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6B01301 PEDAGOGY AND METHODOLOGY OF PRIMARY EDUCATION

- BACHELOR OF EDUCATION -

AT THE NP JSC "CASPIAN UNIVERSITY OF TECHNOLOGY AND ENGINEERING
NAMED AFTER SH. YESSENOV"

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8D01101 PEDAGOGY AND PSYCHOLOGY

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7M01503 COMPUTER SCIENCE

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7M01703 RUSSIAN LANGUAGE AND LITERATURE
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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

6B01301 ПЕДАГОГИКА И МЕТОДИКА НАЧАЛЬНОГО ОБУЧЕНИЯ

- БАКАЛАВР ОБРАЗОВАНИЯ -

НАО «КАСПИЙСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ И ИНЖИНИРИНГА ИМЕНИ Ш.ЕСЕНОВА

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 30 СЕНТЯБРЯ 2031.

БАЙРОЙТ, 12 СЕНТЯБРЯ 2024

ПРОФЕССОР, ДР. СЕБАСТЬЯН КЕМПГЕН
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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

7M01301 ПЕДАГОГИКА И МЕТОДИКА НАЧАЛЬНОГО ОБУЧЕНИЯ

- МАГИСТР ПЕДАГОГИЧЕСКИХ НАУК -

НАО «КАСПИЙСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ И ИНЖИНИРИНГА ИМЕНИ Ш.ЕСЕНОВА

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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

8D01101 Педагогика и психология

- Доктор философии (PhD) -

НАО «Каспийский университет технологий и инжиниринга имени Ш.Есенова»

АККРЕДИТАЦИЯ ДЕЙСТВИТЕЛЬНА ДО 30 СЕНТЯБРЯ 2031.

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ПО ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ

6B01401 Физическая культура и спорт

- Бакалавр образования -

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6В01601 История

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6B01506 ГЕОГРАФИЯ

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7M01503 ИНФОРМАТИКА

- МАГИСТР ПЕДАГОГИЧЕСКИХ НАУК -

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6B01703 Русский язык и литература

- Бакалавр образования -

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7M01703 РУССКИЙ ЯЗЫК И ЛИТЕРАТУРА

- МАГИСТР ПЕДАГОГИЧЕСКИХ НАУК -

НАО «КАСПИЙСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ И ИНЖИНИРИНГА ИМЕНИ Ш.ЕСЕНОВА»

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ПРЕДСЕДАТЕЛЬ АККРЕДИТАЦИОННОЙ КОМИССИИ

N. 22400216-240289-0

Accreditation Report

Programme Accreditation at the

**CASPIAN STATE UNIVERSITY OF TECHNOLOGY AND ENGINEERING
NAMED AFTER SH. YESSENOV
Aktau, Republic of Kazakhstan**

Pedagogy and Methodology of Primary Education (Bachelor), Pedagogy and Methodology of Primary Education (Master), Pedagogy and Psychology (PhD), Physical Education and Sport (Bachelor), History (Bachelor), Geography (Bachelor), Computer Science (Master), Mathematics (Master), Russian Language and Literature (Bachelor), Russian Language and Literature (Master)

I Procedure

Date of contract: 24 March 2023

Date of the submission of self-assessment report: 06 March 2024

Date of site visit: 22-24 April 2024

Attendance by ACQUIN office: Dr. Lyazzat Nugumanova, Dr. Michael Mayer

Accreditation decision: 12 September 2024

Peer review experts:

- **Saule Aubakirova, PhD,** Eurasian National University, Astana, Kazakhstan, Senior lecturer

- **Assoc. Professor Samal Antikeyeva, PhD,** Toraighyrov University, Pavlodar, Kazakhstan, Associate professor of "Education and personal development" Department

- **Professor Dr. Torsten Brinda,** University of Duisburg-Essen, Chair of Didactics of Informatics

- **Professor Tenlik T. Dalayeva,** Kazakh National Pedagogical University, Almaty, Kazakhstan, Professor of the History of Kazakhstan

- **Professor Dr. Andreas Eichler,** University of Kassel, Didactics of Mathematics, Upper Secondary Education

- **Professor Dr. Alexander Siegmund,** Heidelberg University of Education, Vice-rector for Research, Sustainability and Digitization, Professor for physical geography and its didactics

- **Univ.-Professor i.R. Mag. Dr. Wolfgang Stadler,** University of Innsbruck, Didactics of Russian Language

- **Professor Dr. rer. nat. Katharina Wirnitzer (PhD),** University College of Teacher Education, Tyrol, Innsbruck, Austria; Sports Pedagogy/Didactics with a focus on Public Health Sports, especially Child Public Health; Head of Subject Didactic Team "Exercise, Sport & Health"

- **Maira Berlibayeva,** Haileybury Almaty School, Teacher of Kazakh history

- **Anne-Sophie Walger,** University of Trier, Student of Teacher education Biology, Geography, Educational Science

The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study programme(s), 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.

Content

II   Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the 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.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, head(s) of the study programme(s), study programme(s) 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 Recommenda-tions). 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 programme(s).

1   Short profile of HEI

The Caspian University of Technology and Engineering, named after Sh. Yessenov (YU), was founded in 1976. Its operations are governed by a Charter approved on May 25, 2020, by the Committee of State Property and Privatization of the Ministry of Finance of the Republic of Kazakhstan. The university is officially registered with the Department of Justice of the Mangystau Region in Aktau city and

holds a state license, issued on December 14, 2012, under number 12019076, allowing it to conduct educational activities in higher and postgraduate education. The university was renamed in honor of the distinguished geologist Shakhmardan Yessenuly Yessenov, who discovered oil and gas fields in Mangystau and Western Kazakhstan and received prestigious awards such as the Lenin Prize and State Prize of the Republic of Kazakhstan. The renaming took place on July 1, 1995, following Resolution No. 767 by the Cabinet of Ministers of the Republic of Kazakhstan, based on a proposal from the leadership of the Mangystau region.

The organizational structure of the university includes 5 faculties, the Maritime Academy, the School of Higher Education, 19 departments, a maritime training center, a military department, a college, and 27 structural divisions.

The total number of students is 7258, including bachelor's 6,722, master's 515, doctoral 22, including by sources of funding: state educational grant (at the expense of public funds) 1,901 people (bachelor's - 1,619, master's - 415, doctoral - 22). At the expense of own funds 5357, at the expense of the local executive body, enterprises, funds - 209.

The teaching staff of the university is 370, including 284 full-time, 54 part- time/production workers, 13 invited foreign professors, 19 invited republican teachers and professors.

The Full-time administrative staff is 291, including administrative and management personnel - 122 (President-Rector, vice-presidents, lawyer, heads of structural divisions, specialists) , junior service personnel - 106 (cleaners, gardeners, drivers, janitors, agronomist, electricians), educational support staff - 47 (department specialists, laboratory assistants), "Military" department - 16 (12 teachers, 4 specialists, instructor, engineer).

2   General information on the study programmes

Pedagogy and methods of primary education (Bachelor)

Date of introduction	1993
Standard period of study (semesters)/ECTS	8/240
Number of study places	25
Number of students currently enrolled	100 (1st year -25, 2nd year -25, 3rd year -25, 4th year -25)
Average number of graduates per year	28
Form of study	Full-time

Pedagogy and methods of primary education (Master)

Date of introduction	2005
Standard period of study (semesters)/ECTS	4/120
Number of study places	10
Number of students currently enrolled	15 (1st year-7, 2nd year-8)
Average number of graduates per year	7
Form of study	Full-time

Pedagogy and Psychology (PhD)

Date of introduction	2014
Standard period of study (semesters)/ECTS	6/180
Number of study places	5
Number of students currently enrolled	5 (1st year-2, 2nd year-0, 3rd year -3)
Average number of graduates per year	3
Form of study	Full-time

Physical Culture and sports (Bachelor)

Date of introduction	2006
Standard period of study (semesters)/ECTS	8/240
Number of study places	25
Number of students currently enrolled	93 (1st course - 25, 2nd course - 24, 3rd course - 23, 4th course - 21)
Average number of graduates per year	70
Form of study	Full-time

History (Bachelor)

Date of introduction	1993
Standard period of study (semesters)/ECTS	8/240
Number of study places	30
Number of students currently enrolled	100 (1st year-30, 2nd year-30, 3rd year-21, 4th year-19)
Average number of graduates per year	20
Form of study	Full-time

Geography (Bachelor)

Date of introduction	2004
Standard period of study (semesters)/ECTS	8/240
Number of study places	25
Number of students currently enrolled	77 (1st year-30, 2nd year-13, 3rd year-11, 4th year-23)
Average number of graduates per year	20
Form of study	Full-time

Informatics (Master)

Date of introduction	2019
Standard period of study (semesters)/ECTS	4/120
Number of study places	15
Number of students currently enrolled	18 (1st year - 7, 2nd year - 11)
Average number of graduates per year	11
Form of study	Full-time

Mathematics (Master)

Date of introduction	2019
Standard period of study (semesters)/ECTS	4/120
Number of study places	20
Number of students currently enrolled	68 (1 course (autumn admission) -33, 1 course (winter admission) – 2, 2nd year (autumn admission) – 31, 2 course (winter admission) – 1).
Average number of graduates per year	11
Form of study	Full-time

Russian Language and Literature (Bachelor)

Date of introduction	1991
Standard period of study (semesters)/ECTS	8/240
Number of study places	30
Number of students currently enrolled	170 (1st course-70, 2nd course-50, 3rd course-30, 4th course-20)
Average number of graduates per year	30
Form of study	Full-time

Russian Language and Literature (Master)

Date of introduction	2019
Standard period of study (semesters)/ECTS	4/120
Number of study places	10
Number of students currently enrolled	15 (1st course -8, 2nd course -7)
Average number of graduates per year	5
Form of study	Full-time

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

YU's internal quality assurance policy is an integral part of the University Strategy (Strategic University Development Plan for 2021-2025). The development strategy of YU is formulated in accordance with the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025, which considers the integration of education and science, creating conditions for the commercialization of intellectual property products, where education is considered one of the most important factors in the social development of the country.

The involvement of teaching staff, students and staff in the development and implementation of documents, including missions and strategies, is ensured by discussion of the goals of faculties and structural divisions, and the involvement of competent experts from among teaching staff and employees in the development of program documents. When developing the mission of YU, a mechanism was laid for its formation, revision, and monitoring in the context of the implementation of the vision and strategy. This mechanism was based on the principles of team development, collegial approval, analysis of the implementation of strategic plans, revision of the mission and strategy taking into account external and internal changes. The work plans of all collegial bodies of YU are formed considering the objectives of the development strategy of YU. In this regard, the results of consideration of planned issues by collegial bodies are part of monitoring the effectiveness of strategy implementation.

The Mission of the University is to educate, inspire and to promote research for sustainable development of the Mangystau region. The University wants to become a leading center of education, science and culture in the Caspian region, with a high reputation and recognition. This is her vision.

The main goals of the University are described by Transformation of the university into a regional scientific and educational hub aimed at solving regional problems. The Development of human capital - the formation of an individual with high social and civic responsibility, cultural values are also an important goal like the formation of a center of academic excellence. Formation of a strong corporate culture within the team should also be achieved. The development of social and campus

infrastructure will be continued. Improving the university management system through digitalization of business processes is another aim like the further increase in the value of the YU brand.

In order to improve the quality of education, the University has an internal quality assurance system based on international standards and guidelines (ESG). The implementation of the Policy is carried out in accordance with the quality assurance standards of higher education in the European Higher Education Area.

The educational activities of the university are carried out on the basis of it's academic policy, which is a system of measures, rules and procedures for planning and managing educational activities and the effective organization of the educational process, aimed at implementing student learning and improving the quality of education. Academic policy determines the procedure for organizing education at a university using the credit system of education for higher and postgraduate education programs. The document includes the procedure for registering students to attend training sessions; carrying out current, intermediate and final controls; organizing all types of internships for students; assessment of students' educational achievements; the procedure for awarding state scholarships to students; rules for transfer, reinstatement, expulsion of students; final certification, etc.

The academic policy of YU was developed in accordance with the Law of the Republic of Kazakhstan "On Education", regulatory legal acts in the field of education regulating the activities of universities. The University bears full responsibility for internal quality assurance of education, provided educational services and their continuous improvement. The quality of educational services directly depends on the role and contribution of each employee in the educational process. In order to ensure and maintain internal quality assurance, the university has developed job descriptions for each employee, containing a specific list of job responsibilities, taking into account his rights and responsibilities. Regulations on structural divisions have also been developed, which define its tasks, functions, rights and responsibilities of each division. Job descriptions and regulations for the department are approved by the highest collegial body of the university - the Academic Council. One of the management methods at the university is the method of involving students in collegial governing bodies that are authorized to make decisions (have the right to vote) in certain areas of the educational institution (like in the on the Academic Council or at the Research Council for example).

In order to ensure the high-quality implementation of educational programs, quality commissions operate at faculties. The commissions analyze the implementation of educational programs and report on this issue to faculty councils. The quality commissions monitor the quality of syllabuses and examination tasks; the chairmen of the quality commissions report to the Academic Council on the work performed.

1.2 Assessment

The review of the documents provided and related questions in various rounds during the discussions of the expert group with the university showed that the university has a robust Quality Assurance System. There is a responsible department within the university, and the involvement of program managers, university bodies, and external stakeholders was convincingly and consistently described. The university has clearly defined strategic objectives and is evidently striving to align its study programs and related processes accordingly. However, it should be noted that at the present time, there seems to be no formal, publicly accessible document that regulates and describes the Quality Assurance Policy (including in relation to university objectives). The existence of such a document is required according to the "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)" in the "Policy for Quality Assurance" standard. If such a document exists but has not been submitted to the accreditation group, then this note is irrelevant. If it does not exist, it is recommended that a corresponding formal document should be developed, published, and submitted as part of the university regulations no later than the next re-accreditation. In line with the ESG standard, this document should describe, among other things, how the university's quality assurance system is organized and how intra-university and extra-university stakeholders collaborate in quality assurance (particularly concerning study programs). Furthermore, this document should also describe how quality assurance processes themselves can be reviewed and gradually developed.

