

Accreditation Report

Mongolian National University of Education (MNUE)

Teacher, Foreign Language Education (English) D011409 (Bachelor)

Teacher, Foreign Language Education (German) D011409 (Bachelor)

I Procedure

Date of contract: August 14, 2020

Date of the submission of self-assessment report: April 16, 2021

Date of Online site visit: 19/20 May 2021

Attendance by ACQUIN office: Dr. Jasmine Rudolph

Accreditation decision scheduled: December 6, 2021

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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 the 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 addition, the national context, particularly the National Regulations of the Mongolian National Council for Education Accreditation regarding the establishment of study programmes, are taken into account (National Mongolian Criteria).

Additional remarks on report preparation

The report should include a descriptive and an analysing, assessing part, taking into account the points of contention, which follow the ESG and Criteria of the Mongolian Accreditation Council. Both **strengths and weaknesses** should be discussed in the report. All relevant information should be included so that the decision-making body of the Agency can follow the recommendations of the experts without further background information.

The evaluation of the study programme should assess the consistency of the objectives, concept and implementation of the programme(s) taking into account the respective Higher Education Institution (HEI) context. The assessment is to be based solely on the **goals defined by the HEI** for this study programme(s) and the legally binding requirements; own study programmes should not serve as a benchmark.

The accreditation should be viewed as a **collegial-critical assessment process** and as an opportunity for a direct exchange. A distinction should be made between recommendations which the HEI is not obliged to implement and conditions, which must be implemented by the HEI within a certain period. Conditions and recommendations have to be comprehensibly justified by the experts. Compliance with the criteria should be evaluated and if applicable recommendations and/or conditions should be proposed.

In **reaccreditation procedures**, further development of the HEI is examined as well as the handling of the recommendations related to the previous accreditation. It is checked whether and how results from evaluations have been converted into concrete measures and whether the current legal framework has been respected.

After completion of the procedure, an **accreditation report** will be published. The report contains the assessment of the peer-review experts as well as the official decision of the Accreditation Commission of ACQUIN.

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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. In addition, the respective country-specific criteria and standards of the Mongolian Accreditation Council regarding the establishment of study programmes, are taken into account (National Mongolian Criteria).

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 and national monogolian criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programmes.

1 The Higher Education System in Mongolia

Higher education in Mongolia is closely linked to connected with the rich history of Mongolian statehood since the foundation of the Khunnu Empire in the third century B.C.E. and the Great Mongolian Empire in the thirteenth century, founded by Genghis Khaan (Genghis Khan).The higher learning was strengthened by Khubilai Khaan, Chinggis Khaan's grandson (1215–1294),

According to the Higher Education Law, the institutions of higher learning are divided into three categories: university, institute, and college. A major difference between these three categories is that universities offer a full range of degree programs, while institutes offer programs up to master's degree and colleges offer vocationally oriented bachelor's degree as well as nondegree programs. By the type of higher education institutions, 17.8% of the total HEIs are universities, 69. 3% are institutes, 7.9% are colleges, and 5.0% are branches of foreign HEIs.

The country's higher education institutions offer, usually a 4-year bachelor's degree, a 2-year master's degree and 4-year doctoral programs. The Mongolian higher education system is working on course offerings that match the Mongolian labour market. Related curriculum reforms since 2013 have encouraged a greater emphasis on improving general education, promoting outcomes-based education, and the expansion of narrowly defined courses of study. As a result, faculty development centres and internal quality assurance units, have been established in higher education institutions to facilitate the deep implementation of the curriculum reform. The development of internal quality assurance is an important issue in Mongolian higher education, as it is intended to the process of curriculum review and to promote the Employability of graduates.

The Mongolian State University of Education was established in 1951 as a platform for preparing secondary school teachers. Currently, the university has 12 branch schools for educational studies. The university offers both undergraduate and postgraduate programs. There are 8 schools, 38 departments, 6 research centres and 35 laboratories. The university has 14,000 students and 800 faculty and staff.

The Minister of Education, Culture, Science and Sports (MECSS) has the overall responsibility for higher education in Mongolia at the system level. Public universities are directly accountable to the directly responsible to the MECSS and are governed by the Higher Education Act Law and a series of bylaws. In 1998, the Mongolian National Council for Educational Accreditation (MNCEA) was established.

2 Short profile of HEI

The Mongolian National University of Education (MNUE), founded in 1951, is the leading university in the country offering teacher education programmes at the bachelor's, master's and doctoral levels. During 70 years of its existence, MNUE has made a tremendous contribution to preparing qualified teaching staff for schools of all levels across the education sector. 70% of teachers currently employed at secondary schools are graduates from MNUE. The majority of secondary school curriculum, textbooks, and other teaching and learning materials are developed by the university lecturers.

Currently, the university offers 23 bachelor degree programmes (in 43 specialised teaching areas), 45 master's and 17 doctoral programmes to a total number of 14,424 students. The programmes are concurrent: integration of teacher education and academic fields. The university employs 470 lecturers. It has been housed in 13 buildings in the central part of Ulaanbaatar city. There are 7 dormitories at the disposal of the students. As for the organizational structure, the University comprises 8 Schools and 38 Departments). MNUE has close partnership with 89 universities from 15 countries with whom 123 agreements were made on teacher/students'

exchange, research projects, and joint academic programmes. There are over 1200 international students currently enrolled in the academic programmes. The University has been successfully accredited 3 times (1999, 2004, 2018) by the Mongolian National Council for Educational Accreditation (MNCEA).

As for the organizational structure, the University comprises 8 Schools and 38 Departments. The schools are all located in the capital city except one, which is in the northern west of the country. They are as follows The School of the Humanities and Social Sciences, the School of Mathematics and Natural Sciences, the School of the Arts and Technology, the School of Physical Education, the School of Educational Studies, the School of Preschool Education, the Teachers School and the Teachers School in Arkhangai Province.

The School of the Humanities and Social Sciences (SHSS) implements 14 academic programmes including master's and doctoral programmes through its 9 departments. At present, the school employs 118 teaching and 49 working staff.

The Department of English and German Languages was established in 1993 to offer General English courses for non-linguistic students and Translator's Programme for the evening course students. In 1998, the Department expanded its educational services by a single major in English Language Teaching and double major in Russian-English and Mongolian-English Language Teaching, as well as master's programmes in Foreign Language Education. In addition to these, the Department is in charge of professional courses for graduate programmes and in-service teacher training courses for secondary school teachers.

In 2012 MNUE teacher education programmes were renewed within the Primary and Secondary Education Quality Reform process launched by the Ministry of Education and Science (MoEAS). This nationwide process aimed at renewing the national core curriculum for primary and secondary education. It revealed a need for substantial changes in teacher education. In 2013, feasibility studies were conducted aiming at illuminating key issues in pre-service and in-service teacher education, including comparative studies of international experiences in the field. Within this reform MNUE introduced major changes in reshaping its initial teacher education programmes. As a result of these activities, in 2014 the MNUE Statute, Internal Regulation, Teacher Education Conceptual Framework, a New Teacher Profile "Teacher-21" and the Development Policy (2014-2024) were developed. The Motto, Vision, and Mission of the university were newly articulated. All policy documents went through extensive discussions among professional circles, including key stakeholders. The key changes such as outcome-based management, value-based programmes, and a credit system (at its full capacity) were developed and introduced. To ensure implementation of a new system, a legal basis (regulatory documents and a number of development programmes for teachers, students including the university infrastructure), and a ULMS were developed.

It has already been 20 years since MNUE offered Bachelor's programme in German language teaching in 1999. At present, there are 6 faculty members implementing German language teaching programme (GLTP) at both bachelor's and master's levels: two lecturers with 16-23 years of teaching experience who hold doctoral and master's degrees, one DAAD visiting lecturer and one language assistant-teacher. The English Language Teacher Programme (ELTP) as a part of this process, was first introduced in 2015 enrolling the first cohort of students.

Over the years, as for the one and only university which offers GLTP in Mongolia, the MNUE has intensively taken actions to continuously improve GLTP by increasing research in German linguistics and methodology of teaching, as well as by broadening international and internal partnerships and cooperation. The Department has been cooperating and carrying out joint projects with the German Academic Exchange Service (DAAD), the Office of the German Language School Abroad (ZfA), Goethe Institute, Bielefeld University, Ruhr-University Bochum (Germany), Nagoya University (Japan), and the Mongolian German Teachers' Association.

Although English is an official first foreign language in the country, there is an increasing number of students who are learning German as a second foreign language in secondary schools in Mongolia. In 2009, total of six secondary schools offered German language whereas in 2011 this number increased to nine schools with 1800 students. In 2019 the number of schools substantially increased and reached 14 with 3088 students.

German language is included in the school curriculum not only in the capital city but also in the provinces. This indicates that the number of young people who choose to learn German language is increasing steadily. As the number of students who are learning German language in public and private schools increases. Therefore, the demand for German language teachers also increases. The GLT programme aims at not only developing the students' language and methodology skills but also encouraging and supporting their personal development. The programme offers the following knowledge and skills in the areas as shown below. One of the advantages of GLTP is the provision of different types of school-based teaching practicums managed continuously throughout of the programme. In addition, the successful students in the programme have opportunities for a long- and short-term international teaching experiences in secondary schools and gymnasiums at Ruhr University Bochum in Germany and Thurgau University of Teacher Education in Switzerland within the partnership agreements between the universities.

3 General information on the study programmes

Location	Teacher, Foreign Language Education (German), D011409, Mongolian National University of Education (MNUE)
Date of introduction	1999
Faculty/ department	The School of the Humanities and Social Sciences (SHSS) /Department of English and German Languages
Standard period of study (semesters)	4 years (8 Semester)
Number of ECTS credits	248 ECTS (124 Credits)
Number of study places	25-30
Number of students currently enrolled	60
Average number of graduates per year	10
Target group(s)	The German language programme is open to anyone who completed the general secondary education and have passed the General Entrance Examination (GEE) requirements.
Form of study	full-time
Tuition fee	Average 2.433.500₮ per year

Location	Teacher, Foreign Language Education (English), D011409, Mongolian National University of Education (MNUE)
Date of introduction	1998
Faculty/ department	The School of the Humanities and Social Sciences (SHSS) /Department of English and German Language
Standard period of study (semesters)	4 years (8 Semester)
Number of ECTS credits	248 ECTS (124 Credits)
Number of study places	125
Number of students currently enrolled	455
Average number of graduates per year	85
Target group(s)	Students who received the minimum entrance scores of 400 or over are admitted to the ELTP
Form of study	full-time
Tuition fee	Average 2.433.500₮ per year

III Implementation and assessment of the criteria

The peer-review experts assess the quality of the study programme(s) and compliance with the ESG standards as well as with the national Mongolia Criteria. The report must document the assessment of each study programme in the cluster, taking into account each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programmes cluster level in order to avoid repetition and better describe general context.

1 **ESG Standard 1.1: Policy for quality assurance (ESG) and Quality Assessment and Assurance (NMC 7)**

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. (ESG)

To have internal quality assurance mechanisms for continuous development of the program and conduct external assessment. (NMC 7)

1.1 **Implementation**

General aspects for both study programmes

The MNUE Development Policy (2014-2024), initially developed in 2014 and revised in 2018, is a key policy document that states the development strategies of the University along with its newly formulated vision, mission, fundamental principles of performance, and more importantly concepts of values. It has defined MNUE development strategies for government and management, quality and outcomes of educational services, and research and innovations. A total number of 37 KPIs up to 2024 have been developed in order to ensure a quality performance in all areas of the University operation. In 2020, with the aim to come up with more comprehensive quality assurance system, the MNUE Policy of Quality Assurance has been developed and approved by the Board of Directors. In parallel to this process, the quality assurance regulation and a manual are under development. The exhaustive work has been done to clearly and comprehensively formulate performance indicators in close link with job descriptions, relevant regulatory documents, additional duties assigned by decision, quality control of liability fulfillment, and appraisal system.

The goal for developing a quality management system of the University that meets national and international standards is stated in the Provision 3.4 of the Development Policy and can be briefly described as follows:

The overall QA processes that measure the university performance and progress are carried out by internal and external evaluations. The Quality management system consists of closely linked 3 constituents: a) Input: defining the current status of the University performance, identifying the needs and requirements of stakeholders; b) Key processes of educational services: quality management processes as planning, implementation, improvement, and evaluation; c) Output: satisfaction of stakeholders (students, teaching staff, employers), meeting quality indicators, ensuring accountability and progress.

As shown above, the University has been implementing quality assurance in 4-stage cycle as planning (environment, human and financial resources), implementing (processes of all units under the University structure), evaluating outcomes (programme learning outcomes, research outcomes, performance outcomes of all units), and evaluating followed up with improving of issues areas. The core of these processes are the values formulated in regard to teaching and working community, students, management, alumni, resources and financial security. The internal monitoring has been done each academic year supported by a student satisfaction survey every semester. The monitoring covers admission, student progress and graduation and its outcomes are reflected and discussed in the annual report of every unit of the University. As concerning a periodic review of academic programmes, it has been carried once in 2019 upon completion of newly designed programmes.

Concerning academic integrity and freedom the MNUE is implementing a Policy on Intellectual Property (2018-2024) and in addition to that, the regulation on procedures for registration, storage, usage, and possession of the intellectual property is used in the operations. There is an "Intellectual Property Committee" under the Academic Council of the University, which has seven members. The Academic Council of the affiliated schools is responsible for all issues related to intellectual property. If required, agreements on the use, licensure, and confidentiality shall be made.

Regularities against discrimination against students or staff are also documented and written down. The "MNUE Rules as well as the "Internal Regulation" and the "MNUE Regulation on Teaching Staff" clearly state "no discrimination policy" against students and staff on the basis of their ethnicity, language, age, gender, social origin, and status. The "MNUE Code of Conduct", revised in September 2020, sets out the norms to be followed by entire MNUE community including the penalties for alleged misconduct.

1.2 Assessment

1.2.1 General aspects for both study programmes

The MNUE has made it its central task to develop a quality culture that applies universally at all levels of the university, is accepted by all university members and is constantly reviewed and further developed. In the view of the expert group, the university has a very good formal quality assurance policy in which all control loops are closed, interlock very well and work together. The instruments of internal quality assurance are publicly accessible and known to all staff and students. The quality assurance policy covers all relevant areas and informs all university members regularly and transparently about the use of the quality assurance instruments. All relevant bodies are also appropriately involved in the process of further developing quality assurance and the coordination processes of the various bodies were explained in the discussion rounds. The university has a formal policy for quality assurance, which covers all relevant areas. All important bodies and institutions are sufficiently involved in the development and the implementation of the policy. All relevant areas are covered and are publicly accessible. The formal quality assurance policy of the higher education institution has found consistent implementation in the Department of English and German. The concepts of gender equality and the promotion of equal opportunities are also consistently implemented in the Department of English and German. Perhaps, there is a need to improve the international digital visualization of the department.

1.2.2 Teacher, Foreign Language Education (GERMAN)

All the aspects mentioned above apply in full to the area of teacher education in German as a foreign language that is realised in the department. The evaluators are particularly positive about the great commitment of all members to participate in the quality assurance process. We also want to point out the interdisciplinary exchange between all members of the department.

1.2.3 Teacher, Foreign Language Education (ENGLISH)

All the aspects mentioned above apply in full to the area of teacher education in English as a foreign language at the department, too. Again, the evaluators are particularly impressed about the great commitment of all members to participate in the quality assurance process and the interdisciplinary exchange between the members of the department.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programmes and Program Planning and Training Activities (NMC 7)

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. (ESG)

2.1 Implementation

General aspects for both study programmes

The newly revised mission of the University states to provide the education sector with creative teachers and professionals capable to develop every single child. In compliance with this mission, the aim of the teacher education programme is formulated as “to prepare teachers and professionals with profound knowledge and skills of organizing teaching and learning based on differentiation and personal characteristics of students, who are capable of applying knowledge and skills in their pedagogical practices, and willing to support students’ learning in their future teaching career.

All MNUE academic programmes have been reformed in accordance with the Mongolian Government policy on education, the secondary school teacher standards and core curricula, the MNUE Teacher-21 Model.

In general, the university academic programmes are based on traditional cultural and personal values, knowledge, skills and attitudes as outcomes, and methodologies and activities that support learning. The learning outcomes are to be assessed by performance that evidences their acquisition.

The MNUE model of Outcome-based Academic Programme was developed with the aim to bring the teaching staff of the University to common understanding and ensure a unified design of programmes. The MNUE Academic Programme Designing Guidelines” has been developed in 2015. This provides a universal format for all programmes and consists of eleven parts: General Introduction, Programme educational objectives (PEO); Programme learning outcomes (PLOs); Curriculum Framework; Courses: introductions and standards of all courses prescribed in the curriculum framework; Methodology; Facilities Resources; Admission Regulation; Teaching Staff; Evaluation (Quality Assurance of the programme) and Partnerships.

The educational objectives of the programme (PEOs) have been defined based on the vision and mission of the University and they articulate general competencies to be acquired by graduates of the programme. The PEOs in their turn serve as a guide to identify PLOs and develop the Curriculum Frameworks by a number of courses required to fulfill the learning outcomes. PLOs are identified by the following three sets (personal general knowledge, skills, and attitudes; teacher education knowledge, skills and attitudes academic discipline knowledge, skills and attitudes. The learning outcomes of each course i.e., students' knowledge, skills and attitudes (CLOs) are defined to contribute to the implementation of PLOs. All the courses follow the following format: a) a course standard (standardization of two things – CLOs and assessment weight); b) a course introduction (a unified format: aims/objectives, resources, content, assessment types, independent assignments, key methods); c) a course curriculum (lecturers select their activities, resources).

Course introductions and standards for all courses are developed by individual lecturers or a team of lecturers. They contain course descriptions, teaching staff and their contacts, aims and objectives, CLOs and their correlation with the content to be covered, planning of the content by types of classes and their time allocated, main course books and additional reading, detailed description of all topics with independent assignment (if any) and key classroom activities, assessment types and detailed criteria for formative, summative (if any) assessments and independent assignments. The curriculum framework, course introductions and standards are available in the printed and e-form in the ULMS system. The course curricula are sent by lecturers to those students who selected their courses via their web.

