



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

## **OF THE EXTERNAL EXPERT COMMITTEE (EEC) AGAINST THE RESULTS OF THE SPECIALIZED ACCREDITATION OF THE EDUCATIONAL PROGRAMS**

5B042100- DESIGN, 5B090100- 5B090100 – ORGANIZATION OF  
TRANSPORTATION, TRAFFIC AND TRANSPORT OPERATION,  
5B090200- TOURISM

**AKTOBE REGIONAL STATE UNIVERSITY NAMED  
AFTER K. ZHUBANOV**

**SITE VISIT DATES: 4 October- 6 October, 2017**

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**  
**External Expert Committee**

**To**  
**the Council for**  
**Accreditation IAAR**



**REPORT**

**OF THE EXTERNAL EXPERT COMMITTEE (EEC)  
AGAINST THE RESULTS OF THE SPECIALIZED ACCREDITATION  
OF THE EDUCATIONAL PROGRAMS  
5B042100- DESIGN, 5B090100- 5B090100 – ORGANIZATION OF TRANSPORTATION,  
TRAFFIC AND TRANSPORT OPERATION, 5B090200- TOURISM  
AKTOBE REGIONAL STATE UNIVERSITY NAMED AFTER K. ZHUBANOV**

**SITE VISIT DATES: 4 October- 6 October, 2017**

**Aktobe**

**October 6, 2017**

## CONTENT

(I) DESIGNATIONS AND ABBREVIATIONS .....	3
(II) INTRODUCTION.....	4
(III) INTRODUCING OF THE EDUCATION ORGANIZATION .....	5
(IV) THE EEC VISIT .....	6
(V) COMPLIANCE TO THE SPECIALIZED ACCREDITATION STANDARDS .....	8
<b>5.1. Standard “Educational Program Management” .....</b>	<b>8</b>
<b>5.2. Standard “Reporting and Information Management” .....</b>	<b>12</b>
<b>5.3. Standard “Development and approval of academic programs” .....</b>	<b>15</b>
<b>5.4. Standard “Continuous monitoring and regular assessment of educational programs” ....</b>	<b>19</b>
<b>5.5. Standard "Student-centered teaching and academic performance assessment" .....</b>	<b>22</b>
<b>5.6. Standard “Students” .....</b>	<b>22</b>
<b>5.7. Standard "Academic Teaching Staff" .....</b>	<b>24</b>
<b>5.8. Standard "Educational Resources and Student Support Systems" .....</b>	<b>25</b>
<b>5.9. Standard “Public information” .....</b>	<b>28</b>
<b>5.10. Standards in terms of separate programs.....</b>	<b>29</b>
(VI) REVIEW STRENGTHS / BEST PRACTICES FOR EVERY STANDARD .....	32
(VII) REVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY .....	41
Appendix 1. Estimated table “SPECIALIZED PROFILE PARAMETERS” .....	43

**(I) DESIGNATIONS AND ABBREVIATIONS**

**ARSU** - Aktobe Regional State University  
**AMP** - Administrative and Managerial Personnel  
**BD** - Basic Disciplines  
**EEEEA** - External Evaluation of Educational Achievements  
**EW** - Educational Work  
**SAC** - State Attestation Committee  
**SCES** - State Compulsory Educational Standard  
**DET** - Distance Educational Technologies  
**UNT** - Unified National Testing  
**ICT** - Information and Communication Technologies  
**IS** - Information Systems  
**IEP** – Individual Education Plan  
**CC** - Component of Choice  
**CYA** - Committee for Youth Affairs  
**CCSES** - Committee for Control in the Sphere of Education and Science of RK  
**CTE** - Credit Technology of Education  
**CED** - Catalogue of Elective Disciplines  
**MES RK** - Ministry of Education and Science of the Republic of Kazakhstan  
**MEP** - Modular Education Programs  
**NAS RK** - National Academy of Sciences of the Republic of Kazakhstan  
**RW** - Research Work  
**RWMS** – Research Work of Master’s Students  
**SRW** - Students Research Work  
**STC** - Scientific and Technical Board  
**CC** – Compulsory Component  
**CD** – Comprehensive Disciplines  
**EP** – Educational Programs  
**PD** – Profile Disciplines  
**HETS** – Higher Education Teaching Staff  
**EPU** – Editorial and Publishing Unit  
**WC** – Working Curriculum  
**DLS** - Distance Learning System  
**MIW** –Master’s Individual Work  
**SIW** – Students' Individual Work  
**SIWLG** – Students' Individual Work under Lecturer’s Guidance  
**SC** – Standard curriculum  
**ESS** – Educational Support Staff  
**AA** - Accounting and Audit  
**AMC** – Academic and Methodological Complex  
**AMCD** – Academic and Methodological Complex of a Discipline  
**AMCP** – Academic and Methodological Complex of Practice  
**ACS** – Academic Complex of Specialty  
**EMB** – Education and Methodical Board  
**PhD** - Doctor / Doctorate of Philosophy  
**EAC** – Electronic Academic Complex  
**EACD** – Electronic Academic Complex of a Discipline

## **(II) INTRODUCTION**

According to the Order №. 46-17-OD of the Independent Agency for Accreditation and Rating as of September 25, 2017, an External Expert Committee has conducted assessment to verify if the educational programs 5B042100- “Design”, 5B090100- “Organization of transportation, traffic and transport operation”, 5B090200- “Tourism” conform to the standards of specialized accreditation of the IAAR at the Aktobe Regional State University named after K. Zhubanov since October 4 to 6, 2017 (approved on February 24, 2017 No. 10-17-OD, fifth edition).

The Report of the External Expert Committee (ECC) contains an assessment of the submitted educational programs to IAAR criteria, the ECC recommendations for further improvement of educational programs and profile parameters of the educational programs of Aktobe Regional State University named after K. Zhubanov.

### **The EEC Composition:**

1. **Chairman of the Committee** - Yensebayeva Marzhan Zaitovna, Candidate of Sc. Physics and Mathematics, Associate Professor, Kazakh National Research Technical University named after K. Satpayev (Almaty);
2. **Foreign expert** - Grakovski Alexander, Doctor of Sc. Engineering, Professor of the Faculty of Computer Science and Electronics, Transport and Telecommunication Institute (Riga, Latvia);
3. **Foreign expert** – Kozuyev Durus Isakbayevich, Candidate of Sc. of Philology, Associate Professor, Vice-Rector for Academic Affairs, Bishkek University of Humanities named after K. Karasayev (Bishkek, Kyrgyzstan);
4. **Expert** – Gauriyeva Gulzhan Mukhametkaliyeva, Sc. of Philology, Associate Professor, Eurasian National University named after L. N. Gumilev (Astana);
5. **Expert** – Bodikov Seifolla Zhamauovich, member of the Union of Designers of the Republic of Kazakhstan, member of the Eurasian Union of Designers, Karaganda State University named after E.A. Buketov (Karaganda);
6. **Expert** – Karsybayev Yerzhan Yertayevich, Doctor of Sc. Technics, Professor, “Turan” University (Almaty);
7. **Expert** – Zakirova Dilnara Ikramkhanova, PhD, «Turan» University (Almaty);
8. **Expert** – Khamrayev Sheripidin Itakhunovich, Candidate of Sc. Technics, Associate Professor, Kazakh National Pedagogical University named after Abay (Almaty);
9. **Agency Observer** – Kanapyanov Timur Yerbolatovich, Head of International Projects and Public Relations of the IAAR (Astana);
10. **Agency Observer** – Niyazova Guliyash Balkenovna, Head of Project for Institutional and Specialized Accreditation of the IAAR (Astana);
11. **Agency Observer** – Kunanova Damilya Bakhytkereyevna, Head of the Department of Human Capital Development, Chamber of Entrepreneurs “Atameken” of Aktobe region (Aktobe);
12. **Student** – Tynyshtyk Akdana Boltekyzy, 4-year student of the EP 5B011900- “Foreign language: two foreign languages”, Aktobe University named after S. Baishev (Aktobe);
13. **Student** – Luparev Ruslan Yuryevich, 4-year student of the EP 5B042100- “Design”, Kazakh-Russian International University (Aktobe);
14. **Student** – Baimaganbetova Aidana Samatkyzy, 3-year student of the EP “5B070300- Information Systems”, Kazakh-Russian International University (Aktobe).

### **(III) INTRODUCING OF THE EDUCATION ORGANISATION**

Aktobe Regional State University named after Kudaibergen Zhubanov (K. Zhubanov ARSU) is one of the leading regional universities in Western Kazakhstan. The formation of the university as a major educational, scientific and cultural center of the region has its own history. The University is the legal successor of the Aktobe Pedagogical Institute, founded in 1966. In 1990, the Institute was named after the first Kazakh Professor-linguist Kudaibergen Zhubanov. On May 7, 1996 the Institute was reorganized into the Aktobe University named after K. Zhubanov. January 31, 2001 the University received the status of “state”.

By the Decree of the Government of the Republic of Kazakhstan dated 03.02.2004 No. 128 the University was reorganized with the separation of the Aktobe Pedagogical Institute from its structure. By the Decree of the Government of the Republic of Kazakhstan No. 529 of May 29, 2013, the Aktobe State University named after K. Zhubanov and the Aktobe State Pedagogical Institute were reorganized, by merging into the Aktobe Regional State University named after K. Zhubanov.

The university has a developed material and technical base that meets modern requirements: 7 academic facilities, scientific laboratories, the Palace of Students with an assembly hall for 826 seats, the Palace of Youth, training and production facilities, a sports complex, sports facilities, a swimming pool, 2 student dormitories, student clinics, agrobiostation, a building for the center of innovative technologies and telecommunications, a library.

K. Zhubanov ARSU carries out training of specialists according to the state license No. 13014680 issued by the Ministry of Education and Science of the Republic of Kazakhstan on September 17, 2013 in 8 directions of higher education “Education” (22 specialties), “Humanities” (4 specialties), “Law” (1 specialty) , “Art” (2 specialties), “Social sciences and business” (7 specialties), “Natural sciences” (6 specialties), “Technical sciences and technologies” (10 specialties), “Services” (2 specialties) and 20 specialties of postgraduate education (19 EP of Magistracy and 1 EP of doctoral studies).

There are 10 faculties in the University (Physics and Mathematics, Foreign Languages, Natural Sciences, Philological, Technical, Historical, Economics and Law, Pedagogical, Professional-creative and Correspondence Faculty). In these faculties there are 31 departments.

Student contingent on October 1, 2017 is 10,473 people. Of them: 7808 are studying in the daytime department, 2665 people are studying in the correspondence department. 2712 students are enrolled in a state grant. 4570 students are visitors from districts, other regions and countries. The number of employed graduates in 2017 was 1,682 people (74.7%).

The university has a research institute “Institute for Humanitarian Research”; research centers: “Applied Mathematics and Informatics”, “Radiation Physics of Materials”, “History, Ethnography and Archeology”; Educational and production center; scientific laboratories “Nanotechnology”, “Zhubanovedenie”. The Innovative Technologies Park was created in September 2017, where 16 scientific laboratories, a project office, the Commercialization Office, the Research Center “Applied Mathematics and Informatics”, the Research Center “Chinavedenie”, technical offices, a printing house are concentrated.

The total number of faculty is 670 people. The number of teachers with academic degrees is 292 (45.8%), including 27 Doctors of Sciences, 252 Candidates of Sciences, 13 PhDs, Holders of honored titles in the field of Arts, Physical culture and sports - 6, Masters - 194 people.

**(IV) DESCRIPTION OF THE EEC VISIT**

The EEC was carried out its activities based on the Program of the Expert Committee Visit under the specialized accreditation of educational programs in the Aktobe Regional State University named after. K. Zhubanov in the period from October 4 to October 6, 2017.

To get unbiased information about the quality of educational programs and the entire infrastructure of the university, clarifying the content of self-assessment reports meetings were held with the Rector, Vice-Rectors in the areas of activity, Deans, Heads of the Departments (the Department for Academic Affairs and Education Quality Assessment, the Finance and Economics Department, Scientific and Innovative Programs, the Institute of Continuing Education, the Center for International Cooperation, Digital Technologies, Marketing, the Department of Personnel Management and Legal Service, post-graduate education, office organization, scientific library, Educational-methodical Department, the Registrar Office etc.), Heads of Departments, teachers, students, graduates and employers. A total of 204 people took part in the meetings (table 1).

Table 1 - Information on employees and students who participated in meetings with the EEC IAAR:

<b>Category of participants</b>	<b>Number</b>
Rector	1
Pro-Rectors	3
Deans	5
Heads of Departments	6
Directors of Units and Departments	17
Teachers	27
Students	58
Undergraduates	63
Employers	24
<b>Total</b>	<b>204</b>

The EEC carried out a visual inspection of the University infrastructure:

- educational and scientific laboratories, specialized audiences, computer classes, library, electronic reading room, Student Dean's Office, Confucius Center, Park of Innovative Technologies, etc.

- the documentation of the departments that implement the accredited educational programs has been studied;

- the basic departments, branches of the departments in the AF JSC “CC Kurylysonsonsalting”, LLP “Autopark”, the City Station of young tourists and the base of practices of accredited programs Road-operational site №8, travel company “ZeroTour” were visited.

EEC members attended training sessions on accredited educational programs, including theoretical studies in the university's classrooms:

- lecture by Candidate of Sc. of Pedagogics, Associate Professor Sagymbayev A.A. on the discipline “Engineering graphics – I” on the topic “Methods for transforming orthogonal projections”;

- practical lesson of the senior teacher Kuznetsova Yu.N. on the discipline "Designing objects of graphic design - II" on the theme "Designing a complex of visual communication on the basis of a real object";

- lesson of senior teacher Aydarova A.Z. on discipline “Cartography with basics of topography”;

- lesson of senior lecturer Saukhanova N.S on discipline“Technical exploitation of automobiles”;

- lecture of senior teacher Ordabayeva G.K. on the discipline “Trucking”.

The activities as a part of a visit of the EEC IAAR facilitated the detailed familiarization of experts with the university's educational infrastructure, material and technical resources, teaching staff, students, representatives of employers, graduates. This enables the EEC IAAR members to conduct an independent assessment of the data as reported by self-evaluation reports of the university's educational programs, the criteria for specialized accreditation standards.





**(V) COMPLIANCE TO THE SPECIALISED ACCREDITATION STANDARDS****5.1. Standard “Educational Program Management”*****The evidential part***

Accredited educational programs of EPs 5B042100 – “Design”, 5B090100- “Organization of transportation, traffic and transport operation”, 5B090200 – “Tourism” are developed the line with standard curricula, consistent with the University mission and the labor market demands. The educational programs are developed in accordance with the Strategic Development Plan of Aktobe Regional State University named after. K. Zhubanov for 2017-2021, regulatory documents governing the implementation of educational programs: the Law of the Republic of Kazakhstan “On Education”, the State Compulsory Education Standard, the Model Rules for the Activities of Organizations of Higher and Post-Graduate Education, the Rules for the Organization of the Educational Process on Credit Technology of Education, the Model Rules conducting current monitoring of academic performance, intermediate and final student certification and internal documents.

The documents regulating the academic activity of the ARSU are represented by a collection of regulations and instructions Academic Policy of the Zhubanov ARSU”, approved at a meeting of the University Academic Council (Minutes No. 6 of January 13, 2016).

In 2017 Aktobe Regional State University named after K. Zhubanov adopted the “Quality Policy” (approved by the decision of the Academic Council, Minutes No. 11 of May 10, 2017), which defines the principles for the management of educational programs and is reflected in the plans of the departments “Design”, “Automobile transport and road traffic organization”, “Geography” and plans for the development of the EPs 5B042100 - “Design”, 5B090100- “Organization of transportation, traffic and transport operation”, 5B090200- “Tourism”. The Policy in the field of quality can be found on the official website of the university.

Changes in the quality assurance policy, based on the needs of modern society in highly qualified personnel, flexible to changes in the labor market, have affected the organizational structure of the university and the directions of the university's activities. Organizational and management structure of K. Zhubanov ARSU was optimized in the beginning of 2014-2015 academic year in order to exclude duplication of functions (the decision of the Academic Council of September 30, 2014 protocol No. 2). At the beginning of 2015-2016 and 2016-2017 academic years, some changes were made to the organizational structure (Minutes No. 2 of 30.09.2015, August 31, 2016). The last changes were made at the end of 2016-2017 academic year (Minutes No. 11 of May 10, 2017).

The management of educational programs is carried out in accordance with the legal and regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan, taking into account the provisions of the State Program for the Development of Education of the Republic of Kazakhstan for 2016-2019, the mission and Strategic Plan of the ARSU for 2017-2021, the plans for the work of the departments and development plans for the EPs.

