



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

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

6B05302 – Physics;

6B01406 - Professional Education and Entrepreneurship;

6B01202 - Educator and Speech Therapist of Preschool Organizations;

7M01103 (IP) Education Management and Leadership;

7M01104 (IP) Educational Research

NJSC «KAZAKH NATIONAL WOMEN'S  
TEACHER TRAINING UNIVERSITY»

during the period from «14» to «16» March 2024

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**  
*External expert commission*

*Addressed to  
the Accreditation  
IAAR Council*



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during the period from «14» to «16» March 2024**

**Almaty city**

**«14» March 2024**

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## (I) LIST OF SYMBOLS AND ABBREVIATIONS

MSHE RK – Ministry of Science and Higher Education of the Republic of Kazakhstan  
IAAR – Independent Agency for Accreditation and Rating  
IQAA– Independent Agency for Quality Assurance in Education  
JSC “Orleu” – Joint Stock Company “National Center for Advanced Training “Orleu”  
NIS – Nazarbayev Intellectual Schools  
UHEDS – Unified Higher Education Management System  
HEI – higher education institution  
QMS – Quality Management System  
EP – educational programs  
LO – learning outcomes  
CD – compulsory disciplines  
BD – basic disciplines  
MD – major disciplines  
CC – compulsory component  
VC – university component  
OC – optional component  
SRW – scientific research work  
RIWM – research work of master’s students  
RIWD– research work of doctoral students  
TS - Teaching staff  
FSC – final state certification  
SAC- State Attestation Commission  
DOT – distance educational technologies  
IC – individual curriculum  
WC - working curriculum  
EMCD - educational and methodological complex of the discipline  
QED – catalog of elective disciplines  
IWST – independent work of students with a teacher  
AIS - Automated Information System

## **(II) INTRODUCTION**

In accordance with the order of the Independent Accreditation and Rating Agency № 36-24-OD dated 31.01.2024, on March 14-16, an external expert commission evaluated educational programs 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research of the NJSC "Kazakh National Women's Teacher Training University" (KNWTTU) with compliance of the standards of institutional and specialized accreditation of IAAR of the educational programs (6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research).

The report of the external expert commission (EEC) includes an assessment of the quality of the submitted educational programs against the IAAR criteria, recommendations from the EEC for further program improvement, the expert commission's conclusion based on the parameters of the specialized profile (ex-ante), the EEC visit program, and the results of a survey of teachers and students of educational programs.

### ***Composition of EEC:***

*EEC Chairman:* Milan Paul, PhD, professor, Masaryk University, ENQA expert (Brno, Czech Republic); *offline participation*

*IAAR Foreign Expert:* Sousana Michailidou, Ph.D., Professor at Webster University in Athens, Vice President of the European Mediterranean Academy of Arts and Sciences (Greece) *On-line participation*

*IAAR Expert:* Minazheva Gulsharat Salauatovna, Doctor of Pedagogical Sciences, Candidate of Chemical Sciences, Associate Professor, Kazakh National University. Al-Farabi (Almaty); *offline participation*

*IAAR Expert:* Turtkaraeva Gulnara Bayanovna, member of the Expert Council on Higher Education IAAR, candidate of pedagogy, associate professor, Shokan Ualikhanov University of Kokshetau (Kokshetau); *offline participation*

*IAAR Expert-* Gabdulina Ainur Zhumagazyevna, Ph.D., Kazakh Agrotechnical Research University named after. S. Seifullina (Astana, Republic of Kazakhstan); *offline participation*

*IAAR Expert-* Kairdenov Serik Syrlybaevich, Associate professor, Kokshetau University im. Sh. Ualikhanova (Kokshetau); *online participation*

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

*IAAR Expert-* Kuzbakova Gulnara Zhanabergenovna, candidate of art history, Kazakh National University of Arts (Astana); *Off-line participation*

*IAAR Expert-* Aikenova Dina Maratovna, Ph.D., Executive Director of ID-Research (Astana); *Off-line participation*

*IAAR Expert-* Bodikov Seifolla Zhamauovich, member of the Union of Designers of the Republic of Kazakhstan, member of the Eurasian Union of Designers, Karaganda Buketov University (Karaganda); *Offline participation*

*IAAR Expert –* Aybergen Aykumis Ilyasovna, Ph.D., Eurasian National University. L. Gumileva (Astana); *Off-line participation*

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

*IAAR expertemployer—*Mukhtarbekova Bakhytzhana Sovetovna, Deputy Director for Educational Work at the Lyceum School, named after D. Konaev (Astana); *On-line participation*

*IAAR expert, student—*Yerkhankyny Dinara, 2nd-year student of EP "History," Kyzylorda University named after Korkyt Ata (Kyzylorda); *On-line participation*

*IAAR Expert, student* - Nauryzbaeva Kenzhegul Zhomartkyzy, 3rd year student EP 6B05402 Physics, Aktyubinsk Regional University named after K.Zhubanova; *On-line participation*

*IAAR expert, student*- Bayakhmetova Guldana Bauyrzhanovna, 3rd year student at Turan University (Astana);

*IAAR expert, student*—Amanzhol Ailana Galyudinovna, 3rd year student of EP B092 Leisure NJSC "North Kazakhstan University named after Manash Kozybayev" (Petrovavlovsk); *On-line participation*;

*IAAR EEC Coordinator*- Dinara Kairbekovna Bekenova, head of the IAAR project (Astana); *Off-line participation*

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

The educational activities of the university are carried out in accordance with the Charter (approved on May 22, 2020 №286) and state license № KZ75LAA00018542, issued by the Russian State Institution “Committee for Quality Assurance in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan” 04.08.2020.

The 84 educational programs ([46 bachelor's degree programs](#), of which 3 are new and 1 is innovative, [26 master's degree programs](#), of which 1 is new, and [12 doctoral programs](#), of which 2 are new) guide the training of personnel with higher and postgraduate education. Of these, 27 bachelor's degree programs, 15 master's degree programs, and 4 doctoral programs have successfully passed specialized accreditation with the Independent Accreditation and Rating Agency (NAAR). The Independent Agency for Accreditation and Examination of the Quality of Education, or "ARQA," accredited six bachelor's degree programs and two master's degree programs. Among them, 11 bachelor's degree programs, 6 master's degree programs, and 8 doctoral programs have successfully passed specialized accreditation at the international accreditation agency [ACQUIN](#). The bachelor's degree programs offer [34 additional educational programs](#), including minor ones, for students to choose from. The university has five institutes: the Institute of Natural Sciences, the Institute of Pedagogy and Psychology, the Institute of Social Sciences, Humanities, and Art, the Institute of Physics, Mathematics, and Digital Technologies, and the Institute of Philology, which includes 24 departments. The university has three academic buildings, seven dormitories, a catering complex (two canteens and buffets), a sports and recreation complex, and a swimming pool.

According to the institutional (general) rating by the Independent Agency for Quality Assurance in Education (IAQA) in 2020, the university took second place in the field of pedagogical sciences. According to 13 educational programs, the university entered the top ten universities in the rating of the National Chamber of Entrepreneurs "Atameken." In 2022, the university rose to 400th place in the international ranking "QS University Rankings: Emerging Europe & Central Asia-2022".

The Academic Ranking European Standard (ARES) ranks 29th among 130 universities in Kazakhstan in the International Ranking of Higher Education Institutions.

The university participates in the ranking of the best websites of universities in the world, Ranking Web of Universities—Webometrics, and ranks 26th among Kazakhstani universities and 10864 in the world. The IAAR General Rating 2022 places this university among the top 10 in the country.

#### **The number of full-time teachers in accredited educational programs (EP):**

- EP 6B05302-Physics 28 teaching staff, average age 47 years, degree is 53.5%.
- EP 6B01404 - Professional education and entrepreneurship 13 teaching staff work, average age 54 years, degree is 23.07%,

**Student body:** the contingent of students of EP 6B05302 - Physics is 398 people (1st year: 231, 2nd year: 167), and EP 6B01406 - Professional education and entrepreneurship is 46 people (1st year: 13, 2nd year: 20, 3rd year: 13).

**Library resources.** The total library stock is 1,086,982 copies. Of these, 949,972 copies are in the state language, while 137,010 are in Russian and other foreign languages. [The fund](#) contains 890,575 copies of textbooks and educational, methodological, and scientific publications, accounting for 81.9% of its total number. An electronic version of 6,700 textbooks from the total book collection is available.

Bachelor's degree programs are conducted in the state and Russian languages. Full-time education. The standard period of study is 4 years.

## (V) DESCRIPTION OF THE EEC VISIT

During the period of March 14–16, 2024, NJSC "Kazakh National Teacher Training Pedagogical University" involved the expert commission on specialized accreditation of educational programs to conduct the external examination of the commission based on the Visit Program.

In accordance with the standards' requirements, the visit program included meetings with the rector, vice-rectors, heads of structural divisions, deans, heads of university departments, teachers, students, graduates, employers, and employees from various departments, interviews, and questionnaires of teachers and students.

During the excursion, members of the EEC got acquainted with the state of the university's material and technical base and visited the library, conference areas, dean's office, departments, international relations office, classrooms, specialized rooms, computer classes, educational laboratories, simultaneous translation rooms, and dormitories.

The events planned during the visit of the IAAR EEC contributed to a detailed familiarization of experts with the educational infrastructure of the university, material and technical resources, in the context of accredited educational programs.

This allowed members of the EEC to conduct an independent assessment of the compliance of the data presented in the self-assessment reports of the university's educational programs with the criteria of specialized accreditation standards.

**Table 1. Information about employees and students who participated in meetings with the IAAR:**

Category of participants	Quantity
Rector	1
Vice-rector	4
Heads of structural divisions, heads of departments, coordinators of EP	36
Teaching staff	58
Student, graduate student, doctoral student	97
Graduates	41
Employers	27
<b>Total</b>	<b>264</b>

Teachers and students were surveyed in compliance with the accrediting procedure. In order to confirm the information presented in the self-assessment report, external experts requested and analyzed the working documentation of the university. Along with this, experts studied the university's online positioning through its [official website](#).

We established conditions for the EEC's work and organized access to all required information resources. The university team ensured that all individuals listed in the visit program were present.

Members of the EEC attended the lesson as scheduled:

1) EP "Professional education", master's degree, lecturer Bazarbayeva A.K. Topic: "Skirt processing technology", Room 430, 12.20–14.30 p.m;

2) EP "Physics," Group 108, Practical Mechanics, 15.03.2024, 10:10 a.m. Number of students: 28. Lecturer: Dalelkhanovina Anar

The events planned within the framework of the IAAR EEC visit contributed to the detailed acquaintance of experts with the university's educational infrastructure, material and technical resources, teaching staff and employees, students, undergraduates, employers' representatives, and graduates. This allowed IAAR EEC members to conduct an independent assessment in compliance with the data presented in self-assessment reports of educational programs at universities and criteria for specialized accreditation standards.

## **(VI) COMPLIANCE WITH SPECIALIZED STANDARDS ACCREDITATIONS**

### **6.1 Standard «Management of education program»**

- ✓ *The HEI should have a published quality assurance policy*
- ✓ *The quality assurance policy should reflect the relationship between research, teaching and learning*
- ✓ *The HEI should demonstrate the development of a culture of quality assurance, including in the context of the EP.*
- ✓ *Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint / dual-degree education and academic mobility.*
- ✓ *The management of the EP provides transparency in the development of an EP's development plan based on an analysis of its functioning, the actual positioning of the HEI and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.*
- ✓ *The management of the EP demonstrates the functioning of the mechanisms for the formation and regular revision of the development plan of the EP and monitoring of its implementation, assessing the achievement of the training objectives, meeting the needs of students, employers and society, making decisions aimed at the continuous improvement of the EP.*
- ✓ *The management of the EP should involve representatives of stakeholder groups, including employers, students and teaching staff, in the development of EP's development plan.*
- ✓ *The management of the EP should demonstrate the individuality and uniqueness of the EP development plan, its coherence with national development priorities and the development strategy of the organization of education.*
- ✓ *The HEI should demonstrate a clear definition of those responsible for business processes within the framework of the EP, unambiguous distribution of the duties of the staff, delineation of the functions of collegial bodies.*
- ✓ *Supervisory authorities should provide evidence of the transparency of the educational management system.*
- ✓ *The EP's Management should demonstrate the successful functioning of the internal quality assurance system of the EP, including its design, management and monitoring, their improvement, decision-making based on facts.*
- ✓ *The EP's management should implement risk management.*
- ✓ *The management of the EP should ensure the participation of stakeholder representatives (employers, teaching staff, students) in the collegial bodies of management of the educational program, as well as their representativeness in making managerial decisions related to the educational program.*
- ✓ *The HEI should demonstrate the management of innovation within the framework of the EP, including the analysis and implementation of innovative proposals.*
- ✓ *The EP's management should demonstrate evidence of openness and accessibility for students, teaching staff, employers and other stakeholders.*
- ✓ *The management of the EP should be trained in management of education programs.*
- ✓ *The management of the EP should aim to ensure that the progress achieved since the last external quality assurance procedure is taken into account in preparing for the next procedure.*

### ***Evidentiary part***



According to the EEC, plans and goals for the establishment of accredited EPs are developed through an evaluation of the demand for educational programs, which is based on factors such as applicants' interest, employers' needs, university potential, state requirements, and societal norms.

When developing an EP, the university and the management of the 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research is driven by market demands, such as increasing the degree of innovation orientation of the educational process and developing advanced skills, competencies, etc.

Interviews with key stakeholders demonstrated an understanding of both external and internal factors in program development, as well as the presence of strategic goals. The directors of the Institute of Physics, Mathematics, and Digital Technologies, Institute of Pedagogy and Psychology, and Institute of Social Sciences, Humanities, and Arts (protocol № 6 of December 14, 2023) approved the Development Plans for 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research, and presented them to the EEC. Interviews with various target groups revealed a lack of confirmation regarding the management of EP development plans.

Employers with qualifications corresponding to the profile of the educational program participate in the development of the EP. So, the head of the Department of Solid State and Nonlinear Physics of the Technical Physics Faculty of Al-Farabi Kazakh National University, Ibraimov M.K., and the director of the Institute of Mathematics, Physics, and Informatics of KazNPU named after Abay, Sydykov, B.D., actively participated in the development of EP 6B01504-Physics.

The Order of the Chairman of the Management Board No. 225, dated 11/24/2023, approved the Quality Assurance Policy for 2023-2029, which aims to continuously improve the quality of educational services and the educational process and regularly monitors educational programs.

The university's management has identified those responsible for business processes, distributed the job responsibilities of teaching staff and employees. The department head is responsible for the department's work. In the relevant job descriptions, the responsibilities and authorities of the teaching staff and employees are defined and fixed. The regulations define the functions of the structural units. The documents regulating the academic activities of the University are posted on the University's website in the "Education" section (<https://qyzpu.edu.kz/ru/>).

During the interviews, heads of structural divisions also demonstrated a clear understanding and distribution of functions between responsible persons and regular training.

