

## **Accreditation Report**

Programme Accreditation of

### **Mongolian National University of Education**

**"Teacher, Primary Education D011301", "Teacher, Preschool Education 6-011201"**

#### **I Procedure**

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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 on-site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

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, heads of the study programmes, study programmes coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programs 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 are taken into account.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG 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 programs.

### **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 re- forms 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 Minister of Education, Culture, Science and Sports (MECSS) has the overall responsibility for higher education in Mongolia at the system level. 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. Approximately 70% of currently employed teachers by secondary schools are graduates from MNUE. The majority of secondary school curricula, textbooks, and other teaching and learning materials are developed by the University lecturers. Currently, the University offers 36 bachelor degree programs (in 41 specialised teaching areas), 45 master's and 17 doctoral programmes to a total number of 11,259 students out of which 1,548 are international students. The programs are concurrent: integration of teacher education and academic fields. The University employs 440 lecturers out of whom 43.2% holds a doctoral degree. It has been housed in 13 buildings in the central part of Ulaanbaatar city. There are 6 libraries and 11 dormitories at the disposal of students. As for the organizational structure, the University comprises of 9 Schools and 42 departments, a kindergarten, and a general secondary school. The schools are all located in the capital city except two schools located in the northern west of the country.

They are as follows:

1. School of the Humanities and Social Sciences
2. School of Mathematics and Natural Sciences
3. School of the Arts and Technology
4. School of Physical Education
5. School of Educational Studies
6. School of Preschool Teacher Education
7. The Teachers School
8. The Teachers School in Arkhangai province
9. The Teachers School in Bayan-Ulgii province

The MNUE Governing Board consists of 15 members who represent key stakeholders such as relevant divisions of educational policy and planning, finances and investment, management and coordination of the Ministry of Education and Science, (MoEAS), the MNUE administration, lecturers, students and graduates, the State Education fund, Division of education (the Government agency), the Division of Metropolitan Education Investment, the National Assessment Centre, and the Educational Research Institute. The primary duty of the Governing board is provident support by discussing and approving the University structure, key legal documents, short- and long-term development policy and planning, budget allocation, tuition fees, academic programmes, as well as monitoring implementation reports and issuing recommendation for the improvement. The composition of the board is valid for 3 years (MNUE Rules, renewed and approved by decree 02, 2019).

The University has been successfully accredited three times (1999, 2004, 2018) by the Mongolian National Council for Educational Accreditation (MNCEA). As of 2023, MNUE has been working in close partnership with 101 universities, colleges and research institutes from 15 countries implementing 90 cooperation agreements including 12 teacher/students exchange programmes and research projects, and 16 joint degree programmes. Apart from foreign institutions, the University works closely with many international organisations such as DAAD, UNDP, UNESCO, JAIKA, OPEN SOCIETY, SAVE THE CHILDREN, RED CROSS, VSO, KOICA, WB, ADB, and international networks (WERA, ARNA).

In 2012-2013, 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 was aimed to renew the national core curricula 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, the MNUE introduced major changes in reshaping its initial teacher education programmes. As a result of these activities, the MNUE

Statute, Internal Management Regulations, Teacher Education Conceptual Framework, the 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 the successful implementation of the new systems, a legal basis (regulatory documents and a number of development programmes for teachers and students including the university infrastructure), and the ULMS were developed. The current PTEP design has reflected key principles stated in a number of fundamental national policy documents with a strong consideration of international development trends and requirements emerged in education worldwide. So, the following key principles were recommended to serve as a basis in designing all academic programs:

- Developing a new century competencies
  - Implementing Outcome-based Education principles
  - Ensuring equal opportunities for education, consider education as a guarantee for personal and family well-being, supporting acquisition of life-long knowledge, skills and attitudes
  - Shifting from teaching to learning, boost ICT skills, and supporting development of competencies in integrated subject fields
  - Expanding a teacher’s role in developing a learning culture through adequate facilitating, counselling, and communication
  - Ensuring active participation of stakeholders and other key players in education sector
  - Maintaining humanity, universal values and norms of ethics
  - Developing life skills that lay a firm foundation for competencies required by a modern job markets, thus ensure their sustainable development
- The primary teacher’s professional competencies framework (based on MNUE Teacher-21 model) has covered the personal, professional and subject field competencies, and values. So, the current PTEP’s Learning Outcomes (PLOs) are defined by three sub-sets – personal development, teacher education and academic discipline.

### **MNUE School of Preschool Teacher Education (SPTE)**

The SPTE is the only state-owned institution that offers Preschool Teacher Education program (PSTEP). The history of the program started with one-year preschool teacher training course in 1951 organised at the Teachers College, but officially the foundation of the School was 1962. Now the SPTE functions within MNUE running preschool education program by active collaboration of its three departments. Along with a bachelor degree program in preschool teaching, the School offers professional development courses for kindergarten teachers nationwide. Over the years of its history, the School has trained 7,177 kindergarten teachers. Now they comprise 92% of all practicing kindergarten teachers and methodologists. The teaching staff of the School has been engaged in the most of national programs and research projects carried out in the field. They are co-developers of the national core-curriculum and authors of a number of main textbooks such as Psychology of young children, the Whole child development, Development of mathematical imagination of young children, Speech development, the Basics of special needs education, and Learning by playing that are widely used in TTIs and kindergartens. The PSTEP has been successfully accredited three times (2006, 2013, 2020) by the Mongolian National Council for Educational Accreditation (MNCEA).

### **MNUE Teachers School**

The Teachers School, the oldest educational institution in primary teacher education in Mongolia, was founded in 1922 as “Teacher preparation course”. Currently it has grown to the School functioning within the composition of the University with 4 professional departments such as Department of Mongolian Language and Social Sciences (DMLSS), Department of Mathematics and Natural Sciences (DMNS), Department of Methodology of Primary Teaching (DMPT), and Department of Music Teaching (DMT). The School offers two bachelor degree programmes in primary teacher education and music teacher

education to 1417 students. “Teacher, Primary Education” BA degree program was accredited two times (2009, 2018) at the national level by the MNCEA.

The overall teaching staff is 38, out of whom 92% of them has more than 10 years of working experience. The School has been working in close partnership with a number of the foreign universities, namely with Tokyo Gakugei University (2007), Nagoya University, Graduate School of Education and Human Development, School of Education (2013), the University of Lapland (Finland, 2015), Columbia College (the USA, 2011). This collaboration contributes to the development of teacher and student exchange programmes, professional development of teaching staff, joint research, research conferences, and improvement of academic programmes. The TS Office of Academic Programmes, set up in 2014, takes a responsibility for overall coordination, implementation and monitoring of programs. There is several centres such as The Child Diagnosis and Development Centre (joint venture with Nagoya University, Japan), the Methodology Centre for PD, the experimental Centre “Reflection Incubator”, and the Centre for Ecological Education “ECO Experiences” have been serving for further development of primary teacher education program. Over 100 years of rich history the TS prepared 85.000 teachers, which currently make up 51% of all primary teachers in the country. About 20 faculty members of the School are authors of 8 textbooks for primary grades and 5 of them are co-developers of the national core curriculum for primary education.

### III Implementation and assessment of the criteria

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

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

##### 1.1 Implementation

##### MNUE Quality Management System

The MNUE Development Policy for 2014-2024 (DP), 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 Academic Council. The exhaustive work has been done to comprehensively formulate performance indicators in close link with job descriptions, relevant regulatory documents, additional duties assigned by decision, quality control of liability fulfilment, and appraisal system.

##### Quality Management Structure

The goal for developing the quality management system of the University that meets national and international standards (provision 3.4, MNUE Development Policy) is monitoring, coordination and evaluation of the University performance progression and a quality of services.

##### Implementation of the Quality Assurance Policy

The MNUE has been implementing quality assurance in four cycles 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 internal evaluation processes are oriented towards reaching the key indicators stated in the MNUE DP. The policy has gone through a mid-term evaluation in 2019 (order A/29) by the working group representing all structural units of the University. The implementation quality was rated as 75% and recommendations were given for its improvement and adjustments. In regard to the internal monitoring and evaluation of academic programmes, the admission, student progress, graduation and its outcomes are reflected and discussed in the annual report of every unit such as departments, centres, divisions and offices of the University. As concerning a periodic review of academic programmes, it has been carried out in 2018-2019 upon completion of newly designed programmes. The key role in this process is played by the committees of academic programmes. The latter is structurally comprised of the sub-committees for general foundation education, teacher education and academic disciplines that function under the MNUE Academic Programme Committee (The Rules for Academic Programme Committee).

##### Academic integrity and freedom

MNUE teaching staff and researchers have rights to freely express their opinions, conduct independent academic research and publish their outcomes, as well as take every opportunity to advance their academic degrees and ensure their own career growth on the basis of fair competition. These are clearly stated in the MNUE Internal Rules, Statute, Policy on Intellectual Property (2018-2024), and Policy on Research (2020- 2024). The policies are put into action by a number of other regulatory documents



including the Assistantship Regulation, Procedure for awarding professor and assistant professor degrees, the Regulation on Teaching Staff and the Student Regulation. The Policy on Intellectual Property regulates procedures for registration, storage, usage, and possession of intellectual property by strictly following the fundamental principles of academic freedom and research ethics, and educational and technological innovations. The Intellectual Property Committee with 7 members functions under the Academic Council of the University. The Academic Council of the Teachers School is responsible for dealing with issues related to intellectual property, and when needed, making agreements on the use, licensure, and confidentiality. In order to ensure research ethics and prevent from possible plagiarism, the University has been using international PLAGSCAN programme for bachelor and master degree theses, and doctoral dissertations.

### **Guarding against discrimination against students and staff**

Articles 6.13 of the MNUE Rules, 4.1.3 of the Internal Regulation and 2.2.8 of the MNUE Regulation on Teaching Staff (RTS) clearly state “no discrimination policy” against students and staff on the basis of their ethnicity, language, age, gender, social origin, and status. The professional departments and related units take responsibilities for providing equal and fair opportunities for everyone to get enrolled in the academic programmes, and for supporting and assisting students in their studies, taking into account their individual characteristics and needs. The “MNUE Code of Conduct”, revised in September 2020, sets out the norms to be followed by the entire MNUE community including the penalties for alleged misconduct. Since 2022, the University is implementing the Regulation that aims to prevent from all forms of discrimination and harassment, and to create an environment that is free from sexual harassment and violence, thus ensure a comfortable work place for every employee. The University’s “No discrimination” policy is also articulated in the student’s study agreement, signed at the time of their enrolment, by stating fair admission procedures for any Mongolian and foreign citizens regardless of their race, ethnicity, gender, religion, or social status. Any person with disability is free to get admitted to any programme at the University not depending on the type of their disability. For this case all divisions, offices and departments have to provide adequate support necessitated by their specific needs (Academic Regulation).

## **1.2 Assessment**

MNUE has a robust quality assurance system in place that reflects its commitment to high-quality education and the continuous improvement of its academic programmes.

MNUE has a clearly defined and comprehensive quality assurance policy that sets out the university's commitment to maintaining high educational standards and provides a clear framework for quality assurance in all aspects of its operations. It is accessible to all stakeholders, including students, faculty, staff and external partners, and promotes transparency and accountability in the institution's quality assurance processes.

MNUE's Quality Assurance Policy covers a wide range of relevant areas, ensuring a holistic approach to maintaining and improving educational standards. The policy addresses key aspects such as curriculum development, teaching and learning methodologies, student assessment, programme evaluation, and resource management. It also provides for benchmarking against best practices and alignment with local and regional accreditation requirements. The policy ensures that all areas of the educational experience, from admission to graduation, are subject to rigorous quality assurance measures.

MNUE involves all relevant bodies and stakeholders in the development and implementation of its quality assurance policy. The policy is developed in a collaborative process that includes input from teaching staff, administrative staff, students and external partners such as industry representatives and international advisory bodies. This ensures that the policy reflects the diverse perspectives and needs of the

university community. During implementation, various committees and working groups are responsible for monitoring specific aspects of quality assurance, such as programme review, student feedback and staff development. This collaborative approach fosters a strong quality culture within the institution and ensures that all stakeholders are actively involved in maintaining and improving educational standards.

MNUE's quality assurance policy is implemented through a set of clearly defined procedures and guidelines that are uniformly applied throughout the institution. The policy is monitored through regular internal audits, performance evaluations, and feedback mechanisms such as student surveys and stakeholder consultations. Data collected through these monitoring efforts is analysed and used to inform policy revisions and strategic planning. The policy is regularly reviewed and updated to ensure its relevance and alignment with changing educational standards, stakeholder needs, and institutional goals. This continuous improvement cycle ensures that the quality assurance policy remains effective and responsive to the evolving needs of the university community.

MNUE is strongly committed to gender equality and the promotion of equal opportunities, which is reflected in its quality assurance policy and institutional practices. The university actively promotes a culture of inclusivity and non-discrimination, and ensures that all students and staff, regardless of gender or background, have equal access to educational and professional opportunities. The policy includes specific provisions to ensure fair and equitable treatment in areas such as admissions, scholarships and professional advancement.

MNUE's robust and comprehensive approach to quality assurance is underpinned by strong institutional policies, engagement with stakeholders and a commitment to continuous improvement and inclusiveness.

#### Formal quality assurance policies

MNUE has well-documented quality assurance policies that serve as a guide for maintaining and improving the quality of its educational programmes. These policies are easily accessible to all stakeholders, including students, faculty members, administrative staff, and external partners, through the institutions' official websites and handbooks.

#### Coverage of relevant areas

MNUE's quality assurance policy covers all relevant areas that are important for academic excellence and programme quality. They address aspects such as curriculum design, teaching methods, assessment practices, student support services, research integrity, and administrative processes. These policies are designed to ensure compliance with international best practices and accreditation standards, thereby improving the overall quality of the education provided by both institutions.

#### Stakeholder Involvement

MNUE actively involves a variety of stakeholders in the development and implementation of their quality assurance policies. These include input from academic and administrative staff, students, accreditation bodies, and relevant government agencies. The university emphasises transparency and inclusivity in its decision-making processes and seeks feedback and suggestions from stakeholders through various channels such as surveys, focus groups, and advisory committees.

#### Implementation, monitoring and review

MNUE has clearly defined mechanisms for implementing, monitoring and reviewing its quality assurance policies. The university appoints special quality assurance teams or committees that are responsible for

monitoring the implementation of quality assurance measures and compliance with the established standards. Regular reviews and assessments are conducted to evaluate the effectiveness of existing quality assurance procedures and identify areas for improvement. Feedback from students, faculty members and external stakeholders is actively incorporated into the revision process to ensure that quality assurance policies and internal processes remain relevant and responsive to changing needs and expectations.

Furthermore, the MNUE should promote academic mobility and, on the one hand, enable teachers to spend time abroad and, at the same time, create attractive opportunities for international students from abroad. Similarly, administrative staff should have the opportunity to take 'English' courses in order to be linguistically prepared for potential incoming students.

### 1.3 Conclusion

The criterion is **fulfilled**.

#### Recommendation:

- The MNUE should promote academic mobility and, on the one hand, enable teachers to spend time abroad and, at the same time, create attractive opportunities for international students from abroad. Similarly, administrative staff should have the opportunity to take 'English' courses in order to be linguistically prepared for potential incoming students.

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

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

### 2.1 Implementation

#### Design and Approval of Academic Programs

With the aim to bring the teaching staff of the University to common understanding and ensure a unified design of programmes, "The MNUE Guidelines for Academic Programme Designing" has been developed in 2015. It provides a universal format for all programmes of the University structured in 11 constituents:

1. General Introduction: glossary, title and index of the programme, mode of study, responsible department, address and location, past experiences of the programme, rationale
2. Programme educational objectives (PEO)
3. Programme learning outcomes (PLOs) supplemented by PLOs and CLO correlation matrix
4. Curriculum Framework (3.5/4 years).
5. Courses: introductions and standards of all courses prescribed in the curriculum framework

6. Methodology: methodological principles as learner-centered, participatory, active, and collaborative; key activities as inquiry-based, action research, problem-based, projects and case studies

7. Facilities\resources

8. Admission Regulation

9. Teaching staff

10. Evaluation (Quality Assurance) of the programme

11. Partnerships

All the courses follow the following format:

- a course standard (standardization of two things – CLOs and assessment weight)
- a course introduction (a unified format: aims/objectives, resources, content, assessment types, independent assignments, key methods)
- a course curriculum (lecturers select their activities, resources)

Course introductions and standards 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 University academic programs committees operating since 2014 are structured as a “bottom-up” process aiming at designing, improvement and approval at the department, school, and university levels subsequently.

### **The Structure of MNUE Academic Program Committees**

The MNUE Academic Programme Committee comprises of 23 members, chairs of departments and professors of all schools and representatives of such stakeholders as research institutes, secondary schools, and students. Sub-Committees and Branch Committees are represented by professors and researchers from related schools of the particular field. The credits allocation for the main parts of the programme is shown in CF as 19 for general foundation courses, 20 for teacher education courses, 54 for professional (subject-specialty) courses, 16 for elective courses, 13 for Teaching Practicums, and 2 for a voluntary community work respectively.

