures would help create a safer and more accessible environment for all members of the educational community.

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

No strengths were identified.

#### **Recommendations by the External Expert Commission (EEC):**

1. To ensure a safe educational environment, the university administration should develop a mechanism for assessing, implementing, and verifying compliance with safety requirements, taking into account the needs of inclusion. Deadline: September 1, 2025.

#### **EEC Conclusions by Criteria:**

For the standard "Educational Resources and Student Support Systems," the accredited programs **7M01403 – "Artistic Work, Graphics, and Design"** and **7M01509 – "Chemistry"** addressed nine criteria. All nine were rated as satisfactory, with no criteria requiring improvement.

#### **6.9. Standard: "Public Information"**

*• The organization must publish reliable, objective, and up-to-date information about the educational program and its specifics, including:*

- Expected learning outcomes of the educational program;*
- Qualification(s) to be awarded upon completion of the program;*
- Teaching and learning approaches as well as the assessment system (procedures, methods, and formats);*
- Admission thresholds and the educational opportunities available to students;*
- Employment opportunities for graduates.*
- The program administration should implement diverse methods of disseminating information, including through mass media and information networks, to inform the broader public and stakeholders.*
- Public outreach efforts should include support for and clarification of national development programs and the system of higher and postgraduate education.*
- The organization must demonstrate the availability of comprehensive information on its web resources, reflecting both the overall institution and the specifics of individual educational programs.*
- A key factor is the availability of adequate and objective information about the program's academic staff (faculty).*
- Additionally, it is important to inform the public about collaboration and partnerships established within the framework of the educational program.*

#### ***Evidence Section***

The university's rectorate, faculty dean's offices, and departments employ diverse methods to disseminate information, including the university's website, social media platforms, messengers, group chats, and interactions within the institution's collegial bodies. Personal contact with stakeholders is also utilized. Additionally, the university's Media Department plays a key role in publicizing all aspects of the university's activities and achievements via web resources.

The university's official website, which operates in Kazakh, Russian, and English, provides information on the main activities of the university and is designed for both internal and external audiences. It ensures public awareness of the university's activities, conditions, and the specifics of its educational programs.

Channels for Public Information on Educational Programs (EP):

-Web resources: Details about educational programs, curricula, events, achievements, and department development plans are published on the university website (<https://qyzpu.edu.kz/ru>) and departmental web pages.

-Social media: Platforms such as Instagram and TikTok are used to share news and events.

-Traditional information boards: Departments and the university provide up-to-date information for students and staff through bulletin boards.

-Information materials: Departments have developed brochures and visual displays for prospective and current students.

-Objectives of Information Dissemination: Enhance transparency: Ensure information about programs is accessible to all stakeholders.

-Improve communication: Establish a platform for interaction between the university, students, and the public.

-Attract prospective students and stakeholders: Raise interest in the department and its educational programs.

By leveraging various information dissemination methods, the university ensures effective communication with the public and stakeholders.

The university website provides detailed information about its educational programs ([7M01509 – Chemistry](#), [7M01403 – Artistic Work, Graphics, and Design](#)), achievements of the university, its constituent institutes and departments, as well as announcements and news (<https://qyzpu.edu.kz/ru>). Regular updates are published on both the website and the university portal.

The website also hosts internal regulatory documents that are mandatory for review by students and faculty members.

The results of external evaluations of the university are published in the "About Us" section under "Accreditation" (<https://qyzpu.edu.kz/ru/akkreditatsiya>), providing detailed information regarding accreditation.

However, information about academic mobility programs is not available on the university website. Although the university collaborates with both Kazakhstani and international universities, it is recommended that details of academic mobility programs be published on the website to enhance transparency and accessibility.

The university has published reliable, objective, and up-to-date information about its accredited educational programs, including the expected learning outcomes and the qualifications awarded upon program completion.

The university also engages in collaborative agreements and memorandums of cooperation with higher education institutions, organizations, and research institutes from both near and far abroad. A comprehensive list of international partner universities can be found on the university's official webpage. (<https://qyzpu.edu.kz/ru/zarubezhnie-vuzi-partneri#>)

### ***Analytical Section***

The Expert Commission (EEC) highlights the university's effective strategy for ensuring transparent communication with a wide range of stakeholders, including the general public, prospective applicants, employers, and participants in the educational process. The university demonstrates adaptability to changing conditions and a commitment to providing objective information.

The university's website includes comprehensive information about its educational programs, approved documents, evaluation results, and positioning at various levels (regional, national, and international). For further details, please visit:

<https://qyzpu.edu.kz/ru/akkreditatsiya>).

Information about educational programs, curricula, events, achievements, and future prospects is available on departmental websites and social media pages. The university employs a variety of communication channels, including traditional information boards, brochures, and visual displays targeted at prospective and current students.

