REPORT

on the Results of the External Expert Commission's Evaluation of
Compliance with the Standards for Specialized Accreditation of
Educational Programs
6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law
and Economics, 6B01407 – Fundamentals of Law, Economics, and
Entrepreneurship
NJSC "Kazakh National Women's Teacher Training University"

March 14-16, 2024

Independent Agency for Accreditation and Rating
External Quality Assurance

Addressed to the
IAAR Accreditation Council

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Almaty   **March 16, 2024**

CONTENT

(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 NCPC Orleu – Joint Stock Company "National Center for Professional Development 'Orleu'"
NIS – Nazarbayev Intellectual Schools
GS – General Schools
UPE – Unified Platform of Higher Education
HEI – Higher Education Institution
QMS – Quality Management System
EP – Educational Programs
LO – Learning Outcomes
MCD – Mandatory Component Disciplines
BD – Basic Disciplines
PD – Profiling Disciplines
MC – Mandatory Component
UC – University Component
EC – Elective Component
R&D – Research and Development
FS – Faculty Staff
SGA – State Graduation Attestation
SAC – State Attestation Commission
SE – State Exam
DET – Distance Education Technologies
IUP – Individual Learning Plan
WLP – Working Learning Plan
EDMC – Educational-Methodical Complex of Discipline
EDC – Elective Disciplines Catalog
SRSWIT – Students' Independent Work with Instructor
AIS – Automated Information System

(II) INTRODUCTION

In accordance with Order No. 12-24-OD dated January 16, 2024, issued by the General Director of the Non-Profit Institution "Independent Agency for Accreditation and Rating," from March 14 to 16, 2024, the external expert commission conducted a quality assessment of the educational programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship for compliance with the Standards for Specialized Accreditation of Higher and (or) Postgraduate Education Programs (approved and enacted by the Order of the General Director of the Non-Profit Institution "Independent Agency for Accreditation and Rating" dated June 16, 2020, No. 57-20-OD).

The report of the external expert commission (EEC) contains the final assessment of the educational programs according to the IAAR criteria, the EEC's recommendations for further improvement of the educational programs, the conclusion of the external expert commission (Appendix 1. Parameters of the Specialized Profile), and the results of anonymous surveys of the faculty and students of the evaluated educational programs.

Composition of the EEC:

Chair of the EEC: Milan Pol, PhD, Professor, Masaryk University, ENQA Expert (Brno, Czech Republic); Off-line participation

IAAR EEC Coordinator: Dinara Kairbekovna Bekenova, Project Manager, IAAR (Astana); Off-line participation

International Expert IAAR: Sousana Michailidou, PhD, Professor, Webster University in Athens, Vice-President of the Euro-Mediterranean Academy of Arts and Sciences (Greece); On-line participation

IAAR Expert: Gulshat Salauatovna Minazheva, Doctor of Pedagogical Sciences, Candidate of Chemical Sciences, Associate Professor, Al-Farabi Kazakh National University (Almaty); Off-line participation

IAAR Expert: Gulnara Bayanovna Turtkaraeva, Member of the IAAR Higher Education Expert Council, Candidate of Pedagogical Sciences, Associate Professor, Shokan Ualikhanov Kokshetau University (Kokshetau); Off-line participation

IAAR Expert: Ainur Zhumagazyevna Gabdullina, Candidate of Historical Sciences, Associate Professor, S. Seifullin Kazakh Agrotechnical Research University (Astana, Republic of Kazakhstan); Off-line participation

IAAR Expert: Serik Syrlybaevich Kairdenov, Candidate of Economic Sciences, Associate Professor, Sh. Ualikhanov Kokshetau University (Kokshetau); On-line participation

IAAR Expert: Gulzhan Aliakbarovna Dauletkulova, T. Zhurgenov Kazakh National Academy of Arts (Almaty); Off-line participation

IAAR Expert: Gulnara Zhanabergenovna Kuzbakova, Candidate of Arts, Kazakh National University of Arts (Astana); Off-line participation

IAAR Expert: Dina Maratovna Aykenova, PhD, Executive Director, ID-Research (Astana); Off-line participation

IAAR Expert: Seyfolla Jamaubovich Bodikov, Member of the Union of Designers of the Republic of Kazakhstan, Member of the Eurasian Union of Designers, Karaganda Buketov University (Karaganda); Off-line participation

IAAR Expert: Aikumis Ilyasovna Aibergen, Candidate of Pedagogical Sciences, L. Gumilyov Eurasian National University (Astana); Off-line participation

IAAR Expert, Employer: Kalamkas Karimtaevna Khamzina, Akmola Regional Department of Culture (Kokshetau); On-line participation

IAAR Expert, Employer: Bakhytzhan Sovetovna Mukhtarbekova, Deputy Director for Educational and Training Work, School-Lyceum No. 66 named after D. Kunaev (Astana); Off-line participation

On-line participation

IAAR Expert, Student: Dinara Erkhanqyzy, 2nd-year student of the "History" program, Korkyt Ata Kyzylorda University (Kyzylorda); On-line participation

IAAR Expert, Student: Kenzhegul Zhomartkyzy Nauryzbayeva, 3rd-year student of the 6B05402 Physics program, K. Zhubanov Aktobe Regional University; On-line participation

IAAR Expert, Student: Guldana Bauyrzhanovna Bayakhmetova, 3rd-year student, Turan University (Astana); On-line participation

IAAR Expert, Student: Ailana Galyudinovna Amanzhol, 3rd-year student of the B092 Leisure program, M. Kozybayev North Kazakhstan University (Petropavlovsk); On-line participation

(III) OVERVIEW OF THE EDUCATIONAL INSTITUTION

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

The Kazakh National Women's Teacher Training University is one of the leading pedagogical universities in Kazakhstan, having trained over 70,000 specialists for the country's education system over the past 80 years. The University has undertaken significant work to enhance the quality of education, improve the scientific system, foster international cooperation, support educational processes, develop professional personalities, advance infrastructure, and improve human resources, among other areas.

The University has a rich history filled with significant events. The Kazakh State Women's Teacher Training Institute was established by a decree of the Council of People's Commissars of the Kazakh Socialist Soviet Republic on August 15, 1944. The University's history encompasses years of successfully following the traditions of pedagogical education, which include advanced teaching and learning methods and educational research.

One indicator of the University's effectiveness is its ranking performance. In the 2020 institutional (general) ranking conducted by the Independent Agency for Quality Assurance in Education (IQAA), the University ranked 2nd in the "Pedagogical Sciences" category. The University also placed in the top ten universities in the ranking by the National Chamber of Entrepreneurs "Atameken" for 13 educational programs.

The University annually participates in global rankings such as QS, ARES, and Webometrics. In the QS Asian University Ranking 2023, the University ranked 701-750, and in the QS Asian University – Central Asia University Ranking, it placed 41st.

For the first time in 2022, the University participated in the Times Higher Education Impact Rankings and in 2023 in the Times Higher Education World University Rankings. As a result, on June 1, 2023, the University entered the global Times Higher Education Impact Rankings, which is one of the most prestigious and respected rankings in the world, assessing not only academic excellence but also the impact of universities on addressing global challenges and sustainable development. Among 1500 universities worldwide, the University secured a confident 1001+ place.

In the International Rating of Higher Educational Institutions ARES (ARES), the University ranks 29th among 130 universities in Kazakhstan.

The University participates in the Ranking Web of Universities - Webometrics. According to the 2023 ranking results, the University ranks 26th among Kazakhstani universities and 10864th worldwide.

In the 2023 General Ranking of the "Top-20" universities of the Republic of Kazakhstan, conducted annually by the Independent Agency for Accreditation and Rating, the University is among the top 10 leading universities in the country (https://iaar.agency/rating).

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

In accordance with Order No. 12-19-OD dated January 29, 2019, issued by the Independent Agency for Accreditation and Rating, from November 16 to 22, 2018, the external expert commission conducted an assessment of the compliance of the educational programs 6B01601 (5B011400) – History, 6B02201 (5B020300) – History, 6B01405 (5B011500) – Fundamentals of Law and Economics, and 6B01407 (5B011500) – Fundamentals of Law, Economics, and Entrepreneurship at the Kazakh National Women's Teacher Training University with the IAAR specialized accreditation standards.

During the evaluation process, the IAAR external expert commission provided necessary recommendations for the improvement of the educational programs 6B01601 (5B011400) – History, 6B02201 (5B020300) – History, and 6B01405 (5B011500) – Fundamentals of Law and Economics.

As a result of the work of the independent external expert commission and at the meeting of the IAAR Accreditation Council, the educational programs 6B01601 (5B011400) – History, 6B02201 (5B020300) – History, and 6B01405 (5B011500) – Fundamentals of Law and Economics were accredited for a period of 5 years, with specialized accreditation certificates issued with a validity period from May 24, 2019, to May 23, 2024.

(V) DESCRIPTION OF THE EEC VISIT

The work of the members of the External Expert Commission (EEC) was carried out based on the Visit Program, which was agreed upon with the rector of the Kazakh National Women's Teacher Training University and approved by the general director of IAAR on February 13, 2024, using a hybrid model for conducting the specialized accreditation of the educational programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship.

To coordinate the work of the EEC, a preliminary meeting was held on March 13, 2024, during which the members' responsibilities were allocated, the visit schedule was clarified, and consensus was reached on the selection of evaluation methods.

To obtain objective information about the quality of the educational programs and the entire infrastructure of the university, and to clarify the content of the self-evaluation reports, meetings were held with the rector, vice-rectors in their respective fields, heads of structural units, program leaders, department heads, faculty representatives, students, graduates (for programs with graduates), and employers. A total of 194 representatives participated in these meetings. During the EEC visit, an online survey was also conducted among the university's faculty and students, with 39 faculty members and 31 students participating in the survey.

During the visual inspection, the EEC members examined the condition of the material and technical base, visited laboratories, practical training sites, and the university's cultural and recreational facilities.

Information on employees and students who participated in online and offline meetings with the External Expert Commission of the Independent Agency for Accreditation and Rating

(IAAR).

Participant Categories	Number of Participants
Rector	1
Vice Rectors	4
Heads of Structural Divisions	26
Deans	3
Program Directors and Department Heads	8
Faculty Members	36
Students, Master's Students, Doctoral Students	53
Alumni	42
Employers and Practice Base Representatives	22
Total	194

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Educational Program Management"

- *The university must have a published quality assurance policy.*
- *The quality assurance policy must reflect the connection between research, teaching, and learning.*
- *The university must demonstrate the development of a quality assurance culture, including within educational programs (EP).*
- *Commitment to quality assurance must extend to all activities performed by contractors and partners (outsourcing), including joint/double degree programs and academic mobility.*
- *EP management ensures transparency in the development of the EP development plan based on analysis of its functioning, the actual positioning of the university, and its focus on meeting the needs of the state, employers, stakeholders, and students.*
- *EP management demonstrates the functioning of mechanisms for the formation and regular review of the EP development plan, monitoring its implementation, assessing the achievement of learning goals, and meeting the needs of students, employers, and society, making decisions aimed at continuous improvement of the EP.*
- *EP management should involve representatives of stakeholder groups, including employers, students, and faculty, in the formation of the EP development plan.*
- *EP management should demonstrate the individuality and uniqueness of the EP development plan, its alignment with national development priorities, and the educational institution's development strategy.*
- *The university must demonstrate a clear definition of those responsible for business processes within the EP, unambiguous distribution of staff duties, and delineation of the functions of collegial bodies.*
- *EP management should provide evidence of the transparency of the educational program management system.*
- *EP management should demonstrate the successful functioning of the internal quality assurance system for the EP, including its design, management, monitoring, improvement, and decision-making based on evidence.*
- *EP management should engage in risk management.*
- *EP management should ensure the participation of stakeholder representatives (employers, faculty, students) in the collegial bodies of educational program management and their representativeness in decision-making processes regarding educational program management.*
- *The university must demonstrate the management of innovations within the EP, including the analysis and implementation of innovative proposals.*
- *EP management should provide evidence of openness and accessibility to students, faculty, employers, and other stakeholders.*
- *EP management should undergo training in educational management programs.*
- *EP management should strive to ensure that the progress achieved since the last external quality assurance procedure is taken into account in preparation for the next procedure.*

Evidence Section

The university has been operating a quality management system since 2013. A Quality Policy has been approved, and annual quality objectives for the university are determined.

Development plans for EPs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship were developed based on the analysis of external and internal factors with extensive stakeholder involvement.

In the accredited EPs, the connection between research, teaching, and learning is evidenced by the introduction of updated courses based on the faculty's research. For instance, in EP 6B01601 – History, the course "Fundamentals of Religious Studies" was introduced in the 2021-2022 academic year, and a new course "Digital History" worth 6 credits was introduced in the 2022-2023 academic year. Additionally, the courses "Archaeology" and "History of Primitive Society" were combined into one course "Archaeology and History of Primitive Society" worth 6 credits for EPs 6B01601 – History and 6B02201 – History.

Faculty members of the "History" department employ modern technologies during classes. Techniques such as critical thinking, differentiated learning, and soft skills are utilized. For example, in EP 6B01405 (5B011500) – Fundamentals of Law and Economics, Associate Professors A.D. Kozhabekova and D.R. Zharikbayeva extensively use continuous training methods that encourage students to develop habits of following current legislation and using relevant legal materials. Senior lecturers S.T. Ybyshova and A.D. Umbetalieva use interconnected means, methods, and forms of teaching economic subjects.

The university adheres to a quality culture through defined functional responsibilities and quality assurance mechanisms that help maintain standards and improve the quality of education and university activities. The Department for the Development of Academic Programs and Quality Assurance, including the Quality Assurance Department, operates within the university. Quality committees, including faculty, students, and staff, conduct systematic surveys and questionnaires to identify satisfaction levels among students, faculty, and staff.

As of the current year, the university has signed memorandums of mutual cooperation with 62 foreign universities. In the 2023-2024 academic year, the university signed and renewed approximately 150 agreements with organizations serving as practice bases. Outsourcing is carried out based on various types of contracts, including cooperation agreements, practice agreements, and service contracts, with specified quality requirements, responsibilities, and other important conditions.

The university practices an open cooperation policy and experience exchange with other educational institutions implementing corresponding EPs. For example, dual education with Secondary School-Gymnasium No. 86 named after G. Musrepov in Almaty was developed and implemented for EP 6B01601 (5B011400). This year, within the framework of dual education, the teacher A.Zh. Oteuliyeva from the school teaches the "History of the Middle Ages" course to EP 6B01601 (5B011400) students.

The "History" department pays special attention to the academic mobility of students in accredited EPs. From October 12, 2020, to January 25, 2021, the following students from EP 6B01601 (5B011400) – History and EP 6B02201 (5B020300) – History completed distance learning under the external academic mobility program at Niğde Ömer Halisdemir University (Republic of Turkey): Nargiz Kosmanova, Gulshat Khalmuradova, Ulpan Yerbolat, Dinora Kurbokulieva, Aigerim Zhanabergen, Shyrailym Isakhanova. From January 18 to June 30, 2021, Dina Zhaksibayeva, a student of EP 5B011400 – History, completed distance learning under the external academic mobility program at Niğde Ömer Halisdemir University (Turkey). In the 2022-2023 academic year, Kyial Tologonova, a student from Issyk-Kul State University named after K. Tynystanov, studied in the 6B02201 – History group from March 6 to June 30, 2023, under the external academic mobility program. Two students, Ulbosyn Serikbay in Korkyt Ata Kyzylorda University and Gulsim Baizova in Atyrau University named after K. Zhubanov, studied in the 6B02201 – History group from March 6 to June 30, 2023, under the internal academic mobility program.

The university ensures the transparency of the educational process through the official website https://qyzpu.edu.kz. At the end of the year, a final analysis of the implementation of program indicators is conducted, and a report on university activities is presented by the rector. The university uses various communication channels with employers and other stakeholders, such as media appearances, thematic round tables, seminars, conferences, meetings, exhibitions, and fairs.

For the formation and regular review of the EP development plan and monitoring its implementation, EP management conducts labor market and public needs analysis to determine the relevance and effectiveness of the EP, as well as the necessity for its changes. For example, the analysis showed insufficient hours for legal disciplines ("Fundamentals of Law") and the lack of full hours for economic disciplines ("Entrepreneurship and Business Basics", "Economics and Financial Literacy Basics") in general education schools, leading to a decrease in the student body for EP 6B01405 – Fundamentals of Law and Economics. As a result, it was decided not to enroll students in this specialty from the 2022-2023 academic year.

EP management of 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship involve stakeholder representatives, including employers, students, and faculty, in the formation of the EP development plan.

The individuality and uniqueness of the development plan for EPs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship lie in the development of specific competencies, such as digital literacy.

The following individuals completed educational management programs and received certificates: Leader of EPs 6B01601 – History, 6B02201 – History, and 6B01405 – Fundamentals of Law and Economics, L.T. Kozhakeeva; Head of EP 6B01405 – Fundamentals of Law and Economics and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship, S.T. Ybyshova; and Director of the Institute of Social Sciences and Arts, Zh.B. Ashirbekova, on the topic "Modern Approaches to Management in Education: Managerial Competencies, Economic and Legal Regulation" (from January 20 to February 3, 2020). From July 24 to August 5, 2023, the Director of the Institute of Social Sciences and Arts, Zh.B. Ashirbekova, completed a course and received a certificate in educational management in Düsseldorf, Germany, for 72 hours. The leader of the accredited EPs, L.T. Kozhakeeva, completed advanced training from January 6 to 17, 2020, on the program "Planning and Organizing the Educational Process Based on Updated Educational Programs in Higher Education Institutions" for 72 hours. S.S. Kaldybaeva completed advanced training on the course "Basics of Project Management" for 36 hours. Faculty members A.D. Kozhabekova and A.D. Umbetalieva were selected for the "Bolashak" program to study the 11-month "Education Management" program at the University of Reading, United Kingdom, from March 4, 2024, to February 5, 2025.

In the ranking of educational programs by the NCE RK "Atameken", the following results were achieved: EP 6B01601 (5B011400) – History ranked 1st in 2019; EP 6B01405 (5B011500) – Fundamentals of Law and Economics ranked 2nd in 2021; EP 6B02201 (5B020300) – History ranked 2nd in 2022.