Another quality assurance aspect that should be addressed regardless of the subject is the alignment of study programmes with school practice. Based on the understanding gained in the discussions by the expert group, although interdisciplinary standards for teacher education exist in Kazakhstan, there are no subject-specific standards for specific school subjects such as mathematics, geography, or computer science. While it was mentioned in the documents provided by the university and discussions that regular conversations with school practice and the relevant Ministry of Higher Education take place, it is difficult for an accreditation group to assess to what extent a specific study programme actually imparts the subject-specific and subject-pedagogical competencies required for teaching specific school subjects. Therefore, it is recommended that: 1) a brief subject-independent description of the school and teacher education system be provided and 2) a description be submitted for all considered teacher education programs, indicating in which school levels each specific school subject is taught with which specific subject competencies to be developed. Only in this way can the alignment of modules in a study program with the requirements of school practice be assessed from a subject perspective.

Regardless of the accreditation process, reference can be made to a practice in other countries (e. g., Germany): Here, national subject-specific standards for teacher education in school subjects were developed and adopted with the involvement of the respective Ministries for Education of

the federal states and the respective subject community. In the future, the respective responsible parties for the study programs, along with corresponding program managers at other teacher training universities in Kazakhstan and the Ministry of Higher Education and Research, could potentially develop national subject-specific standards for teacher education and subsequently align their programs accordingly, if it is a common goal to develop the quality of study programs not only regionally but also nationally.

It was positively noted that the university has implemented measures supporting access for people with disabilities to the university and that concepts have been developed on how future teachers can be prepared in accordance with the UN Convention on the Rights of Persons with Disabilities to deal with students with disabilities in their respective subject classes.

Mission and Vision of YU (YU) seems ambitious and encouraging. The main Mission of the university is educate and promote research for sustainable region development. The Vision of the university as understood by the expert panel is to be a leading education, science and culture center in Kazakhstan, with high reputation and recognition.

While Mission and Vision of YU is set up ambitious and encourages students and staff alike, both seems only supported by YU Goals no. 1-2-3 (out of 7). This is an issue to be addressed by all the 7 YU Goals, especially on Science and Research (with its interwoven relation to teaching-learning actions/processes as part of all curricula)

The university has provided information on scientific articles with an impact factor that have been published by the faculty. The information provided included a mix of (i) different categories (papers, posters, talks etc.; rather add categories for talks-posters), (ii) Quartile (eg. Q1) mixed up (not equals) with journal scientific impact factor (JIF). It has not listed 1 single paper indexed/listed at PUBMED database (scopus is fine; however, Web-of-Science like ResearchGate or ORCID is rather personal presentation of researcher rather than YU entity). No internationally relevant JIF (currently n=3 papers between 1.4 - 1.528) at or above 2.0 which is considered the starting point of relevance if in a Q1 journal (at best listed in PUBMED), although 2.0 is still low. Out of total N=126 papers published only n=4 in Q1; this displays only 3.17% in high-level journals. A lot of links, approx. 30-50 % does not work when clicking for access on DOI or other provided deep-/direct-link, giving rather not a beneficial picture. With this summing up, it seems (for now) rather unlikely that YU strategy backed up by its mission vision and goals, can be fully achieved, as here it is also reflected a general (weak or lack of) understanding (for better or worse) of academic writing, dissemination and publishing and shows a lot potential to tap the lack of competence on how to overcome this weaknesses – basically this is a good way for improvements as big gains are realistic with focus and joint forces. Generally this is a good starting point with promising improvements if respective strategies are set up meaningful and focused.

Considering YU´s open-mindness and focus on international competitiveness, generally opening to international teaching/learning, research/science exchange (internship, students/staff mobility, conferences, publications, etc.) there is a need to rethink or even for the very baseline to set up and define very new terminologies, requirements, timelines, resources that are robust enough to focus on and achieve on the long-term international standards (ECTS, JIF, Quartile 1, high ranked/leading/renowned journals, universities and congresses). This will be difficult to achieve with an academic performance that is linked to in-class education and training at YU and then loops back to publication performance of results/data of research/scientific studies at/from YU with an average SIF of 1.3 points (MA and PhD) for published papers mainly in Quartile 2 and 3 or even without any ranking (because published in Kazakh and in Russian languages and journals lacking international reputation, although from regional perspective is valuable and meaningful).

After studying the self-assessment documents and after interviews with the university representatives, it seems still unclear how YU defines its own science and research strategy by agenda/process, that is also aligned with international standards in order to be competitive in teaching/learning and science/research activities and actions. It is unclear how "Free" is access to resources (papers, materials, other): restricted/censured vs. non-restricted/non-censured, such as access to big science databases like PubMed, Ebesco, Erics, Pedocs, Academia, other. What kind of and of what quality of literature is available, is it only Kazakh national only and/or Russian-Asian culture-specific limited or also international standards, access to milestones and landmark literature (papers, books, like Prof. Hattie`s work in the lead in pedagogy is a must-have) as Open Access (OA-agreement with big & leading editor houses, like T&F, Elsevier, Sage, Springer, other) for free download of scientific literature open access PDF-files, leading researchers platforms (ReserachGate or other) and networks (e. g. SHE and SHE Research Group, FRESH network, ISCA, and many more) in European and worldwide – many issues to address, focus and decide on for future direction and track definition.

New/future-oriented topics part (a) (e.g. plant-meat and plant milk and plant cheese along with; foot-print/climate friendly materials out of apple, orange, coconut, succulent etc. peels; foot-print friendly materials out of apple, orange, coconut, succulent peels; and many more new themes and ideas) coped by the 6 research centers (start 2022; pp 64-65): were not much emphasized by the university. There is a crucial need to sharpen and clarify the YU profile for better national and international competitiveness, inclusive mentioning and putting and emphasize/clear link to international policies like e. g. UN SDGs, IPCC, WHO, UNESCO, SHE – Schools for Health in Europe, ISCA, other. This could be a key for YU future development and positioning on the university ranking, in the following mentioning explicitly one example: New/future-oriented topics/themes, part (b): #1 Center for Green Technologies: what about sustainable foods and diets, like plant-based, vegetarian, vegan diets (better footprint considering food waste, reduced use of fuel, water

and land and other, climate-friendly by reduced GHG emissions, etc.) and also see/refer to the YU`s own Greenhouse to grown plants for food and/or technology: why not extend/enlarge for better fooD-fooT-print soil-CO_2-GHG emission, with a shift towards more plant-based-veggie menus & dishes at buffet & canteens (see IPCC 2022; or also see Oxford University staff and students banned voluntarily meat from menu following their own research findings) since shift towards plant foods = most effective according to IPCC 2022 summary report for policy makers.

The university should clearly define what it understands under science and research, terminologies of and criteria for academic writing and academic practice for study design and dissemination, and how it is intended to be linked back to teaching-learning actions and practice at YU, with the latter even more important in the Master and PhD studies. More focus should be put on dissemination of science and research results/data, especially split by YU in general vs. faculty-specific vs study- or subject-specific (taking into account respective international standards) – at least European/Scandinavian countries.

The quality assurance system was described as robust both in the documents and in the various discussion rounds. As points of further improvement, 1) the presumably missing formal and publicly available document describing and formally regulating the quality assurance process in accordance with the ESG standard, and 2) the lack of opportunity to assess the design of study programs against the background of the subject-specific requirements of the school subjects should be mentioned. Therefore, it is recommended that: 1) a corresponding formal document be developed, published, and submitted as part of the university regulations no later than the next re-accreditation, and 2) on a formal level, the alignment of study programs with the requirements of school subjects be examined, and documents be developed from which this can be transparently traced (through a) brief description of the school and teacher education system as well as b) the subject-specific requirements of the school subjects and the extent to which these are covered by the respective study programmes).

Recommendations:

- A separate formal document describing and formally regulating the quality assurance process should be developed.

- A formal document should be developed which briefly describes the school and teacher education system as well as the subject-specific requirements of the school subjects and the extent to which these are covered by the respective study programmes.

- The university should clearly define its own science and research strategy by agenda and process, and how is it aligned with international standards. The university should clearly define criteria for academic writing and academic practice for study design and dissemination.

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

The goals and content of study programmes correspond to the mission and strategy of the university. Since the mission of the university is to educate, inspire and promote research for the sustainable development of the Mangystau region, the goals of all study programmes reflect the mission. In addition, all undergraduate and graduate study programmes include disciplines that allow students to gain research skills. Graduates of the master's program meupon completion of the educational program have the ability to implement the results of their research for the development of the region.

Particular attention at the university is paid to the implementation of scientific research results in production and in the educational process (patents, monographs published as a result of the research work of teachers, materials obtained as a result of student practices and research work of students). At the university, research work is carried out by all full-time teaching staff, doctoral students, master's students and students in priority areas of the university. There are also certificates for industrial design patents and copyright patents, which are introduced into the educational process, thereby ensuring a connection between science and education. The results of the university's scientific research are widely used in the preparation of lectures, abstracts, course projects and dissertations and are formalized by acts of introducing the results of research work into the educational process.

The study programme is developed in accordance with the requirements of the State Compulsory Standard for Higher and Postgraduate Education, the National Qualifications Framework, the European Qualifications Framework, the Industry Qualifications Framework, industry and professional standards developed by the Atameken National Chamber of Entrepreneurs. When starting to design an study programme at the first stage, the name, goals and objectives of the educational program are formulated. To design a study programme, the AC conducts a study of the scope of professional activity to form an initial list of competencies. Meetings are held with employers to clarify and prioritize the preliminary list of competencies. Based on the results of the analysis of

the scope of professional activity, a final list of competencies is formed. The next stage is the formulation of the learning outcomes of the study programme by the program developers.

Next, the modules of the study programme are designed. The structure of a module may consist of one or more structural units (disciplines/practices). The content of the module includes all structural units with an indication of labor intensity in the context of forms of classes, teaching methods and assessment forms. After determining the list of modules and disciplines in the context of competencies and learning outcomes, the complexity of the modules and disciplines in credits is determined. On this basis, a draft curriculum for the study programme is formed.

After the study programme is developed by the Academic Committee, the programme undergoes internal and external examination. The quality assessment of the development of the educational programme is carried out by the Expert Council for Quality Assurance, which includes representatives of the academic community, employers and students. After passing internal and external assessments by experts, the educational program is agreed upon with the employer and discussed at the academic bureau of the faculty, approved by the Academic Council of the university in March of the academic year. To launch an educational program at university, after approval, the passport of the educational program is sent for inclusion in the Register of educational programs of the National Center for the Development of Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan. University does not have the right to recruit and train students in an educational program if it is not registered in the Unified Higher Education Management System Register. New educational programs are tested by two experts, and innovative programs - by three experts from the Bologna Process Center when the programme is included in the Register of Educational Programs.

The bachelor study programmes contain 240 ECTS, scientific and pedagogical master programmes at least 120 ECTS and doctoral studies - at least 180 ECTS.

The university has introduced elements of a dual education system, in which planning and organization of educational activities is carried out based on a combination of theoretical training with practical training in production. At the same time, it is necessary to master up to 30% of the educational material of the discipline directly in production (technological process, the process of creative activity, financial and economic issues, psychological and pedagogical process, and others). The university also implements the practice of involving industrial practitioners in educational activities and operates branches of departments. In addition, the university has introduced multilingual education programs, in which the planning and organization of educational activities is carried out in three languages: Russian, Kazakh and English.

The scientific approach in educational programs is enacted by incorporating the findings of scientific research into the teaching process. These research results are integrated into lectures and

practical sessions and are reflected in the curriculum of various subjects. Graduate competency model-based educational programs emphasize research competencies, which is why all programs include the course "Introduction to Research." Additionally, pedagogical programs feature the course "Organization of Research/Project Work," while master's programs include "Innovative Research Methods and Commercialization." Students engage in research across five scientific areas of the university, with 40% of final projects being commissioned by enterprises. Mini-projects are incorporated into all disciplines to cultivate research skills. Educational programs are practice-oriented ; fewer hours are allocated to lectures, since in the Canvas educational portal audio and video lectures are attached, consequently, most of the classes are conducted in the form of seminars and laboratory classes, where skills and abilities are developed in practice.

All pedagogical bachelors degree programmes include practice part (25 ECTS) which is spread out throughout the whole study period.

Masters programme includes 16 ECTS for practice part, including: 12 for research and 4 ECTS for teaching. 20 credits are allocated for practical part in the doctoral studies, including: 10 for research and 10 ECTS for teaching.

Pedagogy and Methodology of Primary Education (Bachelor)

The main aim of the study programme is training of primary school teachers who are proficient in pedagogy and methods of primary education, have personal, spiritual and moral qualities, the ability to self-develop and improve professional skills.

Pedagogy and Methodology of Primary Education (Master)

The purpose of the study programme is training competitive teachers of primary educationand scientific staff possessing in-depth scientific knowledge in educational, research, teaching activities, are able to design and develop of educational and methodological technologies and innovations for solving problems, integration, generation and transfer of knowledge associated with relevant educational technologies and innovations, conducting projects or research in the field of educational technology, learning technologies, learning design and innovation in various situations

Training is conducted according to a multilingual program - classes are conducted in Russian, Kazakh and English.

To improve the quality of the educational process, foreign professors with a high H- index are invited to give lectures, conduct master classes, guest lectures and scientific seminars with undergraduates and teachers of the Department of Pedagogy.

Pedagogy and Psychology (PhD)

The purpose of the educational program is to prepare doctoral students for scientific research and develop the ability for independent, constructive and critical research.

The uniqueness and specificity of the programme " 8D01101 - Pedagogy and Psychology " is training in English and the synthesis of scientific and practical knowledge and skills in the field of psychological and pedagogical competencies, implemented through the inclusion in the theoretical part of training of disciplines that reflect the current state of world scientific knowledge of psychological and pedagogical methodology science, comparative analysis of domestic and foreign advanced theories, and discoveries in the field of pedagogy and psychology.