The Correlation of the PLOs and CLOs is defined by the standards for general foundation, teacher education and professional courses.

According to the Law of Mongolia on Higher Education, a bachelor degree programme has to be covered in not less than 120 credits. Based on this, the CF for the "Teacher, German Language Education" programme was developed in 124 credits. Students have to earn 124 credits within 4 years on average and can graduate from the bachelor degree programme earning a GPA of at least 1.7 or higher.

The student's successful progression throughout the programme depends on many factors. In order to provide an adequate support to students, the University is structured with the following features:

According to the University Academic Regulations the amount of credits to earn each semester is flexible by fluctuating between 10 at least and 21 at most. A student earns 30 credits on average per year. For the faster students there is a separate CF which allows students to complete the programme in 3.5 years. The major documents that regulate students' admission, course study, examination, and graduation are available on Teacher's and Student's Webs. At

the beginning of each academic year, students and lecturers are given academic study and work plans where a comprehensive information on start/end dates of semesters, deadlines for course selection 1 and 2 and enrolment and registration, examinations and Teaching Practicum periods, as well as key routine activities for departments and offices. In addition, the Office of Academic Programmes of SHSS assigns one student service specialist to every 600 students. The department lecturers carry an additional duty to work with students as advisors. Two credits are additionally given to each lecturer for students counselling services. On average 2-3 students are usually assigned to each lecturer by the Department.

The university ULMS system is a key source of information and data. The student web provides the students with CF (3.5 and 4.0 years), introductions of courses and lecturers, assessment procedures and guidelines. Apart from this, the SHSS Student's Book, published and distributed to all students, contains all relevant information as well. The MNUE main library, SHSS library and the Department Resource Centre provide all required teaching/learning resources to both lecturers and students.

There is a well-developed system of students scholarships that is managed by MNUE Office of Students Services and the Students support units at related schools.

There are 2 dormitories available for students of SHSS. About 32% of the GLTP and 40% students of the ELTP are enrolled from rural areas. They are allowed to submit their request online via MNUE Dormitory system. This year, 80% of requested students are provided with rooms in dormitories.

Students earn at least 124 credits within the GLTP or the ELTP. There are two main semesters in the academic year which start from the third week of August each year and end in the second week of May. Each main semester (spring and autumn) lasts for 16 weeks. Each mid-semester (winter and summer) lasts 8 weeks. During mid-semesters, students are allowed to repeat courses and take elective courses to earn 1-2 credits. A students' workload depends on allocation of credits for a particular course. Allocation of credits in the curriculum framework is identified as $a:b:c:d(e)$, whereas a , b , c and d stand for the amount of lectures, seminars, lab/practice hours studied in a week, and e stands for student's self-study hours for a particular course. In this way, it is possible to identify each student's workload within each course per a week, a semester and an academic year. The credit transfer system currently in action at the university shows that one ECTS equals two MNUE credits. So, 124-credit MNUE GLTP or ELTP equals to 248 credits in ECTS.

Giving the importance to the school-based teaching experiences of students to ensure close links of major courses with school everyday practices, MNUE developed a new structure of its teaching practicum (in 2015) that consists of logically connected 6 subsequent types of practicum. In parallel to this process, the departments selected and concluded teaching practicum

collaboration agreements with secondary schools and involved their teachers in the mentorship training. After the first cohort of entrants to the new programme went through all the practicums, an evaluation procedure was carried out in terms of Teaching Practicum objectives, organization and outcomes in 2018. Following the findings the evaluation process, the structure of the Teaching Practicum was changed and, presently, it includes 4 types of practicums and covers 13 credits in total. These are the Orientation practicum, the Study practicum, the Guided practicum and Teaching practicum.

The students who completed the practicum with a grade above 70 points are allowed to take next practicum. With the aim to familiarize school managers with new types of teaching practicum and their requirements, MNUE has been hosting mentorship courses/workshops since 2016 for secondary school teachers to raise their awareness of working with student-teachers.

Taking into account schools loads, availability of teachers and students' choices, students are organized in groups of 3-4 to have practicum in one school. Every student is provided with "MNUE Students Teaching Practicum Book I, II" which contains standard, guidelines, curriculum and assessment of Teaching Practicum. All types of practicums are supervised by coordinators from the DEGL, except the Study Practicum supervised by professors of the School of Educational Studies due to its orientation towards teacher and learner research and teaching/learning processes. At present, 48 mentors from 14 secondary schools are cooperating in hosting teaching practicums. All lecturers work as coordinators during the particular practicum taking 2-3 students to each school. They closely collaborate with teaching practicum mentors from schools.

Prior to the focused training, an extensive discussion with 43 secondary school principals and 58 training managers on organization and coordination of teaching practicums was organized and cooperation agreements were made. During 2016- 2017, some 1,063 teachers were involved in the first phase, 971 in the second, and 626 in the third training phase. Simultaneously, training events were organized for 180 teachers in two provinces: Arkhangai and Darkhan-Uul, where teacher training institutes exist. During this period, 72 secondary school English teachers became certified mentors completing the amount of English teachers needed for the student mentorship during Teaching Practicum. Taking into account schools loads, availability of teachers and students' choices, students are organized in groups of 6-8 to have practicum in one school. Every student is provided with "MNUE Student's Teaching Practicum Book I and II" which contain standards, guidelines, curriculum and assessment of TP. All types of practicums are supervised by coordinators from the DEGL, except the Study Practicum supervised by professors of the School of Educational Studies due to its orientation towards teacher and learner research and teaching/learning processes. At present, the DEGL has made a collaboration agreement with 28 secondary schools in Ulaanbaatar city and 20 schools in provinces. All the members of the Department staff work as coordinators during particular practicums

taking 6-8 students to a secondary school. They closely collaborate with the teaching practicum mentors from schools.

Lessons, taught by each student during the practicum in the fall semester of the 2020-2021 academic year are recorded and archived with purpose to be used as resources for further observations, discussions and evaluation.

The MNUE academic programmes of 23 undergraduate package programmes (for 43 specializations) were by relevant departments, went through numerous discussions of the Teacher Education Reform Management Team (representing all stakeholders). Such stakeholders as MoEAS, Institute of Educational Research, Educational Evaluation Centre, Institute of Teacher`s Professional Development, other teacher training institutions and some representatives of secondary schools were involved in the extensive nationwide discussion. During 2012-2014, the constituent parts of the programme went through over 20 discussions within MNUE relevant departments and committees. In 2016, some 135 MNUE lecturers and 1985 students were selectively surveyed and expressed their suggestions on improvements of programmes, physical environment and technical facilities. Many of these issues were addressed within MNUE funded projects implemented at schools. For example, in 2016, 35% of the project funded by MNUE and 18% of the innovation projects were devoted to the programme improvement which was the greatest contribution for the current successful implementation.

The University academic programme committees operating since 2014 are structured in a way to ensure quality of programmes by their thorough discussions and approval at the department, schools, and university levels. The MNUE Academic Programme Committee comprises of 23 members, chairs of departments and professors of all schools and representative of stakeholders as Institute of Teacher Professional Development, a secondary school, and a university student. Sub-committees are represented by professors and researchers from all the related schools of the particular field.

By 2015, all programmes had taken its current shape, approved by the decision of MNUE Academic Programme Committee and formally approved by the President`s decree A/221 in the same year.

The ETLP and the GLTP which are under the supervision of the Foreign Language Programme Sub- committee (with nine members) has been discussed 14 times, undergone improvements and transferred to next level of discussion.

Since its implementation, the programmes had undergone slight changes. Published in 2015, these programmes were distributed to libraries, related departments and offices of the University. The CFs, Course standards and introductions are available in the ULMS system. Course curricula and lecturers` information reach students via their web.

The Alignment with the purposes of higher education of Council of Europe (Scope and concepts) is also an important factor, e.g. the preparation for sustainable employment or the preparation for life as active citizens, ensuring their personal growth: The MNUE provides strategically important programmes, i.e. teacher education programmes that are crucially vital for the development of the country. The PEOs and their correlated PLOs are developed based on the values of a society, by personal, social and teacher professional competencies.

The goal of MNUE academic programmes is to help students acquire personal, social, and civic competencies through all courses and TP specified in the CF. The knowledge, skills and attitudes students acquire from the courses will contribute not only to their professional development, but also will help them adapt to changing environments, take an active part in social life, and employ their communication and cooperative skills that are essential for developing the next generation of innovative and creative teachers.

The MNUE Office of Student Services in collaboration with the MNUE Students Council and related departments offers a variety of activities aimed at supporting students' professional and personal growth.

In case there is a need for a teacher of a particular subject, the secondary schools submit their requests to the education departments of their provinces and districts which, in their turn, transfer the order to the MNUE. The University discusses the number of entrants at its Governing Board, makes final decisions on admission, and submits to the Admission Committee of Mongolian University Consortium that organizes admission procedures in provinces.

Teacher, Foreign Language Education (GERMAN)

The GLTP has been developed by strictly following the MNUE guidelines. PEOs as the competencies for graduates of GLTP are defined as follows: Acquire theoretical and professional knowledge, skills, and attitudes to become able to teach foreign language basic concepts and principles at the secondary school level; as well as assist learners in developing language learning strategies, and use appropriate methods to objectively assess their knowledge and skills; Gain target language knowledge and skills at upper-intermediate level (in case of German B2 of CEFR). The students obtain relevant knowledge of the language, culture and history of the target language country and become able to organize teaching/learning processes based on learners' cognitive development and pedagogical principles, study learners' development stage. Moreover the students understand and respect their unique qualities and specific needs and provide required support for their progress and development as well as assess own teaching and take initiatives to improve it on a continuous basis.

Students possess knowledge and skills for organizing and managing a continuous, effective and creative learning process in accordance with the secondary school learners' needs, interests and age, and curriculum expectations. They become able to develop secondary school

learners' attitudes to communicate, learn and work cooperatively, have knowledge and understanding of development trends of a society, and respect social values and norms of healthy life, human rights and freedom. Furthermore students require knowledge and practical skills for clearly expressing oneself and develop independent, creative thinking skills as well as plan professional activities regularly and systematically. Students are able to show high commitment to teaching children and teaching profession by fulfilling teacher duties and responsibilities as specified in the national standards and requirements, and attend to own continuous professional development. Likewise, they have profound research methodology knowledge and skills to carry out research in the field of the linguistics and foreign language teaching and develop knowledge of research methods and techniques as well as apply them in practice to solve problems encountered in teaching. The total number of CLOs for all 84 courses prescribed in the current CF is 511. Considering that this number includes 31 elective courses, 4-8 credits for each subset of the framework, we can conclude that 369 CLOs are active.

Starting from the academic year of 2018-2019 MNUE has made a decision to include voluntary community work compulsory for all students enrolled in teacher education programmes and allocated 2 credits (64 hours) in the CF. All students have to complete it over the entire period of the programme without paying any fees.

In 2014, four organisations, the Mongolian National University of Education, the German Academic Exchange Service (DAAD), the Office of the German Language School Abroad (ZfA) and the Goethe Institute, have signed quadripartite agreements to enhance the quality of German language teaching. Within this agreement, the parties are engaged in organizing workshops and seminars for secondary school TP advisors and student-teachers, as well as in classroom observations that are followed up with discussions. It is worthwhile to note that along with providing the students with plenty of opportunities to get more knowledge and experiences of school life, the Teaching practicum also gives them job offers from schools.

In the 2018-2019 academic year a survey was carried out on "Current Situation of German Language Teaching in Mongolia, and Future Trends". Findings indicated that the number of German language schools and learners' is growing year by year. As of 2019, approximately 3,088 students are learning German in 14 schools. As the number of German-language schools increases, so does the demand for German language teachers. In the last five years, 45% of all graduates have been working as German language teachers. According to a survey conducted in the 2020-2021 academic year, 4 schools already expressed their willingness to recruit five to six new teachers next school year.

The German language teaching programme aims to improve the integration of professional courses and to develop students' research skills through projects. In order to develop the language skills of students, the Ruhr-University Bochum conducts projects guided by their visiting

professors and tutors, and publishes them on the website of the University. Students write a diploma thesis on the theoretical aspects of German linguistics in comparison with their native language as well methodology of teaching German. Students improve their research skills by exploring and conducting case studies and small-scale research on topics rooted in educational psychology and methodology during their Teaching Practicum.

The programme of German language teaching is based on continuous, coherent, flexible, open, accessible, and fully supportive learning, moving from general foundation to professional level. Lectures account for 7.4% of professional language courses and seminars, practical classes and TP for the remaining 92.6%. In order to provide students with lifelong learning skills, abilities to work with others and use of language skills, the active, participatory methods and techniques are widely used. The regular mode of delivery is a classroom teaching and learning with 13 credits school-based teaching experiences. Starting from 2020 onwards due to the pandemic, all courses have been offered online through the University network platforms.

The faculty members always seek for more opportunities for their students to master their German using various sources and forms of learning. For instance, a video conference co-hosted by German language students at Nagoya University (Japan), Tandem learning with students of Mongol Studies at Humboldt University (Germany). After acquiring sufficient knowledge of German, students are introduced to German linguistics, in parallel to Mongolian linguistics, and this opens a plenty of opportunities for carrying out small-scale research and studies under the guidance and supervision of lecturers.

After completing the Teacher Education and Methodology of Teaching German language courses, the students do observations and carry out empirical research during their teaching practicums.

Teacher, Foreign Language Education (ENGLISH)

The English Language Programme has been developed by strictly following the MNUE guidelines. Therefore the PEOs as the competencies for graduates of the English Teacher Programme are defined as follows: Students acquire theoretical and professional knowledge, skills, and attitudes to become able to teach foreign language basic concepts and principles at the secondary school level, assist learners in developing language learning strategies, and use appropriate methods to objectively assess their knowledge and skills. Besides they gain target language knowledge and skills at upper-intermediate level (in case of English B2 of CEFR) and obtain relevant knowledge of the language, culture and history of the target language country. Moreover they become able to organize teaching/learning processes based on learners' cognitive development and pedagogical principles, study learners' development stages, understand and respect their unique qualities and specific needs as well as provide

required support for their progress and development, and assess own teaching and take initiatives to improve it on a continuous basis. Students possess knowledge and skills for organizing and managing a continuous as well as effective and creative learning process in accordance with the secondary school learners' needs, interests and age, and curriculum expectations.

Furthermore they become able to develop secondary school learners' attitudes to communicate, learn and work cooperatively as well as have knowledge and understanding of development trends of a society, and respect social values and norms of healthy life, human rights and freedom. Likewise students have required knowledge and practical skills for clearly expressing oneself, develop independent, creative thinking skills, plan professional activities regularly and systematically. Besides they show high commitment to teaching children and teaching profession by fulfilling teacher duties and responsibilities as specified in the national standards and requirements, and attend to own continuous professional development. Students have profound research methodology knowledge and skills to carry out research in the field of the linguistics and foreign language teaching, develop knowledge of research methods and techniques, and apply them in practice to solve problems encountered in teaching.

The total number of CLOs for all 83 courses prescribed in the current Curriculum Framework is 498. The 498 CLOs are in total for courses, not including Teaching Practicums and bachelor's degree thesis. Considering that this number includes 29 elective courses, 4-6 credits for each subset of the framework we can conclude that 314 CLOs are active.

The MoEAS statistics for 2020-2021 academic year shows that there are 3001 English language teachers in schools out of which 58.3 % work in schools in rural areas, particularly in soums and bags (the smallest administrative units). Teachers with the age of above 40 years comprise 33%. For current academic year, there is a need of 94 English teachers nationwide. This year shows the smallest number of teachers in need for the last five years. The MNUE employment survey for the last 4 years taken from 304 ELTP graduates shows that 75.9% of the graduates are currently employed in various fields. Within this data, 68.3% of them work as English language teachers and the rest is employed by various non-teaching organizations.

The Department has not had a student with a special need enrolled in the ELTP. Although, there is a certain number of students doing part-time jobs, these students are allowed to select courses each semester on their own and complete the programme in their desired time.

2.2 Assessment

2.2.1 General aspects for both study programmes

The development of degree programmes at the MNUE is fundamentally guided by the strategic goals of the university. The University is also committed to documenting and continuously updating essential information on the objectives, learning outcomes, application requirements, language requirements, tuition fees and other design features of all current study programmes. The documents provided show that the MNUE has made every effort to structure the study programmes in accordance with the newly revised mission statement of the university, which vows to provide the education sector with professional teachers capable of educating every single child. Following the general tendencies in the development of study programs the academic programmes of the Department of English and German Languages (DEGL) are output-based, describing Programme Learning Outcome criteria (PLOs). It can be assumed that external stakeholders, i.e. the Ministry of Education, the directors of grammar schools and the heads of the language programs at schools as well as the students have been at least involved at selected stages in the process of revising the current study programs in the DEGL.

The information (documents, discussions) about the study programmes and other activities gave the expert group a sufficient and clear insight into the course contents, the credits, the qualification of the staff and the results of the study programmes as a qualification of the students. The concise answers to all questions of the expert group could give the impression of very good planned and structured study programmes. In the opinion of the expert group, the study programme is sensibly structured and appropriate to the study objectives. The teaching and learning forms can be rated as very good.

The expert group gained a very good impression of the curriculum, the teaching content and the materials used.

As recommendations for the further development of the study programmes, also in the direction of attractive international study programmes, the literature list of the subject didactics courses in the module descriptions should be supplemented with current contemporary literature. Subject-specific content should also be weighted even more strongly in the curricula for profile formation.

The workload in the individual courses of the degree programme are clearly shown. In the online discussions with the lecturers and students, both groups described the workload for both lecturers and students as high to very high, but studyable. In certain areas, measures to reduce the workload could be examined. In addition, the workload could also be monitored in shorter evaluation cycles.

It is very pleasing that the number of compulsory internships is four. These internships are integrated into the curriculum at clearly defined points. The discussions with those responsible showed that the cooperation between the university and the regional schools works very well.