### **Ensuring students smooth progression**

- Provision 4.3.28 of the Academic Regulation states that the number of credits to earn each semester is flexible, ranging between 10 at least and 21 at most. On average, a student earns 30 credits per year. For the faster students there is a separate version of CF by which they can graduate in 3.5 years;

- All legal documents that regulate students' admission, course study, examination, and graduation are developed. They are available on the University website for the public, as well on Teacher's and Student's webs. The university ULMS system is a key source of information and data for students to be used in their study progression. The student web provides 11 types of information in the form of the CF (for 3.5 and 4.0 years), introductions of courses and lecturers, assessment procedures and guidelines.
- Students are provided with information on the schools/programs yearly plans, course selection, study schedule, e-learning possibilities, student support system (incl. employment/jobs, Students Union activities), and students dormitories via [www.msue.edu.mn](http://www.msue.edu.mn). They also have access to their course selection, grades, availability of dormitories, tuition fee/payment status, as well as submitting their requests and filling out satisfaction surveys through the student's web;
- At the beginning of each academic year, students and lecturers are given academic study and work plans that contain 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 routine activities organized at the university. This information is also available in the printed form as "Learning Calendar" and distributed to all departments, students' units and related divisions/offices.
- Apart from teaching, the Department lecturers carry an additional duty to work with students as advisors. 2 credits are added to every member of the teaching staff to their annual workload for counselling services. Lecturers are assigned to students (on average 30 students per lecturer) by departments. In addition, the SPTE Programme Office assigns student service specialists to every 800 students.
- The MNUE main library and SPTE sub-library provide required teaching/learning resources to both lecturers and students.
- There is a well-developed system of student's scholarships that is managed by MNUE Office of Students Services and support units at related schools. This includes not only scholarships of the MNUE, but from other organisations, associations and funds. Students are also eligible to loans from the Education Loan Fund,
- Students graduated from their bachelor's degree program with 3.3 GPA and above are given scholarship to enter master's program. Students are also provided with opportunities to get involved in a variety of activities that aimed at to contribute to their learning such research conferences, lectures of visiting professors and other speakers in the practicing field, projects, programmes and students' clubs.
- There are 2 dormitories available for students of TS. About 80% of the PTEP students are enrolled from rural areas. They are allowed to submit their request online via MNUE Dormitory system. Over last five years all students who filed their requests were provided with rooms in dormitories.

### **Student's learning load**

There are two main semesters in the academic year which starts from the third week of August each year and ends in the second week of May. Each main semester (spring and autumn) lasts 16 weeks. Each mid-semester (winter and summer) lasts 8 weeks. During mid-semesters, students are allowed to re-sit courses, re-take exams, and take elective courses to earn 1-2 credits. A student's 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 week, semester and academic year. The credit transfer system currently in action at the university shows that A124-credit programme equals to 248 credits in ECTS.

**The development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base**

The University Mission and Vision, the Development and QA policies have been developed with the strong consideration of the country' ultimate development goals in education to have professionally capable teachers aligned with international trends and requirements of the time. These are reflected in the academic programmes by explicitly stated educational objectives (PEOs), learning outcomes (PLOs), which are distinctly reflected further down in learning outcomes of all courses (CLOs). A range of knowledge, skills and attitudes to be acquired in courses along with learner-centred methodologies, school-based practicums, and authentic assessment types contribute to the development of professional competences of graduates. In addition, annual research projects, conferences, workshops, olympics, professional competitions, and various students' clubs play significant role in the students' learning. The research articles of students are published in the University and TS research journals and newspapers.

**PSETP**

The educational objectives of the programme (PEOs) have been based on the Vision and Mission of the University, and Teacher-21 model in a strong alignment with "The Job Description of Kindergarten Teachers" (approved by the Minister's order 351/4, 2007), and they articulate general competencies expected from the graduates of the programme. So, the following PEOs are formulated for the graduates:

1. be able to manage teaching activities for providing every support to young children with a specific focus on "wholeness" of their development.
2. respect child rights, cherish human values, culture and traditions, and maintain a good communication with parents/guardians, families, and communities.
3. take initiatives and actions to continuously learn from innovations in child development concepts and principles, a child research, and methodology, exemplify high ethical norms and leadership skills.
4. become a creative and proactive teacher who seeks for innovative ideas to contribute to the development of teaching content, methodology, and technology to guide and support a whole child learning.

The PEOs in their turn serve as a guide to identify PLOs and develop the CF by a number of courses required to fulfill the learning outcomes. PSETP PLOs are defined by a range of knowledge, skills and attitudes as follows:

1. Students will have a profound knowledge and skills to use a variety of accessible teaching/learning methods to support development of young children with strong consideration of their age, specifics of mental and cognitive development stages, differences in needs, strengths, and talents.



2. Follow universally accepted ethical norms to respect child rights, family culture and values, and Mongolian traditions and customs in communication with children, their parents and guardians, and other family members.
3. Have a justified knowledge and practical skills for assessing a whole child development by selecting/designing appropriate assessment types and forms.
4. Be able to create a warm trustworthy learning environment for interaction and communication, and have knowledge and skills to select and/or design innovative and traditional teaching/learning aids and resources fit to the identified programme and course learning outcomes, needs and interests of children.
5. Be creative and take initiatives to keep up with and use the newest ideas and experiences offered by traditional and modern educational theories and concepts, innovations in a child research, and teaching/learning methods and techniques.
6. Acquire basic research skills to conduct a child study, a quality of learning, assessment and environment.
7. Be able to control emotions and behaviour while interacting/communicating with children, their parents, guardians and other members of their families and a community.
8. Possess knowledge and skills of and use of ICT, digital technology, software and other applications appropriate to their teaching context.

The academic load of students by the current CF indicates that, within four years of study, they spend 3,258 hours for classroom study and 3,064 hours for self-study. The average amount of classroom study per semester is 407 hours, while for a self-study it is 383 hours. So, these make a weekly load of 26 hours of classroom study and 24 hours for self-study. The MNUE academic programs were developed by relevant departments and went through professional discussions at the Teacher Education Reform Management Team which represented key stakeholders. During 2012-2014, over 20 discussions within MNUE relevant departments and committees were organised. In 2016, 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 project were devoted to the program improvement which was the greatest contribution for the current successful implementation. Prior to SPTE Program Sub-committee, the PSTEP was discussed by more than 300 people who represented main stakeholders such as employers, professional organisations, students, faculties and alumni for their suggestions and recommendations. Then after required improvements, it was approved by the decision of MNUE Academic Programme Committee, and formally signed by the President's order A/221.

The University academic programme committees operating since 2014 are structured as a "bottom-up" process aiming at designing, improvement and approval at the department, school, and university levels subsequently. The new program was discussed by management, teachers, students, and representatives of their parents 73 city and rural schools. The online discussions were also held with representatives of the National Institute of Education, other educational institutions acting in the same field, and graduates. Then it has undergone 14 discussions at TS Programme Sub-committee (with 9 members), and after some improvements it has been approved by the decision of MNUE Academic Program Committee, and formally signed by the President's order A/131 in 2014

### **The placement opportunities (Kindergarten-based Teaching Practicums, TPs)**

Giving the importance to the kindergarten-based teaching experiences of students to ensure close links of major courses with kindergarten everyday practices, MNUE developed a new structure of its teaching practicum (in 2015) that consists of logically connected six subsequent types of practicums. After the first cohort of entrants to the new programme went through all practicums in 2018, an evaluation was carried out in terms of their objectives, organization and outcomes. Following its findings the structure has been changed into four types covering 13 credits in total.

Prior to TP, professional departments assign faculties who guide and provide consultancy to students. TP requirements and scope of activities are specified in TP Guidelines and the Students TP Books are available in both online and printed forms. All students are required to have a medical check-up to work in kindergartens. With the purpose of informing kindergartens about new requirements and structure of TPs, thus ensuring its quality, the School organized a mentorship training for 506 teachers, methodologists and managers and concluded teaching practicum collaboration agreement with 60 kindergartens in Ulaanbaatar city and 25 kindergartens in provinces. The senior grade students are allowed to perform their final practicums in rural areas and in this case, they are given TP scholarships.

### **Alignment with the purposes of Higher Education of Council of Europe**

As for last 5 years, 74% of graduates is employed, 68% of them do a teaching job in kindergartens, 6% of them work in various educational institutions. As shown above, the country lacks 1316 kindergarten teachers. And in addition, 14.7% of currently practicing teachers are at the age of 50 and above, which means that over 5 years from now the country's need for teachers will be increased.

In case of a need for a teaching staff, the kindergartens submit their requests to the education departments of their provinces and Ulaanbaatar city districts who, in their turn, transfer them to the MNUE. The University discusses a number of potential entrants at its Governing Board, and makes final decision on admission. The University organizes admission in Ulaanbaatar city. As concerning provinces, the University submits request to the Admission Committee of the Consortium Mongolian Universities (CMU) who organizes admission procedures in provinces.

Placement of graduates in the job market is done in several ways:

- Office of Students' Services is responsible for tracking the employment of the graduates and organizes mediating activities between potential employers and graduating students;
- The MNUE Graduates' Association or Alumni (incl. The Graduates' Association of SPTE) cooperates in placing graduates in the job market.
- Faculty members look for potential job places at schools while supervising students' practicum, find information where teachers are in demand, search for job places while working on projects and programmes in rural areas and assist in placing graduates in the job market.
- In some cases, students are enrolled in the programme by the request of local governments based on the demands for teachers in those particular areas.
- 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, namely, personal, social and teacher professional competencies. So, MNUE programmes, through its courses specified in the CF, ensures a growth of students' personal and social skills and competencies focusing on the development of their ability to adapt to changing environments, be willing and enthusiastic to take an active part in the social life, and communication and cooperative skills which are essential for the development of the next generation of innovative and creative teachers. The MNUE Office of Student Services offers a variety of activities for supporting students' professional and personal growth in collaboration with the Students Council and related departments. For 2019-2020 academic year, 22 clubs conducted their activities in various fields including teacher education, public affairs, social-humanitarian work, sports, and the arts. In parallel to this, a series of lectures were organized for students on the monthly basis. Influential guest speakers presented on different themes such as study skills, time management and planning, gender equality, future career, personal development, and Mongolian traditions and culture.

### **PTEP**

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 program. The PEOs in their turn serve as a guide to identify PLOs and develop the Curriculum Frameworks by a number of courses required to fulfil the learning outcomes. PLOs are identified by the following 3 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. Correlation of the program learning outcomes and course learning outcomes defined by the standards for general foundation, teacher education and professional courses.

As stated in the Law of Higher Education bachelor's degree programs should be not lesser than 120 study credits, so the CF for PTEP covers 126 credits with three constituent parts as general foundation courses (22.6%), teacher education foundation courses and TP (17%), and professional courses (60.4%) respectively. Credits, as the measurement units of the programme content, are regulated by provisions 2.1 and 2.2 of MNUE Academic Regulation. Starting from the academic year of 2018-2019, MNUE has decided to include a voluntary community work for 2 credits that is compulsory for all students enrolled in teacher education programs. All students must complete it over during the entire period of the program without any fees.

The academic load of students by the current CF indicates that, within four years of study, students spend 3280 hours for classroom study and 3088 hours for self-study. The average amount of classroom study per semester is  $3280/8=410$  hours, while self-study hour is  $3088/8=386$  hours. The weekly load is 26 hours of classroom study and 24 hours of self-study.

### **The placement opportunities (School-based Teaching Practicum, TP)**

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 six subsequent types of practicums. After the first

cohort of entrants to the new programme went through all practicums in 2018, an evaluation was carried out in terms of their objectives, organization and outcomes. Following its findings the structure has been changed into four types covering 13 credits in total. With the purpose of informing secondary schools about new requirements and structure of new TPs, thus ensuring its quality, TS organized a mentorship training for 404 primary teachers and concluded teaching practicum collaboration agreement with 50 Ulaanbaatar schools and 15 schools in provinces. TP requirements and scope of activities are specified in TP Guidelines and the Students TP Books I and II which are available in both online and printed forms. Professional departments assign faculties who guide and provide consultancy to students in their practicum. The senior grade students are allowed to perform their final practicums in rural areas and in this case, they are provided with TP scholarships. There are the following TP types: Orientation Practicum, Study Practicum, Guided Practicum and Teaching Practicum.

### **Alignment with the purposes of Higher Education of Council of Europe**

The MNUE employment survey for the last five years taken from 21.973 PTEP graduates shows that 93.8% of them have jobs. Within this data, 90.1% of them do a teaching job, 3.2% are employed by various educational institutions, and 0.63% are hired in non-education sectors. According to the MoEAS statistics for 2022-2023 academic year, a total number of 12.307 primary teachers work full-time nationwide. the country is still lacking 1270 primary teachers. In addition, 17.5% of currently practicing teachers are at age of above 50 years and percentage of teachers of retirement age (legible retirement age 55 for women and 60 for men) makes up 7.4% The Government long-term development policy “Vision-50” (2019-2050) specified a projection of increasing a number of primary grade students in the country from 361.300 in 2021 to 405.200 by 2025, and 524.000 by 2030. So, this will have impact on number classes and groups in primary grades in near future. So, it can be concluded that over 5 years from now the country’s need for primary teachers will stay steadily high. In case of a need for a primary teaching staff, the schools submit their requests to the education departments of their provinces and Ulaanbaatar city districts who transfer them to the MNUE. The University discusses a number of potential entrants at its Governing Board and makes final decision on admission. The University organizes admission in Ulaanbaatar city. As concerning provinces, the University submits request to the Admission Committee of the Consortium Mongolian Universities (CMU) who organizes admission procedures in provinces. Placement of graduates in the job market may be conducted in several ways:

- Office of Students’ Services is responsible for tracking the employment of the graduates and organizes mediating activities between potential employers and graduating students;
- The MNUE Graduates’ Association or Alumni (incl. The Graduates’ Association of TS) cooperates in placing graduates in the job market.
- Faculty members look for potential job places at schools while supervising students’ practicum, find information where teachers are in demand, search for job places while working on projects and programmes in rural areas and assist in placing graduates in the job market.
- In some cases, students are enrolled in the programme by the request of local governments and schools based on their demands for teachers
- Preparation for life as active citizens; ensuring their personal growth

The MNUE provides strategically important programs, i.e. teacher education programs that are crucially vital for the development of the country. The PEOs and their correlated PLOs are developed based on the values and demands of a society, namely, personal, social and teacher professional competencies.

So, MNUE programs, through its courses specified in the CF, ensures a growth of students' personal and social skills and competencies focusing on the development of their ability to adapt to changing environments, be willing and enthusiastic to take an active part in the social life, and communication and cooperative skills which are essential for the development of the next generation of innovative and creative teachers. In the PTEP CF there are courses as Mongolian History and culture, Mongolian Script, Gender and Sustainable Development, Basics of Inclusive Education, Society and Civic Education, Human and Nature, and Mongolian Literary Heritage that contribute to the civic education of students. The MNUE Office of Student Services offers a variety of activities aimed at supporting students' professional and personal growth in collaboration with the Students Council and related departments. For 2019-2020 academic year, 22 clubs conducted their activities in various fields including teacher education, public affairs, social-humanitarian work, sports, and the arts. In parallel to this, a series of lectures were organized for students on the monthly basis. Influential guest speakers presented on different themes such as study skills, time management and planning, gender equality, future career, personal development, and Mongolian traditions and culture.

## **2.2 Assessment**

The design and approval of degree programs is sufficiently regulated in governance documents through the Academic Program Committees: The development of both degree programs PSTEP and PTEP 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 and other design features of all current study programs. The documents provided show that the MNUE has made every effort to structure the study programs in accordance with the mission statement of the university. In addition to the implementation of national requirements by the ministry, teachers and students are actively involved in designing the curricula. All legal documents that regulate students' admission, course study, examination, and graduation are well developed: They are available on the University website for the public, as well on Teacher's and Student's webs. Additionally, the use of the ULMS system is a very good key source of information and data for students to be used in their study progression. The given academic study and work plans to the students and lecturers contain comprehensive information. and are a good source of orientation. The workload of the teaching staff is high and should constantly be overviewed. Nevertheless, it is very commendable and worthy of appreciation that the teaching staff not only act as university lecturers but also in an advisory capacity for the students to guarantee an individual and suitable study plan. Equally commendable are the student's scholarships which are managed by MNUE Office of Students Services and support units at related schools.

The given information in the documents and the discussions about the study programs 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 programs as a qualification of the students. The precise and deep answers to all questions of the expert group underline the impression of very good planned and structured study programs. In the opinion of the expert group, the study programs are 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 curricula, the teaching contents and the needed resources. The workload in the individual courses of both degree programs is clearly shown. The teaching staff as well as the students described the workload for study able. The structure of the internship is very well designed, and the internships are integrated into the curriculum at clearly defined points. The learning objectives are very well defined and lead to successful learning outcomes. The expert group therefore concludes that the two degree programs are very well structured.

The university is working with the Ministry of Education and employers to try to counteract the shortage of teachers. One possibility would be to create financial incentives. To this end, the MNUE has obtained advice and support services from international education experts that are already having a successful

impact on the entire educational landscape of the country. The approaches to teaching in rural areas are also very helpful and well thought out, since online teaching is not yet possible. Yet digitally learning concepts are supposed to be the future of teaching, to solve basic problems, because there are for basic conflicts that needs to be solved in the future development: Nomadic families e.g. expect their children to start school at the age of eight and not earlier with six years, because they support the family by working. Therefore, children often do not start school until they are eight, but ultimately every child needs the opportunity to go to school regardless of their age. The expert group is therefore very impressed by the commitment, motivation and level-headedness with which the teaching staff here find solutions to provide a holistic education for every child in Mongolia. The new concept of the “visiting and transformative teachers” in the context of the rural landscape is very well evaluated by the experts.

For the further development of the study programs, the expert group identified the following recommendations: Contemporary research approaches should also be considered in the design of the curricula in both study programs to enrich the coursework. Likewise, the MNUE should introduce English as a compulsory subject for all students in line with the internationalisation strategy. Students should be more involved in research projects to acquire research skills. The learning experiences that come with this are meaningful for the acquisition of skills and prepare students very well for writing their bachelor's thesis. Internships should be carried out alongside additional coursework to practise the acquisition of skills. The practical experience gained in this way is useful for acquiring skills and preparing students very well for the labour market. Contemporary research approaches should also be considered in the design of the curricula in both study programs to enrich the coursework. Likewise, the MNUE should introduce English as a compulsory subject for all students in line with the internationalisation strategy.

### 2.3 Conclusion

The criterion is **fulfilled**.

#### Recommendations:

- Students should be more involved in research projects in order to acquire research skills.
- Internships should be carried out alongside additional coursework to practise the acquisition of skills.
- Contemporary research approaches should also be taken into account in the design of the curriculum to enrich the coursework.
- Likewise, the MNUE should introduce “English” as a compulsory subject for all students in line with the internationalisation strategy.

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

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

### 3.1 Implementation

#### Meeting diverse needs of students

Services provided for disabled students are regulated by the Academic Regulation. The departments and other structural units of the University take the responsibility to support students with disabilities regardless of their disability type and assisting them throughout their studies taking their special needs into account. For this reason, the schools are obliged to allocate a certain percentage of their annual budget to provide an adequate learning environment, required learning tools and training equipment for

them. The School of Preschool Teacher Education (SPTE) set up a special classroom on the first floor connected to lecture halls, restrooms, tactile rails, and slopes.