The university demonstrates a strong commitment to fostering close relationships with the public and key stakeholders. Regular meetings between university leadership and various groups, open house events, and targeted career guidance initiatives for school students reflect its dedication to open dialogue and collaboration. Successful partnerships with higher education institutions, organizations, and research institutes, both domestic and international, broaden educational opportunities for students. However, to enhance transparency and strengthen trust, the university should expand its informational outreach by providing more detailed data on alumni and their career achievements, employers, specific programs supporting personal and professional development, partnerships with Kazakhstani universities, and mechanisms for engaging with all stakeholders. More comprehensive and accessible information would enable the university to position itself more effectively as a leading institution and foster greater public trust.

The publication of information highlighting the uniqueness of academic programs would enhance their appeal. However, there is a lack of details regarding the university's participation in the implementation of state programs for the development of higher and postgraduate education. Additionally, an analysis of the university's website (<https://qyzpu.edu.kz/ru/>) revealed insufficient information about collaboration and interaction with partners within the framework of educational programs.

**Strengths / Best Practices:**

No strengths have been identified.

**Recommendations by the External Expert Commission (EEC):**

1. The leadership of the educational programs (EPs) should post information about collaboration and interaction with partners within the framework of the EPs on the university website. Deadline: September 1, 2025.
2. To ensure the publication of relevant and necessary information about the implementation of the EPs, create a dedicated section on the website with a user-friendly structure and automated content updates. Deadline: September 1, 2025.

**EEC Conclusions on Criteria:**

**For the standard "Public Information,"** the accredited educational programs 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry" have achieved 9 satisfactory results and 0 requiring improvement.

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

### **Standard "Educational Program Management":**

#### **Strengths / Best Practices by Standards:**

No strengths have been identified for this standard.

### **Standard "Information Management and Reporting":**

#### **Strengths / Best Practices by Standards:**

No strengths have been identified for this standard.

### **Standard "Development and Approval of Educational Programs":**

#### **Strengths / Best Practices by Standards:**

No strengths have been identified for this standard.

### **Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs":**

#### **Strengths / Best Practices by Standards:**

No strengths have been identified for this standard.

### **Standard "Student-Centered Learning, Teaching, and Performance Assessment":**

#### **Strengths / Best Practices by Standards:**

No strengths have been identified for this standard.

### **Standard "Students":**

#### **Strengths / Best Practices by Standards:**

1. The EP leadership successfully implements special programs for the adaptation and support of newly enrolled and international students, ensuring their smooth integration into the educational process and rapid acclimation to the academic environment.
2. The EP leadership effectively creates favorable social conditions for students by providing accommodations in dormitories, ensuring a comfortable environment for both study and living.

### **Standard "Teaching Staff":**

#### **Strengths / Best Practices by Standards:**

No strengths have been identified for this standard.

### **Standard "Educational Resources and Student Support Systems":**

#### **Strengths / Best Practices by Standards:**

No strengths have been identified for this standard.

### **Standard "Public Information":**

#### **Strengths / Best Practices by Standards:**

No strengths have been identified for this standard.

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

### **EEC Recommendations for Educational Programs 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry":**

#### **For the Standard "Educational Program Management":**

1. Develop a mechanism for revising EP development plans, including timelines, responsible parties, and necessary resources. Engage students, faculty, employers, and other stakeholders in discussions, and document proposals and decisions in annual reports and departmental meeting minutes. Deadline: Annually, starting May 25, 2025.

2. To ensure transparency in developing the EP development plan, conduct regular qualitative analyses of the program's functioning with the involvement of employers, faculty, and students, and publish updates on departmental pages. Deadline: Annually, starting May 25, 2025.

3. Formulate criteria reflecting the individuality and uniqueness of the EP development plans in alignment with the university's strategy and regional specifics. Deadline: May 25, 2025.

4. Conduct a comprehensive analysis of the current state of the EP, identifying its strengths, weaknesses, opportunities, and threats (SWOT analysis). Pay particular attention to the program's uniqueness and distinguishing features compared to similar programs. Develop and document a procedure for implementing systematic risk management measures. Deadline: March 2025.

5. Ensure the development of effective management technology through staff training and provide evidence of the successful implementation of the EP. Deadline: December 2024.

6. Create a mechanism for managing innovations within the EP and the capacity to analyze and incorporate innovative teaching technologies into the learning process. Deadline: May 31, 2025.

7. Ensure the publication of results from the implementation of innovative proposals on departmental web pages. Deadline: Regularly, starting February 1, 2025.

### **EEC Recommendations for Educational Programs 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry":**

#### **For the Standard "Information Management and Reporting":**

1. The university administration should define, document, and apply performance indicators for monitoring and analyzing results and effectiveness in the context of the EPs. Deadline: September 2025.

2. The leadership of the accredited EPs should establish target values for key performance indicators in the EP development plans and determine the frequency of their analysis. Deadline: September 2025.

#### **For the Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs":**

1. The university administration should identify and document indicators for achieving the EP's goals and establish procedures for their monitoring within the framework of periodic evaluations. Deadline: June 1, 2025.

