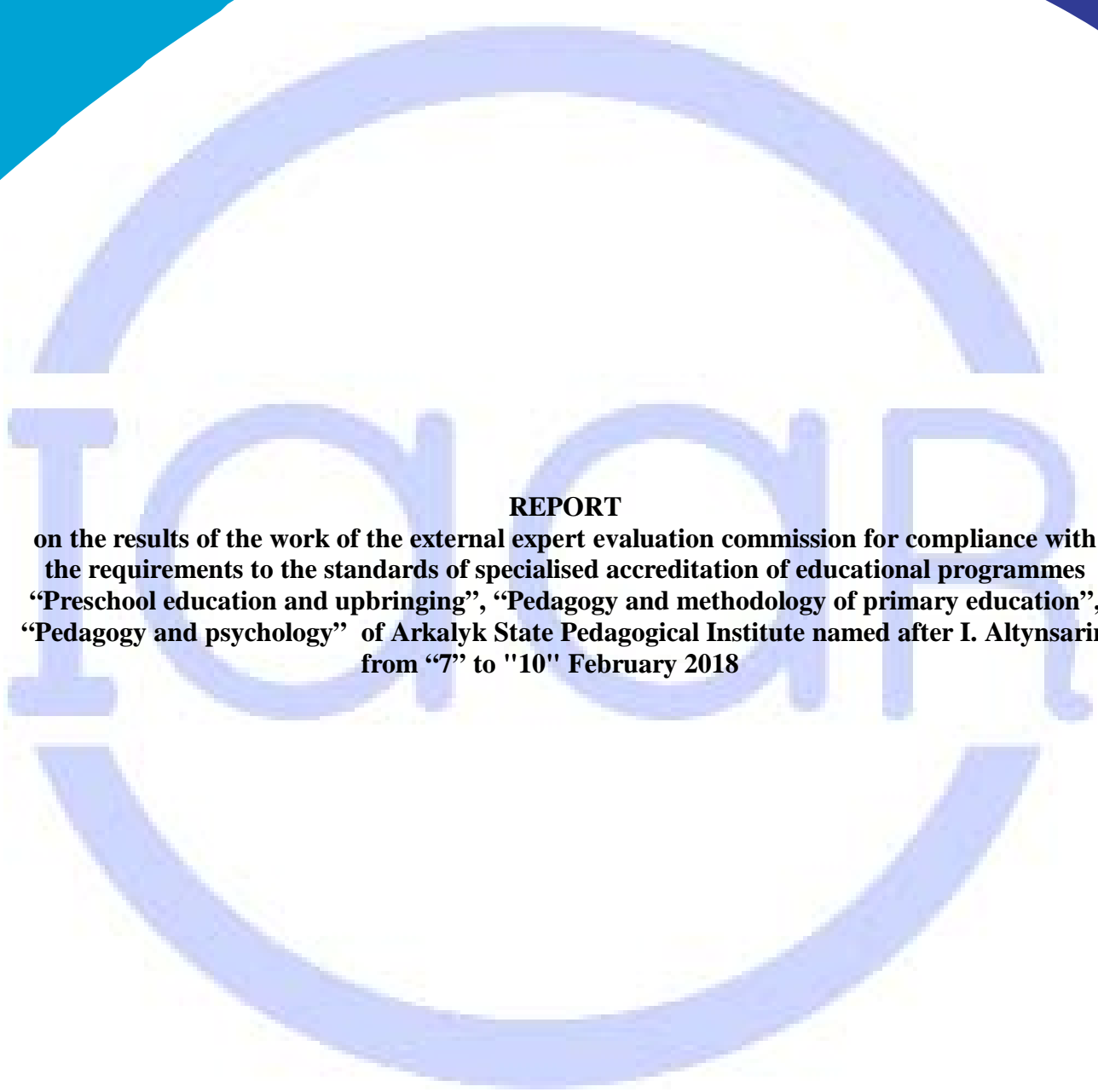




«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING



REPORT

on the results of the work of the external expert evaluation commission for compliance with the requirements to the standards of specialised accreditation of educational programmes “Preschool education and upbringing”, “Pedagogy and methodology of primary education”, “Pedagogy and psychology” of Arkalyk State Pedagogical Institute named after I. Altynsarin from “7” to “10” February 2018

Arkalyk city

February 10, 2018

INDEPENDENT AGENCY OF ACCREDITATION AND RATING
External expert commission

*Addressed to
Accreditation
Council of the IAAR*



АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ

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(I) INDICATORS AND ABBREVIATIONS

AIS – automated information system

ArkSPI – Arkalyk State Pedagogical Institute named after I. Altynsarin

EEEA – External evaluation of educational achievements

HEI – higher education institution

EEC – external expert commission

SCES – State compulsory education standard

ICT – information-communication technologies

CED – catalog of elective disciplines

CCSESMESRK – Committee for Control in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan

MESRK – Ministry of Education and Science of the Republic of Kazakhstan

MEP – modular educational program

RWS – Research work of students

IAAR – Independent agency of accreditation and rating

EP – educational program

TS – teaching staff

TMC – Training and methodology complex

KPI – Key Performance Indicators



(II) INTRODUCTION

In accordance with Order No. 6-18-OD of January 23, 2013, the Independent agency of accreditation and rating, from 7 to 10 February 2018, an external expert commission assessed the conformity of educational programs "5B010100-Preschool Education and Upbringing", "5B010200-Pedagogy and methodology of primary education", "5B010300-Pedagogy and Psychology" of the Arkalyk State Pedagogical Institute named after I. Altynsarin to the standards of specialized accreditation of IAAR criteria. The report of the external expert commission (EEC) contains an assessment of the submitted educational programs to the criteria of the EEC, the recommendations of the EEC for further improvement of the parameters of educational programs and the profile of the educational programs (from February 24, 2017 No. 10-17-OD).

The composition of the EEC:

1. **The chairman of the commission** – Skiba Marina Aleksandrovna, Candidate of Pedagogical Sciences, associate professor, chairman of the Expert Council of the IAAR, advisor to the rector of the University of the National Economy (Almaty);

2. **Foreign expert** – Gorylev Alexandr Ivanovich, Candidate of Law, Associate Professor, National Research Nizhny Novgorod State University named after N.I. Lobachevsky (Nizhny Novgorod, the Russian Federation);

3. **Expert** – Safarov Ruslan Zairovich, Candidate of Chemistry Sciences, Eurasian National University named after L.N. Gumilyov (Astana);

4. **Expert** – Abenova Elena Anatolievna, Candidate of Pedagogical Sciences, Associate Professor, the University of the National Economy (Almaty);

5. **Expert** – Movkebaeva Zulfiya Akhmetvalievna, Doctor of Pedagogical Sciences, Professor, Kazakh National Pedagogical University named after Abay (Almaty);

6. **Expert** – Ponomarenko Elena Valerievna, Doctor of Pedagogical Sciences, Professor, South-Kazakhstan State University named after M. Auezov (Shymkent);

7. **Expert** – Bodikov Seifolla Zhamauovich, member of the Union of Designers of the Republic of Kazakhstan, member of the Eurasian Union of Designers, Karagandy State University named after Academician EA Baketov (Karagandy);

8. **Expert** – Begembetova Galiya Zainakulovna, Candidate of Arts, Associate Professor, Kazakh National Conservatory named after Kurmangazy (Almaty);

9. **Expert** – Madiyeva Galiya Bayanzhanovna, Candidate of Pedagogical Sciences, Kazakh National University named after al-Farabi (Almaty);

10. **Expert** – Nosiyeva Nazym Kazhimuratovna, Candidate of Philology, Kazakh Agrotechnical University named after S. Seifullin (Astana);

11. **Expert** – Shevyakova Tatyana Vasilyevna, Doctor of Philology, Professor, Kazakh University of International Relations and World Languages named after Abylai Khan (Almaty);

12. **Expert** – Bimagambetova Zhibek Tobulbaevna, candidate of philological sciences, associate professor, Kazakh National University named after al-Farabi (Almaty);

13. **Expert** – Duzkenova Nailya Akataevna, Candidate of Historical Sciences, East Kazakhstan State Technical University named after D. Serikbayev (Ust-Kamenogorsk);

14. **Employer** – Kozhakova Zhanat Khasenovna, Acting Head of the State Institution "Education Department of the Akimat of the City of Arkalyk" (Arkalyk);

15. **Student** – Halykova Aizhan Magauyanovna, graduate student of "6M010300-Pedagogy and Psychology", Eurasian National University named after L.N. Gumilyov (Astana);

16. **Student** – Zulkarnaev Oirat Beibitovich, 4th year student of the specialty "5B070200-Automation and Control", Kostanay University of Engineering and Economics named after M. Dulatov (Kostanay);

17. **Student**–Zaikenova Meruert Bekzatkyzy, 2nd year student of the specialty "5B011700-Kazakh language and literature", "Turan-Astana" University (Astana);

18. **The observer for the Agency** –Kanapyanov Timur Erbolatovich, Head of International Projects and Public Relations of the IAAR (Astana).

(III) REPRESENTATION OF THE ORGANIZATION OF EDUCATION

Arkalyk State Pedagogical Institute named after I.Altynsarin (ArkSPI) implements higher education programs since April 1972.

At present, the Republican State Enterprise on the right of economic management "Arkalyk State Pedagogical Institute named after I.Altynsarin" of the Ministry of Education and Science of the Republic of Kazakhstan (certificate of state registration of a legal entity on September 3, 2012, registration No. 323-1937-25-GP, series B № 0600563), the abbreviated name - "ArkSPI". In 2015, 2016 the university successfully passed specialized (IKAEQE) and institutional (IAAR) accreditation. The Institute carries out its activities on the basis of the Charter approved by the order of the Chairman of the State Property and Privatization Committee of the Ministry of Finance of the Republic of Kazakhstan (No. 743 dated 07.08.2012) registered by the Department of Justice of the Kostanai region (No.990240005309 dated 03.09.2012); Certificate of state registration of a legal entity - series B No. 0600563, No. 323-1937-25-GP dated September 3, 2012.