Physical Education and Sport (Bachelor)

The main goal of the programme is training highly qualified competitive specialists in the field of physical education and sports activities. It includes training of specialists with general cultural and professional competencies, capable of modernizing and developing sound social policy and corporate culture in the field of modern pedagogy, capable of successfully working in the field of education in the framework of providing quality educational services to consumers of all levels through the formation of the necessary fundamental knowledge, skills and abilities in professional activity.

The university ensures compliance of the provided educational services with national and international standards, formation of the international image of the university as a leading educational, scientific and sports center in the west of the country, creation of modern educational, scientific and sports facilities and conditions that ensure high quality of educational and social services. The university offers dual training and provides guest lectures offered leading experts in the field of physical education and sports.

History (Bachelor)

The study programme main aim is training competitive local historians with high-quality knowledge in the subject area, skills and abilities in teaching history in the study of the region, innovative and global thinking, personal and spiritual and moral qualities, managerial, research, digital, language knowledge, skills and abilities, the ability to self-development and improve professional knowledge, skills and abilities.

Geography (Bachelor)

The main aim of the study programme is preparation of geography teachers with high-quality knowledge in the subject area, skills and abilities of teaching geography at school, who possess national and global thinking, personal and spiritual and moral qualities, entrepreneurial, research,

digital knowledge, abilities and skills, the ability to self-development and improve professional knowledge, abilities and skills.

Students can take part in academic mobility at the partner universities. Dual training is offered at the bases of practice: Regional specialized boarding school Daryn , gymnasium No. 13 and at the educational and field practice of the RSE "Kazhydromet".

Computer Science (Master)

The purpose of the study programme is to prepare competitive computer science teachers and researchers with in-depth knowledge in the subject area, skills and abilities in teaching computer science based on updated education, managerial, digital, language knowledge, skills and abilities, ability to organize and conduct scientific research and ability to implement the results of research into the practical activities of educational institutions.

The study programme Computer Science (Master) provides multilingual training in English, Kazakh and in Russian. A total of 14 disciplines are studied, of which 50% are in the Kazakh language, 30% in Russian (History and philosophy of science, Data analysis and processing (BigData), Pedagogical diagnostics, Big data processing and development of intelligent applications) and 20% in English (Foreign language professional, Pedagogy of higher education, Psychology of management).

Mathematics (Master)

The main aim of the programme is training of competitive mathematics teachers/research workers with in-depth knowledge in the subject area, skills and abilities in teaching mathematics based on updated education; managerial, digital, language knowledge, skills and abilities; ability to organize and carry out scientific research in mathematics; ability to implement the results of the research carried out into the practical activities of educational institutions .

Master's students are trained in a multilingual programme. The modular curriculum contains 14 disciplines, 50% of which are taught in the Kazakh language (7 disciplines), 30% in Russian (4 disciplines), 20% in English (3 disciplines). Disciplines taught in English: Foreign language (professional), Higher education pedagogy, Data analysis and processing (BigData).

Russian Language and Literature (Bachelor/Master)

The main aim of the study programme is to train teachers of the Russian language and literature who have theoretical training in the field of linguistics and literary criticism, have the skills of analyzing and constructing texts, modern teaching methods, and are capable of self-improvement in the process of teaching. The educational program aimed at training teachers in languages and literature is aimed at implementing the mission and policy of the university and the strategic plan:

Training competitive teachers of the Russian language and literature with high-quality knowledge in the subject area, skills and abilities in teaching Russian language and literature at school; research , digital, language knowledge, skills and abilities; innovative and global thinking, personal, spiritual and moral qualities; capable of self-development and improvement of professional knowledge, skills and abilities.

The study programme offers dual training (OSHI Daryn , school No. 12, No. 22).

Students can participate in academic mobility with Crimean Federal University named after V.N. Vernadsky, Belgorod State National Research University.

Methods of teaching include reading literacy, the presence of unique disciplines that expand employment opportunities (translator, copywriter, specialist in philological analysis of controversial texts). The study programme includes topics such as Fundamentals of branding and copywriting, Philological text analysis, Functional stylistics of the modern Russian language and literary editing, Creative text modeling).

Russian Language and Literature (Master)

The main goal of the educational program "7M017003 – Russian language and literature" is to meet the needs of the individual in intellectual, cultural and moral development by obtaining postgraduate education in the field of Russian language and literature; organization of master's training, allowing all graduates to continue their education both with the aim of obtaining a Doctor of Philosophy PhD diploma in the field of Russian language and literature, as well as in related areas of linguistics and philology, and for the purpose of further self-improvement; meeting the state's needs for qualified personnel by training masters of Russian language and literature; ensuring the convertibility of documents on higher education for the equal participation of the Republic of Kazakhstan in the international educational space.

Academic mobility is possible at the foreign partner universities (Crimean Federal University named after V.N. Vernadsky, Belgorod State National Research University).

The study programme offers disciplines that teach innovative methods of professional pedagogical activity in the context of updated educational content, modern information technologies in the philological and pedagogical fields (Linguocultural foundations of teaching the Russian language, Modern concepts of Russian language textbooks, Cyberpedagogy).

2.2   Assessment

General assessment

The study programmes under accreditation correspond to the general objectives of educational programs in the Republic of Kazakhstan and the requirements of modern and high-quality higher

education. Despite the inadequate and sometimes somewhat confusing self-documentation (brief module descriptions, contradictory assignment of courses to modules, inconsistent course modules, inconsistent course designations), the expert group evaluates the Bachelor's and Master's degree programs as well-designed programs that are also oriented towards the university's goals and are in high demand.

Concerning all study programmes the expert panel identified two main areas for further optimization. First is academic writing and competence. The university needs to define their understanding of science and research activities, which includes qualification of staff and students (high science vs. translational vs. applied science), data collection, designing projects and thesis documents, peer-publishing, reviewer, peer-review of results, contribution to body of science etc. that goes hand in hand with using English as a main science, learning and teaching language, which should be one of the priority languages at the university. It includes qualification of staff and students, also by defining required levels of English mastery that would aid directly in quality and success of all processes considering pedagogy, didactics, science, innovation, green technologies, IT and computer sciences

Of key importance that YU overall can achieve its own mission, vision and goals and to make YU itself future-fit and competitive among the international university profiles on which the students decide on where to go for study is academic writing from the beginning of studies as a tool in courses and for study itself. Academic Writing, Research/Science and Project (8 ECTS) is insufficient in the last two semesters in the year 4 of study at the very end to learn how to correctly write academically adequate as it seems too late for improvements, also academic writing needs training, so best to start from the very first semester and in all seminars alike, meaning all professors who teach curriculum or subject theory with written exams or thesis must be qualified with the respective academic competencies being able to educate and train their students on this skill as key tool of their teaching-learning process.

French but not English is mentioned in the self-documentation report as main second language although one major goal is going international also for these study programmes and clearly English is the international and science language worldwide. The expert panel would encourage the university to emphasize English as main 2nd language in order to fulfil and match with the YU mission, vision and goals.

The university emphasizes that it offers multilingual teaching and learning including in English. This would require that at least any professor/staff has basic language skills at least in English in order to contribute to YU mission, vision, and goals. However, according to the interviews with students and staff, only 20% of the 14 disciplines/lectures are conducted in English, and also by

the interviews was obvious that only a little number of staff and students were able to talk in English.

An important aspect that deserves attention is the university's low enrolment of PhD students (in pedagogy and psychology), which is evidently linked to the limited availability of grants provided by the Ministry of Higher Education and Science. Since a proficient command of English is a pre-requisite for PhD candidates, it is noteworthy that only a minority of university staff currently meet this requirement, as indicated by discussions and protocol notes. Thus, it is crucial to enhance English language proficiency among both personnel and students.

Although it is greatly appreciated the willingness and motivation of YU staff, students and exec-utive board, it seems to the expert panel that, YU mission, vision and goals cannot be achieved sufficiently with this curriculum as it may be the desire of YU by intention. The expert panel con-siders that the main issue will be to have a deep rethinking on the strength of YU community and region, as starting point defining this, from there on, update and refine as far as possible based on Kazakh state requirements better structured curricula for each study programme, split by a basic/general content for all vs. much specification courses/modules in the second part of the specific study programmes for tailored outcomes that match perfectly the YU region needs as well as YU mission, vision and goals to achieve. This would require a serious and an open-minded internal evaluation.

For an expert panel it was not clear to which extent the curriculum is determined by Kazakh Ministry of Science and Higher Education vs. how much the university can create and decide itself to set up a unique profile for YU profile by study programmes to be maximum competitive within the university community. It would be advantageous that YU has more flexibility (approx. 30-40 % vs. Kazakh state/ministry to determine approx. 60-70 % of curricula) in order to strengthen its venue at YU region Aktau, sequencing the mandatory fractions determined by Kazakh state; for example, starting with a very basic structure that splits general/basics for all novice students vs. subject-specific elements for specialized pedagogy, sports or mathematics advanced students.

Modules/courses like Languages and Politics is rather not adequate in Mathematics or PE & Sports curriculum; and also: modules/courses on Active Tourism, Olympic, Wellness, Marketing (20 ECTS) – to the expert panel seems inadequate in a basic phase of a bachelor study as this is already focused on specialization, with the latter much needed in the subject-specific studies to be tailored to the goals and needs of the students future jobs, the YU region, etc..

For example, in the field of Pedagogy-Didactics (33 ECTS), the Basic Education and training shall be in major parts pooled and densified at the beginning of the study programmes by adequate structure, as foundation on which later YU can build upon with specialization education and train-ing programs specific to each subject, like a "initial introduction and orientation phase" that is

the same for all novice students. The university should rethink how the overall structure of study programmes can be meaningfully re-designed and at the same time comply with Kazakh state requirements for study programmes.

The expert panel got an impression that there is no clear red line or a stringent track to be identified from semester 1 to 8 considering the sequencing of the modules, especially the interconnectedness and linkage and sequencing of the contents, courses and modules. This issue should be addressed and solved (not only on paper, in real-life/hands-on in classes by actions that are able to achieve YU mission, vision, goals).

The timely-contextual-didactical structure and sequencing of modules and courses seem to be rather disadvantageous by (a) little practical lessons/course compared to theory/science lessons/courses and also other than education/non-educational, so that (b) the ratio of practical-to-theoretical lessons seem unbalanced or at least not meaningful or understandable/to trace from outside, especially based on (c) the lack of transparency of what is determined by Kazakhstan state for curricular structure vs. how much freedom/flexibility for creating meaningful curricula for the YU and region development is given to YU hands/executive board.

General recommendation:

- English should be emphasized as one of the main languages of science, learning and teaching. With this regards the qualification of staff and students concerning language requirements should be defined and English language proficiency should be enhanced.

- The curriculum of the study programmes should be revised with regards to the interconnectedness and linkage and sequencing of the contents, courses and modules. The curriculum could possibly be split by a basic/general content for all vs. much specification courses/modules in the second part of the specific study programmes for tailored outcomes that match the Mangistau region needs as well as YU mission, vision and goals.

- Academic writing should be taught from the beginning of the study programme.

Pedagogy and Methodology of Primary Education (Bachelor/Master)

"Pedagogy and Methodology of Primary Education (Bachelor/Master)" study programmes are closely linked to the mission and strategic vision of the institution. Graduates of the study programmes should be capable of contributing to the sustainable development of the region through their research activities. The curriculum aim to equip students not only with pedagogical knowledge, but also with the necessary research skills. This is evidenced by the inclusion of courses such as 'Organisation of Research/Project Work', 'Entrepreneurship' and 'Global Ecology' in the undergraduate programme, and 'Innovative Research Methods and Commercialisation', 'Patenting' and 'Digital Technologies in Research' in the Master's programme.

The University collaborates closely with school partners, engaging both directors and teachers in curriculum discussions. During the design phase, students participate in discussions, providing valuable input from their perspective. Once the programme is finalized, it undergoes review by Academic Council and is approved by school principals and participating students.

According to the employer recommendations, all programmes undergo annual updates based on industry feedback.

The main objective of the study programmes "Pedagogy and Methodology of Primary Education" is to equip students with comprehensive knowledge and skills essential for the field. These include understanding developmental patterns, educational theories, and assessment methods, fostering moral and spiritual values, integrating modern teaching methods and technologies, promoting research skills, fostering student-centered learning, facilitating effective professional and social interactions, and encouraging entrepreneurial initiative. Additionally, the Master's programme emphasizes advanced competencies such as conducting experimental research, designing educational programs, diagnosing management subsystems, utilizing communication technologies, evaluating pedagogical problems critically, and fostering continuous self-development. These objectives align with the demands of the professional field and Bachelor/Master level expectations by emphasizing interdisciplinary knowledge, practical application, and preparation for future labor market needs

The structure of the programmes contributes significantly to meeting the defined objectives by adopting a competency-based framework organized into modular components. For example, the "Pedagogy and Methodology of Primary Education" programme integrates theoretical learning with practical experience through dual education, allowing students to apply their knowledge in real-world settings such as local schools. This hands-on approach has resulted in employment opportunities for graduates within the education sector. Similarly, the "Pedagogy and Methodology of Primary Education" Master's programme is structured to deepen the content of disciplines at each level, avoiding duplication and incorporating advancements in science and education.

Graduates of the "Pedagogy and Methodology of Primary Education" programme have a diverse range of career opportunities available to them, including roles as primary teachers, researchers, methodologists, educational administrators, and specialists in various educational institutions and centers. These opportunities span across general education schools, government agencies, scientific institutions, and educational centers for training and retraining personnel in education.

The employment statistics for both the Bachelor's and Master's programmes demonstrates consistently high rates of employment over the past few years, indicating that graduates are successfully transitioning into their chosen careers.