The discussion about the practicability and studyability of the degree programmes for prospective German and English teachers takes place at various levels: Departmental, school and university level. The documents and the discussions have shown that all those involved have made great efforts to develop modern study programmes and implement them at the university. Last but not least, the study programmes also reflect the four basic objectives of higher education of the Council of Europe, so that the design and approval process of the study programme for teachers of German and English can be considered successful.

2.2.2 Teacher, Foreign Language Education (GERMAN)

The curriculum combines theoretical content of German and Mongolian linguistics, German literature, educational psychology, etc. with language learning practice and guided teaching practice very well, which are necessary for the qualification to teach German as a foreign language.

The courses listed in the module description form, in their entirety, a broad spectrum of basic knowledge of German linguistics and the methodology of teaching German as a foreign language. The course concept seems demanding for the students who have chosen this degree programme, but the students rate the workload as appropriate.

2.2.3 Teacher, Foreign Language Education (ENGLISH)

The main objectives of the English degree programme include the acquisition of theoretical knowledge of language learning processes and teaching methods as well as professional competences to enable every child to become fluent in English using the communicative language teaching approach. Two study programmes are offered for a 7-semester and an 8-semester Bachelor's degree. The structure of both degree programmes shows a clear progression from courses for first-year students to courses for advanced students and fulfils the defined objectives.

The main objective of the programme is to train future English teachers for the education sector in the country. Since the future career path is clearly geared towards this goal, it is not surprising that the university has so far promoted few career opportunities outside the teaching field. However, a survey conducted by the administration to track and analyse the employment of graduates from 2016 to 2020 shows that almost 27% of all graduates work in career fields outside the education sector. This seems to be quite a high figure, even though graduate as-

sociations and faculty members support graduates in finding available teaching positions. Further career opportunities outside the teaching sector could therefore be considered when designing the curriculum.

2.3 Conclusion

The criterion is **fulfilled**.

3 ESG Standard 1.3: Student-centred learning, teaching, and assessment and Student Services (NMC 5)

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

General aspects for both study programmes

Services and support provided to disabled students are regulated in the MNUE Academic Regulations. The departments and other structural units of the University take the responsibility to support students with disabilities regardless of their disability type to enroll in undergraduate and graduate programmes and assist them throughout their studies taking their special needs into account. They are obliged to provide an appropriate learning environment and required learning tools and training equipment for students with disabilities. For this reason, the University has built and is planning to install more special tactile pavements on footpaths, stairs and halls, and signs with braille displays to assist visually impaired students, parking spaces, lifts, slopes and handles for the students with movement disabilities.

The MNUE website enables students with special needs with access to information by posting videos on admission and registration procedures, as well as guides for timetables, course descriptions, paying instructions for tuition fee and payments and scholarship applications that are in sign language and disabled friendly audio format.

In order to fulfill the MNUE mission to prepare teachers capable of developing every child, the PLOs and their correlated CLOs have been formulated with a primary focus to enable student-teachers to become professionally prepared for their future teaching career. The MNUE Teacher-21 Model specifies teacher competencies to be acquired by graduates of the university teaching programmes. In ELTP the following principles may be used as the guidance for teaching/language learning methods to students. These include using effective language

learning strategies that suit the student's language learning purpose and his/her learning style; Ensuring that students have the opportunity to experiment with different learning strategies in language lessons; Performing a variety of language-based exercises based on real-world authentic materials; Organizing specific methods to suit each student's learning style, needs, interests, and characteristics and Establishing a mechanism for students to continuously monitor, evaluate, and improve their performance.

The courses are organized to widely use key methods and teaching/learning activities such as problem-solving, case studies, inquiries, discussions, debates, observation, reflection, analysis/synthesis, comparison, summarizing, paraphrasing, and evaluation within Communicative language teaching and learning, Task-based Learning, Contextualised grammar teaching approaches. In this regard, active and participatory approaches by individual work, pairwork and groupwork are employed. Besides classroom teaching, students are provided with possibilities to take orientation, study, guided and teaching practicums that allow them to integrate their theoretical and practical knowledge and skills, apply them in the context of school teaching, reflect on learning and teaching, and ensure their own continuous development.

To ensure the rights of all students to obtain education, the students of the Special Needs Education Department of MNUE are expected to present the university's instruction, student regulations and admission procedure in sign language. The University has designated a room in the dormitories for students with disabilities to undertake independent studies and team work. Within the scope of this, in collaboration with the Mongolian Association of People with Visual Impairment, training courses are organized for advising teachers on how to work with students with a visual disability. The Department has not had a student with the special need enrolled in the German teaching programme. There is a certain number of students doing part-time jobs, and these students are allowed to select courses each semester on their own and complete the programme in their desired time.

The implementation of the programme is based on the following methodological principles. these include: performance and project-based methodologies, skill-based methodologies, Language learning strategies, Learner-centered e-learning methodology, developing research skills.

The MNUE Code of Conduct revised and approved in September 24, 2020 by the President's order A/157 aims to establish a code of ethics for MNUE management, faculty and staff, prevent violations of any kind, and ensure integrity of the educational activities. It specifically states: "Teachers, staff, and students should be treated equally without discrimination on the basis of their ethnicity, language, race, age, sex, social origin, wealth, religion, opinion, health or a personal status". The Code regulates the following: Guarding against intolerance of any kind or discrimination against the students or staff; Promoting mutual respect in the learner-

teacher relationship; Following procedures for dealing with students' suggestions and complaints; The activities of the MNUE Ethics Committee under the structure of the university that deals with complaints and cases regarding communication issues. The MNUE legal framework covers the entire span of student studies and efficiently support their learning. With this guidance, students are able to complete their studies by following an appropriate study plan that they have prepared themselves and to graduate within the desired time. Lecturers are available at the university mainly during office hours, but students may have guidance and individual supervision also out of these hours by arranging the time with the instructors.

The University students are allowed to submit their requests on their enrolment, graduation, leave, transfer from/to programmes by submitting official papers directly to the Dean's office and/or the Office of Academic Programmes. Complaints are received through student's web and by phone to the OAP. All the complaints will always be timely resolved and reported back to the OAP.

The student assessment procedure is regulated by Provisions of MNUE Academic Regulations, Graduation Examination Guidelines. The Assessment system has been developed to realistically measure programme learning outcomes that is students' knowledge, skills and attitudes acquired within a particular course. The PLOs identify students' progress and achievements and may be used as a tool for supporting students' learning. The assessment regulations and procedures are available on ULMS teachers' and students' web as well as in the published copies in the related departments and libraries.

Each faculty member has to develop individually or collaboratively with other colleagues a bank of assessment tasks and guidelines for independent study assignments and conduct assessment (The Regulation on the Course Assessment Guidelines and Benchmarks, 2017). Specifically, in the case of teaching a course by several teachers, students' progress and independent assignments are assessed by the tests from the bank. For instance, for "Speaking Skill III" (H.ES439) taught by the Department to all students of ELTP, the bank of formative and summative assessment tests consist of 120 questions and tasks (true/false, multiple choice, matching, and completion, paraphrasing/ summarizing, answering questions, editing, etc.). The guidelines for two independent assignments have been developed in collaboration with all faculty members. Assessment tasks are developed for assessing knowledge, skills and attitudes acquired at each cognitive level within each course, in other words, they are designed to realistically assess achievement of each course learning outcomes (CLO). Those tasks are discussed and agreed by the department and the relevant curriculum sub-committees. Provision 4.6 of MNUE Academic Regulations is followed for assessing students' learning achievements at the end of each semester. In order to ensure a universal validity of the programme, CLOs and assessment types and weights are standardized. There are different regulations and forms

of Assessment: Formative assessment or summative assessment. In line with the current provisions of Academic Regulations, there are two possible options: A graduate examination that consists of an integrated examination on educational studies (30%) and a professional/language proficiency test (70%) as well as a diploma thesis that is combined with educational studies e-test (30%) and diploma thesis defense (70%). Students whose GPA is 3.5 or higher are allowed to write a diploma thesis and are exempted from the final examination. Due to the current lack of faculties for supervising diploma thesis of all students, the professional departments approve the number of students who will write diploma thesis papers. This regulation was approved at the President's Board meeting in December 2018 and related changes were made in the Academic Regulations. By 2021-2022, all graduates of the university will be required to submit diploma thesis.

The teachers organise the examinations at the end of the semester. The examination content of a particular course shall be thoroughly selected to objectively assess students' knowledge, skills and attitudes. The forms of assessment (oral or written form, etc.) and the range of scores are introduced within the course programme at the beginning of the course. Assessment tasks are developed for assessing knowledge, skills and attitudes acquired at each cognitive level within each course, in other words, they are designed to comprehensively assess achievements of each CLO. Assessment tasks should meet the following requirements: The cognitive level should be considered. Development of test and testing should be comprehensive and Performance based assessment should have graded measurable criteria.

Faculty members of the professional department give the schedule of formative assessments including the independent study assignments at the beginning of a semester, get approved by the director of the Office of Academic Programmes and introduce them to students with detailed dates for consultations and further instructions.

Teacher, Foreign Language Education (GERMAN)

The faculty members always seek for more opportunities for their students to master their German using various sources and forms of learning. For instance, a video conference co-hosted by German language students at Nagoya University (Japan), Tandem learning with students of Mongol Studies at Humboldt University (Germany). After completing the Teacher Education and Methodology of Teaching German language courses, the students do observations and carry out empirical research during their teaching practicums. Out of 40 German language courses, 17 courses (43%) assess knowledge, skills and attitudes by the standardized German language test, 11 courses (28%) by completing the tasks of collecting, comparing, analysing, and summarising information. In the rest of 12 courses assessment is given by performance-based project assignments. In terms of German language proficiency courses, Studio 21, an international course book that meets the requirements of European language

standards, with a set of teacher's manuals, test booklets, and electronic materials is used. Lecturers work cooperatively to develop the progress tests based on the standard test materials and take oral and written tests twice a term. As a result, it provides an opportunity to assess students' knowledge, skills, and attitudes realistically. Students have the opportunity to track and analyse their academic progress through the Student Web. Starting from the 2015-2016 academic year, the self-assessment checklists of GERS are completed by students at the end of each semester and compared with results of external assessments. Analyses show that most students tend to underestimate their knowledge and skills. Freshmen and sophomores are more aware of their progress in the early years, so they rate their language skills higher. The University has the right to take the German OnDaF exam, so the students have an opportunity to determine their language level if they wish. In general, the students realise the benefits of self-assessment as helpful for tracking their own progress and taking actions for better management of their learning. Connection between lectures and seminars in the assessments: In order to teach students to apply the knowledge gained in the theoretical courses, they are given a range of tasks from low to higher levels of cognition. Independent assignments allow students to experiment, reflect, and evaluate key concepts, principles, and insights of pedagogy and linguistics in practice. It is important for students to consolidate their knowledge and skills, create new skills and experiences, and develop their learning strategies. The courses of Linguistics and Methodology of Teaching German language provide an opportunity to test the theoretical knowledge gained after each module. For example, after reviewing the topic "Lesson Planning", develop and present a unit lesson plan, etc. Depending on the types of tasks to be performed in each class, the assessment criteria is explained and introduced to the students in detail. Students' independent assignments are sometimes evaluated by three-way assessments such as self-assessment, peer assessment, and external assessment (teacher). In this way, the students learn to evaluate themselves and others realistically, and learn from their peers.

Teacher, Foreign Language Education (ENGLISH)

In order to ensure a successful preparation of the programme implementation in 2019-2020, a series of trainings courses on methodology of e-learning, online courses, development of e-learning and assessment in online training were organized for the teaching staff throughout the University. The DEGL faculty members were 100% involved in those trainings. Due to the COVID-19 pandemic quarantine, the programme courses of the second semester of 2019-2020 and the first half of 2020-2021 academic year were organized in a blended form. In August 2020, there was a university training organized to inform and discuss the quality and outcomes of online mode of training. Starting from October of this year, due to the strict lockdown regime, the departments are using the ULMS, Microsoft Office 365, and Google Suite package programmes for conducting all courses online. At present, approximately 1481 online

courses have been placed in the system and all the students' independent assignments, examinations, graduation examinations are managed online. The information related to graduation procedure including lecture reviews and consultations can be found in the system.

3.2 Assessment

3.2.1 General aspects for both study programmes

The basic approach to foreign language teaching since the communicative turn in the 1970s is the CLT approach (Communicative Language Teaching). In contrast to earlier methods that focused only on linguistic competence, the communicative approach focuses on grammatical, discursive, strategic and socio-cultural competences. In the discussions with lecturers and students, both groups agreed that authentic language materials are part of the teaching process in the various courses and that a wide range of communication-oriented teaching methods are used.

The planning of the degree programmes enables a reliable course of study for the students. The students particularly praise the communication with the lecturers and feel well advised. The students show a very high level of satisfaction with their degree programme. The individual supervision, advice and support provided to students certainly contributes to this. Overall, sufficient resources are available for individual supervision, counselling and support. In the event of complaints, both teachers and students know who to contact.

The forms of teaching and learning offered are also assessed as appropriate. Overall, it can be stated that the teaching methods used promote student-centred learning and are sufficiently varied.

The examination system is organised appropriately. The information about the examination modalities (such as registration/deregistration, type of examination, etc.) is communicated to the students in a timely manner. The students positively note the good time distribution of the examinations, which indicates an efficient examination organisation. The examination load and the density of examinations are described as positive by the students. The examination regulations are available. The examinations are designed in such a way that they correspond to the learning objectives. The examination formats used in the study programmes allow for a good and fair examination of the different areas of knowledge, language competences and teaching skills. Research methodology can also be part of the final examination as part of the BA thesis. Overall, sufficient different examination formats are used that adequately cover the various competences and skills. The examination load and acceptance of the examination formats is also based here on the good communication culture and the close supervisory relationship between lecturers and students.

Assessment procedures are clearly defined in the course descriptions. Both formative and summative forms of assessment are used within the courses. If a course is taught by several teachers, the test items are developed jointly and stored in a test item bank. The test items assess the level of knowledge, skills and attitudes and reflect the content taught in each course of the degree programmes. Students are informed of the types of tests and self-study tasks at the beginning of each semester.

Students confirmed the good balance between the different types of examinations, even though the examination load is perceived as a challenge by some students. In case of problems in the examination system, students can contact the lecturers or give feedback online. The examination system is organised appropriately. The information about the examination modalities (such as date/registration, type of examination, etc.) is communicated to the students in a timely manner. The students also confirmed that there is a good balance between the different types of examinations and that the examination load is considered to be manageable. If problems arise in the examination system, students can contact the lecturers directly or provide feedback via the evaluations. In addition to the formal evaluations, the examination load and acceptance of the forms of examination here is again based on the good communication culture and the close supervisory relationship between lecturers and students.

The planning of the study programmes allows for a reliable course of study for the students. Students particularly praise the communication with the lecturers. The students feel well advised. There is a high level of satisfaction among students with their study programmes. The individual support, advice and assistance provided to students certainly contributes to this. Overall, sufficient resources are available for individual student support, advising and assistance.

The strategies for acquiring intercultural competence could be made more visible in the curriculum. Besides the expert group sees options for the further development of the study programmes in even greater practice of the students' language skills in order to improve them. Here it seems reasonable to increase the number of hours of speaking lessons in order to improve the language skills of the students. The Students would like to have more hours of speaking lessons per week. Currently this is one and a half hours, the students would like at least three hours. The department should give students the opportunity to communicate with native speakers. Institutionalised digital opportunities should therefore be created that enable students to regularly come into contact with native speakers, e.g. through more tandem partnerships.

3.2.2 Teacher, Foreign Language Education (ENGLISH)

The four skills as well as the areas of English phonology, morphology, syntax and lexicology are an integral part of the teaching programme. British and American literature and translation

theory and practice are also on the syllabus. No reference is made to the inclusion of Byram's model of intercultural competence, but this concept could well be part of certain courses in the programme.

3.3 Conclusion

The criterion is **fulfilled**.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification and Student Services (NMC 5)

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

General aspects for both study programmes

Admission of entrants from the rural areas are coordinated by the Consortium of Mongolian Universities, while entrants from Ulaanbaatar are registered online <http://burtgel.surgalt.mn/>. The MNUE Central Admission Committee organizes the selection process in accordance with the MNUE Admission Regulations. The types of examinations and the minimum accepted score of the General Entrance Examination are determined depending on the field and type of study every year according to the admission regulation and are announced to the public through mass media by February 1. Thus, the accessibility of information ensures the principle that the admission policy, process, and criteria of the university are open to the entrants.

The number of entrants to MNUE is set based on the demands of the Education Departments of urban and rural areas, the surveys and data on professional teachers' and the demands submitted by MoEAS. The admission quotas are set by the University Governing Board and reviewed by MoEAS. The lowest applicable eligibility score for MNUE in 2014-2017 was 400, whereas in 2018, it rose to 480 (Decree A/195 of the Minister of MoEAS).

The main tool for informing students of the procedures regulating their learning life cycle is the students' website (student.msue.edu.mn) within the ULMS, where students can get information on their academic achievements, performance, and assessment. This website enables students to make course selections I and II, pay tuition fees online, study courses online, access course schedules, receive the results of the examinations, and grade average points for each

semester by using their passwords. Information on the rules, regulations, content of the discipline, lecturers, calendar for the academic year, yearly plan of annual activities and events for students, news, updated information, and schedule of counselling hours is available to all students via the ULMS. Students are allowed to print out their schedules, assessment sheets, and tuition fee bills with the bar codes.

Through their web, students can see the chart of their GPA at three levels during their studies: “Teacher, Foreign Language Education” Programme, the SHSS, and the MNUE. The students’ achievements for every semester are shown in the ULMS.

The MNUE students are eligible for different types of scholarships, allowances, grants, and loans throughout their study at the university.

The governmental policy aims to provide accessible and quality educational services for all students to ensure their rights to study. Grand aids are therefore provided to the following students based on certain conditions: Students from reindeer herding families, orphan or disabled students; students from families with unemployable parents; students from families with disabled parents and students from a family with three or more members enrolled in the university.