EP development plans take into account potential internal and external risks. The university has risk prevention process holders who identify potential risks and threats in accordance with strategic areas of activity: Quality Assurance Committees at institutes, the Department of Transformation and Risk Management, Compliance Service. Potential risks are promptly considered at meetings of the Educational and Methodological Council, the Academic Council, and the Management Board.

The Regulations on Collegial Bodies (P 025 US/US-22 Regulations on the Academic Council, P 025 SK/HR-21 Regulations on the Conciliation Commission, etc.) delimit the functions of collegial bodies. The Academic Council takes the lead in developing and updating accredited EPs. The collegial bodies of the university include teaching staff, students, graduates, employers, and other interested parties. Accredited EP students actively participate in collegial and advisory bodies. As an illustration, consider 3rd year student EP 6B01406 – Professional education and entrepreneurship Temirbekova A. is a member of the Academic Quality Council's commission.

The results of interviews with target groups showed that the EP's management is open and accessible to students, teaching staff, and other interested parties. The management of the educational program regularly undergoes training in educational management programs.

**Analytical part**

The experts have conducted conversations and interviews with the rector and various target groups, conducted a survey of teaching staff and students, and familiarized themselves with strategic documents and the content of the EP.

Internal regulatory documents specify the university's own quality assurance policy, which it has developed, approved, and is currently implementing.

The university does not have a formalized procedure for developing and managing development plans for accredited EPs. The commission members concur that a unified approach is necessary for the creation, management, and monitoring of development plans for EPs. This should include: involving stakeholders; making sure that development is clear; allowing those involved to analyze how the program is working and where it really fits; making sure that the plan focuses on meeting the needs of stakeholders; figuring out what makes the EP special based on the region's features and the university's strategic goals; and putting the EP on the university's information resources. Developing a general procedure will require the EP management to modify the development plans of accredited programs.

The university has begun the process of developing a risk management system and has adopted fundamental documents at the general management level. Experts note a formal approach to identifying risks at the level of accredited EPs, as well as its absence in some cases. The EP undergoing primary accreditation did not demonstrate a system of measures aimed at lowering the level of risk in contingent recruitment.

Despite the introduction of individual innovative proposals at the university, the meeting participants were unable to demonstrate the mechanisms and tools for managing innovation within the EP, including the analysis and implementation of innovative proposals.

The EP's management is open and accessible to students, teaching staff, employers, and other interested parties. The rector maintains a blog where students can ask work-related questions during working hours, without the need for an appointment.

The management of the educational program regularly undergoes training, including education management programs.

During the visit of the EEC of the IAAR, a survey of teaching staff revealed that 88.2% regarded their participation in managerial and strategic decision-making for EP management as "very good and good".

***Strengths of EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- The management of the university and the EP demonstrated openness and accessibility for students, teaching staff, employers, and other interested parties.

***Recommendations of the external expert commission for the EPs 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- Update and effectively implement EP development plans in management practice until 31.05.2024, document the process for developing EP development plans and provide the following information:

- measures to ensure transparency, inform stakeholders, and actively involve them in planning processes;

-the procedure calls for regular review and monitoring of its implementation.

- Ensure that by 31.08.2024, the EP's development plans are adjusted in accordance with the documented procedure for their development.

- All levels of management have developed and implemented formalized risk management procedures in the practice of business planning since 01.09.2024.
- Define and implement the innovation management procedure from 01.09.2024.

#### **Conclusions of the external expert commission on criteria:**

**Following the standard "Educational Program Management" the EP of 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research 15 criteria are disclosed, of which 1 is strong, 12 are satisfactory, and 2 need improvement.**

#### 6.2. Standard «Information management and reporting»

- ✓ *The HEI should demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.*
- ✓ *Under the EP there should be a system of regular reporting, reflecting all levels of structure, including an assessment of the effectiveness and efficiency of activities of structural units, departments and research.*
- ✓ *The HEI should establish the periodicity, forms and methods of the EP's evaluation management, the activities of collegial bodies and structural units, top management, the implementation of scientific projects.*
- ✓ *The HEI should demonstrate the definition of order and ensure protection of information, including the identification of responsible persons for the reliable and timely analysis of information and data provision.*
- ✓ *An important factor is the involvement of students, employees and teaching staff in the processes of collection and analysis of information, being the basis for making decisions.*
- ✓ *The EP's management should demonstrate the existence of a mechanism of communication with students, employees and other stakeholders, including the existence of conflict resolution mechanisms.*
- ✓ *The HEI should provide a measure of the degree of satisfaction of the needs of the teaching staff, personnel and students and demonstrate evidence of addressing the deficiencies found.*
- ✓ *The HEI should evaluate the effectiveness and resulting quality of its activities, including in the context of the EP.*
- ✓ *The information collected and analyzed by the HEI should take into account:*
  - key performance indicators;
  - dynamics of students population in the context of forms and types;
  - level of academic achievement, student achievement and failing students rate;
  - students' satisfaction with the implementation of the EP and the quality of education at the HEI;
  - availability of educational resources and support systems for students;
  - employment and career development of graduates.
- ✓ *students, employees and teaching staff should confirm in writing their consent to the processing of personal data.*
- ✓ *The HEI should facilitate the provision of all necessary information in the relevant fields of science.*

#### **Evidentiary part**

Modern information and communication technologies and software are implemented by the university to automate the processes of information collection, analysis, and management.

The university has online information resources to provide information to all users of the corporate information environment through the official website of the university; an electronic document management system and a [university management system](#) have been introduced. The main information flows are operating systems and office applications: Microsoft Windows, Microsoft Windows Office, Office 365, [Sirius Salem](#), office electronic document management system, 1C, [HeroSpace](#), Univer, DSS, Perco, TrustMe, Zoom, Oqylyq, [Rabis](#), [EPVO](#), [NOBD](#), StrikePlgiarism, [e-otinish](#).

The corporate e-mail function ([or\\_kazmkpu@mail.ru](mailto:or_kazmkpu@mail.ru)) facilitates the prompt transmission of information. There is a Student Service Center. The university's website has a virtual student service center, a [virtual registrar office](#) for undergraduate, graduate, and doctoral students, virtual assistants of the registrar office, a student service center, and a testing and distance learning center.

The Center for Testing and Distance Learning provides consultations on the organization of the educational process in a remote format.

For the admission of students at the university, the rules for admission to study under the [educational program of higher education](#) have been approved (№ 177, dated 11.06.2022).

Within the framework of an accredited EP, management implements a mechanism for communication with teachers, university staff, and potential students. The departments have a conflict resolution mechanism in place. The psychological environment is characterized by a friendly and creative atmosphere.

Employer feedback, questionnaires, and surveys serve as sources of information about consumer satisfaction with the quality of educational services. The university's management analyzes the data from these sources and implements corrective measures. Meetings with the rector are also organized to provide feedback, and the rector's blog is posted on the website.

During the EEC visit, a student survey revealed complete satisfaction (100%) with the relationship with the dean's office (institute, department). Students also consider the level of accessibility of the dean's office, as well as the accessibility and responsiveness of management, to be very good (95.2% and 4.8% are completely satisfied, respectively; 0% are not satisfied with the latter).

A survey among teaching staff showed that 74.5% were completely satisfied with the level of feedback from teaching employees and management, and 25.5% were satisfied. The university management's attitude towards the teaching staff also elicited high satisfaction, with 100% expressing complete satisfaction. They are also generally satisfied with the terms of remuneration (78.2% are completely satisfied, 20% are satisfied, and 1.8% are not satisfied). In general, they are completely satisfied with the relationship with immediate management and colleagues at the teaching staff department (98.2% and 1.8%, respectively).

#### ***Analytical part***

The EEC notes that the university is implementing information management processes, including information collection and analysis. During the process of reviewing the university's documentation and engaging with the management, it became evident that the university is actively working on the informatization of management activities within the context of accredited EPs. *Simultaneously, during the analysis of the work format to ensure a system for evaluating the effectiveness and efficiency of implemented EPs, it became apparent that while the procedure is being ensured, attention is not being paid to this issue.*

The University EP's implementation of a framework for information management and reporting demonstrated the coherence of the regular reporting mechanism across all levels of the structure.

The EEC members established the frequency, forms, and methods for evaluating the management of the educational program, the activities of collegial bodies and structural divisions, and the management of the university. Internal regulations, particularly academic policy, and regulations for the educational process guide its implementation. The departmental rules and the job descriptions of teaching staff regulate the activities of departments in the implementation of EP.

At the same time, the members of the EEC note that *the university needs to adjust the provisions on structural divisions and collegial bodies, taking into account the frequency of assessment of the management of the EP.*

***Strengths of EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- not identified

***EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool***

**organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:**

- The management of the university until 01.09.2024 to adjust the current regulations governing the activities of collegial bodies and structural divisions, in terms of establishing the frequency (terms, periods), forms and methods of assessing the management of the EP;
- The management of the EP to develop and implement a system for evaluating the effectiveness and efficiency of implemented EP by September 1, 2024.

**Conclusions of the external expert commission on criteria:**

**Following the standard " Information Management and Reporting" the EP of 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research 16 criteria are disclosed, of which 15 are satisfactory, and 1 needs improvement.**

*6.3 Standard «Development and approval of educational programs»*

- ✓ *The HEI should define and document the procedures for the development of the EP and their approval at the institutional level.*
- ✓ *The management of HEI should demonstrate the compliance of the developed EP with the established objectives, including the expected learning outcomes.*
- ✓ *The management of the EP must demonstrate the existence of mechanisms for reviewing the content and structure of the EP, taking into account changes in the labor market, the requirements of employers, and the social needs of society.*
- ✓ *The management of HEI should ensure the existence of the developed models of the EP's graduates, describing the results of training and personal qualities.*
- ✓ *The management of HEI should demonstrate the conduct of external reviews of the EP and expected outcomes in its implementation.*
- ✓ *The qualification obtained on completion of EP shall be clearly defined, clarified and consistent with a certain level of the NQF.*
- ✓ *The management of EP should determine the impact of disciplines and professional practices on the formation of learning outcomes.*
- ✓ *An important factor is the possibility of students' training for professional certification.*
- ✓ *The management of EP must provide evidence of the participation of students, the staff and other stakeholders in the development of the EP, ensuring its quality.*
- ✓ *The management of EP should ensure the content of the academic disciplines and learning outcomes of the level of study (bachelor's, master's, doctoral).*
- ✓ *The structure of EP should provide for various activities corresponding to the learning outcomes.*
- ✓ *An important factor is the existence of joint EP with foreign educational organizations.*

**Evidentiary part**

The university develops and approves [EP 6B05302 Physics](#) and [6B01406 Professional Education and Entrepreneurship](#) in accordance with the requirements of state regulatory documents and intra-university regulatory documentation (IRD). The NJSC "Kazakh National Women's Teacher Training University" mission and the development program guided the development of accredited EPs, with the Board of Directors' decision on 14.12.2023, Protocol №6, approving the current version for 2023-2029. The main goals and objectives of 6B05302 Physics and 6B01406 Professional Education and Entrepreneurship accurately reflect the key goal of the university's development: "To become a leader and innovator in the field of teacher education and science." EP 6B05302 Physics and 6B01406 Professional Education and Entrepreneurship have a documented procedure for development and approval, as specified in the following IRD: PR 025 RUAP/ORAP-23 Rules for the development and approval of academic programs (Academic Council of 03.10.2023, Protocol № 6-3).

Teaching staff, students, and employers collaborated to develop Modular Educational Programs (MOPS) that align with the labor market requirements and the National Qualifications Framework. These programs underwent review at meetings of the Academic Council and the

Educational and Methodological Council. The exact steps for creating an educational program are spelled out in great detail in the rules and regulations that apply to the whole university. They include making an EP passport, creating a graduate model that includes the creation of an EP concept and graduate qualification characteristics, creating a competence map, mapping out an educational module, creating an EP curriculum, and gathering information about EP disciplines. All key stakeholders, including the head of the EP, the manager, the heads of practices, students, graduates, and potential employers, attend the meetings of the Academic Committee, which carries out the design and updating of the educational program. The discussion led to a mandatory examination of educational programs, as outlined in the relevant provisions of the intra-university regulatory documentation. For instance, the EP "Physics" included Ph.D. N. Kurmanbekkyzy from the O. Zholdasbekov Institute of Mechanics and Mechanical Engineering, associate Professor G. Garnaeva from the Institute of Physics of KFU (Kazan), and several other external experts. The EP "Vocational training and entrepreneurship" involved the director of the Almaty College of Technology and Floristry, Narymbetov A.K., the director of the Almaty College of Fashion and Design, Junisaliyev Zh.S., and the director of the Karakemera Professional College, Isakov M.A. Industrial and pedagogical practices hold a significant role in the EP's development and implementation. The university has a documented procedure for organizing, monitoring, reporting, and passing all types of practices.

According to a survey of teaching staff, overall satisfaction is high, with 100% of respondents stating that the EP's content meets scientific and professional interests and needs. 100% of teaching staff confirm that they can fully use their strategies and methods in the educational process. 98% believe that educational programs' quality and content correspond very well to the expectations of the labor market and employers.

#### ***Analytical part***

The university demonstrates that all required organizational procedures are available for the formation and implementation of the EP. All intra-university regulatory documents document the relationship between the EP and the university's goals, mission, and development policy. The modular structure of the EP is transparent and accessible to all interested parties on the university's official website.

Based on the analysis of the report, the submitted documents, and the results of interviews with focus groups, the EEC notes the involvement of students, graduates, and employers in the process of developing the EP. The developed ops undergo internal and external examinations.

The university demonstrated the developed models of graduates by education level, describing the expected learning outcomes.

At the same time, the members of the external expert commission note that the management of the EP *does not work on the development and implementation of joint and/or double-degree educational programs with foreign educational organizations.*

The survey conducted among students during the visit of experts from the external expert commission revealed complete satisfaction with both the overall quality of the educational program and the educational programs within the EP. 98.6% and 98.4%, respectively, fully agree with the high level of the course program and its content; 98.4% of respondents disagree with the good structuring of the course content.

***Strengths of EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- not identified

***EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool***

**organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:**

- The management of the EP should consider the possibility of developing and implementing joint and/or double-degree educational programs with foreign educational organizations before the beginning of the 2024-2025 academic year.