2. The university administration should develop and document procedures regulating the ongoing improvement of EPs and implement a mechanism for informing all stakeholders about any planned or implemented actions related to EPs. Deadline: June 30, 2024.

3. The university administration should ensure the publication of information on the university website regarding planned and implemented changes to the content of EPs. Based on this, EP leadership should facilitate communication with all stakeholders. Deadline: June 1, 2026.

4. The university administration should develop a documented procedure for informing stakeholders about changes to EPs, including the date of changes, a brief description, and the

rationale for the modifications. Deadline: September 1, 2025.

**EEC Recommendations for Educational Programs 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry":**

**For the Standard "Student-Centered Learning, Teaching, and Performance Assessment":**

1. The university and EP leadership should develop and implement a feedback system within the learning process for the accredited EPs to evaluate the use of various teaching methods and assessment approaches. Deadline: June 1, 2025.

2. The leadership of the accredited EPs should continuously monitor the effectiveness of teaching methods and assessment techniques used in course delivery to improve teaching quality. The results of this work should be published on the university's website. Deadline: September 1, 2025.

**EEC Recommendations for Educational Programs 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry":**

**For the Standard "Students":**

The educational institution should initiate the creation and development of an Alumni Association to strengthen ties with graduates. Deadline: September 1, 2025.

**Recommendations from the EEC for Educational Programs 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry":**

**For the Standard "Teaching Staff"**

1. The leadership of the accredited EPs should include in departmental and EP development plans the publication of electronic textbooks, the creation of proprietary MOOCs (Massive Open Online Courses), and the adoption of digital technologies. Deadline: June 30, 2025.

2. The educational organization should develop and implement a faculty incentive system based on key performance indicators (KPIs). Deadline: September 1, 2026.

**According to the standard "Educational Resources and Student Support Systems,"** the recommendations of the External Expert Commission (EEC) for the educational programs 7M01403 – "Fine Art, Graphics, and Design" and 7M01509 – "Chemistry" include the following:

1. The university administration is advised to develop a mechanism for evaluating, implementing, and verifying the compliance of the educational environment with safety requirements, taking into account the needs of inclusivity. Deadline: September 1, 2025.

**According to the standard "Public Information,"** the recommendations of the External Expert Commission (EEC) for the educational programs 7M01403 – "Fine Art, Graphics, and Design" and 7M01509 – "Chemistry" are as follows:

1. The administration of the educational programs is advised to publish information on the university website regarding partnerships and collaborations within the framework of the programs. Deadline: September 1, 2025.

2. To ensure the dissemination of relevant and essential information about program implementation, a dedicated section with a user-friendly structure and automated content updates should be created on the website. Deadline: September 1, 2025.



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

Not formulated



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

The EEC made a unanimous decision to recommend to the Accreditation Council to accredit the educational programs 7M01403 – "Artistic Work, Graphics, and Design", and 7M01509 – "Chemistry" of the non-profit organization "Kazakh National Women's Teacher Training University" for a period of 5 (five) years.



**Appendix 1. Evaluation Table: "PARAMETERS OF THE SPECIALIZED PROFILE**

**Conclusion of the External Expert Commission on the Quality Assessment of Educational Programs 7M01403 – "Artistic Work, Graphics, and Design" and 7M01509 – "Chemistry" at the Non-Profit Joint Stock Company 'Kazakh National Women's Teacher Training University'**

№ п/п	№ п/п	Evaluation Criteria	Position of the educational organization.			
			Strong	Satisfactory	Requires Improvement	Unsatisfactory
<b>Standard 1: "Educational Program Management"</b>						
1	1.	<b>Quality Assurance Policy</b> Higher and postgraduate education organizations must have a published quality assurance policy that reflects the connection between research, teaching, and learning.		+		
2	2.	<b>Culture of Quality Assurance</b> Institutions must demonstrate the development of a quality assurance culture, including its integration into specific educational programs (EPs).		+		
3	3.	<b>Commitment to Quality in Outsourced Activities</b> Quality assurance must encompass all activities performed by contractors and partners, including joint/double degree programs and academic mobility initiatives.		+		
4	4.	<b>Transparency in Development Planning</b> The leadership of the educational program must ensure transparency in the development of a program plan. This plan should include implementation timelines, be based on an analysis of the program's current functioning, and align with the organization's mission to meet the needs of the state, employers, students, and other stakeholders.		+		
5	5.	<b>Mechanisms for Plan Development and Monitoring</b> Program leadership must demonstrate the presence of mechanisms for creating, regularly revising, and monitoring the program development plan. This includes assessing the achievement of learning objectives, aligning with the needs of students, employers, and society, and making decisions for continuous improvement.		+		
6	6.	<b>Stakeholder Involvement</b> The leadership must involve stakeholders, including employers, students, and academic staff, in the development of the program plan.		+		
7	7.	<b>Uniqueness and National Alignment</b> The development plan must demonstrate the program's uniqueness and individuality while being aligned with national priorities and the organization's strategic development goals.		+		
8	8.	<b>Clear Responsibilities and Roles</b> The institution must clearly define responsibilities for business processes within the program, ensure unambiguous job descriptions for personnel, and delineate the functions of collegial bodies.		+		
9	9.	<b>Transparent Program Management</b> Evidence of a transparent management system for the educational program must be provided.		+		
10	10.	<b>Internal Quality Assurance System</b> Program leadership must demonstrate the existence of an internal quality assurance system that includes program design, management, monitoring, improvement, and decision-making based on evidence.		+		

