

**INDEPENDENT AGENCY FOR QUALITY ASSURANCE IN
EDUCATION - IQAA**

**QUALITY OF IMPLEMENTATION OF EDUCATIONAL PROGRAMS
IN THE FIELD OF EDUCATIONAL SCIENCES (2024–2025)**

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INTRODUCTION

In the process of transformational changes in higher education institutions, increased competition among them, and the provision of high-quality educational services, the accreditation of educational programs serves as a key mechanism for external quality assessment. The high quality of educational programs is a key driver in the formation of competitive human capital and the sustainable development of economic growth in countries.

This thematic analysis is based on reports from external expert groups (EEG) in the field of “6B01 Pedagogical Sciences”, specialty “6B015 Training of teachers in natural science subjects,” for the years 2024-2025, compiled based on the results of the accreditation of higher education programs.

This analysis aims to improve the quality of educational programs in the field of “6B01 Pedagogical sciences” and the specialty “6B015 Training of teachers in natural science subjects” by identifying key trends in the implementation of accreditation standards for university educational programs and determining which accreditation standards, in practice, generate the most comments.

This thematic analysis aims to summarize the results of program accreditation conducted in 2024-2025, identifying discrepancies, expert recommendations for improvement, and best practices, thereby creating a foundation for enhancing the competitiveness of universities. The results of the analysis will make it possible to effectively compare the current implementation of university educational programs with established standards, identify gaps in quality, determine priority areas for resource investment, and develop measures to enhance competitiveness.

The results of this analysis can serve as a guide for universities in their practical activities and for experts in preparing for external evaluation procedures.

ANALYTICAL SECTION

1.1. General overview of accredited educational programs

The analysis of data on external evaluations of educational programs is a critically important tool for understanding the current state of higher education and identifying key directions for its development.

The analysis examined the EEG reports on the results of the accreditation of educational programs for the 2024-2025 academic years. The analysis covers educational programs in the field of “6B01 Pedagogical sciences”, specifically the specialty “6B015 Training of teachers in natural science subjects”, at 8 (eight) higher education institutions (table 1).

Table 1. Higher education institutions that submitted educational programs for accreditation in the 2024-2025

№	Higher education institutions
1.	M. Auezov South Kazakhstan University
2.	H.A. Yasavi International Kazakh-Turkish University
3.	Astana International University
4.	Sh. Esenov Caspian University of Technology and Engineering
5.	O.A. Baikonurov University of Zhezkazgan
6.	U. Zhanibekov South Kazakhstan Pedagogical University
7.	Zh. A. Tashenov University
8.	Sh. Murtaza International Taraz Innovation Institute

Figure 1 shows the distribution of accredited universities and educational programs in the field of “6B01 Pedagogical sciences”, specialty “6B015 Training of teachers in natural science subjects,” accredited during the period under review.

