



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the Results of the Work Conducted by the External Expert
Commission to Assess Compliance with the Standards for Specialized
Accreditation of Educational Programs:

6B11401 – Social Work, 6B03101 – Sociology, 7M03101 – Sociology

6B01402 – Visual Arts, Artistic Work, Graphics, and Design,

6B01404 – Professional Training

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

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(I) LIST OF ABBREVIATIONS AND ACRONYMS

MNVO 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

According to Order No. 36-24-OD dated January 21, 2024, issued by the Independent Agency for Accreditation and Rating (IAAR), an external expert commission conducted an assessment of the following educational programs from March 14 to 16, 2024: EP6B03101 – Sociology; EP 7M03101 – Sociology; EP 6B11401 – Social Work; EP 6B01404 – Professional Training; EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design at the Kazakh National Women's Teacher Training University. This assessment was conducted in accordance with the standards for specialized accreditation of higher and/or postgraduate educational programs as specified in NAAR Order No. 57-20-OD (Nur-Sultan, 2020) and was carried out in a hybrid format.

The report of the External Expert Commission (EEC) includes an evaluation of the submitted educational programs against the NAAR criteria, EEC recommendations for the further improvement of the educational programs, and the profile parameters of the educational programs.

Composition of the EEC

Chair of the EEC:

Milan Pol, PhD, Professor, Masaryk University, ENQA Expert (Brno, Czech Republic);
Off-line participation

Foreign 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 Experts:

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

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

Ainur Zhumagazyevna Gabdullina, Candidate of Historical Sciences, S. Seifullin Kazakh Agro Technical Research University (Astana, Republic of Kazakhstan); Off-line participation

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

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

Gulnara Zhanabergenovna Kuzbakova, Candidate of Art Studies, Kazakh National University of Arts (Astana); Off-line participation

Dina Maratovna Aykenova, PhD, Executive Director of ID-research (Astana); Off-line participation

Seifolla Jamauovich Bodikov, Member of the Union of Designers of Kazakhstan, Member of the Eurasian Union of Designers, Karaganda Buketov University (Karaganda); Off-line participation

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

IAAR Experts (Employers):

Kalamkas Karimtaevna Khamzina, Akmola Region Department of Culture (Kokshetau); On-line participation

Bakhytzhан Sovetovna Mukhtarbekova, Deputy Director for Educational Work, School-Lyceum No. 66 named after D. Kunayev (Astana); On-line participation

IAAR Experts (Students):

Dinara Erkhankyzy, 2nd-year student of the "History" program, Korkyt Ata Kyzylorda University (Kyzylorda); On-line participation

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

Guldana Bauyrzhanovna Bayakhmetova, 3rd-year student of Turan University (Astana); On-line participation

Aylana Galyudinovna Amanzhol, 3rd-year student of OP B092 Leisure, M. Kozybayev North Kazakhstan University (Petrovsk); On-line participation

EEC IAAR Coordinator:

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

(III) OVERVIEW OF THE EDUCATIONAL INSTITUTION

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

The Kazakh National Women's Teacher Training University, one of Kazakhstan's leading pedagogical institutions, has trained over 70,000 specialists for the country's education system over the past 80 years. The University has a rich history filled with significant milestones. The Kazakh State Women's Teacher Training Institute was established by a decree of the Council of People's Commissars of the Kazakh Soviet Socialist Republic on August 15, 1944. The University's history reflects a legacy of successful adherence to the traditions of pedagogical education, including advanced teaching and learning methods, and research in the field of education.

The University's long-standing development history and reputation in the educational services market define its unique mission, vision, and strategy.

Mission

To shape leaders in teaching who can create, develop, and disseminate advanced knowledge and values in the field of education for the benefit of the country and the world.

Vision

To serve as an intellectual platform that develops educators capable of managing changes in a rapidly evolving world.

Program Goal

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

Values

Integrity, dedication, care for others, and integrity.

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

Academic Programs

The University offers higher and postgraduate education programs through the Institute of Natural Sciences, Institute of Pedagogy and Psychology, Institute of Social and Humanitarian Sciences and Arts, Institute of Physics, Mathematics, and Digital Technologies, and Institute of Philology. The educational programs (EP) include 84 programs (46 bachelor's programs, including 3 new and 1 innovative, 26 master's programs, including 1 new, and 12 doctoral programs, including 2 new).

Among these, 27 bachelor's programs, 15 master's programs, and 4 doctoral programs have successfully undergone specialized accreditation by the Independent Agency for Accreditation and Rating (IAAR). Additionally, 6 bachelor's programs and 2 master's programs have been accredited by the Independent Agency for Accreditation and Quality Assurance in Education "ARQA." Moreover, 11 bachelor's programs, 6 master's programs, and 8 doctoral programs have successfully passed specialized accreditation by the international accreditation agency ACQUIN.

Currently, there are 36 additional educational programs (Minors) available for bachelor's degree students. The University places a strong emphasis on developing students' practical skills. As a result, 15 programs are implemented through dual education. The University has established and renewed approximately 205 agreements with organizations that serve as practical training bases. Additionally, the number of credits allocated for practical training has increased from 22 to 26.

To promote scientific and entrepreneurial activities among students, the University conducts the "STARTUP-TOMIRIS" innovative project competition, providing financial support to winners for project implementation.

Faculty

The faculty is a key component of the University. Teachers enhance their professional qualifications through various professional development courses and activities. The number of such activities among teachers was 471 in 2020, 489 in 2021, 372 in 2022, and 307 in 2023.

The accredited cluster includes the following educational programs: EP 6B03101 – Sociology; EP 7M03101 – Sociology; EP 6B11401 – Social Work; EP 6B01404 – Professional Training; EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design.

These programs have received recognition from national and international rating agencies. The educational programs in this cluster are competitive in preparing sociologists, social workers, and teachers of artistic work and design for the country.

The educational programs EP 6B01404 – Professional Training and EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design are highly ranked in their professional fields. They participate in the Republican Educational and Methodological Council for Higher and Postgraduate Education of the Ministry of Education and Science of the Republic of Kazakhstan in the field of "Pedagogical Sciences," actively contributing to the development of creative exam programs for applicants.

The educational program EP 7M03101 – Sociology, based on the state educational standard, prepares highly qualified sociologists capable of meeting the needs of the modern labor market at both the national and international levels, possessing skills in analytical, managerial, expert, research, and educational-pedagogical activities. The need for training sociologists at the master's level is driven by the demand for specialists in the field of sociology in the context of globalization.

Rankings and Accreditations

According to the 2022 ranking of the "National Agency for Quality Assurance in Education," the educational program B007 – Training of Teachers in Artistic Work and Design ranked first among bachelor's degree programs in universities participating in the IAAR rating. EP 6B03101 – Sociology ranked first in the "Atameken" ranking of universities in 2021, and EP 7M03101 – Sociology ranked first in the "Atameken" ranking of universities in 2019.

The results of the planned activities were reflected in the Report on the Implementation of the Recommendations of the EEC NAAR. The report of the External Expert Commission (EEC) includes an evaluation of the educational programs EP 6B03101 – Sociology, EP 7M03101 – Sociology, EP 6B11401 – Social Work, EP 6B01404 – Professional Training, and EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design against the NAAR criteria, EEC recommendations for further improvement of the educational programs, and the profile parameters of the educational programs.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The educational programs EP 6B03101 – Sociology, EP 7M03101 – Sociology, EP 6B11401 – Social Work, EP 6B01404 – Professional Training, and EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design at the Kazakh National Women's Teacher Training University are undergoing reaccreditation according to the standards for specialized accreditation of higher and/or postgraduate education programs as specified in NAAR Order No. 57-20-OD (Nur-Sultan, 2020).

The accreditation procedure for these educational programs was initially conducted in 2019. As a result of this specialized accreditation, the Accreditation Council of NAAR decided to accredit the aforementioned programs for a period of 5 years, from May 24, 2019, to May 23, 2024.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was conducted based on the Visit Program using a hybrid model of the expert commission for the specialized accreditation of the educational programs EP 6B03101 – Sociology, EP 7M03101 – Sociology, EP 6B11401 – Social Work, EP 6B01404 – Professional Training, and EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design at the Kazakh National Women's Teacher Training University from March 14 to 16, 2024.

To coordinate the work of the EEC, an initial meeting was held on March 12, 2024. During this meeting, responsibilities were distributed among the commission members, the visit schedule was clarified, and consensus was reached on the selection of evaluation methods.

To obtain objective information about the quality of the educational programs and the entire university infrastructure, and to clarify the content of the self-assessment reports, meetings were held with the rector, vice-rectors, heads of structural divisions, heads of educational programs, department chairs, faculty representatives, students, graduates (from programs with graduates), and employers. A total of 282 representatives participated in these meetings.

Information on Staff and Students Participating in Meetings with the EEC NAAR

Category of Participants	Number
Rector	1
Vice-Rectors	6
Heads of Structural Divisions	29
Directors of Institutes	3
Interviews with Heads of EPs and Department Chairs	8
Faculty	12
Students, Master's Students, Doctoral Students (who participated in the survey)	188
Alumni	19
Employers and Representatives of Practical Training Bases	16
Total	282

During the off-line visit and video review, members of the EEC familiarized themselves with the state of the material and technical base.

In hybrid format meetings with the university's target groups, the EEC clarified the mechanisms for implementing the university's policy and specified certain data presented in the university's self-assessment report.

EEC members, in a hybrid format, visited the practical training bases of the evaluated educational programs: EP 6B03101 – Sociology, EP 7M03101 – Sociology, EP 6B11401 – Social Work, EP 6B01404 – Professional Training, and EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design.

In accordance with the accreditation procedure, a survey was conducted involving 17 students directly from the program cluster and, overall, 55 university faculty members. The survey results are indicated in Appendix No. 4.

To confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the university's working documentation. Additionally, the experts examined the university's online presence via its official website at <https://qyzpu.edu.kz/ru/>.

As part of the scheduled program, recommendations for improving the accredited educational programs at the Kazakh National Women's Teacher Training University, developed by the EEC based on the evaluation results, were presented at a meeting with the university leadership on March 16, 2024.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard “Educational Program Management”

- *The higher and/or postgraduate education organization must have a published quality assurance policy. This policy should reflect the relationship between research, teaching, and learning.*
- *The organization must demonstrate the development of a quality assurance culture, including within the scope of its educational programs (EPs).*
- *Commitment to quality assurance must extend to all activities performed by contractors and partners (outsourcing), including in the implementation of joint/dual degree education and academic mobility.*
- *EP leadership must demonstrate readiness to ensure transparency in the development of the EP development plan based on the analysis of its functioning, the actual positioning of the educational organization, and its activities aimed at meeting the needs of the state, employers, students, and other stakeholders. The plan should include the start dates for the implementation of the educational program.*
- *EP leadership must demonstrate mechanisms for forming and regularly reviewing the EP development plan, monitoring its implementation, assessing the achievement of learning outcomes, meeting the needs of students, employers, and society, and making decisions aimed at the continuous improvement of the EP.*
- *EP leadership should involve representatives of stakeholder groups, including employers, students, and faculty, in the formation of the EP development plan.*
- *EP leadership must demonstrate the uniqueness and individuality of the EP development plan, its alignment with national priorities, and the strategy for the development of higher and/or postgraduate education organizations.*
- *The organization must clearly define responsibilities for business processes within the EP, with a clear distribution of staff duties and separation of functions of collegial bodies.*
- *EP leadership must provide evidence of the transparency of the educational program management system.*
- *EP leadership must demonstrate the existence of an internal quality assurance system for the EP, including its design, management, and monitoring, as well as its improvement and decision-making based on evidence.*
- *EP leadership must manage risks, including within the EP undergoing initial accreditation, and demonstrate a system of measures aimed at reducing the degree of risk.*
- *EP leadership must ensure the participation of employer representatives, faculty, students, and other stakeholders in collegial bodies managing the educational program, as well as their representativeness in decision-making processes regarding the management of the educational program.*
- *The organization must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals.*
- *EP leadership must provide evidence of readiness for openness and accessibility to students, faculty, employers, and other stakeholders.*
- *EP leadership must undergo training in educational management programs.*

Evidence Section

The implementation of EP 6B03101 – Sociology, EP 7M03101 – Sociology, EP 6B11401 – Social Work, EP 6B01404 – Professional Training, and EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design is defined by the mission of the university. The content, goals, structure, and format of these programs are preliminarily discussed at the Academic Council of

the institute, aligning with the goals and objectives outlined in the university's Development Strategy.

The educational activities of the departments of "Social and Humanitarian Disciplines" and "Professional Training" encompass both internal and external aspects of managing the educational process. Internal aspects include improving the educational and methodological base, enhancing material and technical resources, expanding electronic library resources, modernizing educational equipment, and increasing the computerization and informatization of the educational process. External aspects involve establishing cooperation agreements with international partner universities, signing agreements with employers to create bases for industrial, educational, pedagogical, and research practices, organizing conditions and bilateral academic exchanges for students and faculty, and increasing the citation of scientific publications.