Personnel training is carried out in accordance with the State license No. 12019120 issued by the Education and Science Control Committee of the Ministry of Education and Science of the Republic of Kazakhstan on February 14, 2012 (unlimited) for 19 bachelor's specialties. Bachelor's training is provided in the state and Russian languages.

The contingent of students in the bachelor's degree is 1897 people, including 1157 - day department, 740 - correspondence department.

ArkSPI currently implements educational programs in 19 specialties (Order of the Ministry of Education and Science of the Republic of Kazakhstan № 441 of July 22, 2008) and is included in the List of basic education organizations in priority areas of higher education development of the Ministry of Education and Science of the Republic of Kazakhstan. The Bachelor's degree is awarded a Bachelor's degree in relevant specialties.

The structure of the Institute includes: the rector, the pro-rector, the department for academic issues, the educational and methodical department, the sector of practice and employment of graduates, the office of the registrar, the department for educational work, the office of science, strategic planning and international cooperation, information and library complex, editorial and publishing department, departments ("Pedagogy and psychology", "Kazakh and literature", "Foreign languages, Russian language and literature", "Preschool and primary education", "History of Kazakhstan, Ava and Economy", "Music and Fine Arts", "Chemistry, Biology and Geography", "Mathematics and Physics", "Informatics", "Physical Culture and Sport").

The educational process is provided by the teaching staff: 146 people, 128 of whom are full-time teachers. The share of teachers with academic degrees and academic titles as a whole in the university is 17.9%. Among the faculty of the Institute there are 3 Doctors of Science, 3 PhD, winners of republican contests "The best teacher of the university", "Teacher of the XXI century", teacher - holder of the Bolashak scholarship, holders of the MES RK Certificates, members of the Academy of Pedagogical Sciences, School of the RK, Members of the Union of Artists, Honored trainers and masters of sports.

Annually in the university a "Fair of vacancies" is held, in which potential employers take part. As a result of the targeted work, the number of graduates employed is 100%.

In order to meet the needs of employers, work is under way to conclude long-term contracts with educational organizations that are bases of professional practices. When

developing modular EP, catalogs of elective disciplines, modular curricula, suggestions and comments of employers are taken into account.

The infrastructure of the university includes 2 educational buildings, in which are located: educational and laboratory and administrative auditoriums and rooms, sports and health complex, information and library complex, psychological and educational complex, language complex, museum of the history of education, I. Altynsarin Museum, natural science museum, preschool educational and laboratory center, dormitories for students, a teaching and methodological center, an information technology center, an editorial and publishing department, a multimedia support department a process, an archive, an art and design workshop, sports halls, medical centers, as well as two Students' Houses, etc.

The total area of buildings, according to the available technical passports, is 12076 m². All buildings of the Institute meet sanitary standards, fire safety requirements.

(IV) DESCRIPTION OF THE VISIT OF EEC

The work of the EEC was carried out on the basis of the program of the visit of the specialized accreditation of educational programs from 7 to 10 February 2018.

On February 7, 2018, an installation meeting was held to coordinate the activities of the EEC, during which the powers were distributed among the members of the commission, the schedule of the visit was specified, an agreement was reached on the choice of methods of examination.

EEC experts attended the classes:

- on the subject "Teaching methodology of English language" (teacher Omarova D.K.) on the 3rd year of the specialty "Pedagogy and methodology of primary education",
- on the subject "Pedagogical diagnostics" in the 3rd year of the specialty "Preschool education and upbringing",
- on the subject "Art therapy" in the 2nd year of the specialty "Pedagogy and Psychology" (teacher Kakina D.Sh.),
- on the subject "Normative and legal business documents of preschool organizations" on the 3rd course of the specialty "5B010100 - Preschool education and upbringing" (teacher Mukhanbetzhanova A.A.),
- on the subject "Literacy" on the 2nd course of PMPE (practical lesson, teacher Temirkhanova K.Sh.),
- on the subject of "Kazakh eli" on the first course of the specialty "5B010300 - Pedagogy and Psychology" (senior teacher Smailova G.S.).

In accordance with the requirements of the visit, the visit program covered meetings with the rector, pro-rectors, heads of structural divisions, deans, heads of the institute departments, teachers, trainees, alumni, employers and employees from various divisions, interviewing and questioning of teachers and students.

During the examination, the members of the EEC got acquainted with the state of the material and technical base, visited the psychological (training) center (room 9), the methodical room to the psychological center (room 312), the chair of pedagogy and psychology, the preschool and primary education department, computer and multimedia classes, the Center for Innovative Information Technologies, a video studio, a library, a health center, sports halls, a hostel. Members of the EEC visited the practice bases on accredited programs: kindergartens "Zolotoy kluchik", "Akbota", secondary schools №4, №6 named after A. Kunanbayev, Turgai Humanitarian College named after N.Kulzhanova, where currently students practice 3 courses Institute on the specialty "5B010300 - Pedagogy and Psychology".

(VI) CONFORMING TO THE SPECIALIZED ACCREDITATION STANDARDS

5.1. Standard "Management of the educational program"

The Evidence

The implementation of educational programs "5B010100-Preschool education and upbringing", "5B010200-Pedagogy and methodology of primary education", "5B010300-Pedagogy and Psychology" is carried out in accordance with the mission, vision and priorities of the ArkSPI. The institute adopted and approved the regulatory documents that define the policy in the field of quality assurance: the Strategic Plan for the Development of the ArkSPI named after I.Altynsarin for the years 2017-2021 (reviewed and approved at the meeting of the Academic Council, Protocol No. 9 dated February 22, 2017) (https://api.kz/images/files_institut), Guide to the internal quality assurance system, the code of honor of the teacher ArkGPI named after I.Altynsarin (<https://api.kz/index.php/applicant/kodeks-chesti-prepodpately>), Code of honor of the student (<https://api.kz/index.php/applicant/kodeks-chesti-studenta>).

Guidance on the organization of the internal system of quality assurance of the university is approved by the Academic Council (Minutes No. 2 of September 28, 2016). The developed intra-university policy to ensure the quality of the pedagogical institute's education is accessible to all, as it is posted on the web site of the ArkSPI (https://api.kz/images/files_institut).

The graduating department of preschool and primary education carries out planning, implementation and monitoring of the implementation of educational programs "5B010100-Preschool education and upbringing" and "5B010200-Pedagogy and methodology of primary education". Department of Pedagogy and Psychology - the implementation of the educational program "5B010300-Pedagogy and Psychology".

Both departments have plans for the development of educational programs on accredited specialties, which were approved by the pro-rector for academic and philosophical work on 16.06.2016 and compiled on the basis of the Strategic Plan for the Development of the ArkSPI for 2017-2021. For each EP there is an expert opinion of the internal and external commission. So, on the basis of the order of ArkSPI No. 53 of May 4, 2017, an external commission was organized from among the directors of schools and methodologists of kindergartens in Arkalyk. On the specialty "5B010100-Preschool education and upbringing" an external review was carried out by a commission consisting of: Deputy Director of the Secondary School Rodina Shayandin A.I., Methodist of the Kindergarten "Akbot" Sarmanov K.K., Deputy Director of the Secondary School No. 6 Shamshin G.B. in the specialty "5B010200-Pedagogy and methodology of primary education" - Deputy Director of the Secondary School Rodina Shayandin A.I., Director of the Secondary School No. 4 Saduova N.T., Deputy Director of the Secondary School No. 6 Shamshin G.B. etc. In the specialty "5B010300-Pedagogy and Psychology" an external review was conducted by a commission consisting of: Deputy Director for Academic Affairs of the Gymnasium named after I.Altynsarin Abdibekova Zh.T., Methodist of the "Raushan" Kindergarten G.N.Ashubaeva, Deputy Director of Secondary school № 5 Nurgalieva G.S.

On accredited EP there are reviews of the candidate of pedagogical sciences Shayakhmetova A., doctor of pedagogical sciences Menlibekova G.Zh. and others who work in universities that implement similar programs. Accordingly, the accredited EP ensures sufficient transparency and awareness of stakeholders about the content of their development plans and formation processes.

The university has a well-developed mechanism for involving the pedagogical community of the region in the process of developing and implementing accredited EP. So, the leadership of the EP "5B010300-Pedagogy and Psychology" was involved in the development of the educational program by employers - the methodologist of the education department of the Akimat of Arkalyk Sysoeva EA. and the director of the Angarsk secondary school,

Dosmagambetov G.K., which is recorded in the protocol of the department for No. 10 of May 20, 2016. At the same time, the results of the conversation with students indicate that the mechanism of involving students and other interested persons in the discussion of the development plan and implementation of accredited EP.

The university carries out certain activities to introduce innovative proposals. So, in the specialty "5B010200-Pedagogy and the methodology of primary education" in the results of the dissertation research, Ospanbekova M.N. in the EP the discipline "Methodology of development of educational refoection on the basis of innovative technologies" is included; in the specialty "5B010300-Pedagogy and Psychology" by the decision of the Academic Council (Minutes No. 12 of May 29, 2017) on the theme of the thesis by Kalimzhanova R.L. introduced a new discipline "Speech culture of teacher".

The Institute systematically studies and analyzes potential risks and develops ways to prevent them. So, risks, possible consequences in case of failure to take preventive and / or timely response measures, risk management measures are considered by the management of the university. The management of the EP demonstrates the evidence of openness and accessibility for trainees, teachers, employers and other interested persons: information channels for feedback of personnel and students have been formed and effectively operated at the institute with the leadership of the university (meeting, meeting and meeting of the councils). The "Box for complaints and proposals" functions, the rector accepts personal questions from the university staff two days a week in accordance with the schedule of admission. There is access to the website www.api.kz, supporting the mission, goals, policy of the university. The structure of the site consists of sections: "News", "General information" with subsections: "Faculties", "Student", "Science and international cooperation", "Goszakup", "Alumni Association", etc.

The Institute has a "Rector's Blog" in the module of the website www.api.kz, designed for effective feedback to students and their parents, employees, teaching staff, employers, representatives of the public.

In accordance with the strategic goal of advanced training in modern management in higher education in the period from October 16 to October 21, 2017, 3 people from the leadership of the EP "Preschool education and upbringing", "Pedagogy and methodology of primary education" (Dusebekova A.E.), "Pedagogy and Psychology" (Esirgepova V.Zh., Batyrova Z.N.) passed the refresher course "Management of Higher School" (KazNU named after al-Farabi, Almaty).