Risk and opportunity monitoring is carried out at the meetings of the University Academic Council, Institutes, Management, and activity-oriented councils, and department meetings throughout the year. The achieved results are recorded in protocols. The effectiveness of the actions taken is reflected in the annual report of the structural division.

Analytical Section

The External Expert Commission (EEC) of IAAR, through meetings, discussions, interviews, surveys, and a detailed review of the university's infrastructure and material-technical base, highlights the transparency and collegiality in the processes of developing the accredited Educational Programs (EP) development plans. The university's Quality Policy emphasizes

continuous improvement of the educational process at all levels of education.

The EEC confirms the transparency, openness, and accessibility of the university's leadership for students and faculty, including EP leaders in the work of collegial bodies coordinating the management of accredited EPs. Internal and external stakeholders, including employers, are constantly in automatic notification mode about the activities carried out at the university. The process of informing all interested parties about the decisions of the collegial bodies is automated through the website's news feed. Additionally, interviews and site analysis showed that with the launch of the "Salem office" electronic document management system in 2023, the university was able to optimize many of its business processes and improve the productivity of its structural units in a short time. The system simplified the organization and control of information dissemination regarding decisions made by collegial bodies.

Interviews with EEC members, employers, and other stakeholders demonstrated that the university uses all communication channels, including media appearances, thematic round tables, scientific seminars, conferences, meetings, exhibitions, and fairs. To promote the university's brand, it collaborates with traditional media and social networks.

The transparency of the system for managing the development of educational program plans is ensured through activities such as discussing EP development plan projects with the participation of all stakeholders, employers, and students. The EEC emphasizes that EP leadership has established procedures for openness and transparency in the development of EP plans, including descriptions of stages, participant roles, timelines, and content requirements.

University leadership confirmed that continuous monitoring of EP implementation is conducted through interviews, surveys, and questionnaires with faculty, students, employers, and other stakeholders, in accordance with national standards.

The main risks of accredited educational programs are traced in the Development Program document for 2023-2029. However, risks associated with force majeure circumstances, caused by significant changes in regulatory documents governing higher education institutions, and natural-climatic catastrophes are not accounted for. Officials responsible for developing development programs and work plans use a scenario approach and SWOT analysis to identify risks and assess their impact on outcomes. In this regard, the EEC notes that EP leadership should pay attention to risk-defining positions and monitor risk prevention using strategic planning methods.

Additionally, EEC members note that during class visits, faculty interviews, and document analysis, it was concluded that the accredited EPs did not demonstrate the implementation of innovations or the use of innovative educational technologies by faculty in the university's educational process.

A survey of faculty conducted during the EEC IAAR visit showed faculty involvement in managerial and strategic decision-making processes was rated as "very good" by 65.5% and "good" by 32.7%. Satisfaction with the ability to combine teaching with research was rated "very good" by 58.2% and "good" by 38.2%.

The quality of the educational program in terms of content and implementation meeting labor market and employer expectations was rated "very good" by 60%. The openness and accessibility of leadership to faculty were rated at 81.8%, and to students at 80%.

Strengths of the Educational Programs

The leadership of the accredited programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship demonstrate openness and accessibility for students, faculty, employers, and other stakeholders.

Recommendations of the EEC:

The leadership of the programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship are recommended to develop a plan for preventive risk management on a

regular basis and monitor risk identification during the implementation of accredited programs by September 1, 2024.

The university leadership is recommended to define and document procedures for the implementation of innovative teaching technologies in the educational process at the institutional level and to develop methodological guidelines to assist university faculty by September 1, 2024.

EEC Conclusions by Criteria:

For the standard "Educational Program Management" regarding the programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship, *17 criteria were addressed, of which 1 demonstrated a strong position, 14 showed satisfactory positions, and 2 indicated areas for improvement.*

6.2. Standard "Information Management and Reporting"

- *The university must ensure the operation of a system for collecting, analyzing, and managing information using modern information and communication technologies and software tools.*
- *EP leadership must demonstrate systematic use of processed, adequate information to improve the internal quality assurance system.*
- *There must be a regular reporting system within the EP that reflects all levels of the structure, including the evaluation of the effectiveness and efficiency of departments and faculties, as well as scientific research.*
- *The university must establish the frequency, forms, and methods of evaluating the management of EPs, the activities of collegial bodies and structural units, senior management, and the implementation of scientific projects.*
- *The university must demonstrate the determination of procedures and ensure the protection of information, including identifying responsible persons for the accuracy and timeliness of information analysis and data provision.*
- *An important factor is the involvement of students, employees, and faculty in the processes of information collection and analysis, as well as decision-making based on this information.*
- *EP leadership must demonstrate the existence of a communication mechanism with students, employees, and other stakeholders, including conflict resolution mechanisms.*
- *The university must measure the degree of satisfaction of faculty, staff, and students' needs within the EP and provide evidence of addressing identified deficiencies.*
- *The university must evaluate the effectiveness and efficiency of its activities, including within the EP.*
- *Information collected and analyzed by the university within the EP should include:*
- *Key performance indicators;*
- *Student population dynamics across forms and types;*
- *Academic performance, student achievements, and dropout rates;*
- *Student satisfaction with EP implementation and the quality of education at the university;*
- *Availability of educational resources and support systems for students;*
- *Employment and career growth of graduates.*
- *Students, employees, and faculty must document their consent to the processing of personal data.*
- *EP leadership must facilitate the provision of all necessary information in relevant scientific fields.*

Evidence Section

Intensive use of information technologies is a strong argument in the competitive market of educational services. To ensure the functioning of the system for collecting, analyzing, and managing information based on modern information and communication technologies and software, the university has undertaken the following work:

Creation of a unified corporate information environment through the university's official website.

Implementation of an electronic document management system and a university management system.

Implementation of the Microsoft 365 system for collaborative work, enabling text

message and file data exchange between structural units, significantly reducing paper flow. These features are available in the e-University menu tab on the main page of the official website.

Activation of the university's corporate network involved configuring routing and data packet forwarding. Departments were provided with unlimited Internet access.

The information system allows processing information from all units involved in the educational process, covering the entire contingent of faculty and students, as well as all components of the educational process.

Information is one of the most important resources in the university's operations. Main information flows include:

Operating systems and office applications: Microsoft Windows, Microsoft Office, Office 365, Sirius Salem Office electronic document management system, 1C, Hero Study Space, Univer, DSS, Perco, TrustMe, Zoom, Oqy'lyq, RABIS, Unified Electronic Learning System (ЕПВО), National Open Database (НОБД), StrikePlagiarism, e-otinish.

The university's web portal provides sections on About the University, Education, Science, International Cooperation, and Youth Policy. The site offers information on EPs, scientific activities, international cooperation, faculty, EP development programs, CED, and more. The website facilitates communication with all stakeholders, including students, their parents, employers, and faculty.

Information management processes are carried out according to regulatory documents through the University's Electronic Document Management System. Knowledge assessments of students are recorded in the electronic journals of the Hero Study Space system, enabling tracking of academic performance, weekly ratings, exam grades, course work, all types of student practices, Independent Student Work (CPO), and Independent Student Work with a Teacher (СРОП).

Code of Academic Integrity:

The university has developed a Code of Academic Integrity, including Rules of Conduct for staff and students at the Kazakh National Women's Teacher Training University. The Code aims to ensure fair, transparent, and correct attitudes toward academic integrity issues.

Student Population Formation:

The formation of the university's student population is carried out through budget financing, placement of the state educational order, and higher education grants funded by the republican or local budget, funding through the "Қазақстан халқына" (Kazakhstan Khalkyna) fund, and tuition payments from students' own funds and other sources.

Program Analysis:

EP analysis is conducted through surveys of students, faculty, and employers on the educational portal and presented to the university leadership for structural changes. The following surveys are conducted:

"Teacher Through the Eyes of a Student"

"Course Teaching Quality Assessment"

"Academic Staff Job Satisfaction Survey"

"Program Leader Job Satisfaction Survey by Faculty"

"Program Leader Job Satisfaction Survey by Students"

The results are analyzed by the Department of Academic Program Development and Quality Assurance, with a report prepared for the university leadership.

Academic Mobility and Satisfaction:

Satisfaction with the quality of services provided by the university within the organization of external/incoming/outgoing academic mobility is evaluated. From the 2023 academic year, students give consent to the processing of personal data when filling out the educational service contract for the educational grant (order) or paid form of education. Employment contracts also contain clauses for employees to consent to personal data processing upon hiring.

Technical Support:

Technical support is provided through the provision of computer equipment, multimedia-equipped classrooms, technical assistance in preparing electronic textbooks, test assignments, documents for distance learning, and the publication of methodological and scientific literature, and work on the educational portal.

Information Support:

Information support includes an electronic library, where library users can access the electronic catalog database of the scientific library for free via the university's website.

Educational Process Management:

Management of the educational process is conducted through Hero Study Space, which accumulates, processes, and stores all information related to the educational process: results of all types of control, class attendance, academic performance statistics, class schedules, and more. This system ensures the transparency of the educational process and provides opportunities for prompt information delivery. The electronic database is protected against unauthorized interference.

Analytical Section

Interviews and surveys revealed that the university leadership and administration are accessible and open to students, faculty, parents, and other stakeholders. During meetings with students, it was noted that they can write letters to the rector and schedule appointments. All inquiries are promptly reviewed by the rector, and necessary measures are taken.

As noted by the EEC during interviews with structural units, it was found that active work is being carried out to ensure the procedures for processing personal data with mandatory consent from students, employees, and faculty.

The analysis of information resources and dissemination processes for the implementation of accredited EPs shows that the main source of information dissemination is the university's website, available in the state, Russian, and English languages. The university is represented on all major social networks. Particularly significant events in the life of the university are broadcasted on regional television and radio channels, as well as in local news periodicals.

Strengths of the EPs

- There are no strengths identified for this standard.

EEC Recommendations

- There are no recommendations for this standard.

EEC Conclusions by Criteria

For the standard "Information Management and Reporting" regarding the programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship, *17 criteria were addressed, of which 0 demonstrated a strong position, 17 showed satisfactory positions, and 0 indicated areas for improvement.*

6.3. Standard "Development and Approval of Educational Programs"

- *The university must define and document procedures for the development and approval of educational programs (EPs) at the institutional level.*
- *EP leadership must ensure that the developed EPs align with established goals, including expected learning outcomes.*
- *EP leadership must ensure the existence of developed graduate models for EPs, describing learning outcomes and personal qualities.*
- *EP leadership must demonstrate the conduct of external reviews of EPs.*
- *The qualification obtained upon completion of EPs must be clearly defined, explained, and correspond to the specified level of the National Qualifications Framework (NQF).*

- *EP leadership must determine the impact of courses and professional practices on the formation of learning outcomes.*
- *An important factor is the opportunity to prepare students for professional certification.*
- *EP leadership must provide evidence of the involvement of students, faculty, and other stakeholders in the development and quality assurance of EPs.*
- *The workload of EPs must be clearly defined in Kazakhstani credits and ECTS.*
- *EP leadership must ensure that the content of courses and learning outcomes correspond to the level of education (bachelor's, master's, doctoral).*
- *The structure of EPs should include various types of activities corresponding to learning outcomes.*
- *An important factor is the presence of joint EPs with foreign educational organizations.*

Evidence Section

At the University, the "Procedure for the Development and Approval of Educational Programs" was developed (Academic Council Meeting, Protocol No. 6-3 dated March 10, 2023). According to the self-report and interviews with EP leaders, it was found that in 2023, according to internal regulations, the procedure was renamed to the "Rules for the Development and Approval of Educational Programs," and certain changes were made to the text, including descriptions of the procedure for creating double-degree (including international) educational programs and clarifying the EP approval scheme.

The main approach to developing educational programs at the university is student-centered and competence-based, reflected in the constructive alignment of educational programs. The documents underpinning the development of accredited EPs include the University's Development Program 2023-2029.

During the interviews, it was found that the graduate model was discussed in a meeting with employers and other stakeholders, during which indicators such as inclusivity, tolerance, and emotional resilience of future teachers were included.

External reviews of EPs at the university consist of two types: mandatory, which the educational program undergoes when updated in the Unified Electronic Learning System (previously ESVUO), and the recommended annual review as stipulated by the "Rules for the Development of Educational Programs." In practice, EP leaders receive expert evaluations.

As the analysis during the interviews showed, the university forms working groups that include students, faculty, and other stakeholders to actively participate in the development and updating of EPs. The EEC of IAAR analyzed data from departmental meeting protocols.

Alongside professional training in educational program disciplines, the university offers opportunities for obtaining professional development certificates. For example, in 2023, 36-hour courses on conducting Lesson Study were provided to 161 fourth-year students and 15 faculty members through the Center for Pedagogical Mastery of Nazarbayev Intellectual Schools (CPM). The university also conducted courses for 250 faculty members through its professional development center.

For the accredited EPs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship, there are no double-degree programs. However, work is underway to develop joint educational programs with partner universities for EPs 6B01601 – History and 6B02201 – History, with the subsequent awarding of diplomas from both higher education institutions.

Analytical Section

The EEC confirms that the university has a published quality assurance policy and that the accredited educational programs are developed in accordance with national and sectoral qualification frameworks as well as professional standards. The bachelor's program corresponds to the 6th qualification level of the Sectoral Qualification Frameworks (SQF). When developing the content of EPs, developers base their work on professional standards.

EEC members note that within the framework of EPs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law,

Economics, and Entrepreneurship, EP leaders facilitated the distribution of functions among the structural units responsible for organizing and planning the educational process at the university.

The developed EPs undergo both internal and external reviews. Internal reviews are carried out with the involvement of leading faculty members, faculty heads, and university administrators, while external reviews involve representatives of employers.

The EEC notes that during visits to practice bases for the accredited EPs, the practice sites generally corresponded to the specialty profile. Interns are provided with necessary instructional materials, appropriate assignments, and workspaces for students.

The positioning of the accredited EPs in the educational market is tracked at both regional and national levels. However, the EEC notes that the international level does not reflect the quality results of the accredited EPs, and there is a lack of uniqueness in the accredited EPs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship. The programs are presented with brief, dry information and do not specify the achievements of professional specialists.

In line with its strategy, mission, and vision, the university aims to become a leader at the international level in the field of pedagogical science and related areas. Nevertheless, the EEC emphasizes the importance of developing double-degree and joint EPs with domestic and foreign universities. It also highlights the need for their implementation in the educational process and recommends incorporating these developments into the accredited fields of pedagogy.

Strengths of the EPs
- There are no strengths identified for this standard.

EEC Recommendations:

- The leadership of the EPs is recommended to revise the Graduate Model to highlight the uniqueness of the EPs and develop mechanisms for monitoring the educational market for accredited EPs, extending this to the international level by January 1, 2025.
- The leadership of the EPs is recommended to develop a double-degree EP and/or joint EPs with foreign universities by September 1, 2025.

EEC Conclusions by Criteria: For the standard "Development and Approval of Educational Programs" regarding the programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship, 12 criteria were addressed, of which 0 demonstrated a strong position, 12 showed satisfactory positions, and 2 indicated areas for improvement.

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

- *The university must conduct monitoring and periodic evaluation of EPs to ensure they achieve their goals and meet the needs of students and society. The results of these processes should aim at the continuous improvement of EPs.*
- *Monitoring and periodic evaluation of EPs should consider:*
- *The content of programs in light of the latest scientific advancements in the specific discipline to ensure the relevance of the taught subjects;*
- *Changes in societal needs and the professional environment;*
- *Student workload, academic performance, and graduation rates;*
- *The effectiveness of student assessment procedures;*
- *Student expectations, needs, and satisfaction;*
- *The educational environment and support services and their alignment with the goals of EPs.*
- *The university and EP leadership must provide evidence of the involvement of students, employers, and other stakeholders in the review of EPs.*
- *All stakeholders must be informed about any planned or undertaken actions regarding EPs. All changes made to EPs must be published.*
- *EP leadership must ensure the review of the content and structure of EPs in response to changes in the labor market, employer requirements, and societal demands.*

Evidence Section

The University annually reviews the content and structure of EPs considering changes in the labor market, employer requirements, and societal demands. The University demonstrated the procedure for revising the goals of educational programs, which is defined in the document "Rules for the Development and Approval of Educational Programs."

Based on departmental memos and the results of the Academic Council Meeting on August 31, 2023 (Protocol No. 5.1), 40 educational programs were excluded from the Unified Higher Education Platform (UHEP), including 4 bachelor's programs, 34 master's programs, and 2 doctoral programs, due to outdated content and no enrollment for more than three years.

Document analysis and interviews showed that all stakeholders participated in the review of EPs, which allowed the identification of real industry demands formulated by employers and other stakeholders. Employer participation in EP reviews includes:

Participation of employer representatives in EP expertise;

Participation in the formation of practice-oriented courses, internships, and research work, and in the formulation of research topics;

Involvement of professional community representatives in teaching educational programs.

Interviews revealed that students can submit their proposals regarding course instruction, topic inclusion, and changes in the format of classes. At the university level, issues of educational service quality are systematically reviewed in Academic Council meetings. For example, the meeting on December 28, 2022 (Protocol No. 2) discussed EP updates, and the meeting on December 20, 2023, addressed the quality of instructional and methodological bureaus of the institutes and the alignment of teaching and methodological materials with university standards.

Monitoring of the reviewed issues is conducted by competent commissions established by university or institute orders. Implementation of decisions is controlled by the commission and discussed in the meetings of the University Academic Council and the institute councils. Identified discrepancies lead to corrective actions, including changes to educational documentation: EP work plans, course syllabi, lecture courses, practical class plans, internship programs, methodological materials for students and faculty, and the content and procedures for intermediate and final assessments.

The necessity to adjust existing EP courses, eliminate outdated ones, or introduce new elective courses is discussed in departmental meetings and quality assurance commissions of the institutes. Established mechanisms for internal quality assessment of teaching include intermediate certification, professional practice, and EP rankings within the university.

Survey results indicate student satisfaction with university activities in major areas. The procedure for evaluating, updating, and developing EPs, as well as monitoring, is outlined in the documented procedure "Rules for the Development and Approval of Educational Programs."