The expected student workload in credits is sufficiently defined and transparent for both programmes. In the Bachelor's programme, the workload is evenly distributed across eight semesters. Similarly, in the Master's programme, the workload remains consistent at 30 credits per semester, resulting in a total of 120 credits.

Mandatory internships at YU are structured through agreements with over 1000 governmental and non-governmental institutions, offering placements in diverse sectors relevant to students' professional aspirations. For instance, master students engage in annual scientific internships, both domestically and internationally, aimed at enhancing research skills and producing tangible outcomes such as scientific materials and refined research methods. Additionally, bachelor students participate in academic mobility, experiencing online and offline training at partner universities to broaden their educational horizons and practical experiences.

Pedagogy and Methodology of Primary Education (Bachelor/Master) educational programs reflect the Mission of the University and the four purposes of higher education of the Council of Europe.

The university emphasizes student-centered approaches, staff quality, and continuous monitoring to support the personal and professional development of students, fostering a culture of excellence, integrity, and equality.

Through comprehensive education and involvement in academic and extracurricular activities, students are prepared to be active and responsible members of society, contributing positively to their communities.

The programmes focus on academic excellence, research skills, and innovation, with modules designed within a competency-based model and adherence to international standards. The university promotes research activities, collaboration, and transparency to contribute to the advancement of knowledge and innovation in the field of primary education.

Pedagogy and Psychology (PhD)

The training of doctoral students in the study programme "Pedagogy and Psychology" at the YU is carried out within the framework of the state standard and standard provisions of the Ministry of Science and Higher Education of the Republic of Kazakhstan, which also allow to create a variety of structures.

The purpose of the study programme is to prepare doctoral students for scientific research and to develop the ability of students for independent, constructive and critical research. The study programme is offered in English. The programme includes synthesis of scientific and practical knowledge and skills in the field of psychological and pedagogical competencies, implemented through the inclusion in the theoretical part of training of disciplines that reflect the current state

of world scientific knowledge of psychological and pedagogical methodology science, comparative analysis of domestic and foreign advanced theories, and discoveries in the field of pedagogy and psychology.

The scientific component of the PhD programme consists of research work of doctoral students, scientific publications, scientific internship, writing and defending doctoral dissertations.

The YU provides a diverse and inclusive research environment through the social policy of the university, the implementation of scientific projects within the framework of grant funding from the Ministry of Science and Higher Education of the Republic of Kazakhstan." The study programme makes a significant contribution to the development of scientific and methodological foundations for the development of inclusive higher education throughout the country, since the importance of scientific and teaching work on a national scale is determined by their focus on the implementation of the "Concept of Inclusive Education in the Republic of Kazakhstan", the Law of the Republic of Kazakhstan "On Social and medical pedagogical correctional support for children with disabilities", "Roadmap of higher and postgraduate education for persons with disabilities" of the Ministry of Science and Higher Education of the Republic of Kazakhstan.

Admissions criteria are a completed master's degree, English language proficiency and at least 9 month work experience. In the case of identical indicators of competitive points, persons with scientific achievements corresponding to the profile of the study programme receive preferential right for admission to doctoral studies: scientific publications, including in rated scientific publications included in the 1st, 2nd quartile according to the Journal Citation Reports of the Clarivate Analytics Web of science database for the last 3 calendar years; certificates of scientific research; certificates of awarding scientific scholarships, grants; certificates/diplomas for participation in scientific conferences and competitions.

The results of doctoral students' scientific activities are reflected in (international) peer-reviewed scientific journals, conferences and/or other scientific events with a critical mass that ensures the quality of research. Certain number of publications is a requirement imposed by the Ministry of Science and Higher Education of the Republic of Kazakhstan. It is advisable to reconsider the requirements on obligatory publications and focus more on quality vs. quantity.

Throughout the research and studies doctoral students acquire leadership and teamwork skills and develop coaching and teaching skills.

Doctoral students undergo mandatory scientific internships in international scientific organizations or universities that are in the top 300 in QS.

In general, doctoral candidates in this field are provided with comprehensive support in achieving their individual goals and professional development support structures are implemented, as evidenced by well-known graduates in Kazakhstan and their scientific developments that affect the development of social pedagogy, self-knowledge and the entire education system of Kazakhstan as a whole.

Physical Education and Sport (Bachelor)

According to the university, the study programme ranks no.1 among 34 universities in Kazakhstan and considering achievements of athletes of programme "Physical Culture and Sports" students are top-ranked in Kazakhstan and internationally (mainly skill-/motor-competence/strength-centered types of sports (along with the Summer Universiade for staff with 17 sports types). These are remarkable achievements for the university.

For Faculty of Education is not clear if this study programme is basically linked to Education or Science, or both equally, but seems necessary to define in order to contribute to YU Mission, Vision, Goals.

It is not clear how this study programme can contribute to YU mission, vision and especially Goals no. 1-2-3.

The Department of Physical Culture and Sports according to the self-report cooperates with industry and enterprises, in addition to schools, but left unanswered (at least in parts) on how this cooperations are realized in real-world scenarios with these economic branches. With this regard the faculty could clearly define target jobs and working branches for future employees (teacher, wellness-massage-fitness coach, military, other) that graduate from this study to provide a better and more clear picture for the students and the YU region what all stakeholders could expect and thus to strengthen synergies.

In the study programme PE & Sports students undergo special admission process which includes three complusory subjects plus two specialized subjects, and also specific for PE & Sports (approximately 2-3 days: physical and mental suitability for sports in general, personal physical skills, motor-competence sports-specific).

Science and annual plan by Faculty-Departments, especially in PE & Sport seems to focus on subject-, area- or profession specific Action Research rather than (also) quantitative-qualitative-mixed method designs with multidisciplinary or interdisciplinary or transdisciplinary approach or other. There seems to be little flexibility by faculty for adaptation, vs. required flexibility to adapt midterm to societal-developmental changes/responses which is a core characteristics of science and education.

New/future-oriented topics/themes in Physical Culture and Sorts, e.g. PA, Sports & Exercise = Medicine and considered as health resource -> Prevention first/over Therapy/Surgery; Active Mobility via Sports-to-School/ Sports-to-Job etc.; sustainable Sports Nutrition innovations; and much more) coped by the 6 research centers (start 2022; pp 64-65):

According to the information provided by the university, there is only n=1 paper with impact factor published in section Physical Education, Sport & Exercise. There is 100% margin for big steps for improvements in output and performance of this Department and study programme.

The expert panel got an impression that there is generally a lack of expertise on how to supervise, guide and mentor scientifically (from an assured practical/theoretical expertise of the PE & culture professors) their sports students – most importantly to train the trainers/professors themselves in academic skills (writing, study design, publishing, etc) in order to qualify and empower the professors to guide and supervise their students through final examination phase of BA-thesis design, conduction of study and thesis writing until the defense of their BA-Thesis.

Based on the examples of theses provided there are only two main areas/fields for topics to choose: (1) sports physiology/medicine and (2) sports and pedagogy/method. Regarding the examples of theses, the experts would suggest the faculty to pay more attention that the title must be meaningful and precise and must be directly linked to aim and gap and research questions, abstracts should be included, terminology should be consistent. The introduction should focus on how to present from current scientific knowledge/state of art science internationally, derive from that a gap to bridge and address/problem to solve and from this formulating an aim of the study/objective/purpose (maybe yes/not a hypothesis too if there is enough sound theory/scientific literature). From aim to be formulated 1-3 max. precise research questions two be tested and intended to be able to be answered, and to reach the goal, and to match the title (looping back, closing the loop overall), mainly missing: subjects vs. controls/populations, methodological approach and procedures (how study/intervention/test is conducted – protocol?, timeframe and time points, selected exercises amd why, how to control for), material used, data clearance, exclusion and inclusion criteria, compliance, statistics, etc.. Results should focus on extra and facts only (no interpretation). In the discussion part key results to be listed and discussed/interpreted/compared with state of art literature/studies internationally one by one – explain matching vs. contrary results, provide reasons. Students should be taught on how create a proper reference list.

Subject-specific education and training in theory and practice of sports/demonstration of motor-skills, exercises in various disciplines and types of sports at YU generally mentioned as one of the most important factors for national, and YU region, development – indeed, this aligns with overall YU strategy and sequences well from other subjects-specific curricula of other study programmes,

matching the YU efforts with student-centered focus on all the study programmes offered. Especially for PE & Sports extra 5 documents show a modular construction of educational programs in sports, and also the distribution of ECTS over 8 semesters (ECTS over 8 semesters: 30-32-30-32-28-31-35-22 = total 240 ECTS) seems well balanced; also from interviews with the representatives of the university it was identified the three main and possible areas of job employment for graduates: education/school, organizational/ trainer etc., and sports management/sports clubs.

Physical Training (currently 11 ECTS) seems rather not covered enough from a practical perspective to develop mastery in specific sports types and disciplines versus the following 3 pooled fractions that add up to 80 ECTS of theory alone (with some parts strongly overlapping and seem repetitive with potential of densification for better learning and qualification outcomes), which are Human Anatomy-Physiology-Psychology-Pedagogy, Therapeutic PE (15 ECTS), Physiology of school children, developmental psychology, inclusion (15 ECTS) and PE & Sports pedagogy-didactics, incl. history and modern culture (50 ECTS).

The timely-contextual-didactical structure and sequencing of modules and courses is rather disadvantageous by (a) little sports mastery practical lessons/course compared to theory/science lessons/courses and also other than education/non-educational, so that (b) the ratio of practical-to-theoretical sports lessons seems no balanced (the expert panel learned from online meetings: ratio for practical (30 h)-to-theoretical (15 h) courses is thus is about 2:1) or at least not meaningful or understandable/to trace from outside, especially based on (c) the lack of information of what is determined by Kazakh state for curricular structure vs. how much freedom/flexibility for creating meaningful curricula for the YU and region development is given to YU hands/executive board (see: (approx. 30-40 % vs. Kazakh state/ministry to determine approx. 60-70 % of curricula)

Meaningful and effectively contributing of PE & Sports study programme incl. modules and courses to YU mission, vision and goals to split all the curricula very basic into (A) foundational/general modules/courses relevant to all pedagogy studies (see initiation-orientation-phase as one option to approach) vs. (B) subject-specific PE & Sports study programs incl. Focus-Study modules, courses and lessons for subject-, discipline- and topic-/theme-specific specialization; here, just to give some examples for better understanding what is meant here by the expert panel Human anatomy-physiology which includes Basis for Children organism and psychology is lacking and should be sequenced better in a sports pedagogy/didactical manner.

Sports didactical and pedagogical theories, settings and tools is issue to be sequenced better in a PE-sports-specific manner. Basic skills vs. complex competencies in PE & Sports, like speed/velocity, endurance, power/strength, flexibility, other and implementation in basic PE characteristics vs. specific sports, e.g. running, jumping is basic and part of many complex PE forms in divers disciplines. PE & sports specific knowledge, such as biomechanics, training sciences, sports nutrition,

sports psychology, physical activity, sports and exercise (medicine), physical activity-sports-exercise as a resource for health and health promotion, PE and sustainability, active mobility e.g. walking, running, cycling should be set up and extended in a PE-sports-specific manner that is future-fit and state of current science which aligns with current policies (e.g. WHO, UN, UNESCO, other) should be considered.

PE & Sports specific practical teacher training including hospitation/visits, reflection, internship should be strengthened or reflected and refined and upgraded.

Type of sports and disciplines and students mastery and own level and skills to be developed should be better displayed in the curriculum. With this, then only sports-specific pedagogical-didactical methods, like methodical sequence for both methodical exercises sequence and me-thodical game/play sequence, for preparing exercises and games from the scratch to top-level mastery, simplified exercises and games preliminary to target discipline and PE competence in rough vs. fine formed competence should be considered. For example swimming/diving/tower jump, rescue methods/safe-life guard training, big ball games: basketball, volleyball, handball, football/soccer etc., gymnastics, from floor to rings to parallel bars or floor exercises etc., track and field disciplines, from endurance/spring to jump, hammer, discus and much more, cycling various disciplines (see Team Astana, Alexander Vinokourov), skiing, cross-country skiing, sledg-ing, ice-skating, etc., dancing, music- driven movements, rhythmics, theater, pantomime, etc., diverse, such as basic safety training in PE & sports, outdoors sports, split by summer vs. winter and new modern contemporary sports like eg. parcours/freerunning etc..

The link and interconnectedness of the topics such as tourism, business, marketing, Olympics covered in the curriculum is clear for sports professional, a non-sports fan may be not able to identify the connection as it is not elaborated in the curricula how strong this connection shall be or is already. This should be more clearly in a PE-sports-specific manner that is future-fit and easy to follow clarified. It should also provide better understanding and to strengthen the YU region development by emphasizing this strong connection and synergies of YU, academia and econ-omy/business with these closely related areas

One of the challenges is the meaningful refinement and sharpening profile in order to better contribute to YU overall strategy from study programme Physical Culture and Sport in order to develop the region and also to increase the chances for employment of graduates on the private sector in addition to school/sports club-trainer as main job opportunities. The expert panel learned that graduates mostly work at schools approx. 75-80 % vs. 20-25 % other, which are sports federations for elite sports/Olympics as managers, trainers/instructors to train elite/Olympic ath-letes, entrepreneurs a private business market, eg. Yoga, Wellness, massage, gym, sport centers.

Examination requirements for the educational programme Physical Culture and sports (incl. criteria) seems meaningful and balanced; however, information is missing what share takes place in seminar room vs. what in gym for practical demonstration.

Gender ratio male-to-female: compared to all other studies, it seems that the study programme Physical Education and Sport with total of N=93, consisting of n=73 males and n=20 females, there results a ratio of 73:20 or 21,5 % females of total group; this study programme ranks last/performs weakest in gender-contribution or gender-sensitivity. The university could consider measures to increase the ration to at least 30%.

Recommendations:

- The allocation of ECTS credits to the field of Physical training to develop mastery in specific sports and disciplines should be increased.