Analytical part

The management of accredited EPs in the process of implementing programs regulates their activities in accordance with the regulatory documents developed in the university that define the culture of quality assurance. At the same time, the quality assurance policy was published and presented on the website of the university.

Information channels for feedback of personnel and students to the management of the university (meetings, meetings and meetings of the soviets) have been formed and are functioning at the Institute.

At the same time, the leadership of the EP demonstrates the evidence of openness and accessibility for students, teachers, employers and other stakeholders through participation in the meeting and meeting of the councils, the functioning of the "Box for complaints and proposals", the reception by the rector of the university staff, access to the website www.api.kz, "Rector's Blog", etc.

Both departments have plans for the development of educational programs for accredited specialties. However, since the development plans for the EP have been developed for 2016-19. and do not contain a note on the revision of their content, it becomes impossible to make changes and revise them until 2020, which to some extent reduces the possibility of continuous improvement of the EP in accordance with the needs of students, employers and society.

Plans for the development of educational programs for accredited specialties are not specific, since they contain such generalized areas as: "Improving the structure of the OP", "Development and improvement of the modular principle of the formation of the OP", "Improving the MEP, REP", "Expanding the practical training of students" etc. At the same time, the absolute identity of the directions of activities and activities of the development plans for educational programs on all three EPs "5B010100-Preschool education and upbringing", "5B010200-Pedagogy and methodology of primary education ", "5B010300-Pedagogy and Psychology ", which indicates a formal approach to determining the prospects for the development and improvement of vocational education in these specialties.

Plans for the development of the EP and the content of accredited EPs do not sufficiently reflect their individuality and uniqueness, and also their obvious competitive advantages due to the fact that the great Kazakh enlighteners I.Altynsarin, Nazipa Kulzhanova, A.Baytursynov worked or were born in the Torgay region. In particular , for example, there are no educational items covering the achievements of outstanding Kazakh enlighteners in the pedagogical specialties department (with the exception of the general discipline "Ibraevedenie"). On the basis of the departments implementing the accredited EP, it would be possible to create a scientific and pedagogical school or a center of pedagogical technologies based on historically established in the region educational traditions associated with the name of I. Altynsarin, Nazipa Kulzhanova, A. Baytursynov, and others.

Strengths / best practice

- The management of accredited EPs in the process of implementing programs regulates their activities in accordance with the regulatory documents that define the culture of quality assurance developed in the university (the Strategic Plan for the Development of the ArkSPI for the years 2017-2021 (reviewed and approved at the meeting of the Academic Council, Protocol No. 9 from February 22, 2017), the Guide to the internal system of quality assurance, the Code of Honor of the teacher ArkGPI named after I. Altynsarin, the Code of Honor of the student, etc.).

- The institute has worked out a mechanism for involving the pedagogical community of the region in the process of developing and implementing accredited EPs: attracting employers to the development of the EP, conducting an external examination for each accredited EP, making employers proposals for the inclusion of certain disciplines, etc.

- In accordance with the strategic goal of advanced training in modern management in higher education, the management of the EP is regularly trained in educational management programs.

Recommendations of EEC

To consider the possibility of introducing into the content of elective disciplines on accredited specialties information related to the traditions of education historically established in the region that are laid by the great Kazakh educators I.Altynsarin, Nazipa Kulzhanova, A.Baytursynov and others. This will contribute to giving the accredited MP the individuality and uniqueness, as well as providing competitive advantages due to the fact that the Torgai region is the birthplace of these great educators.

- To provide for the faculty of pedagogy and philology to create a center for pedagogical technologies related to the names of Kazakh educators I. Altynsarin, Nazipa Kulzhanova, A. Baytursynov, and others.

- Consider the possibility of publishing a scientific and methodical journal on the psychological and pedagogical direction (in electronic or printed format).

- To consider various forms of attracting students to the development and management of "5B010100-Preschool education and upbringing", "5B010200-Pedagogy and methodology of elementary education", "5B010300-Pedagogy and Psychology".

- Eliminate duplication of activities in the Development Plans of different educational programs of the cluster and introduce unique, specific activities for each of the accredited specialties.

Conclusions of the EEC on the criteria for the EP "5B010100-Preschool education and upbringing", "5B010200-Pedagogy and methodology of elementary education", "5B010300 - Pedagogy and psychology": strong - 5, satisfactory - 12.

5.2. Standard "Information Management and Reporting"

The Evidence

The collection of information and its periodicity in all main directions of the university activity are regulated by the developed and approved documents: "Regulations on the Information Policy of the Arkalyk State Pedagogical Institute named after I. Altynsarin" (approved by the Academic Council, Minutes No. 1 of 31/08/2017), and the Regulations on the Information Policy divisions (www.api.kz).

The institute created a model of an electronic-innovative university: an educational portal for distance learning, a digital library. The system of information collection and monitoring is supported by information systems: for day-time training it is AIS "Platonus", in 2014-2015 academic year AIS "Moodle" was introduced for distance learning. To automate the accounting and tax accounting in the university, 1C Accounting is used, the personnel department of the university applies the software product 1C of the Enterprise, designed to automate activities in the enterprise.

In order to provide students, the public and other consumers of educational services with timely, complete, reliable and comparable information on the activities of the departments implementing the pre-school education and upbringing, pedagogy and methodology of primary education and pedagogy and psychology, a web-page of the chairs on the official website of the ArkSPI named after I. Altynsarin (www.api.kz). The content of these web pages provides information to all interested parties about the activities of both chairs, faculty and students' achievements. In addition to the web pages of the two departments that implement accredited OPs, there are also official accounts in social networks (<https://twitter.com/KafedraARKMPI>, <https://my.mail.ru/mail/kafedra.arkmpi/>, <https://ru-ru.facebook.com/kafedra.arkmpi>), at which open forums are organized with participation of subjects of educational activity; innovative methodological materials are published, information is provided on the OP for the parent audience and applicants in the field of career guidance. In addition, the Institute implements a digital corporate chat / messenger CommFort, the Information Library Complex uses an automated library and information program (IRBIS), which serves to automate the main library processes and creates an electronic catalog of the library stock, as well as maintain a full-text database.

Within the framework of the EP there is a system of regular reporting, reflecting the main results of the department. The departments prepare semi-annual, annual reports that are analytical in nature and cover all areas of work. The structure of reports is determined by the forms approved by the relevant documented procedures. Reports of teachers are annually heard at the meetings of the department (Minutes No. 11 of June 17, 2014, No. 11 of June 16, 2015, No. 11 of 17.06. 2016, No. 1116.06.2017). The reports of the departments are heard and discussed at the meetings of the Faculty Council (Minutes No. 10 of May 26, 2015, No. 10 of May 23, 2016, No. 10 of May 22, 2017). At the meetings of the Academic Council, questions were considered on the long-term plan for the development of the activities of the departments (Minutes No. 3 of October 21, 2015). On the basis of the report, specific decisions are made, which are then taken into account when drawing up individual TS work plans.

In the ArkSPI, an open door policy is adopted - the rector and pro-rector are available for students. The Institute regularly conducts surveys to check students' opinions using QMS procedures. Information channels for feedback of staff and students to the leadership of the university (meetings, meetings and meetings of the soviets) have been formed and are functioning effectively at the Institute. The "Box for complaints and proposals" functions. The survey is conducted in the form of questionnaires, interviews and interviews, as well as working with school authorities to determine their satisfaction with the quality of education, competencies and skills of graduates.

Within the framework of the EP there is a system of regular reporting, which includes the effectiveness and effectiveness of the department and its evaluation at the university level. The department prepares semi-annual, annual reports, which are analytical in nature, and cover all areas of the department's work. The structure of reports is determined by the forms approved by the relevant documented procedures.

Для определения уровня удовлетворенности потребителей (как внешних, так и внутренних) каждый год проводится анкетирование основных групп потребителей: студентов, преподавателей и сотрудников института. Информация, собираемая и анализируемая вузом в рамках ОП, учитывает движение контингента обучающихся в разрезе форм и видов, мониторинг успеваемости и достижений студентов, удовлетворенность обучающихся реализацией ОП, доступность образовательных ресурсов и систем поддержки для обучающихся, трудоустройство и карьерный рост выпускников. Так, сектором практики и трудоустройства выпускников проводится работа по сбору информации о карьерном росте выпускников в течении 3-х лет после окончания института (Таблица 1.)

Table 1. Data on the career growth of graduate

Specialty	Issue 2014-2015 academic year					Issue 2015-2016 academic year					Issue 2016-2017 academic year				
	number of employed	of them				number of employed	of them				number of employed	of them			
		professional activity		scientific activity			professional activity		scientific activity			professional activity		scientific activity	
		teacher	managerial post	magistracy	doctorate		teacher	managerial post	magistracy	doctorate		teacher	managerial post	magistracy	doctorate
PEU	30	-	1	-	16	-	-	1	-	22	-	-	2	-	
PMPE	38	25	-	2	-	14	10	-	2	-	16	10	-	2	-
PP	27	15				11	10				18	17		1	
Total	46	45		1		24	20		4		16	14		2	

To improve the quality of training of trainees, as well as to improve and develop the OS in the university, regular monitoring of the satisfaction of trainees, staff and staff with the implementation of the EP by conducting a survey is conducted regularly. Every year, questionnaires are conducted by the "Teacher with the eyes of students", "Students' satisfaction with the quality of educational services", "Satisfaction of the teaching staff with

working conditions". Wishes and suggestions of the consumer, immediate expressions of satisfaction and dissatisfaction, including, feedback from students, graduates, parents on the activities of the university, as well as other information on feedback from the consumer is collected and processed by the quality manager.

The Commission notes the presence in the institution of corrective actions based on the results of the analysis received in the process of questioning and methods of collecting information. Evidence of this fact is the dynamics of the level of students' satisfaction with the quality of education, which can be traced in Table 2.