Monitoring of development indicators of educational programs is the basis for their improvement and is realized through the following generally accepted procedures in the activity areas of the ARSU:

- educational and methodological support of the EP: the formation of the Working Curriculum, the implementation of the plan for educational, methodical and publishing activities of teaching staff (control by the Educational Methodical Department and Pro-Rector for Academic Work, listening to the responsible teaching staff in the direction of activity, listening to the Department at the Academic Council, etc.);

- RW, SRW and IC of the department: semi-annual, annual report of the department and listening of the report within the department, faculty and university (structures coordinating and supervising the activities of RW. SRW and development of international relations - Department of

Scientific and Innovative Programs, Center for International Cooperation under the leadership of the Vice-Rector on Science and Innovations, the Deans of the Professional-creative, Historical and Technical Faculties, responsible for RW, SRW and IC of departments);

- academic mobility and the implementation of trilingual programs: listening a report within the department, faculty and university (the monitoring function is assigned to the Pro-Rector for Academic Work, Deans and Departments);

- quality management of the EP, monitoring of stakeholder satisfaction: inspection by the working commissions through the EMD, planned and unscheduled audit, questioning, consideration of the results at the meetings of the departments, faculties, universities (supervisory function - the First Vice-Rector, the Pro-Rector for Academic Work, the Department of Academic Affairs and Evaluation quality of education, deans, heads of departments);

- vocational guidance and involvement of students in the activity of the university: monthly reporting of the departments, listening to the issue at the meetings of the departments, faculties, universities (the structure coordinating and supervising the activities - the Department for Social Affairs and Youth Policy, the Marketing Center, the deans responsible for educational and career guidance at the departments );

- public relations and work with employers: reporting in the prescribed form in the areas of activity;

- professional practice, questioning of employers, employment: report on the results of practice and employment, questioning of employers on the quality of graduates' training, questionnaire of trainees in organizing practice. Control structure - Pro-rector for Academic Work, Educational-Methodical Department, Deans, Heads of Departments, and teaching staff -leaders in practice;

- management of the students development: reporting in the prescribed form in the areas of activity. The progress and mastery of the EP is controlled by the Pro-Rector for Academic Work, deans, Heads of Departments, curators of academic groups of chairs. Tools of formalized control: listening to reports of curators at a meeting of the Department, Heads of Departments at meetings of faculties, Deans and Vice-Rector for Academic Work at the Academic Council of the ARSU, etc.

An important component of the effective implementation of EPs 5B042100 - "Design", 5B090100- "Organization of transportation, traffic and transport operation", 5B090200- "Tourism" and the consistency of its activities in general with the work of the university is:

- centralized planning (with the right to independently determine the Department of development indicators, reflecting the specifics of the implemented EPs and the resource potential of the department (teaching staff, used technologies, corporate communications and their content (participation in the educational process, scientific activities, promotion of employment, organization of practice, internships, etc.);

- a uniform monitoring and reporting system for all units;

- questioning of teaching staff, students and university employees for satisfaction with the conditions of the organization of the educational process and work activity (including assessment of the work of the support services for the educational process and the infrastructure of the university); questioning of employers on the quality of training specialists.

### ***The analytical part***

The policy of K. Zhubanov ARSU in the field of quality assurance is an integral element of university management and the basis for planning its educational activities and is reflected in all documents regulating its activities and the activities of its units in the areas of work.

All activities of the university and departments are reflected in their planned, reporting and regulatory documents that specify the university's strategy for specific areas of activity and reflect its Quality Policy.

The functioning of the university documentation of activity's various fields of and the university, as a whole, is focused on improving the corporate culture and preserving the university's values system as a whole. Part of the corporate culture of the university is a system of measures to

encourage and support of teaching staff, students and employees.

The mission, goals and objectives of the university are consistent with the goals, objectives and priorities of the national education system, which is expressed in the desire of the ARSU to actively integrate into the international educational process, to constantly improve the level of training of specialists, to promote in every way the development of the regional industries and to purposefully form a harmoniously developing personality, plans for the activities of its structural units.

The educational programs are focused on the implementation of the competence approach in teaching in accordance with the Dublin descriptors of the three-level education and are aimed at the development of professional and social competencies among students, improving the quality of education in accordance with native and world standards.

Planning, management and implementation of educational programs in general is carried out in accordance with the strategic objectives of the ARSU development, the plans for the work of faculties and departments. However, the EP 5B090100- “Organization of transportation, traffic and transport operation” does not fully comply with the University Development Strategy.

The main task of the management of educational programs is training, in accordance with the existing and prospective requirements of the society and the state, qualified and in demand on the labor market specialists through the implementation of the accredited educational programs EPs 5B042100 - “Design”, 5B090100- “Organization of transportation, traffic and transport operation”, 5B090200- “Tourism”.

The objectives of the educational programs’ development are reflected in the plans for the development of the EPs, which are reviewed and approved at the meetings of the departments. Evaluation of the effectiveness of plans for the development of educational programs is carried out on the basis of monitoring the main indicators and the timing of the planned activities. In the development plans of the EPs, characteristics of strengths and major achievements in the implementation of programs and their resource availability are given, however, problems and risks have not been identified, and measures to counteract risks have not been planned.

The uniqueness and individuality of plans for the educational programs development are characterized by their competitive advantages, which include training in modular educational programs, the availability of branch offices at the practical bases, which allows university students to take professional practice directly at the bases of enterprises and institutions, which contributes to the maximum employment of graduates of the EP and the creation conditions for satisfying the needs and interests of the region.

Formation of plans for the development of educational programs is focused on the implementation of indicative indicators of the ARSU development and the provision of strategically important requirements of the normative documents of the Ministry of Education and Science of the Republic of Kazakhstan, external evaluation procedures and trends in the professional development of the region, and similar educational programs in Kazakhstan and abroad. Development of plans for the development of the EP is carried out by leading teaching staff. After agreeing the development plan for the EP with employers, it is submitted for approval by the teaching staff of the department. Approved plans for the development of the EP are placed on the electronic portal, which provides a mode of access to them interested in their maintenance of persons.

The process of managing accredited educational programs includes a number of stages: the development (planning) of the educational program, its implementation and analysis.

Planning for the development of the EP includes the formation of a system of indicative indicators of their development, harmonization of the content of the EP with employers, approval and monitoring of implementation. The benchmarks for the development of accredited educational programs are structured according to the types and directions of activity.

The implementation and updating of educational development plans are monitored on a regular basis, the degree of planned indicators achievement for the development of educational programs is assessed. In the process of implementing educational programs, statistics are collected on the contingent of trainees, on their movement, on the employment of graduates, on the provision

of resources, on the staffing, on scientific and international, educational, methodological and other activities of the departments. Reporting is carried out both in separate areas of development of the EP (scientific and international activities, staffing, academic mobility, the implementation of the trilingual program, publishing activities, etc.), and in general on the basis of development results.

The implementation of educational programs assumes that the entire infrastructure to ensure the functioning of the educational process is a means of achieving their goals. There are the necessary resources, including the material and technical base, library, information and human resources to implement the accredited educational programs,

There are bodies of collegial management: the Rectorate, the Supervisory Board, and the Scientific Council in the structure of the ARSU. The main task of the Supervisory Board is to strengthen control over the university by reducing the risks of negative financial consequences from possible abuse, administrative errors and inefficient use of state assets. Chairman of the Supervisory Board is Akim of the Aktobe region B.M. Saparbayev. The Supervisory Board also includes representatives of the authorized body in the field of education, the Rector of the ARSU, representatives of the public, employers, etc.

The University has a Student Rectorate, whose chairman is a member of the Academic Council. In the faculties, students' deanships and student councils have been created.

Participation of teaching staff and students in the management of the university is ensured by their right to be elected to the collegiate management bodies, to make suggestions on improving the teaching and educational process in the name of the rector, the chairman of the academic council. Through the decisions of collegiate bodies, the teaching staff influences the strategy of the university, and, faculties, departments. All members of collegial bodies of the university have the right to vote, can freely express their opinions, make suggestions, etc.

Information on the formed plans for the development of educational programs, on the adoption of collegial decisions is communicated to interested persons, employers through the website of the ARSU, the newspaper "Aktobe University", at meetings of the Rector with students, interviews with the management in the media, television, and also by posting information on the stands, in the internal network of the Internet and portal.

Filling in the evaluation criteria of the Standard "Educational Program Management" confirms the steps of the ARSU to improve the quality in various activities. But nevertheless, the University does not have a university-wide concept of quality (quality assurance system) for each activity (it does not describe the main business processes and responsible for them) on the basis of which design, management and monitoring, improvement, decision-making based on facts. In the development and functioning of the quality system, the institution determines the goals and desired outcomes, including the identification of associated risks and opportunities.

The management of the EPs does not determine the risks to which the implemented EPs may be exposed. Knowledge of risks could serve as a basis for developing a "risk-based approach" and taking measures to counteract them. Adherence to risk-based thinking can help a university create a corporate culture of the University that has a proactive and preventive character aimed at doing better and improving the performance of the work as a whole.

There is no information on the management of the training program on management education programs.

### ***Strengths / best practice***

✓ The work on management of innovations, introduction of innovative processes within the framework of the EPs is put at a proper level at the university.

✓ The principle of openness and accessibility of the EP management for students, teachers, employers and other interested persons is observed.

**ECC Recommendations:**

1. To develop a quality culture in the university, which includes continuous monitoring of activities to improve and take action when goals and objectives are not achieved. Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint / two-degree education and academic mobility.

2. To develop an intra-university quality assurance system, including design of the EP, risk management, monitoring, improvement, decision-making on the basis of facts.

3. To conduct an assessment of the risks of the educational programs development in full accordance with the University Development Strategy and develop a mechanism for their reduction.

4. To intensify the work to ensure transparency in the design of the development plan for the EP

5B090100- “Organization of transportation, traffic and transport operation”, for wider coverage of interested persons in order to improve the EP based on the analysis of its functioning, the real positioning of the institution and its focus on meeting the needs of the state, employers, interested persons and students.

5. To conduct an analysis of the compliance of the development plan for the EP 5B090100- “Organization of transportation, traffic and transport operation”, of the current University Development Strategy and, based on the data obtained, to improve the development plan for the EP.

**Conclusions of the EEC on the criteria for the EPs 5B042100- “Design”, 5B090200- “Tourism”:** strong - 2, satisfactory - 11, suggest improvements - 4.

**Conclusions of the EEC on the criteria for the EP 5B090100- 5B090100- “Organization of transportation, traffic and transport operation”:** strong - 2, satisfactory - 9, suggest improvements - 6.

### 5.2. Standard “Information Management and Reporting”

#### **The evidential part**

K.Zhubanov ARSU uses an automated information system “Univer” (AIS “Univer”) as a tool for collecting and analyzing information. Integration of data by means of “Univer” provides receiving the information intended for operational and strategic management of the university.

Currently, AIS “Univer” has a complete database of students at all levels of training and forms of learning, academic staff and other employees, united in a group of users with individual rights, with the delimitation of access to information resources. For timely input of valid data into AIS “Univer” for the subsequent formation of reporting information to the departments are defined the responsible persons. The frequency of the input and the accuracy of the information in the AIS “Univer” are regulated by the normative acts of the University.

Evaluation of the effectiveness of the EPs is systematically determined by discussing and analyzing the results of academic achievement, passing all types of practices, the level of residual knowledge, the quality of graduation papers and state examinations at meetings of collegial bodies of the university.

Activities to monitor the educational process quality, conducted at different levels, are recorded in the form of records, acts, certificates, reports, etc., and are discussed at meetings of the Departments and the Council of the Faculties.

Reliability, accuracy and timeliness of input information is the basis for the formation of reporting various forms. In this regard, according to the calendar of planned works of the university, as well as the local plans of the departments, structural divisions, the regulations on the working groups, the responsible executors present to the Pro-Rector in charge a certificate on the reliability of the provided data, which are confirmed by data from alternative sources: achievements of the

students in the examination papers; information on the bases for the passage of production practices by the relevant contracts, etc.

The Alumni Association of the ARSU named after K. Zhubanov has been functioning at the University since 2014, which is a public association, convened for the purpose of carrying out activities determined by a common interest, aimed at uniting the interests of university graduates.

In order to prevent hacker attacks on the University's Internet resources, periodic monitoring of the status of services responsible for the serviceability of the service is performed, restrictions are introduced for users' access to the resource and to the network OS.

The students, employees and faculty of the University formalize agreements for the processing of their personal data, which confirms the legitimacy of the ARSU activity in accordance with the Law of the Republic of Kazakhstan "On Personal Data and their Protection" (May 21, 2013 No. 94-V).

### ***The analytical part***

K.Zhubanov ARSU uses an automated information system "Univer" as a tool for collecting and analyzing information. Integration of data by means of "Univer" ensures the receipt of information intended for operational and strategic management of the university in order to improve the quality of the provided educational services, as well as to raise the level of social conditions for workers and students.

The results of processing the information of the university on the results of recruitment, academic performance, movement of the contingent, the number of graduates, financial resources, staffing, the number of publications, business trips, contracts with foreign universities are widely used that are presented in regular reports of the relevant services to the administration and the Scientist Council, upon request of the Ministry of Education and Science, etc.

The process of controlling the movement of the students contingent includes: enrollment of students on the basis of the approved Rules for admission to the university; formation of students groups on the basis of orders of faculties deans, association of groups in streams; formation of students groups in the AIS "Univer"; the publication of the order on enrollment of students; transfer of personal files of students to the student department of the university. Formation of a contingent of students is carried out by placing the state educational order for the training of scientific personnel, as well as payment for training at the expense of the citizens' own funds and other sources.

With the purpose of studying the market, the employment of graduates is monitored; an electronic base of graduates in the AIS "Univer" is compiled, which is systematically updated. Every year, a plan is developed for the employment of university graduates, which includes the following activities: organization of meetings with enterprise managers, organization and holding of job fairs, organization of joint work with the city employment and employment department for recruitment of graduates for vacancies, forming a pre-distribution plan at the faculty level, personal distribution of graduates with the participation of employers.

One of the tools for analyzing the activities of EPs 5B042100- "Design", 5B090100- "Organization of transportation, traffic and transport operation", 5B090200- "Tourism", assessing their effectiveness are the annual surveys of students, employers and teachers. Students are regularly interviewed at the faculties about the quality of the information received and its completeness. The results of the questionnaire are analyzed, and appropriate measures are taken to eliminate the identified shortcomings.

Also in the processes of information collection and analysis, employers are involved by questioning, interviewing, and making decisions on their basis during the sessions of the departments. Also, for the analysis of various areas of the university's activities, as well as for taking specific measures to improve the indicators, a number of working groups were created, which include both employees and students of the university.

The University ensures transparency of information on the quality of education audit processes and their results, as well as identifies the status of measurement results and process

analysis. The information from the accounting documents is posted on the university's website. Specific decisions are made based on the processing and analysis of information; action plans are being developed to improve indicators, reports that are heard at the academic council of the university.

Decisions taken by the management of the university are communicated to the employees in the relevant extracts from the minutes of the meetings. The minutes of meetings of departments, annual reports reflect the results of the analysis of the achievement of the goal of the EP, as well as ways to improve the effectiveness of the educational program. Storage of managerial documentation of the department is carried out in accordance with the requirements of the nomenclature of cases. Implementation of the strategic goals of the department is carried out gradually through the planning system.

The university introduces the system of electronic document circulation, created an information and educational environment that accumulates internal and external electronic resources.

Students, staff and teaching staff are involved in the processes of collecting, processing and analyzing information. Participation of all interested parties in making managerial decisions on the basis of information management is carried out through representatives in collegiate management bodies.

Information-communicative educational space of accredited educational programs is represented by an integrated set of information resources and telecommunication technologies, hardware devices (computer, communication, copying and projection equipment), local networks, software products, information storage and processing systems intended for information support of educational and training process, formation of corporate culture and management of personnel of the department. Any student can receive reasoned information about his academic rating in the registrar's department for all disciplines, in the base of which students of each group have their own login and password. A positive aspect in organizing the activity of the university is the opening of the Student Support Center, which operates on the principle of "one window".

When planning work on employment, feedback is maintained with the graduates of the faculty, a contingent of graduates, proposals and recommendations from external and internal consumers are taken into account.

The sphere of participation of the Alumni Association is the analysis of the current and identification of the prospective demand for specialists of different training profiles, the expansion of the direct connection of the institute with employers, the receipt of feedback, the identification of information on additional professional requirements of employers for graduates, general educational and personal qualities of graduates. However, during the conversation with the graduates of the accredited EPs, it was found out that not everyone knows about the existence of the Association, none of those present is its member.

During the EEC visit the University did not fully demonstrate how preventive and corrective measures are developed based on the analysis and evaluation of control indicators, and their effectiveness is assessed.

***Strengths / best practice:***

- ✓ established the frequency, forms and methods of assessing the management of the EP, the activities of collegiate bodies and structural units, senior management, the implementation of scientific projects;
- ✓ introduction into the information management process of the automated information system "Univer", which collects and analyzes the dynamics of the students contingent in the context of forms and species;
- ✓ systematic use of processed, adequate information to improve the internal system for quality assurance through questioning of students and employers, regular collection of information and analysis of organized measures to eliminate shortcomings;
- ✓ availability of the Student Services Center;

- ✓ the existence of agreements confirming the consent of students, employees and teaching staff to the processing of personal data;
- ✓ providing the EP management with all the necessary information in the relevant fields of science.