- The ratio of practical-to-theoretical sports lessons should be revised and the ratio of practical lessons should be increased.

History (Bachelor)

The study programme History (Bachelor) aligns with the mission of modular learning and maintaining educational infrastructure through the use of open online courses. The study programme offers the discipline "Sacral Mangystau" for all specialties of the university, the content of this discipline corresponds to the mission of the university: to educate, inspire and promote research for the sustainable development of the Mangistau region. New subject "Sacral Mangystau " has been introduced into all undergraduate programs in the cycle for choosing general education disciplines, providing a clear understanding of historical and cultural processes and problems of interaction between history and culture, historical and cultural transformation of the process of sacralization, the role and significance of sacred spaces in strengthening the national identity of Kazakhstan.

External stakeholders and students are involved in the design of the study programme through various mechanisms. Directors of secondary and secondary specialized educational institutions of Aktau (Mangistau Humanitarian College, IT Lyceum School, secondary schools No. 15, No. 16, No. 21, 22) participated in the development of the educational program "History" (bachelor's degree).

The uniqueness of the study programme is the implementation of dual education with secondary school No. 22 in Aktau (discipline "Innovative teaching methods in teaching history"); there are unique disciplines: "Sacral Mangistau", "Mangistau in ancient and medieval times", "History of Mangistau in the new and modern period", "Virtual museums: preservation and representation

of historical and cultural heritage"; in the implementation of a research project in the direction of preparation "Sacred History of Mangistau".

The main aim of the prorgramme is to train specialists with deep theoretical knowledge and practical skills in the field of historical science who can scientifically research and study world and domestic history, the history of Mangistau, its historical roots and spiritual heritage.

The model of graduate competencies includes personal, professional, research, global, national code, entrepreneurial, digital competencies, which are formed as learning outcomes.

The focus of the educational program is aimed at training local historians. The objectives of the programme also include the development of practical skills in museum affairs, as evidenced by cooperation with the museum and an emphasis on alternative learning formats.

The structure of the study programme "History" (Bachelor) includes two cycles of disciplines: 1) Cycle of general education disciplines; 2) A cycle of basic disciplines. The disciplines of these two cycles are distributed into 20 modules on a thematic basis. The program combines alternative learning formats and hands-on experiences to promote a comprehensive understanding of historical subjects.

Graduates are employed in secondary schools as history teachers, in addition, they have the opportunity to work in scientific, research centers in the field of history (local archives and regional museums), and in institutions where specialists, competent in the field of pedagogy, psychology and methods of teaching history.

There are no mandatory internships for undergraduate students, as is the case in master's and doctoral programmes. The programme however offers a variety of internship opportunities in government and non-government agencies.

Students have a possibility to take part in domestic and foreign academic mobility. For example, in this study programme, two second-year students in the "History" direction took part in external and internal academic mobility, studying for a semester at the Aktobe Regional University named after K. Zhubanov in Aktobe, Kazakhstan . In the next, 2020-2021 academic year, three third-year students of the same program completed academic mobility at Taraz Regional University named after M.Kh. Dulati. In addition, in the 2022-2023 academic year, second and third year students of the Faculty of History underwent academic mobility at the Korkyt Ata Kyzylorda University in Kazakhstan. In addition, as part of the academic mobility program for studying abroad, student Danagul Iztileuova was selected to study at Nigde Omer Halisdemir University in Turkey for the 2023-2024 academic year.

The programme emphasizes personal development, active citizenship, and advanced knowledge base through practical experiences and alternative teaching formats.

The process of approving the curriculum is structured: the development of the educational program is carried out at the department with the participation of stakeholders and students, then the program is reviewed and discussed at a meeting of the Faculty Academic Council, the final stage is approval by the University Academic Council.

The expert panel recommends to strengthen the teaching staff by increasing the number of young personnel with doctoral degrees in history.

Recommendation:

- The number of teaching staff with doctoral degrees should be increased.

Geography (Bachelor)

The expert panel assesses the Bachelor's programme as coherently structured programs that meet the requirements of the Kazakh educational system. The defined professional and occupational fields are reasonable and appropriate to the competencies and skills to be acquired by the students. The qualification objectives - as well as the respective learning objectives - are clearly structured and correspond to the generally binding educational standards of the Republic of Kazakhstan.

In the opinion of the expert panel, the structure of the Bachelor's degree programme appears logical and appropriate. The distribution of credit points is appropriate to the curriculum. The connections to the fields of professional activity and thus the practical requirements are very well coordinated through the structure of the curriculum.

Computer Science (Master)

The presented curriculum and associated module descriptions of the study programme Computer Science (Master) are divided into various areas. There are educational science modules, computer science modules, computer science pedagogy modules, modules related to teaching and learning in the digital world, and modules intending to develop research competencies. Firstly, it should be noted that the mentioned content areas and included modules were chosen reasonably. However, it is to be noted that based on the provided documents, and also through questions raised in the discussions, it could not be conclusively determined in which grade levels computer science is taught in schools with which curriculum, and to what extent the selection of modules in the programme reflects this. Furthermore, the assessed programme is a Master's programme. The university offers a preceding Bachelor's programme in computer science education. It would be helpful for the expert panel, if corresponding documents on preceding Bachelor's programme in computer education would have been provided in order to assess the overall competency development.

Moreover, based on the submitted documents, it is not clearly apparent whether the university or external entities provided structural guidelines for the structure of the Master's programme that had to be followed (determination of content areas and assignment of credit point requirements). Formulations in the documents such as "University Component" or "State Compulsory Module" suggest this hypothesis. If such guidelines exist, they should be made transparent and explicitly outlined in the future (including any credit point requirements), as this is important for assessing the leeway that program developers had. Thus, it is only evident how many credit points were assigned to which areas, but not whether the respective sum of credit points was freely chosen or quantitatively prescribed by any internal or external entity.

Overall, it is noted that the proportion of modules dealing with computer science as a discipline in the narrower sense seems to be quite limited. Modules with a clear computer science focus include Data Analysis and Processing (Big Data), Cloud Technologies in Science and Education, Mobile Application Development, Big Data Processing, and Smart Application Development (although this seems to overlap substantially with the first mentioned Big Data module), Modern Programming Language (although only listed in the module catalog, not in the curriculum), Multi-tier Application Development Language (here, there is a different designation, Multi-level Application Development Language, in other documents), Implementation of Multi-level Client-Server Technology (although only listed in the module catalog, not in the curriculum). It is unclear what happens with the modules that are mentioned in the module catalog but are not integrated into the study program explicitly. Artificial intelligence is currently not integrated into the plan, although it was mentioned in the discussion rounds that such integration is planned. It is important that a corresponding AI module not only focuses on the use of AI technologies but also on the computational backgrounds, such as machine learning techniques.

Furthermore, the question remains open as to what extent other relevant computer science topics are addressed in a potentially existing Bachelor's programme. Typical computer science focuses on areas such as computing systems, formal languages and automata, networks and the internet, impacts of computer science (e. g., k12cs.org) are either not found or only present in rudimentary approaches in this Master's programme. If corresponding competencies from these areas are acquired in a preceding Bachelor's program, this note is irrelevant. If not, these areas should, in the opinion of the expert panel, be expanded, provided that the school curricula do not demand otherwise.

On the other hand, there are several modules in the programme with educational science content and an e-learning focus, where it is not clearly apparent from the module description whether the respective contents and competencies are elaborated using computer science examples or whether these are modules that could also be taken by students from other programmes (for example, Cyber pedagogy, Methods for Developing Educational Electronic Resources, Creating

Multimedia Applications in Education). These modules have a recognizable connection to the use of digital technologies in education but not to the teaching of computer science as a subject. For further development of the study programme, it would be helpful to clarify the underlying understanding of computer science as a discipline in the program design and to distinguish aspects from the field of digital literacy and e-learning.

Inconsistencies between the study plan and the module list with regard to modules in the module list that do not appear in the study plan (Modern Programming Language, Implementation of Multi-level Client-Server Technology) and naming inconsistencies (Multi-tier Application Development Language vs. Multi-level Application Development Language) should be removed.

Recommendations

- A document should be created in which the school curriculum in computer science is compiled in detail according to grade levels, and it should be justified to what extent the module selection in the computer science education programme prepares prospective teachers for this.

- Internal and external structural guidelines for the design of study programmes should be made transparent.

- The underlying understanding of computer science in the programme design should be made transparent, in order to assess to what extent the perceived focus on e-learning is plausible.

- Inconsistencies between the study plan and the module list with regard to modules in the module list and naming should be eliminated.

Mathematics (Master)

The expert panel assesses the Master's programme as coherently structured programme that meets the requirements of the Kazakh educational system. The defined professional and occupational fields are reasonable and appropriate to the competencies and skills to be acquired by the students. The qualification objectives - as well as the respective learning objectives - are clearly structured and correspond to the generally binding educational standards of the Republic of Kazakhstan.

According to the university's documentation the Masters' programme trains graduates for secondary schools, gymnasiums, lyceums, colleges and higher educational institutions. A graduate who has completed the educational program can work as a teacher in secondary schools, gymnasiums, and lyceums; teacher in colleges and higher education institutions. There is however, no

differentiation within the curriculum that address the needs of different schools such as primary school, secondary school or gymnasium.

The curriculum includes a mandatory scientific internship in the 4th semester. Scientific internships are carried out in scientific organizations and/or organizations of relevant industries or fields of activity on the basis of an agreement concluded between the university and the internship base organization.

The study programme is aligned with the national requirements for teacher education and prepares graduates for a local job market.

Russian Language and Literature (Bachelor/Master)

The Faculty of Tourism and Languages presents itself excellently on its well-organised and user-friendly website, simulating a commitment to aligning with the university's mission of nurturing sustainable development and innovative technologies in the Mangystau region. However, the discussions with the university representatives unveil a gap between management rhetoric, on the one hand, and the actual implementation in curricula, instructional methodologies, and the mindset of the staff, on the other. If "training competitive teachers […] with high quality knowledge […] innovative and global thinking […] capable of self-development and improvement of professional knowledge, skills and abilities" (see OP 6B01703) is not paying mere lip service, it becomes imperative to free curricula from the remnants of the Soviet past and align them with international standards and paradigms. It is discerned that the training of well-qualified teachers is of paramount significance for the country in order not only to cater to the demands of the Mangystau labour market, but also of the Republic of Kazakhstan at large.

Faculty publications are predominantly in Kazakh and Russian, some in English, albeit some articles tend to brevity, spanning only a page or two. The RLL cadre predominantly publishes in domestic journals and with domestic publishing houses, underscoring the need for engagement and involvement with international journals employing strict double-blind peer review processes. While a handful of academics engage with Scopus, there is potential for broader commitment to databases such as Eric, JSTOR, and Web of Science, augmenting the visibility of their academic work. The documents provided by the university on scientific publications of the staff lists twelve publications in journals "with an impact factor" authored by faculty members. Approximately half of these publications appear in international journals, with only one covering a Russian topic (Issakova et al., 2022). However, the supplied DOI could not be found in the DOI System. Research projects by RLL personnel manifest as individual PhD theses supervised by professors at Russian universities (e.g. Astrakhan, Kaliningrad) or are financed by grants, although such endeavours are sparse. Noteworthy among recent projects are two initiatives (Creation of digital content for methodological support of Kazakh rural teachers of Russian language and literature in the organization

of the educational process in a distance format, Scientific and methodological foundations for the development and implementation of a system of criteria for the approbation of educational literature, funded through KN MES RK (projects AP08855826 and AP09260158).

Regarding the RLL curriculum, which is said to serve scientific theory and practical approaches in equal measure, there is an awareness of lingering Soviet-era residues, albeit efforts are under way to offset this by diversifying elective modules. The incorporation of European language documents such as CEFR and its Companion Volume is primarily restricted to terminology, e.g. competence levels. While the four purposes of higher education offered by the Council of Europe (sustainable development, personal development, active citizenship, broad knowledge base & stimulating research and innovation) find mention in university documents, the translation of these aims into concrete manifestations within the RLL study programmes and teaching practices remains vague and overly generalised.

The current structure of curricula seems to satisfy staff members, seeing minimal immediate need for modification or overhaul. Nonetheless, there is room for optimisation, particularly in crafting a distinct profile for the Department of World Languages, encompassing RLL, which could serve as a unique selling proposition for the Faculty of Tourism and Languages at YU. Notably, the four-year duration of the RLL BA programme provides a solid foundation for the MA programme with modules presenting detailed learning outcomes. While some modules are state-of-the-art, others warrant scrutiny, offering avenues for discourse. A potential revision spans from replacing General Education disciplines with language-specific and transcultural modules to embracing encounters with Russian corpora, digital humanities, multilingualism, pragmatics, and sociolinguistics. Regrettably, insight into the alignment or coordination of RLL curricula with secondary school syllabi was not addressed.

Concerning the gender distribution among students in the RLL BA programme (6B01703), with 158 females and 12 males, it is notable that this trend mirrors a global pattern commonly observed in tertiary institutions offering language programmes. However, what is both striking and worrying is the dramatic decrease of nearly 90% in the number of master's students: only 15 female students remain from the BA programme—a number too low to sustain the next generation of academics in the field. Perhaps programmes or scholarships would help to attract more students to the RLL master's programme.

When considering the information pertaining to RLL exams for BA and master's students, the expert panel proposes implementing a maximum word count for the essay instead of a minimum requirement, allowing for a tolerance of 10% above or below the specified limit. Additionally, the exemplary essay topics could benefit from a more critical approach. While the holistic assessment scale appears acceptable, provided there is a common understanding among raters of the grade

descriptors, clarity is needed regarding whether both the essay and written card form are required, or if only one of them suffices.

RLL personnel express contentment with students' digital and AI literacy, viewing AI as an invaluable adjunct rather than a harbinger of obstacles. However, a call for critical examination on AI integration in teaching processes remains warranted. Former opportunities for student sojourns (*стажировки*) to Russia have been impeded by the war, leading to alternative arrangements such as online collaborations (with Astrakhan University) and partnerships with universities in other countries, such as Poland.