The development of EP 6B03101 – Sociology, EP 7M03101 – Sociology, EP 6B11401 – Social Work, EP 6B01404 – Professional Training, and EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design involves not only students and faculty but also stakeholders who provide critical analysis and independent expertise of the developed programs. Additionally, after students complete their industrial practice, a mandatory survey is conducted among employers to assess their satisfaction with the professional competencies developed in the students. In their reports on industrial practice, students provide a comprehensive description of how theoretical and practical training at the university contributed to their successful practice and whether their skills and knowledge meet employers' demands. Based on stakeholder feedback and practice results, the programs' goals and objectives are adapted, curricular changes are made, and the themes and programs of the State Attestation Commission are adjusted. Thus, all stakeholders participate in formulating the goals and strategy for developing the EPs, bearing responsibility within their competencies for the quality of the programs. The university ensures the adequacy of the EP development plans in terms of financial, informational, human resources, material and technical base, market needs, and educational policy of the Republic of Kazakhstan.

The interaction between research, teaching, and learning is one of the main principles of the "Social and Humanitarian Disciplines" department and is reflected in the department's quality assurance activities. The educational outcomes of the faculty are demonstrated by students' victories in national competitions, subject Olympiads, and conferences.

An innovative approach to managing the educational program involves providing organizational, programmatic, material, and technical resources.

The training of bachelors in the EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design is based on State License No. KZ75LAA00018542, issued by the RGU "Committee for Quality Assurance in Education and Science of the Republic of Kazakhstan" on August 4, 2020, for educational activities in higher education. According to Appendix No. 006, No. 009 dated August 4, 2020, and the Classifier of Fields of Training with Higher and Postgraduate Education dated October 13, 2018, No. 569, EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design is the successor of EP 6B01402 – Fine Arts and Drafting. Due to the update of the educational content as regulated by the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019, dated March 1, 2016, No. 205, the subjects "Fine Arts" and "Technology" have been integrated into one subject, "Artistic Work," and the subject "Drafting" has been transformed into "Graphics and Design," which logically justifies the renaming (amending the Classifier of Bachelor's and Master's Specialties of the Republic of Kazakhstan and the Classifier of Specialties of Higher and Postgraduate Education of the Republic of Kazakhstan) of EP 5B010700/6M010700/6D010700 – Fine Arts and Drafting. For the group of educational programs B007 – "Training of Teachers of Artistic Work and Drafting," the name of EP 6B01402 – "Fine Arts and Drafting" has been changed to 6B01402 – "Visual Arts, Artistic Work, Graphics, and Design," conferring the following qualifications: – Bachelor of Visual Arts, Artistic Work, Graphics, and Design.

The development plans of the EPs formulate the goals, objectives, and activities for implementing the strategic direction and expected outcomes. The uniqueness of the accredited EPs is determined by the competencies possessed by graduates trained under these programs.

Unique Competencies Include:

The ability to apply knowledge and skills in professional activities related to the production sector.

Setting goals and formulating tasks related to the implementation of professional functions to increase productivity in regional conditions.

Solving typical tasks and addressing non-standard private issues, independently working in positions requiring an analytical approach considering the socio-economic and national-cultural characteristics of the country.

Applying theoretical and practical knowledge within the EP, understanding the essence of fundamental phenomena and emerging issues in the professional field.

Proficiency in techniques and technology for computer-based data collection, storage, and processing used for professional activities.

The effectiveness indicators of achieving the goals of the accredited EPs EP 6B03101 – Sociology, EP 7M03101 – Sociology, EP 6B11401 – Social Work, EP 6B01404 – Professional Training, and EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design include the results of external and internal monitoring, including monitoring student satisfaction with the quality of education, employer opinions on graduates' professional qualities, faculty satisfaction with working conditions, and the analysis of these results discussed in departmental and institute meetings at the end of the academic year.

EP leaders demonstrate and support their openness to communication with various stakeholder groups. At the rector level, there are opportunities for written communication, including the use of modern technologies (rector's blog), and openness through social networks, as confirmed by faculty and students in interviews with the EEC. The rector, vice-rectors, deans, and EP leaders are in close contact with master's students and faculty, whose accessibility was confirmed by participants in interviews conducted by EEC members.

Survey Results:

Satisfaction with faculty's ability to use their strategies: 100% positive responses from surveyed faculty.

Accessibility of the dean's office for students: 100% positive responses from surveyed students.

Degree of academic freedom for faculty: 100% positive responses from surveyed faculty.

Faculty involvement in decision-making processes: 98.2% positive responses from surveyed faculty.

Feedback level between faculty and administration: 100% positive responses from surveyed faculty.

Leadership and administration's receptiveness to criticism: 100% positive responses from surveyed faculty.

Analytical Section

The EEC notes that the university has an established feedback system oriented towards students, employees, and stakeholders. Stakeholders can submit their queries in the following ways:

Posting questions, comments, and suggestions on the rector's blog, contacting the university website manager, or reaching out to other departments via the institute's Call Center or through applications;

Personally approaching academic advisors, EP leaders, directors, department heads, vice-rectors, or the rector;

Contacting the compliance service.

During the interviews, the university leadership demonstrated their readiness for openness

and accessibility to all interested parties. However, there are no mechanisms for analyzing and implementing innovative proposals from faculty and other stakeholder categories. In the interviews, the concept of innovation was defined solely as the application of ICT and methods such as lesson study.

Faculty and students are involved in the development of development plans, as confirmed in interviews with target groups. To confirm the involvement of potential employers in the formation of EP development plans, expertise on the educational programs was presented, serving as evidence of their participation in the development of EP plans.

It should be noted that the EP development plans lack sections containing risk analysis for the implementation of the EP, as well as descriptions of measures for risk prevention and mitigation.

The EEC experts were provided with evidence of the training of the leadership of the three cluster EPs in educational management programs.

Strengths / Best Practices for Accredited Educational Programs:

- Evidence of openness and accessibility of EPs for students, faculty, employers, and other stakeholders has been demonstrated.

EEC Recommendations for EP 6B03101 – Sociology, EP 7M03101 – Sociology, EP 6B11401 – Social Work, EP 6B01404 – Professional Training, EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design:

- The leadership of the accredited EPs should include a section in the EP development plan that describes potential risks in the implementation of the accredited EPs, including the identification of risks, possible consequences, and descriptions of risk management mechanisms and measures by September 1, 2024.
- The university leadership needs to demonstrate innovation management within the EPs, including the analysis and implementation of innovative proposals by September 1, 2024.

EEC Conclusions:

Regarding the standard "Educational Program Management," 17 criteria were examined, of which 1 has a strong position, 14 are satisfactory, and 2 require improvement.

6.2. Standard "Information Management and Reporting"

The organization must demonstrate the existence of a system for collecting, analyzing, and managing information using modern information and communication technologies and software tools, employing various methods for information collection and analysis in the context of EPs.

EP leadership must demonstrate the existence of a mechanism for systematically using processed, adequate information to improve the internal quality assurance system.

EP leadership must demonstrate decision-making based on facts.

The EP must include a system of regular reporting that reflects all levels of the structure, including the evaluation of the effectiveness and efficiency of departments and scientific research activities.

The organization must establish the frequency, forms, and methods for evaluating the management of EPs, the activities of collegial bodies and structural units, senior management, and the implementation of scientific projects.

The organization must demonstrate the establishment of procedures and measures for information protection, including the designation of responsible persons for the accuracy and timeliness of information analysis and data provision.

An important factor is the existence of mechanisms for involving 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, as well as conflict resolution mechanisms.

The organization must demonstrate mechanisms for measuring the degree of satisfaction of the needs of faculty, staff, and students within the EP.

The organization must provide for the assessment of effectiveness and efficiency of activities, including within the EP.

Information to be collected and analyzed within the EP must consider:

- *Key performance indicators;*
- *Dynamics of the student body in terms of forms and types;*
- *Level of academic performance, student achievements, and dropouts;*
- *Student satisfaction with the implementation of the EP and the quality of education at the university;*
- *Accessibility of educational resources and support systems for students.*

The organization must confirm the implementation of procedures for processing personal data of students, employees, and faculty based on their documented consent.

Evidence Section

To ensure the operation of the system for collecting, analyzing, and managing information using modern information and communication technologies and software tools, the university has undertaken the following initiatives:

- **Creation of a Unified Corporate Information Environment:** Through the official university website, an electronic document management system and university management system have been implemented. This system provides capabilities for managing the academic calendar, forming individual plans, placing educational and methodological complexes, creating exam records, conducting examination testing for students during classes, and conducting surveys. Additionally, a collaborative work system in Microsoft 365 has been implemented for exchanging text messages and file data between structural units, significantly reducing paper flow. All these features are available under the e-University menu tab on the main page of the official website.
- **Information System Capabilities:** The information system allows for processing information from all departments related to the educational process and covers the entire faculty and student body as well as all components of the educational process.
- **Automated Processes:** The university has automated the following processes:
 - Registration of students for courses and instructors;
 - Formation of academic and individual plans;
 - Creation of academic streams;
 - Organization of current, interim, and final assessments of students;
 - Formation of a database of students' academic achievements;
 - Uploading of educational and methodological materials;
 - Maintenance of student, staff, and faculty files;
 - Generation of various types of reports in real-time.
- **Code of Academic Integrity:** The university has developed a Code of Academic Integrity, which includes the Rules of Conduct for staff and students at the Kazakh National Women's Teacher Training University. This code aims to ensure fair, transparent, and proper handling of academic integrity issues among students. The code can be accessed at <https://kazmkpu.kz/en/normativno-pravovie-dokumenty>.

Achievements in Rankings

According to the 2022 ranking of the "National Agency for Quality Assurance in Education," the program B007 – Training of Teachers in Artistic Work and Drafting ranked first among the educational programs of universities participating in the IAAR rating and second in the Atameken NPP RK bachelor's rating. The EP 6B03101 – Sociology ranked first in the Atameken NPP RK university ranking in 2021. The EP 7M03101 – Sociology ranked first in the Atameken NPP RK university ranking in 2019.

The results of the planned activities have been reflected in the Report on the Implementation of the Recommendations of the EEC NAAR.

Analytical Section

Based on the analysis of materials for compliance with the criteria of the "Information Management and Reporting" standard for accredited educational programs (EPs), it is noted that the university has an operational information and reporting management system. The information collected through the university's activities, including statistical processing, allows for the formation of analytical reports and overall decision-making based on facts.

During the review of the provided documentation and interviews with EP leadership, it was found that internal reporting establishes the effectiveness and efficiency of department activities and evaluates the work done over the academic year. However, the results of the effectiveness assessment of the implemented EPs were not presented.

The university demonstrated the existence and use of a system for collecting and analyzing statistics on the student body, available resources, personnel composition, and research and creative activities. This system manages both the EPs and other areas of activity, using various methods. The university's information collection, analysis, and management system is used to ensure the quality of EP implementation.

EP leadership needs to demonstrate how information analysis is used to evaluate performance, identify and forecast potential risks in EP implementation, and develop preventive and corrective measures.

The information and feedback system is student and staff-oriented and includes the operation of the KazNWTTU official website in three languages. A fundamental component of the university's motivation and incentive system is the mechanism of financial rewards, ensuring a link between pay and work results, as confirmed in interviews with faculty.

Student Survey Results from the Online EEC Visit

The student survey conducted during the online EEC visit showed the following:

- 95.2% were "completely satisfied" with the information about the requirements needed to successfully complete their program.
- 95.2% were "completely satisfied" with the information about courses, educational programs, and academic degrees.
- 88.8% were "completely satisfied" with the timeliness of evaluations, while 9% were "partially dissatisfied."
- 100% were "completely satisfied" with the usefulness of the educational institution's website overall and the institutes' websites specifically.

Strengths / Best Practices for Accredited Educational Programs

- No strengths or best practices identified.

EEC Recommendations for EP 6B03101 – Sociology, EP 7M03101 – Sociology, EP 6B11401 – Social Work, EP 6B01404 – Professional Training, EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design:

- Implement a system for the documentary recording and accounting of appeals from stakeholders of the EP, as well as the feedback provided for each appeal. Deadline: September 1, 2024.

EEC Conclusions:

Regarding the standard "Information Management and Reporting," 17 criteria were examined, all of which were found to have satisfactory positions.

6.3. Standard “Development and Approval of Educational Programs”

The educational organization (EO) must define and document procedures for the development of Educational Programs (EP) and their approval at the institutional level.

EP leadership must ensure that the content of the EP aligns with the established goals, including the intended learning outcomes.

EP leadership must demonstrate mechanisms for revising the content and structure of the EP, taking into account changes in the labor market, employer requirements, and societal demands.

EP leadership must ensure the development of graduate models for the EP, describing learning outcomes and personal qualities.

EP leadership must demonstrate the conduct of external evaluations of the EP content and the planned outcomes of its implementation.

The qualification awarded upon completion of the EP must be clearly defined and correspond to the appropriate level of the National Qualifications Framework (NQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA).

EP leadership must determine the impact of courses and professional practices on the formation of learning outcomes.

An important factor is the ability to prepare students for professional certification.

EP leadership must provide evidence of the participation of students, faculty, and other stakeholders in the development of the EP and the assurance of its quality.

EP leadership must ensure that the content of the academic disciplines and the planned outcomes are appropriate to the level of education (bachelor’s, master’s, doctoral).

The structure of the EP should include various types of activities to ensure students achieve the planned learning outcomes.