***EEC Recommendations:***

*1. Use strategic KPIs (key performance indicators) to cascade first to the level of structural units, and then to the level of employees.*

***Conclusions of the EEC on the criteria: strong - 6, satisfactory - 10, suggest improvements - 1.***

***5.3. Standard “Development and approval of the educational program”***

***The evidential part***

The ARSU has developed the procedure for the approval, periodic review (review) and monitoring of the EP and the documents regulating this process.

The transfer of employers from the position of passive consumers the educational services to the position of interested participants of educational and innovation processes that fully contribute to mastering the complex of professional competencies at the university is provided by the following measures:

- 1) conclusion of memorandums on cooperation with private-state educational structures;
- 2) the invitation of practical workers to educational and methodological seminars, master classes, for holding meetings of departments, where the catalogs of elective disciplines are discussed, modular educational programs;
- 3) by reviewing and examining the catalogs of elective disciplines and curricula of elective disciplines;
- 4) carrying out sociological surveys among the heads of practice bases and practitioners on the formation of professional competencies and the inclusion, according to their results, in the structure of the catalog of elective disciplines.

The existing system at the university is oriented towards attracting external experts to the quality evaluation of educational programs represented by the chairmen of the SAC, reviewers of final works, managers of practices, interested employers. So, according to the EP 5B090200- “Tourism” the reviewer of the modular educational program for 2017-2021 is Director of LLP “Zere Tour” Krambayeva B.K. Components of choice designed to meet the demands of the modern level of development of various spheres of the Republic of Kazakhstan. The contents of the disciplines of the components reflect the current trends in the development of these industries, taking into account the foreign experience, as well as the requirements of employers. For example, in EP 5B090200- “Tourism” the disciplines “Tourist and recreational potential of Aktobe region”, “Tourist and recreational potential of Western Kazakhstan” were included on the recommendation of the deputy director of “Zere Tour” LLP Yessenbaev O.S. (Min№. 6 from 06/01/2017) Taking into account the wishes of potential employers - representatives of organizations and institutions of the region, new disciplines were introduced into the curricula of EP 5B042100- “Design”: “Modeling”, “Material Science”, “Designing”; in EP 5B090100- “Organization of transportation, traffic and operation of transport” – “Technology of work of railway stations”, “Transport logistics”, “Passenger transportation” (Min№. 6 of 11.01.2017)

When implementing educational programs, the graduating departments also actively cooperate with other universities - partner universities in order to organize scientific internships, lectures of foreign professors, conduct joint research and expand academic mobility. Educational program 5B090100- “Organization of transportation, traffic and transport operation” is harmonized in content with the EP of the West Kazakhstan Agrarian and Technical University named after Zhangirkhan, Pavlodar State University named after S. Toraigyrov and has close scientific relations with the universities of the near abroad: South Ural State University (Russia), Ufa, Bashkir State



University (RF), etc. EP 5B090200- “Tourism” is harmonized in content with the educational programs of KazNPU named after Abay, Kaspiisk State Engineering and Technology University named after Sh. Yessenov and has close scientific ties with many universities of the far and near abroad: Saratov State Agrarian University named after N.I. Vavilov (RF), Chuvash State Pedagogical University named after I.Ya.Yakovlev (RF), University of Craiova (Romania).

### ***The analytical part***

Formation of the EP includes the following stages: the development and discussion of the educational program, the review of the educational program, the revision of the educational program to take into account the proposals and comments formulated by employers and other stakeholders, the discussion of the educational program, the recommendation for approval, the approval procedure.

The initial documents for the development of a modular educational program are SCES, specialty courses and compulsory disciplines, as well as national qualifications frameworks. The modular educational program is based on the graduate model developed for the university for each university. Verification and validation of the graduate model is carried out through peer review by employers and consumers.

As a positive moment, it can be noted that all interested persons who can recommend elective courses for inclusion in the catalog of elective disciplines, for the selection of their students, participate in the preparation, approval, amendment and addition of the EP.

Each model of the EP graduate includes knowledge, skills, skills, competences, personal qualities. Competent models describe the influence of disciplines and professional practices on the formation of graduates professional competence through the matrix of competencies. On the basis of the competence models’ analysis ‘of graduates of EP 5B042100- “Design”, 5B090100- “Organization of transportation, traffic and transport operation”, 5B090200- “Tourism” we can conclude that they correspond to the set of expected learning outcomes.

Students form the individual educational trajectory based on the record on elective courses and take part in the development of the individual curriculum. At the same time, students are guided by the catalog of elective disciplines.

The catalog of elective disciplines (CED) is made taking into account the logical sequence of the study of disciplines and consists of three main cycles: CD, BD, PD. Components that form the personal development of students, their creativity and social competence, are contained mainly in the educational programs of the cycle of CD. In the components for the selection of the database cycle (2, 3 courses), in addition to the disciplines aimed at the development of the creative personality, disciplines that form the professional skills of students are included. Elective disciplines of the profiling cycle take into account the latest changes in the labor market, reflect the interests of the employer, and together with all types of practices with field visits, practitioners are focused on preparing for professional activities. CED is developed by teaching staff of the issuing department, is considered at the meeting of the educational-methodical section, approved by the decision of the Academic Council of the ARSU. Catalogs of elective disciplines are updated annually, new elective courses are being developed at the request of employers, students are corrected the content of existing disciplines in the specialty.

The management of accredited educational programs ensures the conduct of external examinations. Students of 4 course of accredited EPs are annually held by the EEEA. Also, the accredited EPs participate annually in the national rating of the universities of the Republic of Kazakhstan. For the implementation of educational programs, the work on the compilation of educational and methodological documentation (AMCS, AMCD, syllabus, etc.) is conducted at a sufficiently high level, which is discussed and passes the expertise of their quality at different levels.

Departments in the development of the EP adhere to the goal of ensuring the continuity of its content; take into account the logic of the academic relationship of disciplines, their consistency and continuity. The mastering of the general competences of higher and postgraduate education is

conducted according to the Dublin descriptors. The EP is developed separately according to the forms, levels and terms of training, and different opinions and recommendations are taken into account.

The organization of the educational process of students on educational trajectories is based on the implementation of the principle of orientation of the EP to the personal needs of the learner, the disclosure of his potential and the training of a socially active person. Based on the catalog of elective modules, which contains a list of all modules of the component of choice, indicating the purpose of the study, the summary and expected results of the study, the standard curriculum of the EP, with the active participation of the adviser, the student determines the trajectory of his training with the inclusion of the selected disciplines in his individual curriculum. The distribution of disciplines for semesters is carried out in a logical sequence, taking into account the observance of prerequisites and post-requisites. The individual curriculum of the student is approved annually by the dean of the faculty, contains a list of disciplines and the number of credits.

Different types of practices, the passage of which is an important component in the preparation of competitive specialists and is essential for the social and psychological adaptation of graduates to labor market conditions are provided for the purpose of formation of students professional competence in WC of the EP.

Various types of knowledge control included in the AMCD allow one to assess the effectiveness of mastering the professional competencies.

Analysis of the content in the accredited educational programs elective courses shows that there is no duplication of courses in educational programs. Control of the effectiveness the quality assurance system is carried out through internal audits, examination of methodological support, evaluation of activities and consideration of issues on collegiate bodies.

Teachers of the department get acquainted with innovative methods of teaching in advanced courses, methodological seminars, master classes and when attending open classes of their colleagues, the experience is analyzed and applied in their own activities. Thus, the most frequently used innovative methods of teaching in bachelor's degree: innovative business game, problem training, project technology, communication training, principles of development of critical thinking, technology of multilevel training.

When implementing accredited EPs for reading lectures, conducting practical classes, managing practices, SRW and diploma thesis, leading experts from the production process are involved in the training area. The involvement of practitioners from production allows to bring the theory closer to practice and helps the graduates quickly adapt to a professional environment. All involved specialists have basic economic education, practical work experience, advanced training, as well as training or internships abroad.

In order to determine the degree of satisfaction the employers with the quality of graduates' training and their compliance with the requirements of the department, annual meetings of students and graduates with employers are held: Open Doors Days, graduates' fair, final conferences on the results of all types of practice.

According to the results of the questionnaire conducted during the visit of the EEC, the general quality of the curricula was satisfied by almost all students. The content of the EPs meets the requirements of 96.3% of teaching staff.

***Strengths / best practice:***

- ✓ availability of developed graduate models describing learning outcomes and personal qualities;
- ✓ conducting external expertise of the EPs;
- ✓ the complexity of the EPs is clearly defined in Kazakhstan credits and ECTS

***EEC Recommendations:***

1. To consider the possibility of training students for professional certification.
2. To conform the EP and to specify the areas, spheres, objects and subjects of graduates

*professional activity in the direction of training 5B090100- “Organization of transportation, traffic and operation of transport”*

3. *To consider the possibility of developing the EP in conjunction with Kazakhstan and foreign educational organizations in the direction of training 5B090100- “Organization of transportation, traffic and operation of transport”.*

**Conclusions of the EEC on the criteria for the EPs 5B042100- “Design”, 5B090200- “Tourism”:** *strong - 3, satisfactory - 8, suggest improvements - 1.*

**Conclusions of the EEC on the criteria for the EP 5B090100- “Organization of transportation, traffic and transport operation”:** *strong - 3, satisfactory - 6, suggest improvements - 3.*

#### 5.4. Standard “Continuous monitoring and regular assessment of educational programs

##### **The evidential part**

Monitoring and periodic evaluation of EPs 5B042100 –“Design”, 5B090100- “Organization of transportation, traffic and transport operation”, 5B090200- “Tourism” are aimed at achieving its goals, complete formation of planned learning outcomes.

The University defines the procedure for monitoring, reviewing and revising the EP.

This process is initiated:

- the need for regular updating of the EP;
- the introduction of new SCES and professional standards;
- changes in the requirements of consumers and other interested parties;
- requirements of international, interstate and national standards for quality assurance;

Checking the EP is carried out in accordance with the monitoring methodology of the EP, which includes:

- a survey of applicants, students, alumni, faculty, employers' organizations;
- student performance;
- information support of the educational process, resource and information support of the EP;
- analysis of the student evaluation system;
- assessment of the level of competence of the SPW;
- degree of compliance with the EP requirements.

Analysis of procedures for monitoring and periodic evaluation of educational programs is carried out on the basis of analysis: curricula, catalog of elective disciplines, individual curricula of students, internal normative documents regulating the implementation of educational programs, their monitoring and evaluation, protocols of collegiate bodies and meetings of departments.

Normative documents determine the format of educational documentation that regulates the implementation of educational programs through working programs, academic and methodological complexes of disciplines, methodological aids, test tasks, etc. Taking into account the requirements of state standards in the process of developing the training documentation, university teachers offer their interpretation of academic disciplines, test materials, methodological recommendations and initiate their inclusion in the WC.

The Guidebook of the K. Zhubanov ARSU presents the criteria and methods for assessing the students' knowledge of providing for the procedure for conducting the current, intermediate and final control of knowledge, the final certification, and the current methodology for assessing students' performance for rating ratings on disciplines.

Academic disciplines in the specialty are adequately equipped with educational and didactic materials with a modern level of content and execution. Educational and didactic material is developed by qualified teachers at a sufficiently high scientific and methodological level and is aimed at developing competences in accordance with the educational program.

To determine the level of satisfaction of internal needs, the Education Quality Monitoring Department organizes and conducts a survey of students, teachers and university staff during each

academic period. Questionnaires used for the survey: “Teacher with the eyes of a student”, “Quality of the educational process”, “Satisfaction with the organization of industrial practice”, “Pure session”. Also on the university's website there is a rector's blog, through which students and teachers can address their opinions, wishes and claims on educational programs and other issues. All incoming information is carefully analyzed; the university administration takes appropriate measures.

### ***The analytical part***

The implementation of accredited EPs is aimed at forming the professional competence of future graduates corresponding to the qualification framework of a bachelor who meets the needs of the labor market.

The development of educational programs is carried out taking into account the proposals of the organizations and institutions of the Aktobe region and Western Kazakhstan, interested persons, students participating in the process of selecting and forming a list of elective disciplines, developing the subject of graduate work, as well as opinions and suggestions of students and employers on the results of professional practice, proposals of SAC chairmen. Also, the demand for graduates in the sphere of services is taken into account, the recognition by the employers of the region of the quality of the training of specialists.

The management of the university created the conditions for attracting employers to implement educational programs through the harmonization of the list of elective disciplines, the management of professional practice, reviewing graduate work and methodological development of teachers. The renewability of the educational program is made in accordance with the requests of employers, which is reflected in the catalog of elective disciplines for the relevant academic year and approved by the Academic Council of the university.

In order to meet the needs of various groups of students in the EP, the elective disciplines necessary for future work are included.

The management of the university, in particular, the Educational-Methodical Department, the Office of the Registrar in accordance with regulatory requirements, organizes and conducts elective disciplines by students.

MCs of the EPs are systematically supplemented, updated, thereby improving the curriculum, catalogs of elective disciplines, individual plans of the programs of students, internal regulatory documents that regulate the implementation of educational programs, their monitoring and evaluation.

The modular structured educational program of accredited EPs is regularly updated not only structurally but also meaningfully, while labor market and employer requirements are taken into account when developing elective courses and developing the content of a professional practice program. In the development of elective courses and for the formation of professional competencies, students have introduced new disciplines in the last three years, taking into account the requirements of the market and the wishes of interested persons.

For example, in the learning process of the EP 5B042100- “Design” new elective disciplines were introduced, in particular from the following employers: AF JSC "SC Kurylysonsonsalting", PC “Aktyubgrazhdanproekt”. Under the EP 5B090100- “Organization of transportation, traffic and transport operation”,; LLP “Autopark”, Department of Internal Affairs of the Aktobe region, AF RGP "Kazahavtodor", LLP "Akzhol LTD", Aktobe branch of JSC "Kaz Transom", etc.

Feedback for the improvement of elective courses is carried out on the basis of the systematic collection, analysis and management of reliable information with the participation of students, employees and employers, resulting in the revision of elective courses to ensure relevance.

The university monitors and periodically evaluates the EPs in order to achieve the goal and meet the needs of students and society. The results of these processes are aimed at the continuous improvement of the EPs. Monitoring and periodic evaluation of the EPs are reflected in the meetings of the departments. The university, employers, trainees are informed about the planned and undertaken actions in relation to the EPs. However, during the analysis of the official site of the

ARSU, the systematic publication of materials on the implementation of accredited EPs has not been confirmed.

The university created the necessary conditions for self-education of bachelors: a library with a fund of educational, methodical, scientific literature, periodicals; electronic library and subscription home and foreign databases; availability of free Internet; access to sports halls; conditions for participation in competitions, competitions and subject Olympiads; in the bodies of student self-government; for scientific research work.

The management of the EP regularly conducts a survey of employers "Satisfaction of employers in the quality of graduate training". The last questioning was conducted from 01.02. - 01.04.2017. Of the 140 employers who took part in the survey, 69.2% rate the quality of training the university as "good", and 28% "very good"; 55% of respondents believe that, in comparison with graduates of other universities, graduates of the university are more professional. The results of the questionnaire are statistically processed, discussed at the sessions of the administration and are taken into account in the further planning of educational activities.

According to statistical monitoring data, periodically at the university level, a report on the results of the sessions is analyzed and formed, which is submitted to the Academic Council for taking the necessary measures to achieve the desired results.

Internal evaluation of the effectiveness of the EP is carried out by the dean's office and the issuing departments. Pro-Rector for AW of the University supervises this type of activity. The questions of the performance and effectiveness of the EP and the quality of the students' knowledge are considered at the meetings of the collegial bodies - the Academic Council, the EMCU, the Council of the Faculties, the meetings of the departments.

According to the results of the questionnaire on the EP 5B042100- "Design", the absolute progress in the EP was 100%, the quality of knowledge - 68.2%, the share of the excellent students - 15.8%. From year to year, the students' performance is stably maintained at the level of the given indicators, and the quality of knowledge and the share of excellent students show a tendency to increase the results.

Criteria for the effectiveness of the program are: recruitment, performance, employment. For 2016-2017 academic year - student achievement in the EP 5B090100- "Organization of transportation, traffic and transport operation" is 100%, academic performance in senior courses - 78-71%.

Under the EP 5B090200- "Tourism", the progress and quality of students' knowledge for the last 3 years are stably maintained at the level of indicators: the average performance indicator is 100%, the quality is 83%.

Despite the difficult demographic situation, students are being successfully recruited for the accredited EP. For example, for EP 5B042100- "Design" on the 1<sup>st</sup> course in 2014 was enrolled 25, in 2015 - 24, in 2016 - 27 students. The average score is 95 points.