The Academic Committee coordinates the development and review of EPs. The committee includes faculty and external stakeholders interested in improving specialist training quality.

Monitoring and periodic evaluation of EPs are conducted based on student knowledge quality, employer feedback, and student feedback on EPs. Academic achievement monitoring is carried out twice a year at the end of each semester. Other types of monitoring are conducted annually.

Monitoring and evaluation of EPs are conducted at the departmental, institute, and rectorate levels with mandatory analysis and review of program activity dynamics in meetings, followed by relevant decision-making. Departments conduct control of all activity types (classroom, instructional-methodological, extracurricular, independent student work, etc.) per a set schedule, discussed in weekly operational meetings. At the end of the semester, faculty activities are analyzed and discussed in departmental meetings with decision-making. At the end

of the academic year, department faculty undergo certification.

During the meeting with EP leaders, the EEC found that the institute director weekly discusses the results of academic process control, analyzes class attendance, and assesses current and final control results. The EEC members reviewed an approved plan that considers the quality of the educational process and research activities, departmental and individual faculty performance. The institute council makes decisions on these issues.

Faculty, employer, and student participation in EP development is documented in:

Employer feedback on internships;

Reviews from organizations on EPs.

Annually, a survey titled "Course Teaching Quality Assessment" is conducted to determine student satisfaction with course content. Survey results are discussed in Academic Council meetings. These results allow the university to identify issues, take measures to improve courses, and make them relevant to student needs and modern world requirements.

Analytical Section

Members of the EEC of IAAR, through interviews and document analysis, confirmed that the department, faculty, and the University Academic Council regularly monitor student performance and achievements, engage with employers, and involve students in quality assurance procedures.

The EEC visit and interviews with students confirmed that student workload and academic performance levels meet regulatory requirements. The analysis of periodic evaluation procedures for EPs is based on internal regulatory documents governing the implementation of EPs, protocols of collegial bodies, and departmental meeting minutes.

EEC members noted the activation of student performance monitoring in the "Hero Study Space" information system.

According to interviews with university leadership, information about changes to accredited EPs is communicated in departmental meetings, and stakeholders are informed of relevant changes through postings on the university portal in a dedicated section. However, EEC members observed a lack of mechanisms for updating the content of accredited EPs in light of the latest scientific and technological advancements to ensure the relevance of the taught disciplines within the EPs.

Survey results showed that 94.7% of students were fully satisfied with the accessibility of the dean's office. The level of accessibility and responsiveness of the university leadership (university, school, faculty, department) was rated "very good" by 95.2% of the faculty.

Strengths of the EPs:

- There are no strengths identified for this parameter.

EEC Recommendations:

-Regularly update the content of EPs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship in light of the latest scientific and technological advancements to ensure the relevance of the taught disciplines within the EPs.

EEC Conclusions by Criteria:

For the standard "Continuous Monitoring and Periodic Evaluation of Educational Programs" regarding the programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship, 10 criteria were addressed, of which 0 demonstrated a strong position, 9 showed satisfactory positions, and 1 indicated areas for improvement.

> • *EP leadership must ensure respect and attention to the diverse groups of students and their needs, providing them with flexible learning pathways.*

- *EP leadership must ensure the use of various teaching and learning forms and methods.*
- *An important factor is the presence of independent research in the methodology of teaching EP subjects.*
- *EP leadership must demonstrate the existence of a feedback system on the use of various teaching methods and the assessment of learning outcomes.*
- *EP leadership must demonstrate support for student autonomy while providing guidance and assistance from the instructor.*
- *EP leadership must demonstrate the existence of a procedure for responding to student complaints.*
- *The university must ensure the consistency, transparency, and objectivity of the learning outcomes assessment mechanism for each EP, including the appeals process.*
- *The university must ensure that the procedures for assessing learning outcomes of EP students align with the planned learning outcomes and program goals. The criteria and methods of assessment within the EP must be published in advance.*
- *The university must establish mechanisms to ensure that each EP graduate has achieved the learning outcomes and that their development is comprehensive.*
- *Assessors must be proficient in modern methods of assessing learning outcomes and regularly undergo professional development in this area.*

Evidence Section

One of the priority areas of the University's Development Program 2023-2029 is the implementation of student-centered learning, where both teachers and students are active participants in the educational process. The university creates favorable learning conditions, provides maximum support for the personal development and self-realization of each student, and fosters the professional growth of teachers. The university's academic policy aims to stimulate student motivation and form expected learning outcomes and personal qualities.

The university involves students in discussing educational programs and participating in collegial bodies, including the Academic Council and Quality Committees at both the university and institute levels. In addition to student participation in collegial meetings, student-centered learning also involves using various teaching methods and technologies that consider the needs, demands, and abilities of students. An essential aspect of student-centered learning is the autonomous choice of learning paths, facilitated by the university's catalog of elective courses. This catalog, developed by the respective departments for each EP, lists all elective courses with brief descriptions of their objectives, content, and expected outcomes (knowledge, skills, competencies). Students are given the right to choose their courses for the next academic year, which forms the Work Plan for the following year. The selection of the optimal individual learning profile by students is assisted by curators (advisors) from among the most experienced, highly qualified faculty.

Another critical method in student-centered learning is the use of innovative teaching technologies and methods that develop students' analytical and critical thinking skills and professional decision-making abilities. Faculty widely apply new teaching technologies, using interactive whiteboards and projectors to display demonstration slides, audio, and video materials. University teachers actively adapt to new online information delivery formats.

In teaching, faculty use pedagogical-psychological didactic tools and methods, encouraging students to take an active role in the learning process. Teachers are almost unrestricted in choosing methods that align with student-centered learning. Methodological seminars discuss the implementation of modern and innovative teaching methods. Experienced and young teachers propose new teaching methods, justifying their necessity in the learning process. Successful innovation in educational programs leads to the creation of independent research and development. The effectiveness of this process is evaluated through an annual report on the implementation of innovations. Teachers regularly share experiences and present new technologies at methodological seminars.

Based on feedback analysis from the implementation of student-centered learning in EPs, teaching methodologies are adjusted to emphasize independent activity and reflection, increasing

personal responsibility for learning outcomes. The feedback system and assessment of learning outcomes are conducted through surveys, such as the "Teacher Through the Eyes of Students" survey on teaching quality. Regular feedback sessions are held at department and institute meetings.

In implementing the learning process, teachers from various departments are involved in teaching courses requiring an interdisciplinary or integrative approach to content. To ensure graduate employability, a wide range of elective courses taught by leading specialists in sociology and social work is offered.

The content of EPs is annually updated considering all stakeholders. To understand employer needs and interests in preparing competitive specialists, the university regularly holds round tables, meetings, guest lectures, seminars, and training sessions with students, graduate students, and faculty participation.

Thus, the university uses various pedagogical methods and teaching forms in the educational process, corresponding to student-centered learning, encouraging students to play an active role and collaborate with faculty and other stakeholders.

Students can access their grades in the Academic Information System for managing the educational process. If necessary, students can request a transcript and have it signed by the Registrar's Office. If a student disagrees with their grade, they can appeal by stating the reasons for the incorrect assessment of their knowledge.

Appeals are reviewed by an appeal commission established by the rector's order. Appeal results are documented in a protocol, which forms the basis for the "Examination Record with Appeal Consideration," attached to the student's main examination record.

The university provides specific conditions for students with special educational needs. Ramps are available in academic buildings, and faculty create learning material sets for students with special educational needs.

To develop students' professional skills, elements of dual education are actively integrated into the learning process. Some disciplines are taught in educational, scientific, and cultural institutions. Dual education agreements have been signed with Gymnasium School No. 86 named after G. Musrepov for EPs 6B01601 – History and 6B02201 – History.

Research related to teaching methodology development is included in the topics of graduation projects in pedagogical directions. The empirical part of the research involves conducting surveys, studying the experience of leading universities, examining methodological and scientific literature on teaching methodology, and attending pedagogical mastery courses. Young teachers gain new knowledge in teaching methodology, enabling them to develop their methods and adapt them to existing innovative teaching methodologies.

Analytical Section

Emphasizing that the primary focus of the educational process is on students' needs, the EEC notes that students have the opportunity to freely choose their learning paths and instructors. Regular surveys of students and employers contribute to enhancing the level of education. The university works on improving the quality of educational programs by applying objective tools and methods to enhance teaching and assess students' knowledge, with a student-centered approach.

The EEC also highlights that the university actively works on improving the quality of accredited educational programs by using objective methods and mechanisms to improve the teaching of disciplines and the assessment of students' knowledge.

An important aspect of implementing modern teaching methods is the development of educational and scientific-methodological literature, teaching aids, and methodological recommendations by departments for conducting classes and completing independent assignments in various disciplines. To achieve the planned educational outcomes, it is necessary to actively use a variety of information sources, access electronic libraries, and maintain constant interaction with instructors.

During the commission's work, the university demonstrated sufficient material and

technical resources and infrastructure designed to meet the needs of various student groups within the educational programs. Equal opportunities and unobstructed access for students with special educational needs were ensured at the university. A flexible system of classes has been developed for this category of students, taking into account individual learning characteristics. The university enrolls students from various social groups, such as individuals with disabilities, orphans, and foreign citizens. The university currently has 15 visually impaired and one hearing-impaired student, 80 orphans, and one citizen of the Republic of Uzbekistan. According to internal documentation, these students are provided with a flexible learning schedule during the educational process, and their capabilities are considered during exam sessions. However, individualized learning schedules were not provided. Additionally, during the interviews, it was noted that foreign students do not have this opportunity. Furthermore, student surveys showed that 93.6% of respondents fully agreed that the university provides equal opportunities for mastering EPs and personal development, while 1.6% partially agreed and disagreed with this statement. The survey also revealed that 2.1% of the surveyed students partially agreed and disagreed with the statement that the facilities and equipment for students are safe, comfortable, and modern.

Surveys conducted among students indicated the transparency of the academic results assessment process. At the university, all forms of control are carried out at a professional level and meet established requirements. All types of control are conducted with particular attention to professionalism. In discussions with graduates, it was suggested to increase the emphasis on the practical part when determining the distribution of academic workload between theory and practice within the educational program.

Strengths of the EPs:
-There are no strengths identified for this standard.

EEC Recommendations:
-EP leadership should review measures to ensure respect and attention to the diverse groups of students and their needs, providing them with more flexible learning pathways. Deadline: September 1, 2024.

EEC Conclusions by Criteria:
For the standard "Student-Centered Learning, Teaching, and Assessment" regarding the programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship, *10 criteria were addressed, of which 0 demonstrated a strong position, 9 showed satisfactory positions, and 1 indicated an area for improvement.*

6.6. Standard "Students"

- *The university must demonstrate a policy for the formation of the student body within EPs from admission to graduation and ensure the transparency of its procedures. The procedures regulating the student life cycle (from admission to completion) must be defined, approved, and published.*
- *EP leadership must demonstrate the implementation of special adaptation and support programs for newly admitted and international students.*
- *The university must demonstrate compliance with the Lisbon Recognition Convention.*
- *The university must collaborate with other educational organizations and national centers of the European Network of Information Centers in the European Region/National Academic Recognition Information Centers (ENIC/NARIC) to ensure comparable recognition of qualifications.*
- *EP leadership must demonstrate the existence and application of a mechanism for recognizing the results of student academic mobility, as well as the results of additional, formal, and informal learning.*
- *The university must ensure opportunities for both external and internal mobility of EP students and assist them in obtaining external grants for education.*
- *EP leadership must make maximum efforts to provide students with internship placements, facilitate graduate employment, and maintain contact with them.*
- *The university must provide EP graduates with documents certifying the obtained qualification, including*

achieved learning outcomes, as well as the context, content, and status of the education received and evidence of its completion.

- *An important factor is the monitoring of EP graduates' employment and professional activities.*
- *EP leadership must actively encourage students to pursue self-education and development beyond the main program (extracurricular activities).*
- *An important factor is the existence of an active alumni association.*
- *An important factor is the existence of a support mechanism for gifted students.*

Evidence Section

The university conducts admissions and selection policies in accordance with standard procedures that meet the requirements of the Ministry of Education and Science of the Republic of Kazakhstan, as per the Ministerial Order No. 600 dated December 31, 2018, "On the Approval of Model Rules for Admission to Educational Organizations Implementing Educational Programs of Higher and Postgraduate Education." Based on this, the university develops its internal admission rules.

The policy for forming the student body involves admitting individuals who are most prepared for university studies, have consciously chosen their field of study, achieved the necessary scores in the Unified National Testing (UNT), and completed the "Teacher Profession Status Attitude Scale" questionnaire for those applying to pedagogical programs in 2023.

The university determines the process of forming the student body based on criteria such as:

Meeting the regional and national needs for specialists with higher and postgraduate education;

Placement of the state educational order for training specialists;

The number of students funded by their own means and other sources.

In fulfilling the programmatic goals of making education accessible to all, it is important to note that, in accordance with its mission, the university focuses on training personnel primarily for the region, particularly students from rural schools. Among those admitted for full-time study in 2023, 233 were from urban schools and 1,959 from rural schools.

All students admitted to the university on a paid basis receive tuition discounts ranging from 15% to 100%. Additional discounts ranging from 10% to 90% are also provided for various categories.

To attract the most prepared applicants, the university conducts systematic career guidance work throughout the calendar year. During these events, the admissions and career guidance department, in collaboration with university faculty, acquaints high school and college graduates from 17 regions and 3 cities of Kazakhstan with the EPs, admission conditions, learning environment, accommodation, and future employment opportunities. This information helps prospective students understand the EP requirements and get detailed information about the university, addressing their questions.

Each year, an Orientation Week is held for new students, and each student in the academic cohort receives a "Guidebook" from advisors during the first week of classes. This guidebook is updated annually and published in sufficient quantities for all new and transfer students through the university press.

During advisor hours, all first-year students are introduced to the academic process regulations, the university charter, internal rules, the student honor code, academic integrity rules for faculty, students, and staff, and dormitory rules. Educational activities for students are organized under the supervision of the Deputy Director for Educational Work at the institute level.

In September, first-year students take an English language placement test to determine their level and place them in the appropriate group. Midway through the first year, students undergo intermediate testing to assess their progress and have the opportunity to move to a higher-level language group.

Based on statistical data on student body movement provided by the student office, institutes conduct informational and career guidance work with both current students and future applicants.

Student Contingent Over the Last 5 Years for Accredited EPs

№	EP	2019-2020			2020-2021			2021-2022			2022-2023			2023-2024		
		Total	Grant	Contract	Total	Grant	Contract	Total	Grant	Contract	Total	Grant	Contract	Total	Grant	Contract
1	5B011400 (6B01601) - History	101	57	44	143	60	83	145	54	91	131	55	76	108	74	34
2	5B020300 (6B02201) - History	61	2	59	54	3	51	64	7	7	64	5	59	64	7	57
3	6B01407 – – Fundamentals of Law, Economics, and Entrepreneurship							31		31	8		8	6		6
4	5B011500 (6B01405) – – Fundamentals of Law and Economics	36	6	30	50	3	47	32		32	19		19	8		8

The Academic Policy of the University is the main document governing the relationship between students and the university administration. It is aimed at implementing student-centered learning and continuously improving the quality of education. The Academic Policy is developed in accordance with the Law of the Republic of Kazakhstan "On Education," current regulatory legal acts of the Ministry of Education and Science of the Republic of Kazakhstan, and the university's internal documents. It includes key documents on student body movement, control and assessment of learning outcomes, formal and informal learning, and the current and final certification of students.

The transfer and reinstatement of students take place during the winter and summer holidays in accordance with the university's Academic Policy. It should be noted that students who have completed theoretical training but were not admitted to or did not attend the final certification are required to complete the theoretical course under the new educational programs. The difference in the curriculum is determined by the commission for identifying and crediting academic differences at the university's institutes. Additionally, final-year students from other universities cannot be reinstated at the university for the last year.

The university actively collaborates on qualification recognition with the Center for the Bologna Process and Academic Mobility of the Ministry of Education and Science of the Republic of Kazakhstan, which is part of the ENIC-NARIC information network. Throughout the academic year, the university strives to expand its cooperation geography with other universities and organizations both domestically and internationally in the recognition of diplomas/qualifications and the validation of state-standard education documents (diplomas) upon graduation. The nostrification process is carried out in accordance with the "Rules for the Recognition of Education Documents," approved by the order of the Ministry of Education and Science of the Republic of Kazakhstan dated June 12, 2023, No. 268.

The process of studying under the academic mobility program is initiated by the students themselves. A student wishing to study under academic mobility at a partner university independently selects the disciplines of the partner university's EP and creates their Individual Study Plan (ISP). Academic mobility is regulated by the order of the Minister of Education and Science of the Republic of Kazakhstan dated November 19, 2008, No. 613 "On Approval of the Rules for Sending for Study Abroad, Including within the Framework of Academic Mobility" and the university's internal rules on academic mobility.

Academic Mobility of Students in the Last 5 Years by Educational Programs

Code and Name of the Educational Program (EP)	Types of Academic Mobility		Academic Year				
			2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
6B02201 History	Outbound	Outbound		2			
		Inbound					
	Inbound	Outbound					
		Inbound				2	
6B01601 History	Outbound	Outbound я		5			
		Inbound					
	Inbound	Outbound				1	
		Inbound					

Due to the absence of corresponding EPs at other universities and the closure of these EPs, academic mobility was not carried out for EPs 6B01405 – Fundamentals of Law and Economics and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship.

Professional practice (PP) of students is a mandatory component of EPs, a crucial part of preparing highly qualified personnel, and a type of educational activity in real production conditions that ensures the logical completion of a bachelor's professional training. It is conducted in organizations that serve as practice bases and is based on a close interconnection of theory and practice. The university operates a specialized structural unit – the Practice and Career Department, which ensures the employment of graduates and students in accordance with the employment plan.

The Practice and Career Department continuously monitors the employment of university graduates by collecting information about their professional employment. According to employer reports, the employment rate of university graduates in 2023 was 73.2% for state-funded graduates.