Internships for prospective teachers at home are meticulously organised, accentuating the collaboration between school partners and universities. An ethos of soliciting student feedback pervades, with the faculty showing a willingness to accommodate revisions to the curriculum. In the expert group meeting with students, a spirit of modesty prevails; critiques of professors and supervisors is offered only cautiously.

In summation, the RLL department shows commendable dedication to nurturing the next generation of teachers amidst the dynamic landscape of Kazakhstan and the growing city of Aktau. While change can also be driven and achieved internally, seeking support from proximate and distant partners emerges as imperative to stimulate progress in the ensuing years, thereby positioning YU conspicuously among Kazakhstani universities by virtue of its distinctive profile.

Recommendation study programme Russian Language and Literature (Bachelor):

- General Education disciplines should be replaced with language-specific and transcultural modules to embracing encounters with Russian corpora, digital humanities, multilingualism, pragmatics, and sociolinguistics.

2.3   Conclusion

The criterion is **fulfilled**.

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

Bachelor degree programmes aim to equip graduates with foundational research skills, while master's programmes focus on developing the ability to effectively conduct and organize research,

particularly for the advancement of the Mangystau region. Teaching and examination requirements vary based on the level of education. For instance, assessment methods for bachelor's students include testing for current and midterm evaluations, while master's students undergo written control questions. Master's students are often assessed through tasks such as writing a scientific article, preparing reports, and completing projects for current evaluations. Intermediate certification for bachelor's students typically involves tests, written exams, and essays, while for master's students, it includes written exams in ticket form, essays, or projects. The development of individual educational paths is based on the anticipation of new professions, achieved through direct collaboration with the developers of the Atlas of New Professions.

The University has established the following main types of educational work: lectures, practical (seminars), laboratory, independent work of the student, independent work of the student under the guidance of a teacher, coursework, all types of professional practice, preparation and passing of the final certification. Training sessions are divided into classroom and extracurricular.

Students independent work (SIW) entails working on specific topics allocated for independent study, supported by educational and methodological literature and recommendations. Assessment of SIW is conducted through tests, examinations, colloquiums, abstracts, essays, and reports.

The teaching methods used are constantly assessed through student surveys. Questionnaire data is provided to faculties to Quality Commissions to analyze the implementation of educational programs and take specific measures to improve the quality of teaching in the disciplines.

Final assessments occur during the intermediate certification period and may include presentations, tests, reports, synopses, abstracts, scientific articles, essays, seminars, projects, case studies, colloquiums, and other methods for assessing current progress.

3.2   Assessment

Student-centered approach in the teaching-learning process is key and indeed a strength; however, how the implementation of scientific results/data from projects back to lectures/courses at YU and also school settings/classes is realized remains unclear (just to give one example, e.g. (what are the scientific problems of the YU region environment for science, education, business) and how to address, solve and link back to these practical settings); and also considering these at YU created/generated scientific results/data: how does YU with its students and staff disseminate/spread/research exchange to the world of science these results, meaning participation in international projects, programs, and conferences/congresses etc. (just to name one example, e.g. the ECSS as the biggest and most important Sports Congress in Europe) and at which countries. These aspects should be described and more transparent.

The 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.

The examination forms for study programmes are clear and varied. Teaching staff has a flexibility in choosing examination methods and the examination formats and requirements are clearly communicated to the students.

According to the self-assessment report, students have the opportunity to place an appeal concerning assessments, however, from the discussions with both students and teaching staff this option appeared to be barely used and is not needed very often.

Students seem to be taking an active role in the learning process; however, this can always be strengthened and improved, so the positive trajectory selected by the university should be continued.

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

The university accepts applicants with various educational backgrounds, including general secondary, technical and vocational, post-secondary, and higher education. To compete for an educational grant for higher education from the republican or local budget, or to enroll in paid education, individuals with secondary, technical and vocational, or post-secondary education are eligible. However, this does not apply to those entering related fields of higher education that offer shortened training periods for applicants who have taken the Unified National Test (UNT) administered by the Ministry of Science and Education. Applicants must achieve a minimum score of at least 50 points for admission to the university, and at least 75 points for admission to the "Pedagogical Sciences" and "Law" fields of study. To qualify for an educational grant for higher education from the republican or local budget, or to enroll in paid training in related fields of higher education with shortened training periods, applicants must have technical and vocational or post-secondary education. They must also have completed the Unified National Test (UNT) and achieved a minimum score of at least 25 points overall, with at least 35 points in the field of "Pedagogical Sciences," including at least 5 points in each UNT discipline and/or creative exam. The minimum

passing score for admission to the university is 50, while for the field of "Pedagogical Sciences" it is at least 75 points. Applicants who hold certificates from international standardized tests such as the SAT, ACT, or IB are eligible to compete for an educational grant or enrollment in paid programs at universities. Their scores are converted into UNT points based on the relevant scale, provided that the subjects of the standardized tests match the profile subjects of the UNT. Testing includes three compulsory subjects and two specialized ones, depending on the chosen specialty. Compulsory subjects for everyone: History of Kazakhstan, Mathematical literacy, Reading literacy.

Admission to master's and doctoral programs, including targeted training at universities and scientific organizations, is based on a competitive process involving comprehensive testing (CT) or entrance exams. Foreigners seeking admission to master's and doctoral programs must pay for their education. However, free postgraduate education may be available to foreigners through competitive selection in accordance with the state educational order, as determined by international treaties of the Republic of Kazakhstan. This excludes the scholarship program for master's programs. Individuals who have completed compulsory military service may be admitted to a specialized master's program on a paid basis without entrance exams. This admission is based on an interview conducted by university admissions committees during the calendar year. Such individuals are enrolled in the program 5 (five) days before the start of the next academic period, as per the academic calendar.

Applications for doctoral studies at the university are accepted either by the university admissions committees or through the NCT information system, according to the specified deadlines (from July 3 to August 3 of a calendar year; from November 1 to November 18 of the calendar year).

Admission examinations for groups of educational programs for doctoral studies are held on the times from August 4 to August 20 of the and from November 19 to December 11. When submitting documents, the applicant indicates one university and one group of educational programs. Persons entering doctoral studies submit the following package of documents:

1) application in any form;

2) document on education (original, when submitting documents to the admissions committee);

3) identity document (required for personal identification);

4) official certificate of passing the state language exam (KAZTEST), issued by the NTC;

5) certificate confirming knowledge of a foreign language: in English language proficiency: IELTS Academic - no less than 5.5 points / TOEFLIBT - no less than 46 points / TOEFL PBT - no less than 453 points / TOEFL ITP - no less than 460 points in German language proficiency: DSH, Niveau B2/ TDF Niveau B2/ TFI - no less than B2, DELF B2/ DALF B2/ TCF - no less than 50 points.

6) medical certificate in form 075/y in electronic format.

The admission examination for doctoral studies consists of the following blocks: 1) an interview with the applicant conducted by the university examination committee; 2) writing an essay (Computer based); 3) test to determine readiness for studies (hereinafter referred to as TRS)(Computer based); 4) answers to exam questions on the profile of the educational program group(Computer based). The final grade is a set of points obtained by summing up the results of assessing essays, technical assessments, answering exam questions on the profile of the educational program group and an interview. The admission examination for doctoral studies takes 4 hours 20 minutes (260 minutes).

Students have a possibility to apply for an appeal on the results of an examination. An application for appeal is submitted to the chairman of the appeal commission personally by the student who disagrees with the results of the interim or final certification, and is submitted to the registrar's office within 24 hours after the announcement of the result. The appeal procedure is quite transparent; after acceptance, they are sorted by reason - for technical reasons, for incorrect questions due to the fault of the student, etc. On the day the application is received, the commission reviews it, sends it to the appropriate authorities, draws up a report on the grounds of the appeal, and makes a decision on each issue on the day following the exam. At the end of the session or final certification, a report on the work done by the appeal commission is drawn up and a decision is made.

Electronic reports have been developed to monitor student progress. Based on the results of each examination session, the Office of the Registrar conducts an analysis of academic performance, which is reviewed by the University Academic Council, and compiles the academic rating of students.

The dropout of students is mainly recorded for absences from classes and for failure to comply with the norms of academic honesty.

For the purpose of verifying academic written works such as coursework, theses, master's and doctoral dissertations for plagiarism, the university employs the StrikePlagiarism system (licensed), developed by the Polish company Plagiat.pl. The StrikePlagiarism system checks papers for plagiarism against various Kazakhstan and international databases, including academic and university databases. In the reports, thanks to the implemented cross-checking feature, not only are sections copied from other works identified, but also portions duplicated within the same paper.

4.2   Assessment

The YU fulfils the requirements of ESG Standard 1.4 regarding student admission, progression, recognition, and certification. The admission requirements and process at the universityare clearly defined and transparent, following the model rules of the Ministry of Higher Education and Science. The YU published specific information on the admission requirements and process on their

webpages in Kazakh and Russian language. Prospective students are provided with a comprehensive overview of the requirements and procedures and receive the option to apply online or in person. Based on the documentation, the admission process of the YU appears fair and objective and ensures that all applicants have equal opportunities.

Students always have electronic access to their completed courses and grades. Furthermore, there are processes in place for regular monitoring of student performance, providing timely feedback, and providing students who require additional assistance with individual and effective support. The effectiveness of these processes is reflected in the high graduation rate. In terms of recognition, there are clearly defined procedures at the YU which are accessible to all students. The institution uses the ECTS system and has policies in place for credit transfer, recognition of prior learning, and qualifications from other institutions, conforming to the Lisbon Recognition Convention.

Graduating students at the YU receive standardized graduation documents that clearly list the qualification gained, achieved learning outcomes, and provide further information on the university degree. These documents include the diploma, a diploma supplement, and a transcript of records.

Considering the admissions process, especially for teacher education, explicitly in pedagogy and didactics study programmes it is highly recommended to think about implementing – in addition to the state determined admission system and required comprehensive aptitude testing – to implement a teacher-related skills testing in form of e. g. personal/qualitative interviews or assessment centers for comprehensive assessment if a person is basically capable to study pedagogy and become a future teacher. This issue should be discussed and addressed in order to improve quality of basic sample of pedagogy students.

Recommendation:

- A teacher-related skills testing in form of e.g. personal/qualitative interviews or assessment centers for comprehensive assessment should be implemented in the admissions process.

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

Personnel policies align with the university's key strategic priorities. The university follows specific rules for competitive filling of positions for teaching staff, administrative staff, and scientific workers, as outlined in the decision of the Board of Directors, protocol No. 1 of March 24, 2023. The main objective of these competitions is to establish a highly professional staff and enhance the selection and placement of personnel by selecting the most suitable candidates to fill vacant positions that meet the qualification requirements. Competitions for filling positions are announced as appropriate vacancies arise at the university, new positions are created, or personnel movements occur. These rules are based on principles such as legality, meritocracy, non-discrimination in labor, priority of life and health of workers, and competition. The rules apply to the competitive filling of vacant positions for teaching staff, scientific workers, administrative, and managerial personnel as specified in the university staffing table. Vacant teaching staff positions are determined based on the preliminary staff, calculated according to the total teaching load, excluding the contingent of first-year students. The number of vacant positions in the faculty (school, academy) is determined based on the calculation of the teaching load.

The number and personal composition of the competition commission for filling university positions are approved annually by a decision of the Academic Council. The main tasks of the competition commission include providing equal opportunities to all participants, ensuring fair competition, monitoring objectivity and transparency, and making objective decisions. After a positive decision by the competition committee, an employment contract is concluded with the teacher. The competition commission decides whether to hold an open or secret vote on the competitive selection to fill vacant positions, and this decision is recorded in the minutes. During the evaluation process, the competition committee conducts interviews with candidates, asking questions about their education, training, work experience, competencies, skills, and motivation. Based on the results of the vote, the competition commission prepares recommendations for each candidate, indicating whether they are "recommended" or "not recommended" for concluding an employment contract. This decision is documented in the minutes of the competition commission meeting, signed by the chairman, secretary, and members who participated in the meeting.

The university has implemented a rating assessment system for teaching staff activities, which evaluates performance based on key performance indicators (KPIs). This system aims to motivate employees to develop competencies and achieve specific results. It also contributes to effective personnel policies, identifying and developing individual abilities, increasing responsibility, and enhancing the effectiveness of teaching staff. The system is aligned with the university's strategic goals and key indicators of its development program. Indicators for assessing teaching staff performance are adjusted annually in accordance with the university's strategic development pro-

gram. The rating assessment includes three aspects: educational and methodological work, scientific work, and educational and social work. The university's leadership supports the existing system of incentives for teachers and staff. Improving the quality of teaching disciplines assigned to teachers, by decision of the working group, is assessed in the form of an increase in the amount of one official salary during the academic year, in accordance with the points awarded. Teachers upload data into the automated system before May 30, data verification is carried out until June 10 of the current academic year. The rating is calculated for the academic year. For the purpose of transparency, the university has developed a system of remuneration, staff motivation and personnel attraction.

The Institute of Continuing Education (INO) conducts advanced training for teaching staff every year, focusing on the profile of educational programmes and involving domestic and foreign lecturers. The entire teaching staff also improves their qualifications through the Coursera online education platform.

5.2   Assessment

The university follows clear and transparent processes for recruiting and developing staff. Competitive filling of positions for teaching, administrative, and scientific staff is governed by specific rules outlined in a decision of the Board of Directors. Competitions are announced openly, allowing qualified individuals both within and outside the university to participate. The competition process involves several stages, including documentation review, performance assessment, demonstration lessons, interviews, and decision-making by a designated commission. The university also implements a rating assessment system aligned with its strategic goals to evaluate teaching staff performance based on key indicators. Additionally, there are incentives in place to motivate staff and improve teaching quality.