An important factor is the alignment of the EP content and learning outcomes with those implemented by higher and/or postgraduate education organizations in the European Higher Education Area (EHEA).

Evidence Section

The university has developed the "Procedure for Developing and Approving Educational Programs" (approved at the Academic Council meeting, Protocol No. 6-3 dated 10.03.2023). In November 2023, according to internal regulations, the procedure was renamed "Rules for Developing and Approving Educational Programs" and some changes were made to the text, particularly describing the procedure for creating dual-degree programs (including international educational programs) and clarifying the approval scheme for EPs.

Components of Educational Programs (EPs)

The educational program contains the following components:

General information about the EP;

Vision, mission, program goal, values, and attributes of university graduates;

Justification for the EP;

Features of the EP;

Potential career paths and workplaces for graduates;

Areas of professional competence;

Learning outcomes of the EP;

Regulatory references;

Content of the EP – information about modules and courses;

Resource provision for the EP: library resources, staff provision, material and technical base;

Prospective development plan for the EP;

Curriculum.

Compliance with Standards

EP 6B03101 – Sociology, EP 7M03101 – Sociology, EP 6B11401 – Social Work, EP 6B01404 – Professional Training, and EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design are developed in accordance with state educational standards of higher education, the National Qualifications Framework, professional standards, general societal demands, and aligned with the Dublin Descriptors and the European Qualifications Framework. These EPs align with the university's mission, meeting employers' needs and are based on the university's regulatory documents.

Program Specifics

EP 7M03101 – Sociology is aimed at preparing masters with a high level of professional training. The content and structure of the EP cluster are developed in accordance with the qualification characteristics of the master's program in "Sociology" for the following types of activities:

Sociological activities;

Organizational and analytical activities;

Experimental, research, and methodological activities.

EP 6B03101 – Sociology, EP 7M03101 – Sociology, EP 6B11401 – Social Work, EP 6B01404 – Professional Training, and EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design align with the goals and expected learning outcomes and personal development of students. They reflect components that foster personal development, creative abilities, and professional competencies of students. These EPs include courses aimed at achieving the goals, expected outcomes, and the development of students' professional and personal qualities.

Student-Centered and Competence-Based Approach

The main approach in developing educational programs is student-centered and competence-based, reflected in the constructive alignment of educational programs. According to constructive alignment, designing an EP starts with aligning the vision of future graduates' competencies among all stakeholders. Thus, the documents underpinning the development of EPs include:

University Development Program 2023-2029 (current at the time of EP development)

Concept for the Development of Higher Education and Science of the Republic of Kazakhstan (current at the time of EP development)

State Compulsory Educational Standard of Higher Education (from 2022, partially describing desired learning outcomes and competencies for graduates of higher and postgraduate education).

Development Process

The algorithm for creating an EP involves all stakeholders in the development process:

Employers are involved at the initial stage of developing the competency model of graduates and at the final stage of reviewing and evaluating the EP.

Faculty formulates learning outcomes and develops modules to achieve the expected results according to the competency model.

Students, after studying the Elective Courses Catalog, design their educational program by forming an individual study plan.

Stages and Deadlines for EP Design and Approval

First Stage: Discussion at the department level with faculty, formulating learning outcomes according to the competency model (responsible program leader) – December.

Second Stage: Discussion of EP content at the faculty level according to learning outcomes (responsible faculty EMC) – February.

Third Stage: Discussion with experts and employers at EMS – April.

Fourth Stage: Editing and placing in the EHEA database – May-June.

Fifth Stage: External expert review of the developed EP – July-August.

Involvement of Business Community

The business community is actively involved in the development of EPs through discussions on relevant competencies and learning outcomes, conducted once a year in April, as part of a working group meeting. Employers, especially those who are social partners and key players in their industry, are engaged in the design and implementation of EPs.

Professional Certification

Students regularly undergo courses to obtain professional certification.

Professional Certification for EP 6B03101 – Sociology and EP 6B11401 – Social Work (Academic Years 2022-2024)

Specialty	Course name	Number
2022-2023 academic year		
Social work 2 nd year	Leadership in Teams: Developing as a Leader	40 people
2023-2024 academic year		
Sociology 1, 2, 3, 4 year	Problem Solving and Effective Decision Making	40 people
Social work 2 nd year	Fundamentals of Customer Service	60 people

Survey Results of Faculty and Students

Faculty Satisfaction

The survey results among the faculty showed the following levels of satisfaction:

Scientific and professional interests and needs of faculty with the content of the educational program: 100%

Attention of the educational institution's leadership to the content of the educational program: 100%

Focus of educational programs/curricula on developing students' abilities and skills to analyze situations and make forecasts: 100%

Alignment of the educational program's content and quality with labor market expectations and employers' needs: 98.2%

Student Feedback

Students evaluated their agreement with the relevance of the taught material and course structure:

Relevance of the taught material:

91.5% – Completely agree

7.4% – Agree

Well-structured course content:

94.7% – Completely agree

3.7% – Agree

Analytical Section

Development and Analysis of EP 6B03101 – Sociology and Related Programs

Comparative Analysis

During the development of EP 6B03101 – Sociology, several educational programs from international universities were studied and compared:

Stanford University: 71.84%

Niğde Ömer Halisdemir University (Turkey): 89.48%

Moscow State Pedagogical University: 82.6%

University of Porto (Portugal): 59.8%

Despite apparent similarities with international programs, this educational program is unique in its offering of an additional minor program "Manager-Analyst." This program focuses on management and analysis, tailored to the consumer market, and motivates professional growth while meeting regional labor market demands. The external international consultant for EP 6B03101 – Sociology is Dr. PhD, Deputy Director of the Institute of Social Sciences, Doğan Turgay from Niğde Ömer Halisdemir University.

EP 6B11401 – Social Work

During the development of EP 6B11401 – Social Work, similarities were found with analogous programs from leading foreign universities:

The University of Chicago

Western Michigan University

The similarity rate was approximately 40%. The minor program "Consultant-Communicator" aims to adapt citizens to social changes and foster social responsibility in society. Social changes in modern public relations and new market requirements have shaped the labor market in a new format, which requires professional qualifications, knowledge of new forms, and directions for working with the population and social groups.

EP 7M03101 – Sociology

The comparative analysis of EP 7M03101 – Sociology with leading foreign universities revealed the following similarities:

Niğde Ömer Halisdemir University: 74%

Saint Petersburg State University: 84.1%

The uniqueness of EP 7M03101 – Sociology lies in preparing highly qualified sociologists who meet the regional labor market demands, equipped with skills in analytical, managerial, expert, research, and educational-pedagogical activities. The external international consultant for EP 7M03101 – Sociology is Dr. PhD, Deputy Director of the Institute of Social Sciences, Doğan Turgay from Niğde Ömer Halisdemir University.

EEC Notes and Recommendations

However, the EEC notes the need to demonstrate the positioning of these EPs in the national educational market and their uniqueness. Additionally, the EEC experts highlight the absence of joint implementation of the accredited EPs:

EP 6B03101 – Sociology

EP 7M03101 – Sociology

EP 6B11401 – Social Work

EP 6B01404 – Professional Training

EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design

Strengths / Best Practices for Accredited Educational Programs

- No strengths or best practices identified.

EEC Recommendations for EP 6B03101 – Sociology, EP 7M03101 – Sociology, EP 6B11401 – Social Work, EP 6B01404 – Professional Training, EP 6B01402 – Visual Arts, Artistic Work, Graphics, and Design:

- The leadership of the accredited EPs should demonstrate the positioning of the EPs in the national educational market and their uniqueness. Deadline: May 1, 2025.
- The leadership of the accredited EPs should develop an action plan to harmonize the content of the dual-degree EPs with similar programs at domestic and international universities to form and implement joint EPs. Deadline: December 1, 2025.

EEC Conclusions

Regarding the standard "Development and Approval of Educational Programs," 12 criteria were examined, of which 10 were found to be satisfactory and 2 require improvement.

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

- *The educational organization must establish mechanisms for monitoring and periodic evaluation of the educational program to ensure the achievement of goals and the satisfaction of the needs of students and society, demonstrating a commitment to the continuous improvement of the educational program.*
- *The monitoring and periodic evaluation of the educational program should encompass:
The content of the program in light of the latest scientific advancements in the specific discipline to ensure the relevance of the taught subject.*
 - *Changes in societal needs and the professional environment.*
 - *Student workload, academic performance, and graduation rates.*
 - *The effectiveness of student assessment procedures.*
 - *The expectations, needs, and satisfaction of students with the educational program.*
 - *The educational environment and support services, and their alignment with the objectives of the educational program.*
- *The management of the educational program must demonstrate a systematic approach to conducting monitoring and periodic evaluation of the program's quality.*
- *The educational organization and the program management must establish a mechanism for informing all stakeholders about any planned or implemented actions concerning the educational program.*
- *All changes made to the educational program must be published.*

Evidence Section

The university ensures the review of the content and structure of educational programs (EP) in response to labor market changes, employer requirements, and societal demands. The procedure for revising the goals of educational programs is defined in the university's document "Rules for the Development and Approval of Educational Programs." Analyzing labor market trends, employer requirements, and societal demands plays a crucial role in modifying the learning outcomes of EPs. Examples of such analyses include:

Research on labor market demand for specific professions or specialties: If labor market requirements and offerings change, the learning outcomes of EPs can be adapted to reflect new needs and demands.

Feedback collection from employers on graduate preparedness: Employers possess practical experience and often have a clearer understanding of the skills and competencies necessary for job success. Their feedback can help determine necessary changes to the program.

Consideration of societal demands and needs: Society expects EP graduates to possess not only professional skills but also relevant values, behavioral norms, and the ability to address social issues. Analyzing societal demands helps adapt learning outcomes to the current social context. The extent to which these factors influence changes in learning outcomes varies depending on the specific program and context. However, considering proposed changes ensures program relevance and successful graduate employment.

Based on departmental memos and the results of the University Methodological Council meeting on August 31, 2023, Protocol No. 5.1, 40 educational programs were removed from the Unified Higher Education Platform registry, including 4 bachelor's programs, 34 master's programs, and 2 doctoral programs, due to outdated content and no enrollments for over three years.

All stakeholders participate in the review of EPs, enabling the identification of actual production needs articulated by employers and other stakeholders. Employer involvement in the review of EPs is conducted through:

Employer participation in EP evaluation.

Employer involvement in the development of practice-oriented disciplines, internships, and research activities, as well as in formulating research topics.

Engagement of professional community representatives in teaching the educational program.

Students can submit their suggestions regarding course instruction, inclusion of topics, and changes to the format of sessions.

At the university level, the quality of educational services is systematically reviewed at the meetings of the University Methodological Council, addressing:

Content of independent research and project work (SRMP) and independent work (SRM).

Content of intermediate control materials, final certification, and diagnostic assessment tools.

Monitoring of these issues is conducted by competent commissions established by university or institute directives. The implementation of adopted decisions is monitored by the commission and discussed at the University Methodological Council and institute council meetings. If discrepancies are identified, corrective actions include amendments to academic documentation: working curriculum plans, working course programs, lecture courses, practical session plans, internship programs, methodological materials for students and faculty, and content and procedures for intermediate and final assessments.

The university places significant emphasis on teaching quality control. Forms of such control include student feedback (quantitative assessment and qualitative characteristics), peer reviews (evaluations, peer visits), updated portfolios, and obtaining feedback on instructors. Monitoring and evaluation of EPs occur at the department, institute, and rectorate levels, with mandatory analysis and review of program activity dynamics in meetings, leading to the implementation of appropriate decisions. At the department level, all types of activities (classroom, educational-methodological, extracurricular, independent student work, etc.) are monitored according to a set schedule, discussed at weekly operational meetings. At the end of the semester, faculty activities are analyzed and discussed at department meetings, resulting in decision-making. At the end of the academic year, department faculty undergo an attestation.

Analytical Section

Stakeholders are informed about any planned or undertaken actions regarding the educational programs (EP) through the university's closed internal system, social networks, and personal communications. However, the External Evaluation Commission (EEC) notes the absence of a mechanism for informing all stakeholders about any planned or undertaken actions concerning accredited EPs on the Kazakh National Women's Teacher Training University (KazNWTTU) website. The university does not publish information about changes made to the EPs.

The content of the programs is continually reviewed in light of the latest scientific advancements to ensure the relevance of the taught disciplines. When revising EPs, the opinions of employers and students are taken into account. The disciplines included in the Curriculum and Educational Design (CED) reflect current trends in the field of study and are designed with a logical sequence of study in mind. The CED includes courses aimed at developing creative personalities and forming professional competencies in students..

Strengths / Best Practices for Accredited Eps

- None identified.

Recommendations from the External Evaluation Commission (EEC) for EPs 6V03101 "Sociology," 7M03101 "Sociology," 6V11401 "Social Work," 6V01404 "Vocational Training," and 6V01402 "Visual Arts, Artistic Work, Graphics, and Design":

- Stakeholders must be informed about any planned or undertaken actions concerning the

EPs. Publish the results of changes made to the EPs and expand the formats and methods of informing all stakeholders about any planned or undertaken actions regarding the EPs by September 1, 2024.

EEC Conclusions:

-Under the standard "Continuous Monitoring and Periodic Evaluation of Educational Programs," 10 criteria were examined, of which:9 were found to be satisfactory, 1 requires improvement.