The MNUE website enables students with special needs with access to information by posting videos on admission and registration procedures, guides for timetables, course descriptions, instructions for tuition fee payments and scholarship applications that are in sign language and disabled friendly audio formats. To ensure the rights of all students to obtain education, the departments collaborate with the Department of Special Needs Education (School of Education, MNUE) in training teachers and students on special needs. In collaboration with the Mongolian Association of People with Visual Impairment, Autism Association of Mongolia, and Down Syndrome Association training courses are organized for advising teachers on how to work with students with impairment.

During the period of 2018-2023, there were 9 students (6 with visual impairment, 1 with hearing impairment and 2 with physical disability) in the programme. They all received scholarships from the Education Loan Fund. There are only two special kindergartens in the country that are located in the capital city. 13 graduates of the PSTEP currently are employed by these kindergartens.

The Child Development Centre of the school co-implemented "Erasmus+ Strengthening Higher Education Capacity Project" (MELINC) and within the project the staff developed 17 audio and video materials on sign language and differentiated learning that are supplied with pictures and explanations and posted on <https://edulaweu.eu/about-edulaw-asia-melinc/> for the students' use. Some graduates of 2019 and 2020 have been working in special schools No 63 and 25 as teachers and training managers. These schools take the students for their TP. During the period of 2018-2022 eleven students with disability graduated from PTEP.

The School also provides an additional support to the students of ethnic minorities who makes up 13% of a total body of students. For instance, Mongolian Language and Stylistics (S.ML101), Pronunciation and Spelling (T.ML310), Methodology of Teaching Mongolian Language (T.ML403) to improve the pronunciation and speaking skills. On the other hand, the departments promote exchange and learning from different cultures of ethnic groups.

#### Modes of programme delivery

As stated in the Academic Regulation, the main modes of programme delivery are classroom-based (face- to-face), blended and online. The latter also applies to the cases of natural calamities, pandemic, and if there is a need for an individual learning due drafting into military service of male students and female students about to give birth of senior grade students and maternity due. MNUE IT Development Programme 2019-2024 was approved in 2019 together with Online Regulation (approved in 2019), and the Online Examination Procedure. In order to ensure a successful preparation of the program implementation 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 SPTE 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 that year, due to the strict lockdown regime, the departments are using the ULMS, Microsoft Office 365, and Google Suite packages 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 (<https://teacher.msue.edu.mn/home/>). The information related to graduation procedure including lecture reviews and consultations are given in the system. In response to the country's needs in teaching staff for kindergartens the MoEAS issued a decree "Measures to be taken to create professional human resources for vacant positions" (approved by order A/353 of the Minister of Education) in 2022. This was aimed to ensure universal enrolment of young children living in Ulaanbaatar in kindergartens. So, in the academic year 2022-2023 PSTEP students of grades 3-4 were employed as "shift" teachers (part-time) and assistant teachers. For these students courses are organized in blended form (classroom, online, and distance).



Flexibility and variety of pedagogical methods

Aligned to PLOs/CLOs, methodology is oriented towards development and use of a variety of tasks that consider different typology of students, their needs and interests, levels of motivation and self-confidence, and their previous knowledge, skills and experiences. Their task and activities practiced in courses are as follows:

- in lectures: explaining, interpreting, identifying issues/problems, seeking for solutions, compare solutions, finding evidences, justifying;
- in seminars: discussions, brainstorm, action research, case analyses, interviews, roleplays, communication trainings. In subject fields the methods of linguistic analyses and syntheses, think-aloud protocols, exemplifying and interpretations are commonly used.
- in labs: reinforcing knowledge about herbs, seeds, animals, stuffed animals, insects, chemical substances by selecting them and conducting various experiments. In addition to these, educational; games, children's cognitive documentaries, videos and applications, and museum exhibits are used additionally.
- Student's independent assignments: preparing portfolios, writing reports and reflective essays, executing projects, small-scale research, and experiments, developing methodologies for mini-teaching, learning aids on a given topic. In doing so, apart from using lecture and seminar materials, they are encouraged to get more familiar with Mongolian and international good experiences in subject field and methodology by additional reading of research articles, reports, professional literature, and open sources. A number of independent assignments depends on the credits of the course: one assignment for every one credit. In PSTEP, in case of a 2 or 3-credit course, lecturers are recommended to develop one of the assignments in integration of several courses.
- TP: the main methodology is case analyses, observations, and learner studies.

Mutual respect within the learner-teacher relationship

The MNUE Code of Conduct revised and approved in 2020 establishes 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 are to 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 MNUE Regulation on Teaching Staff also specifies "providing equal opportunities for students to learn and develop, supporting their pursuit of knowledge and independent learning, ensure their equal treatment and being fair and objective; base students' learning on their strengths and avoid putting any pressure on them".

Dealing with student's requests and complaints

Student's admission, progression, course selection, tuition fee payment, leave and transfer are regulated by provision 4 of the Academic Regulation. Each request and complaint is received and solved in two ways:

- Submit requests/complaints to the group tutors or directly to the Office of Academic Programmes of the School in written form or
- Submit queries electronically by choosing related fields such as postponing payment, course selection, improving learning environment etc., from the menu "students requests" in <https://student.msue.edu.mn/>. They are replied in 1-2 minutes.

In 2018-2022 there were 766 students who submitted their requests via <https://student.msue.edu.mn/>, out of whom 181 students requested tuition fee payment deferment and the rest of 585 asked for a selection of fewer courses. The majority of these requests were received during pandemic years resulted in social and economic difficulties. The written requests, depending on the complexity of the issue, can be forwarded to the related offices or they go to the Dean' Council for a further discussion and solution. Students are informed about decisions within 1-2 weeks.

**2.3.6 Assessment system**

The student assessment procedure is regulated of the Academic Regulation and the Graduation Examination Guidelines. The Assessment system has been developed to realistically measure student's

knowledge, skills and attitudes (CLOs) acquired within a particular course. The PLOs and CLOs 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.

Assessment tasks are developed for the following levels and purposes to meet criteria set.

- Assess knowledge, skills and attitudes acquired within particular course components (topics, themes, modules, thematic units);
- Assess knowledge, skills and attitudes indicated in particular course standards;
- Assess knowledge, skills and attitudes acquired within programme components or professional knowledge, skills and attitudes within general foundation, teacher education and professional courses;
- Assess expected outcomes of the teacher education programme or knowledge, skills and attitudes acquired within teacher education courses.

Any type and form of assessment is required to support student's learning, be objective, realistic and transparent with clear criteria that are given at the beginning of courses to all students. In order to ensure a universal validity of the programme, CLOs and assessment types and weights are standardized.

Forms of assessment:

- Course formative assessment – assessment of students' acquired knowledge, skills, progress and achievements within a particular course. If the same course is taught by several lecturers, tasks from the bank of assessment tasks is used to ensure universal fairness (provision 4.6.4). Students independent assignments are part of the formative assessment. They can be individual or teamwork aiming at reinforcement and deepening students' knowledge of fundamental principles and concepts by applying them into practical activities through experiments, case studies, and reflective writings.
- Course summative assessment – measuring students' professional knowledge and skills or CLOs at the end of the course or a semester. It is a unified assessment of a student's attendance, participation, progress tests, and independent assignments. The course final grades are placed in the ULMS last week of the semester and students have to confirm them and/or file a clarification request or complaints within the following week.

Up to 2022-2023 academic year, two possible options were given to students:

- A graduation examination that consisted of an integrated examination on Educational Studies (30%) and a professional proficiency test (70%).
- A diploma thesis that was 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. However, this procedure has been changed in 2021 and starting from this academic year all students are required to write a diploma thesis. 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. The Assessment tasks should meet the following requirements:
  - The cognitive level should be considered.
  - Development of test and testing should be comprehensive.
  - 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 Office of Academic Programmes of the School and introduce them to students with detailed schedule and dates for consultations and instructions.

### 3.2 Assessment

A variety of teaching and learning methods are used to enhance and consolidate student learning outcomes: MNUE therefore employs a variety of teaching and learning methods, including lectures, tutorials, seminars, project work, homework, and self-study. Each method caters to different aspects of learning, from developing higher-order cognitive skills to fostering independent problem-solving and teamwork abilities. Different pedagogical approaches are designed to complement each other and ensure a

well-rounded educational experience. The main focus of most teaching strategies is to actively engage students in their own learning process so that they can acquire new knowledge and effectively deepen their understanding of theoretical concepts. This student-centred approach puts learners at the heart of the educational process and encourages them to take an active role in their academic development. The regulations for assessment and grading are clearly defined. MNUE's Assessment and Examination Policy clearly defines the criteria and methods of assessment. Each course specification details the types of assessment, their weightings, and the requirements to pass. The alignment of assessments with the learning outcomes ensures fairness and reproducibility. All assessments must meet the learning outcomes specified for their courses, and passing requirements are strictly adhered to before awarding ECTS credits.

The examination process at MNUE is transparent and designed to promote reliable assessment. Examination content is independently defined by examiners, ensuring alignment with course learning outcomes. Procedures for grading, grade appeals, and examination invigilation are clearly described in the Academic Catalogue and the Grade Appeal Policy. An anonymised system for final exams and standardised procedures for checking and invigilating exams further enhance transparency and consistency.

The study environment is carefully designed to support student learning, with access to resources such as libraries, online databases and learning spaces suitable for both individual and group work. Support services are available at all times to help students overcome academic challenges and provide tailored advice and guidance. In addition, project work plays a crucial role in the curriculum, as it allows students to apply theoretical knowledge to practical problems and develop critical thinking, collaboration and problem-solving skills.

Teaching methods at MNUE are continuously evaluated through several mechanisms. New academic staff undergo a comprehensive induction programme, and the quality of teaching is a critical factor in the recruitment process. Course evaluations by students play a significant role in providing feedback on teaching effectiveness, which informs ongoing improvements.

Tutorials provide an additional level of support by giving students the opportunity to engage in small-group discussions led by faculty or teaching assistants. These sessions provide an opportunity for individual feedback, clarification of difficult concepts, and deeper engagement with the material.

### 3.3 Conclusion

The criterion is **fulfilled**.

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

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

### 4.1 Implementation

#### Student Admission

A number of entrants to MNUE is set based on the requests of Education Departments of urban and rural areas, the country's statistics, demands and projections on professional teachers by MoEAS. The admission quotas are set by the University Governing Board and reviewed by MoEAS. 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 (GEE) 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 lowest applicable eligibility score for MNUE in 2014-2017 was 400-800, whereas in 2018, it rose to 480-800 (order A/195 of the Minister of Education). Anyone who completed secondary education is eligible to enter PSTEP with the score 480 as a minimum on Mongolian Language and no lesser than 400 in one of Social Sciences, Mathematics, Physics, and Foreign Language. Those entrants who meet this requirement, have to take an attitude exam (answering questions and writing a case-based essay on a given topic) with the purpose of probing their understanding of and desire to enter a teacher profession (order A/207, Minister of Education).

### Student Support System

Various counseling units have responsibilities to provide students with adequate support throughout their entire study period.

- The OAPTD is responsible for ensuring teachers professional development. The duty of this office is to monitor and assess the learning outcomes.
- The OSS is responsible for organizing such activities as student admissions, internships, field work, labor, study trips, scholarship allocations and spending and student learning. The main duties of this office are to collect information, conduct research on student development, create a favourable learning environment, provide students with well-equipped rooms and halls, collaborate with the Students' Union, conduct student satisfaction surveys, collaborate with both governmental and non-governmental organizations, help students find part time jobs, and provide them with guidance.
- The PS and OAP implement undergraduate education policies within at the School and manages student development activities. These include student admission, day-to-day activities such as credits/grades registration, selection of courses, collecting and updating programme implementation statistics, as well as contribute to students' self-study, scholarships and employment. The Student Service Officer is responsible for activities and additional programmes on personal development.
- The Departments implements university policies and regulations. They are responsible for conducting training and participating in research and scholarly activities. The department staff is in charge of curriculum design and implementation, the development of teaching and learning materials, supervision of research and teaching practicums, and for the assessment of students. It coordinates departmental activities with other offices within the university.
- According to the MNUE Regulation on Teaching Staff, faculty members provide counselling services for students for 4 hours per week every semester. The course tutors who are appointed by the relevant departments at the beginning of each academic year work with students to provide assistance in their smooth progression.
- The PS Students Council organizes social and cultural activities for students, implements student policy by collaborating with MNUE stakeholders, runs professional and voluntary club activities, and supports collaboration and networking, as well as knowledge dissemination between student organizations.

### Students Recognition and Certification

Section 4.14 "Graduation" including Articles 4.14.01-4.14.24 from the Academic Regulations of MNUE regulate all procedures and activities related to Graduation of all students of the program. According to the regulations, the Graduation Commission establishes provisions for the general management and organization of graduation. In addition, Sub-Commissions at schools oversee graduation procedures in related programs. According to the procedure, students who meet the graduation requirements are awarded a bachelor's degree with a diploma and a pin badge by the Order of the President of MNUE. The bachelor's diploma is signed by the Chair of the Governing Board, the President, Chair of Graduation Commission, Vice President for Academic Affairs, and the Dean of related school. 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 pages with seven appendices.

The Diploma pages include:

- Cover page (Blue color) with the logo of MNUE
- Certificate in the Mongolian language
- Certificate in the English language
- Certificate in the Mongolian traditional script

The appendices include:

- Transcript of Records in the Mongolian language
- Transcript of Records in the English language
- Transcript of Records in the Mongolian traditional script
- Appendix that includes information on professional degree, contents of program, post graduation, and some additional information in Mongolian language.
- Appendix that includes information on professional degree, contents of program, post graduation, and some additional information in English language.
- Appendix that contains information on types of programs and degrees awarded, accreditation of the program, organization and structure of studies, bachelor, master, doctor, long-term programs, access to higher education, national resources of information in Mongolian language.
- Appendix that contains information on types of programs and degrees awarded, accreditation of the program, organization and structure of studies, bachelor, master, doctor, long-term programs, access to higher education, national resources of information in the English language.

The diploma and its appendices are designed by the OAPTD in accordance with the national standard that has been approved by order A/108 of the Minister of Education in 2014. The diploma is approved by the signatures and stamps of the President of MNUE, Director of OAPTD, and a Dean of the School. The graduate's information, such as name/surname, 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 at the graduation ceremony. Undergraduate students graduated with GPA3.7 and above are permitted to enrol in a master's degree programme without an entrance examination and with 15% tuition fee reduction (provision 6.3.3, the Academic Regulation). Recognition of graduates is evidenced by their study achievements, certificates, diplomas and degrees, and Letters of Recommendation that allow the graduates to pursue their future studies in HEIs of other countries.

### PSTEP Admission and Progression

In last five years, there were 449 students admitted to PSTEP. The enrolment rate declined substantially due to several reasons as:

- decreased number of students completed secondary school due to transfer to 12-year cycle, for instance, 2019 saw the lowest number of students as 17,064 comparing to substantially high number as 41,095 in 2018.
- The pandemic years that cause social and financial difficulties
- in last few years, due to severe lack of kindergartens and kindergarten teachers PS has admitted teachers who are already in the field into a shorter re-training programme (transfer programmes) which contributed to a declining of day-time students.

With the purpose of attracting students with higher entrance scores to TE programmes, the MNUE offers various scholarships. The entrants with scores between 650-800 are eligible to get tuition fee scholarship of 70%-100% (decree 181, Government of Mongolia, 2013). The average entrance score for 2018-2023 is 562. In 2018-2021 there were cases of admitting students with lower than required 480 – 41 students with the score lower than 480 entered the programme by official requests of local authorities in response to a serious need for kindergarten teachers in their provinces. This contributed to lowering the average entrance score. However, the average entrance score for last five years still stays higher comparing to other schools functioning in preschool teaching. With the aim to increase a number of male students to the teaching programme 50% of tuition fee scholarship since 2018 for them is available.

However, male students comprise only 1.1%. Also 19 students with a disability and 5 Kazak students. For the last five years 64.82% of students were admitted from rural areas.

Overall program success is defined by a number of factors among which the students' smooth progression through the programme and their retention is of high importance. Over the last 5 years the retention rate of 145 students (admitted in 2018-2019) was 65.5%. The students' progression, transfer and leave are regulated by provisions 410-412 of the Academic Regulation. In 2018-2019, totally 118 students graduated including 23 students who got from a year leave from previous years. 65.5% continuously progressed through the programme, The difference resulted by transfer to different schools/programmes (2.8%), programme leave (7.7%), and a year leave (24%). There was a flow of students got back from a year leave (19.4%).

Students request a year leave mostly due to various reasons as health and family problems, inability to pay a tuition fee or maternity leave. The School provides assistance such as waiving a tuition fee, and provision of scholarships, grants and loans. Students have an opportunity to track their own progress by using ULMS system <https://student.msue.edu.mn/> where all credits earned and grades and GPAs are shown including courses offered for selection and types of examinations.

#### Teaching Practicum Performance

Students perform their TPs in kindergartens with whom TS has made agreement on collaboration in this area. They are organized under that guidance of kindergarten mentors, and the university teaching staff. With the purpose of ensuring a continuity of mentor preparation, at the beginning of each academic year, the School contacts kindergartens for availability of teachers who are willing to collaborate on TP. New teachers are offered a short training and are invited to co-guide TP of students. After the first experiences they are certified as MNUE mentors. During TP students are required to fill out the TP Books and at the end of practicums these are used as evidence for their performance. Mentors and the university faculties assess students jointly.

Over last 5 years 2911 students performed their TPs. The students were assessed with the average grade as 93 (-A) in Orientation practicum – 92.3, Study practicum – 89.7, Guided practicum – 94.3, and Teaching practicum - 97.1 The student's annual satisfaction survey revealed that their satisfaction rate was 93.3.

#### Bachelor degree thesis

In accordance with provision 4.5.20 of the Academic Regulation, 24 PSTEP students with GPA above 3.7 submitted their theses last 5 years. Starting from 2022-2023, all students are required to write bachelor degree thesis. So, professional departments, course tutors take actions to ensure their preparedness by developing a suggested list of research questions/topics and related research literature, providing information on research fields of faculties, a research priority fields of the School and the departments. In parallel, the School's OAP offers research databases, useful links, data processing software training, and training courses on plagiarism, and research ethics.