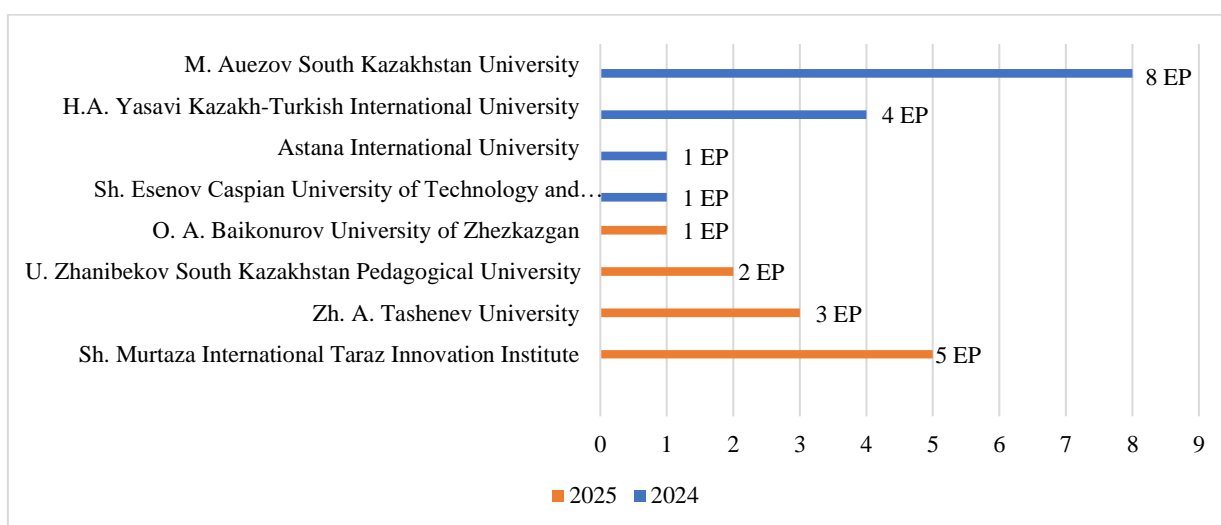


Figure 1. Number of accredited educational programs for 2024 -2025

Table 2 presents a list of higher education institutions' educational programs and their numbers in the field of study "6B01 Pedagogical sciences" and the specialty "6B015 Training of teachers in natural science subjects".

Table 2. Educational programs in the field "6B01 Pedagogical sciences"

No	Educational programs	Number of educational programs
1	"6B01504 Training of chemistry teachers"	2
2	"6B01509 Chemistry"	5
3	"6B01504 Training of mathematics and computer science teachers"	1
4	"6B01506 - Mathematics"	5
5	"6B01506 - Geography teacher education"	1
6	"6B01503 Geography"	4
7	"6B01505 Biology teacher education"	1
8	"6B01505 Biology"	2
9	"6B01508 Physics" (B010 Physics teacher education)	4
Total		25

1.2. Compliance of educational programs with accreditation standards

Based on the results of the external evaluation of educational programs within the "6B01 Pedagogical sciences" field of study and the "6B015 Training of teachers in natural science subjects" specialization, full, significant, and partial compliance with accreditation standards was identified (table 3).

Table 3. Levels of compliance of educational programs with accreditation standards

Standard	Unive rsity 1	Unive rsity 2	Unive rsity 3	Unive rsity 4	Uni vers ity 5	Unive rsity 6	Unive rsity 7	Unive rsity 8
Number of educational programs	8	4	1	1	1	2	3	5
Policy on educational program quality assurance and academic integrity	8 FS	4 FS	1 FS	1 FS	1 SC	2 FS	3 FS	5 FS
Development and approval of the educational program, information management	7 FS, 1 SC	2 FS, 2 SC	1 FS	1 FS	1 FS	2 FS	1 FS, 2 SC	3 FC 2 SC
Student-centered learning, teaching, and assessment	6 FS, 2 SC	4 FS	1 FS	1 FS	1 FS	2 FS	1 FS, 2 SC	4 FS, 1 SC
Admissions, academic performance, recognition, and certification	7 FS, 1 SC	4 FS	1 FS	1 FS	1 FS	2 FS	1 FS, 1 SC, 1 PC	1 FS, 3 SC, 1 PC

Continued from table 3

Faculty and teaching staff	3 FS, 4 SC	4 FS	1 FS	1 FC	1 PS	2 FS	3 FS	1 FS, 4 SC
Learning resources and student support	8 FS	1 FS, 3 SC	1 FS	1 FS	1 FS	2 FS	2 FS, 1 SC	4 FS, 1 SC
Public information	7 FS, 1 SC	3 FS, 1 SC	1 FS	1 SC	1 SC	2 FS	2 FS, 1 SC	4 FS, 1 SC

Note: FS – full, SC – significant, PC – partial compliance

An analysis of the levels of compliance of educational programs at universities in the field of “6B01 Pedagogical sciences” and the specialty “6B015 Training of teachers in natural science subjects” (physics, chemistry, biology, geography, mathematics) shows the following percentage ratios (fig. 2).

