

**Accreditation Report**

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

**Almaty, Republic of Kazakhstan**

**Geography and History (Bachelor),**

**Geography and Biology (Bachelor),**

**History and Religious Studies (Bachelor),**

**Geography (PhD),**

**Foreign Language: Two Foreign Languages (PhD),**

**Russian Language and Literature (PhD)**

**Chemistry (PhD)**

**I Procedure**

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**Attendance by ACQUIN office:** Yuliya Balakshiy/Dr. Jasmine Rudolph

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the HEI and discussions with its management, heads of the departments, heads of the study programme, lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) in the current official version. For PhD study programmes the Salzburg Recommendations are considered additionally. At the same time, the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

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## **II     Introduction**

The experts would like to thank the representatives of the institution as well as its students for taking part in the discussions and willingly sharing information and their views during the on-site visit. The discussions are valuable not only for the assessment of the institution but also for a better understanding of the legal and sociocultural context of the local higher education system.

The evaluation basis for the peer-review experts is the self-assessment report of the institution as well as intensive online discussions during with the institution management, heads of the departments, heads of the study programme, study programme coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. They are completed with criteria for structured doctoral programmes (Salzburg Recommendations). In addition, the respective country-specific criteria and standards are taken into account.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG, the Salzburg Recommendations, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programmes.

### **1     Short profile of HEI**

Since 2020, the Kazakh National Women's Teacher Training University (KNWTTU) is functioning as Kazakh National Women's Teacher Training University Non-Profit Joint-Stock Company in accordance with the Order No. 286 issued by the State Property and Privatization Committee and Ministry of Finance of the Republic of Kazakhstan on May 18, 2020.

The Kazakh National Women's Teacher Training University is one of the leading pedagogical universities in Kazakhstan, which has trained more than 60 thousand specialists for the country's education system over the period of more than 75 years. The university has done a lot of work on: improving the quality of education, improving the system of science, international cooperation, educational process, professional personality becoming and development, developing infrastructure, training and improving the potential staff and a host of other things.

The university has a history rich in deep content and significant events. The Kazakh State Women's Pedagogical Institute was formed by Resolution of the Council of People's Commissars of the Kazakh Soviet Socialist Republic on August 15, 1944. In 1944, it was decided to admit 30 students to the Faculties of Physics and Mathematics, History, Language and Literature. In the first academic year, 24 students were enrolled at the Faculty of Physics and Mathematics of the Institute, 23 students at the Faculty of Language and Literature, 28 students at the Faculty of History, 75 students in total, and 25 girls at the Preparatory Department. The first lesson was conducted in November 1944. Based on the Order No. 531 issued by the Ministry of Education and Science of the Republic of Kazakhstan on September 22, 2008, the Kazakh State Women's Pedagogical Institute was given the status of the "University". By the Decree of Nursultan Nazarbayev - the President of the Republic of Kazakhstan, the Leader of the Nation dated December 25, 2018, the Kazakh State Women's Pedagogical University was awarded the status of the "National".

In 2019, the university celebrated its 75th anniversary and identified further priorities of development in accordance with the State Program for the Development of Education and Science of the Republic of Kazakhstan for the period of 2020-2025. The university is developing in accordance with the "Strategy of Development of Kazakh National Women's Teacher Training University for the period of 2020-2025" (is approved by the decision of the Academic Council, Protocol No.3 dated December 21, 2020). This strategy includes all areas of activity: improvement of personnel management; training of competitive and sought-after specialists; development of scientific potential and commercialization of innovative projects of the university; formation of active civic position of the academic faculty staff and students; social partnership and social policy of the university; ensuring a stable financial and economic state of the university; modernization of the infrastructure of the university.

In 2020 academic year, the annexes to the license to engage in educational activities were reissued in accordance with the classifier of areas for training personnel with higher and post-graduate education, approved by the order of the Minister of Education and Science of the Republic of Kazakhstan. In order to be included in the register of educational programmes, 87 educational programmes have been developed (46 on bachelor degree programme – including 3 new and 1 innovative, 27 on master degree program – including 1 new, 14 on doctoral studies – including 2 new) in 19 areas of bachelor degree programme personnel training, 11 - master degree programme and 4 - Doctoral studies.

To this date, 66 EPs have been successfully accredited (namely, 38 - bachelor degree programs, 24 - master degree programs and 4 - PhD programmes). The University has successfully passed the institutional and specialized re-accreditation by the Independent Agency for Accreditation and Rating (IAAR) for five years until 2024.

In 2020, based on the results of the institutional (general) rating conducted by the Independent Agency for Quality Assurance in Education (IAQAE), the University took the 2nd place in the area of "Pedagogical sciences". According to 13 educational programmes, the university entered the top ten universities in the rating of the National Chamber of Entrepreneurs "Atameken".

The university annually takes part in the world rankings QS, ARES, Webometrix.

In 2019, for the first time, the university entered 301-350 of the International Ranking of Eastern Europe and Central Asia (QS EECA).

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

The university participates in the ranking of the best websites of the universities in the world (Ranking Web of Universities – Webometrics). Based on the ranking results for 2020, the university ranks 25th in the ranking among the Kazakh universities and 9824 in the world.

In the national ranking of the demand for universities of the Republic of Kazakhstan, according to the Independent Agency for Accreditation and Rating, the university is in the top 10 universities, and takes the 7th place. In the ranking of educational programmes of the Independent Agency for Accreditation and Rating -2019, 17 educational programmes took the first lines.

### **History, objectives and development of the Institute of Natural Science**

One of the first faculties, as part of the Kazakh Women's Pedagogical Institute founded in 1944, was the Faculty of Natural Science. The Faculty of Natural Science is a fundamental faculty that has been providing schools in our country with highly educated teachers in chemistry, biology and geography for more than half a century.

When in the first years of independence, due to economic problems, the number of student body was sharply reduced, there was integration with the Faculty of Physics and Mathematics, and on August 02, by Order No. 100, the Faculty of Natural Science was renamed into the Faculty of Natural Science and Geography. On October 05, 2011, by Order No.154, it again became known as the Faculty of Natural Science. At first, the faculty included the following departments: "Chemistry", "Basic of Life Safety", "Biology" and "Geography". Due to the increase in the student body, the Department of Ecology withdrew from the Department of Biology. From the first days, the Department of Geography and Tourism was headed by well-known scientists.

### **Mission and strategy**

The mission of the Faculty of Natural Science is to provide training of qualified and competitive specialists with higher education, aimed at solving issues of intensive development of social

life, science and the country's economy as well as to provide students with the opportunity to acquire an education at the highest level, find their place in society and prepare intellectual individuals with a broad worldview.

### **Department of Chemistry**

The Department of Chemistry trains specialists in the field of education.

The areas of professional activity of doctoral students of education in the educational programme "8D01503- Chemistry" are: the educational process in the unity of its value-target guidelines, content, methods of forms and results; research, innovation, information and analytical activities in the field of chemistry, pedagogy, psychology and teaching methods; technological process of design, and introduction of chemical research methods.

At present, the faculty staff consists of 20 tutors: 3 Doctors of Science, 8 Candidates of Science, PhD - 1, Master - 5. The academic degree holders rate of the faculty staff is 72%.

The faculty staff implementing the EP is formed out of specialists who graduated from the leading universities of the country, who worked in scientific research institutes and research laboratories. Professional training is the basic level in the system of the educational process and is carried out in accordance with the requirements of State Educational Standards.

Currently, 5 students are studying in the EP "8D01503 - Chemistry".

Tutors of the department are winners and prize-winners of the republican competitions of various levels, and holders of grants.

The faculty staff of EPs on scientific research activities is actively published in journals registered in the Scopus, RSCI databases, recommended by the Committee for Control of Education and Science, in other foreign and republican journals, and in the materials of scientific and practical conferences.

For EP implementation, the Department of Chemistry established close scientific ties with many universities in the near and far abroad, e.g. Nigde Omer Halisdemir University (Turkey) or Akdeniz University (Turkey).

The EP students have the opportunity to receive support and assistance from the university management for studying under the programmes within the framework of academic mobility in foreign universities and publishing research results in various scientific journals, including foreign.

Tutors of the department annually improve their professional skills and competencies in advanced training courses.

### **Department of Geography**

The Department of Geography was founded in 1944 as an independent department. Since its establishment and at all stages of its activity, the department has contributed to the training and education of highly qualified specialists in educational programs for bachelor degree and master degree programmes and Doctoral studies (6B01511-Geography-History, 6B01512-Geography-Biology, 8D01506-Geography). It contributes to providing the opportunity for income-earning youths to acquire special education in off-work hours, improve the forms and methods of education, and introduce distance learning technologies into the educational process.

As from the date of its establishment and at all stages of its activity, the department has contributed to the training and education of highly qualified specialists.

The Department of Geography is one of the leading departments of the university, which has more than 75 years of development history. During its existence, the department has trained thousands of teachers of geography for secondary schools of the republic. Today, the graduates of the department can be found in all corners of our republic. From the first days of its formation, the department was headed by prominent Kazakh scientists.

The Mission of the department is the training of educated and competitive specialists who own the updated content of education, innovative methods, advanced technologies, able to realize their professional competencies and skills in the labour market.

The Department strategy is improving the quality of training of competitive specialists in the labour market; effective use of innovative methods, training technologies; preparation of textbooks, teaching aids and guidelines, organization of scientific and methodological seminars; improvement of the programmes of academic mobility of students, undergraduates; invitation of foreign scientists to give lectures, write scientific papers and textbooks in collaboration with the foreign colleagues; development of joint scientific research with foreign and domestic scientific organizations, universities; participation in the international scientific projects, trainings, scientific seminars.

The faculty staff implementing the EP is formed out of specialists who graduated from the leading universities of the country, who worked in research institutes and scientific laboratories. Professional training is the basic level in the system of the educational process and is carried out in accordance with the requirements of the State Educational Standards. At present, the faculty staff consists of 10 tutors, of which 4 are Candidates of Sciences, PhD - 1, masters - 5. The academic degree holders rate of the faculty staff is 50%.

The plan of scientific research work reflects the main scientific research areas of the department. All scientific research works at the department are carried out on two fundamental subjects, such as:

- 1st direction. "Research and methodological bases for improving the content and methods of geographical education in a renovated school";
- 2nd direction. " Research-theoretical and applied bases for rational use and protection of natural-anthropogenic geosystems of Kazakhstan".

The department also carries out fundamental, scientific and practical, scientific and methodological research, provides information, consulting services, develops and introduces innovative technologies in the educational process.

The work plan of the department includes areas of activity focused on improving the quality of the accredited programme through external evaluation of educational programmes and quality of training of graduates by employers; - academic mobility of students and tutors of the department;- organization of the educational process by taking into account the requirements of employers and future needs in the labour sphere.

Employers also take part in the development of the graduate model. As part of the accredited educational programme, at the suggestion of employers, the changes were made to the academic disciplines through improving the quality of the educational process within the framework of EP or monitoring the quality of educational and methodological complexes (work programmes).

The faculty staff is actively working on the publication of scientific research in journals registered in the Scopus, Web of Science and CQA MSHE databases, in other journals of the Republic of Kazakhstan and foreign scientific journals, as well as in the materials of scientific and practical conferences at the international, republican, regional and university levels.

The department has close scientific ties with many near and far abroad universities like Nigde Omer Halisdemir University in Turkey.

### **Department of Biology**

At the Department of Biology, the educational programme "6B01509-Biology" and "6B05101-Biology" is implemented on the basis of license No. KZ75LAA00018542 issued by the Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan dated 04.08.2020.

The department has developed educational and methodological complexes for teaching students according to the credit system of education, in specialties and academic disciplines in accordance with the requirements of the credit system of education and regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan for the organization of the educational process that have been presented.

Academic course working programmes and academic schedules are compiled in accordance with the requirements for quality and content for each course. The educational-methodical complex/teaching materials (UMKD) and catalogue of elective disciplines in all disciplines in accordance with the specialty have been developed. All syllabuses and educational-methodical complexes of the discipline have been prepared and electronic versions are attached to the UNIVER system.

### **History, objectives and development of the Institute of Philology**

The Institute of Philology includes schools of sciences and departments with vast experience, many years of research tradition, priorities such as sound academic background, cultural development, and unity of science and internship.

The Institute of Philology, which has a rich history, is a real talent pool of academic and faculty staff for the republic. Graduates of the Institute of Philology are in demand in the system of science and education (universities, colleges, schools, scientific research institutes), in the press (editorial offices of newspapers and magazines, publishing houses, on radio and television), in the public state service (Ministry of Foreign Affairs, archives, libraries, museums), in travel agencies, in domestic and foreign companies of various profiles.

The Institute implements educational programmes at the levels of bachelor and master degree programmes and doctoral studies; there are educational laboratories and centers. The faculty staff is represented by highly qualified specialists, including Doctors of Sciences, Candidates of Sciences and PhD, Masters.

As part of external academic mobility and dual-degree education, the students have an opportunity to study at the world's leading universities: like the University of Silesia (Poland), Hubei University (China) or Nigde Omer Halisdemir (Turkey).

### **Department of Methods of Teaching Foreign Languages**

The department of "Methods of teaching a foreign language" was founded in 2006. In 2015-2016 academic year, the departments of "Basic foreign language" and "Methods of teaching a foreign language" were integrated and in 2019, the department was renamed and received the name of "Methods of teaching foreign languages". At present, G.I. Saurukova, Senior Tutor, Master is appointed as the Head of Department. The Department of "Methods of teaching foreign languages" trains the undergraduate students in the specialties "5B011900 - Foreign language: two foreign languages", "6B01705 - Foreign language: two foreign languages", "5B020700 - Translation studies", "6B02301 – Translation studies", masters in pedagogical sciences in the specialty "7M01705 - Foreign language: two foreign languages", PhD in the specialty "8D0170300 - Foreign language: two foreign languages". Currently, 712 undergraduate students, 54 master students, 1 doctoral student are studying in these specialties. At

present, the department has 32 professors, candidates of philological sciences - 4, PhD - 2, masters - senior tutors - 21, masters - 6.

The mission of the department is to prepare a competent and competitive specialist with high professionalism and knowledge in the field of teaching foreign languages.

International relations: the department closely cooperates with the British Council, the Embassies of the USA, France, Iran, China, Turkey and with the International educational and language training centers, such as "EduStream", "Al-Ramin", "InterPress", "Macmillan". The department jointly conducts seminars on the exchange of experience and advanced training courses.

The tutors of the department have completed internships and advanced training courses at foreign universities, such as: University of New Jersey (USA), Polytechnic University of Valencia (Spain), Hubei University (PRC), Beijing University of Technology (PRC), Istanbul University, Kastamonu University, Nigde Omir Halisdemir University (Turkey), Laknu University (India), Norwich Institute of Linguistics (England), Newcastle University (England) and Stratford University (USA).

Students of our specialties have the opportunity to study abroad under the academic mobility programme at universities in the USA, Great Britain, Turkey, Poland, France and China. A two-degree double degree programme is being implemented with foreign educational institutions, including the Mississippi Valley State University State University of the Mississippi Valley (Mississippi, USA). Students who successfully completed the dual-degree education programme receive two diplomas: the first - a diploma of the Kazakh National Women's Teacher Training University, the second - a diploma of the State University of the Mississippi Valley.

### **Research work at the department**

Starting from 2020, the Republican Subject Olympiad has been held among the students of junior year. The purpose of the Olympiad is to increase the creative potential of students and their interest in learning foreign languages, as well as to guide them in choosing a future profession.

The project "System of concepts in the worldview of the ancient Turks" being presented by the faculty staff of the department was recognized as meeting the requirements of the grant funding competition of the Science Committee under the Ministry of Education and Science of the Republic of Kazakhstan and by the decision of the National Scientific Council dated February 18-23, 2021 (Protocol No.3) for direction of development of science in the field of education and linguistics, and the project started during the period from 2021 to 2023.

### **Department of Russian Language and Literature**

The Department of Russian Language and Literature as an independent structural unit was formed in 1944 on the basis of the Kazakh State Women's Pedagogical Institute.

The accredited educational programme "8D01702 - Russian language and literature" is implemented on the basis of the annex to the License No. KZ75LAA00018542 dated August 04, 2020 in the direction of personnel training - Code-Name, State Institution "Committee for Control of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan".

The graduating department under EP "8D01702 - Russian language and literature" is the Department of Russian Language and Literature.

At present, 9 doctoral students are studying under EP "8D01702-Russian language and literature".

At the department that implements the EP "8D01702 - Russian language and literature", the well-united faculty staff is working quite successfully. It consists of doctors and candidates of sciences, assistant professors, masters and senior tutors.

The scientific research work at the department is carried out within the framework of the research topic: "Actual problems of linguistics and literature studies, methods of teaching language and literature."

The scientific research work of the faculty staff in the framework of these areas has an initiative-search character. The main end results of the work are the writing of monographs, manuals, articles, presentations at scientific and practical conferences, updating educational and lecture materials.

The results of research activities are reflected in the reports on the research work of tutors for the year.

For the development of EP and model of the graduate, the department involves the employers, on the proposals of which changes were made to the working curriculum.

Doctoral students under EP "8D01702-Russian language and literature" take an active part in scientific research, which increases their motivation for scientific activity.

The state and prospects for the development of research study are regularly discussed at the meetings of the department, scientific and methodological, learning and teaching seminars of the department faculty staff. In addition, at the meetings of the department, questions are raised on the state of the research work of the department faculty staff, plans and reports on the research work of tutors are considered and approved.

The department faculty staff carries out fundamental, scientific and practical, scientific and methodological research, the results of which are reported at international and republican scientific conferences and seminars, and academic papers are published in various scientific publications.

The department also provides information and consulting services to organizations and enterprises, develops and implements innovative technologies in the educational process.

The department faculty staff also includes the leaders of scientific projects of students of secondary educational schools of the city. Analysis of the department staff demonstrates that tutors with academic degree (100%) take part in the implementation of EP "7M01703-Russian language and literature".

Professors from the leading foreign universities and research centers are invited to share experience of the faculty staff and give lectures to students.

For the development of EP and model of the graduate, the department involves the employers, on the proposals of which changes were made to the working curriculum.

The EP is provided with the necessary classroom fund, equipped with the modern equipment: there are 7 computers, scanners, printers, 4 projectors and 4 interactive whiteboards.

### **History, objectives and development of the Institute of Social Science, Humanities and Art**

The Institute began its work from the day the walls of the university were founded, in 1944. It has 70 years of history.

At the moment, the institute trains highly qualified personnel in the field of history, social and professional sciences.

Currently, the faculty staff has about 100 people, including 4 scientific doctors and professors, 31 scientific candidates and assistant professors, 5 PhD doctors. All specialties of the institute have passed institutional and specialized accreditation. In addition, in 2016, the university demonstrated very good results in the field of training and advanced training of specialists among the universities of the Republic of Kazakhstan according to Independent Accreditation and Rating Agency.

The university has signed agreements with the University of Mississippi (USA), Nigde Ömer Halesdemir University (Turkey) and Ulugbek National University (Uzbekistan). In this regard, the tutors and students of the institute every year participate in the academic mobility programme, dual-degree programme and in the research internships at these universities.

### **Department of History**

The Department of History of Kazakh National Women's Teacher Training University is existing since the university foundation. Kozhakeyeva Lyazzat Temirbekovna, Doctor of Historical Sciences, acting Professor, Corresponding Member of the International Academy of Pedagogical Sciences, holder of "The best tutor" grant, is the head of department.

The Department of History is provided with qualified personnel. The number of the faculty staff in 2022-2023 academic year was 16, of which 13 (72.5%) have academic degree and title. The department has 1 Doctor of Sciences, 10 Candidates of Sciences, 2 PhD and 3 Masters of Science. The average age of the faculty staff with academic degree and title is 42 years.

One of the main tasks facing the department is the use of new technologies and active forms of learning. Tutors of the department in the educational process use new methods to check the level of students' knowledge, actively use the obtained scientific results of their work in the educational process.

In order to expand cooperation with the foreign universities, the cooperation agreements were signed with such universities as Nigde Omer Halisdemir University (Turkey), Seljuk University (Konya, Turkey), Mirzo Ulugbek National University (Uzbekistan). The department signed an agreement with a specialized educational institution G. Musrepov School-Gymnasium No. 86. The main goal of pedagogical internship is to deepen, improve and consolidate the acquired theoretical knowledge, and ability to apply them in pedagogical activity. At the same time, it is quite important to form a multicultural personality with developed thinking and worldview and awareness of the social significance of the acquired profession – history and religion scholar.

The Department of History annually holds an international scientific and practical conference as part of the traditional "Nurpeisov readings" dedicated to the memory of Kenes Nurpeisuly, Academician of the National Academy of Sciences RK.

## 2 General information on the study programmes

Location	Kazakh National Women's Teacher Training University: 6B01511 - Geography-History (Bachelor of education under EP 6B01511 - Geography-History)
Date of introduction	29.04.2009
Faculty/department	Institute of Natural Science
Standard period of study (semesters)	4 years (8 semesters) – 1 higher education
Number of ECTS credits	240 ECTS - first higher education 180 ECTS - the first abbreviated higher education
Number of study places	100
Number of students currently enrolled	76
Form of study	Full-time, full-time department using distance learning technology
Tuition fee	695.000 (KZT)

Location	Kazakh National Women's Teacher Training University: 6B01512 - Geography-Biology (Bachelor of education under EP 6B01512 - Geography-Biology)
Date of introduction	29.04.2009
Faculty/department	Institute of Natural Science
Standard period of study (semesters)	4 years (8 semesters) - 1 higher education 3 years (6 semesters) - 1 higher part-time education
Number of ECTS credits	240 ECTS - 1 higher education 180 ECTS - 1 higher part-time education
Number of study places	100
Number of students currently enrolled	16
Average number of graduates per year	6
Form of study	Full-time, full-time department using distance learning technology
Tuition fee	695.000 (KZT)

Location	Kazakh National Women's Teacher Training University: 6B01602 - History- Religion Studies (Bachelor of education under EP 6B01602 - History- Religion Studies)
Date of introduction	27.09.2019
Faculty/department	Institute of Social Sciences, Humanities and Art
Standard period of study (semesters)	4 years (8 semesters) - 1 higher education 3 years (6 semesters) - 1 higher part-time education 2 years (2 semesters) - 2 higher education
Number of ECTS credits	240 ECTS - 1 higher education 180 ECTS - 1 higher part-time education
Number of students currently enrolled	30
Form of study	Full-time, Distance Learning Technology
Tuition fee	695 000 (KZT)

Location	Kazakh National Women's Teacher Training University: 8D01503 – Chemistry (Doctor of Sciences (PhD) under EP 8D01503 8D01503 - Chemistry
Date of introduction	24.05.2019
Faculty/department	Institute of Natural Science
Standard period of study (semesters)	3 years, 6 semesters
Number of ECTS credits	180 ECTS
Number of study places	3
Number of students currently enrolled	5
Average number of graduates per year	1
Form of study	Full-Time
Tuition fee	1 900 000 (KZT)

Location	Kazakh National Women's Teacher Training University: 8D01506 - Geography (Doctor of Sciences (PhD) in the Degree Programme 8D01506 – Geography)
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Date of introduction	04.08.2020
Faculty/department	Institute of Natural Science
Standard period of study (semesters)	3 years (6 semesters)
Number of ECTS credits	180 ECTS
Number of study places	3
Number of students currently enrolled	5
Form of study	Full-time
Tuition fee	1 900 000 (KZT)

Location	Kazakh National Women's Teacher Training University: 8D01703 - Foreign Language: two foreign languages (Doctor of Sciences (PhD) under EP 8D01703 - Foreign language: two foreign languages)
Date of introduction	19.08.2019
Faculty/department	Institute of Philology
Standard period of study (semesters)	3 years (6 semesters)
Number of ECTS credits	180 ECTS
Number of study places	2-3
Number of students currently enrolled	3
Average number of graduates per year	1
Form of study	Full-time
Tuition fee	1 900 000 (KZT)

Location	Kazakh National Women's Teacher Training University: 8D01702 - Russian Language and Literature (Doctor of Sciences (PhD) under EP 8D01702 - Russian language and literature)
Date of introduction	19.08.2019
Faculty/department	Institute of Philology
Standard period of study (semesters)	3 years (6 semesters)

Number of ECTS credits	180 ECTS
Number of study places	5
Number of students currently enrolled	9
Average number of graduates per year	2
Form of study	Full-time
Tuition fee	1 900 000 (KZT)

### III Implementation and assessment of the criteria

#### 1 ESG Standard 1.1: Policy for quality assurance

**Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.**

##### 1.1 Implementation

The organizational, functional and staffing structures of the university are fully consistent with its mission, goals, objectives and policy in the field of quality assurance.

On December 25, 2018, by the Decree of the First President of the Republic of Kazakhstan - Elbasy, the university was given a special status. Thus, the Kazakh National Women's Teacher Training University was among the 11 national universities in Kazakhstan. Changing the legal form of organization from the Republican State Enterprise on the Right of Economic Use to Non-Profit Joint-Stock Company, the legal status of which was embodied in the charter of the university on July 02, 2020, will allow the university to diversify and expand the financial independence.

A stable corporate management system has been formed and all the necessary institutions are in place: the Board of Directors, Academic Council, Rectorate (Administration), Academic and Scientific Committees, allowing to comply with all the principles of corporate management: centralization, accountability, parity and transparency.

The network of consultative and advisory collegiate bodies has been created: the Trade Union, Association of the University Graduates, Anti-Corruption Council and Conciliation Commission. Classical traditional academic corporate culture has been formed, according to which, the employees follow the rules, principles, and act strictly as per the hierarchy.

The Regulations on the Disciplinary Council and Code of Ethics have been developed.

The main direction of the work of the Institutes is focused on updating the profile of competencies (digital, personal life skills, etc.); there is a growing need for the flexibility of educational activities, for experiments with curricula, for the possibility of choosing courses in the world cloud; the need for new interdisciplinary navigation professions in education: digital methodologists of educational platforms, academic programme designers, tutors, digital volunteers, etc.

The management system and organizational structure of the university are determined by the following internal regulatory documents: Charter of the Kazakh National Women's Teacher Training University Non-Profit Joint-Stock Company, approved by the Order of the Chairman of the State Property and Privatization Committee of the Ministry of Finance of the Republic of

Kazakhstan (Order No. 286 dated 18.05.2020), Academic Policy of the Kazakh National Women's Teacher Training University, Policy of Academic Integrity, Regulations on the Academic Council, and Organizational Structure of the University.

The student body is 8 298 people, of which 7 925 – bachelor degree programme, 302 – master degree course, 71 - doctoral studies (in 2021-2022 – 7 899, in 2020-2021 – 6 152, in 2019-2020 – 5 962 people, in 2018-2019 – 6 456 people, in 2017-2018 – 6 163 people). It should be noted that the decrease in the body in 2019-2020 academic year is due to the decrease in admission to pedagogical specialties due to the increase in the threshold level of the UNT grade point for pedagogical specialties from 50 to 70 grade points and abolition of the quota for pedagogical specialties. But at the same time, there is a change in the qualitative composition of students. Thus, 1 906 students received a public grant this year, which is 2 times more than last year; the number of owners of "Altyn belgi" increased by 2 times and amounted to 213 students; the number of holders of a certificate of a special degree increased by 61% and amounted to 50 students.

Annual admission to the university is carried out in the manner established by the legislation of the Republic of Kazakhstan.

### **University faculty staff**

In 2022-2023 academic year, in accordance with the student body and approved staffing table, the number of university employees amounted to 896 people, including the academic faculty staff - 427 people, administrative and managerial staff - 138 people, educational support staff - 78 people, and service personnel - 253. The personnel potential or qualified staff of the university meets the licensing and attestation requirements.