YU adequately supports the scholarly activities of its teaching staff through various initiatives. It offers positions like teacher researchers with reduced teaching loads, enabling dedicated time for research. Additionally, for teachers showing increased scientometric indicators, their workload is adjusted to accommodate research-related activities. The university also provides small grants for projects, reallocates teaching workload for research-focused topics, related to the University mission, and additional funding through small grant projects to support publication efforts.

YU provides substantial support to the teaching staff in acquiring new teaching methods and technologies, such as the integrated use of interactive learning through the Canvas educational portal. The University places great emphasis on faculty development in modern teaching and learning methods. These include interactive lectures, problem-based lectures, conversation lectures, case-based methods, project-based learning (PBL), lecture-discussion, game-based learning,

laboratory methods, simulation methods, debates, field studies, small group work, Socratic dialogue, and others.

Particular attention is paid to improving staff competence in modern teaching methods through the Coursera platform, inviting academics to give guest lectures. In addition, the curriculum is updated annually to reflect changing educational needs and technological advances to ensure relevance. The curriculum also caters to the diverse needs of students and promotes collaboration with schools and colleges to enrich the learning experience.

Despite Russian being categorised as a second language in Kazakhstan, the small number of full professors (only three) in the study programme Russian Language and Literature stands out. The furnished CV documents list only one professor, with the remainder given as acting, assistant or associate professors. Additionally, the expert panel was informed that the age of teaching staff goes upwards, posing challenges in attracting young aspirants towards an academic career path. This underscores the urgency for joint efforts to allure PhD candidates in teacher education and retain graduates within the university's ambit. Unfortunately, data pertaining to drop-out rates in the Russian language and literature programmes 6B01703 and 7M01703 eluded scrutiny.

Visiting professors/lecturers predominantly come from neighbouring states. This approach should be reconsidered to conform to international mobility benchmarks. Given YU's young status and enviable location at the Caspian Sea, this should be enough a magnet for attracting foreign academicians.

The criteria for selection of visiting lecturers should be defined. In the documents provided by the university for an example, e. g. knowledge and experiences of an expert that refers to the 1964-1966 Olympic Games is not up-to-date since much has changed since then in professional sports and Sports Pedagogy and Didactics, although there may be a lot of experience to share.

Among faculty, an eagerness to broaden horizons (**повышение квалификации**) through international collaborations and academic visits is obvious. While domestic avenues for professional development and training exist, ventures into foreign academia would offer possibilities for acquiring new ideas, innovative teaching methods, and collaborative research projects. So, state and university initiatives should supply grants to support such endeavours in the future. Within Western Europe, YU's gaze appears to focus significantly on Germany. What about other European countries?

According to the documents provided by the university the teaching staff meets the state requirements. To attract qualified professor staff the University provides various social packages, including rental assistance.

Ratio of PE & Sports students-to-staff with 93:11 results in 8:1 or 8.5 % which is fine, but can be further improved, eg. Up to 15-20 % (approx. 14-18 staff total).

The university collaborates with industry experts to enrich educational activities. Specialists from various fields are enlisted to enhance the curriculum, sharing both theoretical knowledge and practical insights. For example, in recent years, primary school teachers with extensive experience and top qualifications have been engaged, bringing modern teaching methodologies into the classroom. Similarly, educators from local schools and IT lyceums have contributed by delivering lectures, utilizing innovative technologies, and guiding students on coursework and projects.

The University applies rating assessment of teachers' performance, encourages their research activities by providing research grants and the position of a teacher-researcher.

The University adheres to the special rules for the competitive selection of faculty, administrative staff and researchers set out in the decision of the Board of Directors, Protocol No. 1 dated March 24, 2023. The competition committee conducts interviews with candidates, asking questions about their education, professional training, work experience, competencies, skills and motivation. The Institute of Continuing Education (INO) annually conducts advanced training courses for teaching staff, focusing on the profile of educational programs and attracting domestic and foreign teachers. The entire teaching staff also improves their skills through the Coursera online education platform. The qualification level and its improvement are controlled by the HR department, therefore, the recruitment and staff development processes are clear and transparent.

Recommendation:

- The criteria for selection of visiting lecturers should be clearly defined. More foreign visiting professors/lecturers should be involved in the teaching.

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

YU's infrastructure includes faculties located in two academic buildings. The total area of educational and laboratory buildings is 38,782.4 m², with classrooms covered by laboratories occupying 2,707.1 m² (52 laboratories). Specialized laboratories are available to fully support the educational

process. The Department of Ecology and Geology has laboratory equipment for assessing environmental quality, worth 10 million tenge, sponsored by the Department of Natural Resources and Environmental Management of the Mangystau Region. The "Crystallography and Mineralogy" laboratory is equipped with a polarizing microscope of the BD-PL1506 series and an eyepiece device with output through a video camera (trinocular) to a projector, purchased by the university in 2019. For practical training of oil and gas industry specialists, there is an open-air training and laboratory site covering 4,396 m². The university also boasts sports facilities, including two gyms totaling 617.5 m², a sports complex covering 3,668.6 m², and open sports grounds (football, volleyball, basketball, and tennis fields) spanning 11,860.0 m². Additionally, there is a sports hall with a gym (935.5 m²), swimming pool (416.5 m²), boxing hall (138.1 m²), fitness room (71.3 m²), and wrestling hall (96.8 m²). Sports fields are designed for tennis, volleyball, basketball, and football, and all facilities are equipped to comply with sanitary standards.

YU has four student dormitories located within the city, providing a total of 1,750 beds. These dormitories are equipped with various facilities such as drying rooms, assembly halls, buffets, libraries with reading rooms, co- working areas, and free WI-FI. The assembly halls and recreation rooms in the dormitories are equipped with projection screens and projectors, allowing for the connection of mobile devices, and are furnished for film screenings, seminars, and other events. Two of the student dormitories have buffets, and each room is equipped with a kitchenette featuring an electric hob for cooking. The libraries are stocked with educational, methodological, and fiction literature, and include computers connected to high-speed internet.

The university also boasts 11 computer classes and 75 projectors with screens distributed evenly between faculties. The university's computer park comprises 1,214 units, with 931 units used in the educational process (computer classes, laboratories) and 283 units for administration and teaching staff. More than 380 monoblocks are equipped with modern programs such as MS Projects, Auto Cad, ElectronicsWorkbench, Python, and 1C, and are fitted with their own webcams. Annual maintenance of computer and office equipment is carried out, and Internet access is provided to every student, teacher, and university staff member throughout the campus using wireless network technology of the AC WiFi standard.

The university library collection is developed based on the curricula of all educational programs, department work plans by discipline, lists of recommended educational literature, and topics of university research. The total library collection is 30,466 titles, 400,293 copies. The collection is continuously updated according to orders from departments. Each academic year, a map of the educational and methodological provision of disciplines is drawn up in agreement with the library. This map considers the quantity, compliance with the standard program and syllabus, and the novelty of the required literature. The library allocates funds annually to update its collection.

Curators at YU play a crucial role in cultivating a conscious attitude among students towards their studies, observing internal university discipline, and monitoring student participation in sports, environmental, and cultural events. Currently, there are 132 curators working at the university. Students are provided with supervisory hours according to a schedule, allowing for regular check-ins and support from their assigned curators.

In order to improve social conditions, promote a healthy lifestyle and stimulate participation in the educational, research, sports and social life of the university, YU has developed a Social Package for students, within which social support is provided in various areas, so students can Benefit when paying for tuition, Benefit for payment for accommodation in a hostel and they can receive a one-time cash bonus for showing high performances in sports, research, educational or social activities.

Thus, within the framework of the Social package for the period 2018-2022, social support was provided to 959 students, of which more than 700 were provided within the framework of "My choice - YU". In addition, students are provided with: free pre-hospital medical care, free medical care in a city medical institution as part of a contract for the provision of services.

In order to assist in the employment of graduates, the university annually holds various events, such as the "Job Fair" (the applicant is given the opportunity to communicate with representatives of many promising companies and ask questions, leave your resume, undergo an interview and even immediately receive an invitation to work), round tables with employers, trainings and master classes on effective employment.

The university interacts with local authorities, including territorial bodies of the state employment service. In order to increase the efficiency of employment, graduate students are sent for pre-graduation practice in those organizations where they are expected to be employed in accordance with the concluded agreements of some educational programmes.

Moreover, the Yessenov mobile application has been introduced in Mobile running Android and IOS. This application provides a wide range of functionality that allows you to easily and conveniently use the various services available within the university. For example, the Yessenov application Mobile allows students to submit requests for various services, such as receiving an official transcript or transcript. With this feature, students can greatly simplify the process of obtaining the necessary documents.

Students of YU study within the framework of academic mobility based on agreements and memorandums of mutual cooperation with foreign and Kazakhstan higher education institutions.

As part of inclusive education, the university has organized ramps for people with limited mobility; entrances equipped with special railings; toilets equipped for the disabled, special parking lots, the ability to expand doorways, tactile guide strips, non-slip coating.

6.2 Assessment

The equipment of academic buildings, laboratories, and sports facilities are overall sufficient to offer study programmes being accredited. Specialized laboratories include open-air training sites adequately support educational and practical needs. There are also comprehensive student amenities, including dormitories with various facilities, libraries with modern literature and computer access, and numerous computer classes and projectors across faculties.

The university has a modern library, but more attention should be pain to systematic updating of educational and scientific literature on the humanities. The university should regularly update educational and scientific literature, as well as preparing their own teaching aids, focused on the Mangystau region and taking into account local materials

The extent and qualifications of supervisory/administrative staff, especially for supporting student mobility at YU, could be evaluated by their involvement in regional and international mobility, their professional development activities, and their contribution to enhancing the educational process. The teaching staff's engagement in various programs, such as Coursera courses and international guest lectures, indicates their commitment to staying updated with modern pedagogical practices. Additionally, their participation in scientific research, attendance at conferences, and completion of internships both domestically and abroad contribute to their expertise. Furthermore, the university's emphasis on academic mobility fosters collaboration with other institutions, enriching the educational experience and facilitating student exchanges.

The university utilizes the Canvas educational portal, offering a single sign-on system for faculty and students. All educational materials, including lectures and video content, are accessible through the Canvas portal, facilitating easy access for students. Various learning formats, such as lectures, seminars, and laboratory classes, cater to diverse learning needs. Learning materials and support services are tailored to meet the needs of students from diverse backgrounds and with varying levels of proficiency. The university promotes flexible learning through a comprehensive approach that includes online resources, practical sessions, and individualized guidance.

The university has extensive facilities, including academic buildings, laboratories, specialized equipment, and sports facilities, ensuring a conducive learning environment; facilities like ramps, special toilets, and tactile guide strips demonstrate a commitment to inclusive education, ensuring accessibility for students with special educational needs and disabilities. The Registrar's Office coordinates educational services efficiently, providing support in academic matters, individual learning trajectories, and timely document issuance; implementation of the YU ID single sign-on portal and

Yessenov Mobile app streamlines access to information resources and services, enhancing convenience for students and staff; social packages, student dormitories, and student government initiatives contribute to students' well-being, fostering a conducive and supportive campus environment.

Training in doctoral programmes is provided with funding from the Ministry of Science and Higher Education of the Republic of Kazakhstan.

English literature is key in science and teaching/learning community. For the expert panel it was not so clear what is the percentage (%) of YU library on English literature by category and total and split by books vs. papers (also as ratio of haptic vs. electronic/PDF format for access) being provided and given by access in all YU disciplines listed (at least by faculty-departments) for study, learning and teaching for students and staff, in order to support international approach in study and science for YU in total. This issue should be addressed as foundation for YU and regional development and progress, going international, too.

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

The university conducts an annual internal audit to assess compliance with the ISO 9001:2015 Quality Management System according to the approved audit schedule of the university's structural units for the academic year. During the academic year 2022-2023, the audit was conducted by trained internal auditors from among the administrative staff and employees. For instance, as of today, 45 departments have been covered. All audit-related information is analyzed by the Quality Assurance Office and the lead auditors.

Additionally, information on the achievement of the university's Quality Objectives is collected annually from structural departments. At the end of the academic year, a "Analysis of the Quality Management System by the Management" is developed, which is presented at the University Senate and approved. Significant efforts are made to analyze the employment status of graduates from previous years. There is a database of alumni maintained for this purpose. Quarterly, the Career Office compiles information on the employment status of graduates. Requests for certificates from the Population Service Center regarding pension contributions are made. Then, the

percentage of graduates employed by the university is calculated to identify the resons for unemployment. Additionally, confirmation certificates are collected from the workplaces of graduates who were educated under the State Order (funded by the state) since these graduates are required to fulfill mandatory work obligations.

Every year, a survey is conducted among students using Google Forms. Subsequently, the data is exported into an Excel spreadsheet and analyzed by the Quality Assurance Office. For example, based on the survey results in the 2021-2022 academic year (with the participation of 2054 students), regarding the question "Rate your overall satisfaction with the educational program," satisfaction was at 70.4%, while for the question "Are you satisfied with the evaluation by the teachers during classes?" the satisfaction rate was 73.3%. This analysis was presented at the Academic Council (the collegial body of the university) and further disseminated to the faculties for follow-up actions. In the current academic year, a survey was also conducted via Google Form among 3791 students. For example, regarding the question "Is there enough literature in the library collection for your educational program?" – 85.7% of respondents answered positively. Additionally, regarding the question "Evaluate the teaching methods used by teachers in classes (brainstorming, business games, discussions, etc.)" – 56% responded positively. Additionally, at the end of the academic year, all structural units compile reports on the work done according to the approved plan. These reports are then submitted to the supervising vice-presidents, who report to the University Academic Council on their respective areas of responsibility.

To effectively shape a strong brand and improve the quality of education, the Center for Public Opinion Research conducts an annual comprehensive sociological study titled "The Brand Index and Happiness Index in the Context of YU". This task is also outlined in the strategic development plan of YU for the period 2020-2025. The aim of the research is to assess the status of key indicators of the university's image, such as the "brand index" and "happiness index" of YU, and to identify the optimal set of tools for the effective development of the university's brand.