Table 2. Satisfaction with the quality of learning by students

Questions of questioning	2013-2014	2014-2015	2015-2016	2016-2017
	% of respondents			
Satisfied with the quality of the services provided	70	80	80,5	80
Satisfied with the quality of ongoing monitoring and interim certification	72	75	76	84,7
Do teachers provide syllabuses, handouts, theses of lectures	90	90	90	90
It is interesting to study at the university	81	83	85,5	88
In the university there are favorable conditions for conducting training sessions, independent work, physical education and sports, leisure, artistic and scientific creativity	59	62,5	73	80
Not satisfied with the quality of organization and implementation of the SIWS	42	44,4	37,2	33,6
Not satisfied with the quality of knowledge assessment	47	51,1	37,2	49,7

Analytical part

Analysis of the EP on the standard "Information Management and Reporting" showed that the ArkSPI has implemented information management processes, including its collection and analysis. Data are collected and analyzed to assess performance, determine the extent to which the mission is implemented, goals and objectives, and opportunities for continuous improvement in the delivery of educational services. The analysis of information is conducted at the meetings of the administration and the academic council, where representatives of all the departments of the institute take part.

The databases collected within the framework of the Institute's activities allow forming various analytical reports. A regular questioning of students and employers is conducted, and appropriate measures are taken to correct deficiencies based on the results of their questioning / interviewing.

Conversations with heads of structural units, teaching staff and teachers, as well as analysis of information presented in the AIS "Platonus", indicate that the system is present in electronic format, all the main documents accompanying the learning process. The AIS "Platonus" and "Moodle" systems used in the university allow the EP management to monitor the main processes of the university, the level and quality of the students' progress in all disciplines studied during the development of the educational program. At the same time, it should be noted that there is no single corporate portal, which makes it difficult for effective professional communication and identification of the staff and faculty of the university as its employees.

In addition, the evaluation of the effectiveness of the EP and the activities of the units in the university is predominantly carried out in a traditional form and mainly reflect the results of activities at the end of the academic year.

Analysis of the site of the university and interviews with students indicate that the university does not provide enough information to the TS and students about the possibility of participation in competitions of research, social and other grants held by Kazakhstan and international organizations.

Strengths / best practice

- A regular reporting system has been created that reflects all levels of the structure, including an assessment of the effectiveness and efficiency of all structural units.
- The periodicity, various forms and methods of evaluating the management of the OP, the activities of all structural subdivisions.
- Various communication mechanisms have been implemented: the institute's website, blogs, the CommFort chat / messenger, open forums, questionnaires, student and employer feedback,
- A system for identifying, assessing the effectiveness of the OP and developing appropriate corrective actions based on the analysis of the information received was developed and effectively implemented.

Recommendations of EEC

- Ensure the collection of information and the transfer of management activities in the university to modern management systems (KPI) that will help the university achieve strategic and tactical (operational) goals and provide the opportunity to manage the situation within the reporting period in order to achieve the specified results after its expiration.
- Consider the possibility of creating a single corporate mail with personal addresses for all employees and students participating in the implementation of the cluster OP to ensure automatic distribution and notification of ongoing activities.

Conclusions of the EEC on the criteria for the EP "5B010100-Preschool education and upbringing", "5B010200-Pedagogy and methodology of primary education", "5B010300 - Pedagogy and Psychology": strong - 5, satisfactory - 11, suggest improvement - 1.

5.3. Standard "Development and approval of the educational program"

The Evidence

In the protocol No. 9 of the ArkSPI Academic Council on March 24, 2016). This document describes the main requirements for a modular educational program, the procedure for its development, structure, etc.

Modular educational programs (hereinafter referred to as MEP) for accredited EPs are developed on the basis of the State Educational Standard and the standard curriculum of the specialty. The working group, which includes heads of structural units and leading teachers, is engaged in developing programs on the orders of the rector.

The management of the EP attracts employers to participate in the development of the EP. The mechanism of employers' participation in the development of educational programs of the Institute is fixed in the "Regulations on the procedure for attracting employers to the development of modular educational programs" (minutes of the meeting of the Academic Council No. 9 of March 24, 2016). To the attention of students the information is communicated by the adviser, by acquaintance with the EP, the catalog of elective disciplines. In the development of the EP and ensuring their quality, annually participate in the teaching staff of the Chair of Pedagogy and Psychology, employers, advisors, who study through the extended meeting of the department (Minutes № 11 of June 18, 1944, Minutes № 5 of the methodical association of school №4 of Arkalyk, from 19.06.14 ; Minutes No. 11 of 17.06.16; Minutes No. 5 of the methodical association of the kindergarten-nursery "Zolotoy kluchik", Arkalyk, dated 16.06.2016).

On the recommendation of the head of the kindergarten "Akbot" in Arkalyk Nuralina M.S., the elective disciplines "Children's folklore", "The features of inclusive education in the pre-school education", "Pre-school preparation for 12-year education" were included in the content of the MOS on the specialty "5B010100-Preschool education and upbringing" year-old education "(Protocol No. 9a of 20.04 2015)," Pedagogy of Family Education", "Indicator System and Diagnostics "(Protocol No. 8 of 11.03. 2016)," Methodology of the organization of the subject-developing environment in the PEO" (Minutes No. 8 of 15 March 2017). Taking into account the wishes of the director of the secondary school № 6 Zhunusov K.Zh. elective disciplines: "Rhetoric" (protocol No. 8 of March 11, 2016), "Innovative approaches to teaching and educating children in an inclusive educational environment" (Protocol No. 8 from 03/15/2017). When developing the MEP of specialty "5B010300 - Pedagogy and Psychology", the opinion of the director of Arkalyk secondary school No. 4, Saduov N.T., who took into account the inclusion of the elective discipline "Family Pedagogy" (Protocol No. 10 of May 20, 2014, methodical association of the school №4, №5 from 19.06.2014), and Tursunova L.A., head of the kindergarten-nursery of the sanatorium and general development type "Zolotoy kluchik", who recommended to include the elective discipline "Nonverbal means of communication in the communication system" (Protocol of the department №10 from 20.05.2016, the protocol of the methodical association of the kindergarten-nursery "Zolotoy kluchic", No. 5 of 16.06.2016).

In order to study the interests of employers in the development of educational programs during the academic year, meetings are regularly held, round tables with employers, with the participation of interested parties and individuals. The Regulations on the Procedure for Developing a Graduate Competency Model, approved by the Academic Council of the Institute (Minutes No. 15 of 26.06.2013), as well as the graduate's competence models for all educational programs were developed at the ArkSPI. The university provides the mastery of learning outcomes through the planning of the educational process, the development of educational and methodological documentation, scheduling of training sessions, the conduct of all types of educational activities, the organization of practice, the conduct of intermediate and final attestations. In the university, graduate models have been developed, including civil, social, managerial, communicative, motivational, system-organizational organizational, communicative, technological, professional-information, health-saving, research, educational and other competences.

The management of the EP cooperates on the implementation of the EP with other HEIs implementing similar EPs through the use of educational and methodological developments of other Kazakh universities in the educational process of the ArkSPI, the development and publication of teaching aids, etc. The departments implementing the EP "Preschool education and upbringing", "Pedagogy and the methodology of primary education ", " Pedagogy and psychology", certain activities are carried out to harmonize the content of the EP with KazNU named after Abay, KazSWPU, Atyrau State University named after H.Dosmukhamedov. As a result of cooperation and exchange of experience in 2016, the discipline "Pedagogical Diagnostics" was introduced, in 2017 - "Theory and Methods of Physical Education of Preschool Children", in 2018 - "Psychological and Pedagogical Diagnosis of Personality".

Analytical part

When analyzing accredited programs, special attention is drawn to the involvement of leading experts from among the methodologists and leaders of pre-school and school educational organizations, as well as university employees: candidates and doctors of sciences in the field of pedagogy and psychology from other institutes and universities, to the external expertise of top management. Thus, at the departments there are expert opinions of specially created and approved by the order of the rector of external commissions for all accredited EPs.

There is a lack of equivalence in the inclusion of elective disciplines offered for choice in each. Thus, in the 10 module "History of Psychological and Pedagogical Science" MEP on the specialty "5B010300-Pedagogy and Psychology" it is proposed to choose one of three disciplines: "History of the development of pedagogy and psychology", "Fundamentals of psychological hermeneutics", "Comparative and zoopsychology." In the pedagogical module №13 "Techniques and logopedics" of the MEP on the specialty "5B010100 - Preschool education and upbringing" three disciplines are planned: "Fundamentals of defectology and speech therapy", "Foundations of defectology", "Fundamentals of speech therapy". At the same time, we consider it necessary to note that speech therapy is one of the sections of defectology, therefore the proposal to choose students for studying the whole science or only a part of it is inappropriate.

A formal approach to the selection of one of the three disciplines of the module is also found in the MOS on the specialty "5B010200- Pedagogy and methodology of primary education". Thus, in the pedagogical module No. 13, "Innovation in the Primary School", three practically identical disciplines are offered: "Methods for developing reflexion of students on the basis of innovative technologies", "Theory of the development of the reflexion of the students of primary classes", "Ways of development of the reflexion of students of primary classes".

The list of disciplines studied within the framework of accredited OPs is available for students in the Platonus system, and the content of the disciplines is reflected in the EMCD, which are available in the university library and are partially represented in the "Platonus" system. However, experts note the need to ensure accessibility for all interested persons at the institute's site of the list and content of disciplines implemented within the framework of an educational program.

In the presence of contacts and links with Kazakhstani universities that implement similar educational programs, as well as with educational organizations in Arkalyk and Turgai region, there is a lack of joint educational programs with foreign universities on accredited educational programs.

Strengths / best practice

- The university has developed and documented the procedure for the development and assessment of the quality of EP, approved by the protocol of the Academic Council of the ArkSPI.

- The "Instruction on the procedure for attracting employers to the development of modular educational programs", approved by the Academic Council, on the basis of which the management of the EP attracts TS and employers to participate in the development of the EP.

Recommendations of EEC

- Provide an equivalent choice of elective disciplines in each module in all MEP.
- To carry out work on the harmonization of the content of educational programs with the programs of leading foreign universities.