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

The management of the educational program must ensure respect and attention to various student groups and their needs, providing them with flexible learning paths.

The management of the educational program must ensure that teaching is based on contemporary advancements in global science and practice within the field of study, utilizing various modern teaching methods and assessment techniques to achieve the program’s objectives, including competencies and research skills at the required level.

The management of the educational program must establish mechanisms for distributing students’ academic workload between theory and practice within the program, ensuring each graduate masters the content and achieves the program’s objectives.

A crucial factor is the presence of independent research in the field of teaching methodologies for the program’s disciplines.

The university must ensure that the procedures for assessing learning outcomes align with the planned outcomes and objectives of the educational program.

The university must ensure the consistency, transparency, and objectivity of the evaluation mechanism for learning outcomes, with the criteria and methods of assessment published in advance.

Assessors must be proficient in modern methods of evaluating learning outcomes and regularly update their qualifications in this area.

The management of the educational program must demonstrate the existence of a feedback system on the use of various teaching methods and the assessment of learning outcomes.

The management of the educational program must demonstrate support for student autonomy while simultaneously providing guidance and assistance from instructors.

The management of the educational program must demonstrate the existence of procedures for responding to student complaints.

Evidence Section

One of the priority directions of the University's Development Program for 2023-2029 is the implementation of student-centered learning. The management of the educational programs ensures that students can independently choose their learning paths, facilitated by the university-developed catalog of elective courses. Students select an optimal individual learning profile with the help of department advisors (curators) from the faculty. Advisors hold discussions with students, explain the specifics of the qualifications being pursued, and assist in creating individual study plans. The elective course catalog, developed for each educational program by the respective departments, lists all elective courses with brief descriptions of their objectives, content, and expected outcomes (acquired knowledge, skills, and competencies).

Based on this catalog, students independently form their own learning paths. They select the required number of mandatory and elective courses, which are then reflected in their individual study plans (ISP). Students are provided with a list of mandatory and elective courses according to the catalog for forming their ISPs.

Different teaching methods predominate at each level of education (BA, MSc). For undergraduate programs, discussions, moderation, and case methods are more common, while for master's programs, methods aimed at developing scientific activity, such as research formulation and experimental hypothesis testing, comparative analysis, and others, are more

typical.

In the implementation of the educational process, faculty members from different departments are engaged in teaching courses that require an interdisciplinary or integrative approach. To ensure the employability of graduates, a wide selection of elective courses taught by leading specialists in sociology and social work has been introduced.

For the educational programs 6V03101-Sociology, 7M03101-Sociology, and 6V11401-Social Work, over 10% of the courses are taught in English. The methodology for teaching theoretical and applied disciplines in the master's programs focuses on the methodology of scientific research, considering the specifics of the student audience.

A crucial factor is the presence of independent research in the field of teaching methodology for the disciplines:

In 2023, N.B. Rakhmetova published a textbook "Methods and Techniques for Designing Women's Clothing."

In 2019, R.A. Darmanova, U.N. Begeshova, and K.A. Shagirova published textbooks on "Equipment for Sewing Production," "Sewing Technology," and "A Brief Professional Terminological Dictionary," among others.

Additionally, faculty members participate in scientific projects and internal policy projects at the regional and national levels:

N. Karajanov's project "Development of Methodological Recommendations for Improving the Quality of Education, Life, and Services for Students in Educational Institutions."

Acting Associate Professor A.A. Kaliyeva's project IRN 19577392 "Educational Inequality in Cities and Villages: Causes and Recommendations" for 2023-2025.

Acting Associate Professor A.A. Kaliyeva's project IRN AR 14869488 "Problems of Interaction of Ethnic Communities at the Local Level in Kazakhstani Society (2014-2021): Dynamics of Interethnic Conflicts and Ways to Prevent Violence Escalation" for 2023-2025.

The educational program documents include approved plans and schedules for internal departmental control and peer class visits by faculty members. Examination materials are provided to students a month before the session. The university has established procedures for responding to student complaints. The department and dean's office play key roles in receiving and addressing graduate student complaints. The official website features a rector's blog where students can submit complaints. There is also a compliance service and a public reception. Additionally, an automatically opening dialogue window allows an online consultant to answer questions and address complaints and suggestions in real-time.

Analytical Section

According to the internal document "University Development Program," the analysis of the external environment notes an increasing interest in a student-centered approach to education, which takes into account the diversity of student needs and learning styles. The task is to develop a system for analyzing individual student needs and providing them with customized learning materials. During student interviews, the primary measures include selecting courses from the catalog, forming individual study plans (ISP), and choosing topics for thesis or master's projects.

As a result of an internal decision and the university's anti-corruption policy, students do not write thesis projects but instead develop Lesson Study projects. Nevertheless, the program management has provided a list of topics for master's and thesis projects in the state language, which are available in the university's internal system.

According to the results of student surveys for the evaluated educational programs, 99.7% of respondents are satisfied with the teaching methods. During the interviews with students of the evaluated programs, EEC members determined that the mechanisms for evaluating learning outcomes in the programs are consistent, transparent, and objective, with all criteria and assessment methods published in the syllabi in advance.

However, the syllabi are not posted on the university website or the department's page, which would enhance the transparency of the faculty to students.

Program management's independent research on teaching methodology is noted, but it is not yet a culture within the departments.

Strengths / Best Practices

- The evaluated educational programs under this standard do not have any identified strengths.

Recommendations from the External Evaluation Commission (EEC) for EPs 6V03101 "Sociology," 7M03101 "Sociology," 6V11401 "Social Work," 6V01404 "Vocational Training," and 6V01402 "Visual Arts, Artistic Work, Graphics, and Design":

- Introduce a culture of independent research in the methodology of teaching educational program disciplines, and conduct internal monitoring of the use of various teaching and learning methods. Develop a plan for conducting independent research in the methodology of teaching educational program disciplines by September 1, 2024.

EEC Conclusions by Criteria:

- Under the standard "Student-Centered Learning, Teaching, and Assessment," 10 criteria were assessed, all of which were satisfactory.

6.6. Standard "Students"

The university must demonstrate its policy for forming the student body and ensure transparency and publication of procedures regulating the student life cycle (from admission to graduation).

The management of the educational programs should provide special adaptation and support programs for newly admitted and international students.

The university must demonstrate compliance with the Lisbon Recognition Convention, including the presence and application of mechanisms for recognizing the results of students' academic mobility, as well as the results of additional, formal, and informal learning.

The university should provide opportunities for external and internal academic mobility for students and assist them in obtaining external grants for education.

The university should encourage students to engage in self-education and development beyond the main program (extracurricular activities).

An important factor is the presence of a mechanism to support gifted students.

The university must demonstrate collaboration with other educational organizations and national centers of the "European Network of Information Centres in the European Region/National Academic Recognition Information Centres" (ENIC/NARIC) to ensure comparable recognition of qualifications.

The university must provide students with practical training opportunities and demonstrate a procedure for assisting graduates with employment and maintaining contact with them.

The university must demonstrate the procedure for issuing graduates documents that confirm the obtained qualification, including achieved learning outcomes.

The management of the educational programs must demonstrate that program graduates possess skills that are in demand in the labor market and that these skills are truly relevant.

The management of the educational programs must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.

An important factor is the existence of a functioning alumni association.

Evidence Section

The university implements its admission and selection policy in accordance with standard procedures that meet the requirements of the Ministry of Education and Science of the Republic of Kazakhstan, based on the Minister's Order No. 600 "On Approval of the Model Rules for Admission to Education in Educational Organizations Implementing Educational Programs of Higher and Postgraduate Education" dated December 31, 2018. Based on this order, the internal

Admission Rules of the university are developed.

To handle document submission and form the student body for all forms of education, the university has an Admissions Committee. All regulatory legal acts regarding student admission are posted on the university's website (<https://qyzpu.edu.kz/ru/postuplenie-na-bakalavriat>). Additionally, the Admissions Committee maintains pages on popular social networks like Instagram, Facebook, and VKontakte, where informational materials are posted as they become available.

Every year, the university holds an Adaptation Week for new students, during which each student in the academic cohort receives a "Guidebook" from advisors during the first week of classes. The adaptation and support program for newly admitted and international students begins with the collection of data on students facing academic or housing issues.

The university offers the following forms of academic mobility: double degree programs, exchange programs, scientific internships for faculty and staff, short-term seminars, professional development courses, outbound modules, and inviting foreign scholars to deliver lectures and educational modules.

For the EP 7M03101, master's students will undertake a scientific internship at Mirzo Ulugbek National University in Tashkent, Uzbekistan, from March 11 to 23, 2024.

As part of the academic mobility program, from January 5, 2024, to May 26, 2024, the university will host Harry Stage, a second-year master's student in the double degree program in "Central and Eastern European, Russian and Eurasian Studies" from the University of Glasgow, for an internship. At his initiative, a course of lectures on political science and sociology in English (32 hours) will be organized by the Department of Social and Humanitarian Disciplines.

To further develop academic mobility, plans for the 2024-2025 academic year include cooperation with Nigde Omer Halisdemir University for the EP 6V03101 Sociology and Mirzo Ulugbek University (Uzbekistan) for the EP 6V11401 Social Work.

The procedures for reinstatement and transfer of students are described in the document "Academic Policy." Educational documents issued by foreign educational organizations undergo a nostrification procedure in accordance with legislative requirements after the individuals are enrolled, during the first semester of study.

Analytical Section

The EEC experts note that the university has developed guidelines and procedures regulating academic mobility, and there are corresponding agreements with partner universities. However, academic mobility is observed among master's students but not undergraduate students. According to the program management, this is primarily due to parents' reluctance to let their daughters study abroad or in another city.

During the evaluation of the accredited educational programs, EEC members reviewed the practice bases and cooperation agreements with various Kazakhstani organizations and universities. Students actively engage in practical projects starting from the third year, often working part-time at practice bases on specific projects. Additionally, according to interviews, upon graduation, students have multiple job offers thanks to the efforts of the department, which is reflected in the high employment rate.

EEC members also noted that the practice bases for the Sociology programs provide students and faculty with access to licensed software. However, the material and technical resources presented are insufficient for the implementation of the accredited programs. For instance, the Sociology program includes a course that involves working with SPSS software according to the curriculum, but the university does not have licensed access to it, relying instead on personal accounts of the faculty or alternative programs. This is a significant drawback, as it not only limits comprehensive teaching and skill acquisition but also makes it impossible for faculty and master's students to apply for grant funding for research projects and public opinion surveys for local executive bodies and commercial organizations.

According to students, the university provides dormitory accommodation for all first-year

students and senior student activists. Accommodation is managed electronically through the Platonus system.

Despite the high level of graduate satisfaction with the quality of education, there is no Alumni Association, and maintaining connections with the university relies solely on personal relationships between former teachers and graduates.

Strengths / Best Practices

-The evaluated educational programs under this standard do not have any identified strengths.

Recommendations from the External Evaluation Commission (EEC) for EPs 6V03101 "Sociology," 7M03101 "Sociology," 6V11401 "Social Work," 6V01404 "Vocational Training," and 6V01402 "Visual Arts, Artistic Work, Graphics, and Design":

1. **Establish an Alumni Association:**
 - The university should create an Alumni Association and develop a plan for its organization and mechanisms for informing stakeholders by September 1, 2024.
2. **Consultation Mechanisms for Academic Mobility:**
 - The university should provide consultation mechanisms for students and their parents regarding opportunities for academic mobility by November 30, 2024.
3. **Plan for Developing Academic Mobility:**
 - The program management should develop a work plan for enhancing both external and internal mobility for students by September 1, 2024.

EEC Conclusions by Criteria:

- Under the standard "Students," 10 criteria were assessed, with 0 strong, 10 satisfactory, and 2 requiring improvement.

6.7. Standard "Faculty"

The university must have an objective and transparent personnel policy for each educational program, including hiring (including invited faculty), professional growth, and staff development, ensuring the professional competence of all staff members.

The university must demonstrate that the qualitative composition of the faculty meets the established qualification requirements, aligns with the university's strategy, and supports the goals of the educational programs.

The management of the educational programs should demonstrate the changing role of faculty in connection with the transition to student-centered learning and teaching.

The university must provide opportunities for career growth and professional development for faculty, including young instructors.

The university should engage specialists from relevant industries who possess professional competencies that meet the requirements of the educational programs.

The university must demonstrate the existence of a mechanism for motivating the professional and personal development of the faculty.

The university must demonstrate the widespread use of information and communication technologies (ICT) and software tools in the educational process by the faculty (e.g., online learning, e-portfolios, MOOCs, etc.).

The university should show a focus on developing academic mobility and attracting the best foreign and domestic instructors.

The university must demonstrate the involvement of each faculty member in promoting a culture of quality and academic integrity within the institution, and define the contributions of faculty, including invited ones, to achieving the goals of the educational programs.

An important factor is the involvement of the faculty in the development of the economy, education, science, and culture of the region and country.

Evidence Section

The criteria for staff recruitment and appointment are defined according to the Regulation "On Competitive Filling of Positions of the Faculty and Equivalent Persons," including results of secret and open voting by the competitive commission.