Types of practice include introductory, psychological-pedagogical, pedagogical and production (pedagogical), and pre-graduation practice. Organizations and educational institutions that match the university's specialist training profile are selected as bases for various types of practice. Introductory and psychological-pedagogical practice is conducted at educational institutions in Almaty capable of providing a high organizational and educational level. The primary bases for pedagogical practice are educational institutions in Almaty, including general education schools, innovative schools, gymnasiums, lyceums, art schools, boarding schools, orphanages, colleges, psychological centers, preschool educational institutions, various types of extracurricular institutions, non-governmental educational institutions, and leisure and creativity centers. Pedagogical and production (pedagogical) practice, including pre-graduation practice, is usually conducted in educational organizations, enterprises, institutions, and organizations.

To implement a student-centered approach and considering the specifics of EPs and the content of the practice based on organizational requests, non-graduating students may be directed to undergo PP by individual agreement in organizations that are not approved as university practice bases.

Graduates receive a diploma supplement (transcript) along with their university-issued diploma, which includes grades for each academic discipline using a credit-rating letter system indicating the credit volume. The university issues diplomas to graduates who have completed 240 academic credits (240 ECTS). After successfully passing the final certification, the Registrar's Office staff prepares the order "On expulsion and issuance of diplomas," based on which diplomas and supplements are prepared in the "Hero Study Space" system. A European Diploma Supplement for bachelor's graduates is issued upon request.

To meet the demand for highly qualified personnel, the university actively develops students' research skills. For example, from the 2022-2023 academic year, the university successfully implemented the Lesson Study format.

In addition to academic and scientific activities, the university ensures the social and

cultural education of students. A wide range of student organizations, such as "Atameken," "Sert," "Royals," "Sanaly Urpaq," "NLO (Real Leaders' Union)," "League of Volunteers," "Youth Media," "Ak Qauyrsyn," "Zhas Ruhy," "Qyz Zhibek," "Enactus," play a key role in shaping students' personalities and the university's development.

The History Department operates a student scientific club "Zhas Tarikhshy" (Young Historian). The club aims to create sustainable and effective scientific research activities for young history students, teach research principles according to international practice, and improve the quality of student research at the Kazakh National Women's Teacher Training University.

Certificates, diplomas, and awards indicate the achievements of students in accredited educational programs.

To enable students' self-development and leadership skills, the university has established student self-government. Positions such as student rector, vice-rectors, institute directors (student deans), and others are appointed.

Students have free access to medical services, the library, cafeterias, sports halls, and the swimming pool.

Youth organizations provide each student with the opportunity to fully realize their abilities in ideas, innovative initiatives, and science. They help combine theoretical knowledge with practical experience, provide opportunities for professional growth, and develop self-governance strategies. The activation of student youth activities at the university aims to form civic responsibility and increase their competitiveness. This also includes creating the necessary conditions for spiritual enrichment and intellectual development of the youth at the university.

Analytical Section

The EEC confirmed that the student selection procedure is conducted in strict accordance with the university's academic policy and current higher education legislation. An admissions committee is in place to handle document submission and student body formation for all forms of study. All regulatory documents related to admissions are available on the university website and the admissions committee's information boards.

The university provides necessary support to students from enrollment to graduation. This process is detailed in the rules published on the official university website, where students can access all necessary information at each stage of their education. Advisors provide important support and assistance during the initial study period in close partnership with the students. Internal quality assurance standards in education have been developed to improve the quality of student preparation, which includes constructive interaction between graduates and employers.

Student survey results indicate that over 94.7% of respondents were satisfied with the accessibility of the dean's office and departments, as well as the university, faculty, and department leadership. Additionally, 99.5% of respondents were fully or partially satisfied with the availability of academic counseling. Interestingly, 100% of students surveyed fully or partially agreed that the course program was clearly presented.

The EEC notes that the student body for the accredited EPs 6B01601 – History and 6B02201 – History is fairly stable. However, despite regular career guidance efforts for EPs 6B01405 – Fundamentals of Law and Economics and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship, there was a decline in the student body. This was due to the limited number of hours for legal disciplines ("Fundamentals of Law") and the absence of comprehensive hours for economic disciplines ("Entrepreneurship and Business Basics," "Fundamentals of Economics and Financial Literacy") in general education schools. As a result, enrollment for these EPs has been suspended since the 2022-2023 academic year.

The university is fully prepared to admit international students, including all necessary procedures related to their admission, accommodation, and adaptation. All university-developed documents comply with the requirements of the Lisbon Convention, which establishes procedures for recognizing learning outcomes and competencies obtained abroad and in other educational institutions.

Graduates who have joined the university's Alumni Association play a significant role in managing the quality of the educational program. However, reports lack information on the functioning of the Alumni Association. Interviews conducted by the external expert commission revealed that graduates are unaware of the Association's existence and do not actively participate in its activities. Additionally, there is no documentation regulating the Alumni Association's work.

The university actively encourages students to pursue self-education and development beyond the curriculum, particularly in extracurricular activities. Survey results show that 99.5% of students believe the institution provides sufficient opportunities for sports and other Leisure Work. However, the EEC notes insufficient support for gifted students. Despite the positive aspects for students, the EEC recommends that the leadership of accredited educational programs strengthen efforts to improve external and internal academic mobility of students by developing a corresponding action plan.

To implement the academic mobility program, the university collaborates with the following foreign partner universities: University of Perpignan Via Domitia (French Republic), Nigde Omer Halisdemir University (Turkish Republic), University of Silesia in Katowice (Polish Republic), and ISMA University of Applied Sciences (Latvian Republic).

In the 2023-2024 academic year, during the first semester, 73 students were sent to partner universities abroad as part of the outgoing external academic mobility program. However, data for the accredited EPs is only available for the 2022-2023 academic year, where academic mobility is represented by only two examples: two outgoing mobilities (for EP 6B02201 – History) and one incoming academic mobility (for EP 6B01601 – History).

Upon completion of their studies and successful final certification, the university issues its own diplomas along with a supplement confirming the completion of the full volume of academic credits. This supplement is provided in three languages.

Strengths of the EPs:
-No strengths identified for this standard.
EEC Recommendations:
-The university leadership should develop a plan for the activities of the Alumni Association and organize regular events; maintain up-to-date and regularly updated information about the Association's activities on the university website. Deadline: September 1, 2024.
-The department leadership should develop an Action Plan to stimulate student academic mobility, both internal and external. Deadline: September 1, 2024.
-EP leadership should develop mechanisms to support gifted students to ensure the implementation of flexible educational trajectories through the creation of individual study plans. Deadline: January 1, 2025.
EEC Conclusions by Criteria:
For the standard "Students" regarding EPs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship, ***12 criteria were addressed, of which 0 demonstrated a strong position, 10 showed satisfactory positions, and 2 indicated areas for improvement.***

6.7. Standard "Faculty"

- *The university must have an objective and transparent personnel policy, including within EPs, covering recruitment, professional growth, and staff development to ensure the professional competence of the entire staff.*
- *The university must demonstrate that the faculty potential aligns with the university's development strategy and the specific needs of the EPs.*
- *EP leadership must demonstrate awareness of their responsibility for their employees and provide favorable working conditions.*
- *EP leadership must show a shift in the role of instructors in line with the transition to student-centered learning.*

- *The university must define the contribution of the EP faculty to the implementation of the university's development strategy and other strategic documents.*
- *The university must provide opportunities for career growth and professional development for EP faculty.*
- *EP leadership must involve industry practitioners in teaching.*
- *EP leadership must ensure targeted actions for the development of young faculty members.*
- *The university must demonstrate the motivation for professional and personal development of EP instructors, including promoting the integration of scientific activities and education, as well as the use of innovative teaching methods.*
- *An important factor is the active use of information and communication technologies by EP faculty in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.).*
- *An important factor is the development of academic mobility within the EPs, attracting the best foreign and domestic instructors.*
- *An important factor is the involvement of EP faculty in community life (the role of faculty in the education system, in the development of science, the region, creating a cultural environment, participating in exhibitions, creative competitions, charity programs, etc.).*

Evidence Section

The university has a highly qualified faculty and implements a personnel policy in accordance with the main priorities of the university's development strategy. The faculty of the university engages in teaching, educational-methodological, scientific-research, and educational activities, as well as supervising student research. For the 2023-2024 academic year, the total number of faculty members is 593, of which 435 are full-time instructors, making up 73.3% of the total faculty. The university's faculty includes 33 doctors of science (26 of whom are full-time), 149 candidates of science (134 full-time), 2 honored coaches, 1 honored artist, 52 PhD doctors (35 full-time), and 311 masters (229 full-time).

The faculty of the "History" department for the 2023-2024 academic year consists of 23 members, of which 16 (69.5%) hold academic degrees and titles. The department includes 1 doctor of science, 12 candidates of science, 3 PhD doctors, and 7 masters of science. The average age of faculty members with academic degrees and titles is 48 years.

The university's personnel policy is derived from its mission "To train highly qualified pedagogical personnel who contribute professionally to the development of the country's human capital" and the development program of the Kazakh National Women's Teacher Training University for 2023-2029. It aims to form and effectively utilize a motivated and highly productive staff capable of adequately responding to the influences of the university's external and internal environment.

The personnel policy encompasses the following stages: establishing requirements for the staff, search and selection, hiring, integrating new staff into the team and familiarizing them with the corporate culture, monitoring and evaluating performance, encouraging and organizing personal and professional growth, career advancement, rewards, and disciplinary actions. The university's personnel policy is based on principles such as leadership accessibility, creating conditions and an atmosphere of initiative and creativity, stimulating faculty activities, improving qualifications and self-improvement of faculty, providing technically equipped workplaces and classrooms, and ensuring free access for faculty to university resources.

The strategy for searching and hiring staff for full-time positions adheres to principles of transparency and equality, ensured by a competitive process for filling faculty vacancies, procedures for reviewing candidates and appointing positions, the existence of employment contracts, and evaluating job performance during the probationary period. To ensure the university's operational stability, a personnel reserve has been created for vice-rectors, deans, department heads, and department leaders. The personnel reserve is formed at a ratio of two candidates (if available) per managerial position category. One employee may be enlisted in the personnel reserve for no more than two different managerial positions.

The selection of staff considers work experience, knowledge and skills, qualifications, and personal characteristics. Priority criteria for selecting staff for educational programs, in addition to holding academic degrees and university work experience, include professionalism, work experience, activity, and determination. The university administration is interested in attracting specialists who can engage

in scientific, methodological, and organizational activities alongside teaching. This is taken into account by the selection committee when choosing candidates for faculty positions.

The recruitment and professional development department conducts an analysis of the university's human resources potential. This analysis determines the staffing levels of structural units, key positions, and critical roles for preparing reserves. The personnel potential may include promising and creative doctoral students. Candidates are nominated based on recommendations from their immediate supervisor (EP leader), higher management, or self-nomination. The selection and training regulations for the personnel reserve are outlined in the documented procedure "Regulation on Personnel Reserve."

The faculty meets the qualification requirements for licensing educational activities. All faculty members have basic education in their field of specialization.

General Staff Numbers, Staffing, and Average Age of Faculty According to the Staffing Schedule

Academic Year	Total Number of Faculty Members According to the Staffing Schedule, persons	Including Full-Time Faculty Members, persons (%)	Including Part-Time Faculty Members, persons (%)	Percentage of Faculty with Academic Degrees, %	Average age
2019-2020	38	32 (84%)	6 (16%)	63	48
2020-2021	34	28 (82,3%)	6 (17,7%)	53	47
2021-2022	24	23 (95,8%)	1 (4,2%)	66,6	49
2022-2023	25	24 (96%)	1 (4%)	68	51
2023-2024	26	24 (92,3%)	2 (7,7%)	69,2	48

To enhance the quality of teaching and ensure close integration with industry, practitioners are involved in educational and scientific activities within the EP. This includes 26 faculty members who have experience in the relevant field or work part-time in corresponding organizations. These high-qualified employees of enterprises and organizations work part-time in the university, contributing to the integration of education and practice.

The professional development of university faculty is achieved through a combination of self-education, participation in specially designed programs and courses, and internships in specialized organizations within Kazakhstan and abroad. Faculty members also undergo training in national universities, republican centers, and at the university itself, funded either by the university or by the faculty members.

Indicators	2020-2021	2021-2022	2022-2023	2023-2024
Total Number of Professional Development Certificates for Faculty, including:	36	26	29	29
In International Centers and Universities, including SKILLFOLIO and COURSERA	1	5	-	1
At National Centers	17	10	13	14
At the Professional Development Center of Kazakh National Women's Teacher Training University (KazNaCzhenPU)	18	11	16	14

Fifteen university lecturers and doctoral students completed a professional development program at the University of Sussex under a memorandum signed during the official visit of the university delegation to the United Kingdom in the summer of 2023.
In December 2023, as part of the Winter School, professional development courses for faculty on the practical application of Lesson Study in the educational process were organized, with

participation from 226 university lecturers. These courses were conducted by lecturers from institutes who had undergone training and shared their experiences, and specialists from NIS (Nazarbayev Intellectual Schools) and CPM (Center for Pedagogical Excellence) were also invited.

In 2022, university faculty participated in UNESCO courses for teachers and trainers on "Implementing Education for Sustainable Development through the Use of Distance Learning Technologies."

In 2023, the Professional Development Center conducted courses for university lecturers on the "Digital Pedagogy" program, which was completed by 120 lecturers.

From September 2023 to the present, 37 university lecturers received scholarships under the "500 Scholars" project and will undergo research internships at leading universities worldwide.

In the competition for the scientific scholarship under the "500 Scholars" project of the international program "Bolashak," the History department's candidates, Associate Professor A.D. Kozhabekova and Senior Lecturer A.D. Umbetalieva, were successful. Their research internship, conducted by the Institute of Education at Reading University, UK, began on March 4, 2024, and will continue until February 5, 2025.

From 2020 to 2023, 16 lecturers became winners of the Republican competition "Best University Teacher": 3 in 2020, 2 in 2021, 3 in 2022, and 3 in 2023.

The History department includes holders of the state educational grant "Best University Teacher": Zh.B. Ashirbekova, L.T. Kozhakeyeva, and A.I. Isayeva.

The university creates opportunities for both external and internal funding of faculty research projects. For instance, the university supports and organizes the submission of grant applications for program-targeted funding and commercialization of R&D results. The Science Department conducts informational sessions and seminars on application submission and provides support during the application review process, including further administration upon receiving external funding.

The university holds an internal funding competition for scientific, scientific-technical, and applied research projects, offering funding opportunities for faculty initiative projects, including those of young scientists. As a result of the 2023 competition, 10 projects are currently funded, 2 of which are postdoctoral research projects.

At the History department, M.S. Myrzabekov won the competition with his research topic: "Integration of the Turkic World and the 'Turkish Factor' with Examples from Central Asian Countries."

Additionally, in 2023, the following projects were submitted by History department faculty for grant funding from the Ministry of Science and Higher Education:

"Practical and Theoretical Importance of Applying the European Union's Integration Experience in the Regional Integration of Central Asian States," led by Associate Professor M.S. Myrzabekov.

"Origins and Etymological Significance of the Names of Sak Clans and Tribes," led by Associate Professor B.T. Zhubanyshov, program leader of the History department.

To support young scientists, targeted grants for PhD studies are allocated annually upon the leadership's request. Lecturers L. Beysenbayeva and G. Chargynova from the History department completed their PhD studies and successfully defended their dissertations at the Kazakh National Pedagogical University named after Abay. Additionally, Senior Lecturer A. Konyrova completed her PhD studies at Al-Farabi Kazakh National University and is preparing to defend her dissertation.

Currently, M. Kasimbekova and S. Kaldybaeva from the History department are also pursuing PhD studies at Al-Farabi Kazakh National University on targeted grants.

The university supports joint research with representatives from other domestic and foreign universities. From 2019 to 2023, university faculty and staff published 47 articles in Web of Science-indexed journals based on joint research with 99 foreign representatives.

International co-authors included representatives from countries such as Austria, Bulgaria,

Germany, Greece, Israel, Iraq, Italy, Cyprus, China, Lithuania, Mexico, Poland, Portugal, Russia, USA, Turkey, Ukraine, and Uzbekistan.

A similarly notable picture is observed in joint publications by university faculty and staff with foreign colleagues in the Scopus database. From 2019 to 2023, 77 articles were published jointly with 163 representatives of foreign universities.

Analytical Section

During the interviews and analysis of the self-assessment materials, the EEC established that the university implements its human resource management policy in strict accordance with the legislation of the Republic of Kazakhstan and internal documents. One of the key tasks of the personnel policy is to ensure effective management and development of university staff, maintaining an optimal level of staff numbers and quality, as well as developing their professional and social skills. The university creates all necessary conditions for the successful work of the entire teaching staff.

During the interviews, it was noted that the faculty actively participates in improving the EP of the department through: developing and discussing educational program development plans, creating educational trajectories; providing recommendations regarding the composition and content of elective course disciplines; improving the topics of diploma works; participating in online discussions about the university's strategic goals and development programs in line with its activities, with the opportunity to propose ideas and recommendations; and participating in the work of collegiate bodies of the university, which determine the strategic goals, objectives, and directions of the university's development. According to the faculty survey results, 98.2% of the respondents rated the involvement of faculty in the process of making management and strategic decisions as "very good" and "good," and more than 90% of the faculty were fully satisfied with the degree of participation in management decision-making.

Educators working with accredited educational programs employ a variety of modern teaching methods, encourage students to engage in research work, and use information and communication technologies to varying degrees. However, the commissions were not presented with any proprietary developments in teaching methodology, nor were online resources such as massive open online courses (MOOCs), online cases, etc., demonstrated.

Professional development of staff involves various types of training: short-term and long-term programs. The training programs cover various fields, such as specialized, pedagogical, and organizational-methodological areas. The choice of topics for professional development is determined by the needs of the university department and includes three main areas: technical, natural sciences, and social humanities.

According to the faculty survey results, 100% of the faculty rated the organization of professional development for faculty as "very good" and "good." Also, regarding the opportunities provided by the university for professional development and career growth, 100% of the faculty who participated in the survey rated them as "very good" and "good."