PSTEP students are also involved in their future teaching career, research capacity and personal development activities. For instance, within the "Supporting Students' Initiatives" fully funded projects announced by the MoFEAS on annual basis, team 2nd, 3rd and 4th year PSTEP students implemented in 2019-2020 "Collaborative Development" project and "Developing Students' Awareness of Inclusive Education" in 2020. The University provides research funds for students every year. In 2022 PTEP three teams of 3rd year students, in 2023 one team received funds for their research project.

#### Students Recognition and Certification

- There are 14 Teacher education institutions (state-owned 3) that offers primary teaching programmes. However, MNUE PS is a nationally recognized institution that has trained 51% of all kindergarten teachers solely. 5,891 primary teachers practicing currently in the country are graduates of TS.

- The PSTEP was accredited three times – in 2006, 2013 and 2020 by the national agency of higher education accreditation (MNCEA).
- The PSTEP graduates are recognized by potential employers, related authorities, and the public. The employment rate is 92%.

### PTEP Admission and Progression

Overall programme success is defined by a number of factors among which the students' smooth progression through the programme and their retention is of high importance. Over the last 5 years the retention rate of 367 students (admitted in 2018-2019) was 78.2%.

The difference was resulted by transfer to different schools/programmes (5.1%), programme leave (1.6%), and a year leave (14.9%). There was a flow in the programme of students who were transferred from other schools and programmes (8.1%) and the students got back from a year leave (10.3%). Students request a year leave mostly due to various reasons as health and family problems, inability to pay a tuition fee or maternity. The School provides assistance such as waiving a tuition fee, and provision of scholarships, grants and loans.

Students have an opportunity to track their own progress by using ULMS system, where all credits earned and grades and GPAs are shown including courses offered for selection and types of examinations.

### Teaching Practicum Performance

Students perform their school-based TP in general secondary schools with whom TS has made agreement on collaboration in this field. They are organized under that guidance of secondary school mentors, and the university teaching staff. With the purpose of ensuring a continuity of mentor preparation, at the beginning of each academic year, the School contacts secondary schools for availability of teachers who are willing to collaborate on TP. Then new teachers have a short training and are invited to co-guide TP of students. After the first experiences they are given certification of MNUE mentors. During TP students are required to fill out the TP Books and at the end of practicums these are used as evidence for their performance. Mentors and the university faculties assess students jointly.

### Bachelor degree thesis

In accordance with provision 4.5.20 of the Academic Regulation, 124 PTEP students with GPA above 3.7 submitted their theses last 5 years. Starting from 2022 -2023, all students are required to write bachelor degree thesis. So, professional departments, course tutors take actions to ensure their preparedness by developing a suggested list of research questions/topics and related research literature, providing information on research fields of faculties, a research priority fields of the School and the departments. In parallel, the School's OAP offers research databases, useful links, data processing software training, and training courses on plagiarism and research ethics.

### Scholarships, grants and loans

PTEP students are eligible for receiving various scholarships, grants and loans. Currently, the following types of financial support are available for them:

- the governmental scholarships: high entrance score, annual roundtrip ticket cost (for those who are enrolled from rural areas located in further than 500 km), TP scholarship (for senior students performing their TP in rural areas)
- the governmental grants: a full coverage of tuition fees for students from families with unemployable parents, from families with disabled parents, from a family with 3 or more members enrolled in university, orphaned students, and disabled students
- MNUE scholarships: the President's scholarship, the credit scholarship (as stated in the MNUE Students Regulation)
- Scholarships of business entities, associations, banks, and foundations
- Student development loans from the State Education Fund

## 4.2 Assessment

Recognition of prior learning and qualifications under the programs is carried out in accordance with the General Study and Examination Regulations and is fully compliant with the Lisbon Recognition Convention. This ensures that students' previous academic achievements are recognised fairly and consistently, facilitating a smooth transition for those entering the programs with prior knowledge or transferring from other institutions. The recognition process is clearly outlined so that students know exactly how their previous learning achievements will be assessed and credited.

The final documentation issued to students is comprehensive and includes all the necessary information, such as qualification profiles, learning outcomes and the specifics of the modules completed. This documentation is not only essential for academic recognition, but also serves as a valuable resource for graduates when entering the world of work or pursuing further studies.

In terms of academic progress, the programs take a proactive approach to monitoring academic performance. MNUE is keen to diagnose potential problems early and develop tailored support strategies. This may include academic counselling, tutoring or adjustments to their study plans to ensure that each student has access to the resources needed to succeed.

## 4.3 Conclusion

The criterion is **fulfilled**.

## 5 ESG Standard 1.5: Teaching staff

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

### 5.1 Implementation

#### Staff Recruitment

One of the MNUE values, proclaimed in the Statute, the Rules and the Development Policy, is a faculty member. The MNUE Internal Regulation (order A/265, 2015) and MNUE Regulation on Teaching Staff, RTS regulate all matters related to teaching staff including their rights and responsibilities, professional activities, recruitment procedures and incentives. In addition, the Human Resource Development Programme (2018) was developed where all strategies, principles and actions, including financial sources are defined in detail. The procedure of recruiting a new lecturer is articulated specifically in the MNUE RTS. The recruitment is organized within hierarchical ranking of faculty members as an assistant lecturer, a lecturer, a senior lecturer, an associate professor, and a professor. For each ranking, the general and specific requirements are set by the university and the department. The selection process starts with a need of departments. In compliance with the Law on Higher Education and the University policy, positions for teachers are publicly announced through mass media. Selected lecturers have to take an interview by the professional commission, a foreign language examination, a computer applications exam and an examination on Education Studies. The selection procedure of teaching staff therefore is defined.

Over the last years specific actions were taken to attract the best representatives of academic and teaching fields. So, it is allowed to recruit prominent researchers and educationalists in both subject-specialty field and TE, who has a doctoral degree, without any examination. Last 5 years has not been



experienced recruitment of any teaching staff due to balanced distribution of workload. In 2019-2021 the TS recruited 3 lecturers, 2 of whom were hired without examinations.

#### Teaching staff support and professional development

The MNUE adheres to the policy of supporting its lecturers by evaluating their work according to their job positions or ranking and task performed. The hierarchical scheme of the teaching staff positions, and merit system serves as a potential incentive for the professional development for the lecturers. All faculty members receive up to 3 percent of pay raise every semester depending on the quality of the performance no matter what their job positions and ranking are. There are: Professors, Associate Professors, Senior lecturers, Lecturer and Assistant lecturers.

Apart from support mentioned above, the University provides the following support and incentives to the teaching staff:

- 2 months of unpaid and 1 month of paid leave prior to a doctoral defence
- A full cover of annual medical check-up for every staff member
- cover 50% of a doctoral programme tuition fee
- provision of staff rooms, rooms, and 100% of laptops for every lecturer
- full and partial financial support for publications in professional journals, conference participation and study visits
- provision of an access to online sources such as SPRINGER <http://link.springer.com/>; Annual Reviews <http://www.annualreviews.org/>; <http://www.royalsocietypublishing.org/journals>; University of Chicago Press <http://www.journals.uchicago.edu>; SPIE <http://spiedigitallibrary.org/> e-library <http://www.jstor.org>; Social Sciences <http://journals.sagepub.com/>; Linguistics and History <http://online.liverpooluniversitypress.co.uk/> etc.,
- the University keeps a job position and cover social insurance for those who study abroad, pays for extra teaching, supports in getting loans and mortgage.
- The staff of the University also gets 10% off of tuition fee for their children at MNUE lyceum and a kindergarten.

The MNUE Teacher Development Programme (2019-2024) aims at providing a variety of opportunities for improving teaching and research competencies of faculties by introducing new experiences and achievements in the field. So, the faculties are actively involved in professional, research projects and programs as well as in activities for their personal growth. As for last 5 years, 60% of faculties is involved in PD activities abroad in 13 areas and 100% participation in 15 types of activities at the national and MNUE levels. 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.

#### Use of new technologies

The University supports application of innovative technologies and ideas for its faculty members in their daily teaching activities. For this purpose, the University has developed a course management support system in ULMS that provides lecturers 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 facilities for and ICT literacy of the teaching staff. The 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 the teaching staff. Using Office 365 promotes project works, teamwork and supports student-centered teaching. Lecturers of PSTEP actively use tools and platforms for their PD, a course teaching, conferences, counselling students, and for their research. The table below shows the most commonly used ICT tools and platforms.

#### Ensuring a link between education and research

The SPTE teaching staff has been actively involved in most of the international and national studies carried out in the country which are allowed them to keep up with the latest practices in preschool education. In last few years the lecturers were involved in a number of research projects as “A child’s intelligence testing “Мон Танака Бине”, “Early development and participation support Partei programme”, “Assessing speech development of young children”, and “A comprehensive development of a child”. The outcomes of research projects and studies mentioned above undoubtedly made a substantial contribution to the improvement of SPTEP. In addition to them, the staff of the School is engaged in individual and/or team research (incl. Master’s theses and Doctoral dissertations) that inform about newest achievements in the field to be incorporated into content, methodology and assessment specifically for particular courses.

The lecturers and department representatives of the PTEP 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. The projects that TS lecturers were part of, organized on various aspects of primary education with a focus on capacity building of teaching staff, child development, a quality of education of urban and rural schools, primary education methodology, and child’s special needs. About 20 projects that are implemented last 5 years had a substantial contribution to improvement of PTEP. The outcomes of research projects and experiences of those faculties involved in them allowed to revisit and improve the most of the PTEP courses.

#### PSTEP teaching staff and its workload

Currently, there are 4 departments with 29 lecturers employed in the PSTEP. By a job positions there is 1 professor (3.4%), 5 assistant professors (17.2%), 7 senior lecturers (24.2%), and 16 lecturers (55.2%). 38% of them are graduates of the universities and from colleges of Russia, Japan, Poland, the USA, China, and Australia.

By academic and educational degrees, 62% of lecturers holds a doctoral degree, and the rest 38% has MA. Currently 4 more lecturers are on the final stage of completion of their doctoral study and defend their degree within two years. The growth of a number of faculties with a doctor’s degree is 26.6% in last five years. As for ages, 30% of them aged 25-45, 43% of 46-55, 13.3% of 56-60, and 13.3% above 60. The departments are required to submit their annual development plans for three years where actions for teaching, research and additional creative (social) work for their faculties are clearly projected. The implementation of action plans is tracked every semester by reports of lecturers submitted. The priority of PSTEP research lies in child development, inclusive education, theories and methodology of teaching to young learners, and teacher professional development.

One of the research priorities of SPTE stated for last few years is studying comprehensive development of young child. So, the majority of 144 research articles and 184 research conference presentations at both national and international levels for the last 5 years were raising issues in development and learning of young children, teaching and learning aids and methodology.

In last 5 years 31 lecturers in research areas, 34 in personal development, 50% in discipline content and methodology PD activities (in duplicated numbers). The teaching staff of the School has developed 19 coursebooks and handbooks, and worked on 16 projects and programs.

#### PTEP teaching staff and its workload

TS employs 38 lecturers on a fulltime basis and 3 lecturers on a contractual (part-time) basis. (By a job positions there is 1 professor (2.6%), 7 assistant professors (18.4%), 7 senior lecturers (18.4%), and 23 lecturers (60.5%). The job positions and workloads are specified in the table below. The departments are required to submit their annual development plans for three years where actions for teaching, research and additional creative (social) work for their faculties are clearly projected.

By academic and educational degrees, there are 17 lecturers with a doctoral degree (49%), and the rest 21 holds MA (51%). The growth of a number of faculties with a doctor's degree is 4.5% in last five years. Currently 5 more lecturers are on the final stage of completion of the doctoral study. As for ages, 29% of them aged 30-39, 32% of 40-49, 31% of 50-59, and 8% above 60. 95.9% of lecturers has been working at TS for more than 10 years. The gender ratio of male to female lecturers is 13:25. The implementation of action plans is tracked every semester by reports of lecturers submitted. The priority of PTEP research lies in child development, inclusive education, theories and methodology of primary teaching of Mongolian Language, Social Sciences, Natural Sciences, and teacher professional development.

Over the period of 2018-2023 the lecturers of TS received the following support and incentives:

- Professional development: 4 lecturers were given unpaid leave for PD abroad; 13 lecturers received full funding for writing and publication of books and coursebooks; 4 lecturers got incentives for the best lesson and the best textbooks.
- Research: 6 lecturers received 1 year unpaid, and 3-months paid leave, 2 lecturers are given 50% scholarship for their doctorate, 5 lecturers received 100% for publication of their research articles; 2 lecturer received incentive for defending their doctoral degree.
- Social and financial support: 2 lecturers were paid social insurance; 36 lecturers had an annual medical check-up, 13 lecturers received funding for their visits of foreign universities.
- Additionally, the University keeps a job position and cover social insurance for those who study abroad, pays for extra teaching, supports in getting loans and mortgage. The staff of the University also gets 10% off of tuition fee for their children at MNUE lyceum and a kindergarten.

Last 5 years 76% of lecturers were involved in various professional activities such as study visits on primary education, methodology of teaching young learners, teacher competency development, capacity building, study of research sources and documents, teacher-trainer course, and foreign language proficiency programs in the number of foreign universities. These are: 12 lecturers (for 2 weeks) in China, 2 lecturers (for 10 days) in Japan, 9 lecturers (for 2 weeks) in the USA, 4 lecturers (for 1 week) in South Korea. In addition, 4 lecturers worked as visiting professors in TE institutions in China on a year contract. And 3 lecturers made presentations at international research conferences abroad. The University provided 30% of funding for these activities, the rest was covered by international projects, joint programs and independent agencies.

During the COVID years the PD activities were actively continued, mostly online, and the teaching staff took every opportunity to be part of them. Totally 32% of them participated in 23 trainings organized by MoEAS, General Division of Education, Office of Distance Education and Teacher Development Centre of MNUE, Canchung University and Shandong University (China), Turgaug University (Switzerland), Nagoya University (Japan), and Institute of Applied Psychology. The trainings were focused on e-learning, development of e-materials and e-textbooks, school-based profession orientation, education for sustainable development, psychological counselling, inclusive education, prevention from plagiarism and fraud, HEd reform, and differentiated learning.

Every academic year the University receives proposals for small-scale projects on research, materials and learning aids development, assessment, e-courses etc. Lecturers of TS submitted their proposals and received full funding of 3 projects. TS lecturers over 5 years published 115 research articles, and 83 presentations were made at research conference.

## 5.2 Assessment

Generally, the teaching staff is highly qualified and experienced professionals who are committed to providing students with a high-quality education. The teaching staff is committed to creating a learning environment that is engaging and student-centered. They use a variety of teaching and learning methods, including lectures, discussions etc. to ensure that students have opportunities to engage with their study programs.



The hiring policy prescribes the formation of recruiting committees, which handle the job announcement, shortlisting and also external reviewing, depending on the type of position. The policy appears well developed to recruit academic staff and is comparable to likewise procedures at other institutions.

The teaching staff is committed to providing students with individualised attention and support even though the students groups are large. They provided academic advising, mentoring, and tutoring services to help students succeed in the study programs and to achieve their academic and professional goals.

The expert group notes the diligence, motivation and openness of staff associated with the delivery of both study programs.

For the further development of the study programs the expert group recommends the following improvement hints:

A qualification system should be created to promote lifelong learning and professionalisation, so that teachers in school service can return to the university to update their expertise. This qualification programme can also help to qualify older students and students in secondary education who work in primary schools.

In order to implement the new curriculum concept, all teachers should have the same technological knowledge. Therefore, compulsory further training courses (e.g. blended learning) should be implemented to bring qualified and unqualified staff into contact with each other so that they can learn together and develop a common understanding of the topic. University staff should receive annual performance reviews in this context to set personal development goals.

University courses should be offered in small groups to reduce the workload of teaching staff and to provide students with a better student-teacher ratio.

### 5.3 Conclusion

The criterion is **fulfilled**.

#### Recommendations:

- A qualification system should be created to promote lifelong learning and professionalisation, so that teachers in school service can return to the university to update their expertise. This qualification programme can also help to qualify older students and students in secondary education who work in primary schools.
- In order to implement the new curriculum concept, all teachers should have the same technological knowledge. Therefore, compulsory further training courses (e.g. blended learning) should be implemented to bring qualified and unqualified staff into contact with each other so that they can learn together and develop a common understanding of the topic. University staff should receive annual performance reviews in this context to set personal development goals.
- University courses should be offered in small groups to reduce the workload of teaching staff and to provide students with a better student-teacher ratio.

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

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

## 6.1 Implementation

The university has been paying a special attention to supporting students' successful completion of their studies through the development of adequate learning and teaching environment, infrastructure, human and material resources. The MNUE gives importance to provision of appropriate learning environment for students with required learning facilities that meets national standards (approved by order No21, 2010 of the Minister of Education):

### Equipment

The TS and the SPTE has been continuously taking actions to update its technical and ICT environment by allocating funding in the annual budget. PTEP rooms and halls are fully equipped with projectors, cameras, computers, screens, TVs and interactive boards. The music rooms are equipped with piano, microphones, audio and video equipment, and other basic musical instruments. The students and lecturers are also provided with the Internet connections via the University wireless infrastructure that allows them to use unlimited amount of data for their teaching, learning and research purposes. Every lecturer of the School has been provided with a desktop and a laptop computers with basic software programmes installed. There are several spaces for students use in the School halls provided with Wifi. Due to pandemic lockdown, the training has been transferred to e-form using e-learning systems and applications such as MNUE ULMS (teachers/students webs), Zoom, Voov, Microsoft Teams, and Google Suite.

### ICT Infrastructure

The Office of Information Technology and Distance Education (ITDEO) of MNUE aims to develop a 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 used by MNUE faculty members, and 79% (311) of them are with i3 and more capacity. MNUE has 27 computer laboratories with 695 computers that are under use for training and research activities. Every computer laboratory is equipped with LCD projector, internal network and internet access. The MNUE students are enabled to have descriptions of programs and copy of transcripts through self- service information vending machines in English and/or Mongolian. The MNUE faculty members and students have access to the libraries with their smart cards.