Conclusions of the EEC on the criteria for the EP "5B010100-Preschool education and upbringing", "5B010200-Pedagogy and methodology of primary education", "5B010300 - Pedagogy and Psychology": strong - 3, satisfactory - 8, suggest improvement - 1.

5.4. Standard "Continuous monitoring and periodic evaluation of educational programs"

The Evidence

Procedures for the examination and review of the EP are determined by the Regulation on the Evaluation of the Quality of Educational Programs, approved by the Academic Council of the Institute (Protocol No. 9 of 24.03.16). Responsibility for the implementation of the procedure for evaluating and monitoring the quality of educational programs is borne by the teaching and methodical department and heads of the departments. Internal examination is carried out by the

commission for quality control of educational and methodological documentation, which includes leading teachers and heads of structural subdivisions of the ArkGPI (the order of the rector of the institute No. 7 of January 24, 2013). Examination is carried out once a year.

The developed MEPare subject to external expertise with the involvement of representatives of employers, experienced practitioners, methodologists. The results of the evaluation and monitoring of the quality of educational programs are considered at the meetings of the department, the scientific and methodological council, the administration, the Scientific Council of the Institute. Based on the monitoring results, the issues of adjusting educational programs in accordance with labor market requirements are considered (protocols No. 24 March 2016, No. 11 of May 25, 2016, No. 12 of June 22, 2016, No. 13 of June 28, 2017).

Based on the MEP's periodic examination, taking into account the latest scientific achievements in a particular specialty and discipline, changes in the needs of society and the professional environment, the content of the programs is updated and revised annually. Catalogs of elective disciplines of the specialty are compiled in accordance with the sphere of scientific interests of the specialty profession, at the request of employers, the content of existing disciplines is adjusted for each specialty, less relevant disciplines are abolished, covering a narrow topic - they are combined with related disciplines and enlarged. Thus, in the specialty "5B010300-Pedagogy and Psychology" the procedure for updating elective disciplines reaches 10% and in 2014, for example, it was supplemented with new disciplines: "Plan-program of the course" Personality and its psychological development ", " History of the development of pedagogy and psychology " , "The Work of a Teacher-Psychologist in the System of Inclusive Education" (Minutes No. 13 of June 25, 2014). In 2015, revised and supplemented by the following disciplines: "Workshop on General Psychology", "Fundamentals of psychological hermeneutics" (Protocol No. 12 of June 22, 2015), in 2016 - disciplines "Environmental Psycho-Pedagogy", "Criminal Psychology", "Psychology of Art", "Psychometry " (Minutes No. 21 of June 22, 2016). In 2017/18 school. The following disciplines were introduced in the MEP: "Penitentiary Pedagogy", "Pedagogical Rhetoric", "Practical Training in Attrathery", "Military Psychology", "Pedagogical Psychology" (Minutes No. 13 of June 08, 2017).

Disciplines, included in the catalog of elective disciplines, in general, reflect the current trends in the development of the studied area. At the departments implementing the accredited EP, significant work is being done on such topical problems of the education system of this region and the social demand of regional schools, such as: the organization of the educational process in a small school, the renewal of the content of education for the transition to 12-year education in the RK, the features of inclusive education and etc. To this end, the following elective courses were introduced into the working curricula of the specialties of the university: "Theory and technology of the pedagogical process in a small elementary school", "Innovations 12-year education", "Features of inclusive education in preschool", "Work-psychologist in the system of inclusive education", "educational psychologist work in small schools "and others.

In the university, the methodical section of the department, the educational and methodological council of the faculty, the educational and methodological department of the Institute on the approved plans regularly analyzes the methods of teaching and content of courses, the examination of the quality of the OP, which is reflected in the minutes of the meetings of the Department of Preschool and Primary Education (Minutes No. 11 dated June 17, 2015, Minutes No. 11 of June 17, 2016, Minutes No. 11 of June 14, 2017) and the Chair of Pedagogy and Psychology (Minutes No. 11 of June 16, 2015, Minutes No. 11 of June 17, 2016 ., Minutes No. 11 of June 16, 2017).

The control of students' knowledge is organized in accordance with the Regulations on the organization of the control of students' knowledge at the ArkSPI named after I. Altynsarin (Minutes of the Academic Council No. 2 of September 25, 2013). The mechanism for assessing knowledge, skills and professional competence is carried out on the basis of a schedule of control activities, which include attendance at school, oral and written answers, and homework assignments. The evaluation is published in the electronic journal AIS "Platonus". In order to

ensure the objectivity of the assessment of knowledge and the degree of the formation of professional competence, the evaluation of the educational achievements of students for each academic discipline and professional practices is carried out according to the internationally accepted score-rating system in the form of ongoing monitoring of academic progress during the examination of disciplines and final control - during the examination sessions.

The Institute defines the following types of monitoring of academic achievements of students:

- monitoring the quality of admission, which involves an assessment of the academic preparedness of applicants received at the EP and is carried out as part of the analysis of the results of entrance examinations of entrants (Table 3);

Table 3. Monitoring the quality of admission students (full-time department)

Specialty	2014-2015	2015-2016	2016-2017
5B010100 -Preschool education and upbringing	70	78	80
5B010200 - Pedagogy and methods of primary education	75	80	83
5B010300- Pedagogy and psychology	75	74,6	78,2

- Monitoring of the current progress of students, which involves assessing the progress of students in the framework of seminars, colloquiums, independent work under the guidance of the teacher, self-training, examinations and practice and is carried out through the rating system (Table 4).

Table 4. Monitoring the current academic performance of students

Specialty	2014-2015	2015-2016	2016-2017
5B010100- Preschool education and upbringing	96,9	98,4	98,2
5B010200 - Pedagogy and methods of primary education	95,6	96,6	91,9
5B010300- Pedagogy and psychology	89,5	96,9	100

- monitoring residual knowledge of students, which involves assessing the effectiveness of ongoing monitoring of students' progress and is carried out as part of the analysis of the results of the control of knowledge of students in the pre-graduation / final course on the subjects assigned to external evaluation of academic achievements (Table 5);

Table 5. Monitoring of residual knowledge of students (EEEE)

Specialty	2014-2015	2015-2016	2016-2017
5B010100- Preschool education and upbringing	-	93,5	89,01

5B010200 - Pedagogy and methods of primary education	-	122,08	86,37
5B010300- Pedagogy and psychology	-	106,3	117,4

Monitoring of the quality of the graduates' output, which assumes an assessment of the effectiveness of monitoring the progress of students at different stages of their studies at the university and is carried out in the framework of analysis of the results of state examinations in profile disciplines and defense of the thesis (table 6).

Table 6. Monitoring of the quality of graduates' output - results of final certification of graduates

Specialty	2014-2015	2015-2016	2016-2017
5B010100- Preschool education and upbringing	98	100	100
5B010200 - Pedagogy and methods of primary education	98,5	87	100
5B010300- Pedagogy and psychology	100	100	100

In order to improve the quality of the provision of educational services, the university also conducts:

- monitoring the quality of the organization of the educational process, which involves evaluating the implementation mechanisms of the EP, taking into account the requirements of state educational standards, standard rules for the operation of HEIs and carried out commission in the process of self-assessment;
- Monitoring the quality of teaching disciplines, which involves assessing the development of the methodological system in the institute as a whole and the level of scientific, methodological, laboratory and technical provision of specific disciplines of the curriculum and is carried out within the framework of control visits to the classes by the heads of departments, members of the department, representatives of the educational and methodological council , members of special commissions on the quality of implementation of the EP.

Analytical part

EEC of IAAR held meetings, interviews and interviews, carried out a survey of students, faculty, and also having read the necessary documents, notes that the university developed and documented the procedure for monitoring and assessing the quality of the EP, according to the "Regulations on the evaluation of the quality of educational programs" approved by the Academic Council (Minutes No. 9 of March 24, 2016). On the basis of this document, a special expert commission is appointed once a year under the guidance of the EMA, which, based on the use of various monitoring methods - questioning, testing, documentation analysis, self-evaluation, interviewing, etc., assesses the effectiveness of program content.

The organization of monitoring procedures within the framework of the evaluation of the EP is planned. The results of monitoring the quality of the implementation of the EP are formalized in the form of analytical references / reports / reports and are considered at meetings of the collegial bodies of the Institute. The results of quality monitoring are considered in the context of taking corrective and preventive measures. One such measure is an annual update of the variable part of the educational programs on average by 10%. At the same time, an important role is played by taking into account the opinions and interests of consumers and the demands of the labor market.

Strengths / best practice

- On the basis of the order of the rector, the university systematically conducts an external examination of the MEP developed with the involvement of representatives of employers.
- The "Instruction on the evaluation of the quality of educational programs", approved by the Academic Council (protocol No. 9 of March 24, 2016), is developed and is functioning in the university, on the basis of which a special expert commission is set up under the guidance of the EMA.

Recommendations of EEC

- Ensure that the Institute's web resource is accessible to all interested persons in the list and content of disciplines implemented within the framework of accredited educational programs, as well as the results of their revision, taking into account changes in the labor market, employers' demands and social demand of the society.

Conclusions of the EEC on the criteria for the EP "5B010100-Preschool education and upbringing", "5B010200-Pedagogy and methodology of primary education", "5B010300 - Pedagogy and Psychology": strong - 3, satisfactory - 7, suggest improvement - 0.

5.5. Standard "Student-centered learning, teaching and assessment of progress"

The Evidence

The EP management provides students with the opportunity regardless of the language of instruction to choose a particular educational trajectory in accordance with their attitudes, abilities and capabilities. All trainees are provided with equal opportunities regardless of the language of instruction, since the students for the formation of an individual educational program (IEP) use the catalogs of elective disciplines in three languages: state, Russian, English.

In the university, activities are carried out to provide students with flexible learning paths by ensuring the electivity of elective disciplines. The choice is given to students during the orientation week, which is usually held in April of the previous academic year. So, on January 26, 27, 2017, for the 1st year students (admission in 2016), a selection of disciplines was held for the 2017/2018 year. Presentations of the disciplines "Religious studies" were presented to the attention of the students (senior lecturer Eleusov B.A.), "Gender education: legal and gender literacy" (senior lecturer Bermahambet R.E.), "Prevention of mental health and suicide prevention" (senior lecturers T.P.Bondareva, A.Taukelova), "Mediapedagogics" (senior lecturer Esirgepova, V.Zh.), "Youth Policy" (senior lecturer Bermagambet R.E.), "Fundamentals of anti-corruption culture" (senior lecturer Boshybaev T.B.). As a result of a specially organized activity, the following number of students enrolled in the disciplines: "Religious Studies" - 202, "Gender Education: Legal and Gender Literacy" - 5, "Prevention of Mental Health and Suicide Prevention" - 73, "Media Pedagogics" - 5.