Academic mobility of faculty should be carried out in accordance with international agreements, programs of international scientific cooperation of the Republic of Kazakhstan, and based on individual invitations received from educational and scientific institutions. However, during the EEC visit, there was insufficient involvement of foreign scientists for delivering lectures and conducting joint research on accredited EPs in accordance with the educational program development plan.

Strengths of the EPs:
- None identified for this standard.

EEC Recommendations:

- EP leadership should attract foreign scholars to deliver lectures and conduct joint scientific research in accordance with the EP development plan. Deadline: September 1, 2025.
- EP leadership should develop an action plan to enhance external and internal academic mobility of the faculty. Deadline: September 1, 2025.
- The department leadership should intensify the work of the faculty in developing electronic materials and massive open online courses (MOOCs). Deadline: September 1, 2025.
- The department leadership should ensure active use of information and communication technologies by the faculty in the educational process (e-portfolios, online learning) and the development of electronic materials and MOOCs. Deadline: September 1, 2025.

EEC Conclusions by Criteria:

For the standard "Faculty" regarding EPs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship, 10 criteria were addressed, of which 0 demonstrated a strong position, 8 showed satisfactory positions, and 2 indicated areas for improvement.

6.8. Standard "Educational Resources and Student Support Systems"

- *•EP Leadership must demonstrate the sufficiency of material and technical resources and infrastructure.*
- *EP Leadership must show the presence of support procedures for different student groups, including information and consultation services.*
- *•EP Leadership must demonstrate the alignment of information resources with the specifics of the EP, including:*
- *Technological support for students and faculty in line with educational programs (e.g., online learning, modeling, databases, data analysis programs).*
- *Library resources, including a collection of educational, methodological, and scientific literature on general education, core, and specialized disciplines in both paper and electronic formats, periodicals, and access to scientific databases.*
- *Expertise in the results of research work, graduation papers, and dissertations for plagiarism.*
- *Access to educational internet resources.*
- *Functioning Wi-Fi on the educational organization's premises.*
- *The university should strive to ensure that the educational equipment and software used for mastering educational programs are similar to those used in relevant industries.*
- *The university must ensure compliance with safety requirements in the learning process.*
- *The university should strive to accommodate the needs of different student groups within the EP (adults, working students, international students, and students with disabilities).*

Evidence Section

One of the priority areas for ensuring the quality of education and guaranteeing the sustainable development of the Kazakh National Women's Teacher Training University (KNWTTU) is the continuous improvement of material and technical resources and infrastructure.

The university has a social site where all information about the university's activities, both in general and specifically for EPs, is posted (https://qyzpu.edu.kz/). Students and staff are provided with corporate email, a Microsoft Teams account, access to the electronic library, the university management system Hero Study, ZOOM, Office 365, Wi-Fi login/password, and access to the electronic document management system Salem Office for staff. All applications, documents, and contracts are signed in the electronic document management system using an electronic digital signature.

Classrooms in the academic buildings are equipped with interactive whiteboards and video projectors. In 2023, the university organized the purchase of 35 modern interactive panels. Corporate information systems have been implemented for specific applications: electronic document management Salem Office, electronic library, mass contract signing system TrustMe,

Office 365 subscription, and corporate email for staff and students with their own domain name @qyzpu.edu.kz, among others.

The university's assembly hall and lecture halls are equipped with modern LED screens. Portable interactive panels are installed in the lecture rooms.

The university's infrastructure provides comfortable conditions for learning, extracurricular activities, research, and teaching activities.

The university library is a crucial division that provides access to educational and informational materials to all its students, postgraduate contingent, and faculty for educational and scientific purposes. It is in the library that future specialists learn to find information, work with sources, and extract the necessary information from them.

The university library is located in a two-story building with a total area of 3295 sq.m. The book storage area is 1000 sq.m. The number of seats in the reading rooms of the library is 450.

The library structure consists of three departments: the acquisition, scientific processing, and book storage department; the reader service, reference-bibliographic, and information service department; and the digital services department.

Currently, the library's collection consists of 1,086,982 items of literature, including 949,972 items in the state language, 123,325 items in Russian, and 13,685 items in foreign languages. The number of textbooks, educational-methodological, and scientific publications is 890,575 items, which makes up 81.9% of the total collection.

For educational programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship, educational-methodological support maps are developed and updated annually.

All information about the library's activities can be found on the official page: https://www.facebook.com/libzhenpukz.

Analytical Section

The university has provided a sufficient number of educational resources and student support services to achieve the goals of the educational program. All infrastructure, special classrooms, and their operation are directed toward the successful implementation of educational tasks.

During the commission's work, the university demonstrated the adequacy of material and technical resources and infrastructure intended for various groups of students in different programs. Equal opportunities and unobstructed access were provided for students with special educational needs. However, only 94.7% of respondents were fully satisfied with the quality of teaching overall, while 5.3% reported partial satisfaction. Additionally, 94.7% of students were fully satisfied with the academic workload/requirements, 4.8% were partially satisfied, and 0.5% were partially dissatisfied among those surveyed.

Considering the needs of students (working students, adults, international students, and students with special educational needs), the EEC notes that physical and technical resources and infrastructure do not fully meet the requirements, and there is not always free access to educational internet resources. For instance, survey results showed that only 88.3% of respondents were fully satisfied with the availability of counseling for personal issues. The activities of the university's financial and administrative services were also fully satisfactory for 88.3% of the students surveyed. Additionally, only 87.2% and 88.8% of students were fully satisfied with the availability of computer labs and the availability and quality of internet resources, respectively, while 2.2% of students reported being partially or fully dissatisfied. The faculty survey revealed that 5.5% of the faculty often face issues with internet access/weak internet, and 40% encounter this problem occasionally. More than 45% of the faculty surveyed reported often or occasionally facing a shortage of classrooms. The EEC notes the insufficiently stable functioning of Wi-Fi throughout the university.

The external expert commission was shown that the book collection is replenished based on requests from the university's departments, through direct contracts with publishers, via the state procurement system, through publications by the faculty, and books donated to the library by the authors. The EEC notes that 100% of students are satisfied with the accessibility of library resources. Additionally, 100% of the faculty surveyed noted the sufficiency and availability of necessary scientific and educational literature in the library.

The overall educational resources, technologies, and informational materials used in the educational process fully correspond to the declared mission, goals, and objectives of the educational program.

Strengths of the EPs:
-None identified for this standard**.**

EEC Recommendations:
-In the university's material base development plans, include effective measures to improve the functioning of Wi-Fi throughout the university and in dormitories. Deadline: February 1, 2025.
-The department leadership should develop and implement a system of measures aimed at increasing student satisfaction with the support system to 100%. Deadline: September 1, 2025.

EEC Conclusions by Criteria:
For the standard "Educational Resources and Student Support Systems" regarding EPs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship, ***13 criteria were addressed, of which 0 demonstrated a strong position, 11 showed satisfactory positions, and 2 indicated areas for improvement.***

6.9. Standard "Public Information"

- *The information published by the university within the EPs must be accurate, objective, up-to-date, and include:*
- *Implemented programs with specified expected learning outcomes;*
- *Information on the qualifications awarded upon completion of the EP;*
- *Details about teaching, learning, and assessment procedures;*
- *Information on admission scores and learning opportunities available to students;*
- *Information on employment opportunities for graduates.*
- *EP leadership should use various methods of information dissemination, including media and information networks, to inform the general public and stakeholders.*
- *Public information should include support and clarification of national development programs and the higher and postgraduate education system.*
- *The university should publish audited financial statements on its own web resource, including breakdowns by EP.*
- *The university should reflect information on its web resource that characterizes the university as a whole and in terms of educational programs.*
- *An important factor is the availability of adequate and objective information about the faculty of the EP, broken down by individuals.*
- *An important factor is informing the public about cooperation and interaction with partners within the EP, including scientific/consulting organizations, business partners, social partners, and educational organizations.*
- *The university should post information and links to external resources based on the results of external evaluation procedures.*
- *An important factor is the participation of the university and implemented EPs in various external evaluation procedures.*

Evidence Section

A critical task for the university is the timely, accurate, and up-to-date dissemination of information about its activities based on principles of transparency, openness, engagement, and keeping students, faculty, and employers informed. This includes the initiative and constant development and adaptation to changing conditions. Information about educational programs (https://qyzpu.edu.kz/ru/obrazovatelnie-programmi-bakalavriata), professional development

courses (https://qyzpu.edu.kz/ru/informatsiya-o-kursah-tsentra-pedagogicheskogo-prevoshodstva), achievements of the university, institutes, departments, announcements and news (https://qyzpu.edu.kz/ru), and informational reports are published on the university's website and portal, as well as in national print and informational publications.

The goal of public information is to create a positive image of the university in the external environment and to establish and maintain cooperation with all stakeholders by informing the public about various aspects of the university's activities. The university's internet resources are created at different levels of hierarchy: from personal websites and departmental pages to university-wide information repositories, accessible to students and faculty both within the university's internal network and on the global internet.

To represent the university's interests on the global network and create a cohesive positive image of the university in the international community, a corporate website (https://qyzpu.edu.kz/ru) was established. This site provides target audiences with information on various aspects of the university's activities. Besides providing users with access to information resources of the university and departments, the corporate website serves to develop scientific and educational links with other universities and potential partners, enhance the academic mobility of students and faculty, and increase the university's competitiveness and investment attractiveness. The system operates around the clock, allowing users to access their virtual space anytime and from anywhere with an internet connection or work locally within the university's corporate network.

The university has implemented a new educational service based on the use of new information technologies, allowing students to have quick and easy access to information related to the educational process: touch information terminals; a WAP-portal for mobile information; mobile applications on IOS and Android platforms; and the university's learning management system (Hero Study Space).

Information about the educational process, including the number of students, the progress of EP implementation, assessment procedures, etc., for students and faculty is presented in the Hero Study Space information system, classified by access levels: student, teacher, curator, advisor.

Public information dissemination is carried out through the university's press service and department interactions with the media, open house days, job fairs, career guidance events by the department and the university. Important events happening within the department are published on the university's website and covered in national and regional newspapers and television.

The university leadership uses various methods of information dissemination to ensure the public and stakeholders are well-informed.

To provide comprehensive information about the university's activities, international, national, and regional media, social networks, and a special platform on the university's official website are utilized. Active work is also conducted to support and explain national development programs and the higher and postgraduate education system. National development programs are discussed in meetings, with explanatory work conducted among faculty and students. To support and clarify national development programs, faculty actively publish articles in regional and national newspapers.

Necessary academic information, including catalogs of elective courses, organized by faculties and specialties, is available to students on the informational and educational portal www.kazmkpu.kz , accessible both within the corporate network and via the internet.

Publishing information about the faculty on the university's website is a key element in ensuring transparency and accessibility of data for students, researchers, and other interested parties. Detailed biographies, phone numbers, and brief information about each faculty member provide insight into their professional qualifications, experience, and areas of expertise (https://qyzpu.edu.kz/ru/kafedra---istrii).

Analytical Section

A critical task for the university is the timely, accurate, and up-to-date dissemination of information about its activities based on principles of transparency, openness, engagement, and keeping students, faculty, and employers informed. This includes the initiative and constant development and adaptation to changing conditions. Information about educational programs (https://qyzpu.edu.kz/ru/obrazovatelnie-programmi-bakalavriata), professional development courses (https://qyzpu.edu.kz/ru/informatsiya-o-kursah-tsentra-pedagogicheskogo-prevoshodstva), achievements of the university, institutes, departments, announcements and news (https://qyzpu.edu.kz/ru), and informational reports are published on the university's website and portal, as well as in national print and informational publications.

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Public information dissemination is carried out through the university's press service and department interactions with the media, open house days, job fairs, career guidance events by the department and the university. Important events happening within the department are published on the university's website and covered in national and regional newspapers and television.

The university leadership uses various methods of information dissemination to ensure the public and stakeholders are well-informed.

To provide comprehensive information about the university's activities, international, national, and regional media, social networks, and a special platform on the university's official website are utilized. Active work is also conducted to support and explain national development programs and the higher and postgraduate education system. National development programs are discussed in meetings, with explanatory work conducted among faculty and students. To support and clarify national development programs, faculty actively publish articles in regional and national newspapers.

Necessary academic information, including catalogs of elective courses, organized by faculties and specialties, is available to students on the informational and educational portal www.kazmkpu.kz, accessible both within the corporate network and via the internet.

Publishing information about the faculty on the university's website is a key element in ensuring transparency and accessibility of data for students, researchers, and other interested

parties. Detailed biographies, phone numbers, and brief information about each faculty member provide insight into their professional qualifications, experience, and areas of expertise (https://qyzpu.edu.kz/ru/kafedra---istrii).

During the EEC's work, interviews were conducted with the administration, faculty, and students, highlighting the objectivity and reliability of the published data on the educational programs. Comprehensive information about the programs is accessible on the university's website. It was noted that information on current issues is provided through both the website and the university's internal networks. Student surveys indicated that 92.6% of respondents were fully satisfied with the content and informational richness of the educational institution's website, both in general and by faculties.

The university actively promotes national development programs and the higher and postgraduate education system. It participates in external evaluations, including national and international rankings. The university, faculty, and department leadership informs the public about the university's activities and the specifics of all educational programs, including accredited ones. For this purpose, the official university website, various messengers, media resources, and materials for publication in newspapers, magazines, radio, and television are used.

However, the EEC notes that it can sometimes be challenging to find necessary information on the website due to suboptimal structuring of sections and insufficient clarity in organizing materials. In many cases, information is either missing (e.g., board meetings) or outdated (e.g., board of directors meetings). Additionally, information on audited financial statements by EP is not current.

Generally, the website contains general information, including the goals and expected outcomes of educational programs, qualifications awarded, information on the student assessment system, and various forms of collaboration with partner universities and employers. It also covers opportunities for personal and professional skill development, employment, and program positioning in the educational services market.

According to the requirements of the standard, "The information published by the university must be accurate, objective, up-to-date, and reflect all areas of the university's activities within the educational program." The EEC notes that while the published information is accurate and objective, it is not always up-to-date and does not always reflect all areas of the university's activities within the EPs.

Strengths of the EP
- None identified according to this standard.

Recommendations by the EEC:
- The university leadership should appoint individuals responsible for the prompt publication of accurate, objective, and up-to-date information on all aspects of university activities. Deadline: September 1, 2024.
- The university leadership should establish general requirements for the content, form, and order of presentation on the university website, ensuring the information is reliable and complete. Additionally, they should publish audited financial statements for each EP on the university website. Deadline: September 1, 2024.

EEC Conclusions by Criteria:
According to the standard "Public Information" for EPs 6B01601 - History, 6B02201 - History, 6B01405 - Fundamentals of Law and Economics, 6B01407 - Fundamentals of Law, Economics, and Entrepreneurship, 12 criteria were examined, of which:
- 0 have a strong position,
- 10 have a satisfactory position,
- 2 suggest improvements.

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

6.1. Standard "Educational Program Management"

The administration of the accredited educational programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship demonstrates openness and accessibility for students, faculty, employers, and other interested parties.

6.2 *Standard "Information Management and Reporting"*

- According to this standard, there are no strengths.

6.3 *Standard "Development and Approval of Educational Programs"*

- According to this standard, there are no strengths.

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

- According to this standard, there are no strengths.

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

- According to this standard, there are no strengths.

6.6 *Standard "Students":*

- According to this standard, there are no strengths.

6.7 *Standard "Faculty":*

- According to this standard, there are no strengths.

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

- According to this standard, none are available.

6.9 *Standard "Public Information":*

-According to this standard, none are available.

(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

For the educational programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship:

6.1 Standard "Educational Program Management"

It is recommended that the administration of the educational programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship develop a plan for proactive risk management on a regular basis and monitor their identification during the implementation of the accredited programs by September 1, 2024.

It is recommended that the university administration, at the institutional level, define and document procedures for the integration of innovative teaching technologies into the educational process and develop methodological guidelines to assist university faculty by September 1, 2024.

6.2 *Standard "Information Management and Reporting"*:

- There are no recommendations for this standard.

6.3 *Standard "Development and Approval of Educational Programs"*

It is recommended that the administration of the educational programs revise the Graduate Model to emphasize the unique positioning of the programs, develop mechanisms for monitoring the educational market for accredited programs, and harmonize them at the international level by January 1, 2025.

It is recommended that the administration develop dual-degree programs and/or joint programs with foreign universities.

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

Regularly update the content of the educational programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship in light of the latest scientific and technological advancements to ensure the relevance of the disciplines taught within these programs.

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

The administration of the educational programs should revise the measures to ensure respect and attention to the diverse groups of students and their needs, providing them with more flexible learning paths. Deadline: September 1, 2024.

6.6 *Standard "Students"***:**

The university administration should create an activity plan for the Alumni Association and organize regular events. Additionally, they should maintain and regularly update information about the Association's activities on the university's website. Deadline: September 1, 2024.

The department administration should develop an Action Plan to promote both internal and external academic mobility of students. Deadline: September 1, 2024.

The administration of the educational programs should develop mechanisms to support gifted students, ensuring the implementation of flexible educational paths through the creation of individual study plans. Deadline: January 1, 2025.

6.7 *Standard "Faculty"***:**

The administration of the educational programs should engage foreign scholars to deliver lectures and conduct joint scientific research in accordance with the development plan of the programs. Deadline: September 1, 2025.

The administration of the educational programs should develop an action plan for promoting external and internal academic mobility of the faculty. Deadline: September 1, 2025.

The department administration should enhance the efforts of the faculty in developing electronic materials and Massive Open Online Courses (MOOCs). Deadline: September 1, 2025.

The department administration should ensure the active use of information and communication technologies by the faculty in the educational process (e-portfolios, online learning) and the development of electronic materials and MOOCs. Deadline: September 1, 2025.

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

In the development plans for the university's material base, effective measures should be included to improve the functioning of Wi-Fi throughout the entire campus and in the dormitories. Deadline: February 1, 2025.

The department administration should develop and implement a system of measures aimed at increasing student satisfaction with the support system to 100%. Deadline: September 1, 2025.

6.9 Standard "Public Information"

The university administration should designate individuals responsible for the prompt publication of accurate, objective, and up-to-date information on all university activities. Deadline: September 1, 2024.