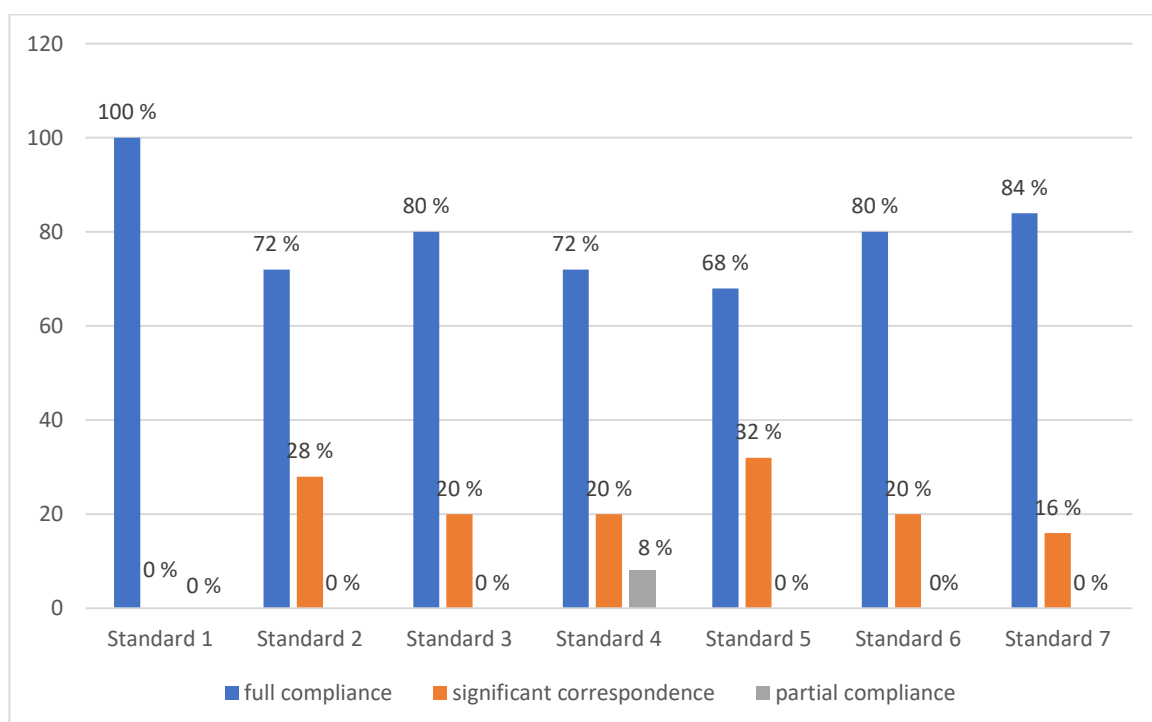


Figure 2. Levels of compliance with accreditation standards

To obtain a comprehensive picture of the quality of educational program implementation, an analysis was conducted to assess their compliance with all accreditation standards. The analysis revealed that:

1. The implementation of educational programs in the “6B015 Training of teachers in natural science subjects” group (including the training of teachers of chemistry, mathematics, computer science, geography, biology, and physics) demonstrates **100%** compliance with the requirements of Standard 1 “**Quality assurance policy and academic integrity**”. The zero-non-compliance rate confirms a high commitment to the principles of transparency, integrity, and educational quality.

2. Implementation of educational programs in accordance with Standard 2 **“Curriculum development and approval, information management”** presents the following results:

- **72%** of bachelor’s degree programs (18 out of 25) demonstrated full compliance with all standards. Among the accredited programs that met the high requirements were programs for training chemistry teachers and geography teachers (*U. Zhanibekov South Kazakhstan Pedagogical University*); biology teacher training (*Z. A. Tashenev University*); and programs in chemistry, physics, and biology (*Sh. Murtaza International Taraz Innovation Institute*); for the mathematics and computer science program (*O.A. Baikonurov University of Zhezkazgan*); for the chemistry, biology, physics-computer science, chemistry-biology, mathematics-physics, geography, and physics programs (*M. Auezov South Kazakhstan University*); in the mathematics and chemistry program (*H.A. Yasavi International Kazakh-Turkish University*); in the computer science program (*Astana International University*); in the chemistry program (*Sh. Esenov Caspian University of Technology and Engineering*).

- **28%** of bachelor’s programs (7 out of 25) showed significant alignment in the following programs: geography and history (*M. Auezov South Kazakhstan University*); in the physics and geography program (*H.A. Yasavi International Kazakh-Turkish University*); in the chemistry and mathematics teacher training program (*Z.A. Tashenev University*); in the mathematics and geography program (*Sh. Murtaza International Taraz Innovation Institute*).