#### **Conclusions of the external expert commission on criteria:**

**Following the standard "Development and approval of the educational programs" the EP of 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research 12 criteria are disclosed, of which 12 are satisfactory**

#### 6.4. Standard «Constant monitoring and periodical assessment of education programs»

✓ *The HEI should monitor and periodically evaluate the EP in order to ensure that the goal is achieved and meet the needs of students and society. The results of these processes are aimed at the continuous improvement of the EP.*

✓ *The university must demonstrate the existence of a documented procedure for monitoring and periodic evaluation in order to achieve the goal of the EP and continuous improvement of the EP.*

✓ *Monitoring and periodic evaluation of EP should consider:*

- *the content of the programs in the light of the latest scientific achievements in a specific discipline to ensure the relevance of the discipline being taught;*

- *changes in the needs of society and the professional environment;*

- *workload, academic performance and graduation;*

- *the effectiveness of evaluation procedures for students;*

- *expectations, needs and satisfaction of students of teaching methods under the EP;*

- *the educational environment and support services and their compliance with the objectives of the EP.*

✓ *HEI and management of EP must provide evidence of the participation of students, employers and other stakeholders in the revision of the EP.*

✓ *All stakeholders should be informed of any planned or undertaken actions in relation to the EP. All changes made to the EP shall be published.*

✓ *Support services should identify the needs of different groups of students and their degree of satisfaction with the organization of training, teaching, assessment, and mastering of the EP in general.*

#### **Evidentiary part**

The management of the EP periodically monitors and evaluates EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research in order to achieve the main task: ensuring a high level and quality of research activities of students; training of highly qualified scientific, scientific and pedagogical personnel for the system of higher, postgraduate education and research activities capable of contributing innovative research to expanding the boundaries of knowledge in the field of computer science, methods of teaching computer science and informatization of education.

The University Self-Assessment Report provides relevant information on the issues of continuous monitoring and periodic evaluation of the EP.

Accredited EPs are developed taking into account current and strategic factors of the socio-economic, scientific, and technical development of the country, along with regional labor market characteristics.

Annually, the department and the faculty discuss the goals, objectives, and content of the EP, which are submitted to a meeting of the Academic Council, and the decisions adopted were approved by the protocol (№6-3OT 10.03.2023).

All EPs and discipline catalogs are posted on departments' webpages and Hero StudySpace; for instance, the EP [Physics](#) is available on the website. Experts observe that educational programs are accessible to interested parties, regularly undergo internal and external peer review, and

undergo monitoring. The department's academic committee and the faculty's academic council review the results of the expert evaluation. For example, the Department of Preschool Education hosted such a discussion on 26.01.2023, Protocol № 5. The university regularly provides feedback to stakeholders, including through sociological research and questionnaires. The university conducts its own surveys; however, sociological research is not conducted by third-party organizations.

Internal monitoring evaluates the EP content's alignment with the most recent scientific advancements in particular fields while also considering the evolving requirements of society and the professional environment. To address this matter, the Academic Program Development Department and the Quality Assurance Department at ZhenPU use specially designed questionnaires in surveys. Meetings of collegial bodies (Academic Council 26.12.2023) presented the results of the sociological research and the corresponding recommendations for decision-making. Social networks, the university website, and WhatsApp chats reflect the mechanism for informing all interested parties about any planned or taken actions regarding the EP.

For accredited EPs, information on the implementation of the educational program is systematically analyzed in accordance with the internal regulatory documents of Women's Pedagogical University. The university evaluates and monitors educational programs to gather data on the level of requirement fulfillment in the field of educational services, which it then uses to update the requirements for program design and implementation.

Experts note that the Department for Quality Assessment of Women's Educational Institutions regularly monitors and periodically evaluates EP. The results of these processes are aimed at continuous improvement of the EP cluster in accordance with modern requirements in the field of education.

EEC has received a number of documents confirming that the university management, together with departments, has created conditions for the assessment and implementation of EP by employers. For example, according to EP 6B01406 Vocational training and entrepreneurship on 17.03.2023, a [discussion of the content of subjects](#) was held with the participation of employers and practitioners. Based on the results of such discussions at the meetings of the departments of accredited educational institutions with external stakeholders, the [discipline](#) "Pedagogical Ethics" is included in the Development Plans of these educational institutions.

Representatives of foreign universities were also involved. Thus, Dr. Thomas Harriott, a representative of the University of Cambridge, was involved in the development of EP 7M01103 (IP) education management and leadership and 7M01104 (IP) educational research. The EP data were developed within the framework of the project of the World Bank and the Ministry of Education and Science of the Republic of Kazakhstan, "Strengthening the pedagogical potential of the Republic of Kazakhstan," based on the experience of NU and the Finnish University. Six universities of the Republic of Kazakhstan are involved in the implementation of the Finnish project, including KNWTTU, which is the coordinator of the project. The catalog of elective disciplines is available in Hero StudySpace. The departments develop the [catalog of elective disciplines](#) based on a revision of the EP's content and structure, considering changes in the labor market, employer requirements, societal demands, current conditions, and trends in modern science development.

To meet the needs of employers by acquiring additional theoretical and practical knowledge in the EP cluster, a number of new disciplines were recommended. In 2022, the EP "Physics" introduced practice-oriented disciplines such as Physics of Condensed Matter, Fundamentals of Nanotechnology, and Fundamentals of Quantum Chemical Computing, which align with the paths of "Materials Science and Multifunctional Materials" and "Digitalization in "Physics"—the computer processing of scientific information. The Faculty Academic Council approved these proposals and integrated them into the educational process, using the VASP software.

The procedures for assessing students in the EP are carried out using the AIS Hero Study and Platonus. The university's "Academic Policy" (approved by Regulations dated 03.02.2022)



regulates the collection and analysis of information within the framework of the Registrar's Office's activities.

To implement long-term development planning, the EP management evaluates and studies the experience of developing similar educational programs in other universities, as well as ensuring cooperation of educational activities with foreign universities.

### ***Analytical part***

The analysis of the self-assessment report and the visit to the university showed that the university and structural divisions ensure the participation of students, employers, and other stakeholders in the review and adjustment of the EP. The cycles of basic and major disciplines, additional modules, and the conduct of educational, psychological, pedagogical, industrial, and pre-graduation practices reflect the focus of educational programs on learning outcomes. During the program mastery process, the university promotes students' personal growth and development by examining their academic achievements, transcripts detailing their learning outcomes in academic mobility, and more. The university also considers students' interests when soliciting their opinions about the content of the disciplines taught, the quality of the seminar classes, and the work of teachers, among other things. Department meetings discuss the survey and questionnaire results and recommend their use in teachers' future work. The institutes consider the wishes of students and the opinions of teachers when making decisions on how to meet their needs.

Experts note that the management of the EP conducts a periodic assessment of the EP; however, not all changes made to the EP are published on the university's website and are available to all stakeholders. However, to enhance the dissemination of information about all changes, it would be feasible to post comprehensive information on social networks, thereby ensuring widespread availability to all interested parties.

***Strengths of EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- not identified

***EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- The management of the EP to analyze the changes made to the EP and publish them not only on the website but also on social networks in order to expand and ensure wide availability of information to all interested stakeholders by September 1, 2026.

### **Conclusions of the external expert commission on criteria:**

**Following the standard "Constant monitoring and periodic evaluation of educational programs " the EP of 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research 10 criteria are disclosed, of which 9 are satisfactory, 1 needs improvement.**

#### ***6.5. Standard «Student – centered learning, teaching and performance evaluation»***

✓ *The management of EP should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths.*

✓ *The management of EP should ensure the use of various forms and methods of teaching and learning.*

✓ *An important factor is the availability of own research in the field of methods of teaching the academic disciplines.*

✓ *The management of EP should demonstrate the availability of a feedback system on the use of different teaching methods and the evaluation of learning outcomes.*

- ✓ *The management of EP should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.*
- ✓ *The management of EP should demonstrate the existence of a procedure for responding to student complaints.*
- ✓ *The HEI should ensure the consistency, transparency and objectivity of the learning outcomes evaluation mechanism for each EP, including the appeal.*
- ✓ *The HEI should ensure that the procedures for evaluating the learning outcomes of students of EP are consistent with the planned learning outcomes and program objectives. Criteria and methods of evaluation should be published in advance.*
- ✓ *Mechanisms for ensuring that each graduate of EP has mastered the learning outcomes must be defined in the institution of higher learning, and the completeness of their formation is ensured.*
- ✓ *Reviewers should know modern methods for evaluation of learning outcomes and regularly improve their qualifications in this field.*

### ***Evidentiary part***

In order to implement high-quality training of specialists in EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research, student-centered learning, teaching and evaluation of learning outcomes are carried out at KNWTTU: flexible learning trajectories are being developed conditions are being created to increase the motivation and involvement of students in the educational process; The consistency and objectivity of the assessment of learning outcomes is ensured in accordance with the general and professional competencies stated in the EP.

The survey results indicate that students are sufficiently satisfied with the educational services provided by accredited EPs. The Dublin descriptors guide the development of accredited EPs, which outline the extent and scope of knowledge, abilities, skills, and competencies students acquire after completing educational programs. This description is based on learning outcomes, developed competencies, and the total number of ECTS credit units. Teaching staff at all levels of education constantly monitor the quality of teaching, and the responsible departments discuss the survey results at a meeting. The Academic Council's decision (protocol № 5 of December 23, 2023) approves the guidelines for conducting surveys, which regulate the procedure.

During the period from September 5 to October 15, 2022, the Quality Assessment Department conducted a survey, "Assessment of employer satisfaction with the quality of training of KNWTTU graduates." According to the report on the survey results, employers' satisfaction with the quality of training of KNWTTU graduates employed in the organization amounted to 92.7% (2021-2022 academic year).

With the advent of student-centered learning, the requirements for teaching and teaching in general are changing. The department is responsible for the systematic development, implementation, and effectiveness of active teaching methods and innovative teaching methods, promoting professional development in this direction. Associate Professor of the Department of Physics, Ph.D. Zaurbekova N.D. effectively applies in the educational process the acquired knowledge and skills in the course "Physical practice and teaching methods for the basic principles of modern physics" (certificate № 0023 dated 26.08.2022).

When compiling the accredited EPs, all directions and all possible training trajectories were considered, taking into account the opinions of all interested parties, especially employers. For instance, 6B50302-Physics encompasses two distinct trajectories: materials science and multifunctional materials, as well as digitalization in physics. These trajectories enable students to develop skills and abilities that seamlessly integrate academic knowledge with ICT competencies.

Within the framework of accredited EP, lessons are delivered using interactive, gaming, and Internet technologies, teaching methods, multimedia technical tools, and presentations in the format of Microsoft Power Point, Google Slides, Prezi, Canva, and short videos. For example, a lecturer of the Physics department conducted an EP [lesson](#) on the topic "Electric field potential scalar potential" using innovative interactive methods: case study, master classes, fishbone, cluster.

The availability of teaching staff's research in the field of teaching methods in academic disciplines accredited by the EP is a crucial factor. For example, Ph.D. Associate Professor Tatenov A.M. introduced the author's virtual laboratory work into the educational process (author's certificate dated 14.10.2021, author's certificate No. 22046 dated 08.12.2022, etc.). The utilization of these scientific and methodological approaches in teaching, which are based on practice-oriented adaptive learning with elements of dual learning, significantly enhances the quality of education. Teaching staff have certificates of courses and seminars in the fields of leadership, education management, innovation in education, and teaching methods of academic disciplines. For example, Isaeva L.T., Medeubaeva K.T., Kudaibergenova K.S., Bulekbaev M.K., Orazbaeva G.S. (Institute of Pedagogy and Psychology), etc. (Certificate 26.02-03.7.2024)

One of the methods for determining the professional qualities of teaching is a survey of the quality of educational services at the university. In general, the level of student satisfaction with the teacher's activities is more than 90%.

To increase the effectiveness of student-centered learning and assessment of learning outcomes, the university has organized a school of pedagogical excellence.

### ***Analytical part***

The university's educational activities ensure that student-centered learning and teaching are implemented.

The university pays special attention to independent activities, taking into account the special needs of students and reflection, through the provision of flexible learning paths, the use of various pedagogical methods, forms of training, and regular assessment of student results.

Students have academic freedom when choosing a module or discipline online. The educational environment models the following characteristics: individuality, the desire for greater freedom, the process of achieving integrity, personal and professional growth, independence, and self-esteem.

An important factor is the presence of accredited EPs' own research in the fields of leadership, management, and innovation in education, as well as methods of teaching academic disciplines.

The faculty of the department actively participates in the introduction of innovations, methods, and methods of teaching, including during the implementation of scientific projects focused on the needs of employers and consumers, and also conducts developments in the field of teaching methods of disciplines and develops its own technologies in the field of methods of teaching academic disciplines.

Assessment of the quality of educational services provided is carried out on the basis of the results of internal and external sociological research. The university website conducts an online survey twice a year in Kazakh and Russian languages, asking teaching staff and students about their satisfaction with the quality of teaching disciplines. At the same time, experts note that for a better assessment of the learning process, it is necessary to significantly increase student participation in the survey.

***Strengths of EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- not identified

***EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- none

**Conclusions of the external expert commission on criteria:**

Following the standard " Student-centered learning, teaching and performance assessment" the EP of 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research 10 criteria are disclosed, of which 10 are satisfactory

#### 6.6. Standard «Students»

✓ The HEI should demonstrate the policy of forming students' population from admission until graduation and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to graduation) must be defined, approved, published.

✓ The educational institution's management should determine the order of formation of the student contingent based on the following:

- minimum requirements for applicants;
- the maximum size of the group during seminars, practical, laboratory, and studio classes;
- forecasting the number of government grants;
- analysis of available logistical, informational, and human resources;
- analysis of potential social conditions for students, including the provision of places in the dormitory

✓ The management of EP should provide for special adaptation and support programs for newly enrolled and foreign students.

✓ The institution must demonstrate its compliance with the Lisbon Recognition Convention.

✓ The management of EP should demonstrate the existence and application of a mechanism to recognize the results of academic mobility of students, as well as the results of additional, formal and informal training.

✓ The HEI should cooperate with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers" ENIC / NARIC to ensure comparable recognition of qualifications.

✓ The institution should provide an opportunity for external and internal mobility of students of EP, as well as assist them in obtaining external education grants.

✓ The management of EP should make the maximum number of efforts to provide practice-enrolled students, facilitate the employment of graduates, and maintain communication with them.

✓ The institution must provide graduates of EP with documents confirming the received qualification, including the results achieved, as well as the context, content and status of the education received and evidence of graduation.

#### **Evidentiary part**

The policy of contingent formation is regulated by the Rules of Admission to [Higher Education Educational Program](#) (№177, dated 06.11.2022) and "The Procedure for Admission to the Kazakh National Women's Teacher Training University (KNWTTU)". The formation policy includes the traditional Open Day event for graduates of schools and colleges in Almaty; the order of contingent planning; [enrollment of undergraduates](#); contingent movement; student expulsions; provision of academic leave; monitoring and analysis, etc. The basic principles of the formation of a contingent of students proceed from the equal accessibility of the university's educational programs for all categories of citizens of the Republic of Kazakhstan and foreign countries, with the choice of the trajectory of academic study.

The KNWTTU website provides basic information about the policy of forming a contingent of students in accredited educational programs and ensuring transparency and publication of procedures governing the student cycle (from admission to completion). The formation of a contingent of students at KNWTTU is carried out through the placement of a state educational order, a target order, as well as tuition fees at the expense of citizens' own funds. Table 2 displays the contingent of students accredited by the EP.