In order to adhere to the Law of Education of Mongolia and maintain the history, culture and values of the Mongolian nation, the MNUE conducts training and research activities in accordance with the programmes and curricula that meet the criteria for providing open and accessible educational services based on regional and economic conditions. The Teacher Education Programme, which is offered by the MNUE, was accredited in 2018 for the third time by fulfilling new criteria as stated by the MNC.

The graduates must have completed general foundation courses, teacher education foundation courses, and professional courses in the CF and have a GPA of at least 1.7. A graduate who completed all compulsory courses with less than 1.7 GPA is awarded a Certification of Completion for all courses at MNUE if she/he interested. The graduation is organized twice a year in the winter and spring semesters.

The diploma states the major/dual profession, courses studied, their credits, GPA and scores, the topic of the diploma thesis, and other information in line with the decisions by relevant authorities. Since 2018, the MNUE diploma has been printed on four main pages with seven appendices.

The four main pages include Cover page with the logo of MNUE as well as the Certificate in the Mongolian and English language and Certificate in the Mongolian traditional script. The seven appendix pages include e.g. Transcript of Records in the Mongolian and English language, the Transcript of Records in the Mongolian traditional script.

The Appendix page consists on the one hand of the sections, such as Professional degree, or the Contents of Programme e.g.

The main and appendix pages are designed by MNUE's OATD in accordance with the international standard and requirements. The diploma design and structure of tertiary education is approved by the Minister of Education and Science in 2014. The diploma is approved by the signatures and stamps of the President of MNUE, director of MNUE's OAPTD, and Dean of the School. The graduate's information, such as name, registration number, and diploma number can be traced in the electronic database of the Ministry of Education and Science of Mongolia. The bachelor's diploma and diamond-shaped graduation badge pin are awarded to graduates officially and ceremonially. Undergraduate students graduating from the MNUE with a GPA 3.7 or above are entitled to enrol in a master's degree programme without an entrance examination with a reduction of 15% tuition fee.

Various counselling units have responsibilities to the students for programme implementation: The office of Student Services, the Office of Academic Programmes and Teacher Development, Student Council, Counselor-Teacher, Department, Student Service Officer and SHSS & Office of Academic Programmes. Students actively participate in the advising sessions to consult with lecturers for support in their learning and research. Most importantly, advising hours have been useful for students who are struggling academically. The DEGL assists students in their professional development by providing more opportunities to engage in deeper learning in the professional field, additional programmes on research, and project works. Various activities such as research conferences, seminars, and exhibitions are organized for students to deepen their knowledge and skills of research methodology.

In order to adhere to the Law of Education of Mongolia and maintain the history, culture and values of the Mongolian nation, the MNUE conducts training and research activities. These are in accordance with the programmes and curricula that meet their criteria for providing open, accessible educational services that are suitable for students based on regional and economic conditions.

Teacher, Foreign Language Education (GERMAN)

According to the Admission Regulation of the MNUE, the students who received the minimum entrance scores of 400 or over are admitted to the GLTP. Foreign students, students with disabilities, and students from ethnic minorities including reindeer herder families are admitted to the MNUE according to the Admission Regulation. Applicants who have achieved passing scores on TOFEL, IBT 50, SAT 1500, Chinese Language HSK 4.0, Korean TOPIK 3, KLPT 3, Russian Trilogy A1, and Japanese N 3 are not required to take the GEE in foreign languages and may be admitted directly to the bachelor degree programmes.

In 2019-2020 academic year, no student entered the programme due to the lowest number of high school graduates in the country caused by transition to 12-year cycle of secondary education. As for entrants of 2015 and 2016, 20% of them graduated in 2019 and 2020, 17% of them currently in the programme, 13% on a year leave due to maternity, health and family issues, 13% enrolled in foreign institutions, 10% transferred to different programmes within the school (mostly to English teaching). What requires a special attention is a quite high percentage (27%) of students who left the programme. There are a number of factors that have a negative impact on success of a programme related to social and health issues, availability of job places, and financial problems. The OAP provides admitted students with detailed information on student loans, scholarships, course choices and requirements, the number of credits needed to study per semester and instructions for online tuition fee payments. The officer also introduces the study contracts between the university and each of the entrants. All legal issues regarding the rights and duties of both sides and the conditions related to teaching and learning are stipulated in the contract. Information on admission registration is provided on the university website and through social media. German lecturers and programme officers from the DAAD organize many activities for students to advise them on the effective ways of learning a foreign language, scholarship programmes of German Government, and cultures and customs of German speaking countries. They also provide them with necessary information on how best to study and work in Germany. At the beginning of the academic year, a compulsory course for first-year students titled "Introduction to a Teacher Profession" helps coordinate their learning process by providing information on the required curriculum, credit hours per semester, examinations, types of assessments and teaching practices, and graduation. Every year, academic advisors who are appointed by the relevant departments work with students to provide assistance related to these same issues of course choices and schedules. They provide information on what courses to study each semester and what concerns they may have with helping the student make good choices.

The university offers a 50% reduction in tuition fees for male entrants with high scores of 550-650 in their first year. To attract male students, the MNUE also offers a 70% reduction in tuition for those with high scores of 550-650. Successful students have an opportunity to do a teaching practicum in rural areas. However, the number of GLTP students who received the grant is lesser due to the small number of secondary schools in rural areas that offer German language.

The GLTP students are involved in the scholarships offered by various Mongolian business entities and companies as a duty of their social responsibility. Scholarship programmes of foreign countries are relatively open and accessible for GLTP students. As shown in the table above, the students receive the highest percentage of scholarships through foreign aids which comprises 49% of all types of scholarships. Information on German language students who

have received scholarships in the form of foreign-funded projects, programmes, and competitions in German-speaking countries during the reporting period is given below. The scholarships of foreign countries allow students to obtain the knowledge of language and culture needed to become a foreign language teacher and they enhance their cross-cultural communication skills. The percentages of students who received travel grants and non-repayable grants are considered to be relatively high. This indicates that the MNUE and governmental grants are accessible to the GLTP students. Every year, the top students are awarded grants by the President of MNUE according to specific criteria. As indicated in the government policy on education and the government action plan, MNUE students are eligible for different types of scholarships, allowances, grants, and loans throughout their studies at the university.

Academic mobility of the GLTP students indicates that the GLTP students have more opportunities to be involved in short and long-term scholarship programmes, enhance their language skills by taking a German Language course, and to come back home upon completion of the educational programmes. German language lecturers implemented a project "The German Language Training and Staff Support Project": In the scope of the project, 43 students were awarded a 100% scholarship to study in the country for two semesters. The project aimed to support students from rural areas and enhance the quality of German language teachers. It is worth noting that the project was useful for GLTP's graduates to deepen their knowledge of language and culture and to help them acquire a positive attitude toward respecting cultures of other countries. It also made a significant contribution to the personal development of the GLTP students. The credits that students have received from educational institutions in Germany are valid and eligible for transfer. Between 2015 and 2019, the German Embassy in Mongolia, the DEGL, and German Employment Agency implemented a programme, "Work and Travel in Germany," in which 17 students participated successfully. There were 54 students who were awarded long and short-term scholarships in the form of foreign-funded projects, programmes and competitions in German-speaking countries.

By implementing joint projects with Germany, Switzerland, and Japan since 2004, German language lecturers of the MNUE hosted a number of activities for students from the institutions that offered German language training in Mongolia. The data from the last four years show that the academic mobility of GLTP students are considered to be relatively high compared with the total number of ELTP students. The recognition of GLTP students based on their studies, certificates, diplomas and degrees, and letters of recommendation allows the graduates to pursue future studies in higher education institutions of other countries.

Teacher, Foreign Language Education (ENGLISH)

According to the Admission Regulation of the MNUE, the students who received the minimum entrance scores of 400 or over are admitted to the ELTP. Enrolment of the students is based

on the result of the general entrance examination. The Table 8 indicates that in the academic years of 2015-2020, a total of 585 students were admitted to the ELTP having met the fixed requirements. While the minimum accepted score for the admission to the ELTP is 403, the maximum score is 800, and the average entrance examination score is 558. The average entrance examination score of admitted students to other foreign language teaching programmes of the MNUE is 528. This shows that entrants with high scores tend to choose the ELTP and the admission quality of the Department has considerably increased in the last five years. scores has increased significantly. The positive changes in the admission policy have attracted the top scorers of the GEE who want to become English teachers. In order to ensure equal rights for education, the MNUE supports national minorities and disabled students who wish to get enrolled in MNUE. For this reason, 4 students from reindeer herding families and 12 disabled students were admitted to the ELTP in the academic years of 2015-2020. Students persisting to completion of their educational goals is a key gauge of student success, and therefore institutional success. Since the annual return rate of students as they progress through a program is directly related to their degree/certificate completion, the concept of retention usually includes year-by-year retention or persistence rates as well as graduation rates. Together, these statistics represent student success. These student success statistics are commonly regarded as primary indicators of institutional performance. Progression ensures that students demonstrate the skills and competencies needed to complete their academic programme and continue successfully towards completion. Retention is the outcome of how many students remained enrolled from fall to fall. In accordance with these, the following data shows retention of ELTP entrants from 2015-2019 as an example. In 2015, 86 students enrolled in the ELTP. In 2019, 65.1% of students graduated from the university and 17.9% had a year's leave and continued their studies in the next academic year. And, 8.5% had changed their study programme to other universities and 9% left the school due to their health problems. Over the last 5 years the number of students transferred to the next year program has declined due to various reasons as family problems, inability to pay a tuition fee or losing interests in the chosen profession and leave for other teacher education and engineering programmes because of the social demands. Therefore, the School provides various assistance such as waiving a tuition fee, and provision of scholarships, grant aids and loans. The Chair of the DEGL receives data on the individual dropouts and dropout rates, and based on this data, the specialist of the programme office contacts all dropouts at least once a year. Based on evidence of tracking retention data over the last five years it appears that the rates reported have been relatively stable. All lecturers of the DEGL supervise two types of Teaching Practicum (TP) every year. Students perform a guided practicum in 6th semester and a TP in 7th semester. The TP Book-I and II contain not only templates of some documents such as action plan, observation sheet, and lesson plan but also provide detailed information including TP guidelines, assessment forms and criteria, and rubrics for university coordinators and secondary

school mentors. Students keep TP Book–I and II during practicums and reflect on the feedback provided by the University coordinators and secondary school mentors.

The Defense Committee of the TP is appointed by the DEGL every year. Demonstration lessons, presentations, a learner research, keeping TP Books-I and II, portfolio, and interviews are the main indicators of the Defense of TP. To share the experience with first-year students of the DEGL, senior students also display an exhibition which consists of visual aids, supplementary materials, posters, e-lessons, and reports of surveys based on analyses during the Defense of the TP. The performance of a student's TP is assessed by scores between 1 and 4 (4-satisfactory,3-average,2-needsimprovement,1-unsatisfactory). The ELTP students began doing the Guided Practicum in 2017 due to the change in the curriculum framework. The number of students who conduct the teaching practicum in their final year has gradually decreased for several reasons. One reason is that students are not eligible to do the TP if they have not performed the guided practicum in their 6th semester. Other reasons include students' leave of absence or actual drop-outs from the university due to health issues or family problems. The average score of students who did the guided practicum at a secondary school in the last five years is 91% (A-), while the average score of a student doing a TP is 88% (B+). The achievements of students who did the guided practicum and the TP indicate that the duration of the practicum is favourably long for students to gain experience, practice teaching in actual classrooms, and develop their skills in a school setting under the supervision of university coordinators and secondary school mentors. If a student has the GPA 3.5 or above, he/she has the right to submit a request to the OAP to write an undergraduate diploma thesis.

The planning and requirements for writing a diploma thesis are regulated by the DEGL policies on student professional development. Writing a diploma thesis goes through three stages through which supervisors continuously provide feedback for students to improve their research. The requirements of the DEGL allow students to start the preparation 1.5 years prior to their defense and give them a considerable amount of time to focus on their research by studying, collecting, and processing the additional materials and sources needed to do their research.

The Defense of Diploma thesis for a Bachelor's degree goes through two stages: Discussion and Final Defense. The Department develops its criteria and guidelines based on the assessment regulations of the MNUE. The diploma thesis is first reviewed and assessed by information processing, data analyses, and research outcomes. Two months prior to the defense, a student's diploma thesis is discussed with the Department. It is then defended by the Graduation Examination Commission. The number of students who will write a diploma thesis is determined by considering the possible situations of the DEGL. However, the DEGL is striving

to allow more students to write a thesis for a bachelor's degree. According to the DEGL developmental plan, it is estimated that the number of students who will conduct research for a bachelor's degree will increase by 2022.

The ELTP of the Department was accredited in 2013 by meeting the established requirements and criteria for Higher Education Programme Accreditation of Mongolia. The ELTP has been recognized by related authorities in Mongolia for producing qualified graduates who are able to meet the needs and demands of the labor market and also fulfil the criteria for successful employment. The DEGL is provided detailed information on matters of recognition and assessment of qualifications in accordance with national laws and regulations by the OAPTD of MNUE

4.2 Assessment

4.2.1 General aspects for both study programmes

The study requirements are clearly defined and can also be accessed and viewed transparently by applicants on the university website. The website in question is easy to find and very clearly laid out. The university has a suitable process in place to record relevant information on study progress and to take action where necessary. The expert group evaluates the admission procedure as transparently described and well thought-out. At the beginning of their studies, students are sufficiently informed about the course of studies and all the possibilities to participate in university life. Upon completion of their studies, graduates therefore receive meaningful and transparent documents detailing the qualifications and learning outcomes they have acquired. Also, the MNUE has sufficient processes in place to collect information on student progress.

The admission requirements are clearly defined. All applicants must pass an entrance examination and achieve a minimum score, which is based on the number of study places provided by the university. The capacity of the study places is based on the need for teachers in urban and rural areas. Admission in proportion to the need for teachers ensures that there is no oversupply of trained teachers. In addition to the regular admission process, the university supports disabled students and students from national minorities.

The university monitors the development of students during the four-year Bachelor's programmes. An important element of student success is the sharing of information about the structure of the degree programmes, prerequisites for course selection, course objectives, course assignments, examinations, workload, etc. A compulsory introductory course is offered to all students in the Department of English and German Studies, which introduces students to all the above-mentioned areas. In addition, students receive information from various counselling services throughout their stay at MNUE.

Data from the self-report shows that the number of students graduating each year is about 75% of the students starting a degree programme. Approximately one in four students applies for a year's leave. One in 10 students change majors and about the same number of students leave without graduating. These figures are from 2019, but appear to be relatively stable, according to the self-report.

Students with a Bachelor's degree are eligible to work as teachers in the Mongolian school system. If the grade point average (GPA) is above 3.7, students are eligible to continue their studies in the Master's programme. The degree certificates issued by the university allow students to either continue their education at institutions outside the country or to pursue a professional career abroad. No link could be found between the recognition procedures and certificates and the Lisbon Recognition Convention, which is an important instrument to ensure standards for academic degrees and to make quality assurance standards more comparable and compatible.

Overall, it can be said that MNUE has transparent enrolment procedures, records and monitors the development of students and issues sufficiently meaningful degree certificates indicating the qualifications acquired in the programme.

4.2.2 Teacher, Foreign Language Education (ENGLISH)

In the discussion talks with the teaching staff, it was mentioned that the workload is quite high and some students have difficulties in coping with the amount of work. Another reason given is that the level of entry into English varies greatly among new students. This is mainly due to the varying quality of English teaching in schools across the country. While some students have a high level of proficiency, there are other students whose language skills are very rudimentary. It is therefore recommended that, in addition to the general entrance examination, a language test be introduced to ensure that future English teachers begin their studies with a language level of at least A2 according to the Common European Framework of Reference for Languages.

4.3 Conclusion

The criterion is **fulfilled**.

5 ESG Standard 1.5: Teaching staff and Teaching Composition (NMC 6)

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

General aspects for both study programmes

The MNUE policies related to teaching staff including MNUE Internal Regulation (2015) and MNUE Regulation for Teaching Staff and all matters related to teaching staff including their rights and responsibilities, professional activities, recruitment procedures and incentives are regulated by these regulations. The MNUE has developed the University's Human Resource Development Programme (2018) where all strategies, principles and actions, including financial sources were defined in details.

The MNUE adheres to the policy of supporting its lecturers by evaluating their work according to their job positions or ranking and tasks performed. The hierarchal scheme of the teaching staff positions and merit system serves as a potential incentive for the professional development for lecturers. All faculty members receive up to three percent of pay raise every semester depending on the quality of their performance no matter what their job positions and ranking are. There are five job position types: Professor, Associate Professor, Senior Lecturer, Lecturer, Assistant teacher.

The issue of recruiting a new lecturer shall be discussed and resolved at the meeting of the Board of Directors. Employment contract for a fixed period of time is made between a teacher, the department chair, and MNUE President. The contract is reviewed once a year. In compliance with the Law on Higher Education and the University policy, positions for teachers are publicly announced through mass media. The procedure of recruiting a new specialist has to be done within hierarchical ranking as an assistant teacher, teacher, senior teacher, associate professor, and professor. For each ranking, the general and specific requirements are set by the university and the department. The selection process shall consist of an interview by the professional commission, a foreign language examination, a computer applications exam and an examination on Education Studies. There a seven stages of a new faculty member selection process (Interview with a professional Commission representing the school; Qualification exam; Foreign language test; Computer application test; Educational studies examination and Stage IV will be discussed with the Board of the Directors of the MNUE).

The MNUE holds a Code of Conduct that aimed at establishing common principles, ethical norms and special duties of lecturers and staff of the MNUE, preventing violations, ensure professional integrity, and enhance the reputation and responsibility of the lecturers and staff. The Ethics Committee and sub-committees of the affiliate schools operate within the framework of the MNUE Code of Conducts. Representatives of departments work as a member of the Ethical Sub-committee.