11	11.	The EP leadership must implement risk management strategies, including within the framework of an EP undergoing initial accreditation, and demonstrate a system of measures aimed at mitigating risk levels.			+	
12	12.	The EP leadership must ensure the participation of employer representatives, academic staff, students, and other stakeholders in the collegial governance bodies of the educational program. It must also guarantee their representativeness in decision-making processes concerning the management of the educational program.			+	
13	13.	The organization must demonstrate the management of innovations within the EP, including the analysis and implementation of innovative proposals.			+	
14	14.	The EP leadership must provide evidence of its readiness to maintain openness and accessibility for students, academic staff, employers, and other stakeholders.			+	
15	15.	The EP leadership must undergo training in educational management programs.			+	
<b>Summary by standard</b>			<b>0</b>	<b>14</b>	<b>1</b>	
<b>Standard 2: "Information Management and Reporting"</b>						
16	1.	The organization must demonstrate the existence of a system for collecting, analyzing, and managing information based on the use of modern information and communication technologies and software tools, as well as the application of diverse methods for information collection and analysis within the context of the educational program (EP).			+	
17	2.	The EP leadership must demonstrate the presence of a mechanism for the systematic utilization of processed and reliable information to enhance the internal quality assurance system.			+	
18	3.	The EP leadership must exhibit decision-making processes based on evidence and factual data.			+	
19	4.	The EP framework should include a system of regular reporting that encompasses all structural levels. This reporting system should evaluate the performance and efficiency of departments and divisions, as well as scientific research activities.			+	
20	5.	The organization must establish the frequency, forms, and methods for evaluating the management of the educational program (EP), the activities of collegial bodies and structural units, senior management, and the implementation of scientific projects.			+	
21	6.	The organization must demonstrate the development of procedures and ensure the protection of information, including the designation of responsible individuals for the accuracy, timeliness of information analysis, and data provision.			+	
22	7.	An essential factor is the presence of mechanisms for involving students, staff, and academic personnel in the processes of data collection, analysis, and decision-making based on this information.			+	
23	8.	The EP leadership must demonstrate the existence of a communication mechanism with students, staff, and other stakeholders, as well as mechanisms for conflict resolution.			+	
24	9.	The organization must demonstrate mechanisms for measuring the degree of satisfaction of academic personnel, staff, and students with the EP.			+	
25	10.	The organization must provide for the assessment of the performance and efficiency of activities, including in the context of individual educational programs.				+
		<i>The information to be collected and analyzed within the framework of the educational program (EP) must include the following:</i>				
26	11.	Key performance indicators.				+
27	12.	Trends in student enrollment across various forms and types of education.			+	
28	13.	Academic performance levels, student achievements, and dropout rates.			+	
29	14.	Student satisfaction with the implementation of the EP and the quality of education at the university.			+	
30	15.	Accessibility of educational resources and support systems for students.			+	
31	16.	The organization must confirm the implementation of procedures for processing the personal data of students, staff, and academic personnel based on their documented consent.			+	