Staff selection is based on the analysis of the needs of structural divisions, followed by the announcement of a competition for vacant positions. A system for hiring faculty and working with staff has been developed and approved in accordance with paragraph 16 of the Standard Rules for the Activities of Educational Organizations Implementing Educational Programs of Higher and/or Postgraduate Education, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan No. 595 dated September 30, 2018. This system includes the following: motivating staff for high-quality work, involving them in processes to continuously improve activities; ensuring the mandatory professional development as a condition for quality and committed activities; and terminating contracts with faculty who do not engage in scientific work or achieve concrete results over an extended period.

Additionally, the university conducts faculty certification based on the Regulation on Certification of Employees. This procedure occurs in three stages: the first stage is the evaluation of the faculty portfolio, the second stage is testing knowledge of normative legal acts and internal strategic documents of the university, and the third stage is an interview with the Certification Commission. If the Commission decides that the candidate does not meet the requirements for the position, they are either demoted or their employment contract is terminated.

Employee termination occurs at the end of the employment contract term, as well as in accordance with the requirements of the Labor Code of the Republic of Kazakhstan.

The faculty structure and numbers ensure the implementation of educational programs. The program management systematically analyzes the quantitative and qualitative composition of the faculty.

For the 2019-2024 academic years, the Department implementing the Sociology and Social Work programs is staffed with 21 full-time faculty members and 9 part-time. The qualitative composition includes: 1 Doctor of Philosophy, 1 Doctor of Political Science, 2 Associate Professors (HAC), 5 Candidates of Political Science, 2 Candidates of Sociological Sciences, 1 Candidate of Philosophical Sciences, 8 Masters of Sociology and Social Work (Senior Lecturers), and 2 Masters (Lecturers). The staffing level for the Sociology and Social Work programs is 51%.

The faculty composition of the department implementing the Professional Training and Visual Arts, Artistic Work, Graphics, and Design programs for the 2019-2024 academic years includes 12 full-time faculty members and 1 part-time. This includes 2 Doctors of Science, 1 Professor (HAC), 3 Associate Professors (HAC), 5 Candidates of Pedagogical Sciences, 8 Masters (Senior Lecturers), 1 PhD, and 1 Senior Lecturer. The faculty's degree qualification is 33.3% without considering masters, and 100% when including master's degrees.

The quantitative and qualitative composition of the faculty meets the normative indicators of the ratios of full-time faculty to the total number, and the ratio of faculty with academic degrees and titles to the total number of full-time faculty, as established by the Order of the Minister of Education and Science of the Republic of Kazakhstan No. 391 dated June 17, 2015, "On Approval of Qualification Requirements for Educational Activities and the List of Documents Confirming Compliance" (amended March 11, 2016). The faculty meets the qualification requirements for licensing educational activities. All faculty members have basic education in their fields of study. Personal information about the faculty is posted on the university's website.

In the case of equal conditions during the hiring and filling of vacancies, priority is given to the following categories of employees:

Young specialists for work in the structural divisions of the university.

University employees and staff from its structural divisions for career growth and

professional development through the internal reserve.

Highly qualified specialists invited to the university (with official status as "invited professors").

The university has developed a mechanism and criteria for systematically evaluating faculty competence, which includes faculty evaluation; classroom visits by members of the University's Scientific-Methodological Council and management; student surveys ("Teacher through the Eyes of Students"); and a KPI plan.

The university also assesses psychological comfort based on the social survey "Social Well-being of the Faculty."

To monitor faculty satisfaction, an annual faculty survey is conducted. The results are communicated to the university management and departments. Every year, the management conducts a survey among the faculty to determine their satisfaction with the management's activities. The survey results are discussed at department meetings and faculty councils.

Professional development and training of staff are conducted by both external organizations and within the university. Documents confirming professional development and training are submitted to the personnel department, with copies stored in the personal files of the employees.

Analytical Section

It was determined during the EEC's work that the KPI system is not implemented in the university. Instead, incentives are paid as an additional salary at the end of the year.

During interviews and visits to departments, it was revealed that faculty members do not participate in the projects of the Center for Gender and Social Research. Additionally, faculty members involved in the "Visual Arts, Artistic Work, Graphics and Design" and "Vocational Training" programs have minimal participation in academic mobility, except for one instructor.

During discussions with faculty, it was confirmed that practitioners are actively involved in the educational process. During class visits, the use of information and interactive technologies, including interactive whiteboards and smart boards for creating "virtual reality," was noted.

Both departments have engaged practical instructors such as Associate Professor Aygul Kuanyshkalievna, and A. Omirzak. The analysis of the staffing policy shows that in recent years, the educational programs have been strengthened by hiring master's degree holders proficient in foreign languages.

The university recognizes its responsibility towards its staff, as repeatedly mentioned by various faculty members during interviews. This was reflected in the survey results: 100% satisfaction among faculty regarding feedback levels from the administration (very good - 41 people (74.5%); good - 14 people (25.5%)). However, there are some dissatisfied with the ability to combine teaching with research (2 people, 3.6%) and faculty involvement in decision-making processes (1 person, 1.8%). Additionally, 3 faculty members (5.5%) reported issues with the internet.

According to the university's internationalization strategy, by 2025, the number of faculty members proficient in English should reach 65%. However, at the time of meetings with the administrative staff, this figure was only 12%.

Recommendations

The university should create an Alumni Association and develop a plan for its organization and mechanisms for informing stakeholders by September 1, 2024.

The university should provide consultation mechanisms for students and their parents regarding opportunities for academic mobility by November 30, 2024.

The program management should develop a work plan for enhancing both external and internal mobility for students by September 1, 2024.

The university should implement a Key Performance Indicator (KPI) system to better incentivize and evaluate faculty performance.

The university should encourage faculty participation in projects of the Center for Gender and Social Research and other research centers.

The university should address the reported issues with internet connectivity to ensure a conducive environment for teaching and research.

The university should increase faculty involvement in strategic and managerial decision-making processes.

The university should take concrete steps to increase the number of faculty members proficient in English to meet the 2025 target of 65%.

Strengths / Best Practices

- The university attracts specialists from relevant industries who possess professional competencies that meet the requirements of the educational programs.

Recommendations from the External Evaluation Commission (EEC) for EPs 6V03101 "Sociology," 7M03101 "Sociology," 6V11401 "Social Work," 6V01404 "Vocational Training," and 6V01402 "Visual Arts, Artistic Work, Graphics, and Design":

1. Collaboration with Bolashak Center and Gender Studies Projects:

- Develop an action plan for department collaboration with the Bolashak Center for International Programs and for motivating faculty to undertake internships at top universities for the evaluated programs. Additionally, create a plan for joint activities with the Center for Gender and Social Research to involve department faculty in projects and implement a new Gender Studies program. Deadline: January 1, 2025.

2. Enhance English Proficiency:

- Develop mechanisms to improve the level of English proficiency among the faculty. Deadline: March 1, 2025.

3. Implement KPI System for Faculty:

- Develop and implement a Key Performance Indicator (KPI) system for the faculty. Deadline: December 1, 2024.

Specific Recommendations for EPs 6V03101 "Sociology," 7M03101 "Sociology":

1. Access to Licensed Software:

- Ensure access to licensed software (SPSS) and programs for coding and data processing. Deadline: May 1, 2025.

EEC Conclusions by Criteria:

- Under the standard "Faculty," 10 criteria were assessed, with 1 strong, 8 satisfactory, and 1 requiring improvement.

6.8. Standard "Educational Resources and Student Support Systems"

The university must ensure that its infrastructure and educational resources, including material and technical resources, align with the goals of the educational programs.

The management of the educational programs should demonstrate the sufficiency of classrooms, laboratories, and other facilities equipped with modern equipment to achieve the goals of the educational programs.

The university must demonstrate that its information resources meet the needs of the university and the educational programs, including:

Technological support for students and faculty according to the 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 subjects in both paper and electronic formats, periodicals, and access to scientific databases;

Expertise in the results of research, final projects, and dissertations for plagiarism;

Functioning Wi-Fi across the campus.

The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of research work by faculty, staff, and students.

The university should strive to ensure that the educational equipment and software used in

mastering the educational programs are analogous to those used in the relevant industries of the economy.

The management of the educational programs should demonstrate the existence of support procedures for various student groups, including information and consultation services.

The management of the educational programs should show that conditions exist for promoting students along individual educational trajectories.

The university must consider the needs of various student groups (adults, working students, international students, and students with special educational needs).

The university must ensure that its infrastructure meets safety requirements.

Evidence Section

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

The university maintains a social website where all information about the university's activities in general and specific educational programs is posted (<https://qyzpu.edu.kz/>). Students and staff are provided with corporate email, Microsoft Teams accounts, access to the electronic library, the university management system HeroStudy, ZOOM, Office 365, Wi-Fi login/password, and for staff, access to the electronic document management system Salem Office. All applications, documents, and contracts are signed in the electronic document management system using an electronic digital signature.

The library has seating for 450, including computer classes.

The total collection comprises 1,086,982 items, including 11,769 electronic titles.

The university's infrastructure meets safety requirements, including turnstiles, a Face ID control system, and video surveillance in classrooms.

Special signage is available for the visually impaired, and the Center for the Development of Inclusive and Special Education supports students with special needs.

The university has a security service department staffed with a Safety and Labor Protection Engineer and a Civil Defense and Emergency Situations Engineer.

Video cameras are installed in all academic buildings, classrooms, entry points, and dormitory corridors.

Vehicle access to the university campus is restricted.

All university and dormitory facilities are equipped with fire safety measures, including fire alarms, hydrants, extinguishers, sound alarms, and evacuation exits. All employees have undergone safety and labor protection, civil defense, and emergency situation training.

Health and Wellness Facilities

The university has a medical office where healthcare professionals provide daily services and monitor the health situation.

A swimming pool is available on campus.

Disinfection activities are regularly conducted in all premises according to a planned schedule.

The university operates a laundry service.

Recommendations for Further Improvement

Collaboration with Bolashak Center and Gender Studies Projects:

Develop an action plan for department collaboration with the Bolashak Center for International Programs and motivate faculty to undertake internships at top universities for the evaluated programs. Additionally, create a plan for joint activities with the Center for Gender and Social Research to involve department faculty in projects and implement a new Gender Studies program. Deadline: January 1, 2025.

Develop mechanisms to improve the level of English proficiency among the faculty. Deadline: March 1, 2025.

Develop and implement a Key Performance Indicator (KPI) system for the faculty.
Deadline: December 1, 2024.

Ensure access to licensed software (SPSS) and programs for coding and data processing.
Deadline: May 1, 2025.

Library Provision for Educational Programs (2021-2024 Academic Years)

EP	2021-2022		2022-2023		2023-2024	
	State.	Russ.	State.	Russ.	State.	Russ.
Sociology	1230	780	1450	820	1739	906
Social work	13470	3310	14900	4630	15963	5328
Professional Training	1721	198	1756	209	1785	215

The university ensures that classrooms are equipped according to modern technical requirements. All classrooms have computers connected to the Internet. Three classrooms are equipped with interactive whiteboards, and there are nine computers available in faculty offices for individual work. The department possesses the material, technical, and informational resources necessary to maintain a high level of educational organization.

Facilities and Equipment

Internet-Connected Computers: Available in all classrooms

Interactive Whiteboards: Installed in three classrooms

Faculty Offices: Equipped with nine computers for individual use

Special Equipment: Classrooms equipped with special equipment for lectures, practical, and individual sessions

Overall Learning Area: Meets normative indicators and standards of sanitary and fire safety services

Sanitary and Fire Safety: Fully compliant with regulatory requirements

Methodological and Technological Support: Provided to faculty members

Digital Competence Training: Faculty members have opportunities to enhance their digital skills through training

Professional Development: Faculty members have attended advanced training courses

Bachelor's Programs: The department prepares bachelor's students using the Full-Time with Distance Learning (FDTD) system according to the university's regulation on organizing the educational process.

By maintaining these high standards and ensuring the continuous development of its faculty and resources, the university supports a conducive learning environment and the effective implementation of its educational programs.

Analytical Section

Considering the university's long history, the old lecture hall facilities and university buildings should be taken into account. At the time of the EEC meeting, renovation work was ongoing in the building, and according to the university's rector, plans include further updates and the purchase of a new building for classes. Additionally, the Wi-Fi signal on campus is weak.

The process of plagiarism checks for final projects and master's theses is conducted through the corporate systems ASAP (no more than 3 times) and UNIVER 2.0 (no more than 2 times) using the "strikeplagiarism.com" platform. According to the regulations on diploma work plagiarism, the maximum allowable percentage of plagiarism for bachelor's final year projects should not exceed KP1 – 30%, KP2 – 5%.

Regarding the verification of student research results, the EEC members confirmed the process of checking for plagiarism.

Despite the presence of support services for persons with disabilities, not all categories of disabilities have mobility options. For example, there are no elevators. Additionally, there is no documented policy on the inclusion of persons with disabilities and international students.

Recommendations from the External Evaluation Commission (EEC) for EPs 6V03101 "Sociology," 7M03101 "Sociology," 6V11401 "Social Work," 6V01404 "Vocational Training," and 6V01402 "Visual Arts, Artistic Work, Graphics, and Design":

1. Ensure Reliable Wi-Fi Access:

- Ensure uninterrupted Wi-Fi access on campus and in the dormitories. Deadline: September 1, 2024.