Using the ULMS, students' satisfaction survey is conducted in each semester to evaluate each course. This survey questions aim to raise teachers' responsibilities, and they are the same

for all courses selected by students and are given to them in e-forms. Students' responses on evaluation of course outcomes are transparent for teachers, and it makes possible for them to reflect on their own teaching. The students' satisfaction with their lecturers for 2014-2020 is high, 90% out of 100%. The results of the survey are analyzed through the university information management system and the final results are sent to the MNUE OQAM and SHSS OAP. MNUE organizational units including OAPTD, Teacher Development Centre (TDC), and Office of Research and Innovation (ORI) play major roles in implementing human resource policies and strategies and enhancing the research capacity of MNUE lecturers. In the scope of TDP, TDC takes some initiatives to improve the qualifications of teaching staff through training and workshops.

The University encourages faculties to take part in the professional development programmes in and out of the country, attend international conferences and training workshops by allocating financial resources in SHSS annual budget. The lecturers receive a full support in completing additional professional development, including research projects, scholarships, contests, competitions, various trainings, workshops on methodologies, linguistics, and studying in other countries.

One of the five main objectives of the National Research University Development Programme (annex to Government Resolution 282 of 2018) is to define a concept of developing an innovation ecosystem through research and development, innovation collaboration, expanding partnerships, and improving infrastructure.

The lectures and departments representatives take part in all organizational units of and enjoy freedom in expressing their views, choosing research fields of their interest and communicating with their peers across institutions in and out of the country. In order to support the research of the teaching staff, the MNUE provides its lecturers with e-resources, including 183932 copies of books in digital forms, 8000 e-journals, books, presentations, articles and references such as SPRINGER, University of Chicago Press and SPIE. All the e-resources are accessible to MNUE scholars and researchers. Over 80000 research papers and articles published in Impact Factor journals that have been kept in the MNUE library and e-resources have made a valuable contribution to MNUE lecturers and enhancement of their research quality and efficiency.

To fulfil the MNUE mission of preparing teachers capable of developing every child, lecturers of the DEGL act as role model in active, participatory, and learner-centred teaching activities. In terms of using new technology in teaching, the lecturers of the Department use different methods and techniques in their teaching, research and professional development. improve ICT facility and ICT literacy of teaching staff. Office of ICT and Distance Learning conducts a series of trainings on developing online contents, preparing multimedia materials, creating test

banks, and using Office 365 for promoting projects, team works and supports student-centred teaching.

To successfully implement the development programme, the University supports application of innovative technologies and ideas in its daily activities. For this purpose, the University has developed own ULMS to support course management. The system provides teachers and students with access to online courses, tests, various online resources and links to other useful websites. The university takes a number of measures to improve ICT facility and ICT literacy of teaching staff. Office of ICT and Distance Learning conducts a series of trainings on developing online contents, preparing multimedia materials, creating test banks, and using Office 365 for promoting projects, team works and supports student-centred teaching.

Teacher, Foreign Language Education (GERMAN)

A lecturer who is engaged in the GLTP while working as a member of the professor's team is required to have the following qualifications: Professional experience in teaching German language and demonstrate a broad range of theoretical and practical knowledge; Previous teaching experience, be specialized in a subject area and conduct a wide range of research; as well as a lecturer should have the ability to provide a high quality educational services by fulfilling the following requirements of MNUE lecturers, like e.g. Follow the Education Laws, Higher Education Laws, MNUE rules and regulations or have the ability to provide professional assistance to the public and a community and promote a teacher profession. The GLTP programme has been carried out through three sets of CF including General Foundation Courses, Teacher Education Foundation Courses, and Professional Qualification Courses. In total, 68 experienced lecturers including one professor with Sc.D, 12 associate professors with Ph.D.; 12 senior lecturer with Ph.D. and 39 lecturers with master's degree from three schools are involved in the implementation of the GLTP. The key language courses are taught by fulltime lecturers. In total, seven lecturers, which include three fulltime lecturers, one lecturer from the German Academic Exchange Service (DAAD), and one language assistant appointed by DAAD, worked at the Department and implemented the GLTP during the academic years between 2015 and 2020. In terms of academic degrees, there is one lecturer who obtained a doctoral degree and four lecturers who earned Master's degrees. Two lecturers who are currently enrolled in a doctoral programme are working to complete their dissertations within two years. Judging from the recent years' admissions, the number of students majoring in the GLTP is comparatively stable. In the last five years, the average teaching load was acceptable, and the learning environment and conditions are appropriate since the ratio of the number of students per lecturer is 16.4.

Most of the trainings are organized in both Mongolia and overseas, in collaboration with educational institutions in Germany and by other organizations which offer training in the German

language for teachers. Under the scholarship programme of Goethe Institute, three lecturers attended a two week-training in 2018 on the methodologies and country studies in Berlin, München, and Göttingen. Three other German lecturers participated in the East Asian German Teacher Conference held in Hong Kong in 2015, and also attended the International Conference of Teachers of German held in Fribourg, Switzerland in 2016. In 2017, one lecturer attended a 10-day seminar in Japan to learn about the best practices of Japanese professors. In the framework of a joint collaboration project implemented between the MNUE and the Ruhr-University Bochum in the Federal Republic of Germany, five lecturers conducted research and learned from the experiences of their counterparts in Germany. Every year 67% of full-time German lecturers are involved in additional training and workshops related to German language methodologies, linguistics, and studies abroad hosted by German-speaking countries. This exemplifies the fact that lecturers who participate in this programme are provided with many opportunities to continually develop and enhance their professional skills.

Every lecturer participates in tutorial seminars and research conferences in several ways. The lecturer presents at seminars, conducts research with other teams, and also supervises the writing of students' theses for bachelor degrees and teaching practices at secondary schools. In the scope of the collaboration project between the MNUE and the Ruhr-University Bochum two lecturers were accepted into a doctoral program to pursue their research. The information on tutorial seminars, workshops, and training organized during the reporting period, as well as the list of publications by lecturers.

To improve the quality of research and enhance the quality and efficiency of training, MNUE funds higher level research projects while the SHSS funds small-scale projects. A joint project, which started in the academic year of 2015-2016 and funded by the DAAD, was implemented in the University with the collaboration of the Ruhr-University Bochum. The main initiatives taken during the implementation process of this project involved a teacher and student exchange program, as well as the renewal of textbooks and training facilities. The German Language Training and Staff Support Project, which was launched in the 2006-2007 academic year, is still ongoing.

Annual training and seminars are also organized for students, secondary school teachers, and university professors teaching German in cooperation with the DAAD, the University of Ruhr-University Bochum in Germany, the Goethe Institute, and the Mongolian German Language Teachers' Association.

During the period of 2015-2020 the German lecturers published 11 articles in teaching methodology of teaching and four articles in linguistics. Two articles were published in international journals.

The Department resource centre contains more than 500 of the latest coursebooks on German language teaching, linguistics, history, culture and literature, is enriched annually and used for teaching and research.

The lecturers and department representatives take part in all organizational units of the institution and enjoy freedom in expression of their views, choosing research of their interest and communicating with their peers across institutions and out of the country. The University adopted an incentive system for encouraging research of lecturers for IF journals. Every lecturer is allowed to submit project proposals for the university funding. During the period of 2015-2020 the German lecturers implemented 18 projects in the last 2 years.

Teacher, Foreign Language Education (ENGLISH)

The key language courses are taught by fulltime lecturers. In terms of academic degrees, there are 15 (20%) lecturers with doctoral degree and 62 (80%) lecturers with master's degree. Eight lecturers are on the final stage of completion of the doctoral study. In 2018, the MNUE developed the "Teacher Development Programme" (TDP) in the framework of the policies and guidelines of the MoEAS. The TDP is reflected in the Work Regulations of MNUE lecturers and carried out through certain stages. MNUE organizational units including Office of Academic Programme and Teacher Development (OAPTD), Teacher Development Centre (TDC), and Office of Research and Innovation (ORI) play major roles in implementing human resource policies and strategies and enhancing the research capacity of MNUE lecturers. In the scope of TDP, TDC takes initiatives to improve the qualifications of the teaching staff through training and workshops and improve teaching facilities. In 2018-2020 academic year, TDC provided MNUE lecturers with high-capacity laptops and conducted English language courses for 48 non-English lecturers of the MNUE to improve their language skills in collaboration with DEGL.

The University encourages teachers to take part in the professional development programmes in and out of the country, attend international conferences and training workshops by allocating financial resources in its annual budget. In the last five years, ELTP lecturers participated in 24 professional training courses and workshops held in other countries. The lecturers and department representatives take part in all organizational units of the institution and enjoy freedom in expressing their views, choosing research fields of their interest and communicating with their peers across institutions in and out of the country. The University adopted an incentive system for encouraging research activities of lecturers who are willing to participate in IF journal publications. Every lecturer is allowed to submit project proposals for the university funding. In the last 5 years, lecturers of DEGL have published 107 research articles and 105 papers at both national and international publications. Depending on the performance of the development programme, teachers are entitled to receive different types of financial, material and organizational assistance and support. The faculty uses an average of 1-3 course books and a

number of additional resources per course. The book fund of the Department is updated by purchasing essential books, standard course books, research journals as well as secondary school textbooks and core curricula. In addition to this, the Department staff is actively engaged in writing main course books that meet requirements of the programme. More than 60 percent of the main course books have been developed and published since 2000. To mention just the latest, the faculty members developed a dictionary “Terminology on Linguistics”, a methodology recommendation “Foreign Language Learning Strategies” for secondary school teachers and undergraduates in 2019-2020.

For the purpose of experiencing from updated innovations and modern research approaches in teaching English, a large-scale of seminars were held among instructors and staff (about 6-10 times a year, according to the schedule approved in the beginning of the academic year). During the seminar sessions, academic writings, doctoral dissertations of the lecturers are discussed. In addition, guest scholars and experts are invited to participate in the seminars that create the grounds for further possible joint research projects.

5.2 Assessment

5.2.1 General aspects for both study programmes

MNUE has developed a very convincing human resource development programme for the university in 2018. This includes good facilities and a strategy of financial incentives for good performance (all faculty members are eligible for a salary increase of up to 3 per cent per semester). In addition, there are offers for further training, financial support for cooperation and good student-lecturer ratios. These favourable conditions are reflected in the high quality of teaching. Student satisfaction with their lecturers is high at 90 % in the period 2014-2020.

The professional teaching is secured. Applicant selection and personnel development at the Mongolian National University of Education are clearly regulated and meet all standards. There is no doubt in any respect about the scientific qualifications of the teaching staff. The numerical ratio of teachers to students is very good, which is also appreciated by the students. In the conversations with lecturers and students, the impression that the staff was both quantitatively and qualitatively very good was confirmed. The students confirmed a very good supervision by the lecturers. All teachers are very well qualified. They describe the situation in classroom and the contact to the lecturers as extraordinarily pleasant and motivating.

All teachers in the Department of German and English are perceived and supported in their concerns. All teachers can choose research areas of their interest and communicate and cooperate with colleagues in other institutions at home and abroad. It is also very positive that the university provides electronic resources to all teachers for research and teaching (e.g.

183932 copies of books in digital format, 8000 electronic journals, books, presentations, articles and references such as SPRINGER, University of Chicago Press and SPIE. All e-resources are accessible to MNUE scholars and researchers.

The expansion of the study programmes through new international markets should be accompanied by the increasing the teaching staff in order to maintain the quality of the study programs.

5.2.2 Teacher, Foreign Language Education (GERMAN)

Three aspects are particularly impressive here. First, the high quality level of the lecturers within the GLTP, which was established in cooperation with the German Academic Exchange Service (DAAD): All lecturers have professional experience in teaching German language and literature as well as evidence of a broad range of theoretical and practical knowledge and specialisation in a subject area and research skills. The number of qualified lecturers in the Department of German Studies can therefore be rated exceptionally good: there is 1 professor with a doctorate, 12 associate professors with a doctorate, 12 lecturers with a doctorate and 39 lecturers with a master's degree. The continuing education programmes offered and the publication activities of the teaching staff also deserve positive mention. In cooperation with the DAAD, the Ruhr-Universität Bochum, the Goethe-Institute and the Mongolian German Teachers' Association, continuing education courses and seminars are organised annually for students, secondary school teachers and university professors who teach German as a foreign language. In the period 2015-2020, the German lecturers published eleven articles on the didactics of DAF teaching and four articles on linguistics. Two articles were published in high-ranking international journals.

5.2.3 Teacher, Foreign Language Education (ENGLISH)

With regard to the field of English at the department, three aspects are also particularly noteworthy: First, there are 15 lecturers (20%) with doctorates in English. Eight lecturers are in the final stages of their doctoral studies. 62 lecturers (80%) have a Master's degree. The main language courses are taught by full-time faculty. In addition, many English teachers in the department are actively involved in the Teacher Development Programme (TDP) and participate in national and international training. The publication record of English lecturers in the department is also very good. In the last 5 years, 107 research articles and 105 papers have been published in national and international publications, which obviously play an important role in the reputation of the department.

5.3 Conclusion

The criterion is **fulfilled**.

6 ESG Standard 1.6: Learning resources and student support and Program Environment and Resources (NMC 3)

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

General aspects for both study programmes

The MNUE pays a special attention to providing students with appropriate learning environment that meets national standards. Thus, compared to the national standards approved by the Order-21 from January 21, 2010 of the Minister of Education and Science of Mongolia, the MNUE offers sufficient learning facilities for students. Founded in 1993, the DEGL carries out its training activities in a separate building (built in 2014) and occupies two floors with three lecture halls, 9 seminar rooms and 3 staff rooms. With total 550m² of spaces for training activities, the Department is capable to host up to 230 students at a time in accordance with the national standards. Lecture halls 312, 201 and 311, and 303 of the 1st building will be equipped with all the necessary equipment for organizing courses and art events, and be able to give lectures and organize public events for 250-300 students. Lecture hall No. 200 of the building has been equipped as a teacher development centre and hall No. 300 as a research hall. Physical education courses are being held in gym No. 225, aerobics in gym No. 125, and bodybuilding gym. The DEGL has been constantly updating its equipment to meet the standards for the training activities in the field of Humanities. Projectors, internet cable and wireless connections are installed in all the classrooms and halls of the School, so that students and lecturers can use unlimited amount of data for their training and study purposes. Every lecturer of the Department has been provided with one desktop and one laptop computers for the educational purposes. All the computers have been installed with basic software programmes (MS Office, Tools, Photo Shop, Corel, Power Point, Page Maker) for everyday use. The two classrooms equipped with computers connected to the Internet allow students to access information and do their assignments in their spare time.

The average number of students per class is 25-30, and the size of the space, the number of chairs and tables per student fully meet the standard requirements of the national standards. General foundation courses take place in the 1st, 2nd, 3rd, 4th, 5th, 6th and 7th buildings, in research centers and laboratories.

Depending on the Covid-19 pandemic lockdown, the training has been transferred to electronic form, using e-learning systems such as MNUE ULMS (teachers/students webs), Zoom and Microsoft Teams, and Google Suite.

Starting from the academic year 2018-2019, the MNUE has stopped receiving financial assistance from the Government and has been operating independently solely on the students' tuition fee. Some 75% of the financial operating budget consists of the tuition fees of all students of the SHSS, and the remaining 25% is deposited in the MNUE's Development Fund.

Operational funding budget is used for the salary of lecturers and other staff, training and seminars, research, textbooks, international and domestic travels, training materials, classrooms, equipment, and maintenance. The following table shows the budget expenditures for the last five years. In addition to these costs, costs such as benefits, bonuses, management services, and training facilities remain stable.

As indicated in the government policy on education and the government action plan, students are eligible to receive different types of financial assistance in the form of scholarships, allowances, grants, and loans during their study at the University. Some of them specifically apply for students enrolled in teacher education programmes. MNUE and SHSS provide some scholarships as well.

A risk mitigation fund has been established to fund expenses that exceed the estimated budget for the current year due to student dropouts, inability to study, migration, and year leave. In 2011-2014, the risk fund was 5% of the bachelor's income alone. In 2015, the risk fund was increased by comprising of 5% of the income of all programmes including bachelor's, master's, and doctoral programmes. Transparent financial reporting and information systems are established and use software that meet international accounting standards.

The Information Technology and Distance Education Office (ITDEO) of MNUE aims to develop system for providing open, accessible, quality and effective education services since its inception on 15 September, 2017. Moreover, the office ensures secure and reliable operation of the university IT and communication infrastructure, software, online facilities, training and management information system of eight schools and affiliated secondary school of MNUE. All of the MNUE facilities including its 12 school buildings and seven dormitories have been equipped with fiber optic cable with capacity of 1gbps of internal network connections speed and 1 mbps /ISP Unitel/ of exit speed. More than 418 desktop and laptop computers are being used by MNUE faculty members, and 79 % (311) of them are with i3 and more capacity. MNUE has 27 computer laboratories and 695 computers that are under use for training and research activities.

Every computer laboratory is equipped with LCD projector, internal network and internet access. A smart classroom was set up in the academic year 2020/21 and is used for learning and teaching.

The MNUE students are enabled to have descriptions of programmes and copy of transcripts through self-service info-machines in English and/or Mongolian.

The University Learning Management System (ULMS 3.0) is applied at the university in order to improve the reliability, quality and speed of MNUE academic and management coordination and activities of the eight schools of the University. A new infrastructure of the data centre with eight servers allowed to increase internal speed of 1 GB and external speed of 160 MB. The MNUE started using ULMS in 2014. The system has been undergoing continuous development and improvement since its inception. The need in this system was dictated by the quality reform and a new management structure of academic programmes and research, increased accessibility of these programmes, and introduction of credit system in its full capacity. The ULMS system allowed to create a unified database of students, faculty members and programme implementation process and becomes a basis for effective reporting and accountability of all units within the structure of the university. It also provides data for justifiable decision-making. The system plays an important role in introducing a credit system by allowing planning and organizing training, registration, online admission, assessment of students, teachers' workload, selection of courses and tutors, learning scheduling, issuance of diplomas and appendices, references, and verifications. The widely used four sub-systems have a unified database and everyone can use it according to their access levels. For instance "the Office of Academic Programmes and Teacher Development" (lms.msue.edu.mn): The system of the office has 8 accessibility levels for programme management. Teachers and students' websites serve to provide information, introduce courses, register teachers and students, offer course selection, display CF, versions of the CFs, timetable, students' passwords, questionnaires, grades; upload information and grades; print receipts, diplomas, transcripts; get students' recommendations; see reports, registration of workers of the office of academic programmes.