Table 2. The contingent of students (for 2020-2023)

EP name	Total students / of them, foreign students		
	2021-2022	2022-2023	2023-2024
6B05302-Physics	-	167/2	231

6B01406 - Professional Education and Entrepreneurship	32 /0	33 /0	46 /0
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The application for primary accreditation EP 7M01103 (IP) Education management and leadership and 7M01104 (IP) Educational research is innovative and developed within the framework of a Finnish project. Enrollment of students in EP 7M01103 (IP) Education management and leadership and 7M01104 (IP) Educational research is planned for 2024-2025. The EP's management actively engages in career guidance and recruitment, regularly releasing a booklet, posting videos on social media and the university's website, and organizing "Open Days".

The formation of the contingent of students at KNWTTU is carried out on the basis of the document "Rules for admission to study in the educational [program of higher education](#)" (№177, dated 11.06.2022) ([Rules for admission](#) to a bachelor's degree for the 2023-2024 academic year). An adaptation week is being practiced at the university as special adaptation and support programs for newly enrolled students, including for foreign ones, which was confirmed during a meeting with students, including 2 foreign students: Dazhai Sh and Turdybek T. from China on EP 6B05302-Physics to study.

Support and adaptation of newly enrolled students is also carried out through a system of consulting hours with an adviser. The university website, HERO Study personal account, serves as a platform for informing students about the procedures governing their life cycle of study, allowing them to access relevant information. Students at the university receive the necessary social assistance to adapt to various conditions, which is carried out by the following services: Psychological Support Service for students, teaching staff and staff, the Center for Inclusive Support, the Department of Social Projects, etc. Additionally, the university offers social support to students through tuition discounts, internal grants, and free accommodation for orphaned and disabled students. So, in the 2023-2024 academic year, 1 student left without parental care was given a 90% discount.

The university actively cooperates with the Center for the Bologna Process and Academic Mobility of the Ministry of Education and Science of the Republic of Kazakhstan. Academic mobility procedures are carried out by the Department of Science in accordance with the Registrar's Office (PD 025 VAM/OR-22) on the basis of the [Rules on Academic Mobility](#) (PR 025 AM/OMS-22). Academic mobility of students in the third year is planned at Kazan Federal University (Agreement dated 20.12.2023); National Research Tomsk Polytechnic University (Agreement dated 20.12.2023).

The EP's management provides students with internship opportunities, promotes graduate employment, and keeps in touch with them. For example, the bases of practice in physics are JSC D.V. Sokolsky Institute of Fuel, Catalysis, and Electrochemistry (Agreement dated 21.06.2022), V.G. Fesenkov Astrophysical Institute (Agreement dated 20.05.2022), and Academician U.A. Dzholdasbekov Institute of Mechanics and Machine Science (Agreement dated 20.12.2023).

The schedules of students' internships for the academic year are developed and approved by the supervising departments on the basis of the EP and working curriculum.

### ***Analytical part***

The university presented members of the EEC with evidence of the existence of various forms and methods of supporting newly admitted students.

The EEC recognizes diverse and efficient forms of social assistance and support offered by a range of services, to help students adjust to different circumstances. Additionally, social support is provided to students through various means such as discounts on tuition and internal grants, free accommodation for students from orphans and disabled people, financial compensation for food and clothing, benefits for living in student houses, and financial compensation for public transport travel from orphans and large, low-income families.

The results of a survey of students in EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool

organizations indicate that 93.6% of respondents are partially satisfied or dissatisfied with the provision of equal opportunities for everyone. According to the survey results, 92.6% of students participating in the survey noted insufficient satisfaction with the level of information support and explanation of the admission rules and strategy of the educational program (specialty) before entering the university.

***Strengths of EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- not identified

***EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- none

**Conclusions of the external expert commission on criteria:**

**Following the standard "Students" the EP of 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research 12 criteria are disclosed, of which 12 are satisfactory**

#### 6.7. Standard «Teaching Staff»

✓ *The HEI should have an objective and transparent personnel policy, earmarked for the specific EP, which includes hiring, professional growth and development of staff, ensuring the professional competence of the whole manning power.*

✓ *The HEI should demonstrate the conformity of the personnel potential of the faculty with the development strategy of the HEI and the specifics of the EP.*

✓ *The management of EP should demonstrate the awareness of responsibility for its employees providing them with favorable working conditions.*

✓ *The management of EP should demonstrate a change in the role of the teacher in connection with the transition to student-centered learning.*

✓ *The HEI should determine the contribution of the faculty to the implementation of the development strategy of the HEI and other strategic documents.*

✓ *The HEI should provide opportunities for career growth and professional development of the EP's teaching staff.*

✓ *The management of EP should involve practitioners in the relevant sectors.*

✓ *The management of EP should provide targeted actions for the development of young teachers.*

✓ *The HEI should demonstrate the motivation for the professional and personal development of teachers, including encouraging both the integration of research and education, and the use of innovative teaching methods.*

✓ *An important factor is the active use by the EP's faculty of information and communication technologies in the educational process (for instance, on-line training, e-portfolio, mass open online courses, etc.).*

✓ *An important factor is the development of academic mobility under the EP, attracting the best foreign and domestic teachers.*

#### ***Evidentiary part***

The personnel policy of KNWTTU, including recruitment, professional growth, and staff development, is reflected in a separate document, "Personnel Policy of the University," RD 025 KP/HR-2024, the Regulation "[On determining the general qualification characteristics](#) of teaching staff positions and employees equated to them of the Kazakh National Teacher Training University," and etc.

The staffing of the teaching staff at the accredited EP is aligned with the goals and content of the educational program, the specifics of the disciplines taught, the qualitative composition of the Physics department (47%), and Professional Education and Entrepreneurship (33.3%)

The management of the EP demonstrates awareness of responsibility for its employees and strives to ensure favorable working conditions for them. Thus, the university creates appropriate favorable conditions to stimulate the professional and personal development of teaching staff, including financial incentives at the end of the academic year (KPI), free access to the library fund and information resources, the possibility of professional development at the university's expense, and the opportunity to take English language courses.

The university provides opportunities for career growth and professional development of teaching staff. Among them, teachers of the Department of Physics who received the title of professor are scientists Baimakhan R., Yershina A., Kaptagai G., Toktarbai S. Moreover, PhD, assoc.Professor [A.D. Syzdykbaeva](#) (2020, OP Physics) and Acting Professor, Associate Professor N.B. Rakhmetova (EP Professional Education and Entrepreneurship) became the holders of the grant "The best university teacher". Within the framework of the Bolashak program, A.M.Zhubandykova "Qualitätsmanagvtnt im Bildungswesen" Germany, Dusseldorf (08.07-07/18/2019) completed a scientific internship.

The departments' teaching staff actively incorporates the findings of their research into the educational process, as evidenced by the teaching materials and manuals. A.Yershina has published two textbooks, "The use of renewable energy sources" and "A collection of problems in mechanics," over the past three years. Teaching staff of the departments have author's certificates for the teacher's own methodology and patents for inventions. For example, Associate Professor of the Department of Physics A.M. Tatenov is the author of the composite manuals "Measurement of the magnetization curve and hysteresis loop" (Certificate № 22246 dated 08.12.2021) and "Classes of inorganic compounds" (Certificate № 22383 dated 13.12.2021). Additionally, Associate Professor A.M. Tatenov, who holds a Ph.D., has introduced virtual laboratory work into the educational process in the subjects of Mechanics, Molecular Physics, Thermodynamics, Electromagnetism, and Laboratory Workshop in Physics for Laboratory Classes. The author's certificates, dated 14.10.2021, Certificate №926 dated 05.03.2003, and Author's certificate № 22046 dated 28.12.2021, attest to this. Foreign scientists are involved in the implementation of accredited projects for lectures. In 2022, the leading researcher of the Institute of Solid State, PhD Y.A. Mastrikov, gave a lecture course (Order № 178 dated 16.09.2022),

For the effective implementation of a student-centered approach to the management of the educational process at the university, teaching staff of departments implementing accredited educational programs regularly take courses on topical issues of student-centered learning. 93 teachers who implement accredited educational programs have completed advanced training courses. For example, when conducting the discipline "Fundamentals of Scientific Research," the Master of Physics Baitursyn Nurai, upon completion of the course "Lesson Study in Teacher's Practice," effectively applies elements of this method in the educational process (certificate PS №020407. 07-11.2022). The university promotes the development of academic mobility, attracting the best foreign and domestic teachers. So, as part of academic mobility for the implementation of the EP "Physics" in 2022, PhD in Natural Sciences, a leading researcher at the Institute of Solid State, Y.A. Mastrikov, was involved in reading the lecture course "Quantum chemical modeling of many partial particles" (Order № 178 of 16.09.2022).

The university actively cooperates with industrial and professional organizations, attracting practitioners to conduct courses, lectures, and laboratories. For example, in terms of EP 6B05302 Physics, PhD, A.K. Shongalova from the Institute of Physics and Technology has been teaching the discipline of Mechanics (6 ECTS) since 07.09.2023.

An important factor is the availability of teaching staff's own research in the field of leadership, management, and innovation in education and methods of teaching academic disciplines at accredited universities. For instance, consider the collaborative monograph "Fundamentals of leadership and adaptation to innovation," published in 2023. The authors of this monograph are members of the faculty at the Institute of Pedagogy and Psychology, including Bulekbayev M.K., Sariyeva K.N., Kudaibergenova K.S., Kenzhan A.M., Medeubaeva K.T., Saidakhmetova L.T., Kylyshpai B.S., and Baysultanova S.Ch.

**Analytical part**

In general, the indicators of the personnel implementing accredited educational programs, in terms of providing teaching staff with an academic degree, comply with the requirements of the "Rules for Licensing Educational Activities" dated November 30, 2022, № 483. The teaching staff implementing accredited operations provided the members of the EEC with specific examples of KPI remuneration, incentives based on publication results, and employee awards at various levels during their conversation.

As an undeniably positive fact, the EEC notes that teaching staff of accredited programs are actively involved in the process of introducing the results of research work into the educational process and the formation of educational policy.

The analysis of the conditions for the implementation of the EP at the department showed that the proportion of teaching staff with academic degrees and titles meets the regulatory requirements for teaching staff in the preparation of bachelors.

The university demonstrates its readiness to develop academic mobility within the framework of the educational program, as well as to attract the best foreign and domestic teachers. The university organizes specialized courses for its teaching staff to stimulate their participation in Bolashak programs and other international programs.

The survey of students in 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research about how the role of a teacher has changed with the shift to student-centered learning shows that 91.5% of those who answered are either somewhat or not at all satisfied with how their teacher meets their needs for professional and personal growth. According to the survey results, 89.9% of students who participated in the survey reported insufficient satisfaction with the teacher's stimulation of student activity.

***Strengths of EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- not identified

***EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- none

**Conclusions of the external expert commission on criteria:**

**Following the standard "Teaching Staff" the EP of 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research 9 criteria are disclosed, of which 9 are satisfactory**

**6.8. Standard «Education resources and student support systems»**

✓ *The HEI must ensure the compliance of educational resources, including material and technical, and infrastructure with the goals of the EP.*

✓ *The management of the EP must demonstrate the availability of classrooms, laboratories and other facilities equipped with modern equipment and ensuring the achievement of the EP's goals*

✓ *The management of EP should demonstrate the compliance of information resources with the specifics of the EP, including compliance in the following areas:*

- *technological support for students and teaching staff in accordance with educational programs (for instance, online training, modeling, databases, data analysis programs);*



- library resources, including a fund for educational, methodological and scientific literature on general education, basic and major disciplines in hard or soft copies, periodicals, access to scientific databases;
- examination of the results of research, final papers, dissertation papers on plagiarism;
- access to educational Internet resources;
- the functioning of WI-FI in its area;
- ✓ The HEI should demonstrate that it creates conditions for research, integration of science and education, publication of the results of research work of teaching staff, staff and students
- ✓ The HEI should strive to ensure that the training equipment and software used to master the EP are similar to those used in the relevant industries of economics
- ✓ The management of the EP must demonstrate the existence of procedures for supporting various groups of students, including information and counseling
- ✓ The management of the EP must show the existence of conditions for the student's advancement along the individual educational trajectory
- ✓ The HEI should take into account the needs of various groups of students (adults, working, foreign students, as well as students with disabilities)

### ***Evidentiary part***

For the implementation of educational programs EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership and 7M01104 (IP) Educational research, the priority direction of improving the quality of education is the provision of material and technical bases and information resources that must comply with the objectives of the educational program.

KNWTTU's material and technical base, along with its educational resources, facilitates its successful activities. The university has all the necessary educational and material assets to achieve its goals and objectives. The buildings and structures of KNWTTU comply with current sanitary standards and fire safety requirements. However, the available material, technical resources, and infrastructure do not fully ensure the achievement of the accredited EPs goal.

The following normative documents, which set mandatory qualification requirements for the material, technical, and educational laboratory facilities of educational organizations, guide the university in equipping and providing technical support for educational activities: The State Standard of the Republic of Kazakhstan "Higher professional education. Material and technical base of educational organizations"; NJSC "Kazakh National Women's Teacher Training University," Ministry of Science and Higher Education of the Republic of Kazakhstan, "Educational and material assets of higher educational institutions".

The University has all of the necessary resources and a scientific, technical, and experimental base for training specialties in doctoral studies. The structure, composition, and quantity of technical resources and laboratories are determined by the requirements of the implemented EP and other statutory activities. The university's material and technical base meets modern university requirements and provides the opportunity to conduct the educational process and research work, taking into account the specifics of the implemented activities. The university equips its educational, scientific, and specialized laboratories with computer equipment, necessary didactic materials, technical and audiovisual teaching aids, and visual aids. The university's infrastructure, which includes academic buildings, dormitories, catering facilities, sports and recreation complexes, and a scientific and technical library with electronic and reading rooms, represents a modern material and technical base. To organize the independent work of students, the university forms and maintains an electronic library containing methodological developments of university teachers (teaching materials, videos, electronic textbooks, electronic publications), high-demand literature, and literature for multilingual education. There is a necessary classroom fund, computer classes, gyms, and a book fund for all OP implementation. The university's financial policy aims to maintain the quality of implemented programs, including accredited educational programs. The university has such structural units as the Student Support Center, the Student Support Office, the Student Service Office, and the Center

for Inclusive and Special Education, which assist in the development of implemented, including accredited educational programs.

To support students, the number of grants with funding from both the state and the university is increasing every year. The university's information support fully complies with the requirements of the EP. The library provides students and teachers with free access to printed and electronic resources: educational, technical, reference specialized literature, and periodicals. The library's total area is 3295 sq. m., with 1000 sq. m. of book storage space. The library has 7,500 registered users and 2 reading rooms with 450 seats.

Table 3. Indicators of information and library support of the university

EP names	2021-2022		2022-2023		2023-2024	
	Kazakh	Russian	Kazakh	Russian	Kazakh	Russian
6B05302-Physics	-	-	13361	4523	13721	4573
6B01406 - Professional Education and Entrepreneurship	2392	744	2351	767	2385	799

The library considers the organization of access to electronic resources to be one of the key components in the information support of the modern educational process. The subscription databases of KNWTTU are multidisciplinary, containing relevant and scientifically reliable information to support the personality development and educational and scientific activities of teaching staff and students. The availability of licensed educational and scientific electronic publications in general education disciplines, cycle of basic disciplines, cycle of major is 100%.