The management of the ET paid sufficient attention to improving the quality of teaching of the academic disciplines. One of the factors of the quality of teaching is the introduction of innovative teaching technologies in the educational process. The introduction of innovative methods and technologies of teaching is fixed in the annual work plan of each department. The quality of the provision of educational services is assessed through open classes, mutual attendance of the classes of the teaching staff of the EP, the head of the department. The state of introduction of innovative technologies in the educational process is systematically considered at the meetings of the Academic Council of the Institute (protocol No. 8 of 25.02.15, No. 8 on February 24, 16, No. 9 of 01.03.17). The experience of introducing the most relevant and effective methods becomes an object of experience exchange between teachers through demonstration open classes.

In order to implement the "State Program for the Development of Education in the Republic of Kazakhstan for 2016-2019", "The Plan of the Nation - 100 concrete steps to implement the five institutional reforms", the Strategic Plan of the Ministry of Education and Science of the Republic of Kazakhstan for 2017-2021, ArkSPI named after I. Altynsarin for 2017-2021 on the accredited EP implemented elements of the dual form of training, which is aimed at combining training at the institute with mandatory periods of professional production training enterprise. The Regulation on dual training at the Arkalyk State Pedagogical Institute named after I. Altynsarin was approved by the Academic Council of the Institute (Minutes No. 1 of 08.09.2017). The Regulation on dual education is available on the Institute's website (api.kz). Based on this provision and tripartite agreements on the implementation of dual training between the institute, the organization of education and the student, in the 2017/2018 academic year, 2 students of the educational institution "Pedagogy and Psychology" (Ishankbek Gulnaz and Zhanbyrshy Guldariga) are trained in the dual education program.

The management of the university strives to ensure the use of various forms and methods of teaching and learning on accredited EPs, delegating TS to advanced training courses at JSC NCE "Orleu", CPE AOE "Nazarbayev Intellectual Schools", other universities, etc. After graduation, courses of improvement of professional skill, teachers exchange experience in the field of teaching methods through conducting reporting seminars (Table 7).

Table 27. Information on the conduct of reporting seminars on the results of the refresher courses

№	Full-name of the teacher	Topic of the seminar	Date of event
1.	Temirkhanova K.Sh.	"Basic Trends in the Higher Education System"	17.11.2015-28.11.2015
2.	Dusebekova	«Pedagogical culture»	April 21, 2016
3.	Esirgepova V.Zh.	"Training program on 7 modules"	February 18, 2016
4.	Tayekelova AE	"Training program on 7 modules"	February 19, 2016
5.	Esirgepova V.Zh.	«University Pedagogy»	January 13, 2016
6.	Kakina D.Sh.	Seminar on humanitarian issues, organization of practice lessons	January 14, 2016

TS of EP works on the organization of its own research in the field of methods of teaching the academic disciplines, preparing the pedagogical development of private methods of teaching disciplines. Thus, the teaching staff participating in the implementation of the PS "Preschool education and upbringing" and "Pedagogy and methodology of primary education" prepared and published 29 teaching aids. TS, implementing the EP "Pedagogy and Psychology", published 17 teaching aids, including those devoted to the study of teaching methods for individual disciplines.

At the departments that provide training in the field of "Pre-school education and upbringing", "Pedagogy and methodology of elementary education" and "Pedagogy and psychology", teachers conduct their own research in the field of teaching methods in the disciplines. For example, according to the results of the research work of the doctoral candidate PhD Ospanbekova M.N. in the content of the accredited educational institution "Pedagogy and methodology of primary education" introduced the discipline "Innovation technology" niginde oyushylardy oh oh reflexivity damytu ədistemi. To the contents of EP "5B010300-Pedagogy and Psychology" based on the results of research work within the framework of the doctoral

thesis on the theme: "Development of the system of vocational training of social pedagogues in Germany and Kazakhstan" G.S.Smailova included research elements in the content of the elective discipline "Comparative pedagogy."

The management of the EP seeks to ensure the implementation of the EP in various forms and methods of teaching and learning. Teachers in the educational process use such elements of new pedagogical technologies as lecture-consultation, lecture with feedback, abstract lecture, brainstorming, business, role games, etc. TS participating in the implementation of the EP "Preschool education and upbringing", "Pedagogy and methodology of elementary education", "Pedagogy and psychology" are involved in filling content for distance learning. So, teachers of the Department of Preschool and Primary Education prepared 17 hours of video lectures, the Department of Pedagogy and Psychology recorded 49 hours of video lectures. Effectiveness and efficiency of innovations implementation is reflected in the results of training, independent work of students and final control of graduates. Tasks for independent work of students, the mechanism for evaluating the results of the CDS are defined in the working curricula and syllabuses of the academic disciplines. As forms and methods for controlling the independent work of students, Internet conferences, the exchange of information files, practical exercises, colloquia, tests, testing, presentations, etc. are used.

The institute has developed the practice of conducting sociological surveys of students on the subject of their satisfaction with the quality of instruction in general. The results of these sociological surveys are one of the tools for collecting information and analyzing the activity of the TS of the university, are considered at the meetings of the administration (protocols No. 2 of 08.10.14, No. 3 of 11.11.15, No. 3 of 09.11.2016). According to the results of sociological surveys by the departments "Preschool and Primary Education" and "Pedagogy and Psychology", a round table discussion was held on the topic: "Interactive methods of teaching", a discussion on "Which of the new technologies do you prefer?", Mutual visits lessons for teachers; an unscheduled training seminar for the teaching staff of the Department of Pedagogy and Psychology on the application of the "Features of the application of the method" Case Study "in the educational process" (Minutes of the meeting of the chair number 9 04.2016), and also through planned training in advanced training courses.

The EEC Commission confirms the fact that the university has a feedback system on the use of various teaching methods and evaluation of learning outcomes. Thus, the results of the questionnaire survey conducted by students during the EEC visit testify to students' satisfaction with the quick response to feedback from teachers regarding the educational process - 72.9% are completely satisfied and 24.8% partially.

The consistency, transparency and objectivity of the mechanism for evaluating the learning outcomes in the learning process is provided by presenting all the necessary information about the syllabus assessment system, as well as the availability of rating control, which motivates students to increase their rating, formation of their interest in doing independent work, etc. In addition, up to 40% of examinations are taken in the form of computer testing in AIS "PLATONUS", which also contributes to the transparency and objectivity of the assessment system in the university. In order to achieve objectivity in the assessment, the appeal procedure is practiced. The procedure for the conduct and timing of the appeal is reflected in the students' syllabuses. For each academic year, by the order of the rector, an Appeals Committee is created from among the teachers whose qualifications correspond to the profile of the appealed disciplines.

The use of the rating system, the use of computer testing and the appeal procedure practiced at the university lead to the fact that 73.6% of students are completely satisfied and 24% are partially satisfied with the fairness of examinations and certification. The passed tests and examinations were completely satisfied -82.2% and partially satisfied -16.3%.

The Commission of the EEC was provided with a reasoned system for responding to complaints from students about the quality of education, classes conducted, which are first decided by the deans, the Registrar's Office, etc. In the case of dissatisfaction with the answer,

they are considered by instances by the pro-rector and rector of the institute. To identify any discontent and problems among students, the Institute's management regularly meets with them.

Analytical part

During the interview with the IAAR commission with the leadership of the EP, the TS and students, it was revealed that, despite the rather wide propaganda in the methodological seminars and thematic courses for the teaching staff, the problem of the practical application of interactive teaching methods, modern educational and innovative technologies needs improvement. For example, the analysis of conversations with the PPP testifies that the interactive whiteboard is mainly used only for demonstration of video films and presentations without using all its potential: input and editing of various information, drawing of schemes, etc. The fact that the presence of this problem is realized and the leadership of the university and the OP itself is evidenced by the fact that the issue of providing various forms and methods of teaching and learning has repeatedly been the subject of discussion at the meetings of the administration and the Academic Council (Protocol No. 8 of 25.02.2015, protocol No. 8 of 24.02.2016, protocol No. 9 of 01/03/2017). The state of introduction of innovative technologies in the educational process was also considered at the meeting of the Department of Preschool and Primary Education (Minutes No. 11 of 17.06.2015, No. 11 of 17.06.2016, No. 11 of 14.06.2017), the Department of Pedagogy and Psychology (Minutes No. 11 of 17.07 .2014, No. 10 of May 19, 2015, No. 7 of February 19, 2016).

Particularly topical is the problem of using modern and practical-oriented forms and methods of teaching in connection with the need to prepare students for work in the context of updated curriculum content. Conversations with employers and students themselves, organized within the framework of the visit of the EEC, showed the students' theoretical knowledge, for example, on the issue of criterial assessment within the framework of academic disciplines. However, both employers and students noted a lack of practical skills in planning training sessions, systematizing learning goals and applying modern teaching and learning technologies.

Strengths / best practice

- The EP management ensures equal opportunities for students regardless of the language of instruction.
- The institute has defined the mechanisms for ensuring that every graduate of the Institute learns the learning outcomes and organizes work to ensure the completeness of their formation.

Recommendations of EEC

- Create conditions for increasing the level of competence of TS for working with special software for the interactive whiteboard and applying innovative methods and forms of training.
- To carry out work on further improvement of the content of educational disciplines and teaching technologies in order to develop practical skills of students in the conditions of updated secondary education: planning of training sessions, criterion (formative and summary) assessment of schoolchildren's knowledge, selection and use of level tasks, the application of modern teaching and learning technologies, etc.

Conclusions of the EEC on the criteria for the EP "5B010100-Preschool education and upbringing", "5B010200-Pedagogy and methodology of primary education", "5B010300 - Pedagogy and Psychology": strong - 1, satisfactory - 9.