The university administration should establish general requirements for the content, form, and presentation of reliable and comprehensive information on the university's website, as well as publish audited financial reports for the educational programs on the website. Deadline: September 1, 2024.

(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE EDUCATIONAL INSTITUTION (1 p.)

List of recommendations by the External Evaluation Commission (EEC) related to the development of the educational program (EP). These recommendations are not related to measures for improving quality and compliance with IQAA standards.

There are no recommendations.
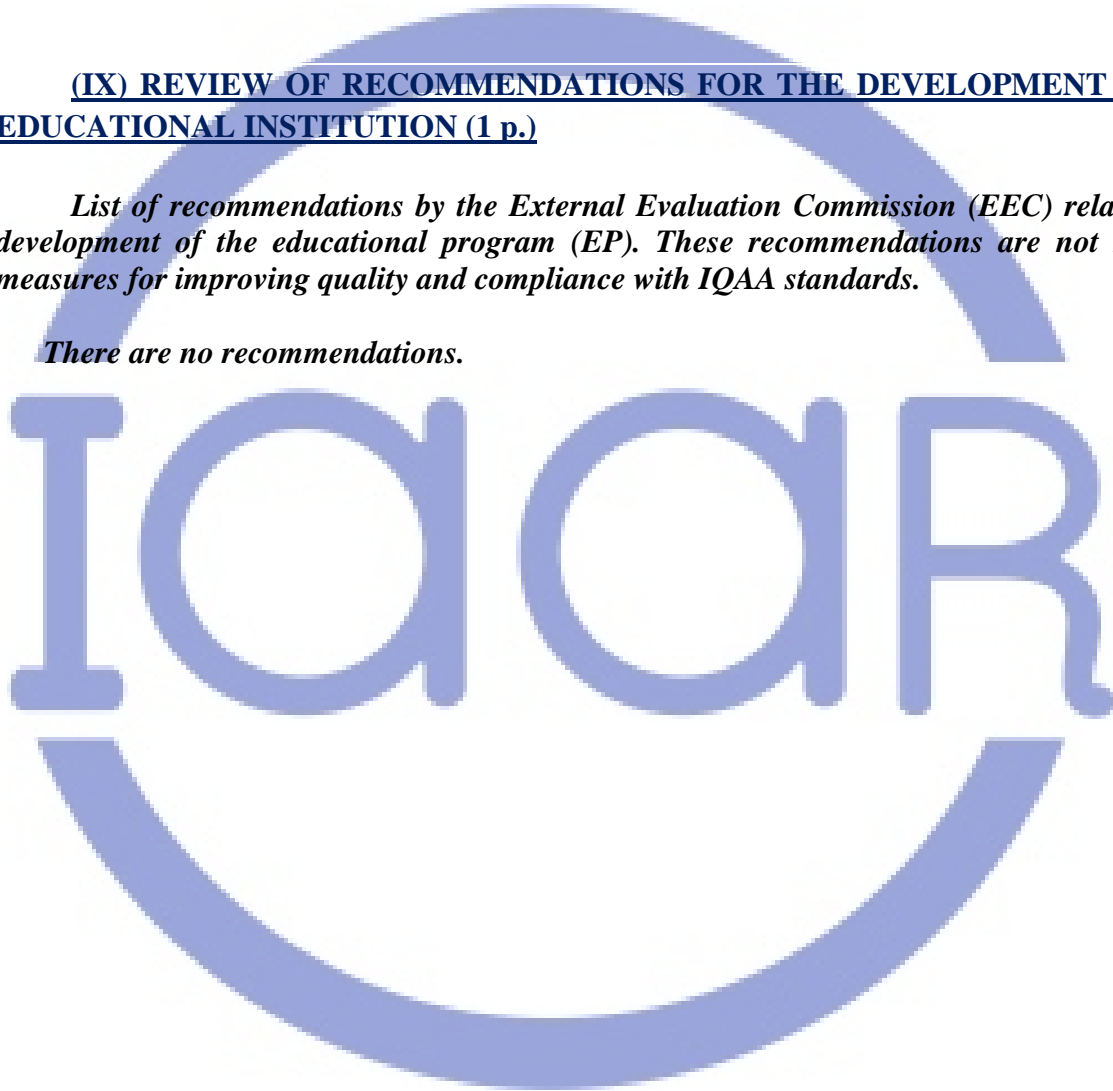
(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The External Evaluation Commission has unanimously decided to recommend to the Accreditation Council that the educational programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, and 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship, offered by the Non-profit Joint Stock Company "Kazakh National Women's Teacher Training University," be accredited for a period of five (5) years.

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

Conclusion of the External Evaluation Commission on the Quality Assessment of the Educational Programs 6B01601 – History, 6B02201 – History, 6B01405 – Fundamentals of Law and Economics, 6B01407 – Fundamentals of Law, Economics, and Entrepreneurship 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	Needs improvement	Unsatisfactory
1. Standard "Educational Program Management"						
1		The university must demonstrate the development of goals and strategies for the educational programs based on an analysis of external and internal factors, with broad involvement of various stakeholders.		+		
2		The quality assurance policy must reflect the connection between research, teaching, and learning.		+		
3		The university demonstrates the development of a quality assurance culture.		+		
4		Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including the implementation of joint/dual degree programs and academic mobility.		+		
5		The administration of the educational programs ensures the transparency of the development plan based on an analysis of its functioning, the university's actual positioning, and its focus on meeting the needs of the state, employers, stakeholders, and students.		+		
6		The administration of the educational programs demonstrates the functioning mechanisms for the formation and regular revision of the development plan, monitoring its implementation, evaluating the achievement of learning objectives, and ensuring alignment with the needs of students, employers, and society. It also shows the decision-making processes aimed at the continuous improvement of the programs.		+		
7		The administration of the educational programs should involve representatives of stakeholder groups, including employers, students, and faculty, in the formation of the development plan.		+		
8		The administration of the educational programs should demonstrate the individuality and uniqueness of the development plan, its alignment with national development		+		

№		Criterion				
		priorities, and the educational organization's development strategy.				
9		The university must demonstrate a clear definition of those responsible for business processes within the educational programs, the distribution of staff duties, and the delineation of functions of collegial bodies.		+		
10		The administration of the educational programs ensures the coordination of activities of all individuals involved in the development and management of the programs and their continuous implementation. Additionally, it involves all stakeholders in this process.		+		
11		The administration of the educational programs should ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management, and monitoring, and the making of appropriate decisions.		+		
12		The administration of the educational programs should implement risk management.			+	
13		The administration of the educational programs should ensure the participation of stakeholder representatives (employers, faculty, students) in the collegial management bodies of the educational programs, as well as their representation in decision-making processes concerning the management of the programs.		+		
14		The university must demonstrate innovation management within the educational programs, including the analysis and implementation of innovative proposals.			+	
15		The administration of the educational programs should demonstrate its openness and accessibility to students, faculty, employers, and other stakeholders.	+			
16		The administration of the educational programs confirms the completion of training in educational management programs.		+		
17		The administration of the educational programs should ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.		+		
Summary for the standard:			1	14	2	0
2. Standard "Information Management and Reporting"						
18		The university must ensure the functioning of a system for collecting, analyzing, and managing information based on modern information and communication technologies and software tools.		+		
19		The administration of the educational programs demonstrates systematic use of processed, adequate information to improve the internal quality assurance system.		+		
20		The administration of the educational programs demonstrates the presence of a reporting system that reflects the activities of all structural divisions and departments within the programs, including an assessment of their effectiveness.		+		

21		The university must determine the frequency, forms, and methods of evaluating the management of educational programs, the activities of collegial bodies and structural divisions, and senior management.		+		
22		The university must demonstrate a mechanism for ensuring information security, including the designation of individuals responsible for the accuracy and timeliness of information analysis and data provision.		+		
23		The university demonstrates the involvement of students, staff, and faculty in the processes of collecting and analyzing information, as well as making decisions based on this information.		+		
24		The administration of the educational programs should demonstrate the presence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution mechanisms.		+		
25		The university must ensure the measurement of the satisfaction levels of faculty, staff, and students within the educational programs and provide evidence of addressing identified shortcomings.		+		
26		The university must assess the effectiveness and efficiency of its activities, including within the context of individual educational programs.		+		
		The information collected and analyzed by the university within the educational programs should take into account:		+		
27	10.	key performance indicators		+		
28	11.	the dynamics of the student body across different forms and types		+		
29	12.	academic performance, student achievements, and attrition rates		+		
30	13.	student satisfaction with the implementation of the educational programs and the quality of education at the university		+		
31	14.	the availability of educational resources and support systems for students		+		
32	15.	graduate employment and career advancement		+		
33	16.	Students, staff, and faculty must provide documented consent for the processing of their personal data.		+		
34	17.	The administration of the educational programs should facilitate the provision of all necessary information in the relevant fields of science.		+		
Summary for the standard:			0	17	0	0
3. Standard "Development and Approval of Educational Programs"						
35		The university must demonstrate the existence of a documented procedure for the development of educational programs and their approval at the institutional level.		+		
36		The university must demonstrate that the developed educational programs align with established goals and intended learning outcomes.		+		
37		The administration of the educational programs must determine the impact of courses and professional practices on the formation of learning outcomes.		+		

№		Criterion				
38		The university can demonstrate the existence of a graduate model for the educational programs, describing the learning outcomes and personal qualities.		+		
39		The qualification awarded upon completion of the educational program must be clearly defined, explained, and correspond to the specified level of the National Qualifications Framework (NQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA).		+		
40		The administration of the educational programs should demonstrate a modular structure based on the European Credit Transfer and Accumulation System (ECTS), ensuring that the educational programs and their modules (in terms of content and structure) align with the set goals and are oriented towards achieving the intended learning outcomes.		+		
41		The administration of the educational programs should ensure that the content of the courses and the learning outcomes are aligned with each other and with the level of education (bachelor's, master's, doctoral).		+		
42		The administration of the educational programs should demonstrate the conduction of external reviews of the programs.		+		
43		The administration of the educational programs should provide evidence of the participation of students, faculty, and other stakeholders in the development and quality assurance of the programs.		+		
44		The administration of the educational programs should demonstrate the positioning of the programs in the educational market (regional/national/international) and their uniqueness.			+	
45		An important factor is the ability to prepare students for professional certification.		+		
46		An important factor is the presence of dual-degree programs and/or joint programs with foreign universities.			+	
Summary for the standard:			0	10	2	0
4. Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs"						
47		The university must ensure the revision of the content and structure of the educational programs in response to labor market changes, employer requirements, and the social demands of society.		+		
48		The university must demonstrate the existence of a documented procedure for monitoring and periodically evaluating the educational programs to achieve their goals. The results of these procedures should be aimed at the continuous improvement of the programs.		+		
		onitoring and periodic evaluation of the educational programs should consider:				
49		the content of the programs in the context of the latest scientific and technological advancements in the specific discipline			+	
50		changes in societal and professional environment needs		+		

51		student workload, academic performance, and graduation rates		+		
52		the effectiveness of student assessment procedures		+		
53		student needs and satisfaction levels		+		
54		the alignment of the educational environment and support services activities with the goals of the educational programs		+		
55		All stakeholders must be informed of any planned or undertaken actions regarding the educational programs. Any changes made to the programs must be published.		+		
56		Support services must identify the needs of different student groups and their level of satisfaction with the organization of education, teaching, assessment, and the educational program as a whole.		+		
Summary for the standard:			0	9	1	0
5. Standard "Student-Centered Learning, Teaching, and Performance Assessment"						
57		The administration of the educational programs should ensure respect and attention to the diverse groups of students and their needs, providing them with flexible learning paths.			+	
58		The administration of the educational programs should ensure that teaching is based on the latest advancements in global science and practice in the field of study. They should use various modern teaching methodologies and assessment techniques that ensure the achievement of the program's goals, including the development of competencies and skills required for performing scientific work at the necessary level.		+		
59		The administration of the educational program should define mechanisms for distributing student workload between theory and practice within the program. This includes ensuring the mastery of content and the achievement of program goals by each graduate.		+		
60		An important factor is the presence of original research in the field of teaching methodologies within the educational program disciplines.		+		
61		The university must ensure that the procedures for assessing learning outcomes align with the planned outcomes and goals of the educational program.		+		
62		The university must ensure the consistency, transparency, and objectivity of the mechanism for assessing the learning outcomes of the educational program. Criteria and methods for assessing learning outcomes should be published in advance.		+		
63		Assessors should be proficient in modern methods of assessing learning outcomes and regularly update their qualifications in this field.		+		
64		The program leadership should demonstrate the presence of a feedback system regarding the use of various teaching methods and assessment of learning outcomes.		+		
65		The program leadership should demonstrate support for student autonomy while simultaneously providing guidance and assistance from teachers.		+		

66		The program leadership should demonstrate the existence of a procedure for responding to student complaints.		+		
Summary for the standard:			0	9	1	0
6. Standard "Students"						
67		The university must demonstrate a policy for forming student contingents and ensure transparency in its procedures. Procedures regulating the student lifecycle (from admission to completion) should be defined, approved, and published.		+		
68		The program management should provide for special adaptation and support programs for newly enrolled and international students.		+		
69		The university must demonstrate compliance with the Lisbon Recognition Convention, including the existence and application of mechanisms for recognizing the results of student academic mobility, as well as the outcomes of additional, formal, and informal learning.		+		
70		The university must ensure opportunities for both external and internal academic mobility for students, as well as assist them in obtaining external grants for education.			+	
71		The university should actively encourage students to engage in self-education and development outside of the regular curriculum through extracurricular activities.		+		
72		An important factor is the presence of mechanisms to support gifted students.		+		
73		The university must demonstrate collaboration with other educational organizations and national centers such as the European Network of National Information Centers (ENIC) and National Academic Recognition Information Centers (NARIC) to ensure comparable recognition of qualifications.		+		
74		The university should ensure placements for students to gain practical experience, demonstrate procedures facilitating graduates' employment, and maintain ongoing communication with them		+		
75		The university must demonstrate a procedure for issuing documents to graduates confirming their qualifications, including the achieved learning outcomes.		+		
76		The program leadership must demonstrate that graduates possess skills that are in demand in the job market and that these skills are indeed sought after by employers.		+		
77		The program leadership should demonstrate the presence of a mechanism for monitoring the employment and professional activities of graduates.		+		
78		n important factor is the presence of an active alumni association or organization.			+	
Summary for the standard:			0	10	2	
7. Standard "Faculty"						
79		The university must have an objective and transparent personnel policy within the educational program, including hiring (including invited teaching staff), professional growth, and staff development, ensuring professional competence across the board.		+		

№						
80		The university must demonstrate that the composition of its teaching staff meets established qualification requirements, aligns with the university's strategy, and supports the objectives of the educational program.		+		
81		The program leadership should demonstrate the evolving role of educators in transitioning to student-centered learning and teaching approaches.		+		
82		The university should provide opportunities for career advancement and professional development for its personnel, including young faculty members.		+		
83		The university should attract professionals from relevant fields to teaching, who possess professional competencies that meet the requirements of the educational program		+		
84		The university should demonstrate the presence of mechanisms for motivating the professional and personal development of its personnel.		+		
85		The university should demonstrate extensive use of ICT (Information and Communication Technologies) and software tools in the educational process, such as online learning, e-portfolios, MOOCs, and others.			+	
86		The university should demonstrate a commitment to fostering academic mobility and attracting top foreign and domestic faculty members.			+	
87		It sounds like you're asking about demonstrating the involvement of each faculty member in promoting a culture of quality and academic integrity within the university, as well as defining the contributions of all academic staff, including adjuncts, to achieving program objectives.		+		
88		An important factor is the involvement of academic staff in the development of the region's and country's economy, education, science, and culture.		+		
Summary for the standard:			0	8	2	
8. Standard "Educational Resources and Student Support Systems"						
89	1.	The university must ensure that educational resources, including material-technical resources and infrastructure, align with the educational program's objectives.		+		
90	2.	The program management should demonstrate the presence of classrooms, laboratories, and other facilities equipped with modern equipment that supports the achievement of program objectives.		+		
		The university must demonstrate alignment of informational resources with the university's needs and the implemented educational programs, including the following directions:				
91	3.	Technological support for students and faculty members according to educational programs (e.g., online learning, simulations, databases, data analysis programs).		+		
92	4.	Library resources, including collections of educational, methodological, and scientific literature in general education, foundational, and specialized disciplines, available in both print and electronic formats, as well as access to periodicals and scientific databases.		+		
93	5.	Expert evaluation of research results, theses, dissertations,		+		

No.	#	Description				
		and final projects for plagiarism.				
94	6.	Access to educational internet resources.		+		
95	7.	Functioning of Wi-Fi on its premises.			+	
96	8.	The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of research conducted by faculty, staff, and students.		+		
97	9.	The university should strive to ensure that educational equipment and software used for educational programs are comparable to those used in relevant economic sectors.		+		
98	10.	The university should aim to ensure that the educational equipment and software utilized in its educational programs are equivalent to those used in relevant economic sectors.		+		
99	11.	The program leadership should demonstrate the presence of conditions that support the advancement of students along individual educational trajectories.		+		
100	12.	The university should consider the needs of various groups of students (adults, working professionals, international students, as well as students with special educational needs).			+	
101	13	The university must ensure that the infrastructure meets safety requirements.		+		
Summary for the standard:			0	11	2	0
9. Standard "Public Information"						
102	1.	The information published by the university should be accurate, objective, up-to-date, and reflect all areas of the university's activities within the educational program.			+	
103	2.	Public information should support and clarify national development programs of the country and higher and postgraduate education systems.		+		
104	3.	The university administration should utilize various methods of disseminating information, including media, web resources, and information networks, to inform the general public and stakeholders.		+		
		The information disseminated by the university about the educational program must be objective and current, encompassing:		+		
105	4.	objective and expected outcomes of the educational program, assigned qualification		+		
106	5.	information on the student achievement assessment system		+		
107	6.	information on academic mobility programs and other forms of cooperation with partner universities and employers		+		
108	7.	information on opportunities for developing students' personal and professional competencies and employment prospects		+		
109	8.	data reflecting the positioning of the educational program in the educational services market (at regional, national, and international levels)		+		
110	9.	an important factor is the publication of accurate information about faculty members on public resources, including individual profiles		+		