The subscription collections of KNWTTU contain 890,575 copies of units of educational and methodical literature, scientific literature, and additional literature. There is access to electronic databases such as <http://rmebrk.kz/>, <https://alemlibrary.kz/login>, <https://onlinelibrary.wiley.com/>, Web of Science-International abstract scientometric database, <https://search.ebscohost.com/EBSCO> host, Scopus (<http://www.scopus.com/>), a unified bibliographic and abstract database of peer-reviewed scientific literature, and <https://www.iprbookshop.ru/ABS> IPR SMART.

The Scientific Library is one of the university's most important departments. The activities of the Scientific Library aim to provide recipients of educational services with effective and high-quality information support for their educational and research processes. Wi-Fi is available in the library; there is an electronic room with Internet access and subscription databases; and there are a sufficient number of computers for independent work. To master the EP "6B05302 Physics," a variety of educational and laboratory rooms are involved, including Molecular Physics and Thermodynamics, the Laboratory of Physical and Technical Research, the Planetarium, the Laboratory of Alternative Energy Sources, and specialized classrooms. The classrooms are equipped with projectors, interactive whiteboards, and computer rooms that align with the student population and the course content, specifically Matlab and COMSOL Multiphysics.

The policy and plan for the development of the material and technical base and other resources are considered by the Department of "Technical Services of the University." The Department of "Technical Services of the University" annually plans for the development of the material and technical base, as well as telecommunications equipment, by analyzing the current state and monitoring the effectiveness of its use. <https://dit.enu.kz/structure/department/>. The university's development plan for 2020–2024 reflects the financial policy, which aims to ensure the quality of education.

### ***Analytical part***

The successful activity of KNWTTU is based on the material and technical base and educational resources. The university has all of the educational and material resources it needs to achieve its goals and objectives. The buildings and structures of KNWTTU comply with current sanitary standards and fire safety requirements. However, KNWTTU's owned areas, including

classroom bases and other premises, require renovation and expansion. With the financing of the Government of the Republic of Kazakhstan, the university has increased its authorized capital and relocated a 12,000 sq. m. building in Almaty's center. This building houses classrooms, scientific laboratories, training rooms for new technologies, and a portion of the administrative building for institutes and departments. Experts believe that such measures taken by the university's management will further solve the problem with the classroom fund and the university's material and technical base as a whole.

When equipping and providing technical support for educational activities, the university is guided by the following normative documents regulating mandatory qualification requirements for the material, technical, and educational laboratory facilities of educational organizations: The State Standard of the Republic of Kazakhstan, "Higher professional education. Material and technical base of educational organizations", NJSC "Kazakh National Women's Teacher Training University" of the Ministry of Science and Higher Education of the Republic of Kazakhstan, "Educational and material assets of higher educational institutions.". The institutes have the necessary resources and scientific and technical bases to train personnel for accredited programs.

The requirements of the implemented EP and other statutory activities determine the structure, composition, and quantity of technical resources and laboratories. The material and technical base of accredited educational institutions partially meets the modern requirements imposed on the university and provides the opportunity to conduct the educational process and research work, taking into account the specifics of the implemented educational institutions. The institutes have the necessary resources and scientific and technical bases to train personnel for accredited programs. The requirements of the implemented EP and other statutory activities determine the structure, composition, and quantity of technical resources and laboratories. The material and technical base of accredited educational institutions partially meets the modern requirements imposed on the university and provides the opportunity to conduct the educational process and research work, taking into account the specifics of the implemented educational institutions. Computer equipment, necessary didactic materials, technical and audiovisual teaching aids, and visual aids are all present in the educational and scientific laboratories. However, many of these items date back several years and lack modern design and advanced technologies. Large investments are planned for equipping laboratories and classrooms in the coming years.

The department and institutes apply through the unified public procurement portal to purchase necessary office equipment and other material resources. The department uses the following licensed software applications in its educational process: Oqulyq.kz, Hero Study Space, and educational versions of software for programming tasks. Software applications are purchased in accordance with the curriculum of disciplines, which specify the software used in the learning process. Each laboratory receives a passport detailing the equipment and its intended use. Every laboratory receives a passport detailing the equipment and its intended use, along with personal and fire safety gear. The scientific [library's website](#) showcases the KNWTTU library's fund, and social media pages significantly contribute to the advancement of library resources, services, and feedback channels. The site caters to individuals with special educational needs. On the main page, there is a "search" window and a virtual help desk entitled "[Ask the librarian](#)". It is available to users in a 24/7 format.

The university the quality of developing an electronic catalog, viewing it as a crucial instrument for advancing the library fund within the university community. The electronic catalog showcases the personal collections of renowned Kazakhstani scientists from the Department of Rare Books and Manuscripts, offering access to the scientific heritage and ensuring maximum satisfaction.

***Strengths of EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- not identified

**EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:**

- The management of the EP to improve material and technical resources and infrastructure by September 1, 2025, taking into account the current requirements and needs of students in the context of the EP;

- The management of the EP should ensure the functioning of Wi-Fi throughout the territory of the educational organization and improve its quality by September 1, 2024.

### **Conclusions of the external expert commission on criteria:**

**Following the standard "Educational resources and student support systems" the EP of 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research 9 criteria are disclosed, of which 7 are satisfactory, 2 need improvement**

#### 6.9. Standard «Public information»

✓ *The information published by the HEI must be accurate, objective, relevant and reflect all the areas of the HEI's activities within the EP*

✓ *Public awareness should support and explain national development programs of the country and the system of higher and postgraduate education.*

✓ *Management of EP should use a variety of ways to disseminate information (including media, web resources, information networks etc.) to inform the general public and stakeholders.*

✓ *The information published by the HEI within the framework of EP should be accurate, objective, relevant and should include:*

- *the goal and expected outcomes of the EP, the qualification awarded*
- *information and the system of assessment of educational achievements of students*
- *information about academic mobility programs and other forms of cooperation with partner HEIs, employers*
- *information about the opportunities for the development of personal and professional competencies of students and employment*
- *data reflecting the positioning of the EP in the educational services market (at the regional, national, international levels)*

✓ *An important factor is the availability of adequate and objective information about the faculty of EP in the context of personalities.*

✓ *The HEI should publish audited financial statements on its own web resource including in reference to specific EP.*

✓ *The institution should post information and links to external resources based on the results of external evaluation procedures.*

✓ *An important factor is public awareness about cooperation and interaction with partners under the EP, including scientific / consulting organizations, business partners, social partners and educational organizations.*

#### **Evidentiary part**

KNWTTU uses various media, including the Internet, the official university website, and other social networks, to inform legal entities and individuals about the university's public role and its creation of a holistic positive image not only in the country but also in the world. In addition, KNWTTU informs the public about the development and implementation of specific programs and projects aimed at creating a positive image of the university as an educational, scientific, research, and innovation center, one of the leading higher educational institutions of the Republic of Kazakhstan. The university also covers in the media the most significant events related to its educational, scientific, and cultural activities, as well as directs and regulates internal and external information flows. The university management uses the mass media, the Internet, and KNWTTU's official website to gather information, analyze materials from collegial body meetings, joint meetings, round tables with various stakeholders, and more.

The official website of the university operates in three languages (Kazakh, Russian, and English). The site provides online information for applicants, including details on document submission, requirements, and virtual admissions offices. The university's website provides the publication of complete, accurate, objective, up-to-date, and accessible information about accredited educational institutions. Information about the training program is useful for applicants, students, graduates, and all interested parties. On the website, teaching staff and university students can regularly receive information about the department's activities. The university's website contains all the necessary information about student selection criteria, learning objectives, qualifications, and teaching methods. The educational department's electronic databases and the educational portal provide information about students' academic performance. The website regularly updates information about scientific programs and student achievements.

Through the pages of the departments on the university's website, you can find a detailed description of EPs 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership and 7M01104 (IP) Educational research information about professional competencies that students will receive, about qualifications and features of the profession and admission requirements, as well as tuition fees. All information about the university's activities and departments, admission and training conditions, and development opportunities is available to the public through the university's website. The site also contains strategic and current documents, including the university's development program, mission, policies, and goals in the field of university quality, etc. There is a description of structural divisions, as well as information about heads, deans, and heads of departments. The website features the rector's blog, where students can provide feedback. Here students have the opportunity to write suggestions, complaints, etc. It is possible to assess satisfaction with information about the university's activities by directly contacting the management through the rector's blog on the KNWTTU website. The rector's blog is designed to provide effective feedback to the university management with students and their parents, employees and faculty of the university, employers, and members of the public.

The university's management also uses various ways to disseminate information: booklets and promotional materials, open days, round tables with heads of enterprises and organizations, career guidance events. Meetings with employer representatives also include discussions about the EP's content. The university disseminates information about its activities through publications, television programs, interviews, and advertising image products.

The university has information, student support, and feedback services, each of which performs separate functions. According to the principle of openness and accessibility to the public, the university openly publishes information about its activities, admission rules, educational programs, terms and forms of study, international programs and partnerships of the university, advantages of the university and each faculty, information about the employment of graduates, feedback from graduates, events and successes of students, contact information, and other information useful for applicants on various information media. The official university page is active on the social networks Facebook, Instagram, and Youtube.

Specialized classrooms prioritize [student safety](#) by enforcing [rules of behavior](#), providing information stands, classroom passports, and appropriate equipment.

The survey conducted among students during the visit of the external expert commission of the IAAR revealed the following:

- 92.6% of students confirmed their satisfaction with the usefulness of educational organizations' websites in general and faculties' websites in particular;
- 95.2% are satisfied with the information about courses, educational programs, and academic degrees.

### *Analytical part*

The university disseminates information on a variety of topics, including support for the higher and postgraduate education system, international cooperation, the outcomes of external assessment procedures, information for applicants, details about the university's structural divisions, information for students, and details about the site map and dissertation councils. The site contains information about the university's history, mission, and the strategy by which it conducts its activities. The university maintains a page on social networks such as Instagram, Facebook, and Youtube.

However, the university management needs to take targeted actions to improve the availability of relevant and specific information:

- about teaching approaches, training, the system (procedures, methods and forms) of assessment within the EP;
- about objective information about teaching staff within the EP;
- about cooperation and interaction with partners within the framework of the EP.

***Strengths of EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- not identified

***EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research:***

- none

**Conclusions of the external expert commission on criteria:**

**Following the standard "Public awareness" the EP of 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership; and 7M01104 (IP) Educational research 10 criteria are disclosed, of which 10 are satisfactory**

## **VII OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD**

### **Standard «Management of educational program»**

- the management of the university and the EP demonstrated openness and accessibility for students, teaching staff, employers and other interested persons.

### **Standard «Information management and reporting»**

- not identified

### **Standard «Development and approval of the education program»**

- not identified

### **Standard «Constant monitoring and periodical assessment of education programs»**

- not identified

### **Standard «Student-centered learning, teaching and performance evaluation»**

- not identified

### **Standard «Students»**

- not identified

### **Standard «Teaching staff»**

- not identified

### **Standard «Education resources and student support systems»**

- not identified

### **Standard «Public information»**

- not identified

## **VIII OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT FOR EACH STANDARD**

### *Standard «Management of educational program»*

***EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 – Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership and 7M01104 (IP) Educational research:***

- Update and effectively apply EP development plans in management practice until 31.05.2024, document the procedure for developing EP development plans and provide the following information:

- measures to ensure transparency, inform stakeholders, and actively involve them in planning processes.

- the procedure for regular review and monitoring of its implementation

- Ensure that the EP's development plans are adjusted in accordance with the documented procedure for their development by 31.08.2024
- Formalized risk management procedures should develop and implement at all levels of management in the practice of business planning by 01.09.2024
- Define and implement the innovation management procedure from 09/01/2024.

Standard «Information management and reporting»

**EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership and 7M01104 (IP) Educational research:**

- The university's management should modify the current regulations governing the activities of collegial bodies and structural divisions, specifically establishing the frequency (terms, periods), forms, and methods of assessing the management of EP until 01.09.2024.
- The management of the EP is expected to develop and implement a system for evaluating the effectiveness and efficiency of the implemented EP by September 1, 2024.

Standard «Development and approval of the education program»

**EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership and 7M01104 (IP) Educational research:**

- The management of the EP should begin purposeful work on organizing the preparation of students for professional certification by 2025.
- The management of the EP should consider the possibility of developing and implementing joint and/or double-degree educational programs with foreign educational organizations before the beginning of the 2024-2025 academic year.

Standard «Constant monitoring and periodical assessment of education programs»

**EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership and 7M01104 (IP) Educational research:**

- The management of the EP should analyze the changes made to the EP and publish them on social networks in order to ensure that information is available to all interested stakeholders by September 1, 2026.

Standard «Student-centered learning, teaching and performance evaluation»

**EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership and 7M01104 (IP) Educational research:**

- none

Standard «Students»



***EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership and 7M01104 (IP) Educational research:***

-none

*Standard «Teaching staff»*

***EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership and 7M01104 (IP) Educational research:***

-none

*Standard «Education resources and student support systems»*

***EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership and 7M01104 (IP) Educational research:***

- The management of the EP to improve the material and technical resources and infrastructure, taking into account the needs of various groups studying in the context of the EP (adults, working, foreign students, as well as students with disabilities);
- The management of the EP of the year to ensure the functioning of Wi-Fi throughout the territory of the educational organization and improve its quality by September 1, 2024

*Standard «Public awareness»*

***EEC recommendations for EP 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership and 7M01104 (IP) Educational research:***

-none

## **IX OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE ORGANIZATION OF EDUCATION**

***The EEC's list of recommendations for the EP's development. These recommendations do not apply to measures to improve quality and comply with IAAR standards.***

- none

## **X RECOMMENDATION TO THE ACCREDITATION COUNCIL**

The external expert commission made a unanimous decision to recommend to the accreditation council the educational programs 6B05302 – Physics; 6B01406 - Professional Education and Entrepreneurship; 6B01202 - Educator and speech therapist of preschool organizations; 7M01103 (IP) Education management and leadership and 7M01104 (IP)

Educational research by NJSC "Kazakh National Teacher Training University" to accredit for a period of 5 (five) years.