On the EP 5B090100- "Organization of transportation, traffic and transport operation", in 2014 enrolled 37, in 2015 - 66, and in 2016 - 63 students. The average score of UNT is 60.5.

The educational program 5B090200- "Tourism" in 2014 received 17 students, including 4 people on a state educational grant and 13 - on a fee basis. In 2015, received - 17 (4), 2016 received - 11 (4).

The departments closely cooperate with foreign and Kazakhstan universities at the Orenburg State University, the International Union of Public Organizations of Book Lovers (RF), the Moscow State University, and the West Kazakhstan State University named after M.Utemisov.

#### ***EEC Recommendations:***

*1. To continue cooperation with Kazakhstan and foreign universities on harmonization and development of joint educational programs, programs of double diplomas.*

***Conclusions of the EEC on the criteria: satisfactory - 10.***

### 5.5. Standard “Student-centered teaching and academic performance assessment”

#### ***The evidential part***

All students under the EPs 5B042100- "Design", 5B090100- “Organization of transportation, traffic and transport operation”, 5B090200- "Tourism" are provided with equal opportunities, regardless of the language of instruction: for the formation of an individual educational trajectory, students use the CED in two languages: Russian and Kazakh. All educational and methodological documentation is compiled in two languages: catalogs, curricula, work programs and syllabuses, and IWC, tests, exam tickets are compiled in the language of instruction. The training is conducted in Russian and the state language, and in the framework of the trilingual program - in English (from 2016-2017 academic year for 1 course of all EPs ARSU the course "Information and Communication Technologies" is conducted in English).

In order to adapt the students to the educational environment of the University, the Guidebook is constantly updated, which is accessible to all students both on paper and in electronic format on the official website of the ARSU and contains systematic information about the rules of internal regulations, organizational and procedural norms of the educational process.

A classic feedback tool for studying the quality of teaching (content, forms, methods) is the questioning of students (questionnaires: "Teacher with the eyes of students", "Student satisfaction with the quality of training in the specialty", "Student satisfaction with the quality of the educational process", "Student's satisfaction with learning outcomes", "Satisfaction of teaching staff with the University, questioning graduates and employers). Monitoring of students' satisfaction with the passage of production practice is carried out by means of questionnaires. The problems and suggestions indicated by the students in the questionnaires form the basis for improving its organization and content.

Forms of feedback are also a virtual reception, which includes the rector's blog and pages in social networks.

Monitoring and evaluation of their implementation and learning outcomes, in general, is provided by the following procedures:

- independent computer testing in the disciplines of the EP: provides an objective evaluation of knowledge and shows the trend of the dynamics of their level;
- questioning of employers on the quality of training graduates of the EP;
- employing employers to work in the SAC and the SEC;
- the use of educational methods in the educational process, close to the content of the sphere of work of graduates of the EP (cases, game situations, practical tasks on the topics of the course), etc.

Assessment of knowledge, skills and professional competencies of students on credit technology training is carried out on a 100-point scale with the conversion of the final result into an alphabetic and digital equivalent. When making an assessment, attendance, activity level in the class, systematic fulfillment and level of independence of all types of tasks, the ability to correctly formulate the problem, and to find answers are taken into account. All the students' academic achievements are reflected in the transcript.

Appealing of the results of academic achievement of students is carried out through the work of the Appeals Committee.

#### ***The analytical part***

During the visit of the EEC the university demonstrated quite fully the processes providing equal opportunities for students to form an individual educational trajectory. Systematic development and introduction of innovative methods of teaching are shown, work is reflected on revealing the level of students' satisfaction with places and organization of practice.

To ensure the harmonious development of trainees in accordance with EPs 5B042100-

"Design", 5B090100- "Organization of transportation, traffic and transport operation", 5B090200- "Tourism", taking into account their intellectual development and individual characteristics, the needs of students are taken into account when implementing the EP, both to teaching and, in general, to teaching activities.

In the learning process, the intellectual development and the individual characteristics of the students are taken into account in the first course in determining the level of knowledge of foreign, Kazakh and Russian languages (entrance testing), which results in the formation of multilevel groups for the study of English, Kazakh, Russian. In conditions of equal requirements for all students studying in the disciplines of the EP, their harmonious development, taking into account the intellectual development and individual characteristics, is carried out through outreach, additional consultations and out-of-class work of the teaching staff with students (research work of students, involvement of students in the sports life of the university, culturally mass events, the work of KVN, etc.).

The implementation of the EP is ensured by the free access of all students to international information networks, electronic databases, library collections, computer technologies, educational methodological and scientific literature.

Among the basic methods of teaching disciplines of the EPs 5B042100- "Design", 5B090100- "Organization of transportation, traffic and transport operation", 5B090200- "Tourism" are case study, case studies, focusing issues, detailed lecture, "openwork saw" interactive training, preparation of analytical essays, individual and group presentations, etc. Tasks are formulated at the reproductive, reproductive, practical and creative levels of activity.

The sources of information on the degree of satisfaction of the students with the organization process and the conditions for passing the production practice is the constant communication with the students during the practice of the manager of the production practice. The feedback of employers on the results of the practice and in the process of visiting the places of practice by the teacher serve as information about the quality of the content of training for the students to practice.

Among the planned learning outcomes and objectives of the program are the following indicators that are set by the institution: the level of academic achievement, the number of students who know the English language, the results of the EEEA, the level of employment (as a comprehensive indicator of the quality of the learning outcome).

Compliance with the procedures for assessing the level of students knowledge who are attending the planned learning outcomes and the objectives of the EPs provided by the functioning of a comprehensive evaluation system that includes various types of controls, both during the course of the discipline and during the examination sessions, the passage of all types of professional practices, and the final state attestation. All necessary information about the evaluation procedure, including the conduct of intermediate certification in the form of examinations, monitoring, GPA score to students is reported by posting information on the site, through the issuance of guidebooks, information stands of faculties, departments, curatorial hours. The results of current academic performance, rating control, exam results, trained (if necessary, and his parents) can be seen in the "Personal Account".

According to the results of the questionnaire conducted during the EEC visit, the methods of teaching, the quality of teaching, the fairness of examinations and certification and other issues of the organization of the educational process are satisfied almost all students.

***Strengths / best practice:***

- ✓ availability of a feedback system on the use of different teaching methods and evaluation of learning outcomes;
- ✓ supporting the autonomy of students with simultaneous guidance and assistance from the teacher.

**EEC Recommendations:**

1. To stimulate more the teaching staff of the accredited EPs to develop their own research in the field of methods of teaching the academic disciplines.

**Conclusions of the EEC on the criteria: strong - 2, satisfactory - 8.**

5.6. Standard "Students"

**The evidential part**

The policy for the formation of a students' contingent of the EPs 5B042100- "Design", 5B090100- "Organization of transportation, traffic and transport operation" and 5B090200- "Tourism" is realized by the issuing departments "Design", "Automobile transport and road traffic organization" and "Geography" through career guidance during the training year, information for applicants on the site of the university, then the admission committee of the university. This is reflected in the career guidance plans of the department, transparency is provided by booklets, the university newspaper, articles, interviews, videos in the city and regional media, and anyone can get enough information from the university's website for the applicants. Further life cycle of students provides AIS "Univer", which covers all the processes of the EP. The frequency of input and the reliability of information in the AIS "Univer" are regulated by the approved normative acts, which are also published on the website of the university.

The university demonstrated its desire to comply with the Lisbon Recognition Convention, at the time of accreditation there are students from the near abroad, but there are no students graduated from the university.

The university cooperates with partner universities, the Bologna Process Center and academic mobility; this is confirmed by the Cooperation Agreements, business correspondence.

Recognition of academic mobility of students is confirmed by agreements with foreign universities, just as students confirm it during the interview.

Contracts and correspondence with foreign and native universities provides an opportunity for external and internal mobility of students, but the university was unable to demonstrate assistance in obtaining external grants for training.

The leadership of the EP makes a sufficient effort to provide practice-based practice, to facilitate the employment of graduates, and to maintain contact with them. This is confirmed by a fairly large list of practices based on the self-assessment report, and is confirmed by the demonstration of documents when visiting the departments and during the tour of the practice bases.

The university provides graduates with a document of state standard - a bachelor's diploma of the relevant industry, which indicates its completion, and in the application - a transcript the achieved learning outcomes are noted.

The management of the EPs under review monitors employment, but does not sufficiently follow the further professional activities of the graduates of the EP. The management of the EP in question sufficiently stimulates the students to self-education and development outside the main program (non-academic activities), during the visual inspection we became convinced that the Confucius Institute successfully operates in the university, the Chinese and Korean Language Study Centers, the Innovation Technologies Park and the students have free access. The "Alumni Association" was established in the university, but during the interview the graduates could not tell about the purposes of creation, the functions of the association.

In the considered EPs at a high level, there is a mechanism to support gifted students. Students actively participate in national and domestic profile Olympiads, competitions, exhibitions of city and regional scale. The documents in the self-assessment report on the achievements of the students were confirmed when visiting the departments and during interviews with students. Many students have benefits in paying for tuition, the procedure for calculating discounts is reflected in



the "Regulations on grants and benefits granted to students and undergraduates".

***The analytical part***

At the same time, the commission notes that the following issues concerning this standard are not fully reflected in the self-report and were not confirmed during the EEC visit.

There is a calendar of the entrant and other useful information on website for adaptation and support for incoming and foreign students who speak Russian or Kazakh but there is no special program for applicants from other countries

Not fully reveal the mechanisms of supporting students of gifted students and socially vulnerable groups of the population. There is no active association of graduates and information about the career growth of graduates of the EP.

***Strengths / best practice:***

- ✓ availability of a mechanism to support gifted students.

***EEC Recommendations:***

1. To provide graduates with documents confirming the received qualification, including the achieved results, as well as the context, content and status of the education received and evidence of its completion.

2. To organize work on adaptation and support for international students.

***Conclusions of the EEC on the criteria for the EPs 5B042100- "Design", 5B090200- "Tourism": strong - 1, satisfactory - 10, suggest improvements - 1.***

***Conclusions of the EEC on the criteria for the EP 5B090100- "Organization of transportation, traffic and transport operation": strong - 1, satisfactory - 9, suggest improvements - 2***

***5.7. Standard "Teaching staff"***

***The evidential part***

The management of the EP in the directions of training 5B042100- "Design", 5B090200- "Tourism" and 5B090100- "Organization of transportation, traffic and transport operation" demonstrates the application of the university personnel policy for teaching staff involved in the implementation of the EP. The selection of personnel is based on an analysis of the needs of the educational program, according to the results of which a competition for vacancies is announced. When hiring, priority is given to young Masters, PhD, trained in leading national and world universities, having publications in international rating journals with non-zero impact factors included in the Web of Science and Scopus databases. The competition for the filling of vacant posts of teaching staff and scientists in the ARSU is carried out in accordance with documented processes.

The main provisions of the University's personnel policy are compliance with standard qualification characteristics for employees of educational institutions, approved by the order of the Ministry of Education and Science; availability of higher and postgraduate education in relevant specialties, productive scientific activity, as well as competence and competitiveness. Indicators on the qualitative and quantitative composition of teaching staff confirm the availability of the human resources necessary for the implementation of the entire spectrum of educational programs and corresponding to the qualification requirements for licensing educational activities.

The management of the EP demonstrates the awareness of responsibility for their employees and the provision of favorable working conditions for them and the changing role of the teacher in connection with the transition to student-centered learning.

The EP management monitors teaching staff activities, systematically assesses the competence of teachers, assesses the overall quality of teaching, including the assessment of the satisfaction of teachers and students. A teaching staff's survey is systematically conducted on the

question of satisfaction.

Systematic assessment of the teachers competence, assessment of the teaching quality effectiveness at the departments “Design”, "Automobile transport and road traffic organization" and “Geography” is realized through internal evaluation (open classes, mutual visits, control visits by the Heads of Departments, speeches at the theoretical and scientific and methodological seminars) .

There is a sufficient degree of proficiency in teaching methods, which are accepted by the EP for a group of training courses implemented by them (the journal of mutual visits, analyzes of open classes, etc.).

The EP management ensures the completeness and adequacy of individual planning of the teaching staff’s work for all types of activities, monitoring the effectiveness of individual plans, demonstrating the evidence of the teachers performing all types of planned workload.

The workload of the teaching staff includes teaching, educational, methodological, scientific, organizational and methodological work, and increasing professional competence. The maximum training load of the teaching staff does not exceed 600 hours per academic year at the basic rate.

The members of the commission were convinced that the distribution of the teaching load of the teaching staff and the schedule of training sessions correspond to the requirements of the credit technology of instruction.

In all disciplines of the departments there have been developed academic and methodical complexes, where syllabuses of educational disciplines are presented, lectures, seminar plans, SIW tasks, and types of control, questions and assignments, rating tasks, exam materials.

The management of the EP demonstrated the support of the teaching staff’s research activities, the link between research and training.

The management of the EP demonstrates the mechanisms for stimulating the professional and personal development of teachers and workers. One of the key areas of the EP leadership's work is the creation of favorable conditions for the professional and personal development of the teaching staff, including advanced training. Raising the qualification of the teaching staff is carried out in order to: constantly update the theoretical and practical knowledge of scientific and pedagogical workers in connection with changes in the requirements for the level of qualification; perfection of methodical abilities and skills; mastering of new pedagogical technologies; acquisition and improvement of abilities and skills of conducting educational work with students; improvement of pedagogical skills and competences; the teachers receive additional competencies that enable them to solve the set large-scale tasks in the system of higher education. Teaching staff express complete satisfaction with the level of accessibility of the university's management (94.9%); encouraging innovation (88.1%).

### ***The analytical part***

At the same time, the commission notes that the following issues concerning this standard are not fully reflected in the self-report and have not been confirmed during the EEC visit.

Staffing and professional competence in the direction of training of the EP 5B090100-“Organization of transportation, traffic and transport operation” at an insufficient level, not enough graded teaching staff to ensure better training of specialists. The professional competence of the teaching staff in this area of training is largely inconsistent with the specifics of the EP.

The management of the EP is responsible for its employees, provides them with favorable working conditions. The activities of the university in this direction are reflected in the Charter of the K. Zhubanov ARSU, in the social package for the workers of the K. Zhubanov ARSU, in the wage system. Nevertheless, no explanation is provided that includes the notion of favorable working conditions in general for the university and taking into account the specifics of the EP, whether the certification of workplaces in the framework of the EP, how social support is provided to employees, for which complete information was not obtained during the interview with teaching staff.

There is not enough work to attract practitioners of relevant industries to the teaching, academic mobility within the framework of the EP.

**Strengths / best practice:**

- ✓ Presence of objective and transparent personnel policy, including hiring, professional growth and development of personnel providing the professional competence of the whole state.
- ✓ Providing by leadership of the university with opportunities for the development of young teachers.

**ECC Recommendations:**

1. To intensify personnel policy and ensure the professional competence of the state, to strengthen the work on the professional growth of young teachers under the EP 5B090100- "Organization of transportation, traffic and transport operation".
2. To conform staffing according to the specifics of the EP under the EP 5B090100- "Organization of transportation, traffic and transport operation".
3. To strengthen work on the development of academic mobility, actively involve the best foreign and native scientists and teachers under the EP 5B090100- "Organization of transportation, traffic and transport operation".

**Conclusions of the EEC on the criteria for the EPs 5B042100- "Design", 5B090200- "Tourism": strong - 4, satisfactory - 8.**

**Conclusions of the EEC on the criteria for the EP 5B090100- "Organization of transportation, traffic and transport operation": strong - 2, satisfactory - 7, suggest improvements - 3.**

5.8. Standard "Educational resources and student support system"

**The evidential part**

The University has a material and technical base that provides all types of practical training and research work for students, as stipulated in the educational programs of the university and corresponding sanitary-epidemiological and fire-fighting norms and rules. Creating an effective education infrastructure is a prerequisite for the university to successfully fulfill its mission.

The students are provided with necessary living conditions, a cultural environment, and conditions for exercising. They have the opportunity and access to the use of social, cultural, sports facilities of the University: the Palace of Students for 800 seats, Youth Palace (1750.2 m<sup>2</sup>), the Students' House with a total area of 7157 m<sup>2</sup>, a dining room (493 m<sup>2</sup>), a sports hall (1190 m<sup>2</sup>), a sports complex (1761.4 m<sup>2</sup>), the Dolphin Pool (1491.7 m<sup>2</sup>), the sports facilities (1272 m<sup>2</sup>), the gym with the educational building No. 5 (1134 m<sup>2</sup>), the gym with the academic building (576 m<sup>2</sup>), the sports complex with the academic building №3, (3519 m<sup>2</sup>), a sports complex at the main building (1732.4 m<sup>2</sup>), Students' houses (6516.2 m<sup>2</sup>), a polyclinic (1304.8 m<sup>2</sup>).