3. The implementation of educational programs in accordance with Standard 3 **“Student-centered learning, teaching, and assessment”** shows that:

- **80%** of bachelor’s degree programs (20 out of 25) demonstrated full compliance with all standards, including teacher training programs, specifically in biology, chemistry, physics, geography, mathematics and physics, and geography and history (*M. Auezov South Kazakhstan University*); in the programs of mathematics, physics, chemistry, and geography (*H.A. Yasavi International Kazakh-Turkish University*); in the computer science program (*Astana International University*); in the chemistry program (*Sh. Esenov Caspian University of Technology and Engineering*); for the teacher training program in chemistry and geography (*U. Zhanibekov South Kazakhstan Pedagogical University*); for the teacher training program in mathematics (*Zh. A. Tashenev University*); for the program to train teachers of physics, chemistry, biology, and geography (*Sh. Murtaza International Taraz Innovation Institute*); for the mathematics and computer science program (*O.A. Baikonurov University of Zhezkazgan*).

- **20%** of bachelor’s programs (7 out of 25) showed significant compliance with the program in geography and physics (*M. Auezov South Kazakhstan University*); in the biology and chemistry teacher training program (*Zh. A. Tashenev University*); the mathematics program (*Sh. Murtaza International Taraz Innovation Institute*).

4. The implementation of educational programs in accordance with Standard 4 **“Admissions, academic performance, recognition, and certification”** yields the following results:

- **72%** of bachelor’s degree programs (18 out of 25) demonstrated full compliance with all standards, including programs for training mathematics and computer science teachers (*O.A. Baikonurov University of Zhezkazgan*); the biology

program (*Sh. Murtaza International Taraz Innovation Institute*); the biology teacher training program (*Zh. A. Tashenov University*); the geography and chemistry teacher training program (*U. Zhanibekov South Kazakhstan Pedagogical University*); under the chemistry program (*Sh. Esenov Caspian University of Technology and Engineering*); under the computer science program (*Astana International University*); under the geography, chemistry, physics, and mathematics programs (*H.A. Yasavi International Kazakh-Turkish University*); for the programs in geography, physics, mathematics-physics, chemistry, chemistry-biology, biology, and geography-history (*M. Auezov South Kazakhstan University*).

- **20%** of bachelor's programs (5 out of 25) demonstrate significant alignment in the physics-computer science program (*M. Auezov South Kazakhstan University*); in the chemistry teacher training program (*Z. A. Tashenov University*); in the chemistry, physics, and mathematics program (*Sh. Murtaza International Taraz Innovation Institute*).

- **8%** of bachelor's programs (2 out of 25) demonstrate partial compliance with the mathematics teacher training program (*Zh. A. Tashenov University*); with the geography program (*Sh. Murtaza International Taraz Innovation Institute*).

5. The implementation of educational programs in accordance with Standard 5 **“Faculty and teaching staff”** yields the following results:

- **68%** of bachelor's degree programs (16 out of 25) demonstrated full compliance with all standards, including programs for training, specifically in geography-history, physics-computer science, mathematics-physics, and physics (*M. Auezov South Kazakhstan University*); in the program mathematics, physics, chemistry, and geography (*H.A. Yasavi International Kazakh-Turkish University*); in the computer science program (*Astana International University*); in the chemistry program (*Sh. Esenov Caspian University of Technology and Engineering*); in the chemistry and geography teacher training program (*U. Zhanibekov South Kazakhstan Pedagogical University*); for the biology, chemistry, and mathematics teacher training program (*Z. A. Tashenov University*).

- **32%** of bachelor's programs (8 out of 25) demonstrate significant alignment with the curriculum for geography, chemistry, and chemistry-biology (*M. Auezov South Kazakhstan University*); for physics, mathematics, biology, and chemistry (*Sh. Murtaza International Taraz Innovation Institute*).

6. The implementation of educational programs in accordance with Standard 6 **“Learning resources and student support”** yields the following results:

- **80%** of bachelor's degree programs (20 out of 25) demonstrated full compliance with all standards, including programs for training teachers of chemistry and geography (*U. Zhanibekov South Kazakhstan Pedagogical University*); the biology and chemistry teacher training program (*Zh. A. Tashenov University*); the chemistry, physics, mathematics, and biology program (*Sh. Murtaza International Taraz Innovation Institute*); in the mathematics and computer science program (*O.A. Baikonurov University of Zhezkazgan*); in the chemistry program (*Sh. Esenov Caspian University of Technology and Engineering*); in the computer science program (*Astana International University*); in the physics program (*H.A. Yasavi International Kazakh-Turkish University*); in the geography, physics, mathematics-physics, physics-computer science, chemistry, chemistry-biology, biology, and geography-history (*M. Auezov South Kazakhstan University*).