<b>Summary by standard</b>			<b>0</b>	<b>14</b>	<b>2</b>	
<b>Standard 3: "Development and Approval of the Educational Program"</b>						
32	1.	The organization must define and document the procedures for developing educational programs (EPs) and approving them at the institutional level.		+		
33	2.	The EP leadership must ensure that the content of the program aligns with its established objectives, including the intended learning outcomes.		+		
34	3.	The EP leadership must demonstrate the existence of mechanisms for revising the content and structure of the program in response to labor market changes, employer requirements, and societal needs.				
35	4.	The EP leadership must provide developed graduate profiles that describe the expected learning outcomes and personal competencies.		+		
36	5.	The EP leadership must demonstrate the implementation of external evaluations of the program content and the anticipated outcomes of its delivery.		+		
37	6.	The qualification awarded upon completion of the program must be clearly defined and correspond to the appropriate levels of the National Qualifications Framework (NQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA).		+		
38	7.	The EP leadership must define the impact of courses and professional practices on the achievement of learning outcomes.		+		
30	8.	An important consideration is the opportunity for students to prepare for professional certification (if applicable).		+		
40	9.	The EP leadership must provide evidence of the involvement of students, academic staff, and other stakeholders in the development and quality assurance of the program.		+		
41	10.	The EP leadership must ensure that the content of academic disciplines and intended outcomes correspond to the level of study (bachelor's, master's, doctoral).		+		
42	11.	The structure of the EP should include various activities designed to facilitate students' achievement of the intended learning outcomes.		+		
43	12.	An important factor is the alignment of the content and learning outcomes of the educational program (EP) implemented by higher and/or postgraduate education institutions within the European Higher Education Area (EHEA).		+		
<b>Summary by standard</b>			<b>0</b>	<b>12</b>	<b>0</b>	
<b>Standard 4: "Continuous Monitoring and Periodic Evaluation of Educational Programs"</b>						
44	1.	The organization must establish mechanisms for monitoring and periodically evaluating the educational program (EP) to ensure the achievement of its objectives, meet the needs of students and society, and demonstrate a focus on the continuous improvement of the program.			+	
		Monitoring and periodic evaluation of the EP must include:				
45	2.	The program's content in light of the latest scientific advancements in the respective discipline to ensure the relevance of the subjects taught.		+		
46	3.	Changes in societal and professional environment needs.		+		
47	4.	Students' workload, academic performance, and graduation rates.		+		
48	5.	The effectiveness of student assessment procedures.		+		
49	6.	Students' expectations, needs, and satisfaction with the EP.		+		
50	7.	The educational environment and support services, ensuring their alignment with the program's objectives.		+		
51	8.	The EP leadership must demonstrate a systematic approach to monitoring and periodically assessing the quality of the EP.			+	
52	9.	The organization and EP leadership must define a mechanism for informing all stakeholders about any planned or implemented actions regarding the EP.			+	
53	10.	All changes made to the EP must be publicly accessible and published.			+	
<b>Summary by standard</b>			<b>0</b>	<b>6</b>	<b>4</b>	
<b>Standard 5: "Student-Centered Learning, Teaching, and Assessment of Academic Achievement"</b>						
54	1.	The EP leadership must ensure respect and attention to the diverse groups of students and their needs, providing them with flexible learning pathways.		+		

55	2.	The EP leadership must foresee the use of various forms and methods of teaching and learning.		+		
56	3.	An important factor is the presence of internal research on the methodology of teaching the program's disciplines.		+		
57	4.	The EP leadership must demonstrate mechanisms for feedback on the use of different teaching methods and the assessment of learning outcomes.		+		
58	5.	The EP leadership must demonstrate the presence of mechanisms supporting students' autonomy while also providing guidance and assistance from instructors.		+		
59	6.	The EP leadership must demonstrate a procedure for responding to student complaints.		+		
60	7.	The organization must ensure consistency, transparency, and objectivity in the mechanism for assessing learning outcomes for each EP, including the appeals process.		+		
61	8.	The organization must ensure that assessment procedures for learning outcomes align with the planned results and objectives of the program, and that the criteria and methods of evaluation are published in advance.		+		
62	9.	The organization must define mechanisms to ensure that every graduate of the EP achieves the learning outcomes and that these outcomes are fully formed.		+		
63	10.	Evaluators must be proficient in modern assessment methods and regularly update their qualifications in this area.		+		
<b>Summary by standard</b>			<b>0</b>	<b>10</b>	<b>0</b>	
<b>Standard 6: "Students"</b>						
64	1.	Educational organizations (EOs) must demonstrate the presence of a policy for managing student enrollment across education programs (EPs), ensuring transparency and the publication of procedures regulating the student lifecycle—from admission to graduation.		+		
		The management of EPs must establish a framework for forming student cohorts based on:				
65	2.	Minimum admission requirements for applicants;		+		
66	3.	Maximum group sizes for seminars, practical sessions, laboratory work, and studio-based activities;		+		
67	4.	Forecasts of the number of government-funded grants;		+		
68	5.	Analysis of available material, technical, and informational resources, as well as human resources;		+		
69	6.	Assessment of potential social conditions for students, including the provision of dormitory accommodations.	+			
70	7.	EP management must also demonstrate preparedness to implement specialized adaptation and support programs for newly admitted and international students.	+			
71	8.	EOs must provide evidence of compliance with the Lisbon Recognition Convention, including mechanisms for recognizing the outcomes of academic mobility, as well as additional, formal, and informal education.		+		
72	9.	EOs should collaborate with other educational institutions and national centers of the <i>European Network of National Information Centers on Academic Recognition and Mobility/National Academic Recognition Information Centers</i> (ENIC/NARIC) to ensure comparable qualification recognition.		+		
73	10.	EOs must facilitate opportunities for both external and internal mobility of EP students and be prepared to assist them in securing external grants for their education.		+		
74	11.	EP management should demonstrate readiness to provide students with internship opportunities, assist graduates in securing employment, and maintain connections with alumni.		+		
75	12.	EOs must ensure that graduates of EPs receive official documentation verifying their qualifications. These documents should include details of the achieved learning outcomes, the context, content, and status of the education received, and evidence of its completion.		+		
<b>Summary by standard</b>			<b>2</b>	<b>10</b>	<b>0</b>	
<b>Standard 7: "Teaching Staff"</b>						