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 center 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 programs and research, increased accessibility of these programs, and introduction of credit system in its full capacity.

### Libraries

The main Library of the MNUE operates with 6 libraries located in Schools moved to its new building in 2016. The Education and Research Centre united sub-school libraries to set up a library with 1898 sq.m, 580 seats, and 21 librarians. The MNUE Regulations on Library Services was approved by MNUE President's Decree A/88 of March 27, 2019 and Decree A/121 of July 01, 2020. The MNUE library has developed and is operating a new Development Program for 2019-2024. The MNUE library which has about 13,000 registered readers operates using the Lib4U (Net version) and keeps 183,932 copies of books in digital forms (<http://lib.msue.edu.mn>). With aims to safely exchange information and data with international e-databases, the MARC21 standard and Koha programme that support the Z39.50 protocol

are introduced in the library's daily operation. As a result of this, the library provided services to 39,127 clients with 92,329 books and publications in this academic year. There are more than 80,000 research presentations and articles in the main library. In 2016, the library received a license for the national unified information and uses it for

services for scholars and researchers. The library provides an access to EBSCO e-research fund of e-books, research journals, master's theses, and doctoral dissertations. In the scope of cooperation with national and international publishing companies, the library was granted an access to ten research and scholarly work funds with about 8,000 e-journals and books, research presentations and articles allowing scholars and researchers to benefit from these reference materials: Springer, Annual Reviews, Bank on online resources, Geology society, University of Chicago Press, SPIE, Digital library.

In response to the teachers and students' needs and interests, the library has installed 30 tablets, which are accessible to 1.100 digital textbooks, research articles and necessary books which are available in their hard copies. There are 132,378 copies of books of 33,054 kinds, five research halls, four reading halls and one section for checking out books. The library is equipped IT RFID system, interactive touch screen computers, book drops and self-check station, shelf management system, box locker, book renew, book holds devices. The library revises and updates annually the List of Must-Read Books for General Foundation and Professional Foundation Courses and the List of Most-Read Books for each program in cooperation with the Office of Academic Programs and related departments and ensures the sufficiency of copies and availability of the books in digital and/or hard forms.

#### Support staff overview

One of the important objectives of the MNUE is to provide students with face-to-face communication and support throughout the study period. There is a well set-up structure established with the aim to assist them from the very first day of enrolment until the graduation. Various counseling units have responsibilities to provide students with adequate support throughout their entire study period:

- The OAPTD monitors and evaluate implementation of academic programs and manages professional development of teaching staff. It also provides students with annual action plans with important events and dates for students (Learning Calendar).
- The OSS is responsible for creating databases on students, ensuring a favorable learning environment, provision of well-equipped rooms and other facilities. It also collaborates with the Students' Union, conduct student satisfaction surveys, collaborate with both governmental and non-governmental organizations, help students find part time jobs, and provide them with a learning guidance. They provide new students with TS Student's Guidebook (revised in 2017, 2021, 2023) where the most of useful information is contained.
- The SPTE and OAP implement undergraduate education policies within at the School and manages student development activities. These include student admission, day-to-day activities such as credits/grades registration, selection of courses, collecting and updating program implementation statistics, as well as contribute to students' self-study, scholarships and employment. The Student Service Officer is responsible for activities and additional programs on personal development.
- The Departments are in charge of curriculum design and implementation, the development of teaching and learning materials, supervision of research and teaching practicums, and assessment of students. However, professional departments are key places where students can get professional guidance in the course of their studies through live communication, guidelines for assignments and TP, and recommendations on developing study skills and learning strategies.
- According to the MNUE RTS faculty members provide counseling services for students for 4 hours per week every semester. The course tutors who are appointed by the relevant departments at the beginning of each academic year work with students to provide assistance in their smooth progression.
- The SPTE Students' Council organizes social and cultural activities for students, implements student policy by collaborating with MNUE stakeholders, runs professional and voluntary club activities, and supports collaboration and networking, as well as knowledge dissemination between student organizations.

- PSTEP students are also involved in their future teaching career, research capacity and personal development activities. For instance, within the “Supporting Students’ Initiatives” fully funded projects announced by the MoFEAS on annual basis, team 3rd and 4th year PTEP students implemented in 2019 “Students’ English Language Proficiency Development” project and “Developing Students’ Awareness of Inclusive Education” in 2020. The University provides research funds for students every year (provisions 4.4.1, 4.4.10, Regulation on student’s research scholarship). In 2022 PTEP 3rd year students received funds for their research project.
- Course tutor works as a direct counsellor to students to provide assistance in their day-to-day progression in the program. In performing their duties (as stated in provision 4.4 of the Academic Regulation) they serve as a liaison between students and related offices and centers.
- There is a MNUE Medical Centre with 5 physicians who are employed on a fulltime basis. Apart from routine check-ups and counselling, it is responsible for organizing annual medical check-up of all staff of the University. The SPTE has 1 physician. Over last 5 years 58% of PSTEP students received medical services and 87% of them were involved in immunity support program. All students are required to have a medical check prior to TPs.
- The TS Student Council organizes social and cultural activities for students, implements student policy by collaborating with MNUE stakeholders, runs professional and voluntary club activities, and supports collaboration and networking, as well as knowledge dissemination between student organizations.
- PTEP students are also involved in their future teaching career, research capacity and personal development activities. For instance, within the “Supporting Students’ Initiatives” fully funded projects announced by the MOFEAS on annual basis, team 3rd and 4th year PTEP students implemented in 2019 “Students’ English Language Proficiency Development” project and “Developing Students’ Awareness of Inclusive Education” in 2020. The University provides research funds for students every year (provisions 4.4.1, 4.4.10, Regulation on student’s research scholarship). In 2022 PTEP 3rd year students received funds for their research project.

#### Student’s scholarships, grants and loans

PSTEP and PTEP students are eligible for receiving various scholarships, grants and loans. Currently, the following types of financial support are available for them:

- the governmental scholarships: high entrance score scholarships, travel grants (annual roundtrip ticket cost for those who are enrolled from rural areas located in further than 500 km), TP scholarship (for senior students performing their TP in rural areas)
- the governmental grants: a full coverage of tuition fees for students from families with unemployable parents, from families with disabled parents, from a family with 3 or more members enrolled in university, orphaned students, and disabled students
- MNUE scholarships: President’s scholarship, the credit scholarship (as stated in the MNUE Students Regulation)
- Scholarships of business entities, associations, banks, and foundations
- Student development loans from the State Education Fund

**PSTEP**

The SPTE is housed in 4-storey building of two blocks located in the western part of Ulaanbaatar city. There are 74 rooms with a total area of 4,975 sq.m out of which 25 rooms including computer labs are used for daily training activities. The building is maintained by routine repair every two years and a comprehensive examination and repair every four years. SPTE Dormitory As 76% of students is admitted from rural areas, a quite high number of them, specifically in their first and second year of study, file a request for a dormitory. The SPTE has a dormitory, 4-storey building with a capacity of housing 100 students. Each room is for 2-4 students (1.3 sq.m per student). The Internet connection is available in the building. There are also self-study rooms with computers and required equipment, and a resource center for students' disposal. It also provides kitchens, shower rooms, fitness and table tennis rooms. To keep a safety of students' living cameras are installed in each floor with 36 screens.

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**SPTE Dormitory**

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**SPTE Kindergarten**

The kindergarten was founded in 2016 and has a capacity of 90 children 2016. It implements a national core curriculum and is actively used for a child research, observations of and piloting methodologies and for TPs. In addition to technical equipment's and devices, some number of rooms provide methodology sets (300 units), science experiments kits for kindergarten (40 pcs), and a child health and anatomy resources (17 units).

**Library**

The SPTE library occupies area of 234sq.m and has a seating capacity of 100 readers. has 34,066 books, out of which 91% in coursebooks of PSTEP courses and the rest 9% comprises of literature in other disciplines. 90% of books is available in Mongolian language. On average, there are more than 12,000 copies of 109 kinds of books are in an active circulation. The School allocate funds for renewing book fund annually. 80% of coursebooks are developed by the staff of the school.

**PTEP**

The TS is housed in 3-storey building located in the central part of Ulaanbaatar city. The building has 63 rooms with a total area of 3793 sq.m out of which 38 rooms are used for daily training activities capable of hosting 2040 students. The main entrance, staircases and halls are equipped with IP cameras and fire alarm systems for security purposes. The building is maintained by routine repair every two years and a comprehensive examination and repair every four years.

**TS Dormitory**

The TS has a dormitory, 4-storey building that occupies 3160 sq.m, with a capacity of housing 375 students. Each room is for 2-4 students (1.3 sq.m per student). The Internet connection is available in the building. There are also self-study rooms with computers and required equipment, and a resource

centre for students' disposal. It also provides kitchens, fitness and table tennis rooms. As 80% of students is admitted from rural areas, a quite high number of them, specifically in their first and second year of study, file a request for dormitory.

### Library

The TS library has 30.000 books, out of which 54% in subject specialty fields, 26% in teacher profession, and 20% literature in other disciplines. 90% of books is available in Mongolian language. Its seating capacity is 90 including two rooms for teamwork.

## **6.2 Assessment**

In general, the Learning Resources available to students were good: The infrastructure at staff for teaching are appropriate and sufficient to achieve the qualification goals of both study programs. The library and the classrooms are well-kept and well-equipped.

The current ratio lecturers/student additional staff (lecturers, tutors, teaching assistants) seems very good. Students' mobility is supported on a central level and is adequate.

The spectrum of learning methods is convincing. Interviews with the teaching staff confirmed this impression based on the supplied documents. Further means like monitoring of student progress, together with flexibility regulations explained by the teaching staff, round off the provisioning.

In the interviews, the internal quality assessment was explained and felt adequate and according to international standards. Although the students confirmed a regular exchange with the staff and the possibility to give feedback up to the management level.

Furthermore, a vital campus life was visible, with many student activities, mainly organised in clubs. Dormitories are on campus or nearby, which further enhances social activities besides studying and fosters the social integration of students. Especially in management programs these clubs give students the possibility to gain first experiences in managing projects and leading teams.

The expert group recommends, that learning facilities and spatial resources should be modernised and expanded for a better learning environment.

## **6.3 Conclusion**

The criterion is **fulfilled**.

### **Recommendation:**

- Learning facilities and spatial resources should be modernised and expanded for a better learning environment.

## **7 ESG Standard 1.7: Information management**

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

### **7.1 Implementation**

Information management system at 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 that allow them to make effective decisions without any delay. The IT development is regulated by the MNUE IT Development Policy 2019-2024 and the MNUE Regulation on IT Use and Security. MNUE has developed and introduced ULMS (ULMS 3.0) in 2014 with the primary purpose of ensuring evidence-based, a quality and timely coordination and management of various activities of the Schools of the University. Since its



creation, the system has been undergoing continuous development and improvement. A new infrastructure of the data centre with eight servers allowed to increase internal speed of 1 GB and external speed of 160 MB. Currently, a unified database of students, faculty members and programme implementation process was created and it becomes a basis for effective reporting and accountability of all units within the structure of the university. It also provides data for justified decision-making. The system plays an important role in implementing 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 administrative units take responsibility for collection and updates of data each academic year through the internal network.

As of March 2023, the ULMS system offers a unified database that contains required data and information of 523 lecturers, 10,688 bachelor's degree, 3,205 master's degree and 1,239 doctoral students. 97,115 units of video, multimedia, and e-content has been also created. The following 5 sub-modules are extensively used in the management and evaluation of academic programmes. They are as follows:

- **OAPTD** (lms.msue.edu.mn) The system of the office has 8 accessibility levels and each of them has certain restrictions. It is a system for managing teachers and students: teachers and students' websites serve to provide information, introduce courses, register teachers and students, offer course selection, display curriculum framework, versions of the curriculum, a 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.
- **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.
- **Students Web** (student.msue.edu.mn): It enables students to make course selection 1 and 2 using a personal code and password, study online, receive assessment results, pay tuition fees online, access study schedules, a calendar of annual activities, news and updated information, and consult with advisor-teachers.
- **Online/Distance training** (elearn.msue.edu.mn): In line with the objectives of the MNUE Development Policy (2014-2024), the MNUE IT development programme was formulated and online and/or distance training has been extensively organized. The MNUE online training regulations and MNUE IT safety regulations have been approved. Online and Distance Education Office takes a responsibility for supporting development of e-content, digital books, e-conferencing and online graduation exams on teacher education and some professional courses.
- **Academic resources** (buteel.msue.edu.mn): This database provides a rich database of research articles, presentations, projects, research abstracts, dissertations, theses, materials of conferences and discussions, Olympics, and exhibitions.

In 2019 the ULMS has been connected to:

- the National Data Centre
- the Unified internal management system of governmental organisations and agencies <https://erp.e-mongolia.mn/>
- "DingTalk" communication platform "<https://www.dingtalk.com/>" based on Cloud technology to be used for E-learning of Chinese students
- Entrance examination unified system of the Educational Assessment Centre "<https://eec.mn/>"
- Khaanbank system, and
- Education Loan Fund system <https://elf.gov.mn/>

Accessing to a number of such databases allow on-going exchange of required data and information among related institutions and key stakeholders.

### The students population

Anyone who chooses to enter PTEP is registered in the (burtgel.msue.edu.mn). Although the country experiences substantial lack of primary teachers nationwide (696 teachers as indicated in the MoEFS database) only 70% out of all people who were registered in the system. It was due to low entrance examination score required by the program. So, during the period of 2018-2022, 1.228 people entered to the PTEP, more than 80% of whom admitted from rural areas.

Anyone who chooses to enter PSTEP is registered in the (burtgel.msue.edu.mn). During the period of 2018-2022, 449 people entered the program. More than half of them are from rural areas.

All required data on students population can be accessed in lms.msue.edu.mn of the ULMS system by special permit. As of December 2023, the following information for 1.160 students of PTEP is available in the system:

- Student's background data: photo, name, surname, age, gender, birth date, birth place, national registration number, certificate copy of general secondary education, GEE grades, family members and their contacts, home address, e-mail address and a phone number
- Student's registration: programme and date enrolled, department, student's code, course selection, course tutor contacts and a code,
- Student's progression: semester grades and GPAs, TP grades, final examination grades and GPAs, Graduation examination grades and GPAs, leaves and drop-out, re-sitting courses, and re-taking examinations
- Employment, satisfaction survey

#### Student progression, success and drop-out rates

At the University level all data related to students' progression is regularly collected, analysed and updated. The database is used not only for informing relevant parties for ultimate responses for the improvement of academic programs, but also for students to keep them updated on their progression. The students' web provides information on their grades, course selections, transfer, resit of courses and re-take of exams, tuition fee payment state, credits earned, and most importantly, it shows a level that each student reached based on the GPA by in all courses, by programs, by schools and the university levels. The retention data over 2014-2022 shows that 83% of students of the PSTEP has successfully completed the program they enrolled, while 17% of them were not able to complete their studies within the time specified in the CF (lms.msue.edu.mn).

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The latter happens due to leaves on family issues, taking care of parent(s), and siblings, motherhood, health issues, and financial difficulties.

#### Students' satisfaction

Currently, there are two types of surveys are taken at the university:

- The first survey is a students' course satisfaction survey conducted every semester. It consists of 10 questions that cover course methodologies, teaching/learning activities, lecturer's attitude and communication skills and ethics.
- The second survey is given to all graduating students and consists of 90 questions. This survey is specifically designed for evaluation of the entire program. The survey results are analyzed 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 allow them to reflect on the courses and illuminate 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](http://www.student.msue.edu.mn)) with graphs accompanied by a discussion room for their feedback and comments.

The average for 5 years of the PSTEP is 89.2% and for PTEP is 87.2% with a noticeable decline in 2021-2022. This was resulted in a number of problems in the process of a smooth transition to online and/or blended type of delivery due to pandemic. It should be admitted that the level of system preparedness, as well as psychological preparedness of main players were not adequate.

The MNUE students registered at the OSS of a particular school receive a code and become eligible for receiving services from the School and the University. The school, departments, and the OSS offer students various support services for their professional advancement and personal development. The SPTE and its Departments in collaboration with OSS and the Students Council take initiatives and organize various activities for students' professional and personal development, provide support services including extension programs. The students are timely informed about them via their web (<https://student.msue.edu.mn/student/StudentHandBook/>). Here, they can find the following information:

- MNUE/SPTE historical annals
- MNUE Legal Documents such as regulations, guides, handbooks etc.,
- Teaching Practicum Guidelines and Student's Book I and II
- Learning Calendar
- Student's Learning Contract
- Guides for using ULMS and its applications
- Scholarships, grants and loans
- Activities of Students Union, SPSTE Student's Councils
- Extension programs
- Employment and Job opportunities

There are 5 clubs for PSTEP students which organize the arts and sports contests and competitions, guest speaker lectures, and discussions on a regular basis. There are 3 clubs for PTEP students which organize the arts and sports contests and competitions, guest speaker lectures, and discussions on a regular basis. There are 2 extension programs Mongolian Calligraphy and Creative Thinking, that are offered to students.

With the aim to support students' research skills and experiences PSTEP Students' Research Conferences are organized on annual basis. In addition to TS library the students have access to the MNUE Main Library that possesses a resource fund of 232,924 units and offers 24-hour service (<https://library.msue.edu.mn/>) and other 4 sub-libraries located in other schools. New entrants are provided with guidance how to use e-catalogue <https://catalog.msue.edu.mn/>, ordering and purchasing books and other materials (<https://www.youtube.com/watch?v=JnP12bYcM00>), and on use of e-books and digital books (<https://library.msue.edu.mn/Category/Read/2021eec8-0655-4ab4-a891-16db68430821>). There is also an access to 7 databases such as SPRINGER e-database (1064 sources), EBSCO 2-database (530 books, 1300 journals), and Research4life. In total these provide 60644 e-books and 21000 journals. One of the important concerns of the departments is related to provision of assistance for graduates' employment. For this reason, they cooperate with several secondary schools, the Education Departments, and other HEIs in the capital city and provinces. The advantage of the current system provides students with opportunities to do a part-time work and earn income. Employment Centre of SPTE was founded at the OSS and has been running its activities over the last two years. In 2019-2022, 117 students have been employed as assistant teachers in several daycare centers of Ulaanbaatar schools. Another 40 students were employed part-timely (on a special contract) in 27 schools in Ulaanbaatar which have a severe lack of teachers.