-20% of bachelor's programs (5 out of 25) show significant alignment in the mathematics, geography, and chemistry program (*H.A. Yasavi International Kazakh-Turkish University*); in the mathematics teacher training program (*Z.A. Tashenov University*); in the geography program (*Sh. Murtaza International Taraz Innovation Institute*).

7. The implementation of educational programs in accordance with Standard 7 “**Public information**”, shows the following results:

- 84% of bachelor's programs (21 out of 25) demonstrated full compliance with all standards, including programs in teachers, specifically in the following programs: biology, chemistry-biology, chemistry, physics-computer science, mathematics-physics, and physics-geography (*M. Auezov South Kazakhstan University*); in the following programs: mathematics, physics, and chemistry (*H.A. Yasavi International Kazakh-Turkish University*); in the computer science program (*Astana International University*); in the geography, biology, mathematics, and physics programs (*Sh. Murtaza International Taraz Innovation Institute*); in the chemistry and biology teacher training program (*Zh. A. Tashenov University*); in the geography teacher training program (*U. Zhanibekov South Kazakhstan Pedagogical University*).

-16% of bachelor's programs (4 out of 25) demonstrate significant alignment in the geography-history program (*M. Auezov South Kazakhstan University*); in the geography program (*H.A. Yasavi International Kazakh-Turkish University*); in the mathematics teacher training program (*Zh. A. Tashenov University*); in the physics program (*Sh. Murtaza International Taraz Innovation Institute*).

Overall, most universities demonstrate full compliance, which confirms the effectiveness of internal quality assurance systems. Compliance with the “Quality assurance policy and academic integrity” standard is consistently demonstrated by all accredited educational programs. At the same time, inconsistencies in the implementation of certain standards have been identified. Attention should be paid to the teacher training programs in mathematics and geography in accordance with the standard “Admission, academic performance, recognition, and certification”. This trend may be linked to the insufficient appeal of these programs; at the same time, it requires an analysis of the employment prospects for university graduates. Regarding educational programs requiring special attention, the following standards also warrant consideration “: Development and approval of educational programs, information management”, and “Faculty and teaching staff”.

1.3. Expert comments and recommendations on accreditation standards

The analysis conducted by the Expert evaluation group (EEG) on the accreditation standards for educational programs in the field “6B01 Pedagogical sciences”, specialty “6B015 Training of teachers in natural science subjects”, revealed a number of comments (table 4).

Table 4. Typical comments from the external expert group on accreditation standards

Comments
<i>Standard 2. Development and approval of the educational program, information management</i>
<ul style="list-style-type: none"> - the syllabi for elective courses do not include teaching materials or instructional guides developed by the department’s faculty, which reduces their quality and indicates insufficient methodological support for the educational process; - the department’s faculty members do not have sufficient certification confirming their professional development in the subjects they teach; - the content of some courses needs to be updated; - the study of innovative teaching technologies is insufficiently represented in the educational programs; - the descriptions of some courses in the elective course catalog do not correspond to the course titles. In terms of content, there is duplication of course content; - the curriculum for higher education programs exceeds the permissible course load and may affect the quality of program implementation
<i>Standard 3. Student-centered learning, teaching and assessment</i>
<ul style="list-style-type: none"> - weak development of students’ external academic mobility; low percentage of student participation in research activities; - students in educational programs do not participate in subject-specific academic competitions, which limits opportunities to develop their academic and competitive competencies; - student participation in research, competitions, projects, and startup initiatives remains insufficient, which limits the development of students’ research competencies and entrepreneurial potential
<i>Standard 4. Student admissions, academic performance, recognition, and certification</i>
<ul style="list-style-type: none"> - the website does not provide information on the implementation of “post-graduation support” or on efforts to identify effective methods of engaging with graduates and employers to improve the quality of professional training; - low graduate employment rate; - absence or low enrollment in educational programs; -<i>low level of student participation in national and international research competitions;</i> - consider expanding cooperation with employers at a deeper level to ensure a practical focus in education and better integration of students into the professional environment
<i>Standard 5. Faculty and teaching staff</i>
<ul style="list-style-type: none"> - low availability of textbooks and teaching aids for educational programs provided by department faculty; - weak performance of the faculty in the areas of international cooperation, scientific research, and joint projects;