5.6. Standard "Students"

The Evidence

In the Institute there is an active vocational guidance work. In order to form a contingent of students in the departments, working groups are set up to travel to the schools and colleges of the city and the region (protocol No. 5 of August 28, 2017), during which explanatory work is

organized among school leavers, "Open Doors Days", etc. Informing students about the requirements for the content of the OP before the training are carried out in the process of career guidance through the official website of the Institute, the media and television.

Annually at the meetings of the departments of "Preschool and Primary Education" (Minutes No. 2 of 05.09.2014, No. 2 of 04.09.2015, No. 2 of 06.09.2016, No. 2 dated

06.09.2017), "Pedagogy and Psychology" (Minutes No. 2 of September 18, 2014, No. 2 of September 17, 2015, No. 2 of September 22, 2016, No. 2 of September 15, 2017), The Council of the Faculty (Minutes No. 2 of September 23, 2014, No. 2 of September 21, 2015, No. 2 of September 26, 2016, No. 2 of September 20, 2017), the administration (Protocol No. 2 of 30.09.2015, No. 3 of September 28, 2016, No. 2 on September 27, 2017), the analysis of the formation of the contingent on the OP is being conducted, the questions of career guidance work, the expansion of the geography of the enrollment of trainees are considered.

The contingent of students on accredited vocational education is formed in accordance with the "Regulation on the formation of a contingent of students" (approved by the Academic Council, protocol No. 1 of August 26, 2016). The process of forming a contingent of newly admitted students has the following order:

1) enrollment of students is carried out on the basis of the Model Regulations admission to education in the organization of education, implementing educational programs of higher education;

2) the formation of groups of students is carried out by the Office-Registrar in the AIS "Platonus";

3) within two weeks after issuing the order on enrollment of students for the first year, the admissions committee transmits the personal files of the students to the Institute's Office-Registrar (Table 8).

Table 8. Data on admission of students of specialties "Preschool education and upbringing", "Pedagogy and methodology of elementary education", "Pedagogy and psychology"

Form of training	EP Preschool education and upbringing								
	2014-2015 academic year			2015-2016 academic year			2016-2017 academic year		
	Total	Grant	Contract	Total	Grant	Contract	Total	Grant	Contract
Full-time	17	15	2	24	21	3	14	14	-
Part-time	28	1	28	31	-	31	125	1	124
Total	45	16	30	55	21	34	139	15	124
EP Pedagogy and methodology of primary education									
Form of training	2014-2015 academic year			2015-2016 academic year			2016-2017 academic year		
	Total	Grant	Contract	Total	Grant	Contract	Total	Grant	Contract
Full-time	9	7	2	14	12	2	17	14	3
Part-time	29	-	29	23	2	21	72	-	72
Total	38	7	31	37	14	23	89	14	75
EP Pedagogy and psychology									
Form of training	2014-2015 academic year			2015-2016 academic year			2016-2017 academic year		

	Total	Grant	Contract	Total	Grant	Contract	Total	Grant	Contract
Full-time	16	11	5	32	24	8	28	22	6
Part-time	11	-	11	22	-	22	38	-	38
Total	27	11	16	54	24	30	66	22	44

Since 2015, the ArkSPI is a participant in the social project "Mangilik el zhastary - industriyaga" - "Serpin-2050". 95 students from the southern regions of Kazakhstan (South Kazakhstan, Kyzylorda and other regions) are studying on the accredited EP on this project, of them 5 specialties "5B010100-Preschool education and upbringing" - 29 students, "5B010200-Pedagogy and methodology of primary education" - 27 students, "5B010300-Pedagogy and Psychology" - 39 students. (Table 9).

Table 9. Data on students enrolled in the program "Serpin"

Form of training	2015-2016 academic year			2016-2017 academic year		
	Total	Grant	Contract	Total	Grant	Contract
Preschool education and upbringing						
Full-time	10	10	-	10	10	-
Part-time						
Total	10	10	-	10	10	-
Pedagogy and methodology of primary education						
Form of training						
	2015-2016 academic year			2016-2017 academic year		
	Total	Grant	Contract	Total	Grant	Contract
Full-time	9	9	-	8	8	-
Part-time						
Total	9	9	-	8	8	-
Pedagogy and psychology						
Form of training						
	2015-2016 academic year			2016-2017 academic year		
	Total	Grant	Contract	Total	Grant	Contract
Full-time	14	14	-	18	18	-
Part-time	-	-	-	-	-	-
Total	14	14	-	18	18	-

The management of the EP implements special programs of adaptation and support for newly enrolled students. So, in order to facilitate the adaptation process for first-year students in the university, a directory guide is developed and issued to all first-year students, which provides full information about the university. In addition, for the freshmen at the beginning of the academic year, an orientation week is held, at which introductory lectures are read, acquaintance with the teaching and methodological documentation is provided.

The Office-Registrar conducts training seminars (August 26-28, 2015, August 25-27, 2016, August 25-27, 2017), which address the issues of training in credit technology training, explains the mechanisms of GPA scoring, transfer from course for the course, summer session, etc. In order to monitor the adaptation and satisfaction of first-year students with the conditions of study and residence, the questionnaire "Student Adaptability in the University" is traditionally conducted, since the initial stage of education in the university plays a special role for the preparation of the future specialist.

Despite the absence on the accredited specialties: "5B010100-Preschool Education and Upbringing", "5B010200-Pedagogy and Methodology of Primary Education", "5B010300-Pedagogy and Psychology" of foreign students, they developed a "Program for Adaptation of Foreign Students at the Arkalyk State Pedagogical Institute named after I. Altynsarin ", approved

by the Academic Council (Minutes No. 1 of August 26, 2016). In order to implement the Strategy of Academic Mobility in Kazakhstan for 2012-2020 (MES of RK of 05.11.2012), the Action Plan approved on November 30, 2012, "Regulations on the organization of academic mobility of students of the Arkalyk State Pedagogical Institute named after I. Altynsarin" approved by the Academic Council (Minutes No. 2 of September 26, 2012). Agreements on academic mobility with 8 universities of Kazakhstan, as well as with two universities of foreign countries are concluded.

ArkSPI conducts work on the academic exchange of students of accredited EPs in Kazakhstan partner universities on the basis of an agreement on mutual cooperation in the provision of educational services (Table 10).

Table 10. Information on the participation of students in academic mobility

No	Full name	Specialty	Name of the second party to the contract	University, city	Type of contract	Subject of the contract	Date
2014-2015 academic year 2 semester							
1	Amanbay Zhanserik	3 year 5B010100 "Preschool education and upbringing" (kaz)	Kazakhstan university-partner	Kostanay State Pedagogical Institute, Kostanay city	Agreement on cooperation	On mutual cooperation in the field of providing educational services	26.12.2016
2	Ernazymova Aksaule	3-course 5B010200 "Pedagogy and methodology of primary education" (kaz)		Kostanay State Pedagogical Institute, Kostanay city			26.12.2016
3	Ormanbek Aisara	3 year 5B010300 "Pedagogy and psychology" (kaz)		Taraz State Pedagogical Institute			09.01.2015
4	Kadirshinova Ainur	3 year 5B010300 "Pedagogy and psychology" (kaz)	Kostanay State Pedagogical Institute	Arkalyk State Pedagogical Institute			09.03.2015
5	Sagi Gulbanu	3 year 5B010300 "Pedagogy and psychology" (kaz)	Institute	Arkalyk State Pedagogical			09.03.2015
2015-2016 academic year 2 semester							
1	Kuzdibaeva Guldana	3 year 5B010100 "Preschool education and upbringing" (kaz)	Kazakhstan university-partner	Taraz State Pedagogical Institute, Taraz city	Agreement on cooperation	On mutual cooperation in the field of providing educational services	12.01.2015
2016-2017 academic year 1 semester							
1	Nurmaganbetova Inkar	3 year 5B010100 "Preschool education and upbringing" (kaz)	Kazakhstan university-partner	Taraz State Pedagogical Institute, Taraz city	Agreement on cooperation	On mutual cooperation in the field of providing educational	12.01.2015

2	Iristaeva Sevarahan	3 year 5B010100 "Preschool education and upbringing" (rus)	Taraz State Pedagogical Institute, Taraz city	services	12.01.2015
	Tursinbekova Nurzhaina	3 year 5B010300 "Pedagogy and psychology" (rus)	Казахский государственный женский педагогический университет		29.01.2017

For the development of academic mobility, a "Regulation on the procedure for credit transfer according to the type of ECTS" approved by the Academic Council (Minutes No. 2 of September 25, 2013) was developed and approved. In the framework of academic mobility, students are trained in a Kazakhstani partner university for one semester, which is credited to them for return to the ArkSPI (Table 11).

Таблица 11. Анализ результатов успеваемости обучения студентов по академической мобильности

№	Full name	academic year	Specialty	GPA score	Average Score
1	Amanbay Zhanserik	2014-2015 academic year 2 semester	3 year 5B010100 "Preschool education and upbringing" (kaz)	3,84	93,6
2	Ernazymova Aksaule	2014-2015 academic year 2 semester	3 year 5B010100 "Preschool education and upbringing" (kaz)	3,76	92,8
3	Kuzdibaeva Guldana	2015-2016 academic year 2 semester	3 year 5B010100 "Preschool education and upbringing" (kaz)	3,94	95,1
4	Nurmaganbetova Inkar	2016-2017 academic year 2 semester	3 year 5B010100 "Preschool education and upbringing" (kaz)	3,7	94,1
5	Iristaeva Sevarahan	2016-2017 academic year 2 semester	3 year 5B010100 "Preschool education and upbringing" (rus)	3,8	95,02

The ArkSPI works closely with the Center for the Bologna process and academic mobility. In order to ensure a comparable recognition of qualifications, the Office-Registrar sends a report on the work carried out on the organization of external and internal academic mobility of students, takes part in the information and training seminars of the Center. For the organization and passage of trainees' professional practices and employment, the Institute has established and operates a sector for the practice and employment of graduates, and developed the "Regulation on the Sector for the Practice and Employment of Graduates" of August 31, 2017. The sector fulfills the tasks of planning and organizing production practices, Monitoring of career growth of graduates of the Institute.