The management of the EPs 5B042100- "Design", 5B090200- "Tourism", 5B090100- "Organization of transportation, traffic and transport operation" has been developed sufficiency of material and technical resources and infrastructure. In particular, with a visual inspection, the available classroom fund of EP 5B042100 -"Design" fully meets the needs of students in the classrooms of 1-5 courses, which shows the good organization of the training sessions. The EP 5B090200- "Tourism" is equipped with the necessary auditor fund, training laboratories, computer classes, methodical room, including: streaming audiences - 3; lecture audience - 4; specialized cabinets - 15. Students use electronic educational devices in the educational process. In addition, 3 audiences are equipped with interactive whiteboards ("Geography of the Aktobe region", etc.), 4 specialized audiences have been opened.

The university library works on the computer program "IRBIS-64". The electronic reading

room is equipped with modern office equipment: computers, printers, and scanner. The area of reading halls is 1,728.8 square meters. m., the total number of seats - 940 seats. The library has 2 electronic reading rooms, where users can work with electronic textbooks, electronic catalog, electronic library RMEL, audio and video materials. The library is located in all educational buildings, in the Students' House and in the Confucius Institute. In the reading rooms there are modern Kazakhstan and foreign 125 periodicals.

The annual indicator of the provision with educational, teaching, methodological and scientific literature of EP disciplines has a positive dynamics. It should be noted the increase in the share of the published textbooks of Kazakhstani authors, in particular, the teaching and methodological products of the Kazakh National University named after Al-Farabi, KazNPU named after Abay. A considerable amount of teaching material on magnetic carriers was collected: texts of lectures, methodical manuals on laboratory and practical studies published by the teachers of the department. Students and teachers search in electronic catalogs and full-text databases. Through the system, the organization of work on the virtual service and electronic delivery of the necessary documents began, and access to the electronic catalog of the library was opened. The library has an electronic reference and bibliographic catalog containing a list of documents of the library's fund, an electronic library has been created and 6440 titles of educational resources (textbooks, teaching aids, syllabuses, and scientific articles of university teachers, basic and rare books) are represented in it. Training materials, software, educational literature are available for all students. Access to the following databases is available: 126 – KNEL (Kazakhstan National Electronic Library Electronic State National Fund). Language - Kazakh, Russian, English. RIEL (Republican Intercollegiate Electronic Library of Kazakhstan) is a unified database uniting the electronic resources of the universities of the Republic of Kazakhstan. In order to introduce new information technologies, the library of ARSU in 2005 joined the Information Consortium of Libraries of Kazakhstan, where users have free access to the databases "RUBRICON", "INION", "EVSCO" through the Internet. The library of the university has a database of scientific literature (author's abstracts, monographs, journals, collections of articles, etc.), electronic versions of published scientific journals.

The professor, Doctor of Sc.Pedagogics of the Omsk branch of the Federal State Budget Educational Institution of Higher Professional Education "Higher School of Folk Arts (Institute)" Amirgazin K.Zh. was invited from 30.10 to 11.11.2014 under the EP 5B042100- "Design". A teacher of the Vyatka State University for the Humanities, a member of the Union of Designers of Russia, a member of the Union of Theater Workers of the Russian Federation, a full member of the Russian author's society Sinitsina LA. held a master class from 10 to 13 February 2015. On April 10, 2015, a master class was held on DAA by an artist from the city of Seattle (USA) Osman Layla Ahmet.

### ***The analytical part***

At the same time, the commission notes that the following issues concerning this standard are not fully reflected in the self-report and have not been confirmed during the ECC visit.

The needs of the university's higher educational institution in various types of resources are not defined, including the correspondence of information resources to the specifics of the EP.

Expertise of the results of research work, graduate works, dissertations on plagiarism is not systematized.

The university does not take into account the needs of different groups of students in the context of the EP (foreign students and students with disabilities).

### ***ECC Recommendations:***

- 1. To organize the functioning of the system antiplagiat for high-quality implementation of the examination of the RW, final works results.*
- 2. To create great opportunities for the support and social protection of students various groups on accredited EPs, as well as for access to the education of socially vulnerable segments of the population.*

**Conclusions of the EEC on the criteria: satisfactory – 7, suggest improvements - 2.****5.9. Standard “Public information”*****The evidential part***

Following the principles of openness and accessibility to the public, K.Zhubanov Aktobe Regional State University openly places full and reliable information about the university activities. The university has a variety of ways to disseminate information to inform the public and interested persons. Information is available on the following information media and materials:

1. The main channel for informing the public (future students, their parents, students, graduates and employers) is the official website of K. Zhubanov's ARSU - [www.arsu.kz](http://www.arsu.kz) and information in the section of faculties.

2. The University newspaper “Aktobe University” is published monthly.

3. The magazine “Bulletin of the University” is published every quarter.

For faculties are designed brochures, flyers or booklets containing general information about the specialties, the benefits of studying at this faculty, student exchange programs, teachers, partners, alumni, information on admission, terms and form of training, and prices. To inform applicants, information boards, posters, stands, banners, as well as nameplates of institutes, faculties and specialties are hung in the foyer of the university building. Also, for recruiting activities in schools, presentations and videos containing the above information were developed. Presentations in secondary general schools of the city and the Western region of Kazakhstan. “Open Doors Day” at K. Zhubanov ARSU is held 1-2 times a year. March 16, 2016, according to the plan for vocational guidance work of the departments, an “Open Door” was held for graduates of city schools. The event was attended by students of urban schools № 38, 40, etc., as well as graduates engaged in education and tourism.

Teachers participate in activities aimed at informing students, applicants and all interested persons. The preparation of information for placement on the university's Internet resources, except for information placed by educational units and teachers on the educational portal, is carried out by interested structural units of K. Zhubanov ARSU.

The university management uses a variety of ways to disseminate information: the university's website, briefings held by management, open days, university job fairs, round tables with heads of enterprises and organizations, exhibitions of achievements, demonstration of implemented new technologies and equipment, career guidance months and weeks. One of the forms of communication with the public is vocational guidance work, which is systematically carried out by teachers who implement the EP. Professional orientation work and the formation of a student contingent is carried out on the basis of a scientifically based system of forms, methods and means of influence, which as a special task studies individual differences in the abilities of entrants, their professional selection in vocational training and the timely involvement of students in obtaining higher education. Professional orientation work is conducted among potential customers of the educational program and is aimed at promoting educational programs in the educational institutions of the city, region and country. Annually, for the purpose of broad information of the population about the activities and specialties of K. Zhubanov ARSU, the Rector of the university approves a plan for career guidance work. In accordance with the plan, the following works are carried out: 1) information booklets on the specialties of the ARSU with excerpts from the admission rules in Kazakh and Russian are published, which are distributed year-round through the students, agitation groups of the university, and also by placement in places of mass population; 2) information stands are made out and / or updated, on which information about specialties of the university is placed, excerpts from the Rules of Admission to the ARSU in Russian and Kazakh languages; 3) all-the-year-round information and explanatory work is conducted on the issues of admission to universities of Kazakhstan; 4) a special issue of the newspaper Aktobe University is regularly published; 5) a career guidance group was formed from the number of the faculty of the

University, which, according to the approved schedule, conducted outreach work with alumni of all schools and colleges of the Aktobe region and regions of the western region on the choice of specialties and admission to universities in Kazakhstan; 6) the website of the K. Zhubanov ARSU contains information on the admission rules, educational grants and the cost of studying at the ARSU; 7) Information on university specialties and admission rules is regularly posted in the newspaper "Aktobe" and on the TV channel "Kazakhstan-Aktobe".

The University on Statistics is one of the active users of the RIEL. Analysis and monitoring of the publication activity is carried out by the Analytical Department.

The mass media for publication have been defined - these are republican and regional newspapers and television, radio. During the "Week of Science" at the department in time materials were prepared on the conduct of events for coverage on the university's website and in newspapers. For example, in the newspaper of the University "The Bulletin of the University", dated April 15, 2017, the article "Tourism is a nation-wide market" was published by the senior lecturer of the department, Cand.Sc. G.Zh. Suleimenova and the second-year student of the EP 5B090200-"Tourism" A. Kopabayeva, which provides information about the seminar "Touristic Potential of Aktobe Region" about the problems of development of domestic tourism in the region

Evaluation of satisfaction with information on the activities of the university, the specifics and progress of the implementation of the EP is conducted annually through questionnaires, interviews, feedback, and through the rector's blog (<http://arsu.kz/ru/content/blog-rektora-0>).

Questioning of students, conducted during the visit of the ECC of the IAAR, showed that satisfaction with the students' knowledge of courses, EP, and academic degrees - 76.2%.

The EPs take part annually in the National rating of the EP among the universities of Kazakhstan. This procedure is carried out voluntarily, the results are published in open sources. It is planned to intensify the publication activity on educational policy and current trends.

### ***The analytical part***

At the same time, the commission notes that the following issues concerning this standard are not fully reflected in the self-report and have not been confirmed during the ECC visit.

Information on the activities of the ARSU and the implementation of the EP is published on the university's website, the university's newspaper "Aktobe University", the journal "Bulletin of the University", local and national media, and social networks. The official page of the university is present in the social network "VKontakte".

The information on the site is not presented systematically, on the basis of structured subdivisions, whether in accordance with the results or not. Most of the site [www.arsu.kz](http://www.arsu.kz) was not available (there is only a layout with section headings), and the rest contains not always up-to-date and incomplete information (<http://95.57.215.13/old.arsu.kz>).

In the self-assessment report, the publication on its own web resource of audited financial statements, including in the context of the EP, is mentioned only in the part of measures to improve in the future and was not confirmed during the EEC visit.

There are no analytical data and the results of the participation of the university and the EPs implemented in the procedures for external evaluation and placement of information and links to external resources based on the results of external evaluation procedures, as well as information in the context of accredited educational programs. There are no references to the availability of adequate and objective information about the teaching staff of the EP in the context of personalities. Thus, the effectiveness of using the site in improving the educational process is not high enough.

Members of the commission note the need for accurate, objective and up-to-date information within the framework of the EP including:

- implemented EP, indicating the expected learning outcomes;
- information on the possibility of assigning qualifications at the end of the EPs;
- information on teaching, learning, evaluation procedures;
- information on passing scores and educational opportunities provided to students;

**Strengths / best practice:**

▼ Using a variety of means of disseminating information to inform the general public and stakeholders about the EPs;

**ECC Recommendations:**

1. To carry out periodic internal monitoring of the website and evaluate to what extent the available information resource meets modern requirements, goals and objectives of the University as a whole and in the context of educational programs. In this case, take into account the technical requirements for standard resources: to site design, usability, technical characteristics, to the content management system (CMS).

2. To post information about the programs being implemented, indicating the expected results of the training, the possibility of assigning qualifications at the end of the EP, about teaching, training, evaluation procedures, information on passing scores and educational opportunities provided to the students.

3. To place audited financial statements on the university's website.

**Conclusions of the EEC on the criteria: strong - 1, satisfactory - 7, suggest improvements - 5.**

5.10. Standards in terms of separate programs

In accordance with the Civil Code of the Republic of Kazakhstan 08-2009 “Classifier of specialties of higher and postgraduate education of the Republic of Kazakhstan” approved by Order No. 31 of the Minister of Education and Science of the Republic of Kazakhstan dated June 21, 2010, educational program 5B042100- “Design” refers to a group of specialties in the direction of “Art”. For training of personnel for professional activities, the educational program provides for a component that develops core competencies. Teaching on educational programs is conducted on the basis of modern achievements of science and practice in the field of specialization, as well as using advanced methods and technologies of teaching - a method of problem-based learning, a method of developing critical thinking. For the formation of professional competencies, the use of training trainings, business games, discussion, project activity, group work is widely practiced, and information and communication technologies are used in teaching - video-practical training, visualization of educational materials, and use of Internet search engines to perform practical tasks. In the course of development of the educational program 5B042100- “Design” students provided relevant knowledge in the field of art, form communication skills, personality and behavior analysis in accordance with the key competences, presented in modular educational programs. Much attention is paid to the technology of project activities; interactive methods of teaching, critical thinking strategies, case studies, role-playing and business games and training are used. Self-study skills are most effectively formed when performing individual tasks, which are widely used in the study of various disciplines of the educational program. Teachers of the departments successfully practice presentations of training courses using interactive boards, multimedia projectors, as well as tasks, questions for self-control and criteria for creative work, allowing for ongoing and intermediate control of students' knowledge in all the disciplines read in the AIS “Univer” system. Training on accredited educational programs, both in content and used educational technologies, requires students to make extensive use of information technologies, master the basic functions and software of a modern computer. Graduates are well-oriented in modern information flows, including skills in mastering the basic functions and software of a modern computer. Students use the Internet resources to find the necessary information, conduct its processing, text, table and graphic. Knowledge in the field of information technology for students in the specialty are used in the process of work on the thesis and are reflected in the work of students in such disciplines as "Computer Graphics", "Computer Design", "Computer Modeling", etc. Teaching staff of the

departments hold seminars discussion of the latest teaching methodologies and technologies. For example, according to the Design Department seminars were conducted: "Methods for generating ideas in design" (Kuznetsova Yu.N.), "Stages of sculpture creation" (Kenbai Zh.K.), "Symbolism and shaping in Kazakh national costume" (Sibagatova G.K.), "Creation of felt accessories" (Tnalina N.Kh.), "Methodology of professional education in modernization of education content" (Niyazbaeva S.K.), "Friendship Bridge", "Oriental Style in Kazakh and Chinese Culture: Tradition and Innovation"(Momenov B.M.). For practical purposes, the practical aspects of getting awards are given by various practitioners: learning, production (pedagogical), pre-diploma. Organization and Implementation of Pedagogical Practice in the Departments are being held in accordance with the requirements of the Organization of Higher Education and Post-Graduate Education (20.05.2013, № 499). The "Design" Department provides the practical training of trainees in the field of specialization. All types of practices are conducted on the basis of enterprises, which are the bases of practices of the Department of Design. At the time, the practitioners of the company are familiar with the professionally-focused, actual problems in the field of technology, machinery and equipment, graphic and architectural specialties, computer designing. Organize an indefinable training plan, provide consultation in accordance with the program of teaching, in the volume of excursions to the company (мастерские, ателье, школы, etc.) and museums, exhibitions, allowing to be trained, to look through the actual process, to look at contemporary art. In addition, on the basis of the AF JSC "SC Kurylyskonsalting" a branch of the Design department was organized, where practical training, practical and seminar classes are held in the disciplines: "Designing", "Modeling" and "Material Science", as well as scientific and practical research in the writing of diplomas works of graduate students. Pre-diploma practice is provided for the fourth year in the 8th semester, in the amount of 2 x credits. Pre-diploma practice is the final stage of practical training for trainees. This practice is the main stage in the implementation of the experimental part of the thesis. During the passage of the students, the EP conducts activities and studies according to the schedule of assignments on the subject of the thesis. Practical experience in the EP 5B042100-"Design" is the most important part of the educational process, determines the quality of education, the success of students in employment and further career growth, in becoming a professional specialist. To provide practical experience in the Department of Design, a number of the following activities have been put into practice: conducting industrial and pre-diploma practices on the basis of employers in accordance with the memorandum and practice agreements, where students in the course of practicing in the specialty have the opportunity to learn practical skills and to consolidate theoretical material ; involvement in the educational process of practicing designers, artists with a rich pedagogical and managerial experience for conducting guest lectures, during which they share their best practices. During the practice, students conduct test lessons, educational and extra-curricular activities with a differentiated assessment, participate in their discussion and analysis. The number of test lessons and activities is determined by the program of practice and the schedule of their conduct. An important part of training highly qualified specialists is the professional practice of students. The professional practice of students is aimed at consolidating the knowledge gained in the learning process at the university. Acquisition of practical skills and mastering of the best practical experience and experience of professional and organizational work. Prior to the beginning of professional practices, the department holds meetings with specialty methodologists on the organization and conduct of practice; a training seminar with students on pedagogical practice; an installation conference on pedagogical practice; an installation conference on coaching practice. At the end of the practice, the final conference is held. As evidenced by the relevant protocols. Students-interns rent a decorated portfolio. At the department there is a student portfolio, there is also a general report of the head of the practice of the department and the reports of the methodologists. At the end of each practice, a final conference is held, at which the student provides a portfolio with the results of the work on an individual practice plan. The practice report is protected before a commission created from the number of PPPs and representatives of the practice bases. Experts of the practice, leading experts in the field of art and representatives of design companies are invited as reviewers of diploma projects. The chairmen of the final state attestation



commission, in whose capacity teachers with academic degrees and degrees of higher education of the Republic of Kazakhstan are involved, note the relevance and applied importance of the diploma projects. The research work carried out within the framework of the diploma projects is often extended to master's theses, to which many of our graduates annually enroll. Diploma projects are, in fact, finished project solutions, fully ready for implementation. Within the framework of EP 5B042100- "Design" there is a mechanism of collegial evaluation of creative examination work of students. During the assessment of the creative work of the student decisions are made collectively, that is, a commission is created, which includes the Head and teachers of the Department. In 2014-2015 academic year, a professor of the Omsk branch of the Federal State Budgetary Educational Institution of higher professional education "Higher School and Folk Arts / Institute /" was invited for academic mobility Amirgazin K.Zh. In 2016-2017 academic year on academic mobility was invited Candidate of Art History, Associate Professor, Head of the Design Department Chepurova Olga Borisovna, Orenburg State University, Russia in October 16-29, 2016. The EP 5B042100- "Design" includes the maximum possible number of disciplines and activities, in which skills are taught to students in small groups, for example, in 2014-2015 academic year, foreign scientists were invited to conduct master classes. From February 10 to 13, 2015, a member of the Union of Designers of Russia, member of the Union of Theater Workers of the Russian Federation, Member of the Russian Authors' Society, Sinitsina L.A. was invited from Vyatka State Humanitarian University. She held for students and teachers a master class on the art panel. April 10, 2015 artist from the city of Seattle (USA) Osman Layla Ahmet held a master class in arts and crafts for students. From 6 to 9 April 2016 the delegation of the International Union of Book lovers, consisting of the Chairman of the ISC Council, L. Shustrova and the artist, professor MAAI Zorina LN. was on a visit to Kazakhstan in Aktobe at the invitation of the K. Zhubanov ARSU, with whom IBL concluded an agreement on joint activities. Two master classes on etching by the artist Zorina LN were held at the university, a lecture on the history of the Russian exlibris Ludmila Shustrova was read with the display of two films on the exlibris. Shustrova L.V. gave the library of the K. Zhubanov ARSU a full set of "Russian exlibris magazine" (20 issues), and the Aktobe Regional Universal Scientific Library a series of books "The Library of Russian Classics." On April 8, the opening of the personal exhibition of the exlibris of the artist M. Zhaksygarina took place in the Museum of Arts in Aktobe, where over 200 bookmarks were presented. The artist also presented her exhibition as a gift to the Museum of Arts in Aktobe.