Continued from Table 4

<ul style="list-style-type: none"> - low publication activity among faculty members. There are no scientific publications by faculty members teaching core disciplines in indexed journals with a non-zero impact factor (Scopus, Web of Science); - low level of academic mobility among faculty members. Insufficient development and implementation of faculty members' own research within the framework of teaching methodologies; - insufficient number of faculty members holding doctoral and candidate of science degrees (as well as PhDs or specialized doctorates) in the relevant field of the educational program
<p><i>Standard 6. Learning resources and student support</i></p>
<ul style="list-style-type: none"> - low availability of visual and technical teaching aids. Classrooms lack demonstration materials, multimedia equipment, and specialized software; - the laboratories' infrastructure is outdated, and there is a lack of modern equipment. The laboratories lack modern equipment and instruments, as well as models for specialized subjects in the educational programs; - insufficient library resources in the kazakh language
<p><i>Standard 7. Public information</i></p>
<ul style="list-style-type: none"> - monitor the quality and technical presentation of information published on the university's website; - incomplete or inconsistent presentation of information, lack of content in key sections, and broken links on official university websites; - publish information on the university's website in all languages of instruction; - insufficient public awareness of educational programs through the media

Thus, to improve the quality of the implementation of educational programs at universities, it is necessary to strengthen the following components in accordance with the standards:

- "Development and approval of educational programs, information management": strengthen components focused on modern teaching methods, practical orientation, and digitalization.

- "Student-centered learning, teaching, and assessment": attention should be paid to updating educational programs in accordance with standards and requirements for university faculty.

- "Student admission, academic performance, recognition, and certification": it is important to emphasize the attractiveness of educational programs, while also requiring universities to analyze graduates' employment prospects.

- "Faculty and teaching staff" should focus on the practical implementation of student-centered learning and the strengthening of human resources.

- "Learning resources and student support" should strengthen the integration of relevant technologies.

- "Public information": enhance the functionality of websites and improve the accessibility of information about educational programs.

The following are typical recommendations from the EEG based on the results of the accreditation of educational programs in the field “6B01 Pedagogical sciences” and the specialty “6B015 Training of teachers in natural science subjects” (table 5).

Table 5. Standard recommendations of the external expert group on accreditation standards

Recommendations
<i>Standard 1. Quality assurance policy in education and academic integrity</i>
<ul style="list-style-type: none"> - expanding cooperation with foreign and domestic universities to develop joint educational programs; - increasing the involvement of foreign experts in updating educational programs; - it is necessary to increase the publication of analytical reports on the quality of educational programs on the department’s website
<i>Standard 2. Development and approval of the educational program, information management</i>
<ul style="list-style-type: none"> - implementation of elements of the dual education system; - include in the practical training component of the “6B01514 Geography” educational program the study of environmental components directly in nature, implementing practical training in the form of field trips; - improve the availability of teaching and learning materials for elective courses; - include elements of “Artificial intelligence” in the content and learning outcomes of disciplines studied within educational programs; - strengthen efforts to develop joint educational programs with foreign universities for accredited educational programs. Increase employer involvement in the design and development of educational programs; - expand the list of core and specialized courses of an interdisciplinary and multidisciplinary nature, ensuring the training of personnel at the intersection of several fields of knowledge; - revise the course descriptions to eliminate duplication and ensure high-quality descriptions in the elective course catalog; - include elective courses such as “Methods of conducting chemistry experiments in secondary school,” “Methods of solving chemistry problems in modern schools,” and “Methods of developing elective chemistry courses” in the working curriculum for training chemistry teachers; - include in the curriculum of the “Mathematics and computer science” educational program such disciplines as “The use of digital technologies in teaching mathematics” and “Machine learning”; - intensify efforts to organize external and internal academic mobility for students;