In 2022-2023 academic year, the total number of the academic faculty staff is 513, of which 416 are full-time tutors that is 81.09% of the total number of the academic faculty staff. Number of full-time tutors with academic degrees: 31 Doctors of Sciences, 38 Doctors of Philosophy (PhD), 138 Candidate of Sciences. (Thus, the rate of degree of academic faculty staff in the reporting year amounted to 50%. The total number of masters is 207 people. Annual admission to the university is carried out in the manner established by the legislation of the Republic of Kazakhstan. The University carries out task-oriented training of personnel in the areas of doctoral studies, and the purpose-oriented educational grants are allocated to the leading universities of the republic in the direction of training.

### **Administrative staff**

The university management is carried out by administrative and managerial personnel with competence and qualifications to be determined by the relevant job description. Any changes

in the organizational structure and staff composition of the university are considered and approved by the decision of the Board of Directors. In accordance with the student body and approved staffing table for 2022-2023 academic year, 833 employees work at the university, including administrative and managerial staff - 116 people, part-time - 1 person; educational support staff - 55 people, part-time – 6 people; service personnel - 116 people; faculty staff - 430 people, part-time - 106 people.

In 2022-2023 academic year, the university includes 5 institutes: the Institute of Pedagogy and Psychology, Institute of Physics, Mathematics and Computing, Institute of Natural Science, Institute of Social Sciences, Humanities and Art, and Institute of Philology. The educational process is carried out by 22 departments.

The frequency, forms and methods of evaluating the activities of the Academic Council of the university, institutes, departments, structural divisions are considered at the meetings of the Academic Council of the university, which are held in accordance with the approved plan at least once a month.

In the institutes of the university, in accordance with the decision of the Academic Council of the university and the Charter, there are representative bodies - the Committees of the Institutes.

The evaluation of the activities of the Academic Council and structural divisions of the university is carried out at the meetings of the Academic Council of the university by analyzing the results and, if necessary, making adjustments to the existing work plans and proposals for the further implementation of the University Strategy and improving the efficiency of activities. At the meetings of the Academic Council, the results of activities are analyzed, and appropriate appreciable decisions are made with a specific indication of the deadlines and those responsible for the implementation of these decisions, and responsible persons from among the vice-rectors who monitor the implementation of these decisions are appointed. The Academic Council aspires a priori to solve the long-term problems necessary to maintain an effective and efficient quality management system.

### **Quality assurance policy**

The quality assurance policy of the Kazakh National Women's Teacher Training University NJC is developed for the period of 2021-2025. The policy is published on the official website of the university (<http://kazmkpu.kz/>), brought to the attention of the staff and is available to all interested parties. The quality assurance policy is developed in accordance with the development strategy of the university.

The Kazakh National Women's Teacher Training University ranks 2nd in the ranking of the best pedagogical universities in Kazakhstan and provides three-level training of faculty staff

(bachelor and master degree programmes, doctoral studies). The university's quality assurance policy is aimed at promoting the improvement of the quality of human capital in Kazakhstan through the training of Leaders in teaching and learning. The university has sufficient educational, learning and teaching, scientific, informational and material base, as well as competitive faculty staff for the implementation of its mission.

The quality assurance policy is based on the following principles:

- Constancy and continuity of improving the quality of all activities;
- Expediency, rationality and collective decision-making;
- Focus on the needs of the labour market and students;
- Transparency of all activities of the university;
- Mobility and adaptability to changes;
- Involvement and responsibility of personnel;
- Digitalization and use of innovative technologies.

The priority areas of the university's quality assurance policy are as follows:

- Development and improvement of the system of corporate (collective) management;
- Continuous improvement of the quality of educational services and educational process;
- Increasing the efficiency of fundamental and applied scientific research, project activities and start-ups, ecosystem development;
- Internationalization of education and integration into the international scientific and educational community;
- Activation of cooperation with employers, expert community, graduates, parties concerned and participation of students in the educational process management;
- Providing safe conditions, social support and comfortable environment for the development of professional and personal qualities of students and employees;
- Formation and development of students' skills of the 21st century;
- Improvement of personnel potential, resource and information support of processes, development and enhancement of corporate spirit, discipline of excellence and responsibility of each employee.

The management of the Kazakh National Women's Teacher Training University is responsible for the implementation of this policy at all levels of management, its updating, continuous improvement of the quality management system in accordance with the requirements of ISO 9001:2015 and providing the QMS processes with the resources required. The university management brings this policy to the attention of the faculty staff, personnel, students of the university and is responsible for creating the conditions necessary for its implementation.

### **Organization of the quality assurance system**

The basis of the quality assurance system of the university is the internal quality management system (QMS), which guarantees the achievement of educational goals and expected learning outcomes for each implemented educational programme.

The quality management system of the university has been developed, implemented and maintained since 2013 in accordance with the requirements of the international standard ISO 9001. The regular confirmation of the QMS certificate of conformity was carried out by the Russian Register Certification Association in 2020.

The quality management system of the Kazakh National Women's Teacher Training University NJC is a part of the university's activity management system based on the process approach and philosophy of TQM (Total Quality Management). It provides coordinated activities in relation to the content, technology, methods and means of work of managers, employees, faculty staff and students to further improve the quality of the educational process and professional competence of university graduates.

The university's internal quality assurance system is based on the international standards and guidelines for quality assurance in higher and postgraduate education in the European Higher Education Area (European Standards and Guidelines - ESG).

The quality management system of Kazakh National Women's Teacher Training University is integrated with other parts of the management system into a single system and is a set of interrelated and interacting elements necessary to implement the quality assurance policy, such as: organizational structure, processes, methods, resources and others.

The QMS is intended for the practical implementation of the policy and strategy of the university to improve the quality of education and supporting activities in order to increase customer satisfaction: students, their parents, employers, state and society as a whole.

University staff, including managers at all levels, build their activities on the basis of the existing regulatory and legal framework of the university. The functions, tasks and responsibilities of departments, higher schools, institutes and other structural units are aimed at the successful

implementation of the quality assurance strategy. The faculty staff and employees of the university are making efforts to ensure that the university confirms its well-deserved recognition in the educational services market. The quality assurance strategy for educational activities and quality policy are implemented at all levels of management and are reviewed and revised, if necessary.

At the university, the guarantee of the quality of educational activities is ensured by the appropriate structure of the QMS and a set of interrelated processes based on the developed regulatory and methodological documents for planning, organization and control.

The structure of the university's QMS includes:

- Department of audit and quality management;
- Quality Assurance Committee, and in 6 divisions (2 Higher Schools and 4 Institutes) - the Quality Assurance Commission (P 025 KKOK/AMK-21 Regulation on the Committee and Commission for Quality Assurance).
- Team of 38 certified internal quality auditors.

**Tasks of the Quality Assurance Committee:**

- Study of the needs of students of all levels as consumers of the Society educational services;
- Assessment of the compliance of the quality of the educational process of the Society with the needs of students of all levels and current legislation requirements;
- Conducting research on the problems of the quality of education of the Society;
- Development of recommendations for making changes to the current internal regulatory documents of the Society;
- Participation in the development and discussion of draft internal regulatory documents of the Society;
- Development of solutions to eliminate problems that arise among the faculty staff, employees and students of the Society in the course of the educational process;
- Elimination of inconsistencies during the implementation of the educational process, discovered during the internal audits of the QMS;
- Assistance to the structural divisions of the Society in the implementation of the policy, quality goals, carrying out activities in the field of ensuring the quality of educational services;

- Interaction with structural subdivisions on issues of ensuring the quality of education in the Society;
- Development of decisions on issues of students social support;
- Creation and development of system of students motivation for the educational process and formation of their responsible position for the quality of their education;
- Assistance in the development of the corporate culture of employees and students of the Society.

The university's QMS is based on a process approach. Process manager and its owner are assigned for each process of the quality management system. The process manager ensures its implementation, monitors its effectiveness and efficiency. The process owner draws up the process in the form of a document, sets control grades, manages the process, is responsible for its state, and conducts checks.

The university's QMS is issued in the form of a set of documents that are developed, agreed and approved in accordance with the documented procedure DP 025 UD/QMS-20 - Documentation Management. Sets of local regulatory documents have been developed for the following QMS processes:

- Activity planning
- Resource management
- Documentation management
- University life cycle
- Performance assessment
- Improvement

The main goal of introducing QMS at the university is to unite all participants in the educational process in order to train high-level faculty staff. Understanding the activities of the university from the standpoint of the international quality standard criteria allows for implementing a system of measures, namely:

- develop up-to-date normative and working documentation in all areas of activity;
- eliminate duplication of procedures;
- create control system based on quality plans;
- improve the efficiency of the organizational structure;
- clearly distribute the powers and responsibilities of all levels of management;

- clearly formulate objectives and highlight key processes;
- manage resources more efficiently.

The university management system, based on ensuring the quality in all areas of its activities, allows for involving not only the staff, but also students, in ensuring the high performance of educational and research activities.

### **Departments, faculties and other units, management, staff and students fulfilling their quality assurance duties**

The duties of departments, institutes and other units, management, staff and students in terms of quality assurance are regulated by the relevant regulations and job descriptions approved in accordance with the specified standards.

The activities of the Commission for Quality Assurance are determined by P 025 KKOK/ MK-21 of the Regulations on Committee and Commission for Quality Assurance.

The Commission for Quality Assurance performs the following tasks:

- ensuring the assessment of the quality of the educational process and its individual components of the relevant Institutes of the Society;
- involvement of students under educational programmes of all levels of training of the relevant Institutes of the Society in monitoring and assessing the quality of education;
- identification of the needs of students as consumers of educational services of the relevant Institutes of the Society;
- development of proposals for improving the quality of educational services by taking into account the interests of students of the relevant Institutes of the Society;
- active promotion of the quality management system and regulatory framework of the educational process among students of all levels of the Institutes/ Higher Schools of the Society.

### **Participation of external stakeholders in quality assurance**

For the efficient organization of the educational process, the university develops mechanisms for interaction with the key parties concerned (stakeholders), analyzes the composition of stakeholders and relationship between them and the university, systems of interests and mutual expectations.

The university determines groups of stakeholders, that is, persons interested in the process of interaction with the university in the framework of achieving mutually beneficial goals.

The university has internal and external stakeholders.

The internal stakeholders include the College of Vocational Education, which is a structural unit of the Kazakh National Women's Teacher Training University, Center for Psychological and Pedagogical Correction at the Kazakh National Women's Teacher Training University.

External stakeholders include.

- the state that carries out legal regulation of the activities of the university and the main order for the training of specialists – MES RK, local executive bodies, preschool organizations, educational organizations of secondary, technical and vocational education and universities;
- social and educational institutions that act as employers and customers of graduates, as well as potentially other institutional establishments where a university graduate can potentially find a job in accordance with the specialization acquired - specialized organizations, orphanages, medical facilities, correction centers, private educational organizations, etc.;
- schoolchildren, applicants and their parents;
- public associations and organizations, including social groups, creative unions, scientific institutions, and others, interested in social partnership.
- Stakeholders participate in the development of educational programmes and are included in the working groups. The university determines the stakeholders and their requirements related

to the QMS. The university periodically monitors and analyzes information on stakeholders and their requirements. The requirements and expectations of stakeholders are determined by enquiry (oral, questionnaire method) or analysis of feedbacks, suggestions and letters of gratitude received in writing addressed to the rector, heads of processes and structural unit, from consumers of educational and other services.

Details on monitoring and analysis of information on stakeholders and their requirements are included in the report of the rector, in the report on QMS functioning, minutes of meetings of the Academic Council, councils of faculties, departments, etc.), in the reports of the relevant structural units.

## 1.2 Assessment

Quality assurance is a fundamental component of Kazakh National Women's Teacher Training University's academic strategy, as the institution is committed to providing quality education and support services to its students. To ensure that academic programmes and services meet

the highest quality standards, Kazakh National Women's Teacher Training University has established a robust quality assurance framework.

The Kazakh National Women's Teacher Training University has a formal quality assurance policy. This policy is publicly available and can be accessed through the university's official website. It outlines University's commitment to maintaining high educational standards and the continuous improvement of its academic and administrative processes.

The Kazakh National Women's Teacher Training University Quality Assurance Policy covers all relevant areas, including teaching and learning, research, administration, student support services and institutional management. It addresses various aspects of quality and ensures a holistic approach to the University's operations.

Kazakh National Women's Teacher Training University actively involves all relevant bodies and institutions in the development and implementation of its quality assurance policy. This collaborative approach includes input from academic staff, administrative staff, students and external stakeholders such as employers and regulatory bodies. The policy is developed and implemented through a participatory process.

Kazakh National Women's Teacher Training University pursues a quality management that aims to ensure and guarantee all aspects of quality. The accompanying systematic monitoring from goal setting and goal achievement deals with the statistical evaluation of data in order to integrate new content development into the study programmes, to secure the material equipment of the university and to meet the teaching staff in all didactic requirements.

The university reviews its strategic objectives with regard to changes in external factors and new key areas of the state policy.

The expert group was convinced that the Kazakh National Women's Teacher Training University has developed a quality assurance policy aimed at continuous improvement of the educational process, research activities, and implementation of innovative projects. This policy is based on the mission, vision, and values of the university. The quality policy is reflected in local acts and regulations - internal documents of the university.

Kazakh National Women's Teacher Training University takes a systematic and rigorous approach to implementing, monitoring and revising its quality assurance policy. Implementation is carried out through various mechanisms, including regular assessments, evaluations and feedback mechanisms. The effectiveness of the policy is continuously monitored and necessary revisions are made to address emerging issues and adapt to best practice and evolving educational standards.

The relationship between lecturers and students is characterized by mutual respect and trust; a basis that enables constructive discussions. From the point of view of the expert group, adequate quality assurance measures have been defined and are planned.

The selected evaluation instruments meet the challenges and educational demands of the study programmes. Overall, the impression is that the quality management system of the university with the mentioned deficits is suitable to ensure and further develop the quality of the study programmes reviewed here.

Kazakh National Women's Teacher Training University is committed to promoting gender equality and equal opportunities within its institution. The University has adopted clear and inclusive policies and programmes aimed at ensuring a diverse and inclusive learning and working environment. This includes efforts to eliminate gender discrimination, support underrepresented groups and promote a culture of respect and equality among its staff and students. Kazakh National Women's Teacher Training University actively participates in initiatives and programmes that support these goals both within the university and in the broader community.

### **1.3 Conclusion**

The criterion is **fulfilled**.

## 2 ESG Standard 1.2: Design and approval of programmes

**Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.**

### 2.1 Implementation

An Educational programme (hereinafter EP) is a professional academic programme of higher or postgraduate education aimed at training personnel with the award of an appropriate degree (Bachelor, PhD). Each EP refers to one of the levels of higher / postgraduate education in the corresponding field of study according to the Classifier of areas of training for higher and postgraduate education.

At the university, the EP in the current areas of bachelor and master degree programme and doctoral studies are developed in accordance with the National Qualifications Framework, State Compulsory Educational Standard, professional standards and are consistent with Dublin Descriptors and European Qualifications Framework.

To this date, the main regulatory documents for the development of educational programmes of the university are as follows:

- 1) Law "On Education" with amendments and additions made by the Law of the Republic of Kazakhstan dated January 08, 2021 No. 410-VI ZRK;
- 2) "Classifier of areas for training personnel from higher and postgraduate education" approved by the Order No.569 issued by the Minister of MES RK on October 13, 2018  
amended and supplemented by the Order No.234 issued by the Minister of MES RK on June 05, 2020;
- 3) "State Compulsory Educational Standard of higher and postgraduate education" approved by the Order No. 604 issued by the Minister of MES RK on October 31, 2018, amended and supplemented by the Order No.182 issued by the Minister of MES RK on May 05, 2020;
- 4) "Standard rules for the activities of educational organizations implementing educational programmes of higher and/or postgraduate education" approved by the Order No. 595 issued by the Minister of MES RK on October 30, 2018, amended and supplemented by the Order No.539 issued by the Minister of MES RK on December 24, 2020;

5) "Rules for organizing the educational process on credit technology of education" approved by the Order No.152 issued by the Minister of MES RK on April 20, 2011, amended and supplemented by the Order No.563 issued by the Minister of MES RK on October 12, 2018.

The procedure for developing existing educational programmes and methodology for their drafting is determined by the Regulation on the development of educational programmes (approved by the decision of the Academic Council of the Kazakh National Women's Teacher Training University, No. 4-2 dated 27.01.2021).

The EPs of higher and postgraduate education were developed by the order on approval of the composition of the working groups for the development of EPs and experts, No.491 dated 30.12.2019. The working groups for the development of EPs included the heads of departments and 2-3 leading teachers of the department, experts, employers and students. The EPs passed the procedures for discussion and review at the meetings of the departments (protocols), faculty councils (protocols) and were discussed with the experts and were approved by the rector on the basis of the decision of the Academic Council, No. 07 dated April 02, 2020.

The implementation of educational programmes is carried out on the basis of educational and methodological complexes of EP and disciplines.

To this date, the university has updated the internal regulations on the development of educational programmes (approved by the decision of the Academic Council of Kazakh National Women's Teacher Training University NJC", No.4-2 dated 27.01.2021) and methodology guidelines for the development and filling of Syllabus (approved by the decision of Educational and Methodological Board, No.5.1 dated August 28, 2020) being developed in accordance with the requirements of new, amended and supplemented regulatory legal acts governing the issues on organization of the educational process on EP of higher and postgraduate education.

The EP is a set of documents developed and approved by KazNWTTU in the area of training in the field of higher and postgraduate education, which includes:

- 1) General description (EP mission, goal and profile; learning outcomes; graduate portrait), EP content, EP resource availability, long-term plan for EP development;
- 2) educational documentation: curriculum, working curriculum, academic calendar and schedule of the educational process;
- 3) methodological support of EP: catalog of elective disciplines, Minor catalog, syllabuses of disciplines, internship programmes and methodology guidelines for their passage, state final attestation programme and methodological recommendations for it.

Responsibility for organizing and monitoring compliance with the established norms in accordance with the requirements of this regulation rests on the Vice-Rector for educational and

methodological work and Deans of the Higher Schools and Directors of the Institutes. Responsibility for the content of educational programmes rests on the programme leaders and working group for the development of educational programmes. EPs are developed in three languages: Kazakh, Russian and in English, regardless of the language of study.

The EPs undergo an external expertise in the register of the National Educational Database (NEDB), where the EP is sent to an independent expert to analyze the EP quality and for its implementation. Initially, the EP data is provided to the expert in encrypted form, which means that the expert does not know in advance from which university the EP data was sent in order to exclude any corruption risks and prejudicial opinion of this EP.

After an external examination by experts from other universities, the EPs are submitted for review and approval to the members of the employers' council and, accordingly, the working group for the development of EP. The approval process is formed on the basis of analysis and signing and sealing for confirmation. The catalogue of elective disciplines of EP (CED) also passes through a similar approval procedure.

Upon completion of all approval procedures and undergoing of expert evaluation, the EPs are to be approved by the educational and methodological council of the university, after which the fulfilment and implementation of the goals and objectives of these educational programmes begins.

The process of EPs forming includes the development of the structure and content of accredited educational programmes, analysis of information on implementation, preparation of a report, approval of draft decisions based on the results of EP implementation, generalization of the comments and proposals of EP, and presentation of the results to management. Further EP consideration and approval takes place at the Faculty Council, Educational and Methodological Council and Academic Council of the University.

### **General structure of the educational programmes**

The educational programmes of higher and postgraduate education of the Kazakh National Women's Teacher Training University are developed considering the needs of society, economy and labour market. Significant changes have been made to the content of accredited EPs over the past five years with the introduction of new national regulatory documents:

- State Compulsory Educational Standards of higher and postgraduate education (Order No. 604 issued by the Ministry of Education and Science of the Republic of Kazakhstan on October 31, 2018, and Order No. 182 with changes in the Order No. 604 issued by the Ministry of Education and Science of the Republic of Kazakhstan on May 05, 2020);

- Rules for organizing the learning process on credit learning technology (Order No. 152 issued by the Ministry of Education and Science of the Republic of Kazakhstan on April 20, 2011 and Order No. No. 563 with changes in the Order No. 152 issued by the Ministry of Education and Science of the Republic of Kazakhstan on October 12, 2018).

The current educational programmes are developed in accordance with the requirements of the existing national regulatory documents and Regulation on the development of educational programmes (approved by the decision of the Academic Council of the Kazakh National Women's Teacher Training University, No. 4-2 dated January 27, 2021). The National Qualifications Framework and/or National Occupational Standards being agreed with Dublin descriptors are the basis of the current EPs being developed within the framework of the fields of training of higher education.

The process of developing educational programmes includes the development and approval of catalogues of elective disciplines (Regulation on the catalogue of elective disciplines being approved by the decision of the Academic Council of the Kazakh National Women's Teacher Training University, No. 4-2 dated January 27, 2021), and catalogue of additional educational programmes (Minor), as well as development of individual education plan of students and formation of the Working Curriculum of the educational programme. The content of educational programmes has a modular development principle. It is based on the formation of Working Curriculum and is implemented using a system of academic credits and appropriate educational technologies.

Students are taught in the State, English and Russian languages. The learning process for re-accredited EPs is organized on a full-time basis and on the basis of distance learning technologies. A typical full-time study period is 4 years, and on the basis of a college - 3 years.

The educational programme is a set of documents reflecting the goals, objectives and content of occupational education, which include the modules aimed at developing certain learning outcomes for students necessary for awarding a degree in the corresponding EP.

Currently, the workload of re-accredited bachelor degree programmes is at least 240 ECTS/academic credits (1 academic credit = 1 ECTS = 30 academic hours) or 7 200 academic hours, including:

- 202 ECTS or 6 060 academic hours of theoretical education;
- 26 ECTS or 780 academic hours of professional internship;
- 12 ECTS or 360 academic hours of final attestation (writing and graduation paper (project) presentation or preparing and passing a comprehensive exam).

The EP defines the list and workload of each academic discipline of the compulsory component and optional component in ECTS, and types of training sessions and forms of control. The sequence of studying disciplines is determined by taking into account prerequisites.

Every year, the rector of the university approves the working groups for the EPs development, which include the leading representatives of the faculty staff, employers consultants and representatives of the student activists. The EP projects being developed are passing through several levels of evaluation: discussion (Department, Faculty, Educational and Methodological Council), examination by the employer, coordination with the education department (for the EP of the pedagogical area) and are to be approved by the decision of the Academic Council.

The EP development process includes:

- Formulation of learning outcomes in the EP, based on a study of the labour market requirements;
- Development of learning modules included in the EP;
- In-depth study of the content of academic disciplines in order to enlarge them and avoid duplication;
- Establishment of possible educational trajectories within one EP (considering the areas, master programmes, elective disciplines and additional educational programmes);
- Development of a system for the implementation of learning modules and a qualitative update of the material and technical, library and information, and printing and publishing base of the university;
- Implementation of management and administrative activities aimed at updating of the learning process based on the principles of modular learning;

The list of learning modules, contribution of each discipline and ECTS volume have been determined and assessed for each module and for each discipline.

All EP disciplines are divided into three main cycles:

- The cycle of general education disciplines includes disciplines that form a system of general competencies that ensure the social and cultural development of the individual;
- The cycle of basic disciplines includes disciplines that form the basis of EP and are aimed at the formation of general professional competencies;
- The cycle of major disciplines includes disciplines that form special competencies within a specific educational programme.

The disciplines of general education disciplines cycle consist of compulsory component and university component/optional component. The disciplines of the basic disciplines and major disciplines cycle consist of disciplines of the university component and optional component. The list of disciplines of the compulsory component is determined by the standard structure of EP of the State Compulsory Educational Standard, and their content is determined by standard curriculum. Reducing the volume of disciplines of the compulsory component is not allowed.

### **General structure of the bachelor degree programmes**

The bachelor degree programmes are developed on the principle of modular learning and contain:

- Theoretical learning, which includes the study of cycles of general education disciplines, basic disciplines and major disciplines;
- Professional internship;
- Final attestation.

The disciplines of the general education disciplines cycle are studied mainly during the 1st - 2nd semesters, and disciplines of the basic and major disciplines cycle - mainly during the 3rd – 8th semesters. The logic of the sequence of studying disciplines is built considering the development of prerequisites and postrequisites.

Re-accredited EPs are improved with the new elective disciplines, additional educational programmes (Minor). The catalogue of elective disciplines is formed and regularly reviewed considering the opinions and wishes of employers and students.

In order to coordinate the EP with the employers, the representatives from employers are included as consultants in the working groups for the development of EP, and employers are involved as experts (P 025 ROP/DAV-21), (Order No. 44, January 28, 2021 and Order No. 423, December 15, 2021)

The developers of the educational programme 6B01511 - Geography-History, 6B01512 - Geography-Biology of the pedagogical direction of the Department of Geography of the Kazakh National Women's Teacher Training University (Almaty) held an online meeting with the teachers of schools of the city of Almaty on the issues of updates made to the content of EP on the recommendations of employers, and development of syllabuses and ways to improve quality of training of future teachers.

The relationship of academic disciplines for mastering the required knowledge, skills and competencies is reflected in the logical model of education. System approach was used when compiling a logical model.

In order to strengthen the knowledge of foreign language in the EP, the following disciplines have been included into the list of the university component:

- Academic writing - 4 academic credits, 1st semester;
- Methods of scientific research - 5 academic credits, 1st semester;
- Teaching internship- 10 academic credits, 2nd – 3rd semester;
- Intercultural communication and linguistic and cultural studies in foreign language education
- 6 academic credits, 2nd semester;
- Research internship - 10 academic credits, 2nd – 3rd semester;
- Professionally oriented foreign language - 1 - 3 academic credits, 3rd semester;
- Professionally oriented foreign language - 2 - 3 academic credits, 4th semester;
- English for academic purposes - 1 - 3 academic credits, 5th semester;
- English for academic purposes - 2 - 3 academic credits, 6th semester.
- In order to form students' soft skills:
- Emotional intelligence - 5 credits;
- Basics of entrepreneurial activity - 5 credits;
- Fundamentals of anti-corruption culture - 5 credits

In order to develop research skills among the students, the discipline "Fundamentals of Scientific Research" (5 academic credits) is included into the list of the university component disciplines.

In set with the academic foreign language, the students will acquire the skills to conduct scientific research in a foreign language.

Also, given the relevance of digitalization and the need to develop skills in working with digital technologies among future personnel, the disciplines aimed at their development considering the special aspects of each EP have been included into the EP of all directions.

For the reason that out of 46 bachelor degree programmes, the 31 belong to the field of education 6B01-Pedagogical sciences, and considering the specifics of the university (pedagogical), the content of EP in this field of education is agreed with the Department of Education of the city of Almaty, which confirms the fact that all of them are compiled in accordance with updated school curriculum.

In this regard, such disciplines as: "Technology of criteria-based assessment" and "Professional guidelines for teachers" are included into the list of disciplines of the university component. In order to develop the skills of future teachers to work with digital learning technologies and work with distance learning technologies, the disciplines "Digital technologies in education" and "Methods and technologies of distance learning" are included into the list of disciplines as a university component.

By taking into account the strengthening of internship orientation in education, the number of professional internship credits for EPs in all areas has been increased from 21 to 28 credits.

The content of the cycle of general education disciplines is 23% of the total volume of disciplines (56 ECTS) and consists of compulsory component with a workload of 51 ECTS and optional component with a workload of 5 ECTS. The compulsory component includes the following disciplines: Modern History of Kazakhstan, Foreign Language, Philosophy, Kazakh (Russian) Language, Philosophy, Information and Communication Technologies (in English), Module of Social and Political Knowledge (Sociology, Political Science, Cultural Studies, Psychology), Physical Training. The optional component is aimed at developing the students' competencies in the field of economics and law, foundations of anti-corruption culture, ecology and life safety/ health and wellness, as well as entrepreneurship and leadership skills, and susceptibility to innovation skills.