***Strengths / best practice:***

- ✓ Availability of graduates a program of theoretical knowledge in the field of the arts and skills of self-expression through creativity that are related to the competencies of the accredited EP, for example - graphics, painting, sculpture, architectural, industrial, graphic design,
- ✓ The EP includes the maximum possible number of disciplines and activities in which skills are taught individually or in small groups, for example, master classes of honored art workers.
- ✓ The maximum possible number of events is organized for students to facilitate the demonstration by students acquired creative skills, for example, concerts and exhibitions.
- ✓ Availability mechanism of peer evaluation of creative examination papers of students.

***Conclusions of the EEC on the criteria for EP 5B042100- "Design": strong - 4, satisfactory - 6.***

In accordance with the Civil Code of the Republic of Kazakhstan 08-2009 "Classifier of specialties of higher and postgraduate education of the Republic of Kazakhstan" approved by Order No. 31 of the Minister of Education and Science of the Republic of Kazakhstan dated June 21, 2010, educational programs 5B090100- "Organization of transportation, traffic and transport operation", 5B090200- "Tourism" refers to a group of specialties in the direction "Services".

With the implementation of the Bologna Process, the quality problems have come to the fore in the education system through the introduction of innovative technologies in the educational

process aimed at activating the processes of perception, memory, attention, creative, productive thinking in the educational process.

The main criterion for the completeness of the educational process for the training of accredited specialties is a professional higher education curriculum aimed at training specialists with the award of an academic bachelor's degree in services. Bachelor of this profile is trained for activities in the field of material production, which includes a set of tools, methods and methods of human activity aimed at solving complex problems associated with the organization of traffic in transport, modeling and designing vehicles, studying the processes and patterns of organization of operational work on the basis of modern management and marketing; improvement of the process of transportation and interaction of modes of transport on the basis of logistics principles, as well as research activities aimed at improving the efficiency of transport in a market economy.

For successful development of educational programs for students, teachers use innovative methods of teaching in the form of business and role games, simulation trainings, discussions, brainstorming, situational games, business project development, and slideshow design in the educational process. Teachers successfully practice presentations of training courses using interactive whiteboards, multimedia projectors, media libraries, electronic stands, use of audio-video equipment, video projectors, phono-videotech, videoconferences, etc. during classes.

The analysis showed that the introduction of new training systems led to a change in the regulatory approaches in the organization of classroom and extracurricular activities. The form of conducting a lecture lesson has been noticeably modified due to the use of a complex of modern teaching aids, which makes it possible to increase the efficiency of the learning process by increasing student activity.

The teaching staffs of the graduating departments widely use various active methods in the educational process: method of problematic presentation, presentations, discussions, case-study, group work, critical thinking, quizzes, business and role games, blitz-survey method, brainstorming and much more.

Much attention is paid to the use of information technology in the educational process. Electronic textbooks and computer programs have been developed at the departments. For example, e-textbooks developed by university professors in the special disciplines take full advantage of the multimedia capabilities of computers and allow for the control of knowledge.

The university created and actively uses computer classes integrated into a single local network, offices with interactive whiteboards; a library fund including electronic textbooks was created. Teachers have developed multimedia training support; audio and video libraries are widely used. The necessity of using innovations in the educational process is justified and recommended at the sessions of the departments, EMBs through their discussion, conducting open classes. The results of implemented innovations are discussed in the teaching and methodological sections of the departments and faculty, EMB, methodological seminars are held, open classes using the latest teaching technologies, master classes.

At the K. Zhubanov ARSU, among the measures aimed at improving the quality of students' knowledge, it is necessary to note the following:

- regular testing of students in disciplines;
- conducting practical exercises using cases;
- solving practical problems on the Kazakhstani material;
- attraction of students to scientific research and participation in student scientific conferences.

The mission of educational programs is to achieve the provision of high quality educational services in the field of higher education, leadership in the national space for the training of personnel in the EP by implementing the principles of the Bologna process and modern quality standards.

The department attracts practical workers, determines the share of their disciplines for the implementation of the department's educational programs, for reading lectures, conducting practical classes. Leaders of key departments and organizations are involved in reading lectures, allowing the

theory to be brought closer to practice and helping the graduates quickly adapt to a professional environment.. All involved specialists have basic technical and economic education, experience of practical work, advanced training. A number of teachers have a long experience in the technical sector of the organization of the Aktobe region, in the transport system, for example, Candidate of Sc. Technics, Associate Professor Tanirbergenov A.K. worked in “Kazakhstan Railway Road” in the department of railway management, senior teacher Ordabayeva G.M., Candidate of Sc. Technics, Associate Professor Saukhanov N.S., Candidate of Sc. Technics, Associate Professor Murzagaliyev A.Zh., Candidate of Sc. Technics, Associate Professor Kuanyshev M.K. worked as a Head of the Transport Sector in the West Kazakhstan Railway Department.

In order to form the competencies required for future professional activity in the educational process of the EP 5B090200- "Tourism", practitioners are involved. For example, the leaders of professional practice are representatives of the Tourist firm “Zere-Tour” Krambayeva B.Kh., Yessenbaev O.S. and others. Experienced methodists of the City Station of "Young Tourists" Bekbergenova A.I., Shanova G.A. are appointed as the leaders of the training practice for the students of the 1<sup>st</sup> t course EP 5B090200- "Tourism" etc. Representatives of these institutions are active participants in activities for career guidance work, held annually "Job fairs", methodological seminars, seminars on tourism topics and employment of graduates. Students of the EP 5B090100- "Organization of transportation, traffic and transport operation" participate in all exhibitions organized by the Akimat of Aktobe for entrepreneurs and entrepreneurs and ATAMEKEN STARTUP WEEKEND. This is a project to support youth entrepreneurship in the regions of Kazakhstan. The aim of the project is to stimulate youth's interest in entrepreneurship. All business projects fall into the base of the Business Angels Club, created under the Foundation. Moreover, the most interesting projects are sent to the State and private development institutions (DAMU, NATR, Techno parks and Business Incubation Centers) for consideration for financing.

Educational programs provide for improving the quality of training specialists based on the maximum approximation of the educational process to the real needs of educational institutions and organizations: participation of students in subject Olympiads, the passage of students in training on improving skills, etc.; development of interaction with partners from other universities, and employers in developing and improving the content of educational programs, taking into account innovative strategies for the development of educational institutions and organizations; passing teachers of the Department of continuing education programs.

Practitioners, potential employers and managers of practices from enterprises are involved in reading lecture lectures and in carrying out practical sessions of the departments: according to the EP 5B090100- “Organization of transportation, traffic and transport operation”, guest lectures were given by the Director of “Autopark” LLP Sarsengaliyev A.Sh. (2014-2015 academic year), the Head of operation of the fleet of LLP “Autopark” Shanenov AK. (2015-2016 academic year), Chief Freight Specialist “Transport and Logistics Center” Orazova M. (2015-2016 academic year), Senior Inspector for a particularly important issue of road traffic organizations UAP DIA Aktobe region police major Kulzhanov A.E., AF RGP "Kazahvtodor" - Chief of the site number 5 Asanov T. (2016-2017 academic year), etc.

According to the EP 5 EP 5B090100- “Organization of transportation, traffic and transport operation” in 2017, Doctor of Sc.Technics, Professor of the South Ural State University (SUSU) of the Department "Engines and electronic transportation systems" B.A. Sharoglazov conducted a lesson on “Nanotechnology in road transport”. The logic of attracting practitioners is that they can practically show the students the application of certain theoretical knowledge in practice, taking into account the rapidly changing requirements for the competencies of specialists; they make it possible to ensure the applied orientation of the training.

Employers are involved in the development and review of curriculum curricula of the elective component. For the formation of the EP 5B090200- “Tourism” employers are involved: the methodologist of the City Station “Young Tourists” Bekbergenova A.I., Director of the Tourist firm “Zere-Tour” Krambayeva B.Kh., the scientific secretary of the Regional Museum of Local History Bisembayev A.A., Director of the regional inspection of protection of monuments of historical and

cultural heritage Mamedov A.M.

On the accredited EP, representatives of the practice bases and branches of the departments are the reviewers of the diploma works. Diploma works on the EP is carried out on the bases of practices and on the example of the study of the institutions and enterprises activities: on the EP 5B090100- “Organization of transportation, traffic and transport operation” - LLP “Autopark”, JSC “TNK Kazkhrom”, RSE “Kaza-Auto”. In addition, on the basis of LLP "Autopark" a branch of the department “Department of Road Transport and Traffic Management” was organized, where practical and seminar classes are held on the disciplines: “Technical operation of vehicles”, “Organization of traffic and traffic management”, “Ensuring traffic safety in transport” and “Technical means of traffic management” as well as scientific and practical research when writing graduate projects of graduate students.

At training of graduates the Department “Automobile transport and road traffic organization” actively supports direct contacts with foreign educational institutions, scientific and international organizations on improving the higher education system in the context of global socio-cultural and economic changes in the world, as well as conducting and participating in collaborative research, international conferences and seminars, scientific internships.

At the end of the educational programs, graduates have in-depth skills in carrying out experimental studies, performing analytical work and preparing documentation, formulating and solving research problems, critical and creative thinking. At the same time, graduates of educational programs are literate in the field of information technology, have the skills of mastering the basic functions and software of a modern computer.

For solving of the President's task of creating an effective system of training and assisting in employment at the departments, work is underway to target specialists in the strategic partnership with various organizations and the business community. The main goal and task of the Departments for Employment is to actively promote the employment of graduates, monitor their professional activities and career growth. For this purpose, the departments maintain contact with graduates, track employment and further their promotion in the labor market.

Under the EP 5B090100- “Organization of transportation, traffic and transport operation”, on average 79% of graduates are employed in the first year of graduation, the employment of graduates of the EP 5B090200- “Tourism” averages 78%.

Thus, the results of training on accredited EPs are: the formation of competencies demanded on the labor market, the formation of in-depth skills in scientific research, readiness for professional activity, personal, professional and social development of students, promoting socialization, and the formation of a common culture of the individual.

***Strengths / best practice:***

✓ Teaching on the basis of modern achievements of world science and practice in the field of specialization, as well as using modern and advanced teaching methods.

***Conclusions of the EEC on the criteria for the EPs 5B090100- /’Organization of transportation, traffic and transport’, 5B090200- ‘Tourism’: strong - 1, satisfactory - 5.***

## **(VI) REVIEW OF STRONG SIDES / BEST PRACTICES FOR EVERY STANDARD**

### Standard “Educational Program Management”

✓ management of innovation within the framework of the EP, including the analysis and implementation of innovative proposals;

### Standard “Information Management and Reporting”

✓ established the frequency, forms and methods of management assessment of the EP, the activities of collegiate bodies and structural units, senior management, the implementation of scientific projects;

✓ systematic use of processed, adequate information to improve the internal system for quality assurance through questioning of students and employers, regular collection of information and analysis of organized measures to eliminate shortcomings;

✓ availability of the Student Services Center;

✓ the existence of agreements confirming the consent of trainees, employees and teaching staff to the processing of personal data;

✓ providing the management of the EP with all the necessary information in the relevant fields of science.

### Standard “Development and approval of the educational program”:

✓ availability of developed models of graduate describing learning outcomes and personal qualities;

✓ conducting external expertise of the EP;

✓ the labor intensity of the EP is clearly defined in Kazakhstan credits and ECTS.

### Standard “Student-centered teaching and academic performance assessment”:

✓ availability of a feedback system on the use of different teaching methods and evaluation of learning outcomes;

✓ supporting the autonomy of students with simultaneous guidance and assistance from the teacher.

### Standard “Students”:

✓ availability of a mechanism to support gifted students.

### Standard “Teaching staff”:

✓ provision of conditions for professional growth of teaching staff;

✓ providing the university administration with favorable working conditions for teaching staff.

### Standard “Public information”

✓ using a variety of ways to disseminate information to inform the general public and stakeholders.

### Standards in terms of separate programs:

#### “Art”:

✓ availability at graduates the program of theoretical knowledge in the field of the arts and skills of self-expression through creativity that are related to the competencies of the accredited EP, for example - graphics, painting, sculpture, architectural, industrial, graphic design, etc.

✓ availability at graduates the program of theoretical knowledge in the field of the arts and skills of self-expression through creativity that are related to the competencies of the accredited EP, for example - graphics, painting, sculpture, architectural, industrial, graphic design, etc.

✓ the EP includes the maximum possible number of disciplines and activities in which

skills are taught individually or in small groups, for example, master classes of honored art workers;

- ✓ the maximum possible number of events that promote the demonstration of students, acquired creative skills, for example, concerts and exhibitions are organized for students;
- ✓ availability of a mechanism for peer evaluation of students creative examination papers.

“Services”:

- ✓ teaching on the basis of modern achievements of world science and practice in the field of specialization, as well as using modern and advanced teaching methods.