Continued from Table 5

<i>Standard 3. Student-centered learning, teaching, and assessment</i>
<ul style="list-style-type: none"> - expand joint activities with domestic and foreign universities and research institutions to broaden the network of partners; - increase the publication output of faculty, doctoral students, and undergraduates; - implement monitoring of the effectiveness of innovative teaching methods (surveys, analytics, observations); - strengthen interaction between students and faculty to increase motivation and the quality of feedback, including through regular surveys and focus groups
<i>Standard 4. Student admissions, academic performance, recognition, and certification</i>
<ul style="list-style-type: none"> - encourage students to actively participate in academic competitions and conferences; - intensify career guidance efforts, attract prospective students, and inform the public about the university's opportunities and educational programs; - develop partnerships with employers, including the creation of joint educational and practical programs, internships, and mentoring
<i>Standard 5. Faculty and teaching staff</i>
<ul style="list-style-type: none"> - organize the recruitment of foreign scholars to deliver lectures; - improve academic mobility for the department's faculty with universities in Kazakhstan and international partners; - increase faculty members' publication activity in high-impact-factor journals; - strengthen efforts to encourage faculty participation in competitions for research grants; - strengthen efforts to involve faculty members of accredited educational programs in research projects funded by the Ministry of Higher Education and Science of the Republic of Kazakhstan; - take measures to improve the academic qualifications of the teaching staff by recruiting specialists with degrees in fields relevant to the educational programs, as well as by encouraging current faculty members to enroll in doctoral programs and obtain PhD degrees; - provide educational programs with teaching materials and faculty; - collaborate with leading pedagogical universities, research institutes, and industrial associations in the development of innovative pedagogical products and the commercialization of research; - intensify efforts to enable faculty members to complete professional development courses at domestic and foreign universities and research centers in the fields of educational programs; - intensify exchange and internship programs for faculty members in the educational programs 6B01501–Computer science, 6B01507–Computer science, and 7M01501–Computer science on a semester basis to stimulate their professional development and enrich the educational process;

Continued from Table 5

- attract promising young specialists with knowledge of foreign languages
<i>Standard 6. Learning Resources and student support</i>
<ul style="list-style-type: none"> - increase the number of computers available for general use in the library reading rooms; - create favorable conditions for people with physical disabilities; - strengthen oversight of dormitory conditions and ensure uninterrupted and adequate heating during the cold season; - increase the use of digital technologies in the implementation of educational programs; - explore the possibility of establishing a startup center for student entrepreneurs; - increase the volume of library resources in the kazakh language; - improve the availability of teaching materials for elective courses; - implement monitoring of the use of library and digital resources (analytics, log data, feedback); - define performance indicators for the AI Center and expand student participation in AI projects. Develop virtual laboratories and simulators for biological disciplines. Strengthen career support through digital services (e-career-tracking)
<i>Standard 7. Public information</i>
<ul style="list-style-type: none"> - increase the activity of the department and institute’s faculty in promoting information about the successful implementation of educational programs in the media and on official websites; - publish information on the university website in the three languages of instruction; - ensure the completeness and timeliness of information posted on the university’s official website; - regularly update the university website with current information and expand sources of information about the activities and achievements of the educational program, as well as about graduates and their accomplishments, by creating publications and videos about the program’s key resources featuring faculty members and doctoral students

The largest number of recommendations are concentrated in the following areas: “Development and approval of the educational program, information management,” “Educational resources and student support”, and “Faculty and teaching staff”. This indicates the need for a systematic approach to strengthening these areas in higher education institutions.

1.4. Best practices of higher education institutions

The adoption of best educational practices enhances the competitiveness of educational programs and the quality of professional training, and serves as a model

for adaptation and implementation at other universities, thereby promoting the dissemination of high standards throughout the higher education system. An analysis of EEG reports shows that key positive practices at universities result from the modernization of educational program content, strengthening ties with the labor market, the advancement of digitalization, and the active involvement of stakeholders (table 6).

Table 6. Positive practices of higher education institutions

Best practice
<i>Zh. A. Tashenev University</i>
- established the artificial intelligence Center (2024–2025), which organizes courses on artificial intelligence and collaborates with international partners, including INNOVATORSCLUB (Switzerland)
<i>M. Auezov South Kazakhstan University</i>
<ul style="list-style-type: none"> - the “Virtual admissions committee” unit allows applicants to submit applications online via the website priem.auezov.edu.kz, which simplifies and speeds up the application process; - the university is participating in the Republic of Kazakhstan’s “National digital career center” pilot project based at the Astana International financial center; - the University’s media service center collaborates with a number of media outlets, such as the television channels “Khabar”, “Channel 31”, “Otyrar”, NarTV “Aigak”, “Kazakhstan Pravda”, “Strana i Mir”, “Ontustik Kazakhstan”, “Panorama Shymkent” and “Rabat” to provide transparent, up-to-date, and reliable information about the university’s activities; - active work is underway to implement the global trend of massive open online courses (MOOCs). Twenty-four online courses have been launched on the international Open EDX platform, along with one online course selected following an external independent review; - one of the university’s trends in the area of methodological support for the educational process is electronic learning materials and multimedia resources. A total of 17408 teaching and learning packages for various disciplines have been developed in digital format and are available on the educational portals asu.ukgu.kz, auezov.edu.kz, and ukgu.mbook.kz; - programs and teaching materials developed by the faculty are reviewed in close collaboration with employers; - training seminars are held for students on how to work with and use the university’s electronic library
<i>U. Zhanibekov South Kazakhstan Pedagogical University</i>
- use of information technologies to ensure student convenience outside university buildings: specifically, university students are provided with student ID cards integrated with the TOLEM system (payment for public transportation in the city of Shymkent)