The research includes participants from various groups: graduating students of secondary schools in the Mangistau region, YU students, teaching staff and YU employees, YU graduates, parents of YU students, representatives of YU partner organizations, representatives of NGOs, business structures and government agencies, the general population of the Mangistau region. The objectives of the research are as follows: determine general ideas about the YU brand, determine the motivation for choosing YU for training and cooperation, study the level of satisfaction with YU's educational and partnership programs, determine the level of the university's provision of well-being for teaching staff and students.

The Research goals are to understand perceptions of the YU brand, identify reasons for choosing YU for education and collaboration, evaluate satisfaction with YU's educational and partnership

programs, assess the university's efforts to promote well-being for faculty and students. The study employs both qualitative and quantitative methods such as questionnaires, focus groups, and in-depth interviews to gather empirical data.

7.2 Assessment

The YU has a well-functioning information management system. The current and complete data structure is used 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 YU 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.

YU 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 expert panel notes that YU 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 YU 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. There are mechanisms for the review and development of higher education programmes at the university. Confidentiality of information is ensured.

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

In line with YU's strategic goals, the Office of Marketing and Communications shapes public perception of events and news, communicates the university's mission and vision, and fosters connections with the media and civil society to exchange expert opinions on regional issues and highlight faculty activities. The office collaborates with the media, manages the university's news page and social media accounts, handles internal and external communications, organizes university events, and maintains photo and video archives.

The university management aims to enhance its reputation among applicants, students, employees, and other universities at regional and national levels, thereby increasing the value of the YU brand.

8.2 Assessment

The university uses multichannel web and social media performance (website, facebook, youtube, other) to inform the public about its activities.

Multichannel web and social media performance for public information (website, facebook, youtube, other) should be however further improved in terms of better tailored to customers/users such as future students, and other interested users like parents, policy and decision makers, foreign academia for academic mobility and exchange for both students and staff. This issue should be solved swiftly depending on a clearly defined focus of target populations/focal groups intended to reach, of whether regional vs. Kazakh national vs. international

Web performance of the official YU Website is currently very slow, which also gives feedback at access with a failure message: not available, while Facebook access to YU link is fine. The website of the university should be improved with regards to usability, graphically and search engine optimization etc. By accessing web pages of the faculty of education in English, the experts got a failure message. Such technical issues should be fixed.

Recommendations:

- The website of the university and social media channels should be further improved in terms of better tailored information to customers/users.

- The website of the university should be improved with regards to usability, graphically and search engine optimization.

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 operates a system for monitoring and periodically reviewing educational programs to ensure their quality. Academic committees for groups of educational programs have been formed at the faculties to develop and improve educational programs. These committees include representatives from employers, students, and the faculty. Each year, faculties hold meetings with employers to update learning outcomes and the list of disciplines based on changes in labor market conditions, ensuring that learning outcomes align with employer requirements. All updated programs undergo external and internal reviews, with experts from the Bologna Process Center evaluating programs when more than 50% of learning outcomes and disciplines are updated. Annual student satisfaction surveys are conducted regarding educational programs, teaching methods, and assessment. Based on these surveys, adjustments are made to the mechanisms of implementing educational programs. A working group has been established in the university to improve teaching quality through the implementation of new teaching methods, such as Lesson Study, based on research conducted during lessons. Information on the update of educational programs for 3rd cluster is based on labor market analysis, stakeholder recommendations, Atameken experts' input, and professional standards.

The project "Atlas of new professions and competencies of the Mangistau region" is a project called "Atlas of New Professions and Competencies of the Mangystau Region," aimed at forecasting and studying professional directions that contribute to the region's development. The atlas was developed to provide high school graduates, youth, and professionals with information about the most promising professions that will be in demand in the near future. As part of the project, Foresight sessions were conducted for three areas: oil and gas industry, tourism, and education and pedagogy, with the participation of 79 representatives from these sectors. During the Foresight sessions, regional trends in professional development were analyzed, taking into account

the potential influence of global trends. As a result, the Atlas includes 39 new professions, offering new opportunities for employment and career development in the Mangystau region.

The Quality Assurance Office coordinates the submission of annual post-accreditation monitoring reports to the Accreditation Agencies. Post-accreditation monitoring is carried out to monitor the implementation of the recommendations of an external expert commission of accredited educational programs in accordance with the criteria and standards of specialized accreditation. Monitoring is also carried out to prepare for new accreditation of those educational programs whose accreditation period is expiring.

9.2 Assessment

During the study of regulatory documents, self-assessment report, results of the survey of teachers and students, and the results of the interviews, 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. The degree programmes are regularly reviewed and if changes are required, these are made. 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.

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 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). To ensure quality assurance, the university complies with the requirements of the normative regulations of the Ministry of Higher 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.

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

The University periodically undergoes external quality assessment: institutional accreditation, specialized accreditation of educational programs, the annual Atameken rating (independent assessment of educational programs by the National Chamber of Entrepreneurs of the Republic of Kazakhstan and the Ministry of Science and Education of the Republic of Kazakhstan), as well as participation in the National ranking among Universities of the Republic of Kazakhstan. In addition, the university annually undergoes external control for compliance with the International Standard ISO 9001:2015.

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. YU 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.

YU views national and international accreditation processes as an opportunity for continuous enhancement and ensures that previous recommendations are thoroughly addressed. YU 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 university fulfils 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.

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 actual official version

The study programmes Pedagogy and Methodology of Primary Education (Bachelor), Pedagogy and Methodology of Primary Education (Master)Pedagogy and Psychology (PhD), Physical Education and Sport (Bachelor), History (Bachelor), Geography (Bachelor), Computer Science (Master), Mathematics (Master), Russian Language and Literature (Bachelor), Russian Language and Literature (Master**)** were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), the Salzburg Recommendations (applicable for doctorale programmes), 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 (Ongoing monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are 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), 9 (Internationalisation), 10 (Funding) 11 (Autonomy), 12 (Legal framework) and 13 (Intersectoral collaboration) are 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 program 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 **fulfilled**.

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**₁₀

National criteria: if applicable, national criteria are integrated in the ESG standards or listed separately.

The peer-review experts note that the recommendations from the previous accreditation procedure have been adequately taken into account.

2 Accreditation Recommendation

The peer-review experts recommend unconditional accreditation of Pedagogy and Methodology of Primary Education (Bachelor), Pedagogy and Methodology of Primary Education (Master)Pedagogy and Psychology (PhD), Physical Education and Sport (Bachelor), History (Bachelor), Geography (Bachelor), Computer Science (Master), Mathematics (Master), Russian Language and Literature (Bachelor), Russian Language and Literature (Master).

Unconditional accreditation: Compliance with the standards

The institutional structures and performance fulfil all criteria. In case of substantial compliance, the experts may express recommendations for further improvement. These recommendations may be taken into account by the HEI with regard to the further improvement of quality.

Accreditation with conditions: Partial compliance with the standards

The institutional structures and performance do not completely fulfil at least one criterion. Certain aspects must be revised to ensure compliance with the standards. Unfulfilled criteria are likely to be met and must be fulfilled within the specified time period. As soon as condition(s) are fulfilled, the accreditation is granted for the complete accreditation period.

Refusal of accreditation: Non-compliance regarding one or more standards

The institutional structures and performance do not fulfil one or more standards. Major deficiencies and weaknesses are so significant that they are unlikely to be rectifiable within a reasonable period of time. In this case, the Accreditation Commission refuses the accreditation.

The HEI can suspend the procedure in order to extend the timeframe for rectifying the major deficiencies.

The peer group **proposes the following accreditation**:

Accreditation without conditions

The peer-review experts recommend the following **recommendations**:

General recommendations

- A separate formal document describing and formally regulating the quality assurance process should be developed.

- A formal document should be developed which briefly describes the school and teacher education system as well as the subject-specific requirements of the school subjects and the extent to which these are covered by the respective study programmes.

- The university should more clearly define its own science and research strategy by agenda/process, and how is it aligned with international standards. The university should clearly define criteria for academic writing and academic practice for study design and dissemination.

- English should be emphasized as one of the main languages of science, learning and teaching. With this regards the qualification of staff and students concerning language requirements should be defined and English language proficiency should be enhanced.

- A teacher-related skills testing in form of e.g. personal/qualitative interviews or assessment centers for comprehensive assessment should be implemented in the admissions process.

- The curriculum of the study programme should be revised with regards to the interconnectedness and linkage and sequencing of the contents, courses and modules. The curriculum could possibly be split by a basic/general content for all vs. much specification courses/modules in the second part of the specific study programmes for tailored outcomes that match the Mangistau region needs as well as YU mission, vision and goals.

- Academic writing should be taught from the beginning of the study programme.

- The criteria for selection of visiting lecturers should be clearly defined. More foreign visiting professors/lecturers should be involved in the teaching.

- The website of the university and social media channels should be further improved in terms of better tailored information to customers/users.

- The website of the university should be improved with regards to usability, graphically and search engine optimization.

Recommendations for study programme „Physical Education and Sport" (Bachelor)

- The allocation of ECTS credits to the field of Physical training to develop mastery in specific sports and disciplines should be increased.

- The ratio of practical-to-theoretical sports lessons should be revised and the ratio of practical lessons should be increased.

Recommendations for study programme „Computer Science" (Master)

- A document should be created in which the school curriculum in computer science is compiled in detail according to grade levels, and it should be justified to what extent the

module selection in the computer science education programme prepares prospective teachers for this.

- Internal and external structural guidelines for the design of study programmes should be made transparent.

- The underlying understanding of computer science in the programme design should be made transparent, in order to assess to what extent the perceived focus on e-learning is plausible.

- Inconsistencies between the study plan and the module list with regard to modules in the module list and naming inconsistencies should be eliminated.

Recommendation for study programme „Russian Language and Literature" (Bachelor)

- General Education disciplines should be replaced with language-specific and transcultural modules to embracing encounters with Russian corpora, digital humanities, multilingualism, pragmatics, and sociolinguistics.

Recommendation for study programme „History" (Bachelor)

- The number of teaching staff with doctoral degrees should be increased.

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 decided on the 12 September 2024:

General recommendations for all study programmes:

- A separate formal document describing and formally regulating the quality assurance process should be developed.

- A formal document should be developed which briefly describes the school and teacher education system as well as the subject-specific requirements of the school subjects and the extent to which these are covered by the respective study programmes.

- The university should more clearly define its own science and research strategy by agenda/process, and how is it aligned with international standards. The university should clearly define criteria for academic writing and academic practice for study design and dissemination.

- English should be emphasized as one of the main languages of science, learning and teaching. With this regards the qualification of staff and students concerning language requirements should be defined and English language proficiency should be enhanced.

- A teacher-related skills testing in form of e.g. personal/qualitative interviews or assessment centers for comprehensive assessment should be implemented in the admissions process.

- The curriculum of the study programme should be revised with regards to the interconnectedness and linkage and sequencing of the contents, courses and modules. The curriculum could possibly be split by a basic/general content for all vs. much specification courses/modules in the second part of the specific study programmes for tailored outcomes that match the Mangistau region needs as well as YU mission, vision and goals.

- Academic writing should be taught from the beginning of the study programme.

- The criteria for selection of visiting lecturers should be clearly defined. More foreign visiting professors/lecturers should be involved in the teaching.

- The website of the university and social media channels should be further improved in terms of better tailored information to customers/users.

- The website of the university should be improved with regards to usability, graphically and search engine optimization.

Pedagogy and Methodology of Primary Education (Bachelor, Master):

The study programmes "Pedagogy and Methodology of Primary Education" (Bachelor, Master) are accredited without any conditions.

The accreditation is valid until 30 September 2031.

Pedagogy and Psychology (PhD):

The study programme "Pedagogy and Psychology" (PhD) is accredited without any conditions.

The accreditation is valid until 30 September 2031.

Physical Education and Sport (Bachelor):

The study programme "Physical Education and Sport" (Bachelor) is accredited without any conditions.

The accreditation is valid until 30 September 2031.

The following recommendations are given for the further development of the study programme:

- The allocation of ECTS credits to the field of Physical training to develop mastery in specific sports and disciplines should be increased.

- The ratio of practical-to-theoretical sports lessons should be revised, and the ratio of practical lessons should be increased.

History (Bachelor):

The study programme "History" (Bachelor) is accredited without any conditions.

The accreditation is valid until 30 September 2031.

The following recommendations are given for the further development of the study programme:

- The number of teaching staff with doctoral degrees should be increased.

Geography (Bachelor):

The study programme "Geography" (Bachelor) is accredited without any conditions.

The accreditation is valid until 30 September 2031.

Computer Science (Master):

The study programme "Computer Science" (Master) is accredited without any conditions.

The accreditation is valid until 30 September 2030.

The following recommendations are given for the further development of the study programme:

- A document should be created in which the school curriculum in computer science is compiled in detail according to grade levels, and it should be justified to what extent the module selection in the computer science education programme prepares prospective teachers for this.

- Internal and external structural guidelines for the design of study programmes should be made transparent.

- The underlying understanding of computer science in the programme design should be made transparent, in order to assess to what extent the perceived focus on e-learning is plausible.

- Inconsistencies between the study plan and the module list with regard to modules in the module list and naming inconsistencies should be eliminated.

Mathematics (Master):

The study programme "Mathematics" (Master) is accredited without any conditions.

The accreditation is valid until 30 September 2030.

Russian Language and Literature (Bachelor):

The study programme "Russian Language and Literature" (Bachelor) is accredited without any conditions.

The accreditation is valid until 30 September 2031.

The following recommendations are given for the further development of the study programme:

- General Education disciplines should be replaced with language-specific and transcultural modules to embracing encounters with Russian corpora, digital humanities, multilingualism, pragmatics, and sociolinguistics.

Russian Language and Literature (Master):

The study programme "Russian Language and Literature" (Master) is accredited without any conditions.

The accreditation is valid until 30 September 2030.