**(VII) REVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY**

1. *To develop a quality culture in the university, which includes continuous monitoring of activities to improve and take action when goals and objectives are not achieved. Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint / two-degree education and academic mobility.*
2. *To develop an intra-university quality assurance system, including design of the EP, risk management, monitoring, improvement, decision-making on the basis of facts.*
3. *To assess the risks of developing educational programs in full accordance with the University Development Strategy and to develop a mechanism for their reduction.*
4. *To intensify the work to ensure transparency in the development of the development plan for EP 5B090100- "Organization of transport, traffic and operation of transport" for wider coverage of interested persons in order to improve the EP based on the analysis of its functioning, the real positioning of the institution and its focus on meeting the needs of the state, employers, interested persons and students.*
5. *To conduct an analysis of the conformity of the development plan for the EP 5B090100- "Organization of transportation, traffic and transport operation" of the current Development Strategy of the University and based on the obtained data, to improve the development plan for the EP.*
6. *To use strategic KPIs (key performance indicators) to cascade first to the level of structural units, and then to the level of employees.*
7. *To consider the possibility of training students for professional certification.*
8. *To confirm the EP and to specify the areas, spheres, objects and subjects of graduates professional activity of in the direction of training EP 5B090100- "Organization of transportation, traffic and transport operation"*
9. *To consider the possibility of EP development in conjunction with Kazakhstan and foreign educational organizations in the direction of training the EP 5B090100- "Organization of transportation, traffic and transport operation"*
10. *To continue cooperation with Kazakhstan and foreign universities on harmonization and development of joint educational programs, programs of double diplomas.*
11. *To stimulate more the teaching staff of the accredited EP for development their own research in the field of methods of teaching the academic disciplines.*
12. *To provide the alumni with documents confirming their qualifications, including the results achieved, as well as the context, content and status of the education received and evidence of its completion.*
13. *To organize work on adaptation and support for international students.*
14. *To intensify personnel policy and ensure the professional competence of the state, to strengthen the work on the professional growth of young teachers under the EP 5B090100- "Organization of transportation, traffic and transport operation".*
15. *To confirm the staffing according to the specifics of the EP under the EP 5B090100- "Organization of transportation, traffic and transport operation".*
16. *To strengthen the work on the development of academic mobility, to actively involve the best foreign and native scientists and teachers under the EP 5B090100- "Organization of transportation, traffic and transport operation".*
17. *To organize the functioning of the system antiplagiat for a qualitative implementation of results examination of the research, final works*
18. *To create great opportunities for the support and social protection of students various groups on accredited EPs, as well as for access to the education of socially vulnerable segments of the population.*
19. *To conduct periodic internal monitoring of the website and evaluate to what extent the*

*available information resource meets modern requirements, goals and objectives of the University as a whole and in the context of educational programs. In this case, to take into account the technical requirements for standard resources: to site design, usability, technical characteristics, to the content management system (CMS).*

20. *To post information on the programs being implemented, indicating the expected results of the training, the possibility of assigning qualifications at the end of the EP, about teaching, training, evaluation procedures, information on passing scores and educational opportunities provided to the students.*

21. *To place audited financial statements on the university's website.*





**Evaluation table “SPECIALIZED PROFILE PARAMETERS”**

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**

**Special profile parameters**

**K. Zhubanov Aktobe Regional State University**

5B042100-Design  
5B090200-Tourism

**Aktobe, 2017**

№	№	Criteria of assessment	Position of the education organization			
			Strong	satisfactory	involves improving	unsatisfactory
<b>Standard “Management of the educational program”</b>						
1	1.	The university must have a published quality policy.		+		
2	2.	The quality assurance policy should reflect the relationship between research, teaching and learning.		+		
3	3.	The university must demonstrate the development of a quality assurance culture, including in the context of EPs.			+	
4	4.	Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint two-diploma education and academic mobility.			+	
5	5.	The EP management provides transparency in the development of an EP development plan based on the analysis of its functioning, the real positioning of the institution and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.		+		
6	6.	The EP management demonstrates the functioning of the mechanisms for the formation and regular revision of the AP development plan and monitoring of its implementation, assessing the achievement of the training objectives, meeting the needs of students, employers and society, making decisions aimed at continuously improving the EP.		+		
7	7.	The EP management should involve representatives of stakeholder groups, including employers, trainees and academic staff in forming an EP development plan.		+		
8	8.	The EP management should demonstrate the individuality and uniqueness of the development plan for the EP, its coherence with national development priorities and the development strategy of the organization of education.		+		
9	9.	The university should demonstrate a clear definition of those responsible for business processes, within the framework of the EP, the unequivocal distribution of the duties of the staff, the delineation of the functions of collegial bodies.		+		
10	10.	The EP management should provide evidence of transparency in the management of the educational program.		+		
11	11.	The EP management should demonstrate the successful functioning of the internal quality assurance system of the AP, including its design, management and monitoring, their improvement, decision-making on the basis of facts.			+	

12	12.	The EP management should implement risk management.			+	
13	13.	The EP management should ensure the participation of representatives of interested persons (employers, academic staff, students) in the collegial bodies of the management of the educational program, as well as their representativeness in making decisions on the management of the educational program.			+	
14	14.	The university should demonstrate the management of innovation within the framework of the EP, including the analysis and implementation of innovative proposals.	+			
15	15.	The EP management should demonstrate evidence of openness and accessibility for students, academic staff, employers and other interested persons.	+			
16	16.	The EP management must receive training in educational management programs.			+	
17	17.	The EP management should strive to ensure that the progress achieved since the last external quality assurance procedure is taken into account when preparing for the next procedure.			+	
<b>Total by standard</b>			<b>2</b>	<b>11</b>	<b>4</b>	<b>0</b>
<b>Standard “Information Management and Reporting”</b>						
18	1.	The university should ensure the functioning of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software.			+	
19	2.	The EP management should demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.			+	
20	3.	Within the EP, there should be a system of regular reporting, reflecting all levels of the structure, including an assessment of the effectiveness and effectiveness of the departments and departments, scientific research.			+	
21	4.	The university should establish periodicity, forms and methods for evaluating the management of the AP, the activities of collegial bodies and structural units, senior management, the implementation of scientific projects.	+			
22	5.	The university should demonstrate the definition of order and ensure the protection of information, including the identification of responsible persons for the reliability and timeliness of information analysis and data reporting.			+	
23	6.	An important factor is the involvement of students, workers and academic staff in the processes of information collection and analysis, as well as decision-making on their basis.			+	
24	7.	The EP management should demonstrate the existence of a mechanism of communication with trainees, employees and other interested persons, including the presence of conflict resolution mechanisms.			+	
25	8.	The university should provide a measure of the degree of satisfaction of the needs of the teaching staff, staff and trainees within the EP and demonstrate evidence of			+	

		addressing the deficiencies found.				
26	9.	The university should evaluate the effectiveness and effectiveness of activities, including in the context of the EPs.		+		
		The information collected and analyzed by the university within the framework of the AP should take into account:				
27	10.	key indicators of efficiency;			+	
28	11.	dynamics of the contingent of students in the context of forms and species;	+			
29	12.	level of achievement, students achievement and deduction;		+		
30	13.	satisfaction of students with the implementation of the EP and the quality of education in the university;	+			
31	14.	accessibility of educational resources and support systems for students;	+			
32	15.	employment and career growth of graduates.		+		
33	16.	Students, employees and academic staff must confirm documentary consent to the processing of personal data.	+			
34	17.	The EP management should facilitate the provision of all the necessary information in the relevant fields of science.	+			
<b>Total by standard</b>			<b>6</b>	<b>10</b>	<b>1</b>	<b>0</b>
<b>Standard “Development and approval of educational programs”</b>						
35	1.	The university should define and document the procedures for the development of the EP and their approval at the institutional level.		+		
36	2.	The EP management should ensure that the developed EP meets the established objectives, including the expected learning outcomes.		+		
37	3.	The EP management should ensure the availability of developed models of the graduate student who describe the results of training and personal qualities.	+			
38	4.	The EP management should demonstrate the conduct of external expertise.	+			
39	5.	The qualification obtained at the conclusion of the EP shall be clearly defined, explained and correspond to a certain level of the NSQ.		+		
40	6.	The EP management should determine the impact of disciplines and professional practices on the formation of learning outcomes.		+		
41	7.	An important factor is the possibility of students training for professional certification.			+	
42	8.	The EP management shall provide evidence of the participation of trainees, academic staff and other stakeholders in the development of the EP, ensuring their quality.		+		

43	9.	The complexity of EP should be clearly defined in Kazakhstan credits and ECTS.	+			
44	10.	The EP management should ensure that the contents of the academic disciplines and the results of the training are of a level of study (bachelor's, master's, doctoral).		+		
45	11.	In the structure of the EP, various activities corresponding to the learning outcomes should be envisaged.		+		
46	12.	An important factor is the existence of joint EP with foreign educational organizations.		+		
<b>Total by standard</b>			<b>3</b>	<b>8</b>	<b>1</b>	<b>0</b>
<b>Standard “Continuous monitoring and regular assessment of educational programs”</b>						
47	1.	The university should monitor and periodically evaluate the EP in order to ensure that the goal is achieved and meet the needs of the students and society. The results of these processes are aimed at the continuous improvement of the EP.		+		
		Monitoring and periodic evaluation of EP should consider:				
48	2.	the content of the programs in the light of the latest achievements of science in a specific discipline to ensure the relevance of the discipline being taught;		+		
49	3.	changes in the needs of society and the professional environment;		+		
50	4.	load, progress and graduation of students;		+		
51	5.	the effectiveness of evaluation procedures for students:		+		
52	6.	expectations, needs and satisfaction of trainees in learning by the EP;		+		
53	7.	educational environment and support services and their compliance with the objectives of the EP;		+		
54	8.	the university and the EP management must provide evidence of the participation of trainees, employers and other interested persons in the revision of the EP.		+		
55	9.	All interested persons should be informed of any planned or undertaken actions in relation to the EP. All changes made to the EP shall be published.		+		
56	10.	The EP management should ensure that the content and structure of the EP are reviewed, taking into account changes in the labor market, the requirements of employers in the social demand of the society.		+		
<b>Total by standard</b>			<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>
<b>Standard “Student-centered teaching and academic performance assessment”</b>						

57	1.	The EP management should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths.		+		
58	2.	The EP management should ensure the use of various forms and methods of teaching.		+		
59	3.	An important factor is the availability of our own research in the field of methods of teaching the academic disciplines of the EP.		+		
60	4.	The EP management should demonstrate the availability of a feedback system on the use of different teaching methods and evaluation of learning outcomes.	+			
61	5.	The EP management should demonstrate support for the autonomy of trainees with simultaneous guidance and assistance from the teacher.	+			
62	6.	The EP management should demonstrate the existence of a procedure for responding to complaints from students.		+		
63	7.	The University should ensure the consistency, transparency and visibility of the evaluation mechanism for each training program, including an appeal.		+		
64	8.	The university should ensure that the procedures for assessing the learning outcomes of the students of the EP are consistent with the planned learning outcomes and program objectives. Criteria and methods of evaluation within the framework of the EP should be published in advance.		+		
65	9.	In the institution, the mechanisms for ensuring the learning outcomes of each graduate of the EP should be determined and the completeness of their formation ensured.		+		
66	10.	Evaluating persons must possess modern methods of assessment of learning outcomes and regularly upgrade the skills in this area.		+		
<b>Total by standard</b>			<b>2</b>	<b>8</b>	<b>0</b>	<b>0</b>
<b>Standard "Students"</b>						
67	1.	The university should demonstrate the policy of forming a contingent of students in the context of the EP from admission to release and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to completion) should be identified, approved published.		+		
68	2.	The EP management should demonstrate special adaptation and support programs for newly enrolled and foreign students.		+		
69	3.	The university should demonstrate the conformity of its actions to the Lisbon Recognition Convention.		+		
70	4.	The university should cooperate with other educational organizations and national centers "European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers" ENIC / NARIC in order to ensure comparable		+		

		recognition of qualifications.				
71	5.	The EP management should demonstrate the existence and application of a mechanism for recognizing the results of academic mobility of trainees, as well as the results of additional, formal and informal training.		+		
72	6.	The institution should provide an opportunity for external and internal mobility of students, EPs, and also assist them in obtaining external grants for training.		+		
73	7.	The EP management should make the maximum amount of effort to provide practice-based practices, facilitate the employment of graduates, and maintain communication with them.		+		
74	8.	The institution should provide the graduates of the EP with documents confirming the received qualification, including the results of the training achieved, as well as the context, content and status of the education received and evidence of its completion.			+	
75	9.	An important factor is the monitoring of employment and professional activities of EP graduates.		+		
76	10.	The EP management should actively encourage students to self-education and development outside the main program (extracurricular activities).		+		
77	11.	An important factor is the existence of an active association of graduates.		+		
78	12.	An important factor is the availability and support mechanism for gifted students.	+			
<b>Total by standard</b>			<b>1</b>	<b>10</b>	<b>1</b>	<b>0</b>
<b>Standard “Teaching staff”</b>						
79	1.	The university should have an objective and transparent personnel policy, including in the context of the EP, which includes hiring, professional growth and staff development, which ensures the professional competence of the entire state.	+			
80	2.	The university should demonstrate the conformity of the personnel potential of the teaching staff with the development strategy of the university and the specifics of the EP.	+			
81	3.	The EP management should demonstrate awareness of responsibility for its employees and providing them with favorable working conditions.		+		
82	4.	The EP management should demonstrate the changing role of the teacher in connection with the transition to student-centered learning.		+		
83	5.	The university should determine the contribution of the teaching staff to the implementation of the development strategy of the university, and other strategic documents.		+		
84	6.	The university should provide opportunities for career development and professional development of the EP teaching staff.	+			
85	7.	The EP management should involve practitioners in the		+		

		relevant sectors in the teaching.				
86	8.	The EP management should provide targeted actions for the development of young teachers.	+			
87	9.	The university should demonstrate the motivation for the professional and personal development of the teachers of the EP, including the expansion of both the integration of scientific activity and education, and the application of innovative teaching methods.		+		
88	10.	An important factor is the active use of academic staff in information and communication technologies in the educational process (for example, on-line training, e-portfolio, MEP, etc.).		+		
89	11.	An important factor is the development of academic mobility within the framework of the EP, attracting the best foreign and domestic teachers.		+		
90	12.	An important factor is the involvement of teaching staff of the EP in the life of society (the role of academic staff in the education system, the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).		+		
<b>Total by standard</b>			<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>
<b>Standard “Educational resources and student support system”</b>						
91	1.	The EP management should demonstrate the adequacy of the material and technical resources and infrastructure.		+		
92	2.	The EP management should demonstrate the existence of support procedures for different groups of learners, including information and counseling.		+		
		The EP management should demonstrate the correspondence of information resources to the specifics of the EP, including compliance:				
93	3.	technological support of students and teaching staff in accordance with the EP (for example, online training, modeling, databases, data analysis programs);		+		
94	4.	library resources, including the fund of educational, methodological and scientific literature on general education, basic and profiling disciplines on paper and electronic media, periodicals, access to scientific databases;		+		
95	5.	examination of the research, final works results, dissertations on plagiarism;			+	
96	6.	functioning of WI-FI in the territory of the education organization.		+		
97	7.	The university should strive to ensure that the educational equipment and software used for the development of educational programs are similar to those used in the relevant sectors.		+		



98	8.	The university must ensure that it meets safety requirements in the learning process.		+		
99	9.	The university should strive to take into account the needs of students different groups in the context of the EP (adults, working, foreign students, as well as students with disabilities).			+	
<b>Total by standard</b>			<b>0</b>	<b>7</b>	<b>2</b>	<b>0</b>
<b>Standard “Public information”</b>						
		The information published by the university within the framework of the EP should be accurate, objective, relevant and should include:				
100	1.	implemented programs, indicating expected learning outcomes;			+	
101	2.	information on the possibility of assigning qualifications at the end of the EP;			+	
102	3.	information on teaching, training, evaluation procedures;			+	
103	4.	information on passing scores and educational opportunities provided to students;			+	
104	5.	information about the opportunities of graduates' employment.		+		
105	6.	The EP management should use a variety of ways to disseminate information, including the media, information networks to inform the general public and interested persons.	+			
106	7.	Public information should provide support and explanation of national development programs of the country and the system of higher and postgraduate education.		+		
107	8.	The university should publish on its Web resource audited financial statements.			+	
108	9.	The university should demonstrate the reflection on the web resource of information characterizing the university in general and in the context of EP.		+		
109	10.	An important factor is the availability of adequate and objective information on academic staff of EP, in the context of personalities.		+		
110	11.	An important factor is informing the public about cooperation and interaction with partners within the framework of the EP, including with scientific consulting organizations, business partners, social partners and educational organizations.		+		
111	12.	The university should post information and links to external resources based on the results of external evaluation		+		

		procedures.				
112	13.	An important factor is the participation of the university and implemented EP in various external evaluation procedures.		+		
<b>Total by standard</b>			<b>1</b>	<b>7</b>	<b>5</b>	<b>0</b>
<b>Standards in terms of separate programs</b>						
<b>SERVICES</b>						
		Educational programs in the direction of "Services" must meet the following requirements:				
113	1.	The EP management of should demonstrate that the teaching within the program is conducted on the basis of modern achievements of world science and practice in the field of specialization, as well as using modern and advanced teaching methods;	+			
114	2.	The EP management should ensure that students have access to the most modern and actual data (statistics, news, scientific results) in the field of specialization on paper (newspapers, statistical collections, textbooks) and electronic media;		+		
115	3.	The objectives, respectively, and the results of training must be aimed at getting by learners specific skills demanded at the labor market;		+		
116	4.	The EP management should demonstrate that the graduates of the program have these skills and that these skills are really in demand in the market;		+		
117	5.	The EP should include a significant number of disciplines and activities aimed at providing students with practical experience in applying theoretical knowledge, such as production practice, training in enterprises, participation in lectures and seminars of practicing specialists, etc. ;		+		
118	6.	The EP management should demonstrate the analysis of the labor market and give examples of graduates' successful employment.		+		
<b>Total by standard</b>			<b>1</b>	<b>5</b>	<b>0</b>	<b>0</b>
<b>ART</b>						
		Educational programs in the direction of "Art" must meet the following requirements:				
119	1.	The EP management should demonstrate the availability at graduates of the program theoretical knowledge in the field of the arts and skills of self-expression through creativity that are related to the competencies of the accredited EP, for example - choreography, singing, graphics, painting, sculpture, architectural, industrial, graphic design, etc. ;	+			
120	2.	The management should demonstrate the skills of self-learning and self-development at graduates;		+		
121	3.	Within the framework of the program, students should be able to listen to at least one discipline in their field of specialization, taught by a practicing specialist;		+		
122	4.	The EP should include the maximum possible number of disciplines and activities in which skills are taught individually or in small groups, for example, conducting	+			

		master classes of honored people in the field of specialization;				
123	5.	The EP management of should arrange for the students the maximum possible number of events that promote the demonstration of students, acquired creative skills, for example, concerts and exhibitions;	+			
124	6.	Creative work, participation in concerts, competitions, performances, etc. within the framework of this direction is part of scientific activity.		+		
125	7.	Within the framework of the EP, students should be provided with knowledge and skills of creative activity and methods / technologies practiced in the world, and knowledge of the management of art;		+		
126	8.	EP should promote enrichment of creative experience in different types of activities peculiar to the specialty;		+		
127	9.	<p>With a view to acquaintance students with a professional environment and relevant issues in the field of specialization, as well as for the acquisition of skills on the basis of theoretical training, the education program should include disciplines and activities aimed at obtaining practical experience and skills in the specialty in general and profiling disciplines in particular, incl. :</p> <ul style="list-style-type: none"> <li>- excursions to enterprises in the field of specialization (museums, theaters, design offices, etc.),</li> <li>- conducting individual lessons or complete courses on specialized enterprise,</li> <li>- holding seminars to solve practical problems relevant to enterprises in the field of specialization, etc .;</li> </ul>		+		
128	10.	An important factor in the framework of the EP is the availability of a mechanism for peer evaluation of creative examination papers of students.	+			
<b>Total by standard</b>			<b>4</b>	<b>6</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>			<b>24</b>	<b>90</b>	<b>14</b>	<b>0</b>

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**

**Special profile parameters**

**K. Zhubanov Aktobe Regional State University**

**5B090100- “Organization of transportation, traffic and transport operation”**

The logo for the Independent Agency for Accreditation and Rating (IAAR) is a large, light blue circular emblem. It features a thick blue arc at the top and bottom, forming a partial circle. In the center, the letters 'IAAR' are written in a bold, sans-serif font. The 'I' is tall and narrow, the 'A's are rounded and wide, and the 'R' is tall and narrow with a curved top. The entire logo is rendered in a light blue color.