The cycle of general education disciplines is unified for all accredited bachelor degree programmes (State Compulsory Educational Standard, Order No. 604 issued by the Ministry of Education and Science of the Republic of Kazakhstan on October 31, 2018). The disciplines of the cycle of general education disciplines are divided into 3 modules.

The volume of disciplines of basic disciplines cycle is 47% of the total volume of EP or 112 ECTS, of which 56 ECTS are assigned to compulsory disciplines, of which 51 - are general education disciplines (in accordance with the State Compulsory Educational Standard), 5 ECTS - general education disciplines of the university component, for optional component disciplines depending on the EP. At the same time, the optional component is formed by the decision of the Academic Council of the University as proposed by the departments, students and employers.

The volume of disciplines of the major disciplines cycle is 25% of the total volume of EP or 60 ECTS, of which 29-39 ECTS is assigned to the disciplines of the university component.

The final attestation is 12 academic credits or 5% of the total EP volume and is carried out in the form of writing and graduation paper (project) presentation or preparing and passing a comprehensive exam.

Based on the Methodology guidelines for the development and filling of the Syllabus (approved by the Protocol No. 5.1 of the Educational and Methodological Council dated August 28, 2020), the Syllabuses have been developed at the departments for each discipline of the educational programme, which provide the main goals, objectives, requirements for knowledge, skills and abilities of a bachelor in the discipline, the content and structure of the discipline, all forms of the current and final control of knowledge, tasks for students' individual work, seminars, students' individual work with tutors, lecture abstracts, examination questions, map of the educational and methodological support of the discipline, and additional materials.

The educational programme of postgraduate education in the research and teaching area includes two types of internships that are carried out in parallel with the theoretical learning or in a certain period:

- Teaching in the cycle of basic disciplines - at the university;
- Research in the cycle of major disciplines - at the place of the dissertation completion.

Teaching internship is 10 ECTS, research - 10 ECTS

#### **General structure of educational programmes of postgraduate education (doctoral studies)**

Educational programmes of postgraduate education are developed by the departments and approved by the Academic Council of the University. The organization of the learning process for the EP of postgraduate education is carried out on the basis of the State Compulsory Educational Standard of postgraduate education (Order No. 604 issued by the Ministry of Education and Science of the Republic of Kazakhstan on October 31, 2018).

The content of the educational programme of postgraduate education consists of the following:

- Theoretical learning, including the study of the basic disciplines cycle for doctoral studies;
- Practical training of doctoral students: various types of internships, scientific or professional internships;
- Research work, including the implementation of research and writing a dissertation;
- Final attestation.

Educational, methodological and informational support of the learning process at the faculty guarantees the possibility for high-quality mastering of the educational programme of postgraduate education by doctoral students. The implementation of the educational programme

is ensured by free access to the international information networks, library funds and databases, computer technologies, methodological manuals and developments on taught modules and completion of the master thesis (<http://lib.kazmkpu.kz/info/en/> ).

The compulsory requirements and procedure for the implementation of educational programmes within the framework of the credit learning technology at the university are defined by the Academic Policy of the Kazakh National Women's Teacher Training University (approved by the Protocol No. 10-2 of Academic Council of the University dated September 02, 2019).

Doctoral students are trained on the basis of Individual education plan, which is compiled under the guidance of Academic Advisor. Individual education plan is drawn up for the entire period of study and includes the following sections:

- Individual education plan (if necessary, updated annually);
- Research (experimental research) work (topic, direction of research, terms and form of reporting);
- Internship (programme, base, terms and form of reporting);
- Subject of dissertation (project) with justification and structure;
- Plan for the implementation of the dissertation (project);
- Plan of scientific publications, internships.

Learning in doctoral studies is conducted according to the working curriculum and academic calendar being approved by the Rector of the University, which reflects all educational, control activities of the learning process, duration of internship and holidays. Accounting for the workload of all types of work is carried out according to the volume of mastered material and is measured in ECTS. One ECTS corresponds to 30 academic hours.

The cycles of the basic and major disciplines include the disciplines of the university component and optional component. The list of disciplines of the university component and optional component are determined by the university independently. At the same time, the needs of the labour market, expectations of employers and needs and interests of the master students are taken into account.

In doctoral studies, the volume of the basic disciplines cycle is 25% or 45 ECTS. Thus, 75% of doctoral studies are focused on the research component, which will allow them to gain practical research skills and gain experience in the knowledge exchange in identical scientific environment.

As part of doctoral student research work, the individual education plan for getting acquainted with the innovation technologies and new types of production provides for passing of compulsory scientific internship in scientific organizations or organizations of relevant industries or fields of activity. The research work of doctoral student is planned in parallel with other types of educational work. The research work of doctoral student is 123 ECTS. The final attestation is 12 ECTS and is carried out in the form of writing and defending a PhD thesis (project). "Academic writing" and "Research methods" are the compulsory disciplines of the doctoral studies programme.

### **Participation of students in the educational programme development**

All stakeholders participate in the preparation, approval, amendment and addition of EP. Students who are members of the working groups are involved in the development of educational programmes. Students of the 2nd-3rd courses are involved in the EP development. Students make proposals for the necessary elective courses for their inclusion in the catalogue of elective disciplines and EP, and actively participate in the discussion of EP.

Participation of students in the EP development is provided through the students questionnaire survey on the issues of satisfaction with the educational process. As for the questions related to the EP, the students have the opportunity to express their comments and wishes on the quality of EP, which are subsequently taken into account by the working group when developing the EP for the new academic year (questionnaires "Students' satisfaction with the quality of EP implementation" separately for each EP, "Satisfaction with the educational process" for students of all forms and levels of education). All model questionnaires are posted on the university website at the link (<https://kazmkpu.>).

Students-activists participate in the discussion of EP at the meetings of the Council of the Institute and Academic Council of KazNWTTU, where the EP is considered and approved.

Development of modular educational programmes that motivate students to take an active role in the joint creation of the learning process and are aimed at implementing a competency-based approach to the specialist training. In this regard, students are involved in the development of educational programmes. The Department of Russian language and literature ensures the quality of EP, involving doctoral students of 2nd - 3rd courses in the development of EP 8D01702 - Russian language and literature. Students make proposals on the necessary elective courses for their inclusion in the catalogue of elective disciplines and EP, actively participate in the discussion of EP.

### **Conducting external expert evaluations and availability of reference and information resources**

The Institutes pay special attention to attracting employers to the EP development. Council of employers has been established in the Higher Schools and Institutes. Before approval, the educational programme is evaluated by employers. During the EP development, the opinion of stakeholders and potential employers is taken into account, with which the EP is agreed and signed.

Graduates and employers take an active part in the educational process: they recommend separate elective courses, working curricula and programmes are to be coordinated with them. The study of the opinion of employers on the quality of training of specialists is also carried out in the process of passing of work experience internship by undergraduates and PhD students. Employers note a fairly high level of theoretical training of undergraduates and PhD students, their ability to apply knowledge in practice when reviewing the student characteristics.

For each EP, catalogues of elective disciplines (CED) have been developed, providing students with the possibility of an alternative choice of elective academic disciplines for the formation of individual educational trajectory. The catalogue of elective disciplines includes a brief description of the courses indicating the purpose of the study, brief content (main sections) and expected learning outcomes (acquired knowledge, skills and competencies), prerequisites and post requisites for each course. Students develop individual curricula based on educational programmes and catalogue of elective disciplines. Working curricula (syllabuses) have been developed for all disciplines of EP.

Reference and information materials for students are presented in several types of documentation: guidebook, which includes information on the rules of credit technology of education, point-rating system of grading, internal regulations, academic policy of the university, etc. The necessary information is available on the university website, which is updated periodically. During the first week of the autumn academic period, the registrar's office conducts training seminars for the 1st-year students, the purpose of which is to explain to newly enrolled students the internal regulations, requirements for the educational process and other necessary information. Meetings are held with the students of the 2nd, 3rd and 4th courses on the educational and methodological support of academic disciplines, the rules for submitting medical certificates to the deans and office of the registrar of absence from classes due to illness, issues of transfers from course to course and from specialty to speciality. During the period preceding the interim assessment, the staff of the registrar's office, jointly with the dean's offices, organize meetings to clarify the basic rules of conduct for examinations, the possibilities for filing and the rules for considering appeals.

During the period of admission to the university and during the orientation week, students are provided with guidebooks, which contain all the necessary information on the rules of credit technology of education, policies and procedures for assessing educational achievements; the

directory also contains information on the operating hours of various university services - the student service center, medical rooms in all educational buildings, the library and reading rooms, the gym, the stadium, the canteen and other necessary information. The information on the internal regulations, as well as material on the procedure for paying tuition is quite important for students. Advisors familiarize all students with the Academic Policy and Code of Academic Integrity of the Kazakh National Women's Teacher Training University.

The university has developed a flexible, client-oriented platform of the new generation "Univer", aimed at digitalization, automation, optimization of the main processes of the university, as well as ensuring high-quality interaction between the teaching staff and student through a personal account at each stage of education. In order to implement the EP at the university, the modern hardware and software are used. The university is provided and equipped with software tools that allow automating the main processes of the university (learning, research and educational). The department for the Development and Implementation of Information Systems of the University created and implemented such software as: "Admission committee", "Accounting and movement of students", "Educational and methodological complex of discipline", "Registration for disciplines", "Class work schedule", "Electronic journal of quality control of students' knowledge"; "State attestation commission / State examination commission", "Computer testing", "Transcript", "Academic record certificate", "Distance learning", "Library fund", "Department of personnel management", "Employee time tracking system", "Data transmission to the unified higher education management system", "Electronic document management", etc.

### **Objectives of educational programmes and expected learning outcomes**

The graduating departments are responsible for the development of the qualification objectives of the educational programmes of undergraduate and graduate programmes. The objectives of the bachelor and PhD degree programmes are developed in accordance with the Dublin Descriptors; Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 No. 319-111 (as amended and supplemented as of July 04, 2018); Strategic plan for the development of education and science of the Republic of Kazakhstan for the period of 2017-2021; Rules for organizing the educational process on credit technology of education (Order No.563 issued by the Minister of MES RK on October 12, 2018); State Compulsory Educational Standard of Higher Education (Order No.604 issued by the Minister of MES RK on October 31, 2018) and the demand of the labour market of Almaty region and the whole republic.

The purposes of programmes undergoing accreditation are aimed at preparing graduates for professional and research activities. Over the last five years, the objectives of educational programmes have been revised by taking into account the national regulations, needs of society, economy and labour market, Atalas of new professions. The goals of the accredited under-

graduate and PhD programmes correspond to the provisions of the mission, goals and objectives of the strategic directions of the university, and current state of the labour market in the country.

As confirmation of the dynamicity of EP goals is the coordination of their content with employers who participate in the formation of catalogue of elective disciplines, the provision of practice bases, and review of graduation projects. The EP content includes new training modules and elective courses. Ensuring the transparency of the educational programme is facilitated by credit and distance technologies, which allow students to build an individual learning path, choose teaching staff, independently master training courses, use educational and methodological complexes of disciplines, resources of the electronic library, and receive advice from tutors during the tutorial, etc.

### **Achieving the four goals of higher education defined by the Council of Europe**

The Kazakh National Women's Teacher Training University trains specialists under the higher and postgraduate education programmes (master degree programme, PhD, second higher education) on credit technology of education, the main task of which is to develop students' abilities for self-organization and self-education based on selection of educational trajectory within the framework of regulation of the educational process and accounting for the amount of knowledge in the form of loans. The academic policy determines the order of organization at the university according to the credit system of education, as well as the policy for organizing the activities of the Kazakh National Women's Teacher Training University in emergency situations associated with COVID-19.

The objectives of academic policy are aimed to:

- direct the educational, scientific and educational potential of the university to the preparation of respectable, competitive graduates who are able to solve complex professional issues that meet the needs of the domestic and international labour market;
- form an educational environment aimed at developing students' professionalism, leadership qualities, tolerance and patriotism;

The University provides all students with equal opportunities to acquire quality and affordable education.

At the university, the modular educational programmes are improved on the basis of the principle of continuity and succession in order to effectively implement the European model for the development of educational programmes in accordance with the National Qualifications Framework (NQF), Sectoral Qualifications Framework (SQF), Dublin descriptors, professional standards and needs of the labour market considering the key competencies.

Strategy of development of Kazakh National Women's Teacher Training University for the period of 2021-2025 determines the following priority areas for the university development:

- Effective management and corporate governance.
- Innovator in pedagogy, methods and technologies of teaching and learning.
- Center for the formation and development of skills 21K.
- Center for generating new knowledge based on applied research, international cooperation and interaction with the expert community.
- Socially responsible organization that trains leaders for the environment with the increasing uncertainty.
- Life-long learning programmes for schoolchildren, students, graduates, parents, adults from 30 to 55 years old, silver generation 65+.
- Creator of new ecosystem and infrastructure.
- Each of the areas contains tasks that are aimed at achieving the four goals of higher education defined by the Council of Europe.

### **Students academic load (in ECTS)**

The students' academic load system is carried out in hours and ECTS based on the State Compulsory Educational Standard. The ratio of time between classroom contact work, individual work of the student in all types of educational activities is determined by the educational institution independently. At the same time, the volume of classroom work is at least 30% of the volume of each discipline.

When planning the amount of academic work, the Kazakh National Women's Teacher Training University proceeds from the fact that one credit is equal to 30 academic hours of the following types of academic work:

- classroom work of the student during the academic period in the form of semester, evenly distributed for 1 hour per week;
- student's work with the teaching staff according to the schedule;
- student's work with the teaching staff during the period of professional and research internships;
- student's work with the teaching staff during the period of research work;
- student's work on writing and defending a thesis (project), master or doctoral dissertation;

- student's work on preparing and passing the state exam in the specialty (comprehensive exam).

The workload of EP disciplines is at least 5 ECTS. The workload of the compulsory component disciplines is indicated in the State Compulsory Education Standard. The workload of the modules and disciplines of optional components is determined by the departments independently.

The number of hours allocated for individual work of student is within the established norm (1:2). Individual work under the supervision of tutor is a type of work of students, which is performed by them in contact with the tutor. Individual work under the supervision of tutor is carried out in accordance with the schedule approved by the Dean of the Higher School and includes consultations on the most difficult issues of the curriculum, homework, course projects (papers), and control of semester work. Evaluation of individual work under the supervision of tutor is carried out by the teaching staff who conducts lectures or practical (laboratory) classes, in the absence of lectures. For example, the planned discipline in the volume of 5 ECTS is 150 hours, of which 45 hours are allocated for classroom hours (for example, 30 hours of lectures, 15 hours of practical classes), 30 hours for individual work under the supervision of tutor and 75 hours for individual work of student.

The main criterion for the completion of studies under the bachelor degree programme is the obtainment by students of at least 240 academic credits for the entire period of study, including all types of student learning activities. In accordance with the State Compulsory Standard of Education, the academic year consists of academic periods, the forms of which (semester - 15 weeks, trimester - 10 weeks, quarter - 7-8 weeks) are determined by the university independently, periods of midterm attestation, internships, vacations, and period of the final attestation (at graduate course). The total duration of the academic year should be at least 30 weeks. The duration of midterm attestation should be at least 6 weeks in one academic year. Vacations are provided to the students after each academic period. At the same time, the duration of vacation time in the academic year should be at least 7 weeks.

The total load in the bachelor's courses is: scientific research and pedagogical area - 240 ECTS; profession-oriented - 112 ECTS. The total load in the PhD courses is: scientific research and pedagogical area – 180; profession-oriented - 24 ECTS.

The departments of the university, which train specialists in programmes undergoing accreditation of bachelor degree programme and doctoral studies, provide the graphics of readable disciplines to the teaching and methodological department and the dean's office of the Institute on the basis of which a schedule of classes is compiled for each semester in the prescribed form. The full academic load of one academic year corresponds to 60 ECTS or 1 800 academic hours. At the same time, during one semester, a student masters 30 ECTS. In the schedule,

the classes are divided into two shifts according to the courses: the 1st shift starts at 8.30 o'clock, the 2nd - at 13.15 o'clock from Monday to Saturday. The schedule of classes is agreed with the Programme Leader, Dean of the Institution, Head of the Department for Academic Affairs and is approved by the Vice-Rector for Academic and Methodological Work no later than 2 weeks before the start of the semester's studies.

### **Internships and scientific internships**

Based on the submission of institutes and higher schools, a month before the start of the internship, an order is issued, which determines the terms, bases for the internship and appoints the leaders of internships. Before the start of internship in institutes and higher schools, orientation conferences are held, at which students are given a package of documentation (diary, report form, methodological recommendations for internship, etc.). Based on the results of internship, the final conferences are held with the invitation of managers (from organizations and enterprises), at which the internship reports are defended with grading in the statement.

Particular attention is paid to the organization and conduct of educational and work placement internship. Working curricula for internships are compiled by taking into account the requirements of the State Compulsory Educational Standard of education for full-time students. Practical training of 3 ECTS takes place in the 4th semester. The work placement internship (8 semester) is carried out at the bases according to the direction of training (preschool, school general education and special organizations). Contracts are concluded with all organizations. Reporting documentation on internship for the last three years is kept at the departments.

Pre-graduation internship follows after the work placement internship, where the research part of the thesis work and its approbation are performed. Students take these internships in the 8th semester in the amount of 18 ECTS. The following activities are also carried out:

- participation in scientific events, conferences, seminars;
- assistance in professional orientation of youth and employment of graduates of the department.

The work placement internship is evaluated by the bases of internships based on the results of passing, according to the reports and according to the characteristics of a student from supervisors, etc. Institutes annually carry out work to expand the bases of internship, methodological support of the faculty staff, methodological recommendations, and internship programmes.

Scientific research work of students (SRWS) is a compulsory part of the preparation of bachelors. The purpose of SRWS is to increase the theoretical and practical level of training of bachelor specialists. The tasks of the research work are to activate the cognitive activity of

students, improve the skills of individual work, training in methodology and research methods, involvement of students in scientific research, observance of the unity of the scientific and educational process.

The SRWS is carried out at the departments and is an organic part of the scientific research work of the department and faculty. Organization and control is planned and carried out by the graduating department. SRWS is carried out both within the framework of curricula and outside of academic work as part of the work of 3 scientific student circles, holding student scientific and practical conferences, seminars, olympiads, competitions coordinated by the leaders of scientific circles, the student scientific society, as well as the deputy dean of higher schools and institutes for research and innovation. Students begin to engage in scientific research from the first year in the preparation of abstracts within the framework of the SIW, and reports for scientific seminars and forums.

The doctoral student research work (DSRW) is carried out in accordance with the curriculum and academic calendar of doctoral studies for the corresponding academic period.

The purpose of DSRW is to systematize, expand and consolidate professional knowledge, develop the skills of doctoral students to conduct individual scientific work, research and experimentation. The results of the work done by the doctoral student are issued in the form of a report and dissertation.

Practical training of students under EP 6B01511 - Geography-History (bachelor), 6B01512 - Geography-Biology (bachelor) and 8D01506 - Geography (doctoral studies) is carried out through the conduct of pedagogical, research and scientific research work of students, which are the most important link in the system of professional training of future specialists. The internships are focused on deepening, systematization, generalization and concretization of theoretical knowledge obtained at the university, on improving professionally significant skills and abilities. It is the internship that largely contributes to the formation of the professional competence of university graduates, which is necessary for individual work in the specialty (Rules for the organization and conduct of professional internship/ PR 025 OPPP/DAV-21).

As a rule, the internship management is carried out by teaching staff who have sufficient competence and qualifications, who have full knowledge and understanding of the tasks of internship, who have the necessary skills and experience for its effective implementation. Representatives of employers actively cooperate with the university during the period of internship, and upon its completion they give a description and their assessment of theoretical and practical preparedness, as well as the content of internship programmes and organizational issues of their implementation.

Students take the internship in accordance with the order of the university, which determines the receiving organization, the head of special department and the timing of the internship. Students are provided with internship program and individual assignment, as well as reporting forms (internship diary, report form) and other necessary documents. The department has a guide for students during the internship. At the end of internship, the student draws up a report in accordance with the requirements set out in the work programme, which should be defended within the prescribed time frame. The report is accompanied by a review from the head of the enterprise, which gives a detailed description of the student and assessment.

The following types of internship are presented in the EP 6B01511 - Geography-History and 6B01512 - Geography-Biology: ongoing educational (introductory) and field training internship, continuous (psychological and pedagogical) internship, teaching internship, work experience(pedagogical) internship, pre-diploma (pedagogical) internship.

According to the curriculum of the 1st year, 15-week practicum of continuous learning is carried out in general education institutions on the basis of cooperation agreements between the university and schools. During the internship, students get acquainted with the structure, administration and basic legal documents of the school, structure of specialized classrooms, mutual methods of organizing and conducting classes according to the updated programme under the mentorship of teachers of geography, history and biology and have the opportunity to be in close contact with the classes assigned to them, thereby developing communication and pedagogical skills. In addition, they take part in ongoing open lessons and educational hours, intra-school events.

The main idea of field training internship is to combine, improve in practice the theoretical knowledge gained by future specialists in geographical disciplines. The field training internship is carried out in the following disciplines: general earth sciences, geology, geomorphology, hydrology, soil science, digital cartography and geographical information system (GIS). A special place in the training of specialists is occupied by field training internship. The purpose of field training internship is to give a physical and geographical description of the area, identify natural territorial features and conduct observations in individual disciplines. The task of internship: familiarization with the bases of internship; form the ability to work with special devices (thermometer, anemometer, barometer, hygrometer, etc.), etc. The field training internship is carried out at the 1st and 2nd courses.

Continuous (psychological and pedagogical) internship is carried out in the 2nd year for 15 weeks. The main task of continuous (psychological and pedagogical) internship is the general theoretical, special, psychological, pedagogical and methodological training of students. The internship is carried out in stages. The main stage of continuous (psychological and pedagogical) internship is the work of students at school. During the continuous (psychological and

pedagogical) internship, the students study the psychological characteristics of schooler, identify cause-and-effect relationships of underachievement and conduct systematic work in accordance with an individual development plan for a particular subject of education. Each student is allocated a schooler with low academic performance, where the schooler's personality is analyzed. Students conduct conversations with schooler, subject teachers and class teachers; reveal features of character, interest, general development, state of health of the schooler.

Pedagogical and work experience(pedagogical) internship is carried out at the 3rd – 4th courses. Teaching internship is an integral part of the pedagogical process at the universities in terms of development and formation of professional skills and professional competencies of future teachers. The purpose of pedagogical internship is to form the professional skills and abilities of future teacher. Tasks of pedagogical internship: increasing the interest of students in the profession of teacher; formation of the need for professional and personal development; deepening and consolidating the theoretical knowledge of the student; deepening socio-psychological-pedagogical and special knowledge using them in the integral pedagogical process of the school. Teaching internship, aimed at improving the quality of professional training of future teachers, has a very high potential for educational, disciplinary and developmental activities. During pedagogical internship, the students, entering into direct communication with schoolers, determine their individual characteristics and abilities, seek to correct some shortcomings in their behavior.

The composition of the collegial management bodies of EP 6B01511 - Geography-History (Bachelor), 6B01512 - Geography-Biology (Bachelor) includes all stakeholders who participate in the approval of EP development plan on the basis of agreements with enterprises available at the department (gymnasium school No.62 No.168 and No.184). In addition, round tables are organized annually to attract employers to consider problematic issues according to the plan of the department EP, as well as the base of all types of internships. The work experience-teaching internship of students is the most important part of the training of a highly qualified specialist and one of the types of learning activities in real work placement conditions. It is carried out in organizations that are bases of internship. According to the educational programme 6B01602 - History-Religion Studies with the assistance of the Department of Education of the city of Almaty, the base of internship is the secondary school No. 86 in Almaty.

Educational programmes of scientific and pedagogical programmes of postgraduate education include two types of internships:

- pedagogical - in the organization of education;
- research - at the place of the dissertation.

Teaching internship is carried out with the aim of developing practical skills in teaching methods in higher educational institutions.

Scientific research training of doctoral student is carried out to familiarize with the latest theoretical, methodological and technological achievements of domestic and foreign science, with the modern methods of scientific research, processing and interpretation of experimental data.

Scientific research internships of doctoral students under EP 8D01506 - Geography are implemented at the Institute of Geography, the main goal of which is to acquire practical skills, competencies and professional experience, where students test modern methods of scientific research, process and interpret experimental (pedagogical) and/or statistical data, extrapolate remote sensing data using ArcGIS, Mapinfo and ILWIS programmes, etc. as part of the implementation of the main stages of the dissertation work. They also get the opportunity to work with the main stages of research through spatial analysis and the interaction of geo-referenced information; with the creation of geographic information systems and thematic databases for scientific research in the field of studying natural resources and their use; with visual resources for geoinformation assessment and monitoring of nature management; with the development of GIS-oriented web applications, geoportals, etc.

The final defense of reports on the results of research and development (pre-defense) takes place at the meeting of the graduating department no later than 1 month before the defense with the participation of doctoral students and their supervisors.

As part of the scientific research work of doctoral student, the individual education plan of doctoral student provides for compulsory undergoing of scientific internships in scientific organizations and/or organizations of relevant branches or fields of activity, including abroad.

The final defense of reports on the results of research and development (pre-defense) takes place at the meeting of the graduating department no later than 1 month before the defense with the participation of doctoral students and their supervisors.

As part of the scientific research work of doctoral student, the individual education plan of doctoral student provides for compulsory undergoing of scientific internships in scientific organizations and/or organizations of relevant branches or fields of activity, including abroad.

### **6B01511 - Geography-History (Bachelor of Education)**

The purpose of the educational programme is the training of specialists in pedagogical and scientific activities in the field of teaching geography and history.

Upon graduation, bachelors master the following learning outcomes:

LO1 – Graduates understand business and legal culture, is ready for innovation and volunteering, is not indifferent to global problems and has soft skills, brought up in the national spirit.

LO 2 - Graduates possess basic knowledge and skills for the implementation of the pedagogical process according to the updated system, including the skills to use digital educational technologies considering the characteristics of the age periodization of students.

LO 3 - Graduates possess the skills of conducting research work, academic writing and presentation of research results in the subject area, including in a foreign language.

LO 4 - Graduates own innovative methods and techniques of teaching and education in the subjects of geography and history.

LO 5 - Graduates Carry out research work using theoretical knowledge and practical skills in the field of geography and historical sciences.

LO 6 – Graduates organize field observations and desk research, owning innovative methods of remote sensing and land monitoring and technologies of geographic information systems.

LO 7 – Graduates determine and can evaluate the physical-geographical and ecological state of the object of study.

LO 8 – Graduates analyze the trends in the socio-economic and political-geographical development of Kazakhstan and the countries of the world.

LO 9 - Graduates conduct a critical analysis of the essential features of the forms of state structure, understanding the cause-and-effect relationships in the historical process.

LO 10 - Graduates conduct archaeological research, studying the culture and civilization, ethnology, historiography of Kazakhstan and the countries of the world.

LO 11 – Graduate predict the further development of history, analyzing ancient, medieval, new and modern historical phenomena and events.

### **6B01512 - Geography-Biology (Bachelor of Education)**

The purpose of the educational programme is the training of professional personnel for the education system possessing fundamental knowledge and innovative methods for the implementation of pedagogical activities in the field of teaching geography and biology.