Or the "Teachers web" (teacher.msue.edu.mn): It enables faculty members to review course schedule, register students' attendance within the course /E-journal/, e-mailing students, provide advisory service to students, keep informed, prepare online training courses, take assessment tests, create a test database, calculate workloads, upload students' grades (their normal distribution and deviation), and view the students' satisfaction survey results. As well as the Students web (student.msue.edu.mn) or Online/Distance training (elearn.msue.edu.mn).

The main Library of the MNUE moved to its new building in 2016. The Education and Research centre united sub-school libraries to set up a library with 1898 square m, 580 seats, and 21 librarians.

The MNUE Regulations on Library Services was approved by MNUE President's in July 2020. The MNUE library has developed and is operating a new Development Programme for 2019-2024. The MNUE library which has 12.679 registered readers operates using the Lib4U (Net version) Programme and keeps 183 932 copies of books in digital forms (<http://lib.msue.edu.mn>). Based on the needs of researchers and students MNUE have purchased 1,064 books from the SPRINGER electronic database, 530 books from the EBSCO

electronic database, and 1,300 magazines of 2018. According to the access survey, there are 15,564 books and 11,371 magazines. An electronic library is created and serviced using (WordPress, Joomla, Alexandria, Book library, Flipping book, Sigil) programmes. There are more than 80000 research presentations and articles in the MNUE library. In 2016, the library received a license for the national unified information and uses it for services for scholars and researchers. In the scope of cooperation with national and international printing companies, the library was granted an access to about ten research and scholarly work funds with about 8000 e-journals and books, research presentations and articles allowing scholars and researchers to benefit of these reference materials.

In connection with the reform of the MNUE teacher training programme, there was a need to change the coursebooks and a team of lecturers who implemented the programme made a coursebook survey and coursebook Studio 21 A1, Studio 21 A2, and Studio 21 B1 with the official permission of Cornelsen Publishing House was chosen. These coursebooks are offered to students with discount making them affordable for students.

The MNUE pays a special consideration in developing study facilities for students. The numbers and capacities of such facilities as students' dormitories, cafes and canteens, libraries, medical centres, and gymnasiums all meet requirements of the national standards. The resources and rooms are available for students to do their projects, teamwork and independent assignments. All lecture halls are equipped with projectors and provided with WiFi internet connections. In addition, portable cameras, speakers, mics and screens are available for students use. The flexibility of the programme and course selection procedure allows the students to study while working. Thus, part time, employed and mature students can adjust their time and study load by the selection of the courses.

A special attention has been put on developing learning environment for the students with special needs. For this reason, the University has built and is planning to install more special tactile pavements on footpaths, stairs and halls, and signs with braille displays to assist visually impaired students, parking spaces, lifts, slopes and handles for the students with movement disabilities.

One of the important objectives of the MNUE is to provide students with human support throughout the study period. For this reason, students can obtain academic training services from the professional Department which provides them with tutors to mentor and assist them from the very first day of enrolment until the graduation, the OAPTD that monitors and provides organisational support and counselling services, the OSS that assists with social support, the Students' Council which promotes initiatives of the clubs and extracurricular activities and the Medical Centre to help students look after and maintain their health. The student independent

area has been operating on the first floor of the first building, which allows them to study individually, do group works, and assignments. The Student Service Centre (SSC) serves more than 500 students a day, and all-day affiliated students clubs operate here.

The MNUE pays a special attention to develop study and living conditions and facilities for students. The numbers and capacities of such facilities as students' dormitories, cafes and canteens, libraries, medical centres, and gymnasiums all meet requirements of the national standards.

The flexibility of the programme and course selection procedures allow students to study while working. Thus, part time, employed and mature students can adjust the study time load by the selection of the subjects. The maximum course load limit in a semester is 21 credits. A special attention has been put on developing a learning environment for the students with special needs. For this reason, the University has built and is planning to install more special tactile pavements on footpaths, stairs and halls, and signs with braille displays to assist visually impaired students, parking spaces, lifts, slopes and handles for the students with movement disabilities.

Teacher, Foreign Language Education (GERMAN)

German language learning and teaching environment has been improved by modern professional coursebooks, other resources and necessary equipment such as projectors, screens, DVDs and CD players with continuous support and funds of MNUE, SHSS in cooperation with the Goethe Institute in Germany, the DAAD, "The German Language Training and Teacher Support Project" in Switzerland, the University of Bielefeld in Germany (2004-2009) and Ruhr-University Bochum.

The two classrooms equipped with computers connected to the Internet allow students to access information and do their assignments in their spare time. In the 2019-2020 academic year, in the framework of a joint project with the of Ruhr-University Bochum, one seminar was equipped with smart boards and 15 tablets and fully equipped with modern, high-capacity training equipment.

The department is fully equipped with books and 2000 coursebooks on German linguistics, methodology of teaching German language, literature, language, culture, and country study, and is supplied to the needs of teachers and students. In addition, in the framework of the DAAD-funded project implemented in cooperation with the of Ruhr-University Bochum, Germany. Bachelor's and master's theses are stored in the department's library. The faculties have set up an open database (Handapparat) of lecture materials and SIA recommendations for each course and make them available to students. Students have the opportunity to read and learn about the history, literature, art, and culture of the German-speaking country in their native language in their free time. Within the framework of the above two projects, more than 30

audio-video CDs and about 180 subtitled movies-DVDs related to the German language coursebooks were placed in the reference library of the department and DAAD is making it available to students through the “Movie Night” event organized for Mongolian German language learners. In addition, the students can borrow and use modern coursebooks about German language, culture, methodology, history, culture and linguistics from the reference library of DAAD. The DAAD lecturers provide DVDs with subtitles in various languages from the Goethe Institute in Germany for free of charge from Munich and has been shown to students for two years through the "Movie Night" event. In the 2018-2019 academic year, more than 300 German books of research methodology, the methodology of teaching German language, linguistics, literature, and history books were donated to the MNUE Central Library to ensure more accessibility for students.

Furthermore, the MNUE policy and agreements on mutual recognition of credits with other partner institutions allows international students complete GLTP at the Department. Every year about 70% of GLTP students are provided with living premises in the SHSS dormitory out of all students who filed a request for the dormitory.

6.2 Assessment

6.2.1 General aspects for both study programmes

The ratio of the number of students and the classroom materials and rooms is adequate. It is commendable that the school buildings, including the new library built in 2016, took into account the needs of students in all aspects, especially the needs of students with special needs. Libraries and classrooms are well digitalized, and it should be mentioned that the use of tablets has a positive effect on the development process of student-centered learning. Therefore, room and equipment are sufficient to support effective implementation of the programs' goals and objectives and successful learning achievements in every way.

It has been commented a lot during the online-conference also on the self-assessment report that one of the most important goals for the further development of these programs is to increase the number of international students. In this regard, the HEI is doing a lot, such as improving the quality of support service for student mobility. However, there is not enough solution to the workload on teachers as the number of student increases.

Teachers and students had good knowledge and skills on how to use e-board and tablets, which were recently introduced at the school. Teachers said that there was much training regarding this which helped them a lot and the questionnaire taken from students at the end of the semester included the questions about the quality of equipment.

According to the on-site meeting with student representation and also the self-assessment reports it can be concluded the provision of information to students about the services is relatively good as the students were well informed about the services available to them.

It is open for administrative staff to develop themselves individually.

The resource endowment of the study programmes can be rated as very good. The modern and technically excellent equipment is suitable for providing students with a sound education. In the view of the review panel, the overall resource endowment is very well suited for the implementation of the study programme. Buildings, rooms and technical equipment can be described as exemplary. The library offers students extensive support in finding information and using the available technology. The MNUE is also well prepared for digital teaching.

The scope and qualifications of the non-scientific administrative staff can be described as very good. Sufficient continuing education opportunities are available. The needs of a heterogeneous student body are also adequately addressed. Internal quality assurance considers physical resources in its evaluation culture and solicits feedback from students on a regular basis. The evaluation group assesses all material, financial and human resources as fully sufficient to achieve the qualification goals of the study programmes.

The needs of a heterogeneous student body are well catered for in every respect. For example, each year about 70% of GLTP students living in rural areas are accommodated in the SHSS dormitory by all students who have applied for it.

Although the textbook is up to the mark in terms of quality and quantity, the extra-curricular reading could be updated to some extent. The mere fact that there is a whole section for German language books in the school library and a room where teachers and students of the programme can spend their free time together illustrates very well that the university pays a lot of attention to the programme.

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

To meet the different needs of students, the university makes great efforts. One of the examples is that students who work part-time can choose their course each semester and complete the programme at flexible times.

One of the highlights of the meeting with the student representatives was that they had an overall positive experience with online learning, which shows the flexibility and willingness of the department.

Teaching each other during classes is especially important for the students of this degree programme as it prepares them for the future professional field. Therefore, it should be implemented even more sustainably in the future.

The infrastructural learning environment is particularly positive, providing rooms and books to support students in self-study.

It would be desirable to increase the number of scholarships and seminars to provide them with support and training.

6.3 Conclusion

The criterion is **fulfilled**.

7 ESG Standard 1.7: Information management and Program Management and Organization and Quality Assessment and Assurance (NMC 4,7)

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

7.1 Implementation

General aspects for both study programmes

Information management system in MNUE is used for decision making, and for the coordination, monitoring, and analysis. This is done by providing the staff with timely and appropriate data allowing them to make effective decisions within a shorter period of time. MNUE has developed and introduced ULMS in 2014 and since that time it has been undergoing continuous development and improvement. This system comprises Office of academic programmes (lms.msue.edu.mn); Teachers website (teacher.msue.edu.mn) as well as Students website (student.msue.edu.mn) and Online learning website (elearn.msue.edu.mn). This system is used for 33 types of data related to implementation of the academic programmes, in particular students' profile, their enrolment, progression and graduation. In addition, administrative units regularly collect and update data for each academic year through the internal network using ULMS databases accessible to the people who need them. The widely used four sub-systems have a unified database and everyone can use it according to their access levels.

MNUE has eight affiliated schools and SHSS is one of the largest constituent schools. 4025 (28.6%) out of a total number of 13825 (100%) students in MNUE who have been studying for the last five years were enrolled in the academic programmes of the SHSS. The number of entrants to the MNUE is based on the demands of the education departments of urban and rural area, the surveys and data on professional teachers, and demands submitted by the MoEAS. The admission quotas are set by the University Governing Board and reviewed by the MoEAS. The lowest applicable eligibility score for the MNUE in 2014-2017 was 400. It rose to

480 in 2018. In 2013, MNUE was successfully accredited at a national level enabling students to receive government scholarships. Successful students can receive grants throughout their studies (Government Decree No. 71, 2014). As an incentive for more applicants to enter teacher education programmes, the University directly admits individuals who successfully participated in international and national Olympiads.

The number of entrants is identified upon requests from education departments of urban and rural areas where there is a lack of teachers of certain subjects and on the surveys and data on professional teachers demand submitted by MoEAS. The admission quotas are fixed by the University Management Board and reviewed by the Ministry of Education and Science.

The first survey is a students' satisfaction survey conducted each semester to evaluate each course. The survey consists of 12 questions and its results are used for improving the courses, course methodologies and teaching/learning activities. The second survey is given to all graduating students and consists of 90 questions. This survey is specifically designed for evaluation of the entire programme including their satisfaction with it. The survey results are analysed by the MNUE OQAM and the OAPTD. The conclusions and recommendations are discussed by the Governing Board and Research Council at their annual reporting meetings. Required measures are taken to improve the situation and are reflected in the University/school action plans for the following year. Students' responses on evaluation of course outcomes are transparent for both lecturers and programme specialists, and they make possible for them to reflect on the courses and get to know what the issues are. The results are also transparent to the students and in order to consider their voice more and ensure their active involvement in decision-making more effectively, the results of the satisfaction survey are shown in the Student Web (www.student.msue.edu.mn) with graphs accompanied by a discussion room for their feedback and comments.

Teacher, Foreign Language Education (GERMAN)

Of the 120 students enrolled in the GLTP, 91% are female. Generally, in Mongolia, majority of students enrolled in foreign language teaching programme female students. The government and the University offer special scholarships and incentives to attract male students pursue higher education.

According to university scholarship programme, male entrants with higher than 600 entrance scores, can receive 50% reduction of tuition fee. For the last 5 years, a total number of 120 students enrolled in GLTP, 91% was aged between 18-19. Due to the small number of German language schools in the countryside and the lack of knowledge of German, 68% of the students in the programme are from Ulaanbaatar. In order to support students from rural areas and develop German language teaching in the community, one year study in Pedagogical Universities in Switzerland is offered with the support of "The German Language Training and

Teacher Support Project". In recent years, the number students enrolled in GLTP is increasing with the help of the state policy to improve the quality of teacher education to attract qualified students, as well as projects, scholarships and foreign relations under our programme. The enrolment rate is influenced not only by the interests and needs of learners, but also the total number of high school graduates in Mongolia. In the 2019-2020 academic year, there was no enrollment in GLTP, because in 2019, the number of secondary school graduates in Mongolia was the lowest in last 5 years. During this year, only six applicants applied for GLTP. Grades in German Language Placement Test: As indicated in the GLTP, 1120 hours of study (2-5 semesters) is required for acquisition of the A1-B2 (CEFR for Languages) level knowledge, skills and attitudes. One level content is taught in 224 to 320 hours per semester by internationally recognized Studio 21 textbook, which is based on the CEFR Standards, and assesses students' knowledge and skills using standard language proficiency tests at the end of the semester. The results of this test will be an indicator of whether the students are achieving their language level and the quality of the teaching. Self-assessment allows students to realistically assess their knowledge and skills by the CEFR, make analysis on their mistakes, and develop appropriate strategies for themselves. As a result, 14 (74%) out of 19 surveyed students from 2nd year GLTP, who took the examination acquired German Language level A2 at the beginning of the spring semester in the 2019-2020 academic year. The knowledge and skills of five students were below 80%. According to a detailed analysis of the self-assessment indicators, the average level of knowledge and skills of students, except for the ability to translate, is 80%. There is not much difference between the scores of the placement test and the self-assessment indicators.

In 2017-2018, students' self-assessment indicators differed from external assessments. This is because freshmen overestimated their knowledge and skills, but as the class progressed, they began to underestimate their reality. The more self-assessed each semester, the more students learn to realistically assess their progress.

One of the effective criteria for assessing the language skills and quality of the students is their success in the national Olympiads. With the support of DAAD, the German Language Olympiad is organized annually among the students of Mongolian universities. The Olympiad materials are prepared by teachers of the Goethe Institute and evaluated by experts from partner organizations. The table below shows the top three students in the last five years in two language levels. An analysis of the performance of GLTP graduates over the last 5 years in the general foundation, teacher education foundation, and professional qualification courses shows that the academic performance of the graduates has slightly decreased in the first year of new programme (2018-2019) but it has risen back from the academic year of 2019-2020. The following reasons were identified as influencing factors for the low GPA based on the evaluation of GLTP graduates' satisfaction surveys and interviews. The increase in Graduates

of students in the 2019-2020 academic year can be explained by the improvement in the organization, form and quality of assessment, as well as the fact that students now are learning to organize their own learning activities. Moreover, the student Support Activities and Scholarships were more supported: The department pays more attention on creating a conducive learning environment, improving and developing language skills outside the classroom, enrolling in scholarship programs and improving course materials and textbooks for GLTP students. 21% of enrolled students has successfully graduated the university and working in their profession and 51% of students are studying in GLTP in the academic year of 2020-2021. For the last 5 years total of 15 students had a year leave for the following reasons: Financial, health or family problems or maternity leave. The transfer rate of GLTP students is relatively high. 9 students left the GLTP due to their interest to change their major/programme. The survey revealed that 79% of enrolled students would like to study and live in a German-speaking country. Between 2016 and 2020, a total of 10 students have left the programme to study and/or work in Germany. As of 2020, 34 graduates of GLTP are working in 14 secondary schools with German language instruction and 6 graduates are employed by the Universities in total.

The Department conducted a survey with the purpose to track and analyse the employment of graduates for the last 5 years from 2016 to 2020 and to create a database of graduates. 51 GLTP graduates were surveyed. 45% of graduates is working in educational and professional field and 37 % of them is teaching in schools and universities. It can be seen from the table above, students who have graduated in the last 5 years are more likely to work as German language teachers right after their graduation. It is worth to note that the GLTP graduates are recognized in the professional field as it has been evidenced in the employers satisfaction survey – they gained German language skills and teaching methodologies at satisfactory level. However, there is still not much interest in choosing a teacher job due to its low reputation and salary of teachers in the society. Research has shown that despite the increasing job opportunity in recent years some graduates are still not interested in working as a teacher, unconfident of their professional skills, and/or willing to study or live abroad.

Teacher, Foreign Language Education (ENGLISH)

A total of 1503 individuals expressed interest in being admitted in the ELTP and officially signed up in the MNUE admission system of which 41.2% were admitted. This shows that the programme is in high demand in Ulaanbaatar City and rural areas. During 2015-2020, a total of 585 students were admitted to ELTP. The number of entrants for the ELTP tends to increase each year due to increased demand for English teachers compared to other foreign languages. Due to the University's scholarship system for entrants who receive higher scores on the General Entrance Examination, the admission quality has improved and the number of male entrants tends to increase. According to the University's scholarship programme, male entrants

to the ELTP with higher than 600 entrance scores can receive 70% reduction of tuition fee. As shown in the table below, out of total number of 585 students enrolled in ELTP, 43.3% was from rural areas and the rest of 56.7% was from Ulaanbaatar. According to Government Decree No. 102 of April 6, 2011, two-way travel grants are given to students who are from rural areas with the distance of 500 kilometres or more. These are measures to attract more competent students to teacher education programmes.

There are other factors influencing the enrolment rate. For instance, the number of graduates from secondary schools has been fluctuating due to the transition of secondary school education to 12 years of schooling. As the table demonstrates, enrolment in “Teacher, Foreign Language Education (English)” programme has been growing steadily over the last four years except 2019-2020. Although the smallest number of secondary school graduates in 2019, this number grew in 2020.