76	1.	Higher Education Institutions (HEIs) must maintain an objective and transparent personnel policy, including within the context of Educational Programs (EPs), encompassing recruitment, professional growth, and staff development to ensure the professional competence of all Faculty Members (FM).		+		
77	2.	HEIs must demonstrate that the academic qualifications and professional expertise of their FM correspond to the specific requirements of EPs.		+		
78	3.	EP management must acknowledge its responsibility toward FM and ensure favorable working conditions.		+		
79	4.	EP management should also demonstrate a shift in the role of FM to align with the transition toward student-centered learning.		+		
80	5.	HEIs must outline the contribution of FM involved in EPs to the implementation of the institution's development strategy and other strategic documents, including those aligned with standards from the Ministry of Science and Higher Education of the Republic of Kazakhstan (MES RK).		+		
81	6.	HEIs must provide opportunities for career growth and professional development for FM participating in EPs.		+		
82	7.	EP management should demonstrate readiness to engage practitioners from relevant economic sectors to deliver teaching in specialized disciplines (SD).		+		
83	8.	HEIs must encourage and motivate the professional and personal development of FM in EPs, including incentives for integrating research work (RW) with education and the adoption of innovative teaching methods.		+		
84	9.	A critical factor is the readiness to develop academic mobility within EPs and to attract top domestic and international educators.		+		
<b>Summary by standard</b>				<b>9</b>		
<b>Standard 8: "Educational Resources and Student Support Systems"</b>						
85	1.	Higher Education Institutions (HEIs) must ensure the availability of sufficient educational resources and student support services to achieve the goals of Educational Programs (EPs).		+		
86	2.	HEIs must demonstrate the adequacy of material and technical resources, as well as infrastructure, considering the needs of diverse student groups within EPs, including adult learners, working students, international students, and students with disabilities.		+		
87	3.	EP management must show the existence of procedures to support various student groups, including information dissemination and counseling services.		+		
		EP management must demonstrate that informational resources align with the specific requirements of the EP, including:				
88	4.	Technological support for students and Faculty Members (FM), such as online learning platforms, simulation tools, databases, and data analysis software;		+		
89	5.	Library resources, including collections of educational, methodological, and scientific literature in General Education Disciplines (GED), Basic Disciplines (BD), and Specialized Disciplines (SD) in both print and electronic formats, as well as access to periodicals and scientific databases;		+		
90	6.	Mechanisms for evaluating the originality of research work (RW), theses, and dissertations to ensure compliance with academic integrity standards;		+		
91	7.	Access to educational internet resources;		+		
92	8.	Availability of Wi-Fi across the HEI's premises.		+		
93	9.	HEIs must demonstrate strategic planning to equip EPs with educational tools and software comparable to those used in relevant economic sectors.		+		
<b>Summary by standard</b>				<b>0</b>	<b>9</b>	<b>0</b>
<b>Standard 9: "Public Information"</b>						
		Higher Education Institutions (HEIs) must publish reliable, objective, and up-to-date information about their Educational Programs (EPs) and their specific features. This information should include:				
94	1.	Expected Learning Outcomes (LOs) of the implemented EP;		+		
95	2.	The qualification(s) to be awarded upon completion of the EP;		+		
96	3.	Teaching and learning approaches, as well as the assessment system (procedures, methods, and formats);		+		
97	4.	Details on admission scores and educational opportunities available to		+		

		students;				
98	5.	Information about employment prospects for graduates.		+		
99	6.	EP management must provide for diverse methods of disseminating information, including through mass media and information networks, to inform the general public and stakeholders.		+		
100	7.	Public information efforts should also include the promotion and explanation of national development programs and the higher and postgraduate education systems.		+		
101	8.	HEIs must demonstrate that their web resources provide comprehensive information about the institution and its EPs.		+		
102	9.	An important factor is the availability of adequate and objective information about Faculty Members (FM) involved in EPs.		+		
103	10.	Another critical factor is informing the public about collaboration and partnerships within the framework of EPs.		+		
<b>Summary by standard</b>			<b>0</b>	<b>10</b>	<b>0</b>	
<b>TOTAL</b>			<b>2</b>	<b>94</b>	<b>7</b>	





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



АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ  
НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА  
INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

**AGREED**

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

\_\_\_\_\_ Qanay G.A.  
«\_\_» \_\_\_\_\_ 2024 year

**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**

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

<b>Date and time</b>	<b>EEC's work with target groups</b>	<b>The position and full name of the target group members</b>	<b>Form of communication</b>
<i>November 6, 2024</i>			
<b>15.00-16.00</b>	Preliminary meeting with the EEC	IAAR External Expert	Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
	Arrival of the members of the EEC		
<b>18.00</b>	Dinner	IAAR External Expert	
<i>Day 1: November 7, 2024</i>			
<b>09.00-09.30</b>	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 <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>09.30-10.00</b>	Meeting with the Chairman of the Board-Rector	Chairman of the Board - Rector - Qanay Gulmira	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>10.00-10.15</b>	Technical break		
<b>10.15-11.00</b>	Meeting with 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	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969