**Aktobe, 2017**

№	№	Criteria of assessment	Position of the education organization			
			Strong	satisfactory	involves improving	unsatisfactory
<b>Standard “Academic Program Management”</b>						
1	18.	The university must have a published quality policy.		+		
2	19.	The quality assurance policy should reflect the relationship between research, teaching and learning.		+		
3	20.	The university must demonstrate the development of a quality assurance culture, including in the context of EP.			+	
4	21.	Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint two-diploma education and academic mobility			+	
5	22.	The EP management provides transparency in the development of an EP development plan based on the analysis of its functioning, the real positioning of the institution and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.			+	
6	23.	The EP management demonstrates the functioning of the mechanisms for the formation and regular revision of the AP development plan and monitoring of its implementation, assessing the achievement of the training objectives, meeting the needs of students, employers and society, making decisions aimed at continuously improving the EP.		+		
7	24.	The EP management should involve representatives of stakeholder groups, including employers, trainees and academic staff in forming an EP development plan.		+		
8	25.	The EP management should demonstrate the individuality and uniqueness of the development plan for the AP, its coherence with national development priorities and the development strategy of the organization of education.			+	
9	26.	The university should demonstrate a clear definition of those responsible for business processes, within the framework of the EP, the unequivocal distribution of the duties of the staff, the delineation of the functions of collegial bodies.		+		
10	27.	The EP management should provide evidence of transparency in the management of the educational program.			+	
11	28.	The EP management should demonstrate the successful functioning of the internal quality assurance system of the EP, including its design, management and monitoring, their improvement, decision-making on the basis of facts.			+	

12	29.	The EP management should implement risk management..		+		
13	30.	The EP management should ensure the participation of representatives of interested persons (employers, academic staff, and students) in the collegial bodies of the management of the educational program, as well as their representativeness in making decisions on the management of the educational program.		+		
14	31.	The university should demonstrate the management of innovation within the framework of the EP, including the analysis and implementation of innovative proposals.	+			
15	32.	The EP management should demonstrate evidence of openness and accessibility for students, academic staff, employers and other interested persons.	+			
16	33.	The EP management must receive training in management academic programs.		+		
17	34.	The EP management should strive to ensure that the progress achieved since the last external quality assurance procedure is taken into account when preparing for the next procedure.		+		
<b>Total by standard</b>			<b>2</b>	<b>9</b>	<b>6</b>	<b>0</b>
<b>Standard “Information Management and Reporting”</b>						
18	18.	The university should ensure the functioning of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software.		+		
19	19.	The EP management should demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
20	20.	Within the EP, there should be a system of regular reporting, reflecting all levels of the structure, including an assessment of the effectiveness and effectiveness of the departments and departments, scientific research.		+		
21	21.	The university should establish periodicity, forms and methods for evaluating the management of the EP, the activities of collegial bodies and structural units, senior management, the implementation of scientific projects.	+			
22	22.	The university should demonstrate the definition of order and ensure the protection of information, including the identification of responsible persons for the reliability and timeliness of information analysis and data reporting.		+		
23	23.	An important factor is the involvement of trainees, workers and teaching staff in the processes of information collection and analysis, as well as decision-making on their basis..		+		
24	24.	The EP management should demonstrate the existence of a mechanism of communication with trainees, employees and other interested persons, including the presence of conflict resolution mechanisms.		+		
25	25.	The institution should provide a measure of the degree of satisfaction of the needs of the teaching staff, staff and students within the EP and demonstrate evidence of addressing the deficiencies found.		+		

26	26.	The university should evaluate the performance and effectiveness of activities, including in the context of the EP.		+		
		The information collected and analyzed by the university within the framework of the EP should take into account:				
27	27.	key effectiveness indicators;			+	
28	28.	dynamics of the students contingent in the context of forms and species;	+			
29	29.	level of achievement, student achievement and deduction;		+		
30	30.	satisfaction of students with the implementation of the EP and the quality of education in the university;	+			
31	31.	accessibility of educational resources and support systems for students;.	+			
32	32.	employment and career growth of graduates.		+		
33	33.	Students, employees and academic staff must confirm documentary consent to the processing of personal data.	+			
34	34.	The EP management should facilitate the provision of all the necessary information in the relevant fields of science.	+			
<b>Total by standard</b>			<b>6</b>	<b>10</b>	<b>1</b>	<b>0</b>
<b>Standard “Development and approval of educational programs”</b>						
35	13.	The university should define and document the procedures for the development of the EP and their approval at the institutional level.		+		
36	14.	The EP management should ensure that the developed EP meets the established objectives, including the expected learning outcomes.			+	
37	15.	The EP management should ensure the availability of developed models of the graduate student who describe the results of training and personal qualities.	+			
38	16.	The EP management should demonstrate the conduct of external expertise.	+			
39	17.	The qualification obtained at the conclusion of the EP shall be clearly defined, explained and correspond to a certain level of the NSQ.		+		
40	18.	The EP management should determine the impact of disciplines and professional practices on the formation of learning outcomes.		+		
41	19.	An important factor is the possibility of training students for professional certification.			+	
42	20.	The EP management shall provide evidence of the		+		

		participation of students, teaching staff and other stakeholders in the development of the EP, ensuring their quality.				
43	21.	The complexity of EP should be clearly defined in Kazakhstan credits and ECTS.	+			
44	22.	The EP management should ensure that the contents of the academic disciplines and the results of the training are of a level of study (bachelor's, master's, doctoral).		+		
45	23.	In the structure of the EP, various activities corresponding to the learning outcomes should be envisaged.		+		
46	24.	An important factor is the existence of joint EP with foreign educational organizations.			+	
<b>Total by standard</b>			<b>3</b>	<b>6</b>	<b>3</b>	<b>0</b>
<b>Standard “Continuous monitoring and regular assessment of educational programs”</b>						
47	11.	The university should monitor and periodically evaluate the EP in order to ensure that the goal is achieved and meet the needs of the students and society. The results of these processes are aimed at the continuous improvement of the EP.		+		
		Monitoring and periodic evaluation of EP should consider:				
48	12.	the content of the programs in the light of the latest achievements of science in a specific discipline to ensure the relevance of the discipline being taught;		+		
49	13.	changes in the needs of society and the professional environment;		+		
50	14.	load, progress and graduation of students;		+		
51	15.	the effectiveness of evaluation procedures for students;		+		
52	16.	Expectations, needs and satisfaction of trainees in learning by the EP;		+		
53	17.	Educational environment and support services and their compliance with the objectives of the EP;		+		
54	18.	The university and the management of the AP must provide evidence of the participation of trainees, employers and other interested persons in the revision of the EP.		+		
55	19.	All interested persons should be informed of any planned or undertaken actions in relation to the EP. All changes made to the EP shall be published.		+		
56	20.	The management of the AP should ensure that the content and structure of the EP are reviewed, taking into account changes in the labor market, the requirements of employers		+		



		in the social demand of the society.				
<b>Total by standard</b>			<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>
<b>Standard “Student-centered teaching and academic performance assessment”</b>						
57	11.	The EP management should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths.		+		
58	12.	The EP management should ensure the use of various forms and methods of teaching.		+		
59	13.	An important factor is the availability of our own research in the field of methods of teaching the academic disciplines of the EP.		+		
60	14.	The EP management should demonstrate the availability of a feedback system on the use of different teaching methods and evaluation of learning outcomes..	+			
61	15.	The EP management should demonstrate support for the autonomy of trainees with simultaneous guidance and assistance from the teacher.	+			
62	16.	The EP management should demonstrate the existence of a procedure for responding to complaints from students.		+		
63	17.	The University should ensure the consistency, transparency and visibility of the evaluation mechanism for each training program, including an appeal.		+		
64	18.	The university should ensure that the procedures for assessing the learning outcomes of the students of the AP are consistent with the planned learning outcomes and program objectives. Criteria and methods of evaluation within the framework of the EP should be published in advance.		+		
65	19.	In the institution, the mechanisms for ensuring the learning outcomes of each graduate should be determined and the completeness of their formation ensured.		+		
66	20.	Evaluating persons must possess modern methods of assessment of learning outcomes and regularly upgrade the skills in this area.		+		
<b>Total by standard</b>			<b>2</b>	<b>8</b>	<b>0</b>	<b>0</b>
<b>Standard “Students”</b>						
67	13.	The university should demonstrate the policy of forming a contingent of students in the context of the EP from admission to release and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to completion) should be identified, approved published.		+		
68	14.	The EP management should demonstrate special adaptation and support programs for newly enrolled and foreign students.			+	

69	15.	The university should demonstrate the conformity of its actions to the Lisbon Recognition Convention.		+		
70	16.	The university should cooperate with other educational organizations and national centers “European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers” ENIC / NARIC in order to ensure comparable recognition of qualifications.		+		
71	17.	The EP management should demonstrate the existence and application of a mechanism for recognizing the results of academic mobility of trainees, as well as the results of additional, formal and informal training.		+		
72	18.	The institution should provide an opportunity for external and internal mobility of students, EPs, and also assist them in obtaining external grants for training.		+		
73	19.	The EP management should make the maximum amount of effort to provide practice-based practices, facilitate the employment of graduates, and maintain communication with them.		+		
74	20.	The institution should provide the graduates with documents confirming the received qualification, including the results of the training achieved, as well as the context, content and status of the education received and evidence of its completion.			+	
75	21.	An important factor is the monitoring of employment and professional activities of the EP graduates.		+		
76	22.	The EP management should actively encourage students to self-education and development outside the main program (extracurricular activities).		+		
77	23.	An important factor is the existence of an active association of graduates.		+		
78	24.	An important factor is the availability and support mechanism for gifted students.	+			
<b>Total by standard</b>			<b>1</b>	<b>9</b>	<b>2</b>	<b>0</b>
<b>Standard “Teaching staff”</b>						
79	13.	The university should have an objective and transparent personnel policy, which includes hiring, professional growth and development of personnel, which ensures the professional competence of the whole staff.			+	
80	14.	The university should demonstrate the conformity of the personnel potential of teaching staff with the development			+	

		strategy of the university and the specifics of the EP.				
81	15.	The EP management should demonstrate awareness of responsibility for its employees and providing them with favorable working conditions.		+		
82	16.	The EP management should demonstrate the changing role of the teacher in connection with the transition to student-centered learning.		+		
83	17.	The university should determine the contribution of the teaching staff to the implementation of the development strategy of the university, and other strategic documents.		+		
84	18.	The university should provide opportunities for career development and professional development of the EP teaching staff.	+			
85	19.	The EP management should involve practitioners in the relevant sectors in the teaching.		+		
86	20.	The EP management should provide targeted actions for the development of young teachers.	+			
87	21.	The university should demonstrate the motivation for the professional and personal development of the EP teachers, including the expansion of both the integration of scientific activity and education, and the application of innovative teaching methods.		+		
88	22.	An important factor is the active use of academic staff in information and communication technologies in the educational process (for example, on-line training, e-portfolio, MEP, etc.).		+		
89	23.	An important factor is the development of academic mobility within the framework of the AP, attracting the best foreign and native teachers.			+	
90	24.	An important factor is the involvement of EP teaching staff in the life of society (the role of academic staff in the education system, the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).		+		
<b>Total by standard</b>			<b>2</b>	<b>7</b>	<b>3</b>	<b>0</b>
<b>Standard “Educational resources and student support system”</b>						
91	1	The EP management should demonstrate the adequacy of the material and technical resources and infrastructure.		+		
92	2	The EP management should demonstrate the existence of support procedures for different groups of learners, including information and counseling.		+		
		The EP management should demonstrate the correspondence of information resources to the specifics of the EP, including compliance:				
93	3	technological support of students and teaching staff in accordance with the EP (for example, online training,		+		

		modeling, databases, data analysis programs);				
94	4	library resources, including the fund of educational, methodological and scientific literature on general education, basic and profiling disciplines on paper and electronic media, periodicals, access to scientific databases;		+		
95	5	examination of the results of research, final works, dissertations on plagiarism;			+	
96	6	functioning of WI-FI in the territory of the education organization.		+		
97	7	The university should strive to ensure that the educational equipment and software used for the development of educational programs are similar to those used in the relevant sectors.		+		
98	8	The university must ensure that it meets safety requirements in the learning process.		+		
99	9	The university should strive to take into account the needs of students' different groups in the context of the EP (adults, working, foreign students, as well as students with disabilities).			+	
<b>Total by standard</b>			<b>0</b>	<b>7</b>	<b>2</b>	<b>0</b>
<b>Standard "Public information"</b>						
		The information published by the university within the framework of the EP should be accurate, objective, relevant and should include:				
100	1.	implemented programs, indicating expected learning outcomes;			+	
101	2.	information on the possibility of assigning qualifications at the end of the EP;			+	
102	3.	information on teaching, training, evaluation procedures;			+	
103	4.	information on passing scores and educational opportunities provided to students;			+	
104	5.	information about the opportunities of graduates employment.		+		
105	6.	The EP management should use a variety of ways to disseminate information, including the media, information networks to inform the general public and interested persons.	+			
106	7.	Public information should provide support and explanation of national development programs of the country and the system of higher and postgraduate education.		+		
107	8.	The university should publish on its Web resource audited financial statements, including in the context of EP.			+	

108	9.	The university should demonstrate the reflection on the web resource of information characterizing the university in general and in the context of EP.		+			
109	10.	An important factor is the availability of adequate and objective information on academic staff of EP in the context of personalities.		+			
110	11.	An important factor is informing the public about cooperation and interaction with partners within the framework of the EP, including with scientific consulting organizations, business partners, social partners and educational organizations.		+			
111	12.	The university should post information and links to external resources based on the results of external evaluation procedures.		+			
112	13.	An important factor is the participation of the university and implemented EP in various external evaluation procedures.		+			
<b>Total by standard</b>			<b>1</b>	<b>7</b>	<b>5</b>	<b>0</b>	<b>0</b>
<b>Standards in terms of separate programs</b>							
<b>SERVICES</b>							
		Educational programs in the direction of "Services" must meet the following requirements:					
113	1.	The EP management of should demonstrate that the teaching within the program is conducted on the basis of modern achievements of world science and practice in the field of specialization, as well as using modern and advanced teaching methods;		+			
114	2.	The EP management should ensure that students have access to the most modern and actual data (statistics, news, scientific results) in the field of specialization on paper (newspapers, statistical collections, textbooks) and electronic media;		+			
115	3.	The objectives, respectively, and the results of training must be aimed at getting by learners specific skills demanded at the labor market;		+			
116	4.	The EP management should demonstrate that the graduates of the program have these skills and that these skills are really in demand in the market;		+			
117	5.	The EP should include a significant number of disciplines and activities aimed at providing students with practical experience in applying theoretical knowledge, such as production practice, training in enterprises, participation in lectures and seminars of practicing specialists, etc.;		+			
118	6.	The EP management should demonstrate the analysis of the labor market and give examples of graduates' successful employment.		+			
<b>Total by standard</b>			<b>1</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>			<b>18</b>	<b>78</b>	<b>22</b>	<b>0</b>	<b>0</b>