Additional Recommendations for EPs 6V03101 "Sociology" and 7M03101 "Sociology":

1. Establish a Center or Laboratory for Sociological Research:

- Create conditions for opening a Center or Laboratory for Sociological Research within the department to study the needs and demands of the university, provide consultations, and offer courses on conducting research for publications. Deadline: May 1, 2025.

EEC Conclusions by Criteria:

- Under the standard "Educational Resources and Student Support Systems," 13 criteria were evaluated, with 0 strong, 11 satisfactory, and 2 requiring improvement.

6.9. Standard "Public Information"

The university guarantees that published information is accurate, objective, up-to-date, and reflects all areas of the university's activities within the educational program.

Informing the public should include support and clarification of national development programs and the system of higher and postgraduate education.

The university administration should use various methods of information dissemination (including media, web resources, information networks, etc.) to inform the general public and interested parties.

Information about the educational program should be objective, up-to-date, and include:

The goal and planned outcomes of the educational program, and the qualification awarded;

Information on the system of student achievement assessment;

Information on academic mobility programs and other forms of cooperation with partner universities and employers;

Opportunities for developing students' personal and professional competencies and employment;

Data reflecting the positioning of the educational program in the educational services market (at regional, national, and international levels).

An important factor is the publication of reliable information about the faculty on open resources, categorized by individuals.

The university should publish audited financial statements of the educational programs on its own web resource.

The university should post information and links to external resources with the results of external evaluation procedures.

An important factor is the placement of information about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners, and educational organizations.

Evidence Section

The university continuously works to ensure the collection, analysis, and dissemination of essential information for the effective management of educational programs and other activities. Currently, the system (<https://qyzpu.edu.kz>) contains a comprehensive database of students across all levels and forms of education, faculty, and other employees, organized into user groups with individual rights and differentiated access to information resources. The university ensures the collection, analysis, and dissemination of key information on the website for the effective management of educational programs and other activities. The media department provides a unified information space and coverage of all university activities and achievements in the media. The department pages for EPs 6B11401 Social Work, 6B03101 Sociology, 7M03101 Sociology, 6B01404 Vocational Training, and 6B01402 Visual Arts, Artistic Work, Graphics, and Design are systematically updated with current information.

The general public and interested parties are informed about educational programs not only through the official website and social networks but also via publications in national media (television channels, newspapers, online media, radio, etc.). Public information is provided in consideration of the need to support and explain national development programs and the development of the postgraduate education system.

The university's website includes information about the university's history, mission, development strategy, national scientific events, and more. Annually, as part of career guidance activities, faculty members meet with high school students to disseminate information about educational programs, participate in city and national events, "Open Days" for applicants, and "Job Fairs." Direct communication with applicants and university students is conducted through social media accounts on Instagram, Facebook, VKontakte, and others. In the bachelor's programs, some documents (list of admission documents, entrance exam application, exam schedule, appeals, and consultations) and admission procedures are provided on the department pages.

Faculty members conducted career guidance activities with graduates in Zhezkazgan, secondary school No. 2 in the village of Kengir, Zhezkazgan Humanities College, Kostanay region, Arkalyk city, and Amangeldy district, as well as in a lyceum school in Almaty, followed by a master class. Additionally, on the department's Instagram page, necessary information and videos for applicants about EPs 6B01404 Vocational Training and 6B01402 Visual Arts, Artistic Work, Graphics, and Design were uploaded.

Each faculty member has their own page reflecting their position and title, education, teaching and methodological work at the department, scientific activities, participation in university life, and personal development.

Analytical Section

Within the evaluated educational programs, information must be accurate, objective, up-to-date, and innovative. Considering that the website is trilingual, the information in all three languages is not identical. For example, the Jivo chatbot is available only in two languages.

When analyzing the pages of each faculty member involved in the evaluated programs, EEC members noted detailed information about the experience and achievements of the faculty and the presence of feedback mechanisms. However, the audited financial statements are not presented on the web resource.

Strengths / Best Practices

- The evaluated educational programs under this standard do not have any identified strengths.

Recommendations from the External Evaluation Commission (EEC) for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

1. Systematic Internal Monitoring of the Website:

-Conduct systematic internal monitoring of the website and evaluate to what extent the existing information resource meets modern requirements, goals, and objectives of the educational programs. Deadline: September 1, 2024.

2. Publish Audited Financial Statements:

-Post audited financial statements on the web resource. Deadline: January 1, 2025.

EEC Conclusions by Criteria:

-Under the standard "Public Information," 12 criteria were evaluated, with 0 strong, 10 satisfactory, and 2 requiring improvement.

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

Standard "Educational Program Management"

Strengths / Best Practices for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design": Openness and Accessibility: Evidence has been demonstrated of the openness and accessibility of the educational programs for students, faculty, employers, and other stakeholders.

Standard "Information Management and Reporting"

Strengths / Best Practices for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

None Identified:

No strengths or best practices were identified.

Standard "Development and Approval of Educational Programs"

Strengths / Best Practices for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

None Identified:

No strengths or best practices were identified.

Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs"

Strengths / Best Practices for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

None Identified:

No strengths or best practices were identified.

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

Strengths / Best Practices for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

None Identified:

No strengths or best practices were identified.

Standard "Students"

Strengths / Best Practices for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

None Identified:

No strengths or best practices were identified.

Standard "Faculty"

Strengths / Best Practices for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

Professional Expertise:

The university attracts specialists from relevant industries who possess professional competencies that meet the requirements of the educational programs.

Standard "Educational Resources and Student Support Systems"

Strengths / Best Practices for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

None Identified:
No strengths or best practices were identified.

Standard “Public Information”

Strengths / Best Practices for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

None Identified:
No strengths or best practices were identified.

(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

Standard “Educational Program Management” 7

Recommendations from the External Evaluation Commission (EEC) for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

Risk Management in Development Plan:

The management of the accredited educational programs should include a section in the development plan that describes potential risks in the implementation of the accredited programs. This section should specify the types of risks, possible consequences, and descriptions of mechanisms and measures for risk management. Deadline: September 1, 2024.

Innovation Management:

The university management needs to demonstrate the management of innovations within the educational programs, including the analysis and implementation of innovative proposals. Deadline: September 1, 2024.

Standard “Information Management and Reporting”

Recommendations from the External Evaluation Commission (EEC) for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

Implement a System for Documenting and Accounting Inquiries:

Implement a system for documenting and accounting inquiries from stakeholders of the educational programs, as well as providing feedback on each inquiry. Deadline: September 1, 2024.

Standard “Development and Approval of Educational Programs”

Recommendations from the External Evaluation Commission (EEC) for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

Positioning and Uniqueness:

The management of the accredited educational programs should demonstrate the positioning of the programs in the national educational market and their uniqueness. Deadline: May 1, 2025.

Harmonization Plan for Double Degree Programs:

The management of the accredited educational programs should develop an action plan for harmonizing the content of double degree programs with similar programs in domestic and foreign universities to form and implement joint programs. Deadline: December 1, 2025.

Standard “Continuous Monitoring and Periodic Evaluation of Educational Programs”

Recommendations from the External Evaluation Commission EEC for EPs 6B03101

"Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

Informing Stakeholders:

Stakeholders must be informed about any planned or undertaken actions regarding the educational programs. Publish the results of changes made to the programs, and expand the formats and methods of informing all interested parties about any planned or undertaken actions regarding the programs. Deadline: September 1, 2024.

Standard “Student-Centered Learning, Teaching, and Performance Assessment”

Recommendations from the External Evaluation Commission (EEC) for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

Promote a Culture of Independent Research:

Introduce a culture of independent research in the methodology of teaching disciplines within the educational programs. Conduct internal monitoring of the use of various teaching and learning methods. Develop a plan for conducting independent research in the methodology of teaching disciplines within the educational programs. Deadline: September 1, 2024.

Standard “Students”

Recommendations from the External Evaluation Commission (EEC) for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

The university should create an Alumni Association and develop an organization plan and mechanisms for informing stakeholders. Deadline: September 1, 2024.

The university should provide consultation mechanisms for students and their parents about opportunities for academic mobility. Deadline: November 30, 2024.

The management of the educational programs should develop a work plan for enhancing both external and internal mobility for students. Deadline: September 1, 2024.

Standard “Faculty”

Recommendations from the External Evaluation Commission (EEC) for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

Collaboration and Faculty Motivation:

Develop a plan for department collaboration with the Bolashak Center for International Programs, and for motivating faculty to undertake internships at top universities for the evaluated programs. Additionally, create a plan for joint activities with the Center for Gender and Social Research to involve faculty in projects and implement the new Gender Studies program. Deadline: January 1, 2025.

Enhance English Proficiency:

Develop mechanisms to improve the level of English proficiency among faculty. Deadline: March 1, 2025.

Implement a KPI System for Faculty:

Develop and implement a Key Performance Indicator (KPI) system for faculty. Deadline: December 1, 2024.

Standard “Educational Resources and Student Support Systems”

Recommendations from the External Evaluation Commission (EEC) for EPs 6B03101 "Sociology," 7M03101 "Sociology," 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

Ensure Reliable Wi-Fi Access:

Ensure uninterrupted Wi-Fi access on campus and in the dormitories. Deadline: September

1, 2024.

Additional Recommendations for EPs 6B03101 "Sociology" and 7M03101 "Sociology":
Establish a Center or Laboratory for Sociological Research:

Create conditions for opening a Center or Laboratory for Sociological Research within the department to study the needs and demands of the university, provide consultations, and offer courses on conducting research for publications. Deadline: May 1, 2025.

Standard "Public Information"

Recommendations from the External Evaluation Commission (EEC) for EPs 6B11401 "Social Work," 6B01404 "Vocational Training," and 6B01402 "Visual Arts, Artistic Work, Graphics, and Design":

Systematic Internal Monitoring of the Website:

Conduct systematic internal monitoring of the website and evaluate to what extent the existing information resources meet modern requirements, goals, and objectives of the educational programs. Deadline: September 1, 2024.

Publish Audited Financial Statements: Post audited financial statements on the web resource. Deadline: January 1, 2025.

(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE EDUCATIONAL INSTITUTION

Recommendations for Kazakh National Women's Teacher Training University (Kaznwttu):

The university administration should conduct an analysis of existing resources and organize the expansion of classroom facilities for the accredited educational programs to create favorable working conditions for the university's faculty.

The university administration should organize the educational process by involving professional methodologists to create an educational environment conducive to the effective pedagogical activities of the faculty.

The university administration should conduct an analysis of existing resources and organize the expansion of classroom facilities for the accredited educational programs to create favorable working conditions for the university's faculty.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The External Evaluation Commission unanimously decided to recommend to the Accreditation Council the accreditation of the educational programs 6B01404 Vocational Training, 6B01402 Visual Arts, Artistic Work, Graphics, and Design, 6B03101 Sociology, 7M03101 Sociology, and 6B11401 Social Work, implemented by the Non-Profit Joint Stock Company "Kazakh National Women's Teacher Training University," for a period of **five (5) years**.

Appendix 1. Assessment Table “SPECIALIZED PROFILE PARAMETERS”**Conclusion of the External Evaluation Commission on the Quality Assessment of Educational Programs:**

Programs Evaluated: 6B03101 Sociology; 7M03101 Sociology; 6B11401 Social Work; 6B01404 Vocational Training; 6B01402 Visual Arts, Artistic Work, Graphics, and Design

NJSC "Kazakh National Women's Teacher Training University"