Upon graduation, bachelors master the following learning outcomes:

LO1 – Graduates understand business and legal culture, is ready for innovation and volunteering, is not indifferent to global issues and has soft skills, brought up in the national spirit.

LO2 – Graduates possess basic knowledge and skills for the implementation of the pedagogical process according to the updated system, including the skills to use digital educational technologies by taking into account the characteristics of the age periodization of students.

LO3 – Graduates possess the skills of conducting research work, academic writing and presentation of research results in the subject area, including in a foreign language.

LO4 - Graduates know the basics of geographical science, is able to establish (reveal) causal relationships between nature and society.

LO5 – Graduates demonstrate theoretical knowledge and practical skills in the field of geographical and biological sciences.

LO6 - Graduates use geographic information systems to monitor and predict geographic phenomena and processes based on the application of methods and methods of remote sensing.

LO7 - Graduates analyze the trends in the development of regional physical-geographical, socio-economic and political processes in a global context.

LO8 - Graduates own methods and techniques for analyzing and evaluating the results of pedagogical activity of training.

LO9 – Graduates use, in a new context, the principles of distribution, systematization, evolution and phylogenetic relationships of plants, animals and microorganisms with the environment.

LO10 - Graduates determine the principles of organization and objectives of the study, is able to make scientifically sound decisions that take into account the results of a biological experiment, clearly formulate conclusions based on the results obtained.

LO11 - Graduates interpret and compare experimental data being obtained in the laboratory, independently analyzes and selects the necessary information

### **6B01602 – History- Religion Studies (Bachelor of Education)**

The purpose of the educational programme is the training of competitive specialists possessing fundamental knowledge for the implementation of pedagogical, scientific activities in the field of teaching history and religious studies.

Upon graduation, bachelors master the following learning outcomes:

LO1 - Graduates brought up in the national spirit, enlightened in matters of business and legal culture, ready for innovation and volunteering, not indifferent to global problems.

LO2 - Graduates possess basic knowledge and skills for the implementation of the pedagogical process according to the updated system, taking into account the characteristics of the age periodization of students and in conditions of inclusion.

LO3 - Graduates possess the skills of conducting research work, academic writing and presentation of research results in the subject area, including in a foreign language.

LO4 - Graduates own digital technologies, skills in organizing and conducting the pedagogical process using distance educational technology.

LO5 - Graduates apply language communication skills in a professional academic environment.

LO6 - Graduates own the methodology of teaching general historical and religious disciplines in a full-time group environment and using distance learning technology.

LO7 - Graduates know and understands the course of historical processes.

LO8 - Graduates apply the knowledge of each period of historical development to solve the problems of the historical and pedagogical process.

LO9 - Graduates critically evaluate historical and religious processes and phenomena.

LO10 - Graduates analyze the historical foundations and periods of formation of independent Kazakhstan statehood in the context of the global and Eurasian historical process.

LO11 - Graduates apply the interdisciplinary connection of psychology and philosophy in teaching social and religious studies.

LO12 - Graduates assess the current state of development of Kazakhstan in the global historical and religious context.

### **8D01503 – Chemistry (Doctor of Sciences (PhD))**

The purpose of the educational programme is the training of competitive Doctors of Philosophy (PhD), capable of independent development in the professional field, with in-depth knowledge of theory, methodology and practice in the field of chemistry and possessing the skills of research, teaching in the field of chemistry

Upon graduation, bachelors master the following learning outcomes:

LO1 Graduates focus on current issues of modern philosophy of science, methodology and psychological aspects of pedagogy.

LO2 Graduates know the basic principles, rules, norms for preparing, writing, editing academic writing for a qualified public presentation of scientific results in the modern forms.

LO3 Graduates represent the process of integrating the system of humanities and natural sciences and the development of the methodological aspect in the results of research and analytical activities of doctoral student.

LO4 Graduates carries out the formulation of scientific problem and solution of existing problems on the basis of theoretical analysis and empirical research, systematizing the logic and methods of scientific research.

LO5 Graduates use a system of methodological and historical-chemical knowledge obtained in the study of chemical disciplines to solve problems and problems of modern scientific chemistry.

LO6 Graduates use the basic technologies of modern distance learning system and conceptual and terminological apparatus of virtual courses of organic chemistry in the educational and research process.

LO7 Graduates use modern innovative forms of education to solve typical professional problems and in the process of teaching chemistry.

LO8 Graduates interpret experimental data obtained using innovative forms of teaching chemistry with demonstration of their role in the formation of the competencies of future specialists

### **8D01506 – Geography (Doctor of Sciences (PhD))**

The purpose of the educational programme is training of competitive and in-demand personnel capable of independent thinking in the professional field, possessing in-depth knowledge of the theory, methodology and practice in the field of geography and possession of doctoral skills in research, teaching, practice in the field of geography.

Upon graduation, bachelors master the following learning outcomes:

LO1 – Graduates know the basic principles, rules, norms for preparing, writing, editing an academic text for a qualified public presentation of scientific results in modern forms.

LO2 – Graduates possess scientific methods and modern technologies of scientific research, forms and techniques for the design of scientific texts for the implementation of innovative ideas.

LO3 – Graduates carries out the formulation of scientific problem in solving existing problems and systematizes research methods based on theoretical analysis and empirical research.

LO4 – Graduates identify the priority areas of geography by analyzing the history of the formation of geographical knowledge and modern problems of scientific research.

LO5 – Graduates develop projects for the rational resettlement of the population, economical use and protection of natural resources to ensure sustainable development.

LO6 – Graduates are able to design educational programmes by taking into account new paradigms and concepts in education.

LO7 – Graduates monitor changes in geosystems using remote sensing data and compiles their cartographic models.

LO8 – Graduates predicts the upcoming geoecological situation in the countries of the world, comparing their rates of indicators of the use of natural resources and economic policy of their development.

### **8D01703 – Foreign Language: two foreign languages (Doctor of Sciences (PhD))**

The purpose of the educational programme is the training of Doctors of Philosophy (PhD) in the educational programme "8D01703 - Foreign language: two foreign languages" capable of solving issues of improving education and science, developing innovative technologies for teaching foreign languages, possessing professional competencies in accordance with the requirements of the labour market.

Programme learning outcomes are the following:

LO1 – Graduates understand the high social significance of the profession, principles of professional ethics, use of knowledge of the subject area in professional activities, control and measuring teaching aids.

LO2 – Graduates classify modern theories of communication and system for analyzing modern concepts of foreign language education in solving research problems.

LO3 – Graduates proficient in primary (scientific article, academic review, monograph, dissertation) and secondary (abstract, theses, author's abstract, specialized encyclopedic article, scientific discussion, description of scientific project) genres of academic writing.

LO4 – Graduates apply the skills of analytical, expert and predictive activities to study the main patterns of development of the subject of intercultural communication.

LO5 – Graduates summarize scientific information based on the use of various approaches, observing the principles and norms of the teacher's professional ethics.

LO6 – Graduates own modern methods of research and applied activities in the field of methods of foreign language education and innovative technologies in the field of language teaching.

LO7 – Graduates generate new ideas when solving research and practical problems, including in interdisciplinary areas.

### **8D01702 - Russian Language and Literature (Doctor of Sciences (PhD))**

The purpose of the educational programme is the training of highly qualified specialists in the field of methods of teaching the Russian language and literature, capable of interpreting scientific theories and concepts of the latest trends in modern linguistics in the implementation of pedagogical activities

The Learning outcomes are the following:

LO1 – Graduate own the methodology of communicative analysis and methods of semantic analysis of the text, which contributes to the accurate perception of the original statement, including the search for information in reference, special literature and computer networks.

LO2 – Graduates synthesize knowledge in the field of active processes of linguistics and literary criticism and interdisciplinary knowledge for solving research and practical problems, linguistic facts of historical and modern Russian studies.

LO3 – Graduates generate new and complex goals, proposes new hypotheses and solutions to scientific problems in the field of the Russian language and literature teaching methods based on an independent original approach; interprets the basic principles of modern literary criticism, new literary paradigms and how to apply them in the analysis of classical and modern literature.

LO4 – Graduates demonstrate own positions on the problems of pedagogy and education, activates individual work of students with modern sources of scientific and pedagogical literature; develops skills of professional communication, protection of his pedagogical position.

LO5 – Graduates use modern scientific methods in organizing independent scientific research, arranging them into scientific texts.

LO6 – Graduates integrate interdisciplinary knowledge in the description and analysis of modern research approaches, conducting scientific experiments and interpreting their results.

LO7 – Graduates use the world's knowledge bases to search, study the necessary literature, research problems and publish their works, as well as use these resources for bibliographic review in the preparation of scientific papers.

## **2.2 Assessment**

### **Assessment for all study programmes**

The design and approval of degree programmes at the Kazakh National Women's Teacher Training University is a comprehensive process that involves multiple stakeholders and aims to ensure that the institution's academic programmes are current, relevant and aligned with student and labor market needs.

The process includes a thorough analysis of the current academic landscape and an assessment of the institution's strengths and weaknesses. Based on this analysis, Kazakh National Women's Teacher Training University identified areas where it needs to develop or improve its academic programmes and services and also attract foreign students.

The degree programmes undergo a rigorous review process that includes input from internal and external experts and assessment against established standards and criteria. The reviews focus on ensuring that programmes are academically rigorous, relevant and aligned with the institution's strategic goals.

Overall, the Kazakh National Women's Teacher Training University's programme design and approval process focuses on ensuring that the institution offers high quality academic programmes that are relevant, current and aligned with student and industry needs. The process involves multiple stakeholders, rigorous review and evaluation, and ongoing support and development.

The content of the degree programmes builds on the defined entry qualifications and entry requirements and leads rigorously to the intended qualification objectives. The course titles are consistent with the specific course content and the chosen degrees are appropriate in terms of content.

The individual study focuses for each degree programme are aligned in such a way that the intended learning objectives and competencies for the qualification for the job market are achieved.

The forms of teaching and learning used are varied and appropriate and adapted to the study formats. All modules are convincingly structured, taking into account the specified entry requirements and qualification objectives.

The course content offered undoubtedly enables students to take up qualified employment.

Student-centered teaching and learning is at the heart of the curricula, which is ensured by a high degree of communication and close exchange between lecturers and students. Students have the opportunity to choose from a sufficiently wide range of modules.

The structure, organization and implementation of the internships are very well regulated and logically structured.

Students attest that the degree programme is easy to study and have expressed a high level of satisfaction in the surveys. The intensive supervision of students by a highly motivated teaching staff is common to all degree programmes and is certainly a key factor in the demonstrably high attractiveness of the degree programmes.

Only in the area of doctoral programmes are there quality deficiencies that should be remedied, which are primarily aimed at the internationalization of the PhD-degree programmes:

**Conditions for Geography (PhD), Foreign Language: Two Foreign Languages (PhD), Russian Language and Literature (PhD), and Chemistry (PhD) programmes:**

The wording of module titles and content in English must be revised to ensure comprehensiveness and transparency.

The titles of the study programmes must be revised to make them more transparent and internationally recognisable so that not only ciphers used on national level specifically state the pedagogical track of the PhD programmes, e.g., “Geography” could be rephrased as “Geography Education”.

The expert group also makes the following recommendations for the further development of the degree programmes and the curricula:

**General Recommendations for all study programmes:**

The university should increase its efforts of research integration into the curriculum of the programmes.

The university should provide more support and opportunities for students to improve their foreign language skills.

**Recommendation for the study programmes “Geography (PhD)”, “Foreign Language: Two Foreign Languages (PhD)”, “Russian Language and Literature (PhD)” and “Chemistry (PhD)”:**

PhD approbation procedures should be simplified wherever possible and the Ministry of Science and Higher Education of the Republic of Kazakhstan rules and regulations allow.

The university should strengthen its efforts in supporting its lecturers in achieving higher academic titles.

The university should reinforce its efforts in inviting guest lecturers from abroad to increase the degree of the exposure of its students to the global context and the language of communication in contemporary research.

The wording of learning outcomes should be revised to make them clearer.

**Recommendations for the study programmes “Geography and History (Bachelor)” and “Geography and Biology (Bachelor)”:**

The content of the programmes should be reviewed on a regular basis to make sure it reflects the current secondary school curriculum.

The logic behind offered electives should be more comprehensible.

**Recommendation for the study programme “History and Religious Studies (Bachelor)”:**

State and confessional relations should be included into the content of the studied programme, e.g., in the form of a dedicated discipline.

**Recommendation for the study programme “Russian Language and Literature (PhD)”:**

The university should revise the disciplines to make them represent broader subject areas where appropriate, e.g., literary studies instead of poetry studies.

**Recommendation for the study programme “Chemistry (PhD)”:**

A learning outcomes matrix stating both programme and module levels should be created to increase comprehensives and transparency.

### **2.3 Conclusion**

The criterion is **not fulfilled** because of the two conditions concerning all PhD-Programmes.

### 3 ESG Standard 1.3: Student-centred learning, teaching and assessment

**Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach**

#### 3.1 Implementation

Student-centred Learning and Evaluation of Academic Performance: Respect and attention to different groups of students and their needs, providing flexible learning paths

The ongoing changes in the education system of the Republic of Kazakhstan help determine the strategy and tactics for building an innovative educational process at the Kazakh National Women's Teacher Training University based on student-centered learning, which involves setting educational goals and objectives in the context of developing students' ability to independently solve problems in the field of professional activity; organization of the educational process based on the trajectory of individual development, aimed at developing the formation of students' cognitive, communicative, research, leadership, creative abilities in a student-centered educational paradigm (Academic Policy, approved by the Academic Council of the University, No. 10-2 dated 02.09.2019).

The idea of introducing student-centered learning into a university aims to form students' independent position in the learning process. The student-centered paradigm includes openness of communication, freedom of learning, individualization of personality development, actualization of the tutor-facilitator functionality of the teacher.

Implementation of student-centered learning by the Kazakh National Women's Teacher Training University:

- requires a continuous process of reflection: introspection and self-assessment. In this regard, tutors and students of the university regularly review their teaching and learning methods in order to improve the student learning experience and stimulate students' critical thinking and personal skills;
- enables students to use different learning styles. Some students find it more effective to learn through trial and error, while others gain knowledge through hands-on experience. The third students absorb information better by reading literature, others need to discuss the theory in order to understand it;
- adapted to the life and professional experience of each student;
- gives students the opportunity to control their own learning. Students have the opportunity to participate in the development of courses, curricula and their evaluation.

- imposes a great responsibility on the student, encouraging him to think, process, analyze, criticize, solve problems;
- requires cooperation between students and tutors.

Student-centered education at the university provides:

- personalized training;
- self-regulated training;
- competence-oriented training;
- learning anytime/anywhere.

Student-centered learning has a number of advantages for university lectures as well:

- student-centered approach allows you to creatively organize the learning process, the tutor becomes a facilitator;
- the role and functions of the tutor are changing. Learning becomes more interesting and motivating. The tutor creates all the necessary conditions for active learning;
- student-centered learning provides continuous self-improvement of tutor, forcing them to review and improve the methods and approaches used in teaching;
- increases the motivation of students, making teaching more interesting;
- ensures the growth of the professional development of tutor, forms the knowledge, skills and competencies necessary for both personal improvement and career growth;
- student-centered approach provides tutor with greater freedom in choosing ways to teach.

Student-centered learning outcomes help learners manage their expectations both during and after learning and enable them to better cope with learning. Contribute to increasing the working capacity of students. During the reporting period, in order to form and develop leadership and communication skills, a number of scientific, pedagogical and educational events were organized and carried out in the EP in the framework of supporting, supervising and promoting the development of scientific and social activity of students and doctoral students.

The department carries out comprehensive work to support and ensure academic success and spiritual development of students, including: measures to adapt first-year students to the conditions of study in the organization of higher and postgraduate education; academic support for students who cannot cope with academic requirements (additional counseling or extra classes); educational activities aimed at the formation of patriotism, citizenship, internationalism, high morality and good manners, legal culture, interfaith harmony and tolerance.

Along with educational activities, the disciplinary activities are also carried out with students of the educational programme on the basis of an approved plan for tutorial work for the academic year. An event is held annually to familiarize the 1st-year students with the internal regulations of the university and the basic rules of dormitory. The ceremony of enrolling students in the number of students takes place in a solemn atmosphere. At the Department of Geography, there is a club, where educational hours and cognitive events are held. Active girls from among the students of the department take part in the club.

All educational activities are carried out in a timely manner, according to the schedule, curatorial hours are held, in which thematic educational conversations are conducted. The issues of timely payment of tuition for students of the group are considered, the issues of attendance and academic performance are analyzed, and the results of intermediate control are considered. Throughout the university in October-November, according to the established schedule, duty is conducted in the dormitories. Students also take an active part in the city Saturday voluntary work day.

In each group with students, the work is carried out to organize public works within the walls of the university and institute, participation in sports events is promoted, events are organized to visit cultural and educational sites of the city (museums, theatres), etc.

Students participate in the city Saturday voluntary work day under the motto "Cleanliness begins with oneself, if clean, then I will survive too!" The advisor of the group monitors the daily attendance of students, progress and intermediate progress, the results of winter and summer exams, gets acquainted with the order and cleanliness of dormitory, the state of students. The advisor of the group keeps in touch with the parents of the students, gets acquainted with the living conditions.

Student-centered learning is implemented at the university through the development of educational programmes that motivate students to take an active role in the joint creation of the learning process and are aimed at implementing a competency-based approach to specialist training. In this regard, students are involved in the development of educational programme.

Kazakh National Women's Teacher Training University since 2012-2013 academic year, according to the letters of the MES RK (No. 03-3/2280 dated 30.07.2012, No.03-3/824 dated 08.08.2014), multilingual educational programmes are being implemented. The content of the multilingual educational programme consists of 50% of disciplines studied in the language of instruction, 30% of disciplines in English and 20% of disciplines in the second (Kazakh/Russian) language.

The university has established a department for testing and monitoring educational services, which systematically monitors students' knowledge in the process of current and midterm

knowledge control. Online access was provided for all categories of students to the information portal and the electronic journal, which reflects both weekly grades and the total rating for two milestone controls, as well as the final grade. Criteria and methods for evaluating each type of work in the classroom are developed by teachers in syllabuses and are freely available to students. Taking exams in written, oral and combined forms, and, accordingly, assessing students' knowledge, is carried out on a commission basis. The commissions are created by the order of the deans of the faculties in the period preceding the session, for each area of training. The Board of Appeal is created by the order of the rector for the academic year and includes the leading tutors of the university. The procedure for filing appeals has been developed and published on the website. In addition, on the eve of the session, the meetings are held with students, at which the basic rules for conducting midterm attestation are explained, including in cases of appeals to the appeal commission. The procedure for involving students in the development of modular educational programmes in the areas of training includes conducting a survey of students during the annual online registration period, discussing training problems and the need to include new disciplines in the educational programme based on the results of reflective analysis of the results of students' internship. In the period preceding online registration, the week of presentations of elective disciplines by tutors and compulsory meetings of advisors with students of specialties are held.

Based on the curriculum and catalogue of disciplines, the students independently form their own learning path. Individual training planning is formed for each semester by the students themselves under the guidance of advisor. The departments provide advisors with complete information on the number of elective disciplines and their brief description for provision to the students.

The formed individual education plan in 3 copies is signed by the students and submitted to the adviser for approval. The adviser, in the absence of comments, signs an individual education plan, coordinates it at the Faculty Registrar's Office and submits it to the dean of the faculty for approval. After approval, one copy remains with the student, the second copy is handed over by the adviser to the Faculty Registrar's Office for the use in the certification process, and the third copy is stored in the dean's office and serves as the basis for the adviser to control the implementation of the curriculum by the student. The deadline for submitting the individual education plan (IEP) to the Faculty Registrar's Office is the 1st week of the semester. The student's individual education plan is registered under his personal identification number ID.

Training sessions for each discipline and formation of the schedule are carried out on the basis of registration of students for the discipline.

Registration of student for the study of academic disciplines is carried out in the University "Registrar's Office" system with methodological and advisory assistance from advisers with the

direct participation of representatives of departments, deans, as well as directly at the Registrar's Office by filling out the appropriate forms. Registration deadlines are indicated in the Academic calendar. Registration for disciplines is carried out by students after detailed discussion of their individual learning trajectory with an advisor, who gives explanations on selection of disciplines in accordance with the approved working curricula and catalogue of disciplines.

The student, when determining individual learning trajectory within the framework of the university component and optional component, may choose:

- disciplines as per the main educational programme;
- disciplines as per additional educational programme.

The procedure for choosing and mastering disciplines in the main educational programme is carried out taking into account the presence of prerequisites.

The procedure for choosing and mastering disciplines as per additional educational programme is carried out to obtain additional competencies in related or specialized educational programs, as well as to meet the personal needs of the student.

The volume of disciplines chosen as per additional educational program is established by the university independently. At the same time, the disciplines as per additional educational programme are studied by students within the framework of the disciplines of university component (UC) and optional component (EC), and their volume is included in the total amount of academic credits required to award the appropriate degree or qualification in the maunder EP. In the process of enrolling in academic disciplines, students form their IEP. At the same time, they: get acquainted with the rules for organizing the educational process on credit technology of education; comply with the established deadlines for registration for academic disciplines and for making changes to the IEP; are enrolled in the disciplines considering the mastered prerequisites. In this regard, the use of new educational technologies, including electronic textbooks, development of educational portal, distance technologies, etc. The distance learning system is a virtual classroom in which students can be assigned educational material and monitor their progress in real time according to reports. Knowledge base. E-courses, tests, video tutorials - all content is in one place. At any time, students can enter the Learning Management System (LMS) and study the desired course. More importantly, are availability of quality education as well as Social mobility; the lindividuality in learning; self-organization and the continuity of learning: the development of educational material is carried out during the entire academic year, and not only during the session (unlike the classical correspondence form of education), which guarantees deeper residual knowledge. Learning will not be interrupted no matter where you are (subject to availability of computer and Internet access).

The Moodle system is used at the university to implement the distance learning technology. The distance learning support software platform is implemented on the basis of the UNIVER system and the Moodle distance learning support system. Moodle is the course management system (e-learning), also known as learning management system or virtual learning environment. The system for organizing distance learning supports the exchange of files of any format - both between the tutor and the student, and between the students themselves. When preparing and conducting classes in the Moodle system, the tutor uses a set of course elements, which includes: glossary, resource, task, forum, lesson, test, video lectures, etc. Electronic educational and methodical complex of disciplines includes the required and additional sets.

The organization and conduct of consultations for students on distance learning technologies is carried out through information and communication technologies in on-line and off-line modes. Off-line training sessions provide for the process of educational interaction, in which the communication between the tutor and student is asynchronous (e-mail, student's work with the educational and methodological complex on the instructions of tutor, followed by the delivery of tasks of individual work, midterm examination and final control).

The organization and conduct of the current, midterm examination of academic performance and midterm attestation of students is carried out in the information system protected from unauthorized access and falsification by using electronic methods of access restriction and independent assessment.

### **The use of various teaching forms and methods**

One of the directions for improving the training of students in a modern university is the introduction of interactive forms of education. In the state compulsory standard of higher education, one of the requirements for organizing the educational process at the university is the widespread use of active and interactive forms of conducting classes in the educational process to form the necessary professional and general cultural competencies.

The educational process, based on the use of interactive teaching methods, is organized by taking into account the involvement in the process of cognition of all students of the group, without exception. Joint activity means that everyone makes his own special individual contribution, in the course of work there is an exchange of knowledge, ideas, ways of activity. Individual, pair and group work is organized, project work, role-playing games are used, work is carried out with documents and various sources of information. Interactive methods are based on the principles of interaction, activity of students, reliance on group experience and compulsory feedback. An environment of educational communication is being created, which is characterized by openness, interaction of participants, equality of their arguments, accumulation of joint knowledge, and possibility of mutual evaluation and control.

The leading tutor, jointly with new knowledge, leads the participants of the training to an independent search. The activity of the tutor gives way to the activity of students, and tutor's task is to create conditions for the students initiative. The tutor refuses the role of a kind of filter that passes educational information through himself, and performs the function of an assistant in work, one of the sources of information. Therefore, interactive learning is intended to be initially used in intensive training of sufficiently adult learners. Interactive learning is a special form of organizing cognitive activity. It has very specific and predictable goals like improving the efficiency of the educational process, achieving high results or strengthening the motivation to study the discipline. Interactive forms are used when conducting classroom studies, during individual work of students and other types of training sessions at all levels of training (bachelor degree programme, doctoral studies), as well as in advanced training.

The educational process is organized in such a way that almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think. The joint activity of students in the process of learning, mastering educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas and ways of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to acquire new knowledge, but also develop cognitive activity, transfer it to higher forms of cooperation and collaboration. In their educational activities, the tutors use traditional teaching methods, as well as innovative pedagogical and information and communication technologies that ensure the cognitive activity of students. Educational activities are aimed at the use by tutors of new information and communication and modern pedagogical technologies that ensure the cognitive activity of students. The educational process uses electronic textbooks, computer training programmes, video lectures, interactive whiteboards. So, tutors of the department constantly use video presentations of lectures in PowerPoint and ISpring programmes; video lectures, electronic textbooks have been developed. In the learning process, the Microsoft Teams, Zoom, etc. programmes and technologies are also used. Students were provided with methodological instructions on the organization of classes in a timely manner, online and offline learning groups of students were differentiated in order to manage and control the learning process. The students were provided with links to educational resources. Video lectures of tutors on disciplines posted on YouTube video hosting can be viewed at the links of tutors and on each topic of the discipline.

For example, interactive methods aimed at developing critical thinking are widely used: round tables, case-study, brainstorming, business and role-playing games, work in small groups, mind mapping, "six thinking caps" method, and design method. Such methods are usually used in teaching the main disciplines of the department, as well as disciplines of the social and

humanitarian cycle (philosophy, political science, cultural studies, modern history of Kazakhstan), information and communication technologies, Kazakh, Russian and foreign languages.

In order to prepare doctoral students for professional activities in the educational process, innovative teaching methods are actively used - business and role-playing games, problem lectures, research methods, case method, educational and personal trainings, solving situational problems, discussions based on the results of watching video materials, performing creative tasks, working in teams, brainstorming, etc. For example, the case method or Case-study is a method of analyzing specific situations, method of active problem-situational analysis, in which learning takes place by solving specific situations, it is used both in practical classes and in the form of individual work of students.

The technology of role-playing and business games used by the faculty staff of the department is one of the efficient ways to form the communicative competence of graduates through the activation of learning. The technology for the development of critical thinking is aimed at acquiring a set of skills and abilities: to extract the necessary information, develop one's own opinion, logically build a chain of evidence, separate the important from the secondary, and interpret the available information.

The development of critical thinking is an educational activity aimed at developing in students a reasonable, reflective thinking capable of putting forward new ideas and seeing new opportunities.

Training seminars were organized on the methodology of work and the use of electronic educational materials and advanced training of tutors in the organization of distance learning.

The updated educational process is organized by taking into account the full involvement of students in the learning process using interactive methods, i.e. the complete mastery of students in the group of transmitted knowledge. Students exchange knowledge, thoughts, ways of action, interacting with each other. Individual, pair, group work is organized, project work, role-playing games are used, work is carried out with documents and various sources of information. Interactive methods are based on the principles of interaction, activity of students, reliance on group experience, and compulsory feedback. As a result, the educational space is created, characterized by open, free interaction of group members among themselves, equality of arguments, accumulation of joint knowledge, possibility of mutual evaluation and control.

With reproductive (without considering the needs and interests of students) education, the tutor plays the active role, whereas the student plays the role of listener and performer only, Tutor, possessing updated teaching methods and techniques, creates conditions for the activation of students.

Interactive learning is a special form of organizing the cognitive activity of students and sets itself the following specific tasks like teaching students critical thinking or forming individual work skills among students.