According to the Education Sector Information System of the MoEAS, the number of English teachers in Mongolia is decreasing for the last few years. However, there is still a shortage nationwide, especially in rural areas. As of 2020-2021 academic year, 3001 English teachers have been working in 798 state and private primary, basic and high schools. In case there is a need for a teacher in secondary schools and educational institutions in particular subject areas, the local governments inform relevant authorities and approach MNUE, and each year, based on the official requests, MNUE discusses the number of entrants at the Governing Board meeting and makes final decisions.

The MNUE student registered at the OSS of a particular school receives a code and becomes eligible for receiving services from the School and the University.

The school, departments, and the OSS offer students various supports and services for their personal development. Currently, "Movie Lovers Club", "Translation Club", "Grammar Club", "Speaking Club" are operating at the Department. They organize different activities among students such as arts and sporting events and competitions, lectures and discussions, etc.

One of the most important duties of the Department is supporting ELTP graduates' employment. For this reason, the Department cooperates with a number of secondary schools, education centres, international schools, and other higher education institutions in UB and rural areas. In 2016, 9 (12.67%) out of 71 graduates, 8 (8.42%) out of 95 graduates in 2017, 9 (8.41%) out of 107 graduates in 2018, 4 (3.73%) out of 78 graduates in 2019, and 8 (8.16%) out of 98 graduates in 2020 received the job placement support from the Department entering jobs in educational institutions or other fields.

The Department works in cooperation with travel companies and other organizations to support student employment and help students with good language skills. The Employment Centre of

SHSS was founded at the MNUE Office of Students` Services and has been running its activities over the last two years. In 2018-2019, 145 students have been registered, 12 students out of them have been employed by business entities, 5 students had a permanent or part-time jobs, and 27 students were involved in work orientation training. In the first half of 2019-2020, 41 students were promoted to do part-time and permanent works and 27 students were employed to do voluntary or part-time works. The Student Services Office of MNUE is responsible for creating a positive environment for students' learning, providing information, creating a database of students, organizing and monitoring various independent student activities, providing feedback to alumni, and tracking graduates' employment.

The purpose of the survey is to track and analyze the employment of graduates in the last 5 years from 2016 to 2020 and to create a database of graduates. The information of the graduates was taken from the internal network (<https://lms.msue.edu.mn/>) where the survey questionnaire was placed in the "GOOGLE FORM" and the link was sent by contacting the graduates. The employment survey among graduates for the last 5 years covered 310 graduates. 80.7 % of the respondents were female and 19.3 % were male. 264 graduates or 85 % of these graduates are employed, of which 68.95 % are working as English teachers, 4.16 % are working in educational institutions, and 26.89 % are working in other fields. 0.1 percent of these graduates work in public schools, while 16.7 percent work in private secondary schools, 1.31 percent work in public universities, 1.62 percent work in private universities, and 0.30 percent work in vocational training centres. Furthermore, 5.6 % work as school managers, 1.7 % work as support staff and 9.35 % of the respondents are currently unemployed.

7.2 Assessment

7.2.1 General aspects for study programmes

MNUE has a well-functioning information management system. The ULMS, established in 2014, provides thorough data collection systems for the administration. The current and complete data structure is used very well for the internal quality management system. The evaluation of the data is accompanied by quality assurance measures and planning of follow-up activities.

MNUE's information management system is comprehensive and several departments (OQAM and OAPTD) are responsible for statistics and data management at university level. The faculty uses the existing infrastructure of the university to collect student feedback on individual courses and lectures as well as on the environment at the university in general. The faculty uses the existing infrastructure of the university to collect student feedback on individual courses and lectures as well as on the environment at the university in general. The informal feedback process is also very good in both the ELTP and the GLTP. Students report that they

feel encouraged to give feedback to lecturers and that their feedback is well received by the lecturers.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG Standard 1.8: Public information and Openness and Transparency of programs (NMC 4.5)

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

8.1 Implementation

General aspects for both study programmes

The website of MNUE was designed in accordance with the national standard (MNS: 6285) for the websites of state organizations. The website is accessible by all types of devices and share a comprehensive information on the University policy, legislation, programmes, and its daily activities. The website is accessible by all types of devices, and shares a comprehensive information on the University policy, legislation, programmes, and its daily activities. The average number of accesses to the website is 385 per month. MNUE teaching and working staff uses various webs, blogging technologies such as word press, google sites, blogs and forums related to courses and training and disseminate news and information to students and the public. On the SHSS website, timely and up-to-date information is available. In particular, SHSS website, timely and up-to-date information is available. In particular, descriptions of bachelor's, master's and doctoral programmes; Admission (procedures, requirements, duration of studies); Research (Research regulations, domestic and international conferences and projects, activities of the SHSS Academic Council and research centres); Student activities (annual calendars, scholarships, job opportunities, student council activities) and International relations and cooperation (dual academic programmes, joint projects and programmes with foreign universities and educational institutions) Across the website there are options to include videos and pictures which provide quick information to catch SHSS daily activities and a perspective into the school life. SHSS website always shows information about alumni to motivate others to apply to the university and invites students, faculty, and alumni to write guest posts. Across the website there are options to include videos and pictures which provide quick information to catch SHSS daily activities and a perspective into the school life. SHSS website always

shows information about alumni to motivate others to apply to the university and invites students, faculty, and alumni to write guest posts.

MNUE Activities for the public are for instance the MNUE action plan for developing the university's capacity for communication with public and mass media", that has been approved in October 2018.

The aim of this plan is to develop the university communication system with mass media and seek and use a variety of activities to advertise the teaching profession and university programmes for the public. The University has made an agreement of cooperation with two national broadcasters such as Eagle and MNB, nationwide newspapers Daily News and Mongolia News, and five social network sites (such as www.VIOEXPO.mn, www.time.mn, www.dorgio.mn, www.dnn.mn, www.comment.mn).

Every year "Education Fair of Mongolian universities" is organized by MoEAS and attended by over 40 universities, colleges, and training centers. MNUE actively participates in the education fair and presents about the university, departments, programmes and more and distributes brochures to high school students, parents and guardians.

Open Door Day is held every year in SHSS among its departments in SHSS. Main purpose of this event is to introduce the programmes of foreign language teacher, and guests have opportunity to see the faculties and resources and have meetings and discussions with current students and staff.

In connection with admission, the University teaching and working staff visit secondary schools and provide more detailed information on enrolment to MSUE and SHSS provides an overview of programmes, admission requirements, details about the courses, teaching staff, students support policy and more by admission fliers, brochures, videos, and talk and presentations.

MNUE has its own store which is located in the main building. It strives to inspire information and innovation about MNUE through the delivery of variety of gifts, souvenirs, t-shirts, school and office supplies, greeting cards with the university logo.

Teacher, Foreign Language Education (GERMAN)

The staff regularly communicates with the media. In addition to providing information on German language teaching activities and achievements through the official websites of the following organisations: Embassy of Germany; Goethe Institute of Federal Republic of Germany; Ruhr-University Bochum; Graduates of facebook page; the website of German Language Teacher's Association of Mongolia "Wir sind die Deutschlehrer in der Mongolei"; Representative office of DAAD in Mongolia, facebook page; In addition, the MNUE and SHSS websites

provide information on job, conferences, postgraduate studies, research areas of academic staff, projects, seminars, as well as graduates' employment tracking surveys.

The Department has been actively promoting the programme at national and international levels. For instance, the annual "German language Open Day Door" for MNUE students. During the Teaching Practicum, the staff and students organize interviews and discussions with 11th and 12th grade students to promote the profession as well as the annual German Education Fair in cooperation with the DAAD where brochures and booklets about the programme are prepared and distributed. Under the new programme the MNUE students have the opportunity to pursue a double major and in this regard in September 2019 the GLTP programme has been introduced to about 200 ELTP students. The "7th German Language Olympiad" for German language students was broadcasted by TV channels to the public. In 2021, in cooperation with the GLTAM, all German-language schools in Mongolia plan to publicize their activities through the association's website.

Teacher, Foreign Language Education (ENGLISH)

Students majoring in English teaching are expected to do teaching practicum in secondary schools in accordance with the cooperation agreement between the school and the MNUE. During the TPs, student-teachers and their department supervisors deliver programme reform information in all areas of learning, including programmes and extracurricular activities. More than 70% of teachers who are currently working in secondary schools are graduates of MNUE, so it gives plenty of opportunities to work more closely with secondary schools around the country. The Department lecturers arrange meetings with school principals and training managers to discuss the programme and hear their voices on major areas of the programme. Every year "Education Fair of Mongolian Universities" is organized by MoEAS involving over 40 universities, colleges, and training centres. MNUE actively participates in the education fair and presents information and data about the university, departments and programmes and distributes brochures to high school students, parents and guardians. The Open Door Day is organized every year by the departments at the SHSS. The main purpose of this event is to introduce the programme of foreign language teacher so that guests have opportunity to see the faculties and resources and have meetings and discussions with current students and staff.

In connection with admission, the University teaching and working staff visit secondary schools and provide more detailed information on enrolment policies of MNUE and SHSS which include an overview of programmes, admission requirements, details about the courses, teaching staff, students support policy and others in the form of fliers, brochures, videos, and presentations.

MNUE has its own store which is located in the main building. It strives to inspire information and innovation about MNUE through the delivery of variety of gifts, souvenirs, t-shirts, school and office supplies, greeting cards with the university logo.

Multiple stakeholders including MNUE management and teaching staff, representatives of students, secondary schools (key employers), Institute for Teachers Professional Development, and Institute of Education (MoEAS) are represented in university decision-making units such as the Governing Board and Academic Programme Committees through which academic programmes reach out to the public and other relevant parties. In the scope of the cooperation agreement with the Mongolian Consortium of Universities and the National Education Evaluation Centre, information on the MNUE academic programmes and admission requirements have been made accessible to the public, prospective students and stakeholders by means of their websites.

8.2 Assessment

8.2.1 General aspects for both study programmes

MNUE provides detailed information about studying and teaching as well as about the main research areas of the university. Organizational study documents and relevant regulations are made accessible on the website. Contact persons and contact points for study programmes and student life are clearly and transparently named.

Overall, the public information on the study programmes is satisfactory. There are many opportunities for potential students to find out more about the university, faculty and student life. However there are some areas of development: The university website is the main source of information for the public. Therefore, the information on the ELTP and GLTP should be up-to-date and easily accessible. The online environment makes it possible to present the information in more attractive and diverse way. In addition, target-group oriented promotion and more transparency – e.g. for attracting international students – of the study programmes is recommended.

8.3 Conclusion

The criterion is **fulfilled**.

9 ESG Standard 1.9: On-going monitoring and periodic review of programmes and Quality Assessment and Assurance (NMC 7)

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

General aspects for both study programmes

On-going monitoring of both study programmes carried out in compliance with the MNUE Development Policy (2014-2024), MNUE Internal Rules (2015), Guidelines for Academic Programme Evaluation and Quality Assurance Policy (2020).

The periodic review of the programme has been done and revised with required changes. Its' regulation was approved by the MNUE President's Order A/132 dated 30 May, 2018. As it states "The Regulations are to be used to create and maintain an internal quality assessment system for academic programmes, monitor teaching activities, inspect the liability of the programme quality, and make analysis and judgment on the programme implementation process.

Upon graduation of the first cohort of students of a new programme, in 2017-2018 academic year the comprehensive evaluation of the regulatory documents, including the University regulations, the CFs, structure of School-based Practicums have been carried out. The results of this evaluation have been extensively discussed at relevant subcommittees and MNUE committee of academic programmes followed by official approvals of the MNUE President's orders.

The approvals of regulatory documents are concerning the MNUE Academic Regulations are: 67 provisions were amended, and 13 new provisions were added. The changes covered provisions regarding support of students with special needs, admission, course selection, leave, re-sit, transfer, assessment, and graduation of students including a diploma issuance. The revised regulation was approved by the President's order A/107, 27 April, 2018). The MNUE Work Regulation of Teaching Staff: 32 provisions were amended, 1 provision added, and 3 provisions were eliminated. The changes are covering supervising bachelor's and master's theses, student's small-scale research and projects, and credits allocation and load for summer/winter semesters for teaching staff. The new regulation was approved by the President's order A/344, 26 December 2018. The results concerning the MNUE Students Regulation are that the changes of the newly revised Academic Regulations have been reflected in the amendment of 15 provisions, addition of 1 chapter with 8 provisions, and elimination of 1 provision.

The results of the Guidelines for Graduation Examinations (developed in 2015 and revised and approved on December 5, 2017 by the Order A/306) have revealed, that 14 provisions were changed and 7 provisions were added. The primary change was made to the structure and administering the graduation examination as a teacher education online examination (30%) and an online examination on professional knowledge and skills (70%). The tasks are required to be developed by six cognitive levels with the weighting of 15/15/25/25/10/10 in respect to the levels.

In regard to the University strategies for becoming an open university as stated in the MNUE Development Policy, the Regulation for Online Courses was approved by the President's Order A/52 on February 25, 2019. It provides the form of online teaching, structure of the courses, key methodologies of conducting courses, assessment types and grading students, and specific rights and obligations of the participants.

The academic programme evaluation has two main components- their design and implementation based on stakeholders' satisfaction and PLOs. Based on the feedback from teachers, students and secondary schools as key employers, as well as the results of the surveys, the MNUE President ordered to establish working groups to review and evaluate the following three areas: The Evaluation of the teaching practicum process: The Order No. A/ 230 to establish a working group to check the duplication in the content of the teaching practicum was approved by the President of the MNUE on September 25, 2018. Besides is it necessary to examine the duplication of some courses in the curriculum: The Order No. A / 231 to establish a working group to examine the duplication in the content of Methodology, Educational Study and Psychology courses was approved by the President of the MNUE on September 25, 2018. Establish a working group to evaluate the CF analyse the structure, ratio, type and capacity of the credit hours of the undergraduate programme was approved by the President of MNUE on January 2, 2017. SHSS programme management is carried out by the department's subcommittees and SHSS subcommittee. During the period of 2015-2020, all curricula of professional courses were intensively discussed with a specific focus on correlation of PLOs and CLOs. Based on the findings of the working groups, the following measures and changes were made as follows:

The Revision and Improvement of School-based Teaching Practicums: Based on the satisfaction surveys of the academic years 2016-2019, student practicum reports, supervisors' and mentors' feedback, the teaching practicum supervisors' workload was re-considered and, as a result, the number of teaching practicums over semesters was reduced to five teaching practicums and their duration was extended in order to in order to address secondary schools' requests.

In order to improve learners' English language proficiency and quality of teaching/ learning process, at the requests of students, the following courses have been added to the programme: "Developing writing skills" (H.EW428-430) and "IELTS & TOEFL Preparation" (H.IE426). Based on the recent research findings of learner research and language learning styles the course curricula of "Learner research"(H.LA 436) and "Assessing English language learners" (H.CA425) were developed in 2014.

As a result, handouts on "Improving language learning strategies", "Foreign language learning strategies were published. Also "Volunteer for Community" has been added to the Programme

in order to help students learn to collaborate with various communities in future. As a result of the newly added course, students will be able to recognize and understand the aim, features and essence of volunteering activities and social issues and be able to organize volunteering activities.

Moreover, a German language course to non-German major students is to be offered: In the academic year 2018-2019, a joint research into the current situation and perspectives on teaching German was conducted. The study revealed that 321 non-German major students studied German in Mongolian universities and institutes in 2009 and, in 2019, 586 learners studied it. The society needs were taken into account and the German course curriculum was developed.

By the current Curriculum Framework renewed and approved in 2018, the academic load of students majoring in ELT shows that, within four years of study, students spend 3472 hours for classroom study and 3072 hours for self-study. An average classroom study hour per semester is $3472/8=434$, while self-study hour is $3072/8=384$. A weekly load is 27.1 hours of classroom study and 24 hours of self-study.

On average, MNUE undergraduate students study 48.6 hours per week, 778 hours per semester and 1556 hours in one academic year. According to the estimation of the MNUE Office of Academic Programmes and Teacher Development, 1 ECTS equals approximately 0.58 to 0.60 MNUE credit hours. Based on this, the English major students' workload may be considered to be normal. According to the student satisfaction survey conducted in the academic year.

The student assessment system regulated by the MNUE Academic Regulations aims to realistically measure CLOs i.e., students' knowledge, skills and attitudes acquired within a particular course in correlation to PLOs identified as students' progress and achievements, they both serve as a tool for supporting students' learning.

Assessment is administered for ensuring transparency for all participants: Assessing knowledge, skills and attitudes acquired through particular course components (topics, themes, modules, thematic units) as indicated in the course standards as well as assessing knowledge, skills and attitudes acquired through programme components, i.e., professional knowledge, skills and attitudes acquired through general foundation, teacher education and professional courses as indicated in particular course standards. The assessment procedure expects outcomes of the teacher education programme i.e., knowledge, skills and attitudes acquired within teacher education programme. Each faculty member has to develop individually or collaboratively with other colleagues a bank of assessment tasks and guidelines for independent study assignments, and conduct assessment. The requirements for assessment tasks are universal for all professional departments as indicated in the Guidelines for Course Assessment and Benchmarks (2017). Assessment tasks are developed for assessing

knowledge, skills and attitudes acquired at each cognitive level within each course, in other words, they are designed to realistically assess achievement of each CLOs. Those tasks are discussed and approved by the Department and the relevant curriculum sub-committees. In case a course is taught by several teachers, students' progress and independent assignments are assessed by the tests from the bank. The students re-sitting of the courses, re-taking of examinations, leave and transfer are clearly stated in the MNUE Academic Regulation.

The student's satisfaction survey is conducted each semester to evaluate each course through the ULMS. The survey consists of 12 questions and aims to raise teachers' responsibilities. The questions are the same for all courses selected by students and are given to them in the e-form. Students' responses on the evaluation of course outcomes are transparent for teachers so that they can reflect on their teaching and make analysis on their mistakes. The students course satisfaction for the last two years is shown below. The average result of the evaluation of courses is 89%.