11 1	10.	The university must publish audited financial statements of the educational program on its own web resource.			+	
11 2	11.	The university must post information and links to external resources based on the results of external evaluation procedures.		+		
11 3	12.	An important factor is the publication of information about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners, and educational institutions		+		
Summary for the standard:			0	10	2	0
TOTAL			1	98	14	

APPROVED
Chairman of the Board - Rector
NJSC"Kazakh National Women's Teacher
Training University"
_____ **Qanay G.A.**
" __ " _____ 2024

APPROVED
General Director
Nonprofit Institution "Independent Accreditation
and Rating Agency"
_____ **Zhumagulova A.B.**
" __ " _____ 2024

PROGRAM
OF THE VISIT OF THE EXTERNAL EXPERT COMMISSION
OF THE INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)
TO THE NONPROFIT JOINT STOCK COMPANY "KAZAKH NATIONAL WOMEN'S TEACHER TRAINING
UNIVERSITY"
(International Program Accreditation)

Date of the visit: March 14-16, 2024

Cluster 1 (Accreditation)	6B02201 / 6B01601 History 6B01405 Fundamentals of Law and Economics 6B01407 Fundamentals of Law, Economics, and Entrepreneurship

Cluster 2 (Accreditation)	6B11102 Cultural and Leisure Work 6B02102 Choreography 6B01401 / 7M01401 Music Education
Cluster 3 (Accreditation)	6B01404 Professional Training 6B01402 Visual Arts, Artistic Work, Graphics, and Design 6B03101 / 7M03101 Sociology 6B11401 Social Work
Cluster 4 (initial accreditation)	6B05302 Physics 6B01406 Professional Training and Entrepreneurship 6B01202 Preschool Educator and Speech Therapist 7M01103 (IP) Management and Leadership in Education 7M01104 (IP) Educational Research
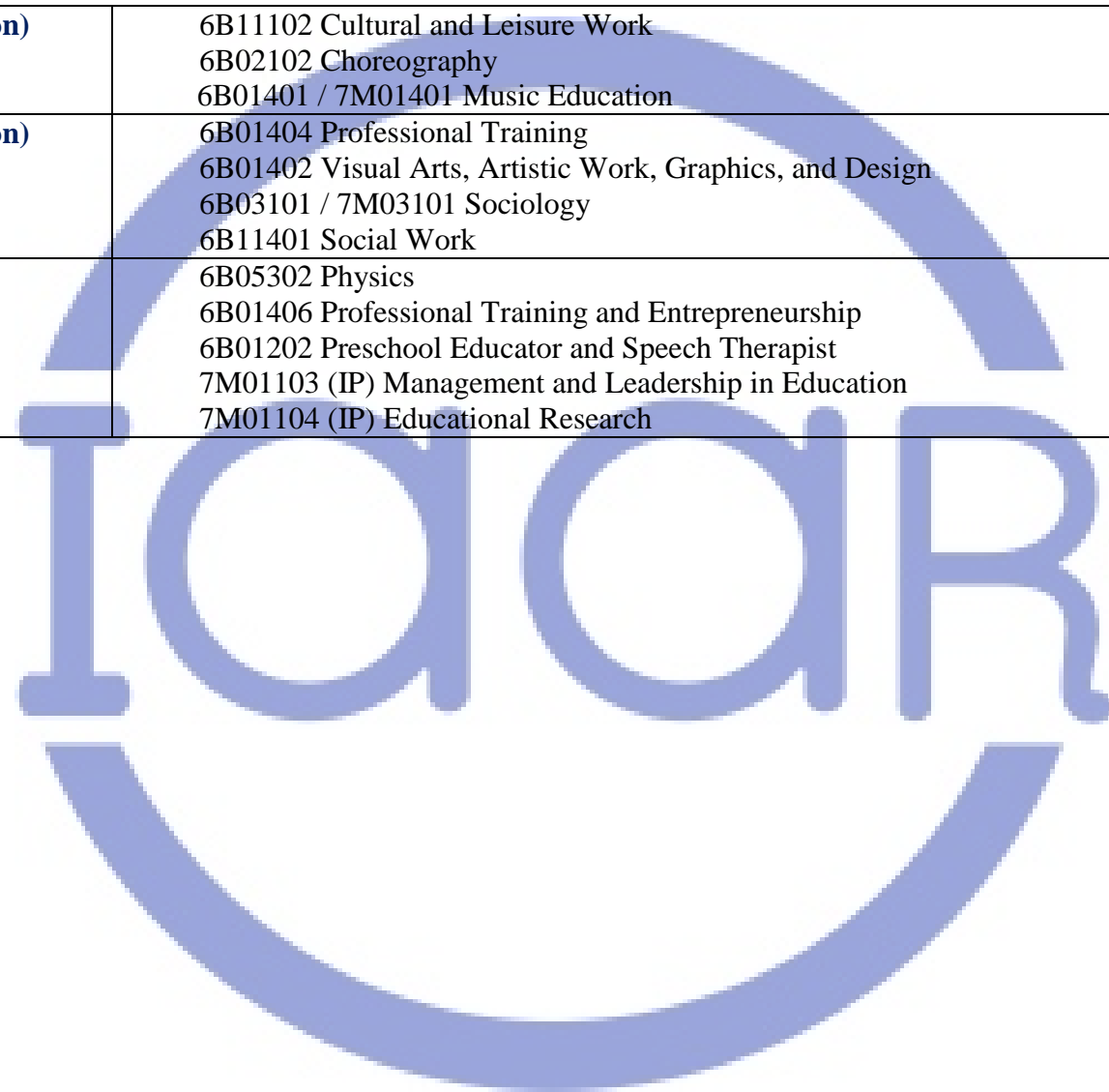
Date/time	Work of the External Expert Commission with Target Groups	Position and Full Name of Target Group Participants	Form of Communication
March 13, 2024			
15.00-16.00	Preliminary Meeting of the External Expert Commission	IAAR External Experts	Join the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
	Arrival of the Members of the External Expert Commission		
18.00	Dinner	IAAR External Experts	
Day 1: March 14, 2024			
09.00-09.30	Distribution of Responsibilities Among Experts, Resolution of Organizational Issues	IAAR External Experts	Room No. 107 (Working Office of the EEC) Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969
09.30-10.00	Meeting with the Chairman of the Board – Rector	Chairman of the Board – Rector –Qanay Gulmira Amirkhanqyzy	R. Aitieva Auditorium Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969
10.00-10.15	Technical Break		
10.15-11.00	Meeting with Members of the Board - Vice-Rectors	Member of the Board – Vice-Rector for Academic Affairs – Zhumankulova Erkyn Nursagatovna Member of the Board – Vice-Rector for Infrastructure Development – Dusipov Erkin Shazhievich Member of the Board – Vice-Rector for Research and International Cooperation – Jumakulov Zakir Daniyarovich Member of the Board – Vice-Rector for Strategic Development and Social Work – Rysbekova Zhanar Kasymbekovna	R. Aitieva Auditorium Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969

11.00-11.10	Technical Break		
11.10-11.50	Meeting with Heads of Structural Divisions of the Educational Organization	Meirkulova Aida Bakytbekovna - Director of the Department of Academic Program Development and Quality Assurance Kabysheva Maria Olegovna - Head of the Academic Program Development Department Imanbalina Assel Kazbekovna - Head of the Academic Quality Assurance Department Balazhanova Kymbat Magitaevna - Director of the Academic Affairs Department Zharikbayeva Dariga Rakhimzhanovna - Head of the Registrar's Office Alshynova Assel Sakenovna - Head of the Practice and Career Department Abuova Nazira Qozhanqyzy - Head of the Admissions and Career Guidance Department Akzholova Akmaral Alimakhunovna - Head of the Educational Process Organization Department Zheksembayeva Symbat Udanovna - Head of the Distance Education Department Elzhasov Rustam Nauanovich - Director of the Infrastructure Development Department Nysambayeva Aliya Togaybayevna - Director of the Accounting and Reporting Department Tumenbayeva Anar Kuatbekovna - Head of the State Procurement Department Murat Symbat Zhanatkzy - Head of the Planning and Economic Department Makanov Marat Mahmudovich - Head of the Legal Department Bakirova Zhanel Zhänibekqyzy - Head of the Academic Support Department Otegenova Assem Muhtarqyzy - Director of the Scientific Library Amirzhanova Raya Askarovna - Head of the International Department Bgasilova Salima Askarqyzy - Head of the Mental Health Center	R. Aitieva Auditorium Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969

		Daulenbayeva Meyramgul Bakhytzhanovna - Acting Head of the Youth Policy Center Khamzina Kamesh Omarovna - Director of the Center for Advanced Training and Continuing Education Abdraimova Moldir Rashidovna - Director of the Science Department Sugirbekova Kamila Seysenbekovna - Director of the Strategic Development Department Saginydykov Akylbek Abdulkadyruly - Acting Director of the Personality Development Department Modovov Nurbol Alimbaevich - Head of the Information Systems Support and Development Department Mikropulo Yuliya Vyacheslavovna - Director of the HR Department Ortaeva Aruna Kuralovna - Head of the Press Service	
11.50-12.00	Exchange of Opinions Among Members of the External Expert Commission	IAAR External Expert	Auditorium No. 107 (EEC office) Join the Zoom Conference https://us02web.zoom.us/j/46417329 <u>69</u> Conference ID: 464 173 2969
12.00-12.40	Meeting with the Deans of the Accredited Educational Programs	Director of the Institute of Social Sciences, Humanities, and Arts – Ashirbekova Zhamal Bazylovna Director of the Institute of Pedagogy and Psychology – Orazaeva Gulzhan Serikovna Director of the Institute of Physics, Mathematics, and Digital Services – Salgaraeva Gulnaz Ibragimovna	R. Aitieva Auditorium Join the Zoom Conference https://us02web.zoom.us/j/46417329 <u>69</u> Conference ID: 464 173 2969
12.40-13.00	Work of the External Expert Commission	IAAR External Experts	Auditorium No. 107 (EEC office) Join the Zoom Conference https://us02web.zoom.us/j/46417329 <u>69</u> Conference ID: 464 173 2969
13.00-14.00	*Lunch*		
14.00-14.15	Work of the External Expert Commission	IAAR External Experts	Auditorium No. 107 (EEC office) Join the Zoom Conference

				https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969
14.15-15.00	Meeting with Program Leaders and Educational Program Directors	1. Bulakbayeva Meyramgul Kenesbayevna - Department of General and Social Pedagogy 2. Zhubandykova Akgul Murzalievna - Department of Preschool Education 3. Imanbekova Bibigul Ilyasovna - Department of Social and Humanitarian Disciplines 4. Zhubanyshov Berik Temirkhanovich - Department of History 5. Beysembayeva Altynay Abdikhanovna - Department of Music 6. Kusanova Anipa Yerlanqyzy - Department of Choreography and Art Management 7. Krykbaeva Sara Mukashevna - Department of Professional Education 8. Sandibayeva Nazira Abdikadyrovna - Department of Physics	69	R. Aitieva Auditorium Join the Zoom Conference https://us02web.zoom.us/j/46417329 Conference ID: 464 173 2969
15.00-15.10	Technical break			
15.10-16.00	Meeting with Faculty Members of the Educational Program	Appendix 1		R. Aitieva Auditorium/ Reading Room for Periodicals. Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969
16.00-17.00	Faculty Survey (in parallel)	Appendix 2		The link is directed to the email of the instructor personally
16.00-16.10	Exchange of Opinions Among Members of the External Expert Commission	IAAR External Experts		Auditorium No. 107 (EEC office) Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969

Time	Activity	Participants	Location
16.10-17.00	Meeting with Students of the Educational Program	Appendix 3	R. Aitieva Auditorium/ Reading Room for Periodicals. Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969
17.00-18.00	Student Survey (in parallel)	Appendix 4	The link is sent to the student's email personally
17.00-17.50	Visual Inspection of the Educational Program and Material-Technical and Educational-Laboratory Facilities: **Only Facilities for Accredited Educational Programs**	Appendix 5	According to the Route Sheet
17.50-18.00	Work of the External Expert Commission: Discussion of the Results of the First Day	IAAR External Experts	Auditorium No. 107 (EEC office) Join the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
18.00-19.00	Dinner	IAAR External Experts	
Day 2: March 15, 2024			
09.00-09.30	Work of the External Expert Commission	IAAR External Experts	Auditorium No. 107 (EEC office) Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969

09.30-11.30	Selective Visits to the Practical Training Bases of the Educational Program	Appendix 6	IAAR External Experts According to the Route Sheet
11.30-13.00	Working with Department Documents and Attending Faculty Classes According to the Schedule	Appendix 7	
13.00-14.00	**Lunch**		
14.00-14.20	Exchange of Opinions Among Members of the External Expert Commission	IAAR External Experts	Auditorium No. 107 (EEC office)) Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969
14.20-15.20	Meeting with Stakeholders (Representatives of Practical Training Bases and Employers) (Hybrid)	Appendix 8	R. Aitieva Auditorium/ Reading Room for Periodicals. Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969
15.20-15.30	Technical break		
15.30-16.10	Meeting with Graduates of the Educational Program (Hybrid)	Appendix 9	R. Aitieva Auditorium/ Reading Room for Periodicals. Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969
16.10-16.30	Technical break	IAAR External Experts	
16.30-19.00	Work of the External Expert Commission: Discussion of the Results of the Second	IAAR External Experts	Auditorium No. 107 (EEC office) Join the Zoom Conference https://us02web.zoom.us/j/46417329 69

	Day and Profile Parameters (Recorded)		Conference ID: 464 173 2969
19.00-20.00	Dinner	IAAR External Experts	
Day 3: March 16, 2024			
09.00-11.30	Work of the External Expert Commission: Development and Discussion of Recommendations	IAAR External Experts	Auditorium No. 107 (EEC office) Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 29699
11.30-11.40	Technical break		
11.40-12.30	Work of the External Expert Commission: Development and Discussion of Recommendations (Recorded)	IAAR External Experts	Auditorium No. 107 (EEC office) Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969
12.30-13.00	Work of the External Expert Commission	IAAR External Experts	
13.00-14.00	Lunch		
14.00-16.00	Work of the External Expert Commission: Discussion and Decision-Making by Voting (Recorded)	IAAR External Experts	Auditorium No. 107 (EEC office) Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969
16.00-16.30	Work of the External Expert Commission: Discussion of the Results of the Quality Assessment	IAAR External Experts	Auditorium No. 107 (EEC office) Join the Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969
16.30–17.00	Final Meeting of the External Expert Commission with the	Chairman of the Board – Rector – Qanay Gulmira Amirkhanqyzy Member of the Board – Vice-Rector for Academic Affairs – Zhumankulova Erkyn Nursagatovna	Reading Room for Periodicals. Join the Zoom Conference https://us02web.zoom.us/j/46417329

| University Leadership | Member of the Board – Vice-Rector for Infrastructure Development – Dusipov Erkin Shazhievich
Member of the Board – Vice-Rector for Research and International Cooperation – Jumakulov Zakir Daniyarovich
Member of the Board – Vice-Rector for Strategic Development and Social Work – Rysbekova Zhanar Kasymbekovna
Meirkulova Aida Bakytbekovna - Director of the Department of Academic Program Development and Quality Assurance
Kabysheva Maria Olegovna - Head of the Academic Program Development Department
Imanbalina Assel Kazbekovna - Head of the Academic Quality Assurance Department
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Tumenbayeva Anar Kuatbekovna - Head of the State Procurement Department
Murat Symbat Zhanatkzy - Head of the Planning and Economic Department
Makanov Marat Mahmudovich - Head of the Legal Department
Bäkirova Zhanel Zhänibekqyzy - Head of the Academic Support | [69]

Conference ID: 464 173 2969 |

		Department Otegenova Assem Muhtarqyzy - Director of the Scientific Library Amirzhanova Raya Askarovna - Head of the International Department Bgasilova Salima Askarqyzy - Head of the Mental Health Center Daulenbayeva Meyramgul Bakhytzhanovna - Acting Head of the Youth Policy Center Khamzina Kamesh Omarovna - Director of the Center for Advanced Training and Continuing Education Abdraimova Moldir Rashidovna - Director of the Science Department Sugirbekova Kamila Seysenbekovna - Director of the Strategic Development Department Saginydykov Akylbek Abdulkadyrovich - Acting Director of the Personality Development Department Modovov Nurbol Alimbaevich - Head of the Information Systems Support and Development Department Mikropulo Yuliya Vyacheslavovna - Director of the HR Department Ortaeva Aruna Kuralovna - Head of the Press Service	
18.00-19.00	Dinner		

Abbreviations:

IAAR – Independent Accreditation and Rating Agency

EEC – External Expert Commission of IAAR

EO – Educational Organization

EP – Educational Program

FMS – Faculty and Staff

Questionnaire for Academic and Research Staff
NJSC "Kazakh National Women's Teacher Training University"

1. Total Number of Questionnaires: 55
2. Position, %

Professor	2 (3,6%)
Associate Professor	9 (16,4%)
Assistant Professor	2 (3,6%)
Senior Lecturer	30 (54,5%)
Lecturer	12 (21,8%)

3. Academic Degree, Academic Title

Honored Worker	0 (0%)
Doctor of Science	3 (5,5%)
Candidate of Science	14 (25,5%)
Master	32 (58,2%)
PhD	5 (9,1%)
Professor	0 (0%)
Associate Professor / Assistant Professor	1 (1,8%)
None	2 (3,6%)

4. Years of Service at This University

Less than 1 year	10 (18,2%)
1 year – 5 years	14 (25,5%)
More than 5 years	31 (56,4%)

	Questions	Excellent	Good	Relatively Poorly	Bad	Very bad	no response
	To what extent does the content of the educational program meet your academic	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%