Continued from table 6

<i>Sh. Esenov Caspian University of Technology and Engineering</i>
<ul style="list-style-type: none"> - inclusion in the curriculum of the 6B01504 Chemistry bachelor’s program of the courses “Fundamentals of instructional design”, “STEM - education”, and “Lesson design and assessment”, which reflect current trends in the development of educational systems; - Yessenov Mobile – a specially developed innovative mobile app for Android and IOS, featuring a wide range of functionalities and enabling users to submit requests for official transcripts, academic records, and other services; - the Lesson Study project, implemented in the format of summer and winter schools, aimed at enhancing the professional culture of teaching staff, including in the digital sphere and in the application of artificial intelligence, while taking academic requirements into account
<i>H.A. Yasavi International Kazakh-Turkish University</i>
<ul style="list-style-type: none"> - the option to cover tuition costs through funding from the Authorized Council (“Turkish quota”) - a unique mechanism that allows students with high academic performance to study for free, even if they are unable to receive funding from the Republic of Kazakhstan’s state budget due to a lack of or insufficient budgetary funds; - the department’s faculty publishes information about the department’s educational programs in the media; - the “Turkish Language” module (course), worth 10 credits, is a mandatory component of the educational program, which expands opportunities for academic mobility and improves the quality of education; - remuneration for publishing articles in scientific journals with a high impact factor
<i>Sh. Murtaza International Taraz Innovation Institute</i>
<ul style="list-style-type: none"> - a service system (Customer Service Center) has been implemented on the MII’s internal educational portal “sirius.htii.kz”, allowing users to submit online requests for necessary documents and receive automated responses via the email address provided by the applicant or in person. Digital signatures by administrators and the institution’s seal via QR code have been implemented; - the IT Academy is operational to provide additional relevant and in-demand knowledge
<i>Astana International University</i>
<ul style="list-style-type: none"> - the ART club operates within the school of arts and design; participation in it helps accelerate adaptation and socialization, as well as the development of self-presentation skills and self-development among students

Overall, positive practices in universities focus on the integration of artificial intelligence and technological modernization, practice-oriented learning, the personalization of educational pathways, and ensuring student well-being. These practices help universities remain competitive and adapt to rapid technological changes and the demands of employers.

CONCLUSION

An analysis of the EEG's program accreditation reports for 2024-2025 identified key trends and systemic issues in the implementation of quality assurance standards at universities.

A positive trend is the consistent compliance of virtually all accredited university educational programs with the "*Quality assurance policy and academic integrity*" standard; consequently, this can be noted as a strength of universities. The high rate of compliance with this standard indicates the development of a culture of quality in higher education.

Overall, a system of internal quality assurance in education has been established and consolidated at universities; however, its practical implementation remains uneven. An analysis of problem areas at universities confirms that the *development and approval of educational programs, staffing of educational programs, and student admissions* are key areas requiring increased attention.

Based on an analysis of the external expert groups program accreditation reports, the following key recommendations for improving educational programs are identified: *the use of modern IT - solutions and the digital transformation of educational resources; the modernization of educational program content; strengthening ties with the labor market; active engagement of stakeholders (students, graduates, employers), strengthening human resources, interacting with regions and employers to recruit students, and attracting motivated and capable students and ensuring disciplines are equipped with teaching materials*. These areas are intended to improve the quality of training for a new generation of teachers capable of working within the context of an evolving education system.

Overall, the analysis results indicate that management decisions need to be strengthened at the level of educational programs. Strengthening internal monitoring, systematizing engagement with stakeholders, and implementing decisions at the program level are fundamental elements of ensuring that universities meet modern challenges.