#### Career paths of graduates

The OSS is responsible for contributing to a positive environment for students' learning, creating a database of required data, initiating and organizing various activities, providing feedback to alumni, and tracking graduates' employment. The SPTE Alumni makes a substantial contribution by mediating between the School and potential employers in finding job places for graduates.

The graduates of PSTEP, apart from becoming as a kindergarten teacher, music teacher and PE teacher. Apart from these they can also work in the following job position in more than following ten places: Officer/specialist, MoFEAS; Specialist, the General Education Division; Specialist, Metropolitan Education Department; Researcher/specialist, the Institute of Education; Specialist, the Education Evaluation Centre; Specialist, the Professional Inspectorate; Specialist, the Professional Inspectorate of Ulaanbaatar city; Preschool methodologist/ specialist, Provincial Education Departments; Preschool methodologist/ specialist, of Ulaanbaatar city and districts Education Departments; Principal, kindergartens; Methodologist, kindergartens. Preschool teacher profession is one of the most demanded professions in the country. So, 80-90% of graduates of the program are usually employed within a short period of time after their graduation.

The graduates of PTEP can be employed in the following jobs. These are: A primary teacher in secondary schools; A teacher/lecturer in HEIs and vocational schools; A dormitory teacher in secondary schools; A day-care teacher in secondary schools; A special needs teachers; A primary education specialist and/or a methodologist at Education Departments of a capital city, districts and provinces; A principal, primary grades manager, a methodologist in secondary schools; A secretary. The MNUE started creating a graduates' employment database in 2014 by the Job-Tracking Survey - 2020. Considering instability of the employment possibilities in the first years after graduation this survey is renewed every two years by a questionnaire in "GOOGLE FORM". During the period of 2014-2020, 2.173 PTEP graduates out of 12.079 MNUE graduates filled out the survey. As the data shows, 90% of graduates are employed as a primary teacher in secondary schools. 62.3% of them were employed within 1-3 months after graduation, 22.6% within 4-6 months and the rest 15.1 % within a year. In overall, the 83% of all MNUE graduates work as teachers (MNUE Graduates' Employment Report, 2021) among whom the PTEP graduates' employment rate is 94% nationwide.

## 7.2 Assessment

MNUE clearly identifies the sections in charge of collecting and analysing the information on the study programs. The Approach to collecting and analysing information is thorough, ensuring that decisions are informed by accurate and up-to-date data, with the goal of enhancing the educational experience and outcomes for students.

Both students and employees are engaged in supplying and evaluating data as well as in the planning of follow-up activities. Their participation ensures that the data collected is relevant and that the resulting actions are well-informed and effective, considering the perspectives and experiences of those directly involved with the program. This inclusive approach leads to more comprehensive and actionable insights for follow-up activities, driving improvements that are aligned with the needs of all stakeholders.

## 7.3 Conclusion

The criterion is **fulfilled**.

## 8 ESG Standard 1.8: Public information

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

### 8.1 Implementation

The website of MNUE was designed in accordance with the national standards (MNS: 6285) for the websites of state organizations. 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 384 per month.

MNUE sources of information are available on the official websites, the library search programme, the ULMS, and some social networks as Facebook pages ([www.msue.edu.mn](http://www.msue.edu.mn)), <https://www.facebook.com/MSUE1951>). The TS website (<https://ts.msue.edu.mn/>) provides information on daily activities, departments, structural units, and useful links of organisations. On this website, timely and up-to-date information is available. In particular,

- Descriptions of bachelor's and master's programmes.
- Admission (procedures, requirements, duration of studies)
- Research (Research regulations, domestic and international conferences and projects, activities of the TS Academic Council)
- Student activities (annual calendars, scholarships, job opportunities, student council activities)
- International relations and cooperation (dual academic programmes, joint projects and programmes with foreign universities and educational institutions)

Apart from the website the TS has official Facebook page for more lively communication with teaching staff, students, graduates, stakeholders and the public <https://www.facebook.com/ts.msue.edu.mn>). In addition, the University has made an agreement with a number of representatives of mass media such as Mongolian National Broadcasting (MNB), TV5, TV9, TV25, and C1, the Daily News and Today.

#### Activities to reach out the public

The MNUE Action Plan for Developing Capacity for Communication with the Public and Mass Media was approved in October 2018. The aim of this plan is to develop the University's 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 SPTE has been collaborating with the following mass media on advertising PSTEP and achievements of lecturers, students and graduates:

#### TV Channels

Since 2018 the School has been collaborating with MNB, UBS, Channel1, TB8, and Mongol HD on an agreement. The teaching staff developed and/or participated in a series of TV programmes on Preschool education: Factors influenced a speech development of a young child, (2018.01.05), The Arts education in a child development (2018.10.07), Parents' support in kinesthetic development of a young child (2018.09.08), A child development and a family support (2021.01.06); a series of TV discussions on Teacher education reform: MNUE TE Reform (2018.05.04), Specifics of Preschool Teacher profession (2018.12), Teacher Profession values (2021.10.29), Teacher Development (2019.10).

#### Newspapers and social media

Last 5 years, The School disseminate information on the PTEP by papers. Today, Open School, Teacher, Morning News PSTEP Reform, its implementation processes, achievements and issues in the Teacher (2020, October). Century News, Mongol News (2021, September), Open School (2022.12 №11(255), 2018.11.1, 2019.04.09), A child Development (2022.12.01). A series of podcasts "Passer" about the best practices in the field of Preschool Education, achievements of prominent researchers and educationalists of the School has reached the public in November 2022 (<https://www.youtube.com/watch?v=oT0QGjqVWSI>).

And in the same year one more series of podcasts "Uniqueness of a Child Development" (<https://www.youtube.com/watch?v=WeXRr871OY>) has been developed for anyone who would have interests in the topic. Over last 2 years some online methodology courses on preschoolers were developed and placed openly by (<https://www.youtube.com/watch?v=5NbwsJmkfY8>).

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 about the university, departments and programmes and distributes brochures to students, parents and guardians.

The Open Door Day is organized every year by the departments at the SPTE. The main purpose of this event is to introduce the PSTEP to an opportunity to see the faculties and resources and have meetings and discussions with current students and staff. There is a plenty of opportunities for the School to reach out the most of the secondary schools in various locations due to the majority of practicing primary teachers (92%) are PSTEP graduates. So, the School employs every chance to hear their voices on burning issues in actual teaching to primary graders. In this regard the TPs, organized in both cities and countryside, are of a great opportunity for not only providing updates on the programme but also organize short professional development courses for kindergarten teachers and preschool methodologists of district and province Educational Department. These are done in collaboration with students-teachers and practicum supervising faculty members from the University. During the period of 2018-2022, about 3000 students had their TPs in kindergartens throughout the country. Apart from professional updates, they had to organize parents' meetings, the arts and sports activities, and consultancy services to parents and guardians.

#### Collaboration with professional organisations

In connection with admission, the University and the SPTE works closely with Mongolian Consortium of HEIs and Educational Evaluation Centre in providing more detailed information on enrolment policies of MNUE in general and PTEP in particular ([www.cmuc.edu.mn](http://www.cmuc.edu.mn), [www.eec.mn](http://www.eec.mn)). These include an overview of the programme, admission requirements, details about the courses, teaching staff, and students support policy in the form of fliers, brochures, videos, and presentations. In parallel to these activities, the teaching and working staff visit secondary schools to meet students, their parents and guardians. This activity is extended by more meetings during TPs. The School also collaborate quite tightly with the Educational Research Institute, General Division of Education, Life-Long Learning Centre, and private institutions that provide preschool teacher education in exchanging experiences, best practices, research, and issues in the field. The teaching staff advertise the program through open webpages, blogs, Facebook pages and group, podcast etc., MNUE has its own store which is 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.

## **8.2 Assessment**

MNUE employs a robust internal quality assurance system supported by customised university information software: This system collects credible data on student development, success, drop-out rates, and other performance metrics. Data collection is systematic and comprehensive, encompassing various aspects of the student population profile. The Quality Assurance Officer plays a crucial role in collecting and analysing data on student satisfaction and career paths of graduates. The marketing team also gathers and analyses information on potential students' interests and decision-making criteria. These procedures ensure a comprehensive understanding of the study programs and other activities.

The data collected by MNUE is complete, timely, and highly usable for internal quality assurance purposes. The customised UIS ensures real-time access to essential data, which supports informed decision-making. Regular updates and constant communication among stakeholders further enhance the relevance and applicability of the collected information. This approach ensures that quality objectives, processes, and outcomes are communicated effectively and promptly to all stakeholders, contributing to the continuous enhancement of the quality culture at MNUE.

MNUE emphasises the active participation of both students and employees in the data supply and evaluation process. Students are regularly engaged through course evaluations, feedback surveys, and the learning platform. Employees, including academic and administrative staff, participate in monthly meetings to discuss current topics, pedagogy, research, and quality development. This collaborative approach ensures that all stakeholders are involved in analysing information and planning follow-up activities, leading to informed and effective decision-making.

MNUE provides comprehensive information on its website about the structure and content of the study programs and serves as the main source for all necessary information. The administrative procedures are carried out via the standard application procedure. All relevant information is clearly addressed on the existing website and is clear, accurate, objective, timely and easily accessible to all.

### 8.3 Conclusion

The criterion is **fulfilled**.

## 9 ESG Standard 1.9: On-going monitoring and periodic review of programmes

**Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.**

### 9.1 Implementation

#### Quality Assurance Policy

##### General Provisions

The General Provisions are based on the Mongolian National Policy on Education (2015), the Comprehensive National Development Policy, the National “Education” Program (2010-2021), the Teacher Education Policy (2015), MNUE Development Policy (2014-2024) 1.2; 3,4, Policies on Science and Technology and other sets of laws on education, etc. The main goal of these policies is “to bring the national educational system up to the international level”. As stated in the MNUE Development Policy (2014-2024), the implementation of its action plans shall be directed towards the development of a strong quality management system alongside with the performance standards, monitoring, quality measurement, and understanding the needs and requirements of stakeholders. The present policy document shall be regarded as the basis for the planning and monitoring of the main activities of MNUE, quality control and management of educational, research and innovation services, thus creating and developing a strong foothold for the quality assurance practices. The aim is to establish and develop a quality management system that meets national and international standards and requirements

##### The Quality Principles are:

- To accustom community relations, attitudes, personal development, and ethics as main parts of quality culture;
- To value the needs of educational stakeholders for quality cooperation;
- The quality evaluation shall be fair, accurate, professional, confidential, independent, and evidencebased;
- Needs and expectations of learners and other beneficiaries shall be defined for constant satisfaction improvement.

##### Quality Management System and Function

The Quality Management System shall be seen as a complex combination of such structural components and sets of processes as the scopes, objectives to monitor learners’ and stakeholders’ satisfaction that indicate improvements in MNUE operation and service qualities.

The MNUE Quality management system consists of 3 sections:

1. “Input”- defining the current status of the university’s performance, identifying the needs and requirements of stakeholders;



2. Educational service “Key processes”- quality management process of planning, execution, improvement, and evaluation;

3. “Output”- resource, financial asset, environment, infrastructure as a supporting process, and audit, accreditation as external evaluation, which measures implementation of university’s performance, progress, satisfaction, and results.

The Implementation of MNUE job descriptions, relevant orders, duties assigned by decision, quality control of liability fulfillment, result appraisal, and improvement procedures shall be periodically evaluated and monitored. The main component of the quality management system is the Quality Assurance and Monitoring Office. The Quality Assurance and Monitoring Office shall be responsible for monitoring and summarizing the integrity and constant improvements of MNUE quality management system procedures, developing proposals, and reporting in the joint management meetings. As the main component in the quality management system, the Office shall meet the quality requirements of lecturers and staff, and constant improvement as required.

### Quality Management

#### A. Educational service quality

MNUE shall plan and implement risk and opportunity measurement in terms of improvement in performance and the quality of educational services. 3.2 Requirements for the assessment of the accessibility and quality of the MNUE education services shall be developed and evaluated in accordance with the learners' and stakeholders' participation. An independent system shall be created and developed to prevent risks, identify opportunities, plan and implement relevant changes and backup activities. Quality regulation and measurement methods, documentation and registration forms shall be reflected in the working manual. Academic program planning, developing, and evaluating will be implemented step by step. All academic programs will be accredited nationally and internationally. Having met the criteria and requirements set by the MNCEA, the programs shall be evaluated and accredited nationally on the basis of the conclusions of the third party’s independent assessment.

#### B. Research and innovation services

The adequacy of the organization of the knowledge creating activities by lecturers, researchers, and learners shall be evaluated alongside with the results and outcomes of the research. The requirements for research and innovation shall be defined. Certain activities shall be carried out through various projects in order to develop research and innovation cooperation, study experiences of foreign universities and research institutions, improve the capacity of researchers, acquire the protection of intellectual property rights, and discuss, evaluate, and promote publicly researchers' innovations. In addition to funding its own projects, MNUE shall receive funding from joint projects with the Ministry of Education and Science, the Science and Technology Foundation as well as other governmental and nongovernmental organizations. In order to increase the number and the scope of activities, quality-oriented projects and activities shall be planned and evaluated annually. The project selection and implementation procedures will be assessed together with their reliability and evaluation methods. The assessment tools will be constantly improved. The methods for evaluating the outcomes of the performance improvement programs, results of academic research works aimed at introducing new products and services, copyrights, establishing start-up companies shall be constantly revised and improved.

### Performance appraisal and internal control

During the implementation of the quality management system, the outcome of activities shall be evaluated and analyzed in terms of time and performance specified in the planning. The results of the analysis shall be taken into account and be implemented in terms of the adequacy of educational services, the level of customer satisfaction, the performance of the quality management system, the effectiveness of planning, the effectiveness of risk and opportunity measurements, and the adequacy of improvements in the quality management system. MNUE shall constantly analyze and evaluate the result



of surveys on the adequacy of the MNUE educational products and services with the stakeholder's needs, requirements, expectations and level of their acquired knowledge. In case of possible complaints and disputes with the stakeholder, the complaints shall be proceeded through the registration, investigation, acknowledgement, initial assessment and response stages. The MNUE shall introduce a system that registers and keeps detailed information (date and decision) and guarantees the confidentiality of the complainant, authenticity of the evidence. The MNUE shall conduct a regular, comprehensive internal auditing throughout entire Quality Management System annually. Legal regulations shall be developed to enable additional or unscheduled audits by the request of stakeholders.

The units undergoing the internal audits shall review the monitoring guidelines, prepare relevant information and documents to be available to the corresponding staff in advance, and provide conditions for normal operation and provide prompt support when necessary. Regulations for the implementation of such activities as planning the assessment activities, creating and approving the monitoring team, giving notice on monitoring, preparing and conducting monitoring activities, analyzing results, presenting reports, taking corrective actions, archiving evidence, creating a database, checklists, recommendations, manuals, and trainings shall be developed and approved. Regulations on corrective action plans, reports, documents generated during internal audits, and archived documents shall be developed and thoroughly followed.

Analysis shall be carried out on the quality management system and its consistency, efficiency and adequacy to the MNUE development policy, strategic plans, and development trends.

#### Monitoring and Improving the outcomes

Activities for improving the satisfaction of learners and other stakeholders such as beneficiaries, employees, external suppliers shall be organized in conformity with the MNUE policy and regulations. The system of detecting, registering and removing any non-compatible defects or disorders shall be created together with the rules for documenting corrective actions, informing and reporting to the authorities, analyzing, and taking preventive measures. The corrective actions to improve the situation may include carrying out corrective actions, undoing or terminating any non-compatible actions, notifying learners and other beneficiaries, and acknowledging by mutual agreement.

#### Quality environment and resources

MNUE shall have a human resource policy that includes planning competitive human resources, recruiting talented workforces, and organizing recruitment activities to achieve MNUE vision, mission, and strategic goals and objectives. The main human resource environment will be aimed at providing work environment satisfaction, constant improvement, and lecturers' and staffs' capability improvement. The Office shall create a system that selects and recruits human resources who will run and organize the MNUE management system. The Office shall develop transparent and accessible to the interested parties' requirements for the recruitment procedures, create an information databank of the outcomes, make analyses on the quality and outcomes of the activities.

MNUE shall conduct constant evaluation and assessment activities on the University's policies to provide appropriate infrastructure that meets safety and hygiene requirements for training and research activities and create living conditions for students to study independently. The Office shall conduct regular monitoring activities on the environment that may influence such psychological factors as including workload, workplace impact, development opportunities, job duties and tasks, rewards, clarity of responsibilities, leadership quality, management support, job satisfaction, work life balance, value, stress, depression, and workplace relationships. The Office shall be responsible for the effective implementation of the quality management system, its constant improvement, evaluation and analysis on the limitations of internal resources and opportunities in order to improve the satisfaction of the staff, employers and learners, compatibility of stakeholders' requirements, accessibility and equality of the educational services.

### **On-going monitoring of Teacher, Primary Education (PTEP)**

On-going monitoring of the PTEP is carried out in compliance with the MNUE Development Policy (2014-2024), MNUE Internal Rules (2015), Guidelines for Academic Program Evaluation and Quality Assurance Policy (2020). The key players in the evaluation process are the schools, professional departments, and related divisions and offices. The MNUE Committee of Academic Programs and its sub-committees in the schools take a responsibility for approval and improvement of academic programs. The following questions are strongly regarded as fundamental for their on-going improvement.

In 2018-2022 the TS sub-committee 10 times, the branch committee 4 times discussed PTEP PLOs/CLOs correlation, implementation, course standards, and learning environment. During this period the evaluation of 58 courses has been done by the checklist developed by the sub-committee. As a result, some clarification followed by re-defining of CLOs, improving course titles, content, and methodology have been made. In 2014 when a new program initially was developed the PLOs were articulated in 4 subsets, in 2018 they were identified in 3 subsets. In the current program there are 567 CLOs for 49 professional course that correlated to 4 PLOs. The outcomes of these processes also led to revisit CF by changing their credit allocation and increase of a number of elective courses took. 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, 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. In 2022-2023 academic year, after 5 years of the first evaluation, the revision of this regulation is being done. So far, 51% of changes was regarding re-defining/re-wording the provisions to make them more precise and clearer, 7.2% about changes happened due to the University new structure, 6.8% was about additions to the regulation. place. The CF was changed from 124 credits into 126 by adding up the students' voluntary (social) work for 2 credits. Considering the requests from secondary schools, types of TPs were decreased from 6 to 4 with a subsequent lengthening of their duration. Upon graduation of the first cohort of students of a new program, in 2017-2018 academic year the comprehensive evaluation of the regulatory documents, including the University regulations. The results of this evaluation have been extensively discussed at relevant subcommittees and MNUE committee of academic programs followed by official approvals of the MNUE President's orders.