п\п	п\п	Evaluation Criteria	Position of the Educational Organization			
			Strong	Satisfactory	Needs improvement	Unsatisfactory
Standard “Educational Program Management”						
1	1.	The university must demonstrate the development of the goals and strategy for the educational programs based on an analysis of external and internal factors with the broad involvement of diverse stakeholders.		+		
2		The quality assurance policy should reflect the connection between scientific research, teaching, and learning.		+		
3		The university demonstrates the development of a quality assurance culture.		+		
4		The commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint/double degree education and academic mobility.		+		
5		The management of the educational programs ensures transparency in the development of the program's development plan based on an analysis of its functioning, the actual positioning of the university, and its focus on meeting the needs of students, the state, employers, and other stakeholders.		+		
6		The management of the educational programs demonstrates the functioning mechanisms for the formation and regular revision of the development plan of the educational programs, the monitoring of its implementation, the evaluation of the achievement of learning objectives, and the alignment with the needs of students, employers, and society. They also make decisions aimed at the continuous improvement of the educational programs.		+		
7		The management of the educational programs should involve representatives of stakeholder groups, including employers, students, and faculty, in the formation of the development plan of the educational programs.		+		
8		The management of the educational programs should demonstrate the individuality and uniqueness of the development plan of the educational programs, its alignment		+		

		with national development priorities, and the education 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 personnel duties, and the delineation of functions of collegial bodies.		+		
10		The management 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, as well as the involvement of all interested parties in this process.		+		
11		The management of the educational programs must 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 management of the educational programs must implement risk management.			+	
13		The management of the educational programs must ensure the participation of representatives of stakeholders (employers, faculty, students) in the collegial bodies of the educational program, as well as their representation in decision-making processes regarding the management of the educational program.		+		
14		The university must demonstrate innovation management within the educational programs, including the analysis and implementation of innovative proposals.			+	
15		The management of the educational programs must demonstrate their openness and accessibility to students, faculty, employers, and other interested parties.	+			
16		The management of the educational programs confirms their completion of training in educational management programs.		+		
17		The management of the educational programs should strive to ensure that progress made since the last external quality assurance procedure is taken into account in preparation for the next procedure.		+		
Overall Summary for the standard			1	14	2	0
Standard “Information Management and Reporting”						
18		The university must ensure the functioning of a system for the collection, analysis, and management of information based on modern information and communication technologies and software tools.		+		
19		The management of the educational programs demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
20		The management of the educational programs demonstrates the presence of a reporting system that reflects the activities of all structural units and departments within the educational programs, including the evaluation of their effectiveness.		+		
21		The university must determine the periodicity, forms, and methods of evaluating the management of the educational programs, the activities of collegial bodies and structural units, and the top management.		+		
22		The university must demonstrate a mechanism for ensuring information security, including the identification of responsible		+		

		individuals 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 information collection and analysis, as well as decision-making based on this information.		+		
24		The management of the educational programs must demonstrate the presence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution.		+		
25		The university must measure the degree of satisfaction of students, faculty, and staff within the educational programs and provide evidence of addressing identified deficiencies.		+		
26		The university must evaluate the effectiveness and efficiency of activities within the educational programs.		+		
		The information collected and analyzed by the university within the educational programs should consider:				
27		Key performance indicators		+		
28		Dynamics of student enrollment by form and type		+		
29		Academic performance, student achievements, and attrition rates		+		
30		Student satisfaction with the implementation of the educational programs and the quality of education at the university		+		
31		Availability of educational resources and support systems for students		+		
32		Employment and career growth of graduates		+		
33		Students, faculty, and staff must document their consent for the processing of personal data.		+		
34		The management of the educational programs must facilitate the provision of necessary information in relevant fields of science.		+		
Overall Summary for the standard			0	17	0	0
Standard “Development and Approval of Educational Programs”						
35		The higher education institution must demonstrate the existence of a documented procedure for the development of educational programs (EP) and its approval at the institutional level.		+		
36		The institution must show that the developed educational program aligns with the established objectives and intended learning outcomes.		+		
37		The educational program management must determine the impact of courses and professional practices on the formation of learning outcomes.		+		
38		The higher education institution demonstrates the existence of a graduate profile model for the educational program (EP), which describes the learning outcomes and personal qualities.		+		
39		The qualification awarded upon completion of the EP must be clearly defined, explained, and correspond to a specific level of the National Qualifications Framework (NQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA).		+		
40		The educational program management must demonstrate a modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS), ensuring that the program content structure aligns with the set objectives and is		+		

		oriented towards achieving the intended learning outcomes for each graduate.				
41		The educational program management must ensure that the content of the academic disciplines and learning outcomes are aligned with each other and with the level of study (bachelor's, master's, doctoral).		+		
42		The educational program management must demonstrate the conduct of external evaluations of the educational program.		+		
43		The educational program management must provide evidence of the involvement of students, faculty, and other stakeholders in the development and quality assurance of the educational program.		+		
44		The educational program management must demonstrate the uniqueness of the educational program and its positioning in the educational market (regional, national, international).			+	
45		An important factor is the ability to prepare students for professional certification.		+		
46		Another important factor is the presence of joint and/or dual degree programs with foreign universities.			+	
Overall Summary for the standard			0	10	2	0
Standard “Continuous Monitoring and Periodic Evaluation of Educational Programs”						
47		The higher education institution must ensure the revision of the structure and content of the educational program (EP) considering labor market changes, employer requirements, and societal demands.		+		
48		The institution must demonstrate the existence of a documented procedure for conducting monitoring and periodic assessment to achieve the EP's goals and ensure its continuous improvement.		+		
		Monitoring and periodic assessment of the EP should consider:				
49		The program content in the context of the latest scientific and technological advancements in the specific discipline		+		
50		Changes in societal needs and the professional environment		+		
51		Student workload, academic performance, and graduation rates		+		
52		The effectiveness of student assessment procedures		+		
53		Student needs and their level of satisfaction		+		
54		The alignment of the educational environment and support services with the EP's goals		+		
55		All stakeholders must be informed about any planned or undertaken actions regarding the EP. Any changes made to the EP must be published.			+	
56		Support services must identify the needs of various student groups and their level of satisfaction with the organization of learning, teaching, assessment, and the EP as a whole.		+		

Overall Summary for the standard			0	9	1	0
Standard “Student-Centered Learning, Teaching, and Performance Assessment”						
57		The educational program management must ensure respect and attention to the needs of diverse student groups, providing them with flexible learning pathways.		+		
58		The educational program management must ensure teaching is based on the latest global scientific and practical achievements in the field, utilizing various modern teaching and assessment methodologies to achieve the program's goals, including competencies and the skills required for conducting research at the necessary level.		+		
59		The educational program management must define mechanisms for distributing students' academic workload between theory and practice within the program, ensuring the mastery of content and the achievement of the program's goals by each graduate.		+		
60		An important factor is the presence of original research in the methodology of teaching the program's disciplines.		+		
61		The institution must ensure that the procedures for assessing learning outcomes are aligned with the intended outcomes and goals of the program.		+		
62		The institution must ensure the consistency, transparency, and objectivity of the learning outcomes assessment mechanism. The criteria and methods for assessing learning outcomes must be published in advance.		+		
63		Assessors must be proficient in modern methods of learning outcomes assessment and regularly update their qualifications in this area.		+		
64		The educational program management must demonstrate the existence of a feedback system for the use of various teaching and learning outcomes assessment methodologies.		+		
65		The educational program management must demonstrate support for student autonomy while providing guidance and assistance from the instructor.		+		
66		The educational program management must demonstrate the existence of a procedure for responding to student complaints.		+		
Overall Summary for the standard			0	10	0	0
Standard “Students”						
67		The higher education institution must demonstrate its policy for forming the student body and ensure transparency in its procedures. The procedures governing the student lifecycle (from admission to completion) must be defined, approved, and published.		+		
68		The educational program management must provide special adaptation and support programs for newly admitted and international students.		+		
69		The institution must demonstrate compliance with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility, as well as outcomes from additional, formal, and informal learning.		+		

70		The institution must ensure opportunities for both external and internal academic mobility of students and assist them in obtaining external grants for education.			+	
71		The institution must actively encourage students towards self-education and development beyond the main program (extracurricular activities).		+		
72		An important factor is the presence of a mechanism for supporting gifted students.		+		
73		The institution must demonstrate collaboration with other educational organizations and national centers of the "European Network of Information Centres in the European Region/National Academic Recognition Information Centres" (ENIC/NARIC) to ensure comparable recognition of qualifications.		+		
74		The institution must provide students with internship opportunities and demonstrate a procedure for assisting graduates in finding employment and maintaining contact with them.		+		
75		The institution must demonstrate the procedure for issuing documents to graduates that confirm their qualifications, including the achieved learning outcomes.		+		
76		The educational program management must demonstrate that graduates of the program possess skills that are in demand in the labor market and that these skills are indeed required by the market.		+		
77		The educational program management must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.		+		
78		An important factor is the existence of an active alumni association.			+	
Overall Summary for the standard			0	10	2	0
Standard "Faculty"						
79		The higher education institution must have an objective and transparent staffing policy regarding the educational program (EP), which includes hiring (including visiting faculty), professional growth, and staff development, ensuring the professional competence of the entire faculty.		+		
80		The institution must demonstrate that the quality of the faculty meets the established qualification requirements, aligns with the university's strategy, and supports the EP's goals.		+		
81		The educational program management must demonstrate the evolving role of faculty in the shift towards student-centered learning and teaching.		+		
82		The institution must provide career growth and professional development opportunities for faculty, including young instructors.		+		
83		The institution must engage industry specialists with professional competencies that meet the EP's requirements for teaching.	+			
84		The institution must demonstrate the existence of a mechanism to motivate the professional and personal development of the faculty.		+		

85		The institution must demonstrate the extensive use of information and communication technologies and software tools in the educational process by the faculty (e.g., online learning, e-portfolios, MOOCs, etc.).			+	
86		The institution must demonstrate its commitment to promoting academic mobility and attracting the best foreign and domestic instructors.			+	
87		The institution must demonstrate each instructor's involvement in promoting a culture of quality and academic integrity within the university, defining the contributions of both regular and visiting faculty in achieving the EP's goals.			+	
88		An important factor is the involvement of the faculty in the development of the region's economy, education, science, and culture.			+	
Overall Summary for the standard			1	8	1	0
Standard "Educational Resources and Student Support Systems"						
89	1.	The higher education institution must ensure that its educational resources, including material and technical resources and infrastructure, align with the goals of the educational program (EP).			+	
90	2.	The educational program management must demonstrate the availability of classrooms, laboratories, and other facilities equipped with modern equipment to achieve the EP's goals.			+	
		The institution must demonstrate that its information resources meet the needs of the university and the implemented EPs, including the following aspects:				
91	3.	Technological support for students and faculty according to the educational programs (e.g., online learning, simulation, databases, data analysis programs)			+	
92	4.	Library resources, including collections of educational, methodological, and scientific literature on general, foundational, and specialized disciplines in both print and electronic formats, periodicals, and access to scientific databases			+	
93	5.	Plagiarism check of research results, final projects, and dissertations			+	
94	6.	Access to educational internet resources			+	
95	7.	Functioning Wi-Fi on campus				+
96	8.	The institution must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the research results of faculty, staff, and students.			+	
97	9.	The institution should strive to ensure that the educational equipment and software tools used for mastering educational programs are similar to those used in the relevant economic sectors.			+	
98	10.	The educational program management must demonstrate the existence of support procedures for various student groups, including information and counseling services.			+	
99	11.	The educational program management must show the availability of conditions for promoting students' progress along individual educational trajectories.			+	

100	12.	The institution must consider the needs of various student groups (adults, working students, international students, and students with special educational needs).			+	
101	13	The institution must ensure that its infrastructure meets safety requirements.		+		
Overall Summary for the standard			0	11	2	0
Standard “Public Information”						
102	1.	The information published by the higher education institution must be accurate, objective, up-to-date, and reflect all areas of the institution's activities within the educational program (EP).			+	
103	2.	Public information dissemination should support and explain national development programs and the system of higher and postgraduate education.		+		
104	3.	The university administration must use various methods of information dissemination (including media, web resources, information networks, etc.) to inform the general public and stakeholders.		+		
		The information published by the institution about the educational program must be objective and up-to-date, including:				
105	4.	The purpose and intended outcomes of the EP, the qualification awarded		+		
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 EP in the educational services market (at regional, national, and international levels)		+		
110	9.	An important factor is the publication of reliable information about the faculty on open resources, detailed by individual personnel.		+		
111	10.	The institution must publish audited financial statements for the EP on its own web resource.			+	
112	11.	The institution must post information and links to external resources with the results of external evaluation procedures.		+		
113	12.	An important factor is the placement of information about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners, and educational organizations.		+		
Overall Summary for the standard			0	10	2	0
TOTAL			2	99	12	0

Appendix 2. Visit Program to the Educational Institution



APPROVED
Chairman of the Board - Rector
NJSC "Kazakh National Women's Teacher
Training University"

Qanay G.A.
 " ____ " _____ **2024**



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

APPROVED
General Director
Nonprofit Institution "Independent Accreditation
and Rating Agency"