### **Flexible use of various pedagogical methods**

The faculty staff actively applies innovative teaching methods:

- Work in small groups (teams) - joint activity of students in a group under the guidance of a leader, aimed at solving a common problem by creatively summing up the results of individual work of team members with a division of authority and responsibility.
- Project technology - individual or collective activity for the selection, distribution and systematization of material on specific topic, as a result of which a project is drawn up.
- Analysis of specific situations (case study) - analysis of real problem situations that have taken place in the relevant field of professional activity, and search for options for the best solutions.
- Role-playing and business games - role-playing imitation by students of real professional activities with the performance of the functions of specialists in various workplaces.
- Modular learning - use of knowledge in the form of: a) separate modules, autonomous parts of the course, integrated with other parts of the course; b) blocks of interrelated courses that can be studied independently of another block of disciplines.
- Contextual learning - motivation of students to acquire knowledge by identifying links between specific knowledge and its application
- Development of critical thinking - educational activity aimed at developing a reasonable, reflective thinking by students, capable of putting forward new ideas and seeing new opportunities.
- Problem-based learning - encouraging students to independently acquire the knowledge necessary to solve a specific problem.
- Individual learning - building a student's own educational trajectory based on the formation of an individual educational programme by taking into account the student's interest.
- Advanced individual work - study by students of new material before studying it in the classroom.

- Interdisciplinary learning - use of knowledge from different areas, their grouping and concentration in the context of the problem being solved.
- Experience-based learning - activation of the student's cognitive activity through the association of their own experience with the subject of study.
- Information and communication technologies - training in an electronic educational environment in order to expand access to educational resources (theoretically, to an unlimited volume and speed of access), increase contact interaction with tutor, build individual training trajectories and objective control and monitoring of students' knowledge

### **Support for the student autonomy with appropriate tutor's guidance and assistance**

Respect and attention to different groups of students and their needs, providing flexible learning paths involves creating conditions for the realization of equal opportunities for studying at the university, regardless of gender, race, social or other status.

Determination by students of their educational trajectory under the guidance of experienced academic mentors - advisors. In the period preceding online registration, a week of presentations of elective disciplines by tutors and compulsory meetings of advisors with students of specialties are held. Academic advising is considered at the university as a kind of students support in the educational process and providing them with consulting assistance in solving problems related to educational and cognitive activities and personal and professional development. During the period when students determine their individual trajectory, the advisors conduct both group and individual advisory sessions with them. Such a system of work maximizes both the autonomy of students in the formation of their educational trajectory, and the ability to regulate the choice of teaching and assessment methods.

The organization of the educational process according to the credit technology of education is carried out on the basis of the choice and independent planning by students of an individual educational trajectory of learning, aimed at achieving learning outcomes. On the basis of EP and the Catalogue of disciplines in the specialty, the student, with the help of advisor, compiles an IEP. The IEP determines the individual educational trajectory of each student. The IEP includes disciplines and types of educational activities (practices, national exam, writing and defending a thesis (project) from the EP and the discipline of the component of choice from the Catalogue of Disciplines. In order to prevent the chaotic choice of elective disciplines by students and implementation of educational programmes developed by the university within the framework of EP and Catalogue of Disciplines, several educational trajectories are presented for students to choose from - lists of elective disciplines and sequence of their study, allowing the student "at the exit" within the framework of the specialty of higher education to

master an educational programme focused on a specific field of activity by taking into account the needs of the labour market and employers.

### **Strengthening mutual respect between the tutor and student**

The system of consistent work with students to ensure progress in their academic career includes the following:

- Conducting training seminars for 1st-year students during the first week of study at the university with the aim of their maximum and effective adaptation;
- The system of academic advising, aimed at "accompanying" the student in choosing his educational individual trajectory up to the final attestation;
- The presence of transparent procedure for monitoring educational achievements both during the period of study in the semester and during the session;
- The presence of the described procedure and policy for assessing the educational achievements of students in each educational and methodological complex of the discipline;
- Flexible system for the formation of educational programme;
- Continuous system of student inclusion in internship - educational, work placement and pre-diploma.

The university has developed a Code of Academic Integrity, including the Rules of Conduct (actions) for employees and students at the Kazakh National Women's Teacher Training University. The Code of Academic Integrity has been developed in order to ensure a fair, transparent, correct attitude towards the issues of academic integrity of students.

### **3.2 Assessment**

The Kazakh National Women's Teacher Training University uses a wide range of teaching and learning methods so that students have access to a broad range of teaching methods. These methods include traditional forms of teaching such as face-to-face lectures, but also e-learning platforms and distance learning tools. It is worth noting that the inclusion of different teaching methods is in line with the principles of modern education, where adaptability and choice are paramount.

Students, for their part, are given considerable influence over the continuous improvement of teaching methods. They have direct channels of communication with their professors that allow them to voice complaints or suggest improvements, creating a culture of openness and responsiveness. This dynamic interaction fosters a culture of transparency, openness and responsiveness within the academic community, where feedback is not only encouraged but also

highly valued. This collaboration between students and faculty not only ensures a student-centered approach to education, but also facilitates continuous improvement through the integration of real-time insights and perspectives into the teaching and learning experience.

The admission requirements and the admission procedure are clearly and comprehensibly defined at the Kazakh National Women's Teacher Training University. No major deficiencies were identified in the appropriate administrative means for monitoring progress or other relevant administrative procedures.

The procedure for the admission of applicants complies with the requirements of the Ministry of Education and Science of the Republic of Kazakhstan, the procedures and requirements for admission to Bachelor's and Master's degree programmes are clearly defined and set out in the admission regulations.

The effectiveness and efficiency of the application of innovations and the use of active teaching methods and their impact on the educational process are regularly reviewed at the level of individual departments. The progress of students, their satisfaction with the educational process is evaluated; staff evaluations are taken into account.

The Kazakh National Women's Teacher Training University's regulations and documentation relating to assessment are characterized by a precise definition of assessment criteria and methods. These clearly defined guidelines ensure that the assessment process has a high degree of consistency and reliability. The assessment formats used by the University are strongly aligned with the intended learning outcomes of the degree programmes. This alignment ensures that students' assessments are closely linked to the knowledge and skills they are expected to acquire. Such alignment contributes significantly to the overall reliability and validity of the assessment process.

For the further development of the Quality of the study programmes the expert group recommends that the examination format (written paper, presentation, test, etc.) should be determined in advance in accordance with the specified learning outcomes and clearly communicated to students in the syllabi to ensure transparency and competency-based assessment.

### **3.3 Conclusion**

The criterion is **fulfilled**.

#### 4 ESG Standard 1.4: Student admission, progression, recognition, and certification

**Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.**

##### 4.1 Implementation

###### Students admission procedure

For the admission of students at the university, the Rules for admission to study in the educational programme of higher education (No. 177 dated 11.06.2020) <https://kazmkpu.kz/>, being developed on the basis of Standard Rules for admission to study in the educational institution, implementing educational programmes of higher and postgraduate education, in accordance with subparagraph 11) of Article 5 of the Law "On Education" of the Republic of Kazakhstan

The formation of the student body at Kazakh National Women's Teacher Training University is carried out through the budget financing, placement of state educational order and educational grant of higher education at the expense of the republican budget or the local budget, as well as tuition fees at the expense of the student's own funds and other sources, as well as from the funds of “Kazakhstan Halkyn”.

Admission of persons entering the 1st year of the bachelor degree programme is carried out according to their applications on a competitive basis in accordance with the points of the certificate issued on the basis of the results of the unified national testing or comprehensive testing. Citizens of the Republic of Kazakhstan, foreign citizens with secondary general, primary vocational (technical and vocational), secondary vocational (post-secondary) and higher education are admitted for the bachelor degree programmes at the Kazakh National Women's Teacher Training University.

Bachelor degree programmes of the university admit persons with general secondary (secondary general), technical and vocational (primary and secondary vocational, post-secondary), higher (higher vocational) education. Persons who have mastered the educational programmes of masters courses and have at least 1 year of work experience in the specialty are admitted for doctoral studies.

###### The procedure for students’ academic performance evaluation

Educational achievements (knowledge, abilities, skills and competencies) of students are evaluated in points on a 100-point scale (rating) corresponding to the internationally accepted letter system with a digital equivalent (positive marks, in descending order, from "A" to "D", and "unsatisfactory" - "FX", "F",) and grade points according to the traditional system <https://kazmkpu.kz/> (Academic policy, syllabus).

In order to improve the quality of the implementation of the educational programme and ensure the objectivity of assessing the educational achievements of students, the processes of learning and final control are separated.

Midterm and final attestation of students is organized by the Registrar's Office. The Registrar's Office constantly monitors the results of midterm attestation of students and analyzes them in accordance with the evaluation table, reflecting the actual percentage distribution of absolute grade points above the passing level in groups of students.

The procedure for conducting ongoing monitoring of progress, midterm and final attestation of students is determined by the university in accordance with its academic policy and established point-rating letter system for assessing students' educational achievements with their transfer to the traditional grading scale and ECTS (European Credit Transfer and Accumulation System).

Checking the educational achievements of students is carried out by types and forms of control, which are determined by the university. The educational achievements of students in all types of control (current control, midterm and final certification) are evaluated according to the point-rating letter system for assessing the educational achievements of students with transfer to the traditional rating scale.

Midterm attestation of students at the university is carried out in accordance with the academic calendar, working curriculum and curricula developed on the basis of State Compulsory Educational Standard (SCES) and standard curricula in the specialties of higher and postgraduate education and curricula.

Midterm attestation of students is carried out in the form of passing exams, defending term papers (projects) and reports on professional practice with compulsory grading and is defined as examination session.

The procedure for organizing and conducting midterm attestation of students is determined by the university independently in accordance with its academic policy.

The form of the exam for each academic discipline is determined by the university based on the decision of the academic council of the university.

Students take exams in strict accordance with the approved working and individual curriculum and curriculum of disciplines.

For the period of the examination session (midterm attestation), by the Order of the Head of the University, the appeal commission is created from among tutors whose qualifications correspond to the profile of the disciplines being appealed.

The decision of the appeal commission is drawn up in the protocol, on the basis of which an examination sheet is drawn up (in any form).

Based on the results of the examination sessions (results of the winter, spring and summer sessions) for the course, the Registrar's Office calculates the transfer grade point as weighted average evaluation of the level of educational achievements of the student.

The value of the minimum transfer grade point for transfer from course to course is set by the university independently in the context of courses of study.

### **The peculiarities of student transfer**

The university develops and approves the rules for the transfer and re-admittance of students in accordance with the norms of the rules (No. 177 dated 11.06.2020) <https://kazmkpu.kz/>).

At the same time, the transfer and re-admittance of students from one educational programme to another, from one university to another is carried out during the summer and winter vacations.

A prerequisite for the transfer of student from course to course is the student's achievement of grade point average (GPA - Grade Point Average) not lower than the transfer point established in higher educational institution.

Students can transfer or re-admit after expulsion if they have completed the first academic period of the programme being mastered in accordance with the individual curriculum.

At the same time, the student can be transferred or re-admitted to any form of education, any specialty and any university, regardless of the terms of expulsion upon re-admittance.

When transferring or re-admitting students, the course of study is determined by taking into account prerequisites. The re-calculation of disbursed loans is made according to the educational trajectory required for the development of the relevant educational programme.

### **Transfer to another university**

A student studying on educational scholarship is transferred at his/her desire with the preservation of educational to another university.

When transferring a student, the host university considers the direction of training and profile of the educational programme, as well as the educational achievements of the student.

Students enrolled on educational grants approved for individual universities, as well as for pedagogical specialties within the allocated quota, are transferred to another university only on fee basis.

### **Transfer to the Kazakh National Women's Teacher Training University from another university**

student on educational grant can be transferred with the preservation of educational grant to another university. Students enrolled on educational grants approved for individual universities, as well as for pedagogical specialties within the allocated quota, are transferred to another university only on fee basis.

Persons who have studied in a foreign educational organization should submit a document on the mastered educational programmes (academic certificate, transcript), as well as on the completion of the previous level of education. Documents should go through the nostrification procedure in the Republic of Kazakhstan in the manner prescribed by the Rules for the recognition and nostrification of education documents.

### **Transfer from one educational program (specialty) to another**

The transfer of a student from groups of educational programmes of higher education that require creative training to other groups of educational programmes is carried out if there is a certificate of unified national testing with grade point not lower than the established threshold grade point in accordance with the Standard Rules for Admission to Education in Educational Organizations Implementing Educational Programmes of Higher and Postgraduate Education approved in accordance with subparagraph 11) of Article 5 of the Law "On Education".

### **Transfer from one language department to another**

Transfer from one language department to another is carried out during the vacations. The student submits to the student service center an application addressed to the Rector of the University for transfer from one language department to another with transcript and copy of the identity card. An order to transfer student from one language department to another is issued within 3 working days, the student concludes additional agreement to the contract for the provision of educational services.

### **The procedure for students recognition**

### **Forms of bachelor degree programme and doctoral studies examinations**

According to the accredited educational programmes of the bachelor degree programme, examinations are held in written, computer testing, differentiated credit, oral and combined forms and, accordingly, the evaluation of students' knowledge is carried out on a commission basis. The commissions are created by the order of the deans of the faculties in the period preceding the session, for each area of training. Students receive information on the rules of exams and the conditions for their conduct in the process of holding organizational meetings and meetings by employees of the registration department, as well as from a guidebook.

The transcript must contain all academic disciplines and/or modules that the student has studied, indicating all the grade points received in the final control (exam), including FX and F grade points corresponding to the equivalent of "unsatisfactory".

The current certification of students' mastering of professional postgraduate education programmes is carried out in order to evaluate the volume and level of mastering by students of the educational component of the educational programme, implementation of the programme of research / experimental work and professional internships.

Types of attestation of academic performance – the current control, midterm examination, midterm attestation (final control), final attestation.

Current evaluation of students' progress - the systematic check of the educational achievements of students, carried out by the tutor in the current classes in accordance with the work programme of the discipline.

Midterm examination – the evaluation of educational achievements of students, carried out in the middle and at the end of the academic period, during which the study of the discipline is carried out, which includes the results of current evaluation and putting down the results of midterm examination in the attestation sheet.

Midterm attestation (final control) of the progress of doctoral students – the procedure carried out in order to evaluate the quality of mastering an academic discipline by students after completing its study in the form of an exam.

Students who have not achieved the established transferable GPA (Grade Point Average) remain for re-course.

Evaluation of the results of students internship is equated to theoretical training grades, and is considered when calculating the overall GPA (Grade Point Average) and transferring students to the next course of study.

The final grade for the internship is set based on the results of the defending by the trainee of the report on the completion of the internship and consideration of the reviews submitted by the leaders of internships and professional characteristics of the intern.

The current control of research/experimental research work of students is carried out by supervisors. The number of credits allocated for the performance of research work/ experimental research work in a particular academic period is determined by the working curriculum of the professional study programme.

The procedure for expulsion, re-admittance and transfer of students is regulated by the current academic policy of the Kazakh National Women's Teacher Training University.

The composition of the State Attestation Commission is approved by the Order of the Rector of the University no later than December 31, and is valid for a calendar year.

Admission to the final attestation is issued on the proposal of the Dean of the Higher School of Pedagogy and Psychology by the Order of the Rector of the University no later than two weeks before the start of the final attestation and is submitted to the State Attestation Commission.

The programme of the comprehensive exam, the form of its conduct and content of the tasks are developed by the graduating department on the basis of the curricula of the disciplines of the educational component of the professional master degree programme, are considered at the Educational and Methodological Council of the faculty and approved by the decision of the Academic Council of the Higher School of Pedagogy and Psychology and no later than 1 month before the start of the final state attestation.

Schedules for the final state attestation are approved by the Rector of the University.

The comprehensive exam is taken by the State Attestation Commission, consisting of at least 4 people who have an academic degree and academic title in the profile of the educational programme.

### **The procedure for the students graduation**

For the final attestation of students, the university establishes an attestation commission for educational programmes or areas of training, the procedure and composition of which is determined by the university. The competence of the attestation commission includes:

- verification of the level of compliance of the theoretical and practical training of graduates with the established requirements of educational programmes;
- awarding a graduate a bachelor degree, and master degree in the relevant educational programme;
- development of proposals aimed at further improving the quality of training.

The final attestation of university students is carried out according to the forms established by the state standard, the duration and timing of which are provided for by the academic calendar and working curricula of specialties.

The composition of the state attestation commission is formed from among professors, associate professors, highly qualified specialists corresponding to the profile of graduates.

The quantitative composition of the state attestation commission is determined by the university independently.

The procedure for organizing and conducting the final attestation of students, the forms of state exams and the procedure for meetings of the state attestation commission are determined by the university independently in accordance with its academic policy.

According to the results of state exams and the defense of the final qualification work, grades are given according to the point-rating system for assessing the knowledge of students by taking into account the level of theoretical, scientific and practical training of the student, as well as the reviews of the supervisor and reviewer.

A student who has passed the final attestation and confirmed the development of the relevant educational program meof higher and postgraduate education, by the decision of the state attestation commission, is awarded the degree of "bachelor" in the relevant educational programme and is issued a free diploma with a transcript within five working days after the completion of the final attestation according to the academic calendar.

The transcript indicates the latest grades according to the point-rating letter system of knowledge assessment for all academic disciplines, completed term papers (projects), types of professional practices, results of the final attestation, indicating their volume in credits and academic hours.

### **Ensuring compliance of the actions of the educational institution with the Lisbon Recognition Convention**

Educational programmes are approved by the Independent Agency for Accreditation and Rating, Independent Kazakhstan Agency for Quality Assurance in Education).

According to accredited educational programmes, the university recognizes the equivalence of diplomas, academic recognition of qualifications, training courses, credit transfer by ECTS type.

The university provides external and internal mobility of students, monitors the employment of graduates, and has an alumni association. Thus, in order to carry out activities for the employment of graduates, systematic work is carried out to monitor the labour market, search for vacancies, and hold meetings with employers.

Educational programmes are built in accordance with the provisions of the national qualifications framework.

The academic load and duration of training are regulated by the main state and university documents (State standard, academic calendar, working curricula, etc.) <https://kazmkpu.kz/>

The requirements for the competencies of students, learning outcomes, the list and content of training courses are regulated by the State Standard and educational programme.

Regulatory documentation and information for students is posted on the website of the Kazakh National Women's Teacher Training University in three languages: English, Kazakh and Russian. <https://kazmkpu.kz/>

The procedures for the admission of students from other universities, the transfer of credits mastered by them are described in detail in the Academic policy of the university and the Rules for admission to study in educational programmes of higher education, and are also posted on the university website <https://kazmkpu.kz/> in the heading "Admission".

**Cooperation with other educational institutions to ensure comparable recognition of qualifications in the country**

In order to ensure academic mobility, students study certain disciplines in other educational institutions, including abroad.

At the same time, a bilateral agreement is concluded between educational organizations.

In order to benefit from the diverse educational experience of other educational organizations, "windows of mobility" determine the time frame, academic disciplines and volumes of credits that the student masters in another university.

The procedure for organizing academic mobility of students, the selection of students is carried out by the university independently.

At the same time, the direction for participation in academic mobility within the framework of programmes funded at the state level is carried out in accordance with the Rules for the direction for studying abroad, including within the framework of academic mobility, approved by the Order No. 613 issued by the Minister of MES RK on November 19, 2008 (registered in the Register of State Registration of Normative Legal Acts of the Republic of Kazakhstan under No. 5499).

In order to participate in international credit mobility, knowledge of foreign language is required at the level required by the host educational institution.

The final document confirming the student's education under the mobility programme is a transcript or its equivalent in the host country.

Information on the training programme is entered into the transcript: the names of disciplines (modules), grade points, and number of mastered academic credits.

The learning outcomes, mastered in full by students as part of academic mobility and confirmed by transcript, are recalculated by the university without fail. International cooperation of the university is carried out on the basis of the legislation of the Republic of Kazakhstan and international treaties of the Republic of Kazakhstan.

Universities establish direct links with foreign organizations of education, science and culture, international organizations and foundations, conclude bilateral and multilateral cooperation agreements, participate in international exchange programmes for students, tutors and scientists, train personnel from among foreign citizens, enter into international non-governmental organizations (associations) in the field of education. <https://kazmkpu.kz/>

At the same time, the university coordinates the issue of opening foreign structural units (institutes, centers, departments), whose activities are aimed at familiarizing with the culture, customs, traditions and learning the language of foreign state with the authorized body in the field of education.

At the request of the authorized body in the field of education, the university sends reports on the implementation of international cooperation and the activities of foreign structural units (institutes, centers, departments) created under it.

### **Issuance of diploma supplement**

Graduates of the Kazakh National Women's Teacher Training University who have successfully completed their studies in accredited educational programmes are issued a Diploma Supplement with an appendix to the European-style diploma based on a transcript.

The diploma supplement is filled out in English, printed out on a standard form with the logo of the Kazakh National Pedagogical University, certified by the signature of the Rector of the University and certified by the seal of the university. The Diploma Supplement (transcript) indicates the latest grades according to the point-rating letter system of assessments for all academic disciplines, completed projects, research or experimental research projects, types of vocational internships, final attestation, indicating their volume in academic credits and hours.

## **4.2 Assessment**

The Kazakh National Women's University goes to great lengths to ensure a clear and transparent admissions process. The admission requirements are clearly defined and provide prospective and current students with a comprehensive understanding of the requirements and procedures. This not only promotes confidence, but also ensures that the admissions process is fair to all who wish to begin their educational journey.

The management of study programmes undergoing accreditation regularly monitors and continuously evaluates the study programmes.

A hallmark of the College's commitment to excellence in education is the effective use of processes to capture, monitor and respond to information about student progression. This dedicated focus on monitoring student progress reflects the Kazakh National Women's University's

desire to support students throughout their academic journey. The University scrupulously adheres to the appropriate recognition procedures. In particular, these procedures comply with the Lisbon Recognition Convention, underlining the Kazakh National Women's University's commitment to international standards. The recognition process at The University therefore is regulated based on the principles of the Lisbon Convention and national regulations.

This ensures and leave little room for optimization or criticism in this assessment. The admission requirements and the admission process are clearly and comprehensibly defined. No major deficiencies were noted in the appropriate administrative resources for monitoring study progress or other relevant administrative processes. that the qualifications gained at the Kazakh National Women's University are not only recognized locally, but also have global relevance and provide students with valuable credentials in an increasingly interconnected world.

The recruitment of applicants for Bachelor, Master, and PhD study programmes is carried out on the basis of the Model Admission Rules for Study in Educational Organization of Kazakhstan and Admission Rules for Study at Kazakh National Women's University, which are revised annually. Bachelor, Master and PhD students are the main consumers of the study programmes, and their interests are at the heart of the implementation of these programmes. The educational environment models the following characteristics of students: individuality, desire for greater freedom, integrity process, personal and professional growth, independence, and self-respect.

The monitoring of graduates' employment is carried out on a regular basis.

The institution demonstrates a commendable commitment to excellence in a wide range of aspects. The remarkable clarity and transparency of the admissions process, effective support for student progression, adherence to recognized international standards in accreditation procedures and the provision of meaningful graduation documents reflect the University's unwavering commitment to its educational mission. These strengths are particularly commendable.

**Study-specific recommendation for the PhD-Study Programme “Foreign Language: Two Foreign Languages (PhD)”:**

The Kazakh National Women's University for Teacher Education should strive to raise the admission requirements for doctoral students to C1 in order to attract even more suitable potential candidates.

### **4.3 Conclusion**

The criterion is **fulfilled**.

## 5 ESG Standard 1.5: Teaching staff

**Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff**

### 5.1 Implementation

#### **Objective criteria for hiring employees, appointments, promotions and dismissals**

The faculty staff is formed in accordance with the Labour Code of the Republic of Kazakhstan No. 251 dated May 15, 2007 No. 414-V dated November 23, 2015 on a competitive basis in accordance with the "Rules for the competitive filling of positions of faculty staff and academic specialists of higher educational institutions", approved by the Order No. 230 issued by the Minister of MES RK on April 23, 2015, the Order No. 376 issued by the MES RK on June 11, 2015 "On approval of regulations of public services provided in the field of higher and post-graduate education" for the acceptance of documents for participation in the competition for filling vacant positions of the faculty staff, as well as the "Standard qualification characteristics of the positions of pedagogical workers and persons equated to them", approved by Order No. 338 issued by the Minister of Education and Science on July 13, 2009, as amended.

The university has a competitive commission to consider candidates for filling vacant positions of faculty staff and researchers. Ways and methods of formation and development of personnel potential are determined by the personnel policy of the university, which is designed to form an effective personnel potential with the widespread use of democratic, legal and economic methods, provide conditions for initiative and independence, legal and social protection of the employee, taking into account his individual abilities and professional knowledge, increasing the mutual responsibility of the parties.

The faculty management policy is carried out on the basis of the principles of democratic approach, combining the interests of the management staff and the managed subsystem, stimulating the activities of faculty staff and employees.

The personnel policy of the university is carried out in accordance with the Strategic Development Plan of KazNWTTU for the period of 2020-2025 in the following areas:

- Introduction of advanced technologies for assessing faculty staff and quality of faculty staff with the development of new faculty staff competencies.
- The use of modern promotion programmes to attract and retain young professionals.
- Formation of integral system of rewards and incentives with the establishment of objective and comprehensive criteria for labour efficiency.
- Development of the payroll system considering the performance indicators.

- Responsibility and powers of employees of KazNWTTU are defined and secured by internal documents of the QMS, plans of the university, orders of the rector, job descriptions and regulations on subdivisions.

The job descriptions of the university employees define the qualification requirements, tasks, rights and responsibilities of the employee appointed to this position. The fact of familiarization is confirmed by a mark in the familiarization sheet.

The personal files of university tutors are formed according to the list of documents reflected in Article 32 of the Labour Code of the Republic of Kazakhstan, which contain: an internal inventory of documents of personal file, identity card, application, autobiography, copy of diploma of higher education, copy of diploma of conferring an academic degree, copy of certificate of conferring an academic title, duly certified, employment contracts, report on the work done, list of scientific papers, personal record of personnel with photograph, and extracts from the orders.

In accordance with Article 35 of the Labour Code of the Republic of Kazakhstan and Rules for maintaining and storing work books, approved by the Order No. 149-p issued by the Minister of Labour and Social Protection of the Population of the Republic of Kazakhstan on July 05, 2007, work books of full-time teachers are maintained and stored in the personnel service of the university.

Regulations on structural divisions and job descriptions for all university employees have been developed and approved. They are a list of tasks, requirements, guidelines for the formation of employees' ideas about their area of work and the requirements placed on them. Promotion of staff in the service, first of all, depends on the individual rating of the teacher and employee of the university, as well as the degree of advanced training. The scientific and pedagogical staff is developing by attracting young specialists, graduates of the masters course and doctoral studies.

The degree level of faculty staff for accredited undergraduate educational programmes in 2021-2022 academic year equaled to: EP 6B01511 - Geography-History - 100%, for EP 6B01512-Geography-Biology - 50%.

The degree level of faculty staff for accredited doctoral educational programmes in 2021-2022 academic year equaled to: 8D01506 - Geography - 100%.

The degree level of faculty staff for accredited undergraduate educational programmes in 2020-2021 academic year equaled to: EP 6B01602 - History - Religion Studies - 62.5%.

The degree level of faculty staff for accredited undergraduate educational programmes in 2021-2022 academic year equaled to: EP 6B01602 - History - Religion Studies - 60%.

The degree level of faculty staff for accredited undergraduate educational programmes in 2022-2023 academic year equaled to: EP 6B01602 - History - Religion Studies - 72.5%.