The Department has been increasing supply of coursebooks and other resources. An electronic catalogue is being developed to improve the use and easy access to professional publications. In addition, two smart classrooms were equipped, digital textbook licenses were purchased and used in teaching to improve e-learning and e-teaching quality. Due to the need for online courses, the University has purchased the license for Office 365 so that teachers and students could use it in their everyday practices. The MNUE Main databases that were created (2014-2019) are the Lecturer database, the Student database, the Courses database and assessment tasks and examination database.

Teacher, Foreign Language Education (GERMAN)

An average classroom study hour per semester is $3472/8=434$, while self-study hour is $3072/8=384$. A weekly load is 27.1 hours of classroom study and 24 hours of self-study. 2020-2021, 73.9% of students in the GLTP study 26-30 hours per week and 87% of respondents considered the workload was reasonable. 79.2% of the participants mentioned that home assignment load was appropriate.

The students' course satisfaction survey results for the last 5 years are shown below. The average result of the evaluation of courses is 92%. With the purpose to compare the results of the survey with the satisfaction of the GLTP, an additional online survey was conducted among students in the fall of 2019-2020. It shows that 80% of the respondents expressed their satisfaction with the programme.

Annually book and textbook supply was increased under the project since 2016. An electronic catalogue is being developed to improve the use and availability of professional books. Issues such as the demand to improve the availability of classrooms to study and do assignments after school and to increase the number of computers, supply of books, coursebooks as well

as internet speed were mentioned in the students' satisfaction survey in the academic year 2020-2021. Within the framework of cooperation with the Ruhr-Bochum University in the Federal Republic of Germany, "a smart classroom" was set up due to the increased demand to conduct online teaching and learning in the academic year 2020-2021. Now online training is successfully being organized. Moreover, under this project, professional books and textbooks for all students are ordered and should bring a positive impact on teaching and learning.

Teacher, Foreign Language Education (ENGLISH)

By the current Curriculum Framework renewed and approved in 2018, the academic load of students majoring in ELT shows that, within four years of study, students spend 3472 hours for classroom study and 3072 hours for self-study. An average classroom study hour per semester is $3472/8=434$, while self-study hour is $3072/8=384$. A weekly load is 27.1 hours of classroom study and 24 hours of self-study.

The students' course satisfaction for the last two years is shown below. The average result of the evaluation of courses is 89%.

The results of the survey are analysed through the university information management system and the final results are sent to the MNUE OQAM, the OAP, and the Vice President for Academic Programmes. In case the course or a lecturer receives unsatisfactory feedback from students, the OAP and the vice president for academic programmes take certain actions to solve the issue. Another survey for the purpose of evaluating the programmes is taken once in the end of the programme from graduating students. It is a comprehensive survey consisting of five sections with 90 questions. In 2019-2020 academic year 74 graduates out of 98 participated in the survey prior to the State Examination using the ULMS. Students' average result of evaluation of Teaching Programme was 80%. The results of this survey illuminated some issues related to students' services and communication and dormitory conditions. The special actions have been taken in 2020 to improve the situation.

9.2 Assessment

9.2.1 General aspects for both study programmes

The study programmes at the Department of German and English at MNUE are regularly evaluated to ensure quality and to verify compliance with high quality standards. Ongoing monitoring of both programmes is carried out in accordance with the Development Policy of the university (2014-2024), MNUE's internal rules (2015), the Guidelines for the Evaluation of Academic Programmes and the Quality Assurance Policy (2020). The periodic review of the programme has been conducted and revised with the necessary changes. This process is exemplary. The study programmes have different procedures for internal quality assurance, e.g. in

the form of the use of surveys of students on individual courses. Characteristic is the very formalised structure on the one hand and the emphasis on the importance of informal exchange between students and teachers on the other. The evaluations that take place as well as regular feedback rounds ensure a regulated exchange of information between the students and the lecturers, which enables a quick implementation of any necessary or useful adjustments in the following semester.

The MNUE has developed a quality framework that provides for the cyclical review of all study programmes based on a detailed survey instrument. The specific objectives of this review are initiated by an agreement between the programme management and the university's quality management. Quality Management at the Rectorate level is responsible for confirming compliance with procedural standards and for monitoring.

Since the workload of the teaching staff and students is still reasonable but high, the workload should be evaluated regularly. If necessary, measures are taken should the workload be too high.

9.2.2 Teacher, Foreign Language Education (GERMAN)

Based on the evaluations, the study program for German as a foreign language at the department can be judged as very successful. 79.2% of the participants stated that the Workload of self-study was appropriate. The average course evaluation score is 92%. It is also to emphasize that in cooperation with the Ruhr-Bochum University in Germany a "Smart Classroom" was established in the academic year 2020-2021 on the background of the increased demand for online teaching and learning opportunities.

9.2.3 Teacher, Foreign Language Education (ENGLISH)

The study programme for English as a foreign language was also evaluated positively on the one hand and will be further optimised on the other. The regular survey of students showed that the average weekly workload is 27.1 hours of classroom teaching and 24 hours of self-study. Student satisfaction with the courses is high. The average course evaluation score is 89%. However, a broader survey conducted in the 2019-2020 academic year, in which 74 out of 98 graduates participated, revealed areas of concern. The average student course evaluation score was only 80%. Problems exist with regard to services, student communication and dormitory conditions. Against this background, concrete measures were taken in 2020 to improve the situation. In the view of the evaluators, this is an exemplary way of dealing with empirically identified problems in order to optimise the study programme.

9.3 Conclusion

The criterion is **fulfilled**.

10 ESG Standard 1.10: Cyclical external quality assurance and Quality Assessment and Assurance (NMC 7)

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

10.1 Implementation

General aspects for both study programmes

The external quality assurance in education sector is a well-formed system that has been implemented annually. They commonly take forms of audits, inspections and accreditation. Since launching new academic programmes during the period of 2014-2019 about 40 external evaluations have been carried out by various state agencies. The reports are usually discussed at the Board of Directors meetings and alteration actions are discussed and decisions are made.

Important external actors here are the Ministry of Education and Science, the Mongolian National Audit, the Financial Regulatory Commission and Professional Inspection Agencies.

In 2018, the organizational accreditation carried out successfully at the MNUE and, in 2020-2021, a total of six teacher training programmes were accredited by the ASIIN association of the European Union.

Teacher, Foreign Language Education (GERMAN)

In order to improve the GLTP quality, the following surveys are regularly administered: Graduates' satisfaction survey; Employers' satisfaction survey and MNUE supervising teacher and secondary school mentors' satisfaction survey. In the academic year 2019-2020, graduates filled out the online survey and mentioned the strengths and weaknesses of the programme. Graduates responded that knowledge and skills acquired from the program such as systematically acquired language knowledge based on linguistics, teaching methodology and responsible attitude are the strengths in their work and life. Administration of German-medium schools is deeply interested in hiring the GLTP graduates. In addition, the employers responded the GLTP needed to enable learners to acquire techniques of digital training, e-lesson organization well and extend teaching practicum duration. In recent years, training or seminars have been organized as more attention has been paid to improving knowledge and skills of German language and its teaching. In September 2020, two seminars titled "How to organize and moderate online learning" were conducted in cooperation with the DAAD in the Federal Republic of Germany and Ruhr-University Bochum.

The teaching practicum mentor satisfaction survey was administered online to assess our graduates' knowledge and skills of their German language proficiency, teaching methodology and formation of individual identity after the teaching practicum in autumn in the academic year

2020-2021. The Satisfaction survey results of teaching practicum mentors in secondary schools were satisfactory. The fact that 84.6% of a total of 13 mentors evaluated the students' knowledge and skills of German language and attitude or formation of individual identity were good could be considered as the GLTP evaluation.

Reforms and revisions for the improvement the GLTP aimed at preparing students to become able to compete in the international arena, organize their own learning by themselves and become a lifelong learner. The GLTP strengths are as follows: A defined GLTP aim, objectives, entry level knowledge, learning outcomes, knowledge, skills as well as attitudes to be acquired. The GLTP provides an opportunity to create flexible learning, to choose duration of the study, to develop their own class schedule, to promote action-oriented and project-based learning. Used instructional strategies or methodology to develop creative thinking and problem-solving skills of prospective teachers. Implementation of an assessment as three-sided process to promote learners' realistic self-appraisal. The GLT provides learners with the opportunity to try out what they learnt in real life and to improve their German language knowledge, skills, and attitudes and moved to online learning by renewing the learning platform without compromising its quality in a current situation. As the only one German language teacher education university in Mongolia, the university is fully aware of the importance of offering a high quality of teaching programme. For this reason, efforts are continually made for providing a quality service to our students, improving learning environment and resources, and supporting continuous professional development of faculty members.

Teacher, Foreign Language Education (ENGLISH)

The English Language Teacher Programme offered by the Department was successfully accredited with a term of five years in 2013 for the first time. Professional preparedness of graduates is a key indicator of the programme success. In the two secondary school surveys for the last two years (2017-2019), 52 respondents of 17 and 69 respondents of 31 Ulaanbaatar public and private schools evaluated the professional competences of graduates as 88-94%.

The survey was designed with four sections as English language knowledge, methodology of teaching English skills, general pedagogic skills as well as personality formation. The qualitative data was obtained through open-ended questions. The employers' suggestions were related to issues of morale, health, aesthetics, and attracting good learners specifically interested in becoming teachers. Regarding graduates' language proficiency, respondents emphasized importance of international student exchange programme, graduates' competences for designing and teaching e-lessons, and paying more attention to their English speaking, pronunciation and reading skills in particular.

In order to ensure reaching the growth and identify any possible weaknesses that may become issues how it can take advantage of opportunities, reduce threats, overcome weaknesses and

exploit any strengths for further growth, the university conducted a SWOT analysis for the self-assessment report. It enabled the school to match its internal strengths, and external opportunities to develop strategies – those with the greatest potential for success. SWOTs were also used to help evaluate students' performance and provide detailed feedback using a SWOT analysis.

It could be analysed that the teacher education reform started in 2014 gives more opportunities to see the ELTP as a whole where internal and external connection of all units involved and their activities is ensured. All legislative documents that coordinate various parts of the programme are developed and they go through the process of continuous evaluation and improvement. The new programme was developed on the basis of several important documents approved by the university such as MNUE Vision and Mission, New Century teacher model and MNUE Development Policy (2014-2020). It aims to prepare teachers and professionals that meet international standard requirements, respect the teachers' values, and who are capable of developing every child. With this aim, the new package programmes were developed and have been implemented and updated.

The newly developed ULMS supports the implementation of new programmes. Every single faculty member is actively involved in the process of developing the programme and course learning outcomes, and course curricula which gives them opportunities for more justified and informed decisions and professional activities in the course of their pedagogical practice. The opportunities such as selecting courses and lecturers, flexible CF in terms of length of study, single or double majors' programmes and extension programmes providing extra qualifications make our students possible to organize their learning in accordance with their needs and interests, as well as financial possibilities. The programme is available to the public and the core curriculum for each course is created and given in advance to students to give students orientation on learning process; students will be responsible for their learning having a consistent sense of learning objectives and outcomes and means of evaluation. Curricula are flexible and provide continuity and integration between courses.

The staff of the department is actively involved in developing national curriculum and textbooks for secondary schools which allow them to be deeply engaged in all developments and changes taking place at the secondary education level. The well-structured Teaching Practicum consisting of 4 types each focused on particular aspects of knowledge, skills and attitudes required by the national teacher standards and MNUE mission. This is providing opportunities for more collaboration with schools who are major employers of our graduates. The University regularly conduct alumni employment and job surveys and work with them. Increases in graduation rates were experienced, while some schools have reported decreases in their graduation rates over the same time period.

The English lecturers have developed their professional skills by participating in a number of conferences, training, and seminars both in and out of the countries and all of them are involved in national and international projects in English and educational fields that substantially contribute to their professional development as researchers. Their experiences give wide opportunities for the students to access hands-on information and experiences in the field.

Since moving into its new premises built in 2012, the Department has been making constant investments on material and human resources. Thus, at present, the Department has completely renewed and updated its facilities (new library with broader access to e-resources, canteen, smart classrooms, etc.) for normal training activities.

10.2 Assessment

10.2.1 General aspects for both study programmes

Regarding the legal framework of quality assurance, the programs are carried out in compliance with rules and policies like MNUE Development Policy (2014-2024), MNUE Internal Rules (2015), Guidelines for Academic Programme Evaluation and, Quality Assurance Policy (2020).

The quality management ensures very well a permanent current and transparent presentation of the general quality assurance measures and instruments of the MNUE.

The university fulfils all obligatory aspects of external quality assurance: the various organisational bodies and levels are adequately in place and were explained in detail in the discussions with the university. Internal as well as external quality assurance of MNUE measures take into account all legal requirements and benefit from each other in order to advance the quality development of the study programmes. The external quality assurance covers all necessary organizational levels such as financial operations and educational services as well as status groups of the institution being the Mongolian National Audit, the Ministry of Education and Science, and more. The internal and external quality assurance mechanisms for continuous development of the program are well-developed, and the cyclical functionality of quality assessment of this program is effective. The quality of the surveys and the processing of the results can be rated very well.

Generally, the follow-up activities of the university's external quality assurance when preparing for the next procedure is well-considered.

The coherence between external and internal quality assurances is well-structured.

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 and the national regulations of the Mongolian National Council for Education Accreditation:**

The study programmes „Teacher, Foreign Language Education (German) D011409 (Bachelor)” and „Teacher, Foreign Language Education (English) D011409” (Bachelor) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) and the National Regulations of the Mongolian Accreditation Education Council regarding the establishment of study programmes.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled.

The expert group concludes that the **Mongolian National Council for Education Accreditation** 1. Program Planning, 2. Training Activities, 3. Program environment and resources, 4. program management and organization, 5. Student services, 6. Teaching composition, 7. Quality assessment and assurance are fulfilled.

Comprehensive evaluation of the expert group:

The assessment criteria are as follows:

ESG-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.

The criterium is **fulfilled**.

ESG-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.

The criteria are **fulfilled**.

ESG-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.

The criterium is **fulfilled**.

ESG-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.

The criterium is **fulfilled**.

ESG-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 criterium is **fulfilled**.

ESG-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.

The criterium is **fulfilled**.

ESG-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 criterium is **fulfilled**.

ESG-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 criterium is **fulfilled**.

ESG-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 criterium is **fulfilled**.

ESG-Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterium is **fulfilled**.

NMC 1 (1.1-1.3) Program Planning: To develop, approve and regularly update a comprehensive set of documents for planning and coordination of activities aimed to satisfy stakeholders' demand in accordance with the common requirements.

The criterium is **fulfilled**.

NMC 2 (2.1-2.3) Training Activities: To organize training activities in line with the mission of the school focusing towards the program outcome and competency-based approach and update and improve the content and methodology continuously.

The criterium is **fulfilled**.

NMC 3 (3.1-3.3) Program environment and resources: To develop sufficient resources necessary to support effective implementation of the program goals and objectives and successful learning achievements.

The criterium is **fulfilled**.

NMC 4 (4.1-4.5) Program management and organization: To implement a strategy, management and marketing to support the program development ensuring proper resource allocation and creating a favourable working and learning condition to ensure stable and well implementation of training activities in line with the vision and mission of the school.

The criterium is **fulfilled**.

NMC (5.1-5-5) Student services: To implement activities aimed to support successful self - learning of the program students and enhance their participation in accessible and effective ways according to their interests.

The criterium is **fulfilled**.

NMC 6 (6.1-6.4) Teaching composition: Teaching activities must be aimed at successful implementation and development of program outcomes.

The criterium is **fulfilled**.

NMC 7 (7.1-7.3) Quality assessment: To have internal quality assurance mechanisms for continuous development of the program and conduct external assessment.

The criterium is **fulfilled**.

2 Accreditation Recommendation

The peer-review experts recommend an unconditional accreditation.

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

General recommendations:

- 1 The bibliography should be updated in the module descriptions to include current contemporary literature.
- 2 Subject-specific content should be weighted more heavily for further profiling in the curriculum.
- 3 Institutionalized digital opportunities should be created for students to have regularly extracurricular contact with native speakers to further their practical language skills, for example through tandem partnerships.
- 4 The expansion of the study programmes through new international markets should be accompanied by the increasing the teaching staff to maintain the quality of the study programmes.
- 5 The external presentation of the study programmes should be made more transparent on the homepage for national and international applicants.
- 6 Since the workload of the teaching staff and students is still reasonable but high, the workload should be evaluated regularly. If necessary, measures are taken should the workload be too high.

Recommendations for study programme „Teacher, Foreign Language Education (English) D011409” (Bachelor):

- 1 To ensure a high entry level of students, there should be a language test in which applicants must demonstrate at least an A2 level in English.

V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group, the statement of the Higher Education Institution and the statement of the Standing Expert Committee, the Accreditation Commission of ACQUIN decided on 6 December 2021 :

General recommendations:

- The bibliography should be updated in the module descriptions to include current contemporary literature.
- Subject-specific content should be weighted more heavily for further profiling in the curriculum.
- Institutionalized digital opportunities should be created for students to have regularly extracurricular contact with native speakers to further their practical language skills, for example through tandem partnerships.
- The expansion of the study programmes through new international markets should be accompanied by the increasing the teaching staff to maintain the quality of the study programmes.
- The external presentation of the study programs should be made more transparent on the homepage for national and international applicants.
- Since the workload of the teaching staff and students is still reasonable but high, the workload should be evaluated regularly. If necessary, measures are taken should the workload be too high.

Teacher, Foreign Language Education (German) D011409 (Bachelor)

The study programme “Teacher, Foreign Language Education (German) D011409 (Bachelor)” is accredited without any conditions.

The accreditation is valid until 30. December 2028.

Teacher, Foreign Language Education (English) D011409 (Bachelor)

The study programme “Teacher, Foreign Language Education (English) D011409 (Bachelor) “ is accredited without any conditions.

The accreditation is valid until 30. December 2028.

The following recommendation is given for the further development of the study programme:

- To ensure a high entry level of students, there should be a language test in which applicants should demonstrate at least an A2 level in English.