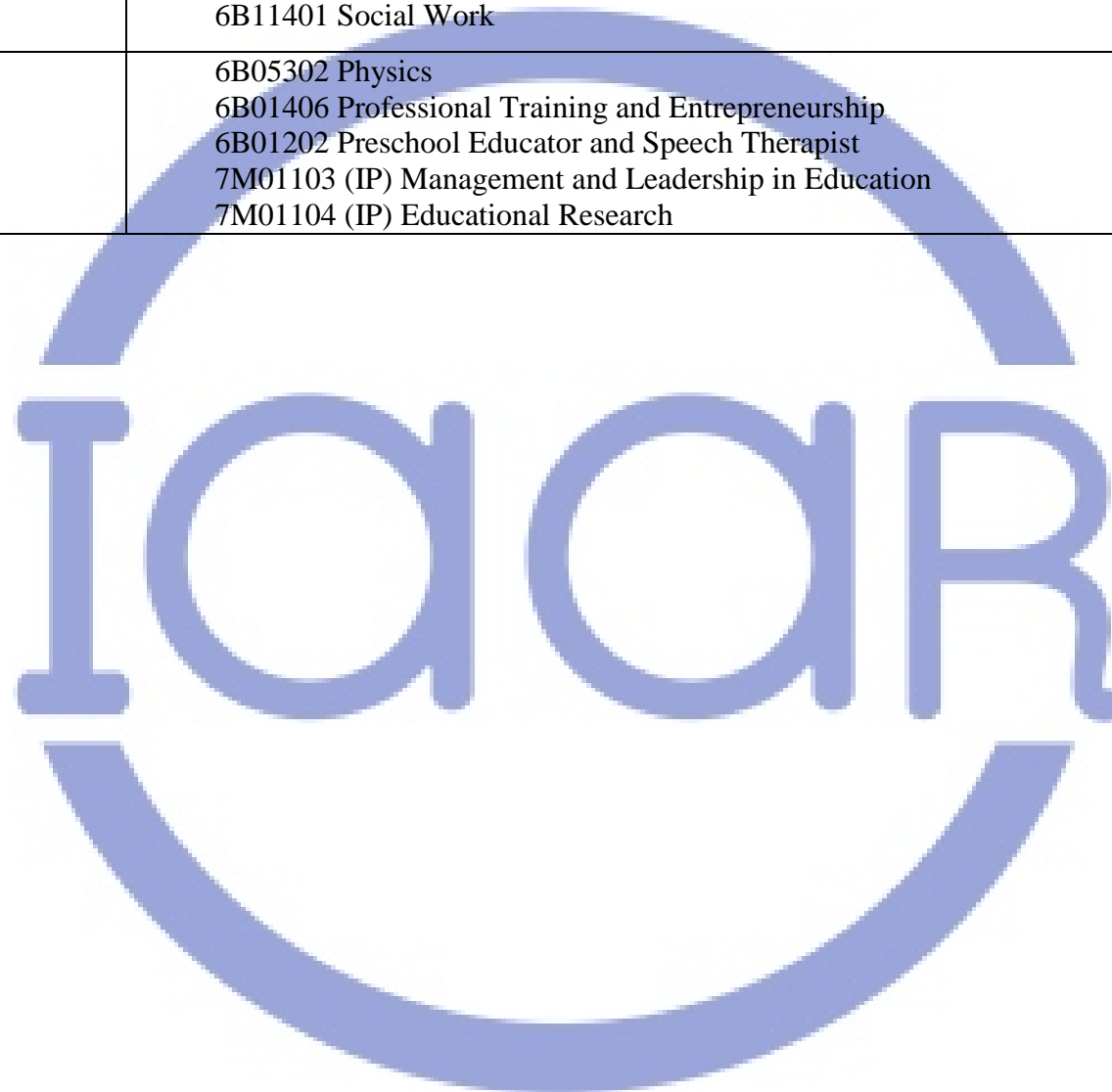
Zhumagulova A.B.
 " ____ " _____ **2024**

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/4641732969 Conference ID: 464 173 2969
09.30-10.00	Meeting with the Chairman of the Board - Rector	Chairman of the Board – Rector – Qanay Gulmira Amirkhanqyzy	R. Aitieva Auditorium Join the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
10.00-10.15	Technical Break		
10.15-11.00	Meeting with 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/4641732969 Conference ID: 464 173 2969
11.00-11.10	Technical Break		

<p>11.10-11.50</p>	<p>Meeting with Heads of Structural Divisions of the Educational Organization</p>	<p>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 Daulenbayeva Meyramgul Bakhytzhannovna - 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</p>	<p>R. Aitieva Auditorium Join the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p>
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		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/4641732969 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 – Orazzaeva 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/4641732969 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/4641732969 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/4641732969 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	R. Aitieva Auditorium Join the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

15.00-15.10	Technical break		
15.10-16.00	Meeting with Faculty Members of the Educational Program	Appendix 1	R. Aitieva Auditorium/ Reading Room for Periodicals. Join the Zoom Conference https://us02web.zoom.us/j/4641732969 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/4641732969 Conference ID: 464 173 2969
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/4641732969 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/4641732969 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/4641732969 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/4641732969 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/4641732969 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	IAAR External Experts	Auditorium No. 107 (EEC office) Join the Zoom Conference https://us02web.zoom.us/j/4641732969

	of the Second 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/4641732969 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/4641732969 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/4641732969 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/4641732969 Conference ID: 464 173 2969
16.30-17.00	Final Meeting of the External Expert Commission with the University Leadership	Chairman of the Board – Rector – Qanay Gulmira Amirkhanqyzy Member of the Board – Vice-Rector for Academic Affairs – Zhumankulova Erkyn Nursagatovna Member of the Board – Vice-Rector for Infrastructure Development – Dusipov Erkin Shazhievich	Reading Room for Periodicals. Join the Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

		<p>Member of the Board – Vice-Rector for Research and International Cooperation – Jumakulov Zakir Daniyarovich</p> <p>Member of the Board – Vice-Rector for Strategic Development and Social Work – Rysbekova Zhanar Kasymbekovna</p> <p>Meirkulova Aida Bakytbekovna - Director of the Department of Academic Program Development and Quality Assurance</p> <p>Kabysheva Maria Olegovna - Head of the Academic Program Development Department</p> <p>Imanbalina Assel Kazbekovna - Head of the Academic Quality Assurance Department</p> <p>Balazhanova Kymbat Magitaevna - Director of the Academic Affairs Department</p> <p>Zharikbayeva Dariga Rakhimzhanovna - Head of the Registrar's Office</p> <p>Alshynova Assel Sakenovna - Head of the Practice and Career Department</p> <p>Äbuova Nazira Qozhanqyzy - Head of the Admissions and Career Guidance Department</p> <p>Akzholova Akmaral Alimakhunovna - Head of the Educational Process Organization Department</p> <p>Zheksembayeva Symbat Udanovna - Head of the Distance Education Department</p> <p>Elzhasov Rustam Nauanovich - Director of the Infrastructure Development Department</p> <p>Nysambayeva Aliya Togaybayevna - Director of the Accounting and Reporting Department</p> <p>Tumenbayeva Anar Kuvatbekovna - Head of the State Procurement Department</p> <p>Murat Symbat Zhanatkzy - Head of the Planning and Economic Department</p> <p>Makanov Marat Mahmudovich - Head of the Legal Department</p> <p>Bäkirova Zhanel Zhänibekqyzy - Head of the Academic Support Department</p> <p>Otegenova Assem Muhtarqyzy - Director of the Scientific Library</p> <p>Amirzhanova Raya Askarovna - Head of the International Department</p> <p>Bgasilova Salima Askarqyzy - Head of the Mental Health Center</p> <p>Daulenbayeva Meyramgul Bakhytzhanovna - Acting Head of the Youth Policy Center</p> <p>Khamzina Kamesh Omarovna - Director of the Center for Advanced Training and Continuing Education</p> <p>Abdraimova Moldir Rashidovna - Director of the Science Department</p>	
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		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 Sta

Appendix 3. Survey Results of Faculty

**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	Relative ly Poorly	Bad	Ver y bad	no response
	To what extent does the content of the educational program meet your academic and professional interests and needs?	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%
	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%
7	What is the level of stimulation and engagement of young professionals in the educational process?	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%
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%)	0,0 0%	0 ,00%	0 ,00%	0, 00%
	Assess the support provided by the university and its administration.			0,0 0%	0 ,00%	0 ,00%	0, 00%
2	• Faculty members' research endeavors	44(80%)	11(20%)	0,0 0%	0 ,00%	0 ,00%	0, 00%
3	• Development of new educational programs/curricula/teaching methodologies	44(80%)	11(20%)	0,0 0%	0 ,00%	0 ,00%	0, 00%
	Evaluate the level of opportunity for faculty to combine teaching:			0,0 0%	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%)	0,0 0%	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%)	0,0 0%	0 ,00%	0 ,00%	0, 00%
7	How does the university administration perceive criticism directed towards them?	30(54,5%)	23(41,8%)	0,0 0%	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%)	0,0 0%	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 at This University?

I am a graduate of this university, and I like everything about it!

It is one of the leading universities in the region.

I believe working at this university will positively influence my future endeavors.

As an alumnus, I want to contribute with dedication and integrity.

It is a leading educational institution in the region in terms of its educational programs.

The university offers opportunities for both teaching and conducting scientific research simultaneously.

The university has a unique character and history.

I consider this university to be one of the most innovative in the city.

It meets the standards, and the support is excellent.

I am a graduate of this university and love the educational environment.

All necessary conditions are provided for employees to work effectively.

There is excellent support for young specialists, and the overall working relationships are very good.

There are high opportunities for career growth.

Good team and student community.

It is the best university, providing excellent material and social conditions.

There are high opportunities for career advancement.

To provide education to Kazakh girls.

I graduated from this university and, as a Doctor of Science, decided to serve my alma mater.

Currently, I am teaching and guiding students in scientific research.

I enjoy working with girls.

It is my alma mater, and I feel a strong connection to it.

The university provides excellent conditions for lecturers.

I chose this university to improve my scientific knowledge and experience. It has given me great opportunities, including a six-month internship abroad through the Bolashak program's 500 Scientist Project and defending my doctoral dissertation at Selcuk University in Turkey.

There are good conditions for professional qualification growth.

Because it allows professional specialists to work effectively.

I like the Kazakh National Women's Teacher Training University because it is very simple and has high human values.

I graduated from this university, and it feels special to me.

I decided to try myself here.

Initially, I helped establish the Professional Training EP, and this university is one of only two women's universities globally, providing many opportunities for girls from rural areas. It is interesting to teach students in this program.

There are opportunities for scientific research.

To provide quality education to Kazakh girls, raise their scientific and innovative creativity levels, and instill national values and traditions.

This profession is the most effective for educating future generations to be adaptable, talented, and influential individuals.

I am a graduate of this university.

Graduate.

I am a graduate of this university.

Good conditions are provided.

This university fosters close connections between lecturers and students and is a creative organization.

I studied here, and the lecturers are highly knowledgeable and skilled professionals with great human qualities. There are many leading scholar-teachers.

Friendly atmosphere, state support, and more.

This university offers great opportunities for career growth in teaching and performance.

There are many opportunities.

This is one of the oldest universities in Kazakhstan, producing many professional and talented graduates. Moreover, the management is very supportive, creating the best conditions for productive teaching activities.

It aligns with my educational interests.

Because I received my education here, and I like my specialty.

As a graduate of this university, I decided to continue my career here.

Many perspectives and creative opportunities for innovation.

Related to my basic specialty and scientific work.

I graduated from this university and decided to work here.

Because I like it.

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 literature in the library		12(21,8%)	43(78,2%)	
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	<p>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.</p>			

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 (%)

Appendix 4. Survey Results of Students

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 particular	174 (92.6%)	13 (6.9%)	0 (0%)	1 (0.5%)	0 (0%)
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%)	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%)
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	Somewh at agree	Disagree	Strongly disagree	No response
36. The course program was clearly presented	17 3 (92%)	1 2 (6.4%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
37. The course content is well-structured	17 8 (94.7%)	7 (3.7%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
38. Key terms are sufficiently explained	17 2 (91.5%)	1 4 (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	17 2 (91.5%)	1 4 (7.4%)	1 (0.5%)	1 (0.5%)	0 (0%)	0 (0%)
40. The instructor uses effective teaching methods	17 4 (92.6%)	1 2 (6.4%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
41. The instructor is knowledgeable about the material being taught	17 8 (94.7%)	8 (4.3%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
42. The instructor's presentation is clear	17 3 (92%)	1 3 (6.9%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
43. The instructor presents the material in an engaging manner	17 0 (90.4%)	1 5 (8%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
44. Objectivity in assessing knowledge, skills, and other academic achievements	16 6 (88.3%)	1 8 (9.6%)	4 (2.1%)	0 (0%)	0 (0%)	0 (0%)
45. Timeliness in evaluating students' academic achievements	16 7 (88.8%)	1 7 (9%)	4 (2.1%)	0 (0%)	0 (0%)	0 (0%)
46. The instructor meets your professional and personal development expectations	17 2 (91.5%)	1 3 (6.9%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
47. The instructor stimulates student engagement	16 9 (89.9%)	1 6 (8.5%)	2 (1.1%)	1 (0.5%)	0 (0%)	0 (0%)
48. The instructor encourages creative thinking in students	16 7 (88.8%)	1 7 (9%)	4 (2.1%)	0 (0%)	0 (0%)	0 (0%)
49. The instructor's appearance and manners are appropriate	17 3 (92%)	1 3 (6.9%)	1 (0.5%)	1 (0.5%)	0 (0%)	1 (0.5%)

50. The instructor exhibits a positive attitude towards students	17 2 (91.5%)	1 3 (6.9%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
51. The assessment system (seminars, tests, surveys, etc.) reflects the course content	16 8 (89.4%)	1 5 (8%)	4 (2.1%)	1 (0.5%)	0 (0%)	0 (0%)
52. The evaluation criteria used by the instructor are clear and accessible	17 3 (92%)	1 3 (6.9%)	1 (0.5%)	1 (0.5%)	0 (0%)	0 (0%)
53. The instructor objectively assesses student achievements	16 9 (89.9%)	1 7 (9%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
54. The instructor is proficient in professional language	16 9 (89.9%)	1 7 (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 Teaching Quality

Everything is fine.

No problems.

There are no issues with teaching.

Everything is excellent!

The university meets my expectations 100%. The teachers explain everything well.

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

Increase the number of dormitories.

There are few recreational areas.

Increase the number of buildings.

Improve the quality of education and knowledge.

Everything is well-equipped, everything is great.

No issues.

Everything is satisfactory, very good conditions are provided.

I demand the removal of the university magazine, i.e., the HERO site, because if you get one NB (unverified absence), you lose 20 points. This is completely unfair to students.

There are no equal relationships for students in the university, and some teachers argue with students about non-academic issues instead of explaining. We are all learning for the first time, and we demand normal treatment, not arguments and scolding.

Improve internet access in dormitories.