The level of degree of faculty staff for accredited doctoral students educational programmes in 2020-2021 academic year equaled to: EP 8D01503 - Chemistry - 73.6%.

The degree level of faculty staff under EP 8D01702 - Russian language and literature in 2019-2020, 2020-2021, 2021-2022 academic years equaled to 100%.

The tutors of the department have a basic education in the profile. Employment contracts have been concluded with all tutors based on the decision of the competition commission for filling positions and contracts. All tutors with academic titles carry out the teaching load in accordance with the norms for the distribution of hours.

The planned types of work of tutors, provided for by the annual plan of the department, Institute, University for educational, educational, methodological, research, organizational, methodological, educational work are reflected in the individual work plan of the tutor, which is the main document that determines the organization of work of the employee for the academic year.

The university has concluded agreements on mutually beneficial cooperation with more than 60 well-known advanced educational centers in the countries of the near and far abroad. In order to implement the external academic mobility on the basis of the Order No. 2 issued by the Minister of MES RK on January, foreign scientists are invited. The EP provides for the international exchange of faculty staff in accordance with QMS P/AM.12-2018 "Regulations on academic mobility".

The formation of the faculty staff is carried out on the basis of analysis of the needs of educational programmes, according to which personnel are trained at the university. The qualifications of tutors, their quantitative composition correspond to the areas of training of students, meet licensing requirements.

To improve the quality of teaching, to ensure a close relationship with production, specialists with experience in relevant industries are involved in the educational process. Within the framework of educational programmes, practicing tutors are: university professors who have experience in the relevant industry or work part-time in relevant organizations; highly qualified employees of enterprises and organizations working at the university part-time. The selection of tutors-practitioners is carried out on the basis of qualification requirements, job descriptions and approved staffing, taking into account extensive experience in the relevant field of activity.

An employee hired for a position is given a probationary period (no more than three months) in order to verify the qualifications (Article 36 of the Labour Code of the Republic of Kazakhstan). If the result of the work of the employee during the probationary period is negative, the Employment contract is not extended. Labour relations with part-time employees, both internal and external, are usually formalized for the current academic year. In order to ensure the continuity of the educational process, the conclusion of an employment contract for filling the position of a scientific and pedagogical worker without being elected by competition when registering relations for external and internal part-time jobs is set for a period of not more than 1 academic year.

Announcements about the competition for vacant positions of the teaching staff are published in the republican mass media and on the university website. The election to vacant positions of the teaching staff is carried out on the basis of the conclusion of the departments, as well as the results of secret ballot of the competition commission. Bulletins and protocols of the counting commission are sealed and kept in the safe of the personnel department. Every year, intra-university criteria are considered and approved by the decision of the Academic Council at the beginning of the academic year, which apply to the competitive filling of positions of full-time tutors provided for by the staffing of the university.

Promotion of staff in the service, first of all, depends on the individual rating of the teacher and employee of the university, as well as the degree of advanced training. The scientific and pedagogical staff is developing by attracting young specialists, graduates of master degree programme and doctoral studies.

The selection of personnel, registration of their admission, relocation and dismissal, preparation of documents for approval in the positions of employees is carried out by the department of personnel management of the university. In its work, the personnel management department is guided by the Labour Code of the Republic of Kazakhstan dated November 23, 2015 No. 414-V (as amended and supplemented as of 01.01.2019), the Law of the Republic of Kazakhstan "On Education" dated 09.04.2016 No. 501-V (with amendments and additions as of October 02, 2019, uses the documentation implemented at the university by the internal education quality management system, in accordance with the International standards and guidelines for quality assurance (QMS P / MP.06-2018-Regulation Personnel management, QMS P/ATP.06-2018 - Regulations on the procedure for personnel certification, QMS P / PKZVDRSP.06-2018 - Regulations on holding a competition for filling vacant positions of heads of structural divisions, QMS P/PKZVDPPSNR.06-2018 - Regulations on holding a competition for filling vacant positions of faculty staff and researchers).

Currently, there are 2 forms of employment in KazNWTTU:

- competitive selection of applicants for the position of the faculty member with the subsequent conclusion of an employment contract for 3 years;
- conclusion of an employment contract upon application for at least one year.

### **Opportunities for career growth and professional development of the faculty staff**

According to the results of the analysis for the reporting period, the qualitative composition of the faculty staff of the Institute of Natural Science has been increased. This is the result of advanced training of the faculty staff of the Institute. In order to improve the quality of teaching, the university applies such measures as mandatory competitive selection procedure for filling vacant positions of faculty staff, advanced training of faculty staff, participation of tutors in research activities, summing up the work of tutor for the academic year, mutual attendance of lectures by tutors, holding open classes. The criteria for assessing the quality of teaching are spelled out in the Regulations on educational and methodological work developed by the university staff.

At the level of the departments, there is a system of intra-departmental control. The departments have drawn up a schedule of mutual visits to classes (QMS P/UMR.09-2018 Regulations on UMR) for each six months and approved at the meeting of the department. Tutors fill out a sheet for attending classes in the form (QMS P/UMR.09-2018 Regulations on UMR). The results of mutual visits are discussed at the meetings of the department, which is recorded in the minutes. Also, a schedule for conducting open classes by tutors of the department is drawn up. An open lesson is discussed at a meeting of the methodological group of the department, drawn up in a protocol, the form "Analysis of an open lesson" is filled out (SMK.09-2018 Regulations on WMR). Based on the analysis of the classes attended at the departments, the corrective action plan, improvement plan, and preventive action plan are drawn up according to the uniform forms available in the relevant standards and regulations.

During the academic year, the Center for Testing and Distance Learning conducts various types of student surveys in order to assess the effectiveness of the quality of teaching, in particular, the questionnaire "Tutor through the eyes of students". The questioning of students is due to the need to form and strengthen the democratic style of relations between educators and tutors, since the public opinion of students about the activities of tutors reflects the formation and result of the purposeful formation of their public consciousness, which reflects the true vocation of tutor. The anonymity of personal data is ensured taking into account the requirements of sociological analysis.

Evaluation of the effectiveness and quality of teaching is also carried out by the higher school and the educational and methodological department. At the level of higher education and the university, commissions are created, whose members are experienced tutors, representatives

of structural divisions. Members of the commission attend classes of tutors (lectures, seminars and laboratory classes, tutorial) in order to assess the quality of teaching, effectiveness of the use of technical teaching aids. Based on the results of the work, the commission draws up a certificate, which is heard and discussed at meetings of the Faculty Council, EMC or Academic Council.

Feedback from employers is carried out by the university through a survey of employers, collecting the opinions of representatives of employers and professional communities involved in the implementation of programmes or the work of the SAC, receiving feedback from organizations and institutions that are the bases of internships. The university has a Center for Pedagogical Excellence, which provides advanced training and professional development of faculty staff and university staff. For the faculty staff, plans for advanced training are developed for each year. The training and advanced training of the faculty staff is mainly carried out through doctoral studies, short-term seminars, short-term courses and internships at leading universities and enterprises in Kazakhstan, as well as abroad. The advanced training of faculty staff is coordinated by the directors of the institutes. The department of personnel management carries out accounting for advanced training. The advanced training plan includes all types of internships, PC courses, research leaves, master degree programmes, doctoral studies, etc.

#### **Promoting scientific activity to strengthen the link between teaching and research**

Research activities at the departments are carried out in accordance with the developed thematic plans for scientific research. When choosing the areas of research work of higher education, the university-wide scientific theme and opportunities for active participation in the development of contemporary science by the EP tutors, master students and students have been taken into account.

The faculty staff of the departments participates in competitions for the implementation of budgetary fundamental and applied scientific research funded by the MES RK, Akimat of Almaty region, and the university.

#### **Promoting innovative teaching methods and the use of advanced technologies**

The university management has created a favourable moral and psychological climate to increase the labour activity of employees. For the achievements in educational, scientific and educational work, the management of the university applies various measures of moral and material incentives to employees: certificates of honour, letters of gratitude, cash bonuses, as well as nominations for departmental awards.

## 5.2 Assessment

Kazakh National Women's Teacher Training has a staff policy that is clearly defined, and its procedures are publicly available and implemented. The teaching staff of Kazakh National Women's Teacher Training University is composed of highly qualified and experienced professionals who are committed to providing quality education to students. The institution's rigorous recruitment process ensures that only the most qualified and experienced individuals are selected for the teaching staff. Kazakh National Women's Teacher Training University faculty members are committed to creating an engaging, interactive and student-centered learning environment. They use a variety of teaching and learning methods, including lectures, discussions, case studies, group projects and experiential learning, to ensure that students have the opportunity to engage with the material and apply what they have learned in real-life situations.

In addition to their teaching duties, Kazakh National Women's Teacher Training University faculty are also actively involved in research and other scholarly activities. They are encouraged to engage in research and publish their findings in leading academic journals, which helps to enhance the institution's reputation and provide students with access to the latest research and findings in their respective fields.

The teaching staff at Kazakh National Women's Teacher Training University is committed to providing students with individualized attention and support. They provide academic advising, mentoring and tutoring to help students succeed in their programmes and achieve their academic and career goals.

The implementation of the staff management policy is well illustrated by the key provisions of the following documents: Supervision of teaching staff activities, procedures for evaluating their performance and approaches to assessing the competence of teaching staff are sufficiently described in The Kazakh National Women's Teacher Training University's Regulation on Teaching Staff Certification and Regulation on Evaluation of Teaching Staff Activities. Recruitment and distribution of duties are carried out in accordance with the qualification requirements for teaching staff set out in the legal acts of the Republic of Kazakhstan. The design and implementation of the personnel policy is based on the following principles: democratic approach to the management of teaching staff and university employees; combination of the interests of the management staff and the managed subsystem; accessibility of management; compliance with parity values; creation of conditions and an atmosphere of initiative and creativity; stimulation of the activities of teaching staff; personal development of staff.

The competency model of the teaching staff of The Kazakh National Women's Teacher Training University is effectively implemented through the planning and regular assessment of the individual work of the teaching staff, reflects the level of their pedagogical skills through the

implementation of panoramic courses, readiness for professional development and self-development, the ability to build career prospects, competencies in the field of pedagogical, methodological, research and other activities.

Professionals with experience in relevant fields are sufficiently involved in improving the quality of teaching and ensure a close relationship between production and the educational process.

It is common to organize guest lectures. In addition, the teaching staff working in professional practice is composed of full-time university teachers and part-time teachers with experience. Teaching staff with professional experience are selected on the basis of qualification requirements, job descriptions and approved staffing levels, taking into account significant practical experience in the respective field.

The Kazakh National Women's Teacher Training University has a very good system for promoting the professional and personal development of teachers and staff. Ethical incentives include expressions of gratitude, the awarding of academic degrees, state and professional awards, etc.

The Kazakh National Women's Teacher Training University thus has a well-functioning system for promoting the professional and personal development of teachers and staff, as well as appropriate appointment procedures.

The expert group makes the following recommendations for the further development of all degree programmes:

In the interest of its internationalization and research efforts, the Kazakh National Women's Teacher Training University should provide more support and opportunities for teaching and administrative staff to improve their foreign language skills. In addition, the university should expand its efforts to promote the academic mobility of its staff.

The video surveillance systems available in the classrooms should be used as a tool for professional development: Lecturers should record their lessons as well as those of students to reflect on teaching and learning methods together here.

**Recommendations for PhD-Study Programmes: “Geography (PhD)”, “Foreign Language: Two Foreign Languages (PhD)”, “Russian Language and Literature (PhD)” and “Chemistry (PhD) programmes”:**

The Kazakh National Women's Teacher Training University should strengthen its efforts in supporting its lecturers in achieving higher academic titles.

The Kazakh National Women's Teacher Training University should reinforce its efforts in inviting guest lecturers from abroad to increase the degree of the exposure of its students to the global context and the language of communication in contemporary research.

### 5.3 Conclusion

The criterion is **fulfilled**.

## 6 ESG Standard 1.6: Learning resources and student support

**Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.**

### 6.1 Implementation

One of the factors necessary to ensure successful, high-quality training of students in educational programmes is the availability of sufficient, accessible educational resources and student support services meeting the purpose of the educational programme, which include the educational resources that are both material (libraries or computers) and human (tutors, mentors and other consultants).

#### University infrastructure

In order to train specialists under EP 6B01511 - Geography-History, 6B01512 - Geography-Biology, 8D01506 - Geography, 8D01503 - Chemistry, 8D01702 - Russian language and literature, the University has the necessary educational and material assets.

The buildings and facilities of the University are located on the same territory. Classroom and laboratory bases, classrooms, workshops and other premises, sports facilities comply with the established standards and rules. The university has up-to-date social infrastructure. Non-resident students are provided with dormitory.

The infrastructure of the university is represented by 3 educational and laboratory buildings, with a total area of 23 459 sq.m, students are provided with the rooms in 7 dormitories for 3 102 beds.

The university has a broadband connection to the Internet via a fiber optic line. Access to the network is provided from 100% of the computers involved in the educational process. All student houses have an Internet connection. WiFi network is deployed in all educational buildings.

The provision of students of higher educational institutions with dormitory is carried out in accordance with the Public Service Standard (students receiving social benefits are provided with a place in dormitory on mandatory basis). First of all, these are people with disabilities from a number of people with disabilities; disabled since childhood; disabled people of I and II groups; disabled children, orphans and children left without parental care, students who have both parents, or one of them is disabled; youth from rural areas, as well as kandas who are not citizens of the Republic of Kazakhstan; students from among foreign citizens in accordance with the international and intergovernmental agreements.

The necessary conditions for living have been created in each student house. The employees of the department for coordinating the work of the dormitory conduct various cultural, mass,

sports events, and competitions. For students with disabilities there are elevators and ramp. Each student house has well equipped gym.

The status of the "National University" determined the priority direction for the development of research activities at the university, which is organized on the basis of 14 educational and scientific laboratories and centers, including the integrated chemical and biological research center, laboratory of biochemistry and biotechnology, laboratory of polymerase chain reaction, laboratory of geoinformation systems, Latin Graphics Center, Center for Robotics, "Dara" Correction Center, Resource and Advisory Center for Support of Inclusive Education, "Zhan Shuagy" Center for Psychological Support, as well as the Research Institute for Social and Gender Studies.

The University provides students with the necessary academic support and advice from group advisors.

Advising is included in the load of tutors, which allows reducing the load of tutors by 3 credits. The work of an adviser in a student group is an integral part of pedagogical activity and is included in the tutor's individual work plan for the academic year. The main function of the adviser: advising on academic issues.

### **Equipment**

The university is equipped with modern hardware. Hardware meets all the requirements of the educational process, as well as safety. The university is provided with access to the global Internet network through the internal local computer networks, where:

- 1080 computer equipment (all of them are connected to a single corporate network of the university and have access to the Internet);
- 800 video surveillance cameras throughout the university in buildings and dormitories (of which 180 are installed directly in classrooms, also with a face recognition system at the entrance group);
- 100 Wi-Fi points (in all educational buildings and dormitories);
- 11 touch information terminals (media sights);
- 36 turnstiles (access system Perco-20-S);
- 7 televisions for video broadcasting;
- 144 printers and MFPs;
- 60 interactive whiteboards.

The university has 35 computer classes (of which 8 classes are located in dormitories).

The Internet speed at the university is 1 Gb/s.

Every year, computer, information, interactive and communication equipment is purchased in accordance with the University Development Plan.

The research activities of the faculty staff and students are carried out on the basis of research centers and laboratories of the university.

EP 8D01702 - Russian language and literature is provided with the necessary classroom fund, equipped with modern equipment: there are 7 computers, scanners, printers, 4 projectors and 4 interactive whiteboards.

### **Financing**

The University carries out financial and economic activities according to the University Development Plan, approved by the MES RK. The development strategy of the university is supported by the development plan of distributed resources. The development plan is to be agreed with the Board of Directors and approved by the MES RK. The distribution and provision of financing from the republican budget is made by the MES RK, and for non-budgetary funds, the university independently makes up the price lists and calculations for items of expenditures. Planned income is calculated from the contingent of students and other services by taking into account the internal and external factors that affect the actual receipt of funds.

The budget is distributed according to its intended purpose, strictly by item of expenditure, in accordance with regulatory requirements. Based on the Development Plan approved by the MES RK, a public procurement plan is formed, approved by the Rector, which is then posted on the WEB portal and WEB site of the university.

At the end of the financial year, reports on the implementation of the Development Plan are submitted to the MES RK in soft and hard copies.

Every year, the Rector of the University reports to the collegium of the MES RK on the results of activities for the past calendar year. The reports contain complete information on all aspects of the university's activities.

The tasks of accounting of the University are as follows:

- ensuring the formation of complete and reliable information on the financial position, performance and changes in the financial position of the university, necessary for operational management and management, as well as for its use by investors, suppliers, buyers, lenders, government agencies, banks and other interested parties in accordance with international financial reporting standards that establish the principles and rules for the preparation of financial statements.

- ensuring control over the availability and movement of property, rational use of material, labour and financial resources in accordance with approved norms, standards, estimates;
- timely prevention of negative phenomena in economic and financial activities, control and identification (mobilization) of internal reserves.
- Control over the receipt and distribution of financial resources is carried out in three directions:
  - internal control: Rector of the University and Board of Directors;
  - on the part of the authorized body: MES RK;
  - external control: controlling and inspection bodies: tax, financial, prosecutor's office.

In accordance with Para 8 of Art. 62 of the Law of the Republic of Kazakhstan “On Education”, the costs of educational organizations implementing professional training programmes for post-secondary, higher and postgraduate education per student under the contract for paid educational services “cannot be less than the size of the state educational order”. The cost of training on a contractual basis can be changed no more than once a year, in case of increase in wages and considering the inflation index before the start of the academic year.

### **IT-infrastructure**

The organization of a reliable, productive and scalable IT infrastructure is the main task of the Center for Information and Communication Technologies (CICT) of the university. The main functions of the CICT are: design and modernization of structural cable system, technical and system support of the computer information and control system of the university, installation and maintenance of system software and package of application programmes on personal computers in departments, as well as organizing the work of UNIVER network services, "PERCo" and "EDO", (support is provided by OSAIS - the department for supporting automated information systems of the CICT. The main task of the department is to improve the information resources of the educational process). Providing technical support and administration of these systems is carried out by specialists of the OSAiTP - the department of system administration and technical support of the CICT.

In order to solve the problems of the digital ecosystem of the university for the modernization of equipment, software, processes for the application of new technologies during the period of 2015-2020, a complex of organizational and technical measures was systematically carried out on an ongoing basis (IT equipment is updated annually in accordance with the University Development Plan).

The university has:

- official website of the university, which includes information on the structure and activities of the entire university, reflects the mission, goals and objectives of educational and scientific work;
- automated system of educational process "UNIVER".
- Website of the Scientific Library.
- Website of the magazine "Bulletin".
- EDF "ARTA Synergy"

In parallel, the university uses third-party software: StrikePlagiarism, WINDOWS OS, Kaspersky Anti-Virus, MSOFFICE, Google Forms, etc. All software is licensed and meets the quality standards.

In order to ensure the security of the information resources of the university, measures are taken to back up data by creating backup copies of databases that provide the possibility of restoring information. The university has a separate backup physical server with a full set of tools for AIS "UNIVER", the databases of which are regularly optimized and provide an opportunity for training, experiments and, if necessary, replacing the main server.

On an ongoing basis, individual trainings and consultations are held on issues related to the UNIVER system for tutors, heads of departments, heads of DAV departments and advisers.

Information on the module of the Human Resources Department (HR service of the Rector's office) contains personal data and information on employees - position, name of the structural unit, academic and academic degree.

### **Library**

The scientific library is one of the main divisions of the university, which provides information services to the faculty staff, master students, doctoral students, students as well as textbooks and teaching aids for the educational process.

The scientific library is located in a modern 2-storey building with a total area of 3295 sq.m. Also, the book storage area is 1000 sq.m. The number of seats in the reading rooms of the library is 450.

The structure of the library consists of 5 departments:

- department of fund acquisition and scientific processing of documents;
- department of book storage;
- reader service department;

- center for electronic resources;
- department of reference bibliography and information.

The scientific library provides services to the readers in the following areas:

- provision of readers with the books throughout the academic year;
- open access for readers to the book fund in the reading room;
- receiving small copies of books through a night subscription;
- electronic document management;
- use of catalogues of domestic and foreign databases through the library website;
- provision of information from the electronic file of articles;
- meeting reader demand with the help of the electronic library fund, etc.

The library bookstock, along with textbooks designed to support the educational process, has a very rich stock of fiction, as well as more than 400 copies of rare and valuable books.

At present, the bookstock of scientific library is 1,080,749 copies of literature, of which, in the state language - 947,151 copies, in Russian - 122,281 copies, in foreign languages - 11,317 copies of books. The number of textbooks, educational and methodical and scientific publications is 884,553 copies, which is 81.8% of the total fund.

Periodicals containing the most important and up-to-date information on various branches of knowledge are of great help in ensuring the educational process. Every year the library receives a collection of more than 300 newspapers and magazines. In particular, a large number of magazines corresponding to the profile of the university and published in the state language.

The scientific library works according to the automated information library programme "Rabis-Web2". Readers are offered a personal full-text database. The fund of the electronic catalogue consists of textbooks, manuals necessary for the educational process, abstracts and dissertations, articles published in periodicals. The fund of the electronic catalogue is about 500,000 titles of documents.

The Electronic Resource Center of the Scientific Library has been serving readers since 2012. In the electronic reading room, equipped with 60 computers, conditions have been created for the rapid transfer of any amount of information remotely, for storing information in the computer's memory, it is possible to print them at any time, create electronic versions of the necessary textbooks in PDF, Word formats, and also provides access to various sources of information via the Internet. The electronic library fund contains textbooks, manuals on 20 fields of science

that are in demand among the readers, and electronic versions of about 300 valuable publications published in the 19th century.

Through the library website (e-lib.kazmkpu.kz), library readers can access the databases of external electronic resources of the RMEB, a-book electronic library, Openu.kz. Also, in accordance with the bilateral cooperation agreement, the use of the resources of the library of Abai Kazakh National Pedagogical University (<http://library.kaznpu.kz/kz/>) is provided.

In order to fully meet the needs of the readers, agreements were concluded for library, bibliographic and information services with other libraries in Almaty and with the Association of Libraries of Higher Educational Institutions of the Republic of Kazakhstan.

According to the agreements, students and tutors of the university have the opportunity to use the library resources of the above organizations. Thanks to a bilateral agreement concluded between the universities, the Websites of some universities in Kazakhstan are available to our readers. For example, the site of Abai KazNPU (<http://Library.kaznpu.kz/>), in which there is a lot of literature relevant to the profile of our university.

### **Classrooms**

The educational process is implemented in 3 buildings with the total number of classrooms – 188.

The provision of students of higher educational institutions with dormitory is carried out in accordance with the Public Service Standard (students receiving social benefits are provided with a place in dormitory on a mandatory basis). First of all, these are people with disabilities from a number of people with disabilities; disabled since childhood; disabled people of I and II groups; disabled children, orphans and children left without parental care, students who have both parents, or one of them is disabled; youth from rural areas, as well as kandas who are not citizens of the Republic of Kazakhstan; students from among foreign citizens in accordance with international and intergovernmental agreements.

During the period of accommodation in student dormitories, each student is explained the rights and obligations of students living in the dormitory. Students, under normal conditions, get the opportunity to use Internet resources and engage in sports and cultural events. University tutors are on duty in the dormitories, the activities of the Student Councils are effectively organized. In order to effectively use the free time of students, various patriotic, spiritual and moral events, activities to promote a healthy lifestyle are organized.

### **Dormitories, Sports, medical and catering facilities**

KazNWTTU has a complex of sports facilities that are involved in the educational process, and are also designed to help maintain a healthy lifestyle for students and university staff.

In order to ensure the high quality of academic and scientific training of future specialists, special laboratories equipped with the necessary equipment are actively used as part of the educational programmes of the university. They are used in the educational process for conducting practical classes and performing research work of students. Currently, the university has 5 interactive lecture halls, and 35 specialized multimedia classrooms.

Thus, the existing material and technical base provides lectures, seminars and practical classes. The necessary resources are easily accessible to all students and tutors. The training area used in the educational process is sufficient, the resources involved create a solid foundation for the high-quality implementation of specialties accredited by the EP. Work is carried out with students outside the classroom for their progress in learning, providing conditions for their personal development and key competencies specified in the EP.

The Research Institute for Social and Gender Research is the center for analyzing information on gender issues, as well as research support for gender equality policy in Kazakhstan.

The Integrated Chemical and Biological Center was created on the basis of the Departments of Chemistry and Biology in order to conduct fundamental and applied scientific research, as well as the educational process in the field of chemistry and biology. With the financial support of the MES RK, this center was equipped with equipment: X-ray phase diffractometer Rigaku, Miniflex 300/600 (Japan), atomic absorption spectrometer PinAAcle 900T, Perkin Elmer (Singapore), IR spectrometer ALPHA, Bruker (Germany), chromo-mass spectrometer Trace 1310 (USA) and PCR system – model 7300/7500 Applied Biosystem.

In order to support the development of inclusive education, the Center for Psychological and Pedagogical Correction was opened at the University with the support of “Dara” Charitable Foundation and with the assistance of the Education Department of Almaty. To date, the center has 10 rooms for both individual and group classes, Montessori room, rooms for therapeutic physical training and music and rhythm classes, where students of the university, along with professional doctors, provide children and their families with professional services of defectologists, speech therapists, psychologists, conduct training in social skills, rehabilitation, socialization and communication.

In order to implement the state programme on multilingual education, the Lingvo Center was opened on the basis of the university, which provides foreign language teaching services, and also prepares for the UNT, KTA exams (foreign language, Kazakh language, Russian language); international exams IELTS, TOEFL, HSK (Chinese).

With the assistance of the Ministry of Education and Science of the Republic of Kazakhstan, within the framework of the World Bank project, the Robotics Center was opened, which provides for the development of key educational competencies of students, master students and

faculty of the university, as well as for students of secondary educational institutions and secondary school tutors. The activities of the Robotics Center are aimed at popularizing the prestige of engineering professions, developing students' professional competencies and practical skills in highly technical special areas: robotics, mechanics, electronics, automation, computing, printing and telecommunications.

The Resource and Methodological Center for Inclusive Education was established to provide educational services for persons with special educational needs, carry out advisory work, provide psychological support to students, including students with special educational needs, provide advisory assistance to families of university students with special educational needs, and implement individual correctional and developmental programmes for children with special educational needs, advisory assistance to the tutors of general education preschool and school organizations working in an inclusive environment, conducting training sessions, practical training for students based on the center, etc.

In 2019, a situational and monitoring data analysis center (hereinafter referred to as the SMC) was launched. The SMC was created in order to provide video monitoring of the educational process and centralized management of the video surveillance system of the IT-infrastructure of the university, as well as the creation of an information and analytical system of the university as a tool to support the adoption of strategic, tactical and operational management decisions based on the visual and prompt provision of all the necessary data to users.

### **Overview of support services**

The University has departments and divisions to provide educational and consulting assistance to the students: Registrar's Office, Student service center, Department of international cooperation, Department of educational and social issues, Scientific library, Center of information and communication technologies, Medical center, Psychological counseling center, Center for youth policy, "Akku" swimming pool, Sports and training centre, Center of additional education "Art, design and basic health issues"; Dormitory for foreign students or "Ashkhan" canteen.