In 2018 after 4-year cycle of PTEP implementation the planned evaluation has been made. The Curriculum Framework has been relatively stable since its development in 2014. There was a minor change in 2018 regarding its structure and credit allocation for some courses. The evaluation revealed a need to review the contents, aims and CLOs of courses in terms of their overlapping.

### **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 and their duration was extended to in order to address secondary schools' requests. In the academic year 2017-2018, the MNUE appointed a working group to analyze CLOs to eliminate content overlap in teacher education foundation compulsory courses.

### **Addressing needs of a society**

The academic program evaluation has two main components- their design and implementation based on stakeholders' satisfaction and oriented towards achieving PEOs and PLOs.

The PTEP newly developed in 2014 has been more focused on educational psychology and methodology of teaching to primary graders. However, by the review of 2016 it has been revealed that the program needed more emphasis on individual needs and interests of a child, development of more socialization, and "soft" skills of young learners. So, in 2018, 2021 some changes related to these issues were made in CF and in the program. For instance, courses "Foundation of Inclusive Education" and "Methodology for Supporting Development of an Individual Child" have been included in the CF. In addition,

within the ERAZMUS Project (2021-2024) on a teacher development in inclusion the program was enriched. by theoretical and practical knowledge and experiences in inclusion. The e-courses and resources developed are available on <https://edulaweu.eu/about-edulaw-asia-melinc/>.

The outcomes of study conducted by the Institute of Education on the development peculiarities of a Mongolian Child in two stages – in 2014 and 2019 – were published 2023. This study covered 7990 children: 3164 in 2014-2017 and 4019 in 2019-2021. The importance of the study lied in clarification and/or identification of effective child support activities based on the results of the research. The contents of professional foundation and specialization courses of the current PTEP reflect on the social and behavioral development of children with more support for their process of adaptation to school. There is also a focus on integrated teaching methods for developing learners' general understanding of relationships/correlation of events and phenomena, ability to perform mathematical operations, and the finally creating a positive psychological learning environment that boosts effective learning.

The Child Development Centre set up at the school allows more insights into content, methodology, and research of a young learner. The center offers various activities for teachers, students, parents and guardians in supporting development of children, particularly in assisting their cognitive, mental and physical development, as well as social skills and communication abilities.

#### Students' learning load, progression and completion

##### Learning load

On average, MNUE undergraduate students' study 48.6 hours per week, 778 hours per semester and 1556 hours in one academic year. By the current CF, renewed and approved in 2018, the academic load of students majoring in primary teaching shows that, within four years of study, students spend 3280 hours for classroom study and 3088 hours for self-study. The average amount of classroom study per semester is  $3280/8=410$  hours, while self-study hour is  $3088/8=386$  hours. The weekly load is 26 hours of classroom study and 24 hours of self-study. The time for independent studies is made up 3,4 hours per day, 24 hours per week, and 386 hours per semester.

##### Students' progression

The percentage of students who studied continuously and completed the program is 78.2% (out of 367 students who entered in 2018), 5.1% transferred to other/schools/programs, 1.6% left the program, and 14.9% were on a year leave. The reasons for leave were related to tuition fees (2.9%), health issues (3%), and the rest percentage was caused by family issues and maternity. The students who are on leave usually get back to the program within 1-3 years. So, it can be concluded that the retention percentage is high 93.1.

##### The effectiveness of assessment procedures

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:

- Assess knowledge, skills and attitudes acquired through particular course components (topics, themes, modules, thematic units) as indicated in the course standards
- Assess knowledge, skills and attitudes acquired through program components, i.e., professional knowledge, skills and attitudes acquired through general foundation, teacher education and professional courses as indicated in particular course standards
- Assess expected outcomes of the teacher education program i.e., knowledge, skills and attitudes

acquired within teacher education program. 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 Effectiveness of Teaching Practicums

Each of 4 practicums focuses on developing certain skills of students with sufficient observations, methodology try-outs, and case studies. The students have to fill out the practicum books, compile a portfolio of materials they developed/used and some reflections. The final assessment is given by the University supervisor and a secondary school mentor. For the last 5 years the average grade was 93 (-A). And the employer's satisfaction survey average for the last 4 years was 91.6%.

#### Students' expectations, needs and satisfaction

The PTEP CF gives an opportunity to students to flexibly plan their learning through the program – for 4 years and for faster students in 3.5 years. In certain circumstances they are allowed to submit requests for a year leave, if needed. Winter and summer semesters give them opportunity to re-sit the courses they missed or failed, and re-take examinations including graduation examinations. With the aim to clarify the students' needs, in 2019 and 2020 all PTEP students were given "SCL-90" (self-report psychometric instrument) test. The results revealed 2% of them require special attention and need more thorough medical diagnosis or health care needed, 17% of them in need of individual psychological consultancy, and 61% of them need more knowledge and experiences in maintaining healthy life habits. So, the School organizes stress management health self-care and healthy living trainings on an annual basis. There is also a need to consider that 82% of all enrolled students are from rural areas. The following activities are regularly organized by the School's OAP, MNUE OSS, professional departments, and teachers take care of these to help adapt to the university setting.

#### Satisfaction surveys

The MNUE survey system comprises of 5 types of satisfaction surveys: 2 for students (course surveys and graduation surveys), a survey for graduates, employers and teaching staff. The final results of satisfaction surveys for the last 5 years are shown below:

- Students' satisfaction – 91%
- Graduates' satisfaction – 91.3%
- Employers' satisfaction – 91.6%
- Teaching staff satisfaction 92.2%

The teaching staff survey is conducted once in 5 years with the purpose of identifying the current state of academic programs. It has been developed with 49 questions – teaching (12 questions), research (15 questions), international cooperation (11 questions), and finances and environment (11 questions). So far, it has been conducted electronically in 2019-2020. 56% of the University full-time lecturers out of 377 were surveyed. In this survey 58% of lecturers of TS participated, and 87% of them were satisfied

(good) and 13% responded that it needs some improvement (fair). It can be concluded that all surveys have made a substantial contribution to identify the state of achievements and issues related to designing and implementation of PTEP. For the future consideration, the issues related to provision of learning materials (coursebooks, handbooks and other aids), communications skill and attitudes of teaching staff, and adequate distribution and load of student's independent assignments. So, as follow-up actions the departments reviewed a volume of these assignments and organized some activities for lecturers for developing integrated assignments, assisting students more in developing learning strategies, and introducing some possible ways for lecturers' collaboration. The special attention is given for increasing a number of coursebooks and other course aids for students by allocating funding for their purchase and/or writing.

#### Learning environment and students' support

The TS takes sequential actions to create a favorable and safe physical and socio-psychological environment for students that contributes to deepening their knowledge and skills, giving them more rooms to explore, analyse and develop their own experiences by individual and collaborative work. Their rights for learning are respected and protected. The students' and graduating students' survey results required further improvement of learning environment.

They were related to increase access to the Internet connection and equipment in classrooms and more spaces for teamwork and projects. So, the School allocate more funds to fix the situation. In last 3 years, 3 rooms were provided with smart boards, screen and required equipment (rooms 112, 212, and 309), and more funds are planned for setting up a natural sciences experimental lab in next 2 years. The most of courses are scheduled in the first half of a day. This gives a plenty of possibilities for using classrooms and facilities for students' projects and groupwork. The TS library with 90 seating capacity and more than 200.000 book fund and 8.000 e-sources provides services to students. 91% of the stock are coursebooks and handbooks in active circulation. By the requests of professional departments, the school renew the book fund up to 20 copies of 1-5 kinds per semester. More funds and resources are offered in the main library of the university <http://catalog.msue.edu.mn>, <http://library.msue.edu.mn>.

In addition, PTEP students have an access to quite a number of e-resources, such as 1900 journals and e-databases through <http://link.springer.com/>, <http://spiedigitallibrary.org/>, <http://www.annualreviews.org/>, <http://elibrary.imf.org/> and some more.

In last 5 years up to 13 students' clubs have been functioning at the school. Many of them stopped their activities in last 2 years due to the pandemic. This year 3 clubs have been active on a regular basis. By the provision 7.15 of the Academic Regulation 31 students who actively participated in club activities received a scholarship. Over last 5 years, the TS and the MNUE OSS funded/organized more than 90 activities and events for PTEP students.

#### **On-going monitoring of Preschool Teacher Education Program (PSTEP)**

On-going monitoring of the PSTEP is carried out in compliance with the MNUE Development Policy (2014-2024), MNUE Internal Rules (2015), Guidelines for Academic Program Evaluation and Quality Assurance Policy (2020). The key players in the evaluation process are the schools, professional departments, and related divisions and offices. The MNUE Committee of Academic Programs and its sub-committees in the schools take a responsibility for approval and improvement of academic programs.

In 2014-2018 the SPTE sub-committee 14 times, in 2018-2022 the branch committee 5 times discussed among other issues the PSTEP PEOs, PLOs and CLOs correlation, implementation, course standards, and learning environment. During this period the evaluation of 58 courses has been done as an example by the checklist developed by the TE Sub-committee. As a result, some clarification followed by re-defining of CLOs, improving course titles, content, and methodology have been made. The PSTEP as a part of all these processes, also underwent relevant changes. The accreditation of PSTEP in 2015, 2018 and 2021, specifically recommendations and requirements given by experts have made a substantial contribution to illumination of some issues to be sorted out. As a result of all above mentioned activities the PSTEP CF has been reviewed and some changes in credit allocation and increase of a



number of elective courses took place. It was changed from 120 credits into 123 by adding up the students' voluntary (social) work.

Considering the requests from secondary schools, types of TPs were decreased from 6 to 4 with a subsequent lengthening their duration. Upon graduation of the first cohort of students of a new program, in 2017-2018 academic year the comprehensive evaluation of the regulatory documents, including the University regulations. The results of this evaluation have been extensively discussed at relevant sub-committees and MNUE committee of academic programs followed by official approvals of the MNUE President's orders. They are as follows:

MNUE Academic Regulation: 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, 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. In 2022-2023 academic year, after 5 years of the first evaluation, the revision of this regulation is being done. So far, 51% of changes was regarding re-defining/re-wording the provisions to make them more precise and clearer, 7.2% about changes happened due to the University new structure, 6.8% was about additions to the regulation.

#### 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 and their duration was extended in order to in order to address secondary schools' requests. In the academic year 2017-2018, the MNUE appointed a working group to analyze CLOs in order to eliminate content overlap in teacher education foundation compulsory courses.

The academic program evaluation has two main components- their design and implementation based on stakeholders' satisfaction and oriented towards achieving PEOs and PLOs. The PSTEP PEOs were identified in line with the national policy on preschool education with a strong consideration of needs of potential stakeholders and the communities. They underwent discussions by the professional circles of kindergarten managerial and teaching staff, specialists of the city and province Education Departments, textbook writers and curriculum developers. So, the PLOs were defined to fulfill the objectives set. The program learning outcomes have been identified in three subsets of competencies as personal, professional and subject specialty which is fully met the requirements of the time.

As it has been mentioned the availability of kindergarten teachers and the number of kindergartens has been increased substantially since 2014. However, there is a quite big number of children aged 2-5 are still left outside of care. The national statistics show that in 2015-2021 64,874 children, in 2021-2022 academic year 112,770 out of 303,388 children did not attend kindergarten due to their lack. Therefore, starting from 2020, the MoEAS has made a decision to employ "a shift" teachers in preparatory groups of the kindergartens (Procedure for the temporary employment of shift teachers in kindergartens approved by order No. A/214 of the Minister, 2021. In support to the governmental policy SPTE has made a decision based on the provisions of related regulations on incentives for students working as shift teachers, the SPTE 115 students have been hired as shift teachers in kindergartens in Ulaanbaatar. Their working day is limited to 4-5 hours a day. The support and cooperation of kindergarten teachers, methodologists, students and group teachers has improved. These students have their courses online.

#### Students' learning load, progression and completion

The PSTEP offers a flexible progression for students throughout the program by setting 10 credits at least and 21 credits at most per semester. So, on average students earn 32 credits per a year.

The percentage of students who studied continuously and completed the program is 78.2%, overall retention in the program is 91%.

#### Learning load

On average, MNUE undergraduate students study 48.6 hours per week, 778 hours per semester and 1,556 hours in one academic year. By the current CF, renewed and approved in 2018, the academic



load of students majoring in preschool teaching shows that, within four years of study, students spend 3,258 hours for classroom study and 3,064 hours for self-study. The amount of classroom study per semester is 796 hours, a weekly load of 26 hours of classroom study and 24 hours for self-study. The time for independent studies is made up 4-5 hours per day.

#### Graduation examinations

The percentage of students assessed with *A* and *B* comprises 54.41% and students with *C* and *D* makes up 45.5%. MNUE started conducting an employment tracking survey of its graduates in 2014. As of 2020, 74% of the school's graduates are employed. 68% of all employed graduates are employed in their profession, 10% are employed in other educational institutions, and 16% are self-employed.

#### The effectiveness of assessment procedures

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:

- Assess knowledge, skills and attitudes acquired through particular course components (topics, themes, modules, thematic units) as indicated in the course standards
- Assess knowledge, skills and attitudes acquired through program components, i.e., professional knowledge, skills and attitudes acquired through general foundation, teacher education and professional courses as indicated in particular course standards
- Assess expected outcomes of the teacher education program i.e., knowledge, skills and attitudes acquired within teacher education program. 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 Effectiveness of Teaching Practicums

Each of 4 practicums focuses on developing certain skills of students with sufficient observations, methodology try-outs, and case studies. The students have to fill out the practicum books, compile a portfolio of materials they developed/used and some reflections. The final assessment is given jointly by the University supervisor and a secondary school mentor. For the last 5 years the average grade was 93 (-A).

#### Students expectations, needs and satisfaction

The PSTEP CF gives an opportunity to students to flexibly plan their learning through the program – for 4 years and for faster students in 3.5 years. In certain circumstances they are allowed to submit requests for a year leave. Winter and summer semesters give them opportunity to re-sit the courses they missed or failed, and re-take examinations including graduation examinations. The SPTE OAP, MNUE OSS, professional departments, and lecturers regularly organize activities and events to help students adapt to the university setting. MNUE policy documents include special provisions regarding admission of students with disability and support services to meet their developmental and individual needs. During the period of 2018-2023, 6 visually impaired, 1 hearing impaired, and 2 disabled students were enrolled in PSTEP. Apart from support from the School all of them received grants from the Education Loan Fund.

### Satisfaction surveys

The MNUE survey system comprises of different types of satisfaction surveys. The most frequently conducted one is course satisfaction survey organized online at the end of each semester. For the last 5 years the results of this study showed that students are highly satisfied with course purpose, planning and active methodologies that ensure their active involvement. The only critical thing was given to insufficient time for assignments. The average results for 2018-2020 was 90.8%, 90.1 for 2020-2021, and 83.3% in 2021-2022. The average is 87.9%.

### Learning environment and students' support

One of the primary duties of the SPTE is to provide a favorable and safe physical and socio-psychological environment for students that contributes to deepening their knowledge and skills, giving them more rooms to explore, analyse and develop their own experiences by individual and collaborative work. Their rights for learning are respected and protected. The most of courses are scheduled in the first half of a day. This gives a plenty of possibilities for using classrooms and facilities for students' projects and groupwork. The SPTE library with a rich book fund including 8,000 e-sources provides services to students. 80% of the stock are coursebooks and handbooks in active circulation. By the requests of professional departments, the school renew the book fund up to 20 copies of 1-5 kinds per semester. More funds and resources are offered in the main library of the university <http://catalog.msue.edu.mn>, <http://library.msue.edu.mn>. This includes also an access to popular databases Springer, Ebsco, Annual Reviews etc. (<http://link.springer.com/>, <http://spiedigitalibrary.org/>, <http://www.annualreviews.org/>, <http://elibrary.imf.org/> ).

### Scholarships, grants and loans

PSTEP students are eligible for receiving various scholarships, grants and loans. Currently, the following types of financial support are available for them: The governmental scholarships: high entrance score, annual roundtrip ticket cost (for those who are enrolled from rural areas located in further than 500 km), TP scholarship (for senior students performing their TP in rural areas)

Over the last 5 years, a total number of 1,126 (in duplicated number) has received various types of scholarships and grants. By the MNUE Students Regulation, one type of scholarship is allowed one time, but grants and loans can be obtained more than once additionally. There is a well-set structure of receiving students' requests and complaints that allows timely solutions and responses issued. For the last 5 years the most requests were related to postponing tuition fee (full or partial). In 2018-2023 there were 262 requests received and solved. Another quite substantial number of requests were related to course selection - increasing and decreasing number of courses for various reasons. Usually about 100-150 students files this kind of requests at the beginning of each semester. For the students from remote areas, where the availability of equipment and the Internet is limited, the school provides mobile phone numbers with data which allow them to access the ULMS for free.

## **9.2 Assessment**

MNUE employs a systematic approach to evaluating the continuous monitoring and adjustment of degree programs, which is characterised by a closed-loop feedback mechanism. This process involves regular reviews of degree programs by established committees that include faculty members, academic leaders and student representatives. These committees analyse data from various sources, such as student performance metrics, course evaluations and feedback from industry stakeholders.

The university conducts regular program reviews, during which the curriculum is evaluated against current academic standards and industry requirements. The feedback collected is used to identify areas for improvement, leading to necessary adjustments to course content, teaching methods and assessment strategies. This iterative process ensures that the degree programs remain relevant and meet the educational needs of students and the demands of the labor market.