		Head of the Executive Office - Shintayev Nurzhan	
<b>11.00-11.10</b>	Technical break		
<b>11.10-11.50</b>	Meeting with the heads of the structural divisions of the EO	<p>Meirkulova Aida - Director of the Department of Academic Program Development and Quality Assurance</p> <p>Karbysheva Maria - Head of the Academic Program Development Department</p> <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>	<p>№ 215 Center for Sustainable Development, Academic Building №1</p> <p>Connect to the Zoom Conference</p> <p><a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a></p> <p>Conference ID: 464 173 2969</p>

<b>11.50-12.00</b>	Exchange of views of the members of the external expert commission	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>12.00-12.40</b>	Meeting with the deans of accredited EP	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	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>12.40-13.00</b>	EEC’s work	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>13.00-14.00</b>	<i>lunch</i>		
<b>14.00-14.15</b>	EEC’s work	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>14.15-15.00</b>	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 <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969

<b>15.00-15.10</b>	Technical break		
<b>15.10-16.00</b>	Meeting with teaching staff of the EP	<a href="#">Appendix 1</a>	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>16.00-17.00</b>	Teaching staff survey (concurrent)	<a href="#">Appendix 2</a>	The link is sent to the teacher's e-mail personally
<b>16.00-16.10</b>	Members of the EEC exchanging opinions	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969 Conference ID: 464 173 2969
<b>16.10-17.00</b>	Meeting with students of the EP	<a href="#">Appendix 3</a>	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>17.00-18.00</b>	Student survey (concurrent)	<a href="#">Appendix 4</a>	The link is sent to the student's e-mail personally
<b>17.00-17.50</b>	Working with department documents and attending teaching staff classes on a schedule	<a href="#">Appendix 5</a>	according to scedule
<b>17.50-18.00</b>	Discussion of 1st day of EEC's work	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference

			<a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969 Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>18.00-19.00</b>	Dinner		
<i>Day 2: November 8, 2024</i>			
<b>09.00-09.30</b>	The work of EEC	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>09.30-11.30</b>	Selective visits to EP practice base	<a href="#">Appendix 6</a>	External IAAR experts according to the itinerary
<b>11.30-13.00</b>		<a href="#">Appendix 7</a>	
<b>13.00-14.00</b>	<b>Lunch</b>		
<b>14.00-14.20</b>	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 <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>14.20-15.20</b>	Meeting with stakeholders (representatives of practice bases and employers) (hybrid)	<a href="#">Appendix 8</a>	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>15.20-15.30</b>	Technical break		

<b>15.30-16.10</b>	Meeting with graduates of the EP (hybrid)	<a href="#">Appendix 9</a>	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>16.10-16.30</b>	Technical break	IAAR External Experts	
<b>16.30-19.00</b>	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 <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>19.00-20.00</b>	Dinner		
<b>Day 3: November 9, 2024</b>			
<b>09.00-11.30</b>	The work of the EEC, the development and discussion of recommendations	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>11.30-11.40</b>	Technical break		
<b>11.40-12.30</b>	The work of the EEC is the development and discussion of recommendations ( <i>a record is being kept</i> )	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>12.30-13.00</b>	The work of the EEC	IAAR External Experts	№ 116 Parasat Center, Academic Building №1 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>13.00-14.00</b>	Lunch		

<b>14.00-16.00</b>	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 <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969 Conference ID: 464 173 2969
<b>16.00-16.30</b>	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 <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>16.30–17.00</b>	The final meeting of the EEC with the leadership of the university	<p>Qanay Gulmira - Chairman of the Board - Rector</p> <p>Kymbat Balazhanova - Member of the Board – Vice–Rector for Academic Affairs</p> <p>Yerkin Dussipov- Member of the Board – Vice–Rector for Infrastructure Development -</p> <p>Member of the Board – Vice–Rector for Scientific Work and International Cooperation</p> <p>Zhanar Rysbekova - Member of the Board – Vice–Rector for Strategic Development and Social Work</p> <p>Kartbaev Timur - Digital Officer</p> <p>Shintayev Nurzhan - Head of the Executive Office</p> <p>Meirkulova Aida - Director of the Department of Academic Program Development and Quality Assurance</p> <p>Imanbalina Asel - Head of the Academic Quality Assurance Department</p> <p>Abdraimova Moldir – Director of the Department for Postgraduate Education</p> <p>Aytenov Nurakhmet– Director of the Department of Science</p> <p>Bolegenova Gulzada – Director of the Department of Marketing</p> <p>Modovov Nurbul – Director of the Department of Digital Development</p> <p>Esibaeva Aigul – Head of the Department for Academic Support</p>	№ 215 Center for Sustainable Development, Academic Building №1 Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969