## **6.2 Assessment**

The Kazakh National Women's Teacher Training University's infrastructure and staff for teaching and learning are adequate and sufficient to meet the qualification objectives of the programmes. The buildings are large and well maintained. Special attention is paid to accessibility for students with disabilities. The teaching staff is made up of professors and tutors who are highly specialized in terms of the relationship of their subject areas to the curriculum offered and the scientific disciplines of the research undertaken. The support/administrative staff is highly qualified to support the learning process and help when needed. Lifelong learning is always a good practice to keep abreast of the latest developments in higher education.

Providing learning materials and supporting heterogeneous student body, student-centered learning and flexible learning are appropriate as Kazakh National Women's Teacher Training University prioritizes gender equality and diversity according to its policy. Kazakh National Women's Teacher Training University has all social support facilities for students with disabilities and appoints faculty advisors in each academic department. These advisors support students with disabilities in their academic needs and bridge the gap with other faculties.

The variety of teaching methods, including traditional face-to-face learning and online learning platforms, meets the educational needs of students. Students have access to e-courses for learning content, communication, assignments, projects and other supplementary materials. Classrooms are equipped with digital projectors and cameras to ensure a smooth flow of sessions and lectures.

The use of Kazakh National Women's Teacher Training University's digital services, libraries, restaurants, sports centers and IT support ensures constant support for students. The library is easily accessible and offers books, journals and online materials. Access and downloading of databases is free for students through the institutional link. The library is also equipped with state-of-the-art resources for students with special needs.

The Kazakh National Women's Teacher Training University has a sustained commitment to ensuring the availability of sufficient, accessible and appropriate targets for educational resources and support services for students in educational programmes.

The expert panel was satisfied with the resources provided by Kazakh National Women's Teacher Training University's to support learning and teaching activities. The university has defined and implemented key indicators that are regularly utilized. The institution uses procedures to provide material resources that are well established and utilized.

Kazakh National Women's Teacher Training University has a library that provides materials for the University students. Kazakh National Women's Teacher Training University's provides textbooks that are regularly updated. Mechanisms are in place to ensure that an adequate amount of literature is available.

Internal quality assurance processes ensure that resources are fit for purpose and feedback mechanisms check that the needs of a diverse student body are being met. A central student advisory service is in place. The experts perceived a strong and trusting relationship between students and teaching staff. Sufficient resources are available to provide individual help, advice and support to all students. The needs of the heterogeneous student body are also adequately addressed.

The learning and teaching methods are good overall and combine modern equipment and conventional methods well.

There are also training opportunities for administrative staff. The experts learned that faculty members are available to answer any questions about the degree programmes and offer academic advising. Students are well informed about the services available to them.

The training facilities are adequately equipped for the purpose of training, in particular the rooms are equipped with interactive whiteboards, projectors and computers for the successful implementation of interactive teaching methods.

Kazakh National Women's Teacher Training University's cooperates with various organizations and state institutions to organize internships for students. Feedback from these organizations allows the group of professionals to assess the effectiveness of the collaboration and the subsequent employment of students based on the internships.

The resourcing of the degree programmes is rated as very good. The group of experts assesses all material, financial and human resources as fully sufficient to achieve the qualification objectives of the study programmes.

The modern and technically excellent facilities are suitable for providing students with a sound education. In the opinion of the expert group, the overall resources are very well suited for the implementation of the degree programme. Buildings, rooms and technical equipment can be described as exemplary. The Kazakh National Women's Teacher Training University is also well prepared for digital teaching.

The number and qualifications of the non-academic administrative staff can be described as very good. Sufficient opportunities for further training are available.

The Kazakh National Women's Teacher Training University regularly works on improving the learning and working conditions, whereby the improvement of the university infrastructure attracts a lot of attention. To this end, monitoring of satisfaction with the infrastructure, financial support and social conditions of students, teachers, staff and other stakeholders is planned. The results of the survey confirm the level of satisfaction of all those involved in the educational process.

The basic and necessary resources for successful implementation are in place for all study programmes.

An important factor in ensuring the quality of education and guaranteeing the sustainable development of the faculty of study programmes undergoing accreditation is the continuous improvement of material, technical and information resources and student support systems. The Faculty has created all the conditions for teaching Bachelor's, Master's and PhD students, conducting scientific research, publishing research results and developing teachers, other staff and students.

For the further development of the quality of the study programmes, the export group recommends, that the university should ensure direct and continued access to conventional international databases for its teaching staff and students.

### **6.3 Conclusion**

The criterion is **fulfilled**.

## 7 ESG Standard 1.7: Information management

**Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.**

### 7.1 Implementation

Maintenance of the mission, goals, objectives and evaluation of their effectiveness is carried out in accordance with internal regulations, such as PRO 008-17 "Management review". According to the procedures, the university collects and analyzes data to assess the performance of activities, determine the degree of implementation of the mission, goals and objectives and opportunities for continuous improvement of the service provided in accordance with EP 6B01511 - Geography-History; 6B01512 - Geography-Biology; 8D01506 - Geography; 8D01503 - Chemistry.

In the management of the main processes (educational, methodological, scientific, disciplinary) for the implementation of the goals of EP 6B01511 - Geography-History; 6B01512 - Geography-Biology; 8D01506 - Geography; 8D01503 - Chemistry, the following documents apply: decisions of Collegiate Governing Bodies (Academic Council of the University, Academic Council of the Faculty), Orders of the Rector and Orders of Vice-Rectors in areas of activity, documents on students (orders on staffing, students), planning, analytical, reporting documents.

The development of human resources through advanced training of faculty staff and students is one of the priorities for the development of educational programmes.

In order to improve the effectiveness and efficiency of the departments in the development of EP 8D01503 - Chemistry (doctoral studies), work is being carried out to increase the scientific potential of the department, activities are being carried out to attract the best tutors of KazNWTTU and business consultants, well-known Kazakh and foreign scientists, leading experts of foreign and domestic education systems. order to analyze compliance with the Quality System, information based on the results of the audit is used. Collection, analysis, use of information for managing the EP in terms of basic processes, audit results is automated. The databases of EP have been formed.

Analysis by the management is carried out in the areas of the management system, on which decisions are made to change the policy; improving the efficiency of processes; product improvement in relation to consumer requirements; needs and provision of resources.

In order to fulfil its public mission at the university, publicly, on the website, provides and regularly publishes objective information (quantitative and qualitative) on the educational programmes implemented at the university, as well as the results of the university's activities.

An objective assessment of the key working qualities of the faculty staff is a necessary condition for ensuring the development and effectiveness of EP. This process is carried out in accordance with KPI. Data collection is carried out throughout the academic year.

In all divisions of the university, office work is carried out in accordance with the approved nomenclature of cases, the safety and archiving of documents is ensured.

The presence of an internal information and educational portal, an extensive corporate network that allows access to all information resources from any computer creates the necessary conditions for high-quality training of specialists and the development of faculty staff.

The information resource is the UNIVER system, which is a programme designed to support the processes of assessing students' knowledge within the rating system, taking exams by computer testing, filling out a rating journal, and monitoring students' knowledge. Access to the "UNIVER" system is carried out through the personal account of the student.

In 2014, the "ARTA Synergy" electronic document management system was launched (<http://ed.kazmkpu.kz/Synergy/>).

Evaluation of the effectiveness and efficiency of the implementation of educational programmes occurs due to the feedback provided by employers, petitions, and the expansion of the base of practice. An indicator of the successful implementation of EP is the successful completion of various types of practice, the percentage of employment.

According to the work plan of the department, mutual attendance of classes is carried out with the aim of mutual exchange of experience. The work of the department is reflected in the annual report.

By taking into account the technical capabilities of the UNIVER system, at the end of each examination session, the Registrar's Office submits a report that reflects the results of academic achievements and professional practices of students, and the necessary actions are taken based on the results of the assessment. The system automatically calculates GPA based on student performance.

Departments according to the system "UNIVER" works with the following reports: a file of students and tutors; report on the student population by levels of study, EP, courses, forms of study, language departments, form of payment, etc.; report on the student population by national composition, age categories, gender, countries of arrival, etc.; report on the regions of arrival of students; statistics on the movement of students; reports on students with academic debts; reports on the formation of student applications for disciplines; reports on the workload of EMCD, syllabuses by tutors; reports on the workload of test tasks; orders for the contingent of students; session reports; reports on students' GPA;

In accordance with the mission of the University, the method of online questionnaires through the UNIVER system was determined as a method of collecting information. The results of the analysis are aimed at improving the key performance indicators of EP.

The management of information on the employment of graduates at the university is carried out by the Department of Pre-University Education and Career. Employment of graduates refers to information that affects the effective management of the accredited study programme, as well as other areas of basic processes and procedures. Quantitative analysis is carried out annually, the average percentage of employed.

In order to improve the quality of training of students, as well as to improve and develop educational programmes, monitoring of student satisfaction with the implementation of educational programmes is carried out. The procedure for issuing consent to the processing of personal data is agreed in accordance with the documented procedures of the QMS of the University. The University uses modern information systems, information and communication technologies and software tools in order to adequately manage information. The information support of the University includes the following software: <http://univer.kazmkpu.kz>, <http://ed.kazmkpu.kz>, <http://lib.kazmkpu.kz>.

Based on the results of the sessions, the system generates a report on the results of the examination session. Based on the report, a qualitative and quantitative analysis of the progress of students in the courses is carried out, the results of which are heard and discussed at the meetings of the departments, Academic Council of the Faculty, Rector's Office and Academic Council of the University.

Thus, the information that forms a certain database is analyzed and used for the effective management of EP at all levels. The system, collection, analysis and use of information is carried out to improve the accredited EP. Job descriptions, regulations, internal regulatory documents serve as a guarantee of the lawful collection and analysis of information, the regulation of the responsibility of officials for the accuracy of information posted in the UNIVER and ARTA Synergy systems.

The results of the collection, analysis of information on the issues of the accredited EP are considered at the meetings of the departments and materials being reviewed serve to ensure the quality of information management of EP implementation process.

### **Information on the students body**

Since 2012, due to changes in the standard rules for admission to study in educational organizations that implement professional training programmes of higher education, the admission of applicants after secondary school for part-time education has been suspended. Therefore, students enrolled after graduating from secondary school, study only on full-time basis. Instead

of correspondence education, abbreviated (reduced) form of education after college and higher education using distance learning technologies has been introduced. Since 2022, the admission to training using DLT has been discontinued. Information on the results of the current control, midterm attestation and final assessment is displayed on the university's Web portal, which ensures the transparency of the process of monitoring and assessing students' knowledge. When determining the quality of education, the achievements of students, expressed in academic performance indicators and quality of knowledge, are taken as the basis for analyzing the quality of educational services.

Bachelor degree programme students and doctoral studies in all accredited EPs have a high level of knowledge, reaching 90% in the last academic years. The performance of students reflects the level of quality of services provided for accredited EPs. The following factors influenced the improvement of the quality of provided educational services:

- The use of innovative learning technologies in the educational process (for example: problem-based learning, brainstorming, case studies, development of critical thinking, project method, interactive learning, etc.);
- Advanced training of faculty staff;
- Introduction of practical recommendations of employers into the content of educational programmes;
- Improvement of the material and technical base of the university;
- Improvement of the resource examination base (annual update of the bank of test tasks, complication in the content of written and oral tasks of tickets, etc.) of the university.

### **The results of the state attestation commission (SAC) of students**

One of the important indicators of the internal evaluation of the quality control system of educational services in KazNWTTU are the results of SAC. In order to obtain an external assessment during the final attestation, the university management proposed prominent scientists, figures and leading specialists of the higher education system and professional environment of the Republic of Kazakhstan from third-party organizations as Chairmen of The Commission. Candidates for the Chairmen of SAC are annually approved by the Order of MES RK. The representatives of other universities with a scientific degree, and experienced specialists of institutions in the profile of the specialty they are graduating from are appointed as the Chairmen of the State Attestation Commissions.

In total, at Department of History in 2021-2022 academic year, the final state attestation was passed by 5 bachelor degree programme graduates of the 2-year 2nd-year of intramural department with the use of DLT. The absolute academic performance made 100%, and qualitative indicator of DLT made 82.4.

### **Students satisfaction with programme implementation**

Educational programmes of higher and postgraduate education of KazNWTTU are developed in accordance with the needs of the Republic of Kazakhstan as a whole in qualified personnel and are aimed at meeting the needs of society with the staff and scientific resources with a high level of professional, moral qualities of the individual in terms of integration into the world educational, scientific and information community.

The educational programmes of the university are aimed at:

- Formation of universal and social and personal values, ecological, physical, ethical, legal culture, fundamental knowledge, skills and abilities necessary in professional activities;
- Formation of specialist of new formation, who owns the Eurasian multiculturalism, communicativeness, who is able to creatively and professionally solve socially significant tasks in the field of professional activity at the modern scientific and practical level.

### **Availability of educational resources and student support services**

During the period of admission to the university and during the orientation week, students are provided with guidebooks, which contain all the necessary information on the rules of credit technology of education, policies and procedures for assessing educational achievements; the directory also contains information on the operating hours of various university services - the Student Service Center, medical rooms in all academic buildings, library and reading rooms, gym, stadium, canteen and other necessary information. Important for students is information on the Internal Regulations, as well as material on the procedure for paying tuition. It should also be noted that familiarizing all students with the Academic Policy and Academic Integrity of KazNWTTU, which includes a set of rules and requirements for the procedures of the university, is an important part of the educational process.

The UNIVER system is a flexible educational environment, a client-oriented platform for the provision of educational services and the management of higher education. The system includes a set of programmes designed to automate the main processes of the university.

The "Student Services" module carries out the process of digitalization of students' data, registration and movement of students, formation of schedule of classes and exams, and issuance

of certificates. The software stores complete information on students, assigns students to faculties, groups, controls the process of movement, enrollment, and expulsion of students.

The "Student (student's personal account)" module generates applications and applications, where the process of registration for disciplines, formation of individual curriculum, progress control, etc. takes place. On the student's authorization page, after entering a personal login and password, the student's personal account opens, in which the electronic journal is visible by default. The key section is the educational process, in which it is possible to register for disciplines, get acquainted with the electronic timetable of classes, get acquainted with the digital library fund, educational and methodological documentation of educational programmes (EMCD, syllabuses), and undergo various questionnaires.

Educational and methodological work at the university is coordinated by the Educational and Methodological Council. Methodical councils function at faculties and departments. Plans and minutes of meetings of the University's Educational and Methodological Council, methodological councils of higher schools and institutes, methodological seminars are available and are properly designed. Analysis of the plans and minutes of meetings of the Educational and Methodological Council of the University, councils of higher schools and institutes and methodological seminars of the departments demonstrated that the meetings periodically discuss the issues of optimizing the educational process, introducing innovative technologies in training specialists, improving the criteria for assessing students and faculty staff and other topical issues of efficiency educational process.

The department that provides the teaching of the discipline develops the EMCD and is responsible for the educational, methodological and technical support of the relevant discipline, including the provision of the educational process with educational and educational literature.

In order to provide students with educational, methodological and scientific literature, a calendar-thematic plan of intra-university publications of educational and methodological literature is developed and approved. The educational, methodological and scientific literature being developed and prepared for publication by the faculty staff of the university is first considered at the department, then at the Higher School Council, then by Expert group and Editorial-Review Board (ERB), then submitted for consideration by the Academic Council or Educational and Methodological Council. The educational and methodological department, jointly with the editorial and publishing department, monitors and analyzes the implementation of the plan.

### **Employability of graduates**

In the recent years, the university has intensified work on the effective employment of graduates. Measures are being taken to study the demand for specialists needed for the region; recruitment of personnel at the request of organizations and enterprises; conducting individual

work with graduates; mapping the distribution of graduates; organizing an alumni fair. Every year, the Akimat of Almaty region, Departments of Education of the regions RK, educational organizations RK take an active part in the work of the vacancy fair.

### **Key performance indicators of the university or their equivalents**

A special role in the organization of the educational process in KazNWTTU is given to quality control of education. Systematically conducted monitoring shows that the joint work of all structural divisions of the university on the development and use of criteria for assessing the quality of the educational process, maintaining control over the content of disciplines during mutual visits to classes, conducting open lessons, improving the professional competence of tutors, improving methodological support allow the university staff to ensure the growth of quality educational services. All key performance indicators of the university are reflected in the Strategic Development Plan of the University for 2020-2025.

### **The use of various methods for collecting information**

In order to make optimal management decisions, the university has systems for collecting, analyzing and evaluating information on activities, which include:

- key performance indicators (KPI) of the work of departments, higher schools and institutes when ranking for the best department and the best faculty;
- structure of the student body in the context of specialties and courses of study is analyzed by the levels of training of students;
- academic performance of students, their success and percentage of dropouts are considered at the meetings of departments, faculty councils, educational and methodological council, academic council of the university, and decisions are made to adjust the staffing table and organize the summer semester, etc.;
- periodic assessment of students' satisfaction with programmes and disciplines is regularly carried out through sociological research, meetings of students with the management of the university, meetings of the committee on youth affairs, and council of curators;
- periodic assessment of satisfaction of the faculty staff and employees with working conditions, management system, available resources, assessment of the availability of resources for training and student support is carried out by questioning the faculty staff and students. The results of the survey are considered at meetings of the Academic Council and decisions are made to satisfy incoming requests;
- the employability of graduates, communication with them, monitoring their careers are the main criteria for assessing the quality of training in educational programmes. The

department for the formation of students body and employment of graduates conducts annual monitoring, based on the results of which the events are held to improve the qualifications of graduates and organize meetings with outstanding graduates, etc.

The university creates working groups, commissions the main tasks of which are to improve the quality of training of specialists by organizing systematic inspections of the activities of all structural divisions and individual employees of the university in order to eliminate existing shortcomings and prevent their occurrence in the future. The results of the checks are discussed at the meetings of the University Administration, Academic Council, Educational and Methodological Council, and Council of Faculties. The SWOT-analysis of general structure of the university allows to state that today the university has an effective management system that corresponds to the Mission, Goals and Objectives of the University, while the structure is quite mobile and allows modification and expansion, which is necessary when new tasks arise.

The methods of periodic assessment of the administration's activities are based on the analysis of the suitability of the position held, degree of competence, labour potential, etc., which is carried out according to the annual activity reports. The assessment of the activities of the university administration is carried out by annual questioning of the faculty staff, students and administrative and managerial personnel. Monitoring and evaluation of the activities of administrative and managerial personnel is also carried out by internal audit in accordance with the annual plan of the QMS. Conducting an internal audit is regulated by the documented procedure "Internal Audit".

## **7.2 Assessment**

The Kazakh National Women's Teacher Training University has a well-functioning information management system. The current and complete data structure is used very well for the internal quality management system. The evaluation of the data is accompanied by quality assurance measures and the planning of follow-up activities. The information management system of Kazakh National Women's Teacher Training University is comprehensive and several departments are responsible for statistics and data management at the university level.

The system for collecting, analyzing and managing information at the university is based on the use of information and communication technologies and software. The university's education portal is used for information management, where documents containing the university's quality and academic policies are published. Access to information on the administration, planning and implementation of degree programmes is provided via the university's education portal.

A survey of teaching staff and employees is conducted on a regular basis, in which, among other things, the satisfaction of teaching staff and employees with working conditions, professional development opportunities and the administration of the university is examined.

A survey of student satisfaction with the quality and conditions of the degree programmes is also conducted on a regular basis to determine students' opinions on the quality of the University's educational and administrative services.

For degree programmes undergoing accreditation, there is sufficient information to attract applicants.

Kazakh National Women's Teacher Training University thus has the necessary procedures in place to collect and analyze information about the degree programmes at all levels (Bachelor, Master, PhD), including: key performance indicators, information about the student body, level of academic performance, student achievement and examinations. Students are provided with educational resources and student support services. For most of the above criteria, the University has specific activities and utilizes the information received.

The review team notes that Kazakh National Women's Teacher Training University regularly collects and analyzes information on study programmes, students, graduates and its other activities as part of the quality management system and provides it to the internal system for quality assurance.

Both students and teachers at the Kazakh National Women's Teacher Training University are involved in the processes through a procedure and existing structures at the university. In addition, graduates and employers are also involved in the process.

Data on students is collected and evaluated as part of the university's quality management system. Based on the university's self-evaluation report and the discussions during the evaluation, the expert group was also able to confirm that the university is implementing the necessary measures to evaluate the quality of teaching.

The workload of students, which consists of attending lectures, seminars and carrying out independent work, is strictly regulated. There are mechanisms for the review and development of higher education programmes at the university.

Information management involves the use of various methods to provide information to learners, employers, stakeholders and teachers of educational programmes.

Confidentiality of information is ensured. The management of information security in the educational process at all levels of education is consistent with the University's mission.

Social networks are also used to disseminate public information, where Kazakh National Women's Teacher Training University events are regularly published.

Kazakh National Women's Teacher Training University has established an efficient communication system that utilizes various digital platforms to ensure a seamless and efficient flow of information both internally and externally. The university's intranet system serves as an important platform for the publication of notices, announcements and other important content, which is disseminated to all members of the university. In addition, official University correspondence is handled through an electronic information and document management system that enables the efficient and secure management of University documents and other important information.

Overall, Kazakh National Women's Teacher Training University uses a variety of communication channels to ensure that the public is informed about Kazakh National Women's Teacher Training University degree programmes, services and activities and that all inquiries and requests are handled in a timely and professional manner.

### **7.3 Conclusion**

The criterion is **fulfilled**.

## 8 ESG Standard 1.8: Public information

**Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.**

### 8.1 Implementation

The university has online information resources to provide information to all users of the corporate network and Internet:

The official website of the university, which includes information on the structure and activities of the entire university, reflects the mission, goals and objectives of educational and scientific work (<https://kazmkpu.kz/>).

An automated system for the educational process, which includes information on the current control of students' knowledge, student attendance, distribution of grants, and distribution of places in dormitories.

Electronic journal for quality control of students' knowledge.

Class schedule for students and tutors.

Questioning (web application for conducting various forms of anonymous surveys among students, tutors and university staff for objective assessment of the services provided and quality of the university activities), etc.

In 2019, a new university web-site was developed, which includes the structure and activities of the university, reflects the mission, goals and objectives of educational and scientific work in three languages. To this date, work is underway to optimize information flows in accordance with the new regulatory documents of the MES RK.

The University constantly updates and posts information on its activities on the web-site, under the headings "News and announcements", "Mass media about us", "About us", "Applicants", "Education", "Science", "International cooperation", "Life in the University", [to be completed by ACQUIN]

"Media", as well as in the UNIVER System, Vestnik Journal, Scientific Library, etc.

Educational programmes are available on the main page of the site, in the "Education" menu.

The site contains all the necessary information for applicant, student, tutor, employee, employer, partner university, MES RK, and others.

In order to provide information on science, scientific activities of the University, as well as on planned and held conferences, competitions, olympiads and other scientific events held by the university, the Department for Research and Innovation maintains active information support on the official web-site of the university.

All information supervised by the Department for Research and Innovation is posted in a specially created section "Science", where subsections such as "Research Institute for Social and Gender Studies", "Dissertation Council", "Scientific Library", etc. are active.

The "External evaluation" section provides information on accreditation (<https://kazmkpu.kz/ru/akkreditatsiya>), as well as ratings (<https://kazmkpu.kz/ru/rejtingi>), and demonstrates the participation of the university in international and national rankings, including the rating of educational programmes. The certificates of compliance with the requirements of the international standard ISO 9001:2015 and IQNet certificate (<https://kazmkpu.kz/ru/management-kachestva>) are also presented.

Direct communication with applicants and students of the university is carried out through accounts on social networks Instagram, Facebook.

Information posted on the official web-site of the university, as well as on faculty pages, is used in the preparation of information booklets on the university and in the admission campaign, in cooperation with the partners and employers.

Every year, as part of career guidance, the faculty staff of the departments meet with students of senior classes of secondary schools to disseminate information on educational programmes, participate in the city and republican events, "Open doors" for applicants and "Vacancy fair".

The management of the university, faculty staff of the departments speak on central and local television, in newspapers and magazines, in the media on topical issues of pedagogy and psychology and the role of the university in solving these problems. For these purposes, the resources and capabilities of the Media Department are used. For example, the most recent editions include: BUSINESS KAZAKHSTAN, AIQYN, QAZAQ, WELL-EDUCATED COUNTRY, EGEMEN QAZAQSTAN, TENGRINEWS, SOVEREIGN KAZAKHSTAN etc.

The departments implementing accredited educational programmes maintain an open dialogue with suppliers and consumers of educational services. The faculty staff of the University and its employees systematically appear in the media, bringing to the public and stakeholders the results of their activities. All information on the activities of the university and departments, conditions for admission, and training opportunities is available to the public through the web-site of the university.

In order to inform the public on an annual basis, the Rectors of National Universities must report to the public. On September 23, 2020, the Rector's Reporting Meeting was held. This meeting was held online due to the ongoing unstable epidemiological situation in the world and in Kazakhstan. The broadcast was watched by 271 people on the Youtube channel, 182 people on the Zoom platform, 463 people on Facebook, and 82 people on Instagram.

During the reporting meeting, the Rector summed up the activities of the university for the period of 2019-2020 academic year. A detailed analysis of the educational, scientific and innovative, financial, economic and social educational activities of the university was carried out, achievements in the external evaluation of the university's activities were announced, and strategic tasks and directions for the development of the university for the upcoming academic year were identified.

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## **8.2 Assessment**

The Kazakh National Women's Teacher Training University offers detailed information on studying and teaching as well as on the university's main research areas. Organizational documents and relevant regulations are made available on the website. Contact persons and contact points for study programmes and student life are clearly and transparently named.

The information provided to the public about the degree programmes is generally satisfactory. There are many opportunities for prospective students to find out about the university, the faculty and student life.

Information about degree programmes is publicly available (admission criteria, learning outcomes, qualifications awarded, graduate employment information, etc.). Information about degree programmes that meet the University's mission is secured. High school graduates, students, graduates and other interested groups can find out about the activities and offers of the

Kazakh National Women's Teacher Training University on its homepage. Contact persons are also provided for further information and questions.

The Kazakh National Women's Teacher Training University provides information about its activities, such as its degree programmes and the selection criteria for admission, the intended learning outcomes of the degree programmes, the teaching, learning and examination methods used, the success rates of the students and the qualifications of the teaching staff.

In addition, the Kazakh National Women's Teacher Training University provides information on its homepage about its academic achievements, such as publications, external and internal conferences and events, as well as non-academic achievements, such as cultural and social projects and activities.

The study-related documents and information appear to be accessible to both students and prospective students. All information is up-to-date and useful for stakeholders and the public.

Information on study programmes is publicly available (admission criteria, learning outcomes, qualifications awarded, information on employment of graduates, etc.). Information about degree programmes that align with the university's mission is secured.

The Kazakh National Women's Teacher Training University conducts its activities based on the principles of transparency, openness, inclusion and awareness of all stakeholders in educational activities: Students, teaching staff and employers. One of the most important means of providing information is the use of information technology and media. In addition to the information provided on the University's website, information on the specifics of programmes undergoing accreditation is communicated to the public and applicants through events such as the Open Day.

Innovative proposals from interested parties are submitted to the university management through oral and written statements or via the university's website or through personal communication during office hours. The proposals received are reviewed in faculty meetings to decide whether the proposals can be implemented. In the event of a positive decision on the implementation of innovative proposals, the topic is presented for collegial discussion at the level of the faculty council.

In line with the internationalization strategy, the expert group recommends to keep the English version of the official website updated and revise it regularly.

### 8.3 Conclusion

The criterion is **fulfilled**.

## 9 ESG Standard 1.9: On-going monitoring and periodic review of programmes

**Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.**

### 9.1 Implementation

The University, in accordance with the Standards and Recommendations for Quality Assurance in the European Higher Education Area (ESG), has implemented the Quality Assurance Policy in 2015.