6	and professional interests and needs?					
	How do you assess the opportunities provided by the university for the professional development of the academic staff?	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%
	How do you assess the opportunities provided by the university for the career advancement of the academic staff?	42(76,4%)	13(23,6%)	0,00%	0,00%	0,00%	0,00%
	How do you assess the degree of academic freedom for the academic staff?	40(72,7%)	15(27,3%)	0,00%	0,00%	0,00%	0,00%
	To what extent can the lecturers use their own					
	• Teaching strategies	45(81,8%)	10(18,2%)	0,00%	0,00%	0,00%	0,00%
	• Teaching methodologies	47(85,5%)	8(14,5%)	0,00%	0,00%	0,00%	0,00%
	• Educational innovations	42(76,4%)	13(23,6%)	0,00%	0,00%	0,00%	0,00%
	How do you assess the organization of medical assistance and disease prevention at the university?	27(49,1%)	28(50,9%)	0,00%	0,00%	0,00%	0,00%
	How much attention does the university administration pay to the content of the educational program?	49(89,1%)	6(10,9%)	0,00%	0,00%	0,00%	0,00%
0	How do you assess the sufficiency and availability of the necessary academic and educational literature in the library?	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%
1	Evaluate the level of conditions created to meet the needs of various groups of students.	31(56,4%)	24(43,6%)	0,00%	0,00%	0,00%	0,00%
	Assess the transparency and accessibility of management					
2	• For students	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%
3	• For faculty members	45(81,8%)	10(18,2%)	0,00%	0,00%	0,00%	0,00%
4	Assess the engagement of personnel in the process of managerial and strategic decision-making.	36(65,5%)	18(32,7%)	1(1,8%)	0,00%	0,00%	0,00%
5	How is innovative activity encouraged among personnel?	40(72,7%)	15(27,3%)	0,00%	0,00%	0,00%	0,00%
6	Evaluate the level of feedback from personnel to management.	41(74,5%)	14(25,5%)	0,00%	0,00%	0,00%	0,00%
	What is the level of	44(80	11(2	0,0	0	0	0,

#							
7	stimulation and engagement of young professionals in the educational process?	%)	0%)	0%	,00%	,00%	00%
8	Assess the opportunities created for professional and personal growth for each faculty member and staff.	41(74,5%)	14(25,5%)	0,00%	0,00%	0,00%	0,00%
9	Evaluate the adequacy of recognition by university leadership of the potential and abilities of faculty members	36(65,5%)	18(32,7%)	0,00%	0,00%	0,00%	0,00%
	Evaluation of work is structured as follows			0,00%	0,00%	0,00%	0,00%
0	• Academic mobility	35(63,6%)	20(36,4%)	0,00%	0,00%	0,00%	0,00%
1	• Professional development of personnel	48(87,3%)	7(12,7%)	0,00%	0,00%	0,00%	0,00%
	Assess the support provided by the university and its administration.			0,00%	0,00%	0,00%	0,00%
2	• Faculty members' research endeavors	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%
3	• Development of new educational programs/ curricula/teaching methodologies	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%
	Evaluate the level of opportunity for faculty to combine teaching:			0,00%	0,00%	0,00%	0,00%
4	• with research	32(58,2%)	21(38,2%)	2(3,6%)	0,00%	0,00%	0,00%
5	• with practical activities	35(63,6%)	20(36,4%)	0,00%	0,00%	0,00%	0,00%
6	Assess how well the knowledge students acquire at the university aligns with the realities of contemporary job market requirements.	41(74,5%)	14(25,5%)	0,00%	0,00%	0,00%	0,00%
7	How does the university administration perceive criticism directed towards them?	30(54,5%)	23(41,8%)	0,00%	0,00%	0,00%	0,00%
8	Evaluate how well your academic workload matches your expectations and capabilities.	32(58,2%)	22(40%)	1(1,8%)	0,00%	0,00%	0,00%
9	Assess the focus of educational programs/curricula on developing students' abilities to analyze situations and make forecasts.	36(65,5%)	19(34,5%)	0,00%	0,00%	0,00%	0,00%
0	Evaluate to what extent the educational program's content and implementation quality meet the expectations of the job market and employers.	33(60%)	21(38,2%)	1(1,8%)	0,00%	0,00%	0,00%

"Why do you work specifically at this university?"

"I like the atmosphere of learning here, and this university is one of the leading universities in the country."

"The reputation of this university is very important to me, as it will have a positive impact on my future career."

"The quality of education and research opportunities offered by this university in the field of education is highly attractive to me."

"This university provides opportunities for collaboration with colleagues and conducting scientific research."

"This university is recognized for its commitment to academic excellence and innovation."

"The university's administration supports employees in all aspects of their work."

"Support for young professionals and participation in the general team is very high."

"There are many opportunities for career growth in the service."

"Good team, good student environment"

"The best university. Material and social conditions are created"

"It is possible to improve performance with work"

"Training for the Kazakh girls"

"I graduated from this university. Doctor of Science, I see my work in this university. Now I teach students of our department and am engaged in research."

"Work with girls like it"

"I ended up in this school, the classroom"

"All conditions are created for teachers in this university"

"The purpose of increasing my knowledge and experience in the field"

"The development of professional skills is provided"

"The reason for the work of professional employees"

"I like the conditions in this university"

"Good level"

"This university is attractive"

"Because this university has a strong relationship between teachers and students, and it is an effective organization."

"I studied here, teachers are highly skilled professionals, with high human qualities, the best and best educational teachers."

32. How often are masterclasses or sessions conducted within your course with participation from practicing specialists?

very often	frequently	sometimes	very rarely	never
19(34,5%)	30(54,5%)	6(10,9%)		

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

very often	frequently	sometimes	very rarely	never
15(27,3%)	28(50,9%)	12(21,8%)		

34. Please specify with which specific problems you would like to assess the frequency in your work."

Questions	often	sometimes	never	No response
Lack of classrooms	2(3,6%)	24(43,6%)	29(52,7%)	
Imbalance in academic workload across semesters		12(21,8%)	43(78,2%)	
Inaccessibility of necessary		12(21	43(78,2%)	

	Fully satisfied (1)	Partially satisfied (2)	Not satisfied (3)	I am unsure how to answer (4)
literature in the library		,8%)		
Overcrowded study groups (too many students per group)	2(3,6%)	12(21,8%)	41(74,5%)	
Inconvenient schedule	1(1,8%)	12(21,8%)	42(76,4%)	
Inadequate conditions for classes in classrooms		11(20,4%)	43(79,6%)	
Lack of internet access/weak internet connection	3(5,5%)	22(40%)	30(54,5%)	
Lack of student interest in learning		14(25,5%)	41(74,5%)	
Untimely receipt of information about events		2(3,6%)	53(96,4%)	
Lack of teaching aids in classrooms	1(1,8%)	20(36,4%)	34(61,8%)	
Other issues		Classroom has interactive connectivity There are no significant issues. If any arise, management responds promptly and resolves them. If the educational buildings are updated. If there is insufficient space for students in the dormitory, and the classrooms are filled. No There are no problems.		

35. In the life of the university, there are many different facets and aspects that affect each faculty member and staff in one way or another. Evaluate how satisfied you are:

Questions	Fully satisfied (1)	Partially satisfied (2)	Not satisfied (3)	I am unsure how to answer (4)
• Attitude of university management towards you	53 (96,4%)	2 (3,6%)	0 (%)	0 (%)
• Relationships with immediate supervisors	54(98,2%)	1(1,8%)	0 (%)	0 (%)
• Relationships with colleagues in the department	55(100%)	0 (%)	0 (%)	0 (%)
• Degree of involvement in decision-making processes	52(94,5%)	3(5,5%)	0 (%)	0 (%)
• Relationships with students	55(100%)	0 (%)	0 (%)	0 (%)
• Recognition of your successes and achievements by the administration	48(87,3%)	6(10,9%)	0 (%)	1(1,8%)

• Support for your suggestions and feedback	50(90,9%)	4(7,3%)	0 (%)	1(1,8%)
• Activities of the university administration	51(92,7%)	4(7,3%)	0 (%)	0 (%)
• Conditions of employment	43(78,2%)	11(20%)	1(1,8%)	0 (%)
• Working conditions, range, and quality of services provided at the university	53(96,4)	2(3,6%)	0 (%)	0 (%)
• Occupational health and safety	52(94,5%)	3(5,5%)	0 (%)	0 (%)
• Management of changes in university operations	52(94,5%)	3(5,5%)	0 (%)	0 (%)
• Provision of social benefits: rest, sanatorium treatment, etc.	41(74,5%)	13(23,6%)	1(1,8%)	0 (%)
• Organization and quality of food services at the university	41(74,5%)	14(25,5%)	0 (%)	0 (%)
• Organization and quality of medical services	40(72,7%)	15(27,3%)	0 (%)	0 (%)

Student Questionnaire
NJSC Kazakh National Women's Teacher Training University

Total number of surveys: 188

Educational program (specialty):

6B05302 Physics	77 (41%)
6B01601 History	20 (10.6%)
6B01202 Preschool Educator and Speech Therapist	16 (8.5%)
6B02201 History	16 (8.5%)
6B01405 Fundamentals of Law and Economics	6 (3.2%)
6B01407 Fundamentals of Law, Economics, and Entrepreneurship	2 (1.1%)
6B11102 Cultural and Leisure Work	14 (7.4%)
6B02102 Choreography	9 (4.8%)
6B01401 Music Education	8 (4.3%)
6B01401 Music Education	1 (0.5%)
6B01404 Professional Training	2 (1.1%)
6B01402 Visual Arts, Artistic Work, Graphics, and Design	4 (2.1%)
6B03101 Sociology	6 (3.2%)
7M03101 Sociology	2 (1.1%)
6B11401 Social Work	5 (2.7%)

Sex:

Male	0 (0%)
Female	188 (100%)

How satisfied are you with:

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not dissatisfied	Undecided
1. Relations with the dean's office (school, faculty, department)	179 (95.2%)	9 (4.8%)	0 (0%)	0 (0%)	0 (0%)
2. Accessibility of the dean's office (school, faculty, department)	178 (94.7%)	9 (4.8%)	1 (0.5%)	0 (0%)	0 (0%)
3. Accessibility and responsiveness of the administration (university, school, faculty, department)	179 (95.2%)	9 (4.8%)	0 (0%)	0 (0%)	0 (0%)
4. Availability of academic counseling	176 (93.6%)	11 (5.9%)	1 (0.5%)	0 (0%)	0 (0%)
5. Support with educational materials during the learning process	176 (93.6%)	12 (6.4%)	0 (0%)	0 (0%)	0 (0%)
6. Availability of personal counseling	166 (88.3%)	20 (10.6%)	1 (0.5%)	0 (0%)	1 (0.5%)
7. Student-teacher relationships	175 (93.1%)	12 (6.4%)	0 (0%)	1 (0.5%)	0 (0%)
8. Activities of the financial and administrative services of the educational institution	166 (88.3%)	19 (10.1%)	3 (1.6%)	0 (0%)	0 (0%)
9. Accessibility of healthcare services	166 (88.3%)	21 (11.2%)	1 (0.5%)	0 (0%)	0 (0%)
10. Quality of medical services at the university	163 (86.7%)	23 (12.2%)	2 (1.1%)	0 (0%)	0 (0%)
11. Accessibility of library resources	171 (91%)	17 (9%)		0 (0%)	0 (0%)
12. Quality of services provided in libraries and reading rooms	172 (91.5%)	15 (8%)	1 (0.5%)	0 (0%)	0 (0%)
13. Existing educational resources of the university	176 (93.6%)	12 (6.4%)	0 (0%)	0 (0%)	0 (0%)
14. Availability of computer labs	164 (87.2%)	20 (10.6%)	2 (1.1%)	2 (1.1%)	0 (0%)
15. Availability and quality of internet resources	167 (88.8%)	9 (4.8%)	2 (1.1%)	2 (1.1%)	0 (0%)
16. Content and informational richness of the educational institution's website in general and the faculties (schools) in	174 (92.6%)	13 (6.9%)	0 (0%)	1 (0.5%)	0 (0%)

particular					
17. Classrooms and auditoriums for large groups	165 (87.8%)	21 (11.2%)	2 (1.1%)	0 (0%)	0 (0%)
18. Student lounges (if available)	142 (75.5%)	39 (20.7%)	3 (1.6%)	3 (1.6%)	1 (0.5%)
19. Clarity of disciplinary procedures	172 (91.5%)	14 (7.4%)	1 (0.5%)	0 (0%)	1 (0.5%)
20. Overall quality of the educational program	183 (97.3%)	5 (2.7%)	0 (0%)	0 (0%)	0 (0%)
21. Quality of curricula in the educational program	178 (94.7%)	10 (5.3%)	0 (0%)	0 (0%)	0 (0%)
22. Teaching methods overall	179 (95.2%)	8 (4.3%)	1 (0.5%)	0 (0%)	0 (0%)
23. Responsiveness to feedback from instructors regarding the educational process	178 (94.7%)	8 (4.3%)	2 (1.1%)	0 (0%)	0 (0%)
24. Overall quality of teaching	178 (94.7%)	10 (5.3%)		0 (0%)	0 (0%)
25. Academic workload/requirements for students	178 (94.7%)	9 (4.8%)	1 (0.5%)	0 (0%)	0 (0%)
26. Requirements of the faculty for students	173 (92%)	14 (7.4%)	1 (0.5%)	0 (0%)	0 (0%)
27. Information support and clarification of admission rules and educational program strategy (specialty) before enrollment	174 (92.6%)	14 (7.4%)	0 (0%)	0 (0%)	0 (0%)
28. Information on the requirements to successfully complete the educational program (specialty)	179 (95.2%)	8 (4.3%)	0 (0%)	0 (0%)	1 (0.5%)
Quality of examination materials (tests and exam questions, etc.)	175 (93.1%)	13 (6,9%)	0 (0%)	0 (0%)	0 (0%)
Objectivity in the assessment of knowledge, skills, and other academic achievements	176 (93.6%)	12 (6.4%)	0 (0%)	0 (0%)	0 (0%)
Availability of computer labs	173 (92%)	14 (7.4%)	0 (0%)	1 (0.5%)	0 (0%)
32. Availability of scientific laboratories	166 (88.3%)	17 (9%)	2 (1.1%)		3 (1.6%)
33. Objectivity and fairness of instructors	172 (91.5%)	14 (7.4%)	0 (0%)	2 (1.1%)	0 (0%)
34. Informing students about courses, educational programs, and the academic degree obtained	179 (95.2%)	8 (4.3%)	0 (0%)	0 (0%)	1 (0.5%)

	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree	No response
35. Provision of dormitories for students	155 (82.4%)	29 (15.4%)	1 (0.5%)	0 (0%)	3 (1.6%)	

Please rate your level of agreement:

Statement	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree	No response
36. The course program was clearly presented	173 (92%)	12 (6.4%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
37. The course content is well-structured	178 (94.7%)	7 (3.7%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
38. Key terms are sufficiently explained	172 (91.5%)	14 (7.4%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
39. The material provided by the instructor is relevant and reflects the latest scientific and practical advancements	172 (91.5%)	14 (7.4%)	1 (0.5%)	1 (0.5%)	0 (0%)	0 (0%)
40. The instructor uses effective teaching methods	174 (92.6%)	12 (6.4%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
41. The instructor is knowledgeable about the material being taught	178 (94.7%)	8 (4.3%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
42. The instructor's presentation is clear	173 (92%)	13 (6.9%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
43. The instructor presents the material in an engaging manner	170 (90.4%)	15 (8%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
44. Objectivity in assessing knowledge, skills, and other academic achievements	166 (88.3%)	18 (9.6%)	4 (2.1%)	0 (0%)	0 (0%)	0 (0%)
45. Timeliness in evaluating students' academic achievements	167 (88.8%)	17 (9%)	4 (2.1%)	0 (0%)	0 (0%)	0 (0%)
46. The instructor meets your professional and personal development expectations	172 (91.5%)	13 (6.9%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
47. The instructor stimulates student engagement	169 (89.9%)	16 (8.5%)	2 (1.1%)	1 (0.5%)	0 (0%)	0 (0%)
48. The instructor encourages	167	17 (9%)	4 (2.1%)	0 (0%)	0 (0%)	0 (0%)

creative thinking in students	(88.8%)					
49. The instructor's appearance and manners are appropriate	173 (92%)	13 (6.9%)	1 (0.5%)	1 (0.5%)	0 (0%)	1 (0.5%)
50. The instructor exhibits a positive attitude towards students	172 (91.5%)	13 (6.9%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
51. The assessment system (seminars, tests, surveys, etc.) reflects the course content	168 (89.4%)	15 (8%)	4 (2.1%)	1 (0.5%)	0 (0%)	0 (0%)
52. The evaluation criteria used by the instructor are clear and accessible	173 (92%)	13 (6.9%)	1 (0.5%)	1 (0.5%)	0 (0%)	0 (0%)
53. The instructor objectively assesses student achievements	169 (89.9%)	17 (9%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
54. The instructor is proficient in professional language	169 (89.9%)	17 (9%)	1 (0.5%)	1 (0.5%)	0 (0%)	0 (0%)
55. The educational organization provides sufficient opportunities for sports and other Leisure Work	164 (87.2%)	20 (10.6%)	3 (1.6%)	1 (0.5%)	0 (0%)	0 (0%)
56. The facilities and equipment for students are safe, comfortable, and modern	163 (86.7%)	21 (11.2%)	3 (1.6%)	1 (0.5%)	0 (0%)	0 (0%)
57. The library is well-equipped and has a sufficient collection of scientific, educational, and methodological literature	169 (89.9%)	17 (9%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
58. Equal opportunities for mastering the educational program and personal development are provided to all students	176 (93.6%)	9 (4.8%)	2 (1.1%)	1 (0.5%)	0 (0%)	0 (0%)

Other issues related to the quality of teaching:

Everything is fine

No problems

No issues with teaching

Everything is excellent!

Increase the number of dormitories

Few rest areas

Dormitories

I am 100% satisfied with the university. The instructors explain well.

I demand the removal of the university journal, HERO site, as a single NB in the journal results in a deduction of 20 points. This is completely unfair to students.

There are no equal relationships for students at the university, and some instructors argue with students on non-academic issues instead of providing explanations. We are all learning for the first time and require proper treatment, not arguments and scolding.

Increase the number of buildings

Increase the number of dormitories

Dormitory, internet

Everything is correct, but quality and education should be improved 👍

I am satisfied with everything, everything is well-equipped, everything is great

No issues

I am satisfied with everything, very good conditions are provided

I am preparing to study abroad through academic mobility, thanks to such opportunities.