		<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>Krykbaeva Sarah – Program Leader of the Department of "Professional Education"</p> <p>Myrzakhmetova Nurbala - Program Leader of the Department of Chemistry</p> <p>Gulmira Topanova - Program Leader of the Department of Psychology</p> <p>Aliakbarova Aigerim - Program Leader of the Department of Professional training of a foreign language"</p> <p>Aliya Ongarbayeva - Program Leader of the Department of Computer Science</p>	
<b>18.00-19.00</b>	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%
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<b>№</b>	<b>Questions</b>	<b>Very good</b>	<b>Good</b>	<b>Relatively bad</b>	<b>Bad</b>	<b>Very bad</b>	<b>no answer</b>
<b>1</b>	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%
<b>2</b>	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%
<b>3</b>	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%
<b>4</b>	How do you evaluate the faculty's degree of academic freedom	10 (47,6%)	11 (52,4%)	0,00%	0,00%	0,00%	0,00%
	To what extent can teachers utilize their own resources						
<b>5</b>	- Learning strategies	14 (66,7%)	7 (33,3%)	0,00%	0,00%	0,00%	0,00%
<b>6</b>	- Teaching methods	17 (81%)	4 (19%)	0,00%	0,00%	0,00%	0,00%
<b>7</b>	-Educational innovations	13 (61,9%)	8 (38,1%)	0,00%	0,00%	0,00%	0,00%
<b>8</b>	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%
<b>9</b>	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%
<b>10</b>	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%

<b>11</b>	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						
<b>12</b>	- to students	16 (76,2%)	5 (23,8%)	0,00%	0,00%	0,00%	0,00%
<b>13</b>	- to teaching staff	15 (71,4%)	6 (28,6%)	0,00%	0,00%	0,00%	0,00%
<b>14</b>	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%
<b>15</b>	How does teaching staff encourage innovation?	12 (57,1%)	9 (42,9%)	0,00%	0,00%	0,00%	0,00%
<b>16</b>	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%
<b>17</b>	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%
<b>18</b>	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%
<b>19</b>	Assess the adequacy of the recognition by the university management of the potential and abilities of teachers	9 (42,9%)	12 (57,1%)	0,00%	0,00%	0,00%	0,00%
	How the job is set						
<b>20</b>	- on academic mobility	13 (61,9%)	8 (38,1%)	0,00%	0,00%	0,00%	0,00%
<b>21</b>	- 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)**

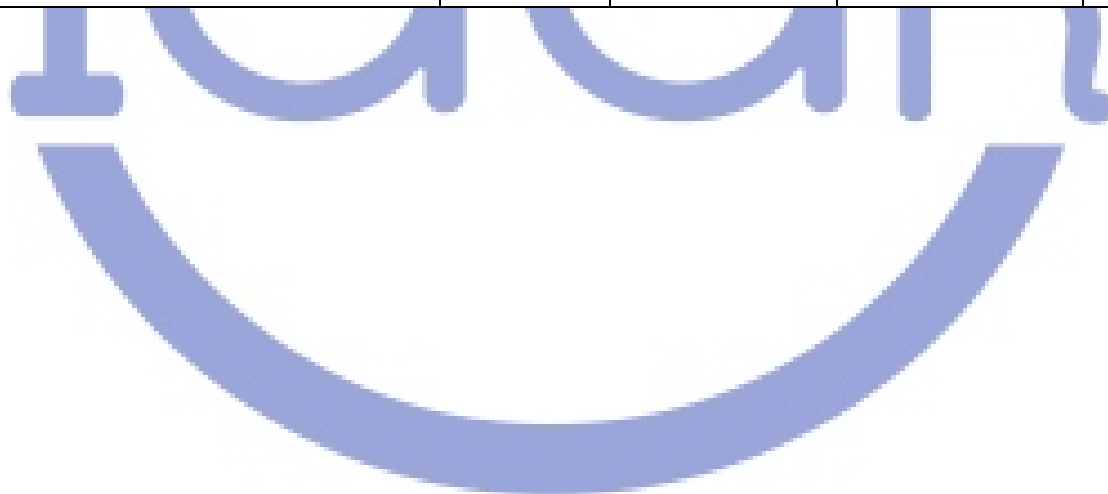
Questions	often	sometimes	never	no answer

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 (38,1%)	13 (61,9%)	0,00%
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%





**Survey for students**

**Total number of questionnaires: 13**

**Educational program (specialty):**

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

**Gender:**

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

**Rate how satisfied you are:**

<b>Questions</b>	<b>Completely satisfied</b>	<b>Partially satisfied</b>	<b>Partially dissatisfied</b>	<b>Not satisfied</b>	<b>I find it difficult to answer</b>
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%)
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 teacher are adequate	12 (92,3%)	1 (7,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
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%)

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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.