### Appendix 1. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE"

**The conclusion of the external expert commission on the results of the assessment of the quality of the educational programs**

**6B05302 – PHYSICS**  
**6B01406 - PROFESSIONAL EDUCATION AND ENTREPRENEURSHIP**  
**6B01202 - EDUCATOR AND SPEECH THERAPIST OF PRESCHOOL ORGANIZATIONS**  
**7M01103 (IP) EDUCATION MANAGEMENT AND LEADERSHIP**  
**7M01104 (IP) EDUCATIONAL RESEARCH**

**NJSC "Kazakh National Women's Teacher Training University"**

№	№	Evaluation criteria	The position of the educational organization			
			Strong	Satisfactory	Need improvement	Unsatisfactory
<b>1. Standard «Management of Educational Program»</b>						
1	1.	The quality assurance policy should reflect the relationship between research, teaching and learning		+		
2	2.	<i>The HEI should have a published quality assurance policy</i>		+		
3	3.	Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint / dual degree education and academic mobility		+		
4	4.	The management of the EP provides transparency in the development of an EP's development plan based on an analysis of its functioning, the actual positioning of the institution and the focus of its activities on meeting the needs of the state, employers, stakeholders and students		+		
5	5.	The management of the EP demonstrates the functioning of the mechanisms for the formation and regular revision of the development plan of the EP and monitoring of its implementation, assessing the achievement of the training objectives, meeting the needs of students, employers and society, making decisions aimed at the continuous improvement of the EP		+		
6	6.	The management of the EP should involve representatives of stakeholder groups, including employers, students and teaching staff, in the development of an EP's development plan		+		
7	7.	The management of the EP should demonstrate the individuality and uniqueness of the development plan for the EP, its coherence with national development priorities and the development strategy of the organization of education		+		
8	8.	The HEI should demonstrate a clear definition of those responsible for business processes within the framework of the EP, unambiguous distribution of the duties of the staff, delineation of the functions of collegial bodies		+		

9	9.	The management of the EP coordinates the activities of all individuals involved in its development and management, ensures its continuous implementation, and involves all stakeholders in this process		+		
10	10.	Management should demonstrate the successful functioning of the internal quality assurance system of the EP, including its design, management and monitoring, their improvement, decision-making based on facts		+		
11	11.	Management should implement risk management			+	
12	12.	The management of the EP should ensure the participation of stakeholder representatives (employers, teaching staff, students) in the collegial bodies of management of the educational program, as well as their representativeness in making managerial decisions related to the educational program		+		
13	13.	The HEI should demonstrate the management of innovation within the framework of the EP, including the analysis and implementation of innovative proposals			+	
14	14.	The EP's management should demonstrate evidence of openness and accessibility for students, teaching staff, employers and other stakeholders	+			
15	15.	The management of the EP should be trained in management of education programs	1	12	2	
<b>Total according to the standard</b>						
<b>2. Standard «Information management and reporting»</b>						
16	1.	The HEI should ensure the functioning of the system for collection, analysis and management of information using modern information and communication technologies and software		+		
17	2.	The HEI should demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system		+		
18	3.	The management of the OP should demonstrate fact-based decision-making		+		
19	4.	Under the EP there should be a system of regular reporting, reflecting all levels of structure, including an assessment of the effectiveness and efficiency of activities of structural units, departments and research		+		
20	5.	The HEI should establish the periodicity, forms and methods of the EP's evaluation management, the activities of collegial bodies and structural units, top management, the implementation of scientific projects		+		
21	6.	The HEI should demonstrate the definition of order and ensure protection of information, including the identification of responsible persons for the reliable and timely analysis of information and data provision		+		
22	7.	The HEI should demonstrate the involvement of students, employees and teaching staff in the processes of collection and analysis of information, being the basis for making decisions		+		
23	8.	The EP's management should demonstrate the existence of a mechanism of communication with students, employees and other stakeholders, including the existence of conflict resolution mechanisms		+		
24	9.	The HEI should provide a measure of the degree of satisfaction of the needs of the teaching staff, personnel and students and demonstrate evidence of addressing the deficiencies found		+		
25	10.	The HEI should evaluate the effectiveness and resulting quality of its activities, including in the context of the EP			+	
		<i>The information collected and analyzed by the HEI should take into account:</i>				
26	11.	key performance indicators		+		
27	12.	dynamics of students population in the context of forms and types		+		
28	13.	level of academic achievement, student achievement and failing students rate		+		
29	14.	students' satisfaction with the implementation of the EP and the quality of education at the HEI		+		
30	15.	availability of educational resources and support systems for students		+		
31	16.	The HEI should facilitate the provision of all necessary information in the relevant fields of science		+		
<b>Total according to the standard</b>			0	15	1	
<b>3. Standard «Development and approval of educational programs»</b>						
32	1.	The HEI should define and document the procedures for the development of the EP and their approval at the institutional level		+		

33	2.	The management of HEI should demonstrate the compliance of the developed EP with the established objectives, including the expected learning outcomes		+		
34	3.	The educational institution's management should determine the impact of disciplines and professional practices on learning outcomes formation		+		
35	4.	The management of HEI should ensure the existence of the developed models of the EP's graduates, describing the results of training and personal qualities		+		
36	5.	The management of the EP must demonstrate the conduct of external examinations of the content of the EP and the planned results of its implementation		+		
37	6.	The qualification obtained on completion of EP shall be clearly defined, clarified and consistent with a certain level of the NQF, QF-EHEA		+		
38	7.	The management of the EP should determine the impact of disciplines and professional practices on the formation of learning outcomes		+		
30	8.	An important factor is the possibility of training students for professional certification		+		
40	9.	The management of EP must provide evidence of the participation of students, the staff and other stakeholders in the development of the EP, ensuring its quality		+		
41	10.	The management of EP should ensure the content of the academic disciplines and learning outcomes of the level of study (bachelor's, master's, doctoral)		+		
42	11.	The structure of the EP should provide for various types of activities that ensure that students achieve the planned learning outcomes		+		
43	12.	An important factor is the correspondence of the content of the EP and the learning outcomes of the EP implemented by organizations of higher and (or) postgraduate education in the EHEA		+		
<b>Total according to the standard</b>			<b>0</b>	<b>12</b>	<b>0</b>	
<b>4. Standard «Constant monitoring and periodical assessment of education programs»</b>						
44	1.	The HEI should monitor and periodically evaluate the EP in order to ensure that the goal is achieved and meet the needs of students and society. The results of these processes are aimed at the continuous improvement of the EP		+		
		Monitoring and periodic evaluation of EP should consider:				
45	2.	the content of the programs in the light of the latest scientific achievements in a specific discipline to ensure the relevance of the discipline being taught		+		
46	3.	changes in the needs of society and the professional environment		+		
47	4.	workload, academic performance and graduation		+		
48	5.	the effectiveness of evaluation procedures for students		+		
49	6.	expectations, needs and satisfaction of students of teaching methods under the EP		+		
50	7.	the educational environment and support services and their compliance with the objectives of the EP		+		
51	8.	The management of the EP should demonstrate a systematic approach to monitoring and periodic assessment of the quality of the EP		+		
52	9.	The management of the EP should define a mechanism for informing all stakeholders about any planned or undertaken actions regarding the EP		+		
53	10.	All stakeholders should be informed of any planned or undertaken actions in relation to the EP. All changes made to the EP shall be published			+	
<b>Total according to the standard</b>			<b>0</b>	<b>9</b>	<b>1</b>	
<b>5. Standard «Student-centered learning, teaching and performance evaluation»</b>						
54	1.	The management of EP should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths		+		
55	2.	The management of the EP should ensure that the teaching is based on modern achievements in world science and practice in the field of training. This includes using various modern teaching methods and evaluating learning outcomes to ensure the achievement of the EP's goals, including competencies and skills to perform scientific work at the required level		+		

56	3.	The management of the EP should determine the mechanisms for distributing the educational load of students between theory and practice within the framework of the EP. This will ensure the development of the content and the achievement of the EP's goals by each graduate.		+		
57	4.	An important factor is the availability of own research in the field of methods of teaching the academic disciplines		+		
58	5.	The university must ensure that the procedures for evaluating learning outcomes are consistent with the planned results and goals of the EP		+		
59	6.	The HEI should ensure that the procedures for evaluating the learning outcomes of students of EP are consistent with the planned learning outcomes and program objectives. Criteria and methods of evaluation should be published in advance		+		
60	7.	Reviewers should be familiar with modern methods of assessing learning outcomes and regularly improve their skills in this area.		+		
61	8.	The management of EP should demonstrate the availability of a feedback system on the use of different teaching methods and the evaluation of learning outcomes		+		
62	9.	The management of EP should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher		+		
63	10.	The management of EP should demonstrate the existence of a procedure for responding to student complaints.		+		
<b>Total according to the standard</b>			<b>0</b>	<b>10</b>	<b>0</b>	
<b>6. Standard «Students»</b>						
64	1.	The HEI should demonstrate the policy of forming students' population from admission until graduation and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to graduation) must be defined, approved, published		+		
		The management of EP should provide for special adaptation and support programs for newly enrolled and foreign students				
65	2.	The HEI must demonstrate its compliance with the Lisbon Recognition Convention and demonstrate the existence and application of a mechanism to recognize the results of academic mobility of students, as well as the results of additional, formal and informal training		+		
66	3.	The HEI should provide students with an opportunity for external and internal academic mobility, as well as assist them in obtaining external training grants		+		
67	4.	The institution should provide an opportunity for external and internal mobility of students of EP, as well as assist them in obtaining external education grants		+		
68	5.	An important factor is the availability of a support mechanism for gifted students		+		
69	6.	The HEI should cooperate with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers" ENIC / NARIC to ensure comparable recognition of qualifications		+		
70	7.	The management of EP should make the maximum amount of efforts to provide practice-enrolled students, facilitate the employment of graduates, and maintain communication with them		+		
71	8.	The HEI must demonstrate the procedure for issuing documents to graduates confirming their qualifications, including the achieved learning outcomes		+		
72	9.	The management of the EP should demonstrate that graduates of the program have skills that are in demand in the labor market and that these skills are really relevant		+		
73	10.	The EP's management should demonstrate the existence of a mechanism for monitoring graduates' employment and professional activities		+		
74	11.	An important factor is the existence of a valid association / union of graduates		+		

75	12.	The HEI should demonstrate the policy of forming students' population from admission until graduation and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to graduation) must be defined, approved, published		+		
<b>Total according to the standard</b>			<b>0</b>	<b>12</b>	<b>0</b>	
<b>7. Standard «Teaching Staff»</b>						
76	1.	The HEI should have an objective and transparent personnel policy, earmarked for the specific EP, which includes hiring, professional growth and development of staff, ensuring the professional competence of the whole manning power		+		
77	2.	The HEI must demonstrate that the teaching staff's qualitative composition meets the established qualification requirements, the university's strategy, and the EP's goals		+		
78	3.	The management of EP should demonstrate a change in the role of the teacher in connection with the transition to student-centered learning		+		
79	4.	The management of EP should provide targeted actions for the development of young teachers		+		
80	5.	The HEI should include teaching specialists from relevant industries with professional competencies that meet the EP's requirements		+		
81	6.	The university must demonstrate that there is a mechanism for motivating the professional and personal development of teaching staff		+		
82	7.	An important factor is the active use by the EP's faculty of information and communication technologies in the educational process (for instance, on-line training, e-portfolio, mass open online courses, etc.)		+		
83	8.	The HEI should demonstrate that its activities are focused on the development of academic mobility, attracting the best foreign and local teachers		+		
84	9.	The HEI must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity at the university and determine the contribution of teaching staff, including invited ones, to achieving certain goals.		+		
<b>Total according to the standard</b>			<b>0</b>	<b>9</b>	<b>0</b>	
<b>8 Standard «Education resources and student support systems»</b>						
85	1.	The HEI should guarantee a sufficient number of accessible and correspondent with the learning objectives training resources and support services for students.		+		
86	2.	The management of EP should demonstrate the sufficiency of material and technical resources and infrastructure			+	
87	3.	The management of EP should demonstrate the existence of support procedures for various groups of students, including information and counseling		+		
		<i>The management of EP should demonstrate the compliance of information resources with the specifics of the EP, including compliance in the following areas:</i>				
88	4.	Technological support for students and teaching staff in accordance with educational programs (for instance, online training, modeling, databases, data analysis programs)		+		
89	5.	library resources, including a fund for educational, methodological and scientific literature on general education, basic and major disciplines in hard or soft copies, periodicals, access to scientific databases		+		
90	6.	examination of the results of research, final papers, dissertation papers on plagiarism		+		
91	7.	access to educational Internet resources		+		
92	8.	The functioning of WI-FI in its area			+	
93	9.	The HEI should strive to ensure that the training equipment and software used to develop the EP are similar to those used in the relevant industries		+		
<b>Total according to the standard</b>			<b>0</b>	<b>7</b>	<b>2</b>	
<b>9 Standard «Public awareness»</b>						

		<i>The information provided about the EP is objective and relevant, and should include:</i>				
94	1.	the purpose and planned results of the EP, the assigned qualification		+		
95	2.	qualifications that will be awarded upon completion of the educational program		+		
96	3.	teaching approaches, training, as well as the system (procedures, methods and forms) of assessment		+		
97	4.	information on passing scores and educational opportunities provided to students		+		
98	5.	information about graduate employment opportunities		+		
99	6.	The management of the EP should provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and interested persons		+		
100	7.	Public awareness should include support and clarification of the national development programs of the country and the system of higher and postgraduate education		+		
101	8.	The HEI must demonstrate the reflection on the web resource of information characterizing it in general and in the context of educational programs		+		
102	9.	An important factor is the availability of adequate and objective information about the teaching staff of the EP		+		
103	10.	An important factor is to inform the public about cooperation and interaction with partners within the framework of the EP		+		
<b>Total according to the standard</b>			<b>0</b>	<b>10</b>	<b>0</b>	
<b>OVERALL</b>			<b>1</b>	<b>96</b>	<b>6</b>	



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



**AGREED**

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

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



АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ

НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

**APPROVED**

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

\_\_\_\_\_ Zhumagulova A.B.  
«\_\_\_» \_\_\_\_\_ 2024 year

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

**Date of the visit: March 14-16, 2024**

<p><b>Cluster 1 (accreditation)</b></p>	<p>6B06101 Design of Digital Analytical Educational Systems; 6B03201 Library Science; 7M01503 Computer Science; 7M01502 Physics;</p>
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	7M01501 Mathematics
<b>Cluster 2 (accreditation)</b>	6B05301/ 7M05302/ 7M01504/ 8D05301 Chemistry;
<b>Cluster 3 (accreditation)</b>	6B01510 Geography; 6B01509 / 6B05101/ 7M01505 / 8D01504 Biology;
<b>Cluster 4 (accreditation)</b>	6B01403 Physical Education and Sports; 6B01802 Social Pedagogy; 7M01102 Pedagogical measurements;

<b>Date and time</b>	<b>EEC's work with target groups</b>	<b>The position and full name of the target group members</b>	<b>Form of communication</b>
<i>March 13, 2024</i>			
<b>15.00-16.00</b>	Preliminary meeting with the EEC	IAAR External Expert	Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
	Arrival of the members of the EEC		
<b>18.00</b>	Dinner	IAAR External Expert	
<i>Day 1: March 14, 2024</i>			
<b>09.00-09.30</b>	The distribution of responsibility among experts, the solution of organizational issues	IAAR External Expert	Auditorium № 107 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>09.30-10.00</b>	Meeting with the Chairman of the Board-Rector	Chairman of the Board - Rector - Qanay Gulmira Amirkhankyzy	R. Aitieva Auditorium Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a>

			Conference ID: 464 173 2969
<b>10.00-10.15</b>	Technical break		
<b>10.15-11.00</b>	Meeting with Board Members-Vice-Rectors	<p>Member of the Board – Vice–Rector for Academic Affairs - Zhumankulova Yerkin Nursagatovna</p> <p>Member of the Board – Vice–Rector for Infrastructure Development - Dusipov Yerkin Shazhievich</p> <p>Member of the Board – Vice–Rector for Scientific Work and International Cooperation - Dzhumakulov Zakir Daniyarovich</p> <p>Member of the Board – Vice–Rector for Strategic Development and Social Work - Zhanar Kasymbekovna Rysbekova</p>	<p>R. Aitieva Auditorium</p> <p>Connect to the Zoom Conference</p> <p><a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a></p> <p>Conference ID: 464 173 2969</p>
<b>11.00-11.10</b>	Technical break		
<b>11.10-11.50</b>	Meeting with the heads of the structural divisions of the EO	<ol style="list-style-type: none"> <li>1. Meirkulova Aida Bakytbekovna - Director of the Department of Academic Program Development and Quality Assurance</li> <li>2. Karbysheva Maria Olegovna - Head of the Academic Program Development Department</li> <li>3. Imanbalina Asel Kazbekovna - Head of the Academic Quality Assurance Department</li> <li>4. Balazhanova Kymbat Magitaevna - Director of the Department of Academic Affairs</li> <li>5. Dariga Zharikbaeva - Head of the Registrar's office</li> <li>6. Asel Sakenovna Alshynova - Head of the Practice and Career Department</li> <li>7. Abuova Nazira Kozhankyzy - Head of the Department for admission and career guidance</li> <li>8. Akzholova Akmaral Alimakhunovna - Head of the Department of educational process organization</li> <li>9. Zheksembayeva Symbat Udanovna - Head of the Department of Distance Education</li> <li>10. Elzhasov Rustam Nauanovich Director of the Department of Infrastructure Development</li> </ol>	<p>R. Aitieva Auditorium</p> <p>Connect to the Zoom Conference</p> <p><a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a></p> <p>Conference ID: 464 173 2969</p>

		<p>11.Nysanbayeva Aliya Togaibaevna - Director of the Accounting and Reporting Department</p> <p>12.Tumenbayeva Anar Kuvatbekovna - Head of the Public Procurement Department</p> <p>13. Murat Symbat Zhanatkyzy - Head of the Planning and Economic Department</p> <p>14. Marat Makhmudovich Makhanov - Head of the Legal Department</p> <p>15.Bakirova Janel Zhanibekkyzy - Head of the Academic Support Department</p> <p>16.Onegenova Asem Mukhtarkyzy - Director of the Scientific Library</p> <p>17. Amirzhanova Raya Askarovna - Head of the International Department</p> <p>18.Begasilyeva Salima Askarkyzy - Head of the Mental Health Center</p> <p>19. Daulenbayeva Meiramgul Bakhytzhonovna - Acting Head of the Youth Policy Center</p> <p>20.Khamzina Kamesh Omarovna - Director of the Center for Advanced Training and Additional Education</p> <p>21.Abdraimova Moldir Rashidovna - Director of the Department of Science</p> <p>22.Sugirbekova Kamila Seisenbekovna - Director of the Strategic Development Department</p> <p>23.Sagindykov Akylbek Abdulkadyrovich Acting Director of the Personality Formation Department</p> <p>24.Ortaeva Aruna Kuralovna - Head of the press service</p> <p>25.Nurbol Alimbaevich Modov - Head of the Information Systems Support and Development Department</p> <p>26.Micropulo Yulia Vyacheslavovna - Director of HR Department</p>	
11.50-12.00	Exchange of views of the members of the external expert commission	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969

<b>12.00-12.40</b>	Meeting with the deans of accredited EP	Director of the Institute of Physics, Mathematics and Digital Services – Gulnaz Ibragimovna Salgarayeva Director of the Institute of Natural Sciences – Baytasheva Gauhar Morialievna Director of the Institute of Pedagogy and Psychology – Orazaeva Gulzhan Serikovna	R. Aitieva Auditorium Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>12.40-13.00</b>	EEC's work	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>13.00-14.00</b>	<i>lunch</i>		
<b>14.00-14.15</b>	EEC's work	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>14.15-15.00</b>	Meeting with heads of departments and heads of the EP	Sandibayeva Nazira Abdikadirovna - Department of Physics Aliya Duisengalievna Ongarbayeva - Department of Computer Science Kulzia Akrashevna Kalymova - Department of Information Technology and Librarianship Ilyasova Gulaim Bolatbekovna - vr.i.o. leader of the EP - Department of Mathematics Kalekeshov Askar Maratovich - Department of Biology Myrzakhmetova Nurbala Orazymbekkyzy - Department of Chemistry Yerdaulet Askarbekovich Tulegenov - Department of Geography Yeselbaeva Aliya Kerimbekova - Department of Physical Culture and Sports Bulakbayeva Meiramgul Kenesbaevna - Department of General and Social Pedagogy	R. Aitieva Auditorium Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>15.00-15.10</b>	Technical break		

<b>15.10-16.00</b>	Meeting with teaching staff of the EP	<a href="#">Appendix 1</a>	R. Aitieva Auditorium Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>16.00-17.00</b>	Teaching staff survey (concurrent)	<a href="#">Appendix 2</a>	The link is sent to the teacher's e-mail personally
<b>16.00-16.10</b>	Members of the EEC exchanging opinions	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>16.10-17.00</b>	Meeting with students of the EP	<a href="#">Appendix 3</a>	R. Aitieva Auditorium Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>17.00-18.00</b>	Student survey (concurrent)	<a href="#">Appendix 4</a>	The link is sent to the student's e-mail personally
<b>17.00-17.50</b>	Working with department documents and attending teaching staff classes on a schedule	<a href="#">Appendix 5</a>	according to scedule
<b>17.50-18.00</b>	Discussion of 1st day of EEC's work	IAAR External Experts	R. Aitieva Auditorium Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>18.00-19.00</b>	Dinner		

*Day 2: March 15, 2024*

09.00-09.30	The work of EEC	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
09.30-11.30	Selective visits to EP practice base	<a href="#">Appendix 6</a>	External IAAR experts according to the itinerary
11.30-13.00		<a href="#">Appendix 7</a>	
13.00-14.00	<b>Lunch</b>		
14.00-14.20	Exchange of views of the members of the EEC	IAAR External Experts	Auditorium № 107 (EEC office)
14.20-15.20	Meeting with stakeholders (representatives of practice bases and employers) (hybrid)	<a href="#">Appendix 8</a>	R. Aitieva Auditorium Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
15.20-15.30	Technical break		
15.30-16.10	Meeting with graduates of the EP (hybrid)	<a href="#">Appendix 9</a>	R. Aitieva Auditorium Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
16.10-16.30	Technical break	IAAR External Experts	
16.30-19.00	The work of the EEC, discussion of the results of the second day and profile parameters	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
19.00-20.00	Dinner		
<b>Day 3: March 16, 2024</b>			
09.00-11.30	The work of the EEC, the development and	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a>

	discussion of recommendations		Conference ID: 464 173 2969
<b>11.30-11.40</b>	Technical break		
<b>11.40-12.30</b>	The work of the EEC is the development and discussion of recommendations ( <i>a record is being kept</i> )	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>12.30-13.00</b>	The work of the EEC	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>13.00-14.00</b>	Lunch		
<b>14.00-16.00</b>	The work of the EEC is discussed, decisions are made by voting ( <i>recording is being kept</i> )	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>16.00-16.30</b>	The work of the EEC, Discussion of the results of the quality assessment	IAAR External Experts	Auditorium № 107 (EEC office) Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969
<b>16.30–17.00</b>	The final meeting of the EEC with the leadership of the university	Chairman of the Board – Rector - Qanay Gulmira Amirkhankyzy Member of the Board – Vice-Rector for Academic Affairs – Zhumankulova Yerkyn Nursagatovna Member of the Board – Vice–Rector for Infrastructure Development - Dusipov Yerkin Shazhievich Member of the Board – Vice–Rector for Scientific Work and International Cooperation - Dzhumakulov Zakir Daniyarovich Member of the Board – Vice–Rector for Strategic Development and Social Work - Zhanar Kasymbekovna Rysbekova Meirkulova Aida Bakytbekovna - Director of the Department of Academic Program Development and Quality Assurance	R. Aitieva Auditorium Connect to the Zoom Conference <a href="https://us02web.zoom.us/j/4641732969">https://us02web.zoom.us/j/4641732969</a> Conference ID: 464 173 2969

		<p>Karbysheva Maria Olegovna - Head of the Academic Program Development Department</p> <p>Imanbalina Asel Kazbekovna - Head of the Academic Quality Assurance Department</p> <p>Balazhanova Kymbat Magitaevna - Director of the Department of Academic Affairs</p> <p>Dariga Zharikbaeva - Head of the Registrar's Office</p> <p>Alshynova Asel Saxonovna - needlewoman of the Practice and Career department</p> <p>Abuova Nazira Kozhenkyzy - Head of the Department for Admission and Career Guidance</p> <p>Akzholova Akmaral Alimakhunovna - Head of the Department of educational process Organization</p> <p>Zheksembayeva Vasbat udachna - Head of the Department of Distance Education</p> <p>Elzhasov Rustam Nauanovich Director of the Department of Infrastructure Development</p> <p>Nisanbayeva Aliya Togaibaevna -Director of the Accounting and Reporting Department</p> <p>Tumenbayeva Anar Kuatbekovna - Head of the Public Procurement Department</p> <p>Murat Vasbat Zhanatkyzy - Head of the Planning and Economic Department</p> <p>Marat Makhmudovich Makhanov - Head of the Legal Department</p> <p>Bakirova Janel Zhanibekkyzy - Head of the Academic Support Department</p> <p>Onegenova Asem Mukhtarkyzy - Director of the Scientific Library</p> <p>Amirzhanova Raya Askarovna - Head of the International Department</p> <p>Begasilyeva Salima Askarkyzy - Head of the Mental Health Center</p> <p>Daulenbayeva Meiramgul Bakhytzhonovna - Acting Head of the Youth Policy Center</p>	
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		<p>Khamzina Kamesh Omarovna - Director of the Center for Advanced Training and Additional Education</p> <p>Abdraimova Moldir Rashidovna - Director of the Department of Science</p> <p>Kamila Sugirbekova - Director of the Strategic Development Department</p> <p>Sagindykov Akylbek Abdulkadyrovich - Acting Director of the Department of Personality Formation</p> <p>Nurbol Alimbaevich Modov - Head of the Information Systems Support and Development Department</p> <p>Micropulo Yulia Vyacheslavovna - Director of HR Department</p> <p>Ortaeva Aruna Uralovna - Head of the press service</p>	
<b>18.00-19.00</b>	Dinner		

**Abbreviations**

IAAR - Independent Agency for Accreditation and Rating

EEC – IAAR External Expert Commission

EO – educational organization

EP – educational program

**Appendix 3. Results of the teaching staff survey**

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

**1. Total number of questionnaires: 55**

**2. Position,%**

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

**3. Academic degree, Academic status**

Honored Worker	0 (0%)
Doctor of Science	3 (5,5%)
Candidate of Sciences	14 (25,5%)
Master's degree	32 (58,2%)
PhD	5 (9,1%)
Professor	0 (0%)
Associate Professor	1 (1,8%)
none degree	2 (3,6%)

**4. Work experience at this university**

less than 1 year	10 (18,2%)
1 - 5 years	14 (25,5%)
more than 5 years	31 (56,4%)

№	Questions	Very good	Good	Relatively bad	Bad	Very bad	no answer
1	To what extent does the EP's content meet your scientific and professional interests and needs?	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%
2	How do you assess the opportunities provided by the University for the professional development of teaching staff	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%
3	How do you evaluate the university's opportunities for teaching staff career growth	42(76,4%)	13(23,6%)	0,00%	0,00%	0,00%	0,00%
4	How do you evaluate the faculty's degree of academic freedom	40(72,7%)	15(27,3%)	0,00%	0,00%	0,00%	0,00%
	To what extent can teachers utilize their own resources						
5	- Learning strategies	45(81,8%)	10(18,2%)	0,00%	0,00%	0,00%	0,00%

6	- Teaching methods	47(85,5%)	8(14,5%)	0,00%	0,00%	0,00%	0,00%
7	-Educational innovations	42(76,4%)	13(23,6%)	0,00%	0,00%	0,00%	0,00%
8	How do you evaluate the university's efforts to organize medical care and disease prevention?	27(49,1%)	28(50,9%)	0,00%	0,00%	0,00%	0,00%
9	How much attention does the educational institution's management pay to the program's content?	49(89,1%)	6(10,9%)	0,00%	0,00%	0,00%	0,00%
10	How do you assess the sufficiency and accessibility of the required scientific and educational literature in the library?	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%
11	Do you assess the level of conditions created that take into account the needs of different groups of students?	31(56,4%)	24(43,6%)	0,00%	0,00%	0,00%	0,00%
	Evaluate the management's openness and accessibility						
12	- to students	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%
13	- to teaching staff	45(81,8%)	10(18,2%)	0,00%	0,00%	0,00%	0,00%
14	Assess teaching staff's involvement in the process of making managerial and strategic decisions	36(65,5%)	18(32,7%)	1(1,8%)	0,00%	0,00%	0,00%
15	How does teaching staff encourage innovation?	40(72,7%)	15(27,3%)	0,00%	0,00%	0,00%	0,00%
16	Evaluate the level of feedback between the teaching staff and the management	41(74,5%)	14(25,5%)	0,00%	0,00%	0,00%	0,00%
17	What is the level of stimulation and involvement of young professionals in the educational process?	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%
18	Evaluate the professional and personal growth opportunities for each teacher and employee.	41(74,5%)	14(25,5%)	0,00%	0,00%	0,00%	0,00%
19	Assess the adequacy of the recognition by the university management of the potential and abilities of teachers	36(65,5%)	18(32,7%)	0,00%	0,00%	0,00%	0,00%
	How the job is set						
20	- on academic mobility	35(63,6%)	20(36,4%)	0,00%	0,00%	0,00%	0,00%
21	- on enhancing the teaching staff's skills	48(87,3%)	7(12,7%)	0,00%	0,00%	0,00%	0,00%
22	Evaluate the support of the university and its management			0,00%	0,00%	0,00%	0,00%
23	- the faculty's scientific research initiatives	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%
24	- development of new educational programs/academic disciplines/teaching methods	44(80%)	11(20%)	0,00%	0,00%	0,00%	0,00%
	Evaluate the level of faculty's ability to combine teaching						

25	- with scientific research	32(58,2%)	21(38,2%)	2(3,6%)	0,00%	0,00%	0,00%
26	- with practical activities	35(63,6%)	20(36,4%)	0,00%	0,00%	0,00%	0,00%
27	Assess how well the students' knowledge obtained at the university corresponds to the realities of the requirements of the modern labor market	41(74,5%)	14(25,5%)	0,00%	0,00%	0,00%	0,00%
28	How do the university's management and administration perceive criticism in their addresses?	30(54,5%)	23(41,8%)	0,00%	0,00%	0,00%	0,00%
29	Do you rate how much your academic workload meets your expectations and capabilities?	32(58,2%)	22(40%)	1(1,8%)	0,00%	0,00%	0,00%
30	Evaluate the focus of educational and training programs on the development of students' skills and abilities to analyze situations and make forecasts.	36(65,5%)	19(34,5%)	0,00%	0,00%	0,00%	0,00%
31	Evaluate how much the educational program, in terms of content and quality of implementation, meets the expectations of the labor market and employers.	33(60%)	21(38,2%)	1(1,8%)	0,00%	0,00%	0,00%

### Why do you work particularly in this university?

I am a graduate of this educational institution, I like everything!  
the uniqueness of the leading universities in the region  
I hope that working at this university will have a good impact on my future initiatives  
As a graduate of this educational institution, I want to work honestly with compassion  
The leading educational institution in the region according to the educational program  
For the fact that the lesson provides an opportunity to jointly analyze scientific research along with the EP.