Practice is an integral part of the training of bachelors, during which the students are widely acquainted with the profession, they acquire practical skills and skills necessary for further work in the specialty. The organization of professional practice is carried out on the basis of the "Regulations on Professional Practice", approved by the Academic Council of the Institute (Minutes No. 10 of 20.04.2016), available on the Institute's website (www.api.kz). The management of the EP maximally makes efforts to provide training places for practice. The number of places for professional practice is determined by the management of the practice base. At the same time, the need for the passage of types of professional practice is determined by the heads of the EP together with the interested persons (employers, trainees). To the mandatory

criteria required for the place of passing the practice are the availability of appropriate classes, groups, pedagogical staff with experience, and the availability of material and technical facilities.

Students in the process of training are all types of practices provided by the SCES of the Republic of Kazakhstan in the field of EP: educational, pedagogical, methodological and pre-diploma. The total number of weeks of students' practice in terms of duration corresponds to the requirements of the SCES of the Republic of Kazakhstan and is distributed taking into account the logical sequence throughout the training period. The professional practice of students is conducted according to the schedule of the educational process drawn up by the institute in accordance with the requirements of the standard programs and the "Regulation on the conduct of work on professional practice and employment of students" approved by the Academic Council (Minutes No. 2 of September 25, 2013). Professional practice in the specialties is carried out according to the curriculum and schedule of professional practice, the order of the rector of the institute on sending students to practice in the basic educational institutions, organizations, institutions on the basis of concluded contracts (api.kz). To organize and conduct professional practice, the Institute concluded 132 agreements with educational organizations and various institutions. At the end of practice, results are monitored by types of practices by interviewing students "Students' satisfaction with the quality of organization and the passage of production practice."

In order to facilitate the employment of graduates and maintain contact with them, departments are responsible for the employment of graduates, who conducted the following activities:

- in the 2014/2015 school year, senior teacher Kara A.B. held a seminar on the topic "Tazhiribe alany - kasibi shyndalu kepyli", the teacher of Askarova LS. - a round table on the theme "Diplommen auyлга - ult bolashagy ushin zhasalgan utymdy zhoba", curators of groups PP-41,42 Bizhanova G.K. and Shakirov B.A. - a conversation "With a diploma in the village";

- in the 2015/2016 academic year, the senior teacher Baiken B.E. a round table was organized on the theme "Auyl Kelbeti - Zhas Maman", curators of groups PP-41,42 - Tauekelova AE. Esirgepova V.Zh. the conversation "Bugingi student - ertengi maman";

- in the 2016/2017 academic year, the senior teacher Baiken B.E. The event "Zhas maman bolashakka bas kadam" was held, Bizhanova GK. - a curatorial hour on the theme "Mamandygym - maktanyshym", Kakina D.Sh. - a curatorial hour on the topic "Tabysty zhumys - enbek kepili".

The progressive youth of the Institute takes an active part in student forums, festivals, rallies and other mass events: the forum "The National Idea" Mangilik El " is the foundation of the bright future of Kazakhstan's youth", "Symbols of the State", Operation "Clean Coast", "Victory of the Leader of the Nation - this is our victory! ", Flashmobs "A world without nuclear weapons", "Demand a check - be a patriot".

Students of accredited specialties take an active part in research activities: in 2016 Tursynkhan Gulnaz took the third place at the republican competition of scientific works of students at the scientific and methodological center "ZIAT", in 2017 students Seidualieva Nursulu, Kubaidulina Raushan, Kurmanaly Nuraylym took the first places on different nominations at the republican competition of scientific works of students at the scientific and methodological center "ZIAT". Beketova Aydana and Kuzdibaev Guldana participated in the republican competition of scientific works at the Ministry of Education and Science of the Republic of Kazakhstan and took 2nd place. Student Zhurabekova Ayauzhan, studying for the specialty "5B010200-Pedagogy and methods of primary education", took second place in the Republican scientific project of the Ministry of Education and Science of the Republic of Kazakhstan among students in 2016. Students Umerbaeva Ayagoz (1 place), Abilova Sara (2 nd place), Ermetova Zulfira (3rd place) participated in the International competition of student design, research and creative works "Teacher in the Multicultural World", which was held at the Kazan Federal University in 2017. In 2017, Ergeshova Zarina (2 nd place), Kozhakhmetova Nursulu (2 nd place), Slambeko and Zhanar (3 rd place) to participate in international

competition of student project, isledovatelskih and creative works "Teacher in a Multicultural World", which was held at the Kazan Federal University.

Students of the specialty 5B010300 "Pedagogy and Psychology" are also actively involved in the research life of the Institute, the region and the Republic. So, in the 2014-2015 academic year, in the selection for the competition of research projects and works of the Fund of the President of the Republic of Kazakhstan, the third year student, The Hague, E.K. (supervisor T.M.Buzulutskaya) took the third place with the project "Formation of readiness of family life among young people through the elective course" Family Psychology ". In the academic year 2015/2016, the third-year student Kikenova Aizhan (supervisor A.L.Alukatova) was awarded with the 2nd degree diploma of the Ministry of Education and Science of the Republic of Kazakhstan at the Republican scientific research competition for the project "Formation of value orientations of modern schoolchildren through the creation of a collaborative environment".

Students of the specialty "5B010300-Pedagogy and Psychology" have high achievements in sports: in 2014, Dauit Rysbek and in 2015, Kaisar Inkur were participants in the republican, international competition in Cossacks kuris and judo. Student Hamit Ersultan in 2016 became a member of the team of the Kostanay men's volleyball team, a participant in the republican games; Seydimhan Beksultan is a member of the institute basketball team, participates in regional, republican competitions, and also participates in judging city competitions. A student of the third year of specialty 5B010300 "Pedagogy and Psychology" Kurmanova Altyn, who is the owner of the Presidential scholarship from 2017/2018 academic year, participated in the regional, city chess championships, where she won 1 place and got 1-st place in chess.

Analytical part

During the work of the EEC, active development of internal mobility of students and insufficient development of external mobility were found.

With a constant increase in the number of students enrolling in correspondence courses in all three specialties (EP Preschool education and upbringing: 28 people in 2014/2015 academic year, 31 in 2015/2016 academic year, 125 in 2016/2017 academic year; Pedagogy and methodology of primary education: 29 people in 2014/2015 academic year, 72 - in 2016/2017 academic year, EP Pedagogy and psychology: 11 people in 2014/2015 academic year, 22 in 2015/2016 academic year, 38 - in 2016/2017 academic year), there is a slight decrease in the number of applicants for the full-time department in the specialty "Preschool education and upbringing." 17, while in 2016/2017 academic year - 14. The change in the contingent of students towards correspondence education actualizes the need for the development of distance learning in the university, the development of electronic textbooks, video lectures, etc.

Strengths / best practice

- The university effectively implements a variety of techniques and technologies for adaptation and support for newly enrolled students.

- The university constantly monitors and analyzes information on the employment and career development of graduates.

- The Chairs make the utmost efforts to provide practice-based practices, facilitate the employment of graduates and maintain communication with them.

Recommendations of EEC

- Ensure that students are informed about the possibility of participating in research, social and other grants competitions conducted by Kazakhstan and international organizations.

- Take measures to ensure the external mobility of students in the university.

Conclusions of the EEC on the criteria for the EP "5B010100-Preschool education and upbringing", "5B010200-Pedagogy and methodology of primary education", "5B010300 - Pedagogy and Psychology": strong - 4, satisfactory - 7, suggest improvement - 1.

5.7. Standard "Teaching staff"

The Evidence

The university has a transparent personnel policy, which is reflected in the "Regulations on personnel policy" approved by the Academic Council of the Institute (Protocol No. 1 of August 31, 2017) and is available on the website of the university (<https://api.kz>), "Regulations on the certification of the teaching staff", approved by the Scientific Council of the Institute (Minutes No. 1 as of August 31, 2017). "Regulations on the competitive replacement of the posts of the teaching staff and scientific workers", approved by the rector of the Institute on June 5, 2017.

Appointment and promotion are carried out on the basis of the order of the rector of the institute, taking into account the professional competence of staff and TS. The replacement of vacant posts for teaching staff and scientists is carried out through competitive selection. The staff potential of the TS, in general, is in line with the strategy of the ArkSPI and the specifics of the accredited EPs (Table 12).

Table 12. Number of faculty members for accredited EP

Specialty	Total of teachers	Their staff	Compatibility
2014-2015 academic year			
EP "Preschool education and upbringing"	8	7	1
EP "Pedagogy and methodology of primary education"	7	6	1
OP "Pedagogy and Psychology"	15	9	6
2015-2016 academic year			
EP "Preschool education and upbringing"	10	9	1
EP "Pedagogy and methodology of primary education"	8	7	1
EP "Pedagogy and Psychology"	11	8	3
2016-2017 academic year			
EP "Preschool education and upbringing"	9	8	1
EP "Pedagogy and methodology of primary education"	5	4	1
EP "Pedagogy and Psychology"	11	8	3

The need for an EP in the TS is determined on the basis of the content of general educational, basic, profiling disciplines and a contingent of students in it. Information on the indicators of gradualization of TS in accredited specialties are presented in Table 13.

Table 13. Indicators of gradualization of TS for accredited EP in 2017/18 academic year

Specialty	Total number of TS	Number of Doctors	Number of PhD	Number of candidates	Number of Masters	Gradualization
EP "Preschool education and upbringing"	10			3	7	30
EP "Pedagogy and methodology of primary education"	8			2	4	25
EP "Pedagogy and Psychology"	12			3	9	25

B The conditions for professional and personal development of teachers have been created in the ArkSPI. The Institute provides targeted grants for training in magistracy and doctoral studies. So, for example, teachers participating in the implementation of the EP "Preschool education and upbringing", Temirkhanova K.Sh. (2012-2014), Mukhanbetzhanova A.A. (2013-2015), Zhunusova RK (2014-2016) graduated from the magistracy in KazSWPU. Teachers participating in the implementation of the EP "Pedagogy and methodology of primary education", Ospanbekova M.N. (2012-2014), Tazhibaeva D.B. (2013