The quality assurance policy aims to:

- Development and improvement of corporate (collective) management system;
- Continuous improvement of the quality of educational services and educational process;
- Increasing the efficiency of fundamental and applied scientific research, project activities and start-ups, development of the entrepreneurial ecosystem;
- Compliance with the rules of academic integrity and academic culture by all participants in the educational process;
- Internationalization of education and integration into the international scientific and educational space;
- Improving the effectiveness of cooperation with employers, expert community, graduates and participation of students in the work of collegial management bodies;
- Providing safe conditions, social support and comfortable environment for the development of professional and personal qualities of students, teaching staff and employees;
- Formation and development of students' skills of the XXI century;
- Improvement of personnel potential, resource and information support of processes, development and enhancement of corporate spirit, dedication and responsibility of students, faculty staff and employees.

The functioning and improvement of QMS at the university is carried out by the Audit and Quality Management Department. The QMS is a tool for implementing a policy through the achievement of the set Strategic Goals.

In order to ensure systematic management of the main and supporting processes of the university, the quality manual, documented procedures, responsibility matrices for QMS processes,

and QMS instructions have been developed. The university guarantees the quality of educational programmes through official procedures for approving, monitoring and periodically assessing the quality of the content of educational programmes and competencies.

The policy reflects the relationship between research and education, which involves the conduct of R&D and implementation of their results in education. The most important elements of the culture of quality assurance are the processes of formation and regular revision of the Strategy and Policy, monitoring their implementation. The basis of quality assurance is the fulfillment of the requirements of the regulatory documents of the MES RK; introduction of international requirements and procedures for improving the quality of education; analysis of the effectiveness of planning and reporting; sociological monitoring of the implementation of the mission and strategy; involvement of stakeholders - social partners, employers, faculty staff, students, openness of the university management to suggestions.

#### **Improving the content of educational programmes in accordance with the recent scientific achievements**

The educational programme is the main document based on which the educational process is organized according to the credit technology of education. The main criteria for the quality of the educational process is the customer satisfaction and its compliance with the requirements of the modern labour market, national and international standards of higher and postgraduate education. The process of monitoring the quality of educational programmes and educational process is a multi-stage process. The 1st stage of monitoring the quality of educational programs is the process of developing the EP.

The process of developing the educational programmes of the university is described in details in the Regulations on the development of EP. Based on the study of the needs of the modern labour market, as well as the study of the Atlas of new professions, the working groups identify relevant professions and make decisions on the development of appropriate EPs.

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study of the needs of the modern labour market, as well as the study of the Atlas of new professions, the working groups identify relevant professions and make decisions on the development of appropriate EPs.

In the course of the educational process for educational programmes, monitoring is carried out on: syllabuses, methodological recommendations in all areas of the educational process (on internship, on writing and defending projects, etc.), educational technologies, teaching and assessment methods, etc. In the course of the educational process for educational programmes, monitoring is carried out on: syllabuses, methodological recommendations in all areas of the educational process (on internship, on writing and defending projects, etc.), educational technologies, teaching and assessment methods, etc.

### **Improving the EP under the changing market needs**

The departments ensure the quality of EP, using tools for monitoring and periodically evaluating the EP, systematically adjust the content of EP as part of their improvement.

Relations have been established with educational organizations that are interested and are directly involved in the training of personnel. The departments conclude comprehensive cooperation agreements, including joint scientific research, educational and research work of students, practice, qualification work with subsequent employment, as well as the examination of EP, and provision of various expert opinions on discipline modules.

Employers' reviews indicate good preparation of graduates of accredited EPs, rapid development of new working methods, creative approach to work, desire to study innovations, application of existing skills and abilities in professional activities. Consideration of the interests of employers under EP graduates is carried out by monitoring, periodical evaluating, reviewing, analyzing the satisfaction of employers with educational programmes based on the results of internships, results of employment of graduates of departments, scientific and practical forums held at the university with the participation of representatives of production, as well as involving employers in the development of modular educational programmes BA, MSc, Ph.D. The organization of testing the knowledge of EP in all the above departments meets the requirements, and is carried out systematically according to the plan. The departments monitor, periodically evaluate and revise the EP strategy on an ongoing basis, with the definition of key learning outcomes by taking into account the requirements and recommendations of the MES RK, accreditation agencies, and other stakeholders. Internal assessment of the quality of education is provided through monitoring, periodic evaluation and revision of EP at the meetings of the departments, Academic Council of Institutes, Methodological Council of the University, and Academic Council of the University.

## 9.2 Assessment

During the study of regulatory documents in the Academic Policy section on the university website, self-assessment report, results of the survey of teachers and students, and the results of the online interview, it was confirmed that monitoring and periodic evaluation of study programmes undergoing accreditation are carried out at the university.

The degree programmes are regularly evaluated to ensure quality and to check compliance with the high quality standards. Ongoing monitoring of all degree programmes is carried out in accordance with the quality assurance policy. The degree programmes are regularly reviewed and if changes are required, these are made. This process is exemplary. The degree programmes have various procedures for internal quality assurance, e.g. in the form of student surveys in individual courses.

It can be stated that there is a combination of internal and external quality management in order to offer its own degree programmes generally in accordance with the ESG.

The schedule of activities for monitoring the quality of education has been approved, according to which the university monitors and periodically evaluates the study programmes in order to achieve the goals and meet the needs of students and society. To determine the level of satisfaction of internal needs, the university organizes and conducts a survey of students, teachers, and university staff every academic period. The questionnaires used for the survey include the following: Teacher through the eyes of a student, Quality of the educational process, or Satisfaction with the organization of work practice.

Questioning is carried out in order to establish the level of satisfaction with the educational needs of students, their attitude to the educational process, socio-cultural environment, etc.

According to the results of a survey of employers, the majority of the students evaluate the quality of studies at the university as very good.

The results of the survey are statistically processed, discussed at administration meetings, and taken into account in the further planning of educational activities. According to the monitoring statistics, the management of the study programmes, from time to time, analyses and draws up the reports on results of sessions, which are submitted for consideration by the Academic Council of the university and application of necessary measures in order to achieve the desired results.

The existing quality management seems to function according to a hierarchical principle. However, the aim is to have a functioning control loop between the participants in order to improve the quality of research and teaching (Circle of Quality). This quality circle functions according to the principle bottom up - top down.

Kazakh National Women's Teacher Training University regularly reviews the Strategy and Policy in the field of quality and monitors their implementation. To ensure quality assurance, the university complies with the requirements of the normative regulations of the Ministry of Education and Science of the Republic of Kazakhstan, implements international requirements and procedures for improving the quality of education, analyses the effectiveness of planning and reporting, conducts sociological monitoring of the implementation of the mission and strategy, attracts stakeholders, such as social partners, employers, teaching staff, as well as observes the principle of openness of university management for proposals.

Overall, it should be noted that responsibilities are clearly and comprehensibly regulated, not least because the core processes of quality assurance are documented in the university regulations.

Feedback between students and instructors is a prerequisite for improving teaching and should be introduced. The evaluation results of the anonymous course evaluations should be presented to the students after the surveys and discussed with them in order to derive concrete measures for the improvement of teaching. Following the analysis of questionnaires, feedback and action taken should therefore be clearly communicated to all students, not students represented in committees only.

At Kazakh National Women's Teacher Training University, the processes of continuous monitoring and adjustment of study programmes are evaluated through a systematic and cyclical approach. Kazakh National Women's Teacher Training University actively promotes a culture of continuous improvement and uses data-driven insights to improve study programmes.

Continuous monitoring thus enables continuous and systematic evaluation and thus the further development of study programmes and academic controlling. Central and decentralized measures for quality assurance as well as the evaluations of individual courses initiated by individual lecturers are proof for the expert group that students are actively involved in the design of teaching and learning processes.

Data protection issues are formally taken into account in the evaluations.

Both the participation of students in the measures for efficient course design and the continuous review and readjustment of the course ensure that the course is run in such a way that students are actively involved in the design of teaching and learning processes, which is extremely positive.

The existing evaluation measures at the Kazakh National Women's Teacher Training University testify to an extraordinarily positive and appreciative communication culture.

The expert group therefore comes to the conclusion that a mature and functioning quality management system has been implemented at the University. In the discussions with the university, the evaluation regulations were systematically explained and its processes and structures for quality assurance and development were presented.

Overall, the quality assurance and development of the degree programmes is based on a systematic and comprehensible process, which is sustainably enriched by participatory and dialogical opportunities for students to help shape the further development of the two degree programmes. The mechanisms for reviewing quality assurance, such as regular workload surveys and the associated adaptation of the study programmes, are used sensibly and the resulting findings are taken up.

For the further development of the study programmes, the expert group advocates the following recommendation: In the light of upcoming national teacher training requirements, the university should keep reviewing and renewing the content of programmes on an ongoing basis.

### 9.3 Conclusion

The criterion is **fulfilled**.

## 10 ESG Standard 1.10: Cyclical external quality assurance

**Institutions should undergo external quality assurance in line with the ESG on a cyclical basis**

### 10.1 Implementation

External evaluation of EP quality is carried out through the final state certification of students, institutional accreditation of the university, as well as participation in the national rankings of the study programme. Participation in national, international ratings and EP ratings - allows determining the strengths and weaknesses of activities and further work to improve them. The Independent Agency for Accreditation and Rating (IAAR) monitors and periodically evaluates the EP by ranking the universities of the Republic of Kazakhstan that successfully implement the EP at all levels of education. Accreditation and rating results are available to all stakeholders, published in the media and posted on websites.

KazNWTTU annually takes part in the institutional (general) rating of the Independent Agency for Quality Assurance in Education (IAQA) of the best universities of the Republic of Kazakhstan. According to the results of the general ranking, the university occupied the 1<sup>st</sup> place in the ranking of pedagogical universities of the Republic of Kazakhstan in 2015, 2<sup>nd</sup> place in 2016, 1<sup>st</sup> place in 2017, 2<sup>nd</sup> place in 2018, 2<sup>nd</sup> place in 2019, and 2<sup>nd</sup> place in 2020. Since 2015, in the annual national ranking of educational programmes of the bachelor and master degree programme in the NAOKO ranking, 13 specialties of the university have won prizes. In 2015 - 12 EP, in 2016 - 4 EP, in 2017 - 6 EP (<https://nkaoko.kz>).

In the institutional ranking in the areas of training specialists of universities of the Republic of Kazakhstan, KazNWTTU annually enters the top 10 in the area of "Education":

2015 - 2<sup>nd</sup> place, 2016 - 3<sup>rd</sup> place, 2017 - 2<sup>nd</sup> place, 2018 - 2<sup>nd</sup> place, 2019 - 2<sup>nd</sup> place, 2020 - 3<sup>rd</sup> place. In addition, the university tutors are included in the "Top-50" of the best faculty staff of participating universities.

The university annually takes part in the International Ranking of Higher Educational Institutions, Academic Ranking of World Universities - European Standard (ARES): 2015 - 22<sup>nd</sup> place (category B), 2016 - 29<sup>th</sup> place (B), 2017 - 33<sup>rd</sup> place (B), 2018 - 25<sup>th</sup> place (B), 2019 - 25<sup>th</sup> place (B), 2020 - 29<sup>th</sup> place (B) among the universities of the Republic of Kazakhstan (<http://eurochambres.org/ares/>).

Since 2016, the Kazakh National Women's Teacher Training University has been annually participating in the world ranking "QS World University Rankings". For the participation of KazNWTTU in the "QS World University Rankings", the following information is collected: data on the academic community, data on employers (employment of graduates), variations of the name of KazNWTTU. The university also received 3 stars in the QS Stars rating in 2016.

(<http://www.topuniversities.com>). In 2020, the university entered the regional ranking of the best universities in Europe and Central Asia (QS World University Rankings): Emerging Europe and Central Asia. Universities from the CIS countries, Ukraine, Baltic countries, Poland, Czech Republic, Slovakia, Turkey and others participated in this rating. The Kazakh National Women's Teacher Training University took 301-350 place in the ranking among 2900 universities in Kazakhstan. Also, KazNWTTU twice a year participates in the ranking of the best websites of world universities Ranking Web of Universities - Webometrics. According to the results of Webometrics ranking for July 2020, the university took 25th place in the ranking among Kazakhstan universities, 10681 - in the world. (<http://www.webometrics.info/en/Asia/Kazakhstan>).

Since 2018, the university has been participating in the ranking of bachelor degree programmes, conducted by the MES RK and Atameken National Chamber of Entrepreneurs. In 2018, 22 EPs participated in the ranking, in 2019 - 27 EPs, in 2020 - 28 EPs. Thus, monitoring, periodic evaluation and revision of the content of EP is provided for the purpose of its improvement. Strategic partners (external stakeholders) of the departments take part in providing these ESG recommendations (2015): various organizations of education and science, including government agencies, local governments, international organizations, etc.

## 10.2 Assessment

As far as the legal framework of quality assurance is concerned, the programmes are carried out in accordance with the rules and guidelines. For the programmes to be accredited, a regular assessment of the study and training outcomes from the point of view of employers and of the required training outcomes from the point of view of the graduates of the programmes are carried out. The procedures for external evaluation of the quality of individual study programmes are conducted in accordance with the requirements of the laws of the Republic of Kazakhstan in the field of education. Kazakh National Women's Teacher Training University embraces the concept of Cyclical External Quality Assurance as a process of periodic external evaluation of the quality of higher education institutions, as well as of academic programmes.

Kazakh National Women's Teacher Training University views national and international accreditation processes as an opportunity for continuous enhancement and ensures that previous recommendations are thoroughly addressed.

Kazakh National Women's Teacher Training University has a combination of internal and external quality management to provide its own degree programmes in accordance with the ESG. Of particular importance is the collaboration with external stakeholders such as partner universities, graduates, industry and employers to gain momentum for continuous internal quality

development. The coherence between external and internal quality assurances is well structured.

The quality management ensures very well that the general quality assurance measures and instruments are constantly updated and transparent. The university fulfills all mandatory aspects of external quality assurance: the various organizational units and levels are sufficiently in place and were explained in detail during the interviews with the university. Both internal and external quality assurance of the university's measures take into account all legal requirements and benefit from each other to advance the quality development of the study programmes. External quality assurance extends to all necessary organizational levels such as financial operations and educational offerings. The internal and external quality assurance mechanisms for continuous programme development are well developed, and the cyclical operation of programme quality assessment is effective. The quality of the surveys and the processing of the results can be rated as very good. No specific problems in the cyclical external quality assurance were reported for all study programmes.

The follow-up activities of the university's external quality assurance in preparing the next procedure are generally well thought out. The results of the external evaluation and recognition of the quality of the study programmes (reports, expert opinions, etc.) are published on the University's website.

The institution actively uses accreditation processes as a way for improvement. Kazakh National Women's Teacher Training University as an academic institution that is committed to providing high-quality educational programmes to its students. To ensure that the quality of its programmes remains high, the institution conducts ongoing and periodic reviews of its study programmes. As described, the Independent Agency for Accreditation and Rating (IAAR) monitors and periodically evaluates the EP by ranking the universities of the Republic of Kazakhstan that successfully implement the EP at all levels of education.

Overall, while Kazakh National Women's Teacher Training University conducts ongoing and periodic reviews of its courses to maintain the quality of its programmes, cyclical reviews by external experts are conducted as well. By engaging external experts in cyclical reviews, Kazakh National Women's Teacher Training University could gain valuable insights into emerging trends and best practices, as well as feedback on the relevance and effectiveness of its programmes.

Furthermore, cyclical reviews by external experts could help to ensure that the institution meets the standards of its accrediting bodies and that its programmes remain of high quality and relevant to the needs of its students and the broader community.

While these reviews have been effective in maintaining the quality of the institution's programmes, there is a continuous need for the institution to conduct cyclical reviews by external experts to ensure that its programmes remain relevant and of high quality.

External experts bring a fresh perspective and a wealth of experience that can help institutions to identify areas for improvement and to make informed decisions about programme revisions and updates. By engaging external experts in cyclical reviews, Kazakh National Women's Teacher Training University can gain valuable insights into emerging trends in its fields of study, as well as best practices and innovations in pedagogy and programme design. External experts could also provide feedback on the relevance and effectiveness of the institution's programmes, as well as recommendations for improving the quality and impact of these programmes.

In addition to the benefits of engaging external experts, cyclical reviews can also help to ensure that Kazakh National Women's Teacher Training University meets the standards of its accrediting bodies. Many accrediting bodies require institutions to undergo periodic reviews by external experts to ensure that their programmes meet the standards of the accrediting body. By conducting cyclical reviews by external experts, could ensure that it remains in compliance with the standards of its accrediting bodies and that its programmes continue to meet the needs of its students and the broader community.

The international accreditation of the degree programmes by ACQUIN contributes to improving the quality of the degree programmes and further expanding Kazakh National Women's Teacher Training University's internationality.

### **10.3 Conclusion**

The criterion is **fulfilled**.

#### IV Recommendation to the Accreditation Commission of ACQUIN

##### 1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the current official version**

The study programmes “**Geography and History (Bachelor)**”, “**Geography and Biology (Bachelor)**”, “**History and Religious Studies (Bachelor)**”, “**Geography (PhD)**”, “**Foreign Language: Two Foreign Languages (PhD)**”, “**Russian Language and Literature (PhD)**” and “**Chemistry (PhD)**” were assessed on the basis of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) and are fulfilled.

The expert group concludes that the **ESG standard** 1.2 (Design and approval of programmes) is not fulfilled.

The expert group concludes that the **Salzburg Recommendations** 1 (Research as the basis and the difference), 2 (Critical mass and critical diversity), 3 (Recruitment, admission and status), 4 (Supervision), 5 (Outcomes), 6 (Career development), 7 (Credits), 8 (Quality and accountability), 10 (Funding), 11 (Autonomy), 12 (Legal framework) and 13 (Intersectoral collaboration) are fulfilled.

The expert group concludes that the Salzburg Recommendations No. 9 (Internationalisation) is not fulfilled.

The assessment criteria are as follows:

**Standard 1.1 Policy for quality assurance:** Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

For PhD programmes additionally apply

- Salzburg Recommendation 8: Quality and accountability
- Salzburg Recommendation 12: Legal framework

- Salzburg Recommendation 13: Intersectoral collaboration

The criterion is **fulfilled**.

**Standard 1.2 Design and approval of programmes:** Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree programme is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

For PhD programmes additionally apply

- Salzburg Recommendation 11: Autonomy
- Salzburg Recommendation 1: Research as the basis and the difference
- Salzburg Recommendation 2: Critical mass and critical diversity
- Salzburg Recommendation 5: Outcomes
- Salzburg Recommendation 7: Credits
- Salzburg Recommendation 9: Internationalisation
- Salzburg Recommendation 6: Career development

The criterion is **not fulfilled** because of two conditions.

**Standard 1.3 Student-centred learning, teaching and assessment:** Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

For PhD programmes additionally apply

- Salzburg Recommendation 4: Supervision

The criterion is **fulfilled**.

**Standard 1.4 Student admission, progression, recognition and certification:** Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

For PhD programmes additionally apply

- Salzburg Recommendation 3: Recruitment, recognition, and certification

The criterion is **fulfilled**.

**Standard 1.5 Teaching staff:** Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

**Standard 1.6 Learning resources and student support:** The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

For PhD programmes additionally apply

- Salzburg Recommendation 10: Funding

The criterion is **fulfilled**.

**Standard 1.7 Information management:** Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

**Standard 1.8 Public information:** Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

**Standard 1.9 On-going monitoring and periodic review of programmes:** Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

**Standard 1.10 Cyclical external quality assurance:** Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

## 2 Accreditation Recommendation

The peer-review experts propose the following **conditions and recommendations for the study programmes “Geography and History (Bachelor)”, “Geography and Biology (Bachelor)”, “History and Religious Studies (Bachelor)”, “Geography (PhD)”, “Foreign Language: Two Foreign Languages (PhD)”, “Russian Language and Literature (PhD)” and “Chemistry (PhD)”**:

**Conditions for “Geography (PhD), Foreign Language: Two Foreign Languages (PhD)”, “Russian Language and Literature (PhD)” and “Chemistry (PhD) programmes”:**

1. The titles of the study programmes must be revised to make them more transparent and internationally recognisable so that not only ciphers used on national level specifically state the pedagogical track of the PhD programmes, e.g., Chemistry could be rephrased as Chemistry Education.
2. The wording of module titles and content in English must be revised to ensure comprehensiveness and transparency.

**General recommendations for all study programmes:**

1. The university should ensure direct and continued access to conventional international databases for its teaching staff and students.
2. The university should increase its efforts of research integration into the curriculum of the programmes.
3. Following the analysis of questionnaires, feedback and action taken should be clearly communicated to all students, not students represented in committees only.
4. The examination format (written paper, presentation, test, etc.) should be determined in advance in accordance with the specified learning outcomes and clearly communicated to students in the syllabi to ensure transparency and competency-based assessment.
5. The university should provide more support and opportunities for students to improve their foreign language skills.
6. The video surveillance systems available in the classrooms should be used as a tool for professional development: Lecturers should record their lessons as well as those of students to reflect on teaching and learning methods together here.
7. In the interest of its internationalisation and research efforts, the university should provide more support and opportunities for teaching staff to improve their foreign language skills.
8. The university should expand its efforts in encouraging academic mobility for staff.

9. The university should keep the English version of the official website updated and revise it regularly.
10. In the light of upcoming national teacher training requirements, the university should keep reviewing and renewing the content of programmes on an ongoing basis.

**Recommendations for the study programmes “Geography (PhD)”, “Foreign Language: Two Foreign Languages (PhD)”, “Russian Language and Literature (PhD)” and “Chemistry (PhD)”:**

1. PhD approbation procedures should be simplified wherever possible and the Ministry of Science and Higher Education of the Republic of Kazakhstan rules and regulations allow.
2. The university should strengthen its efforts in supporting its lecturers in achieving higher academic titles.
3. The university should reinforce its efforts in inviting guest lecturers from abroad to increase the degree of the exposure of its students to the global context and the language of communication in contemporary research.
4. The wording of learning outcomes should be revised to make them clearer.

**Recommendations for the study programmes “Geography and History (Bachelor)” and “Geography and Biology (Bachelor)”:**

1. The content of the programmes should be reviewed on a regular basis to make sure it reflects the current secondary school curriculum.
2. The logic behind offered electives should be more comprehensible.

**Study-specific recommendation for the study programme “History and Religious Studies (Bachelor)”:**

1. State and confessional relations should be included into the content of the study programme, e.g., in the form of a dedicated discipline.

**Study-specific recommendation for the study programme “Chemistry (PhD)”:**

1. A learning outcomes matrix stating both programme and module levels should be created to increase comprehensives and transparency.

**Study-specific recommendation for study programme “Russian Language and Literature (PhD)”:**

1. The university should revise the disciplines to make them represent broader subject areas where appropriate, e.g., literary studies instead of poetry studies.

**Study-specific recommendation for study programmes “Foreign Language”: Two Foreign Languages (PhD)”:**

1. The University for Teacher Education should strive to raise the admission requirements for doctoral students to C1 in order to attract even more suitable potential candidates.

## V **Decisions of the Accreditation Commission of ACQUIN**

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN has made its decision on 22 December 2023.

### General recommendations for all study programmes:

- The university should ensure direct and continued access to conventional international databases for its teaching staff and students.
- The university should increase its efforts of research integration into the curriculum of the programmes.
- Following the analysis of questionnaires, feedback and action taken should be clearly communicated to all students, not students represented in committees only.
- The examination format (written paper, presentation, test, etc.) should be determined in advance in accordance with the specified learning outcomes and clearly communicated to students in the syllabi to ensure transparency and competency-based assessment.
- The university should provide more support and opportunities for students to improve their foreign language skills.
- The video surveillance systems available in the classrooms should be used as a tool for professional development: Lecturers should record their lessons as well as those of students to reflect on teaching and learning methods together here.
- In the interest of its internationalisation and research efforts, the university should provide more support and opportunities for teaching staff to improve their foreign language skills.
- The university should expand its efforts in encouraging academic mobility for staff.
- The university should keep the English version of the official website updated and revise it regularly.
- In the light of upcoming national teacher training requirements, the university should keep reviewing and renewing the content of programmes on an ongoing basis.

### **Geography and History (Bachelor):**

**The study programme “Geography and History” (Bachelor) is accredited without any conditions.**

**The accreditation is valid until 30. September 2029.**

The following recommendations are given for the further development of the study programme:

- The content of the programmes should be reviewed on a regular basis to make sure it reflects the current secondary school curriculum.
- The logic behind offered electives should be more comprehensible.

**Geography and Biology (Bachelor):****History and Religious Studies (Bachelor):**

**The study programme “History and Religious Studies” (Bachelor) is accredited without any conditions.**

**The accreditation is valid until 30. September 2029.**

The following recommendations are given for the further development of the study programme:

- State and confessional relations should be included into the content of the study programme, e.g., in the form of a dedicated discipline.

**Geography (PhD):**

**The study programme “Geography” (PhD) is accredited without any conditions.**

**The accreditation is valid until 30. September 2029.**

The following recommendations are given for the further development of the study programme:

- PhD approbation procedures should be simplified wherever possible and the Ministry of Science and Higher Education of the Republic of Kazakhstan rules and regulations allow.
- The university should strengthen its efforts in supporting its lecturers in achieving higher academic titles.
- The university should reinforce its efforts in inviting guest lecturers from abroad to increase the degree of the exposure of its students to the global context and the language of communication in contemporary research.
- The wording of learning outcomes should be revised to make them clearer.

**Foreign Language: Two Foreign Languages (PhD):**

**The study programme “Foreign Language: Two Foreign Languages” (PhD) is accredited without any conditions.**

**The accreditation is valid until 30. September 2029.**

The following recommendations are given for the further development of the study programme:

- PhD approbation procedures should be simplified wherever possible and the Ministry of Science and Higher Education of the Republic of Kazakhstan rules and regulations allow.
- The university should strengthen its efforts in supporting its lecturers in achieving higher academic titles.
- The university should reinforce its efforts in inviting guest lecturers from abroad to increase the degree of the exposure of its students to the global context and the language of communication in contemporary research.
- The wording of learning outcomes should be revised to make them clearer.
- The University for Teacher Education should strive to raise the admission requirements for doctoral students to C1 in order to attract even more suitable potential candidates.

**Russian Language and Literature (PhD):**

**The study programme “Russian Language and Literature” (PhD) is accredited without any conditions.**

**The accreditation is valid until 30. September 2029.**

The following recommendations are given for the further development of the study programme:

- PhD approbation procedures should be simplified wherever possible and the Ministry of Science and Higher Education of the Republic of Kazakhstan rules and regulations allow.
- The university should strengthen its efforts in supporting its lecturers in achieving higher academic titles.
- The university should reinforce its efforts in inviting guest lecturers from abroad to increase the degree of the exposure of its students to the global context and the language of communication in contemporary research.
- The wording of learning outcomes should be revised to make them clearer.
- The university should revise the disciplines to make them represent broader subject areas where appropriate, e.g., literary studies instead of poetry studies.

#### **Chemistry (PhD):**

**The study programme “Chemistry” (PhD) is accredited without any conditions.**

**The accreditation is valid until 30. September 2029.**

The following recommendations are given for the further development of the study programme:

- PhD approbation procedures should be simplified wherever possible and the Ministry of Science and Higher Education of the Republic of Kazakhstan rules and regulations allow.
- The university should strengthen its efforts in supporting its lecturers in achieving higher academic titles.
- The university should reinforce its efforts in inviting guest lecturers from abroad to increase the degree of the exposure of its students to the global context and the language of communication in contemporary research.
- The wording of learning outcomes should be revised to make them clearer.
- A learning outcomes matrix stating both programme and module levels should be created to increase comprehensives and transparency.