Special character and history  
I think this issue is one of the most innovative in the city.  
According to the requirements, the support is very good  
I am a graduate of this educational institution, it is a place of knowledge!  
All conditions have been created for employees to work.  
Support for young professionals, communication in the team as a whole is at a very good level.  
The chances of growth in the service are very high  
A good team, a good contingent of students  
The best university. Material and social conditions have been created  
The opportunities for growth with the service are high  
For Kazakh girls to know  
He graduated from this university. As a doctor of science, I chose to serve my university.  
Currently, I teach and teach students of our Department of science.  
Girls like to work with children.  
Completed educational institution, auditorium  
All conditions for teachers have been created at this university  
In order to improve science and practice, I chose this higher education institution. This gave me great opportunities, and while at this educational institution, I traveled to a foreign country for 6 months with a project of 500 scientists of the program of the future. In addition, I defended my doctoral thesis at the Seljuk University in Turkey.  
Good conditions have been created for the growth of professional qualifications  
the reason for the work of professionals

I like the Kazakh National Women's Pedagogical University because it is a very simple university with a very high morality

I graduated from this educational institution, so it is warm place

We decided to try ourselves here

For the first time, I became the reason for the opening of a vocational training school, and there are only two women's universities in the world, one of which is black Shanyrak, where many conditions have been created for girls from the village, which are interesting to teach. It is interesting to teach these pre-school students.

There are opportunities to do science

I must give Kazakh girls a high-quality education, raise the level of science and innovative creativity, instill in them national upbringing and traditions.

in the education of the younger generation, this profession is most effective in educating talents and personalities who are flexible to life in the future

I am a graduate of this university.

Graduate student

A graduate of this university

This is due to the fact that the university is a cohesive and creative organization of teachers and students.

I studied here myself, the teachers are very qualified specialists with a high level of education, with high moral qualities, there are a lot of teachers-leaders

Friendly atmosphere, government support, etc.

This university provides great opportunities in terms of career pedagogical and performing growth.

More features

This is one of the oldest Universities in the Republic of Kazakhstan, which has raised many professional and talented graduates. In addition, there is a very loyal management here, which creates the best conditions for fruitful teaching activities!

Meets my educational interests

Then I got an education at this university. I like my specifics

as a graduate of this university, I decided to continue my activities at this higher educational institution

There are many prospects and creative opportunities for innovation

In connection with my basic profession and scientific work

I graduated from this university and decided to work at this university

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

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

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

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

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

Questions	often	sometimes	never	no answer
Lack of classrooms	2(3,6%)	24(43,6%)	29(52,7%)	
Unbalanced academic load by semester		12(21,8%)	43(78,2%)	
Unavailability of necessary literature in the library		12(21,8%)	43(78,2%)	
Overcrowding of study groups (too many students in a group)	2(3,6%)	12(21,8%)	41(74,5%)	
Inconvenient schedule	1(1,8%)	12(21,8%)	42(76,4%)	
Inappropriate classroom conditions		11(20,4%)	43(79,6%)	
Lack of Internet access/weak internet	3(5,5%)	22(40%)	30(54,5%)	

Students' lack of interest in learning		14(25,5%)	41(74,5%)	
Late receipt of information about events		2(3,6%)	53(96,4%)	
Lack of technical training facilities in classrooms	1(1,8%)	20(36,4%)	34(61,8%)	
Other issues	<p>With frequent interactive communication in the audience It has no special problems. If there are, the management reacts and decides on its own. If the academic buildings are updated. Students are provided with the lack of places in dormitories and equipment in classrooms. No There are no problems.</p>			

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

Questions	Completely satisfied (1)	Partially satisfied (2)	Not satisfied (3)	I find it difficult to answer (4)
The attitude of the university management towards you	53 (96,4%)	2 (3,6%)	0 (%)	0 (%)
Relations with direct management	54 (98,2%)	1(1,8%)	0 (%)	0 (%)
Relations with colleagues at the department	55 (100%)	0 (%)	0 (%)	0 (%)
The extent of participation in management decision-making	52 (94,5%)	3(5,5%)	0 (%)	0 (%)
Relations 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 comments	50(90,9%)	4(7,3%)	0 (%)	1(1,8%)
The activities of the university administration	51(92,7%)	4(7,3%)	0 (%)	0 (%)
Terms of payment	43(78,2%)	11(20%)	1(1,8%)	0 (%)
Working conditions, list and quality of services provided at the university	53(96,4)	2(3,6%)	0 (%)	0 (%)
Occupational safety and health	52(94,5%)	3(5,5%)	0 (%)	0 (%)
Managing changes in the university's activities	52(94,5%)	3(5,5%)	0 (%)	0 (%)
By providing a social package: rest, sanatorium treatment, etc.	41(74,5%)	13(23,6%)	1(1,8%)	0 (%)
Organization and quality of nutrition at the university	41(74,5%)	14(25,5%)	0 (%)	0 (%)
Organization and quality of medical care	40(72,7%)	15(27,3%)	0 (%)	0 (%)

**Appendix 4. Results of the student survey**

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

**Total number of questionnaires: 188**

**Education programs (specialties):**

6B05302 Physics	77 (41%)
6B01601 History	20 (10.6%)
6B01202 Educator and speech therapist of preschool organizations	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 Education	2 (1.1%)
6B01402-Visual art, art work, graphics and design	4 (2.1%)
6B03101 Sociology	6 (3.2%)
7M03101 Sociology	2 (1.1%)
6B11401 – Social work	5 (2.7%)

**Gender:**

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

**Rate how satisfied you are:**

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I find it difficult to answer
1. Relations with the dean's office (school, faculty, department)	179 (95.2%)	9 (4.8%)	0 (0%)	0 (0%)	0 (0%)

2. The level of accessibility of the dean's office (schools, faculties, departments)	178 (94.7%)	9 (4.8%)	1 (0.5%)	0 (0%)	0 (0%)
3. The level of accessibility and responsiveness of the management (university, school, faculty, department)	179 (95.2%)	9 (4.8%)	0 (0%)	0 (0%)	0 (0%)
4. The availability of academic counseling	176 (93.6%)	11 (5.9%)	1 (0.5%)	0 (0%)	0 (0%)
5. Support of educational materials in the learning process	176 (93.6%)	12 (6.4%)	0 (0%)	0 (0%)	0 (0%)
6. The availability of counseling on personal issues	166 (88.3%)	20 (10.6%)	1 (0.5%)	0 (0%)	1 (0.5%)
7. The relationship between a student and a teacher	175 (93.1%)	12 (6.4%)	0 (0%)	1(0.5%)	0 (0%)
8. The 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 health services	166 (88.3%)	21 (11.2%)	1 (0.5%)	0 (0%)	0 (0%)
10. The quality of medical care at the university	163 (86.7%)	23 (12.2%)	2 (1.1%)	0 (0%)	0 (0%)
11. The level of accessibility of library resources	171 (91%)	17 (9%)		0 (0%)	0 (0%)
12. The quality of services provided in libraries and reading rooms	172 (91.5%)	15 (8%)	1 (0.5%)	0 (0%)	0 (0%)
13. The existing educational resources of the university	176 (93.6%)	12 (6.4%)	0 (0%)	0 (0%)	0 (0%)
14. Availability of computer classes	164 (87.2%)	20 (10.6%)	2 (1.1%)	2 (1.1%)	0 (0%)
15. The availability and quality of Internet resources	167 (88.8%)	9 (4.8%)	2 (1.1%)	2 (1.1%)	0 (0%)
16. Information content of the website of educational organizations in general and faculties (schools) in particular	174 (92.6%)	13 (6.9%)	0 (0%)	1 (0.5%)	0 (0%)
17. Classrooms, Lecture halls for large groups	165 (87.8%)	21 (11.2%)	2 (1.1%)	0 (0%)	0 (0%)
18. Breakout rooms for students (if available)	142 (75.5%)	39 (20.7%)	3 (1.6%)	3 (1.6%)	1 (0.5%)
19. Clarity of procedures for taking disciplinary action	172 (91.5%)	14 (7.4%)	1 (0.5%)	0 (0%)	1 (0.5%)
20. The quality of the educational program as a whole	183 (97.3%)	5 (2.7%)	0 (0%)	0 (0%)	0 (0%)
21. The quality of educational programs in the EP	178 (94.7%)	10 (5.3%)	0 (0%)	0 (0%)	0 (0%)
22. Teaching methods in general	179 (95.2%)	8 (4.3%)	1 (0.5%)	0 (0%)	0 (0%)
23. The speed of response to feedback from teachers on the educational process	178 (94.7%)	8 (4.3%)	2 (1%)	0 (0%)	0 (0%)
24. The quality of teaching in general	178 (94.7%)	10 (5.3%)		0 (0%)	0 (0%)
25. Academic workload/student requirements	178 (94.7%)	9 (4.8%)	1 (0.5%)	0 (0%)	0 (0%)
26. The requirements of the teaching staff for the student	173 (92%)	14 (7.4%)	1 (0.5%)	0 (0%)	0 (0%)
27. Information support and explanation of the admission rules and the strategy of the educational program (specialty) before admission to the university	174 (92.6%)	14 (7.4%)	0 (0%)	0 (0%)	0 (0%)



28. Informing the requirements in order to successfully complete this educational program (specialty)	179 (95.2%)	8 (4.3%)	0 (0%)	0 (0%)	1 (0.5%)
29. The quality of examination materials (tests and examination questions, etc.)	175 (93.1%)	13 (6.9%)	0 (0%)	0 (0%)	0 (0%)
30. The objectivity of the assessment of knowledge, skills and other educational achievements	176 (93.6%)	12 (6.4%)	0 (0%)	0 (0%)	0 (0%)
31. Available computer classes	173 (92%)	14 (7.4%)	0 (0%)	1 (0.5%)	0 (0%)
32. Available scientific laboratories	166 (88.3%)	17 (9%)	2 (1.1%)		3 (1.6%)
33. Objectivity and fairness of teaching staff	172 (91.5%)	14 (7.4%)	0 (0%)	2 (1.1%)	0 (0%)
34. Informing students about courses, educational programs and academic degrees	179 (95.2%)	8 (4.3%)	0 (0%)	0 (0%)	1 (0.5%)
35. Providing students with a dormitory	155 (82.4%)	29 (15.4%)	1 (0.5%)	0 (0%)	3 (1.6%)

**Rate how much you agree:**

Statement	Completely agree	Agree	Partially agree	Disagree	Completely disagree	no answer
The course program was clearly presented	17 3 (92%)	1 2 (6.4%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
The course content is well structured	17 8 (94.7%)	7 (3.7%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
The key terms are sufficiently explained	17 2 (91.5%)	1 4 (7.4%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
The material proposed by the teacher is relevant and reflects the latest achievements of science and practice	17 2 (91.5%)	1 4 (7.4%)	1 (0.5%)	1 (0.5%)	0 (0%)	0 (0%)
The teacher uses effective teaching methods	17 4 (92.6%)	1 2 (6.4%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
The teacher owns the taught material	17 8 (94.7%)	8 (4.3%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
The teacher's presentation is clear	17 3 (92%)	1 3 (6.9%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
The teacher presents the material in an interesting way	17 0 (90.4%)	1 5 (8%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
The objectivity of the assessment of knowledge, skills and other educational achievements	16 6 (88.3%)	1 8 (9.6%)	4 (2.1%)	0 (0%)	0 (0%)	0 (0%)

The timeliness of the assessment of students' academic achievements	16 7 (88.8%)	1 7 (9%)	4 (2.1%)	0 (0%)	0 (0%)	0 (0%)
The teacher meets your requirements and expectations of professional and personal development	17 2 (91.5%)	1 3 (6.9%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
The teacher stimulates the activity of students	16 9 (89.9%)	1 6 (8.5%)	2 (1.1%)	1 (0.5%)	0 (0%)	0 (0%)
The teacher stimulates the creative thinking of students	16 7 (88.8%)	1 7 (9%)	4 (2.1%)	0 (0%)	0 (0%)	0 (0%)
The appearance and manners of the teacher are adequate	17 3 (92%)	1 3 (6.9%)	1 (0.5%)	1 (0.5%)	0 (0%)	1 (0.5%)
The teacher shows a positive attitude towards students	17 2 (91.5%)	1 3 (6.9%)	3 (1.6%)	0 (0%)	0 (0%)	0 (0%)
The system of assessment of educational achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	16 8 (89.4%)	1 5 (8%)	4 (2.1%)	1 (0.5%)	0 (0%)	0 (0%)
The evaluation criteria used by the teacher are clear and accessible	17 3 (92%)	1 3 (6.9%)	1 (0.5%)	1 (0.5%)	0 (0%)	0 (0%)
The teacher objectively evaluates the achievements of students	16 9 (89.9%)	1 7 (9%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
The teacher speaks a professional language	16 9 (89.9%)	1 7 (9%)	1 (0.5%)	1 (0.5%)	0 (0%)	0 (0%)
The organization of education provides sufficient opportunity for sports and other leisure activities	164 (87.2%)	20 (10.6%)	3 (1.6%)	1 (0.5%)	0 (0%)	0 (0%)
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%)
The library is well equipped and has a sufficient fund of scientific, educational and methodological literature	169 (89.9%)	17 (9%)	2 (1.1%)	0 (0%)	0 (0%)	0 (0%)
Equal opportunities for the development of EP 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 problems regarding the quality of teaching:

Everything is fine.  
 No problems  
 There are no problems with teaching.  
 Everything is fine!  
 Increasing the total amount  
 There is little recreation area.  
 Hostel

The university is 100% satisfying. Teachers explain well.

I strongly advocate for the removal of the HERO site from the Univer journal, as the inclusion of one NB will result in a deduction of -20 points. This is completely unfair to the students.

Students at the university are not treated equally; some teachers argue with students not about the educational process, but rather to provide clarification. Since we are all learning for the first time, we demand a normal attitude towards ourselves, instead of expressing our opinions and swearing.

Let's increase the number of buildings.

If the dormitories are expanded,

Hostel, Internet

Everything is correct only if the quality and knowledge increase.

I am happy with everything; everything is well equipped; everything is fine.

No problems

I am happy with everything, as the conditions are very good.

Academic mobility I am preparing to study abroad, as there are such opportunities.