Program content is reviewed in light of the latest research in the respective discipline to ensure that the program is up to date: The MNUE regularly reviews the curriculum to incorporate the latest research and advances in each discipline. Faculty members are encouraged to engage in continuous professional development and participate in research activities that feed into the updating of the curriculum. In addition, external advisory boards comprised of industry experts provide insights into emerging trends and best practices, ensuring that program content remains current and relevant.

The university conducts surveys and focus groups with stakeholders, including employers and alumni, to gain insights into the evolving needs of society. This feedback is instrumental in shaping the curriculum to address societal challenges and prepare students for the world of work.

In terms of students' expectations, needs and satisfaction regarding the degree programs, MNUE actively seeks feedback from students through course evaluations, focus groups and satisfaction surveys. This feedback is analysed to measure students' expectations and satisfaction, which is used in program development and improvement. The university places a strong emphasis on creating an educational environment that is responsive and meets the needs of its diverse student body.

MNUE places a strong emphasis on the participation of students and other stakeholders in the design and evaluation of degree programs. The university engages students through representative bodies such as student councils, which provide a platform for students' voices to be heard in decision-making processes. In addition, feedback from alumni is actively sought to ensure that the curriculum meets real-world expectations and demands.

Stakeholder participation is facilitated through regular meetings, workshops and consultations that enable joint discussions on how to design and improve programs. This participatory approach not only increases the relevance of the courses, but also fosters a sense of responsibility and commitment among all parties involved.

MNUE values reflection and communication of results through structured feedback mechanisms and transparency in reporting. Following program reviews and assessments, the results are summarised in reports that are shared with faculty, students, and relevant stakeholders. The university holds information sessions and workshops to discuss the results of the evaluations and the subsequent measures taken to address the identified issues. This open communication fosters trust and collaboration within the university community.

MNUE provides therefore comprehensive and valuable information about its activities, catering to prospective and current students, alumni, stakeholders, and the public. The institution ensures that details about its operations, personnel, partners, study programs, continuing education, research, and services are readily accessible. This information is up-to-date, impartial, and detailed, helping stakeholders make informed decisions. All relevant information is accessible to students, prospective students, graduates, other stakeholders, and the public through multiple channels. The MNUE website is a primary source, offering detailed information on study programs.

MNUE stands for good higher education because they pay great attention and care to quality assurance. The MNUE has formal quality assurance policies in place that serve as the pillars of their commitment to academic excellence and continuous improvement.

At the MNUE, the quality assurance policy is a cornerstone of their academic framework and reflects the institution's unwavering commitment to very good higher education. This policy was developed in consultation with faculty members, administrative staff and external experts and encompasses a wide range of areas that are critical to ensuring educational quality. From the design of the curriculum and teaching methodologies to the assessment procedures and student support services, every aspect is carefully crafted to uphold the highest standards of academic integrity and excellence.

Likewise, MNUE has a comprehensive quality assurance policy. Developed in accordance with national accreditation standards and best practices, this policy is easily accessible to all stakeholders and en-

sure transparency and accountability. The policy covers essential areas such as curriculum development, pedagogical innovation, and student engagement, and serves as a guiding framework for maintaining and improving the quality of education provided at MNUE.

MNUE recognises the importance of making its quality assurance policies publicly available. These policies are easily accessible through the university's official websites and handbooks, ensuring transparency and providing stakeholders with clear guidelines on MNUE's commitment to quality education.

MNUE's quality assurance guidelines cover all relevant areas that are essential to academic excellence and programme quality. From initial curriculum design and development to course delivery and assessment of student learning outcomes, every facet of the educational process is strictly considered.

The university recognises the importance of keeping up to date with new trends and best practices in higher education. Its quality assurance guidelines are regularly reviewed and updated to meet the evolving needs of students, industry partners and society at large, ensuring that it remains at the forefront of educational innovation and excellence.

#### Transparency of the quality assurance guideline

The MNUE's quality assurance guidelines emphasise the importance of designing curricula that address local needs and aim to align with global best practices in the future: they describe procedures for developing and reviewing academic programmes and ensure that they meet the highest standards of quality and relevance. Similarly, the MNUE's quality assurance guidelines place a strong emphasis on curriculum development that is based on stakeholder feedback. It emphasises the integration of real-world experiences and practical learning opportunities into the curriculum to prepare students for the demands of the global workplace. Here, MNUE demonstrates a strong commitment to the effective implementation, monitoring, and revision of its quality assurance policies. MNUE has dedicated quality assurance teams responsible for monitoring the implementation of quality assurance measures and compliance with established standards.

MNUE has developed a robust approach to quality assurance that effectively engages stakeholders and incorporates feedback into programme development. The university's commitment to continuous improvement and attention to student needs is commendable. The collaborative approach that incorporates faculty, students, and industry partners is particularly positive as it ensures that programmes remain relevant and effective.

MNUE's comprehensive approach to quality assurance, continuous improvement and stakeholder engagement ensures that programmes remain relevant and effective in meeting the needs of students and society.

The expert group recommends, that the departments for prospective teachers in pre-school and primary education should have a quality officer for internal quality management.

The students' workload should be evaluated in shorter cycles and, if necessary, recommendations for action should be derived if the workload is too high.

### **9.3 Conclusion**

The criterion is **fulfilled**.

#### **Recommendations:**

- The departments for prospective teachers in pre-school and primary education should have a quality officer for internal quality management.
- The students' workload should be evaluated in shorter cycles and, if necessary, recommendations for action should be derived if the workload is too high.

## 10 ESG Standard 1.10: Cyclical external quality assurance

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

### 10.1 Implementation

The external quality assurance in education sector is a well-formed system that has been implemented on annual basis. They commonly take forms of audits, assessments and accreditation. Since launching the new academic programme during the period of 2014-2022, more than 80 routine external assessments have been carried out by various governmental agencies. The reports are usually discussed at the Board of Directors and the Academic Programme Committee meetings and alteration actions are discussed and decisions are made. External evaluation bodies are e.g. Ministry of Education and Science, General Inspectorate for Education, Mongolian National Audits etc.

#### **External evaluation of Teacher, Primary Education (PTEP)**

The PTEP was successfully accredited with a term of five years in 2009 and in 2017 for the second time by Mongolian National Council for Educational Accreditation (MNCEA). The expert team of 2009 evaluated the programme as 86.7 (2020 points out of 255), whereas in 2017 it evaluated as 82.7 by fully meeting 24 criteria out of 29. Recommendations given by the team of experts and follow-up actions were taken and fulfilled, e.g.: During the period of 2017-2023, teaching staff was involved in most of the PD activities organized at the national level. 9 lecturers had PD activities in Russian Federation, the USA, Philippines, Japan, China and South Korea. In addition, 19 lecturers were involved in experience exchanging activities and visiting professors in the USA (9), Japan (5), and China (5).

#### **Satisfaction surveys of employers and graduates**

The average of satisfaction survey of employers for 2016-2020 was 91.6%. The highest points were given to methodological preparedness, research and communication skills of graduates who are capable to organize teaching based on the principles of active learning and learner-centeredness. The TS Alumni was founded in 2011. Since then, it has been making a substantial contribution to increase job placement of graduates, advertising the programme, and exchanging of information with stakeholders. One of its aims lies in hearing the voices of graduates by conducting surveys. The Institute of Education and Teacher Development Centre also conduct surveys of graduates. The average of graduates' survey is 91.3% for 2016-2020.

The new PTEP intends to provide more opportunities and flexibility for professional and personal development of all parties – the students and teaching staff. The strengths of the PTEP which has a long 100 years of tradition, can be seen in the following:

- PTEP has been accredited twice at the national level. The current program's design and structure is widely used as an example by other HEIs that offer bachelor's degree similar program.
- All legislative documents that coordinate various parts of the program are developed and they go through the process of continuous evaluation and improvement.
- The newly developed ULMS supports the implementation of the new programme by providing databases for its continuous analyses and improvement.
- Every faculty member is actively involved in the process of developing the PLOs and their correlated CLOs contributing to justified and informed decisions about PTEP improvement.
- The department faculties are actively involved in developing national core curriculum and textbooks for primary grades which allow them to be deeply engaged in all developments and changes taking place at this level.
- The opportunities such as selecting courses and teachers, flexible curriculum framework in terms of length of study, a variety of elective courses, as well as some extension courses provide students to organize their learning in accordance with their needs and interests, and financial possibilities.
- The well-structured student support system of the TS provides services that guide and assist students throughout their studies including
- Each type of TP focuses on aspects of knowledge, skills and attitudes required by the



national core-curriculum and PLOs of PTEP. They open more opportunities for effective collaboration with schools who are potential employers of the graduates.

- A primary teacher profession is one of the most demanded professions in the country. So, the graduates of PTEP are 100% employed within 1-2 years after completion of the program.

Apart from achievements mentioned above, the current state of implementation processes raised several issues that are waiting their solutions in near future. So, the TS has planned a sequence of actions in its three-year plan as:

- Complete a review of the programme that started in 2022-2023 academic year which is specifically focused on revision of CLOs in relation to PLOs, balanced allocation of credits, and justification and selection of general foundation and professional courses. Thus, ensure more flexible design, structure and management of CF.
- Seek for more integration of learning strategies development into subject specialty content of courses
- Improve the learning environment and provision of teaching/learning aids by funding development of more coursebooks, handbooks and methodology guides for primary teaching
- Increase a number e-lectures and supporting e-resources
- Revision of assessment tasks in terms of their reliability and practicality, and develop more integrated assignment for students' independent learning
- Increase a number of extension courses/programmes with a special focus on primary graders' research, teacher ethics, cultural traditions, and human values.

#### **External Evaluation of Preschool Teacher Education Program (PSTEP)**

The PSTEP was successfully accredited in 2006, 2013 and 2020 by the Mongolian National Council for Educational Accreditation (MNCEA). The expert team of 2006 evaluated the program "good", whereas in 2013 it evaluated as 97.4 by gaining 413 points out of 424.

The new PSTEP intends to provide more opportunities and flexibility for professional and personal development of all parties – the students and teaching staff. The strength of the PSTEP can be shown the following:

- PSTEP has been accredited 3 times at the national level.
- Since its foundation the school has trained more than 7,000 kindergarten teachers who now comprise 92% of all practicing teachers in the country. This opens great opportunities for professional departments not only to keep updated on practical issues that kindergartens and their teachers face but also provides effective communication and collaboration with them.
- A kindergarten teacher profession is one of the most demanded professions in the country. So, the graduates of the program 100% employed right upon their graduation.
- All legislative documents that coordinate various parts of the program are developed and they go through the process of continuous evaluation and improvement.
- Every faculty member is actively involved in the process of developing the PLOs and their correlated CLOs which contributes to make more justified and informed decisions about PTEP improvement. The newly developed ULMS supports the implementation of the new program by providing databases for its continuous analyses and improvement.
- The opportunities such as selecting courses and teachers, flexible curriculum framework in terms of length of study, a variety of elective courses, as well as some extension courses provide students with opportunities to organize their learning in accordance with their needs and interests, and financial possibilities.
- The well-structured student support system of the TS provides services that guide and assist students throughout their studies including.
- The department faculties are actively involved in developing national core curriculum and textbooks for primary grades which allow them to be deeply engaged in all developments and changes taking place in the field.
- Each type of TP focuses on particular aspects of knowledge, skills and attitudes required by the national core-curriculum and learning outcomes of PSTEP. They open up more opportunities for effective collaboration with kindergartens who are potential employers of the graduates.



- A kindergarten teacher profession is one of the most demanded professions in the country. So, the graduates of the program 100% are employed right upon their graduation.

Apart from strengths the current state of implementation processes raised some issues that needed to be addressed in near future (within 1-5 years) by detailed planning and allocation of financial resources. These are:

- Increase several coursebooks and additional reading resources including more latest achievements in preschool education with the focus on outcomes of empiric research of young children. For this reason, more funds for purchasing internationally recognized books, teaching/learning aids and provision of incentives for teaching staff to develop coursebooks and e-resources. This area also includes creating a database of domestic and international research articles to enrich the contents of courses.
- Improve learning/teaching environment by purchasing equipment and supporting facilities specifically designed for a child diagnosis, child observations, and labs for Natural Sciences experiments
- Provide more support and incentives for development of research capacity of faculties and encourage them to publish their outcomes in international journals. In supporting this, along with developing research skills of faculties plan and implement activities for developing their English language proficiency level.
- Continue supporting students with a disability by not only purchasing and/or developing facilities and resources, but also developing more materials specifically designed for students with visual and hearing impairment.

## 10.2 Assessment

The external quality assurance practices of the MNUE are evaluated very positively from a holistic view, demonstrating a robust commitment to ensuring excellence across all aspects of its operations.

### Comprehensive Coverage

The quality assurance framework of the HEI is appropriately designed to cover different organizational levels and status groups within the institution. It encompasses a wide range of activities, including teaching, research, administration, and support services, ensuring that all areas crucial to the institution's functioning are subject to rigorous evaluation and improvement.

### Alignment with Legal Framework

The quality assurance mechanisms of the HEI are meticulously aligned with the relevant legal framework governing higher education. By adhering to national regulations and standards, the institution ensures compliance with legal requirements while upholding the integrity and credibility of its academic programs and services.

### Confirmation and Improvement

The external quality assurance processes serve to both confirm the internal quality assurance practices of the HEI and stimulate continuous improvement. External evaluators provide valuable feedback and recommendations based on thorough assessments, validating the institution's existing quality assurance measures and identifying areas for enhancement. This iterative approach fosters a culture of continuous improvement, driving the institution towards higher levels of excellence and effectiveness.

### Transparency and Accountability

The quality assurance mechanisms of the HEI are transparent and accountable, providing the university community and the public with comprehensive information on the quality of its activities. Reports, evaluations, and accreditation outcomes are made readily available to stakeholders, facilitating informed decision-making and promoting accountability at all levels of the institution.

Overall, the external quality assurance practices of the HEI demonstrate a strong commitment to excellence, accountability, and continuous improvement. By ensuring comprehensive coverage, alignment with legal requirements, and transparency in reporting, the institution upholds the highest standards of quality and integrity in its academic endeavours.

### **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 German Council of Science and Humanities (WR)**

The study programs "**Teacher, Primary Education D011301**" and "**Teacher, Preschool Education 6-011201**" were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), and the national or other relevant regulations.

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

The assessment criteria are as follows:

**Standard 1.1 Policy for quality assurance:** Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

**Standard 1.2 Design and approval of programmes:** Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

**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 criterion is **fulfilled**.

**Standard 1.4 Student admission, progression, recognition and certification:** Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

**Standard 1.5 Teaching staff:** Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

**Standard 1.6 Learning resources and student support:** The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

**Standard 1.7 Information management:** Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

**Standard 1.8 Public information:** Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

**Standard 1.9 On-going monitoring and periodic review of programmes:** Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

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

The criterion is **fulfilled**.

## 2 Accreditation Recommendation

The peer-review experts recommend an unconditional accreditation with the following recommendations for the study programs "**Teacher, Primary Education D011301**" and "**Teacher, Preschool Education 6-011201**":

### General recommendations:

1. The MNUE should promote academic mobility and, on the one hand, enable teachers to spend time abroad and, at the same time, create attractive opportunities for international students from abroad. Similarly, administrative staff should have the opportunity to take 'English' courses in order to be linguistically prepared for potential incoming students.
2. Students should be more involved in research projects in order to acquire research skills.
3. Internships should be carried out alongside additional coursework to practise the acquisition of skills.
4. Contemporary research approaches should also be considered in the design of the curriculum to enrich the coursework. Likewise, the MNUE should introduce English as a compulsory subject for all students in line with the internationalisation strategy.
5. A qualification system should be created to promote lifelong learning and professionalisation, so that teachers in school service can return to the university to update their expertise. This qualification programme can also help to qualify older students and students in secondary education who work in primary schools.
6. In order to implement the new curriculum concept, all teachers should have the same technological knowledge. Therefore, compulsory further training courses (e.g. blended learning) should be implemented to bring qualified and unqualified staff into contact with each other so that they can learn together and develop a common understanding of the topic. University staff should receive annual performance reviews in this context to set personal development goals.
7. Study program courses should be offered in small groups to reduce the workload of teaching staff and to provide students with a better student-teacher ratio.
8. Learning facilities and spatial resources should be modernised and expanded.
9. The departments for prospective teachers in pre-school and primary education should have a quality officer for internal quality management.
10. The students' workload should be evaluated in shorter cycles and, if necessary, recommendations for action should be derived if the workload is too high.

## **V Decisions of the Accreditation Commission of ACQUIN**

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN has made its decision on the 20 September 2024:

### **General recommendations for all study programmes:**

- The MNUE should promote academic mobility and, on the one hand, enable teachers to spend time abroad and, at the same time, create attractive opportunities for international students from abroad. Similarly, administrative staff should have the opportunity to take ‘English’ courses in order to be linguistically prepared for potential incoming students.
- Students should be more involved in research projects in order to acquire research skills.
- Internships should be carried out alongside additional coursework to practise the acquisition of skills.
- Contemporary research approaches should also be considered in the design of the curriculum to enrich the coursework. Likewise, the MNUE should introduce English as a compulsory subject for all students in line with the internationalisation strategy.
- A qualification system should be created to promote lifelong learning and professionalisation, so that teachers in school service can return to the university to update their expertise. This qualification programme can also help to qualify older students and students in secondary education who work in primary schools.
- In order to implement the new curriculum concept, all teachers should have the same technological knowledge. Therefore, compulsory further training courses (e.g. blended learning) should be implemented to bring qualified and unqualified staff into contact with each other so that they can learn together and develop a common understanding of the topic. University staff should receive annual performance reviews in this context to set personal development goals.
- Study program courses should be offered in small groups to reduce the workload of teaching staff and to provide students with a better student-teacher ratio.
- Learning facilities and spatial resources should be modernised and expanded.
- The departments for prospective teachers in pre-school and primary education should have a quality officer for internal quality management.
- The students' workload should be evaluated in shorter cycles and, if necessary, recommendations for action should be derived if the workload is too high.

### **Teacher, Primary Education D011301**

**The study programme “Teacher, Primary Education D011301” is accredited without any conditions.**

**The accreditation is valid until 30. September 2030.**

### **Teacher, Preschool Education 6-011201**

**The study programme “Teacher, Preschool Education 6-011201” is accredited without any conditions.**

**The accreditation is valid until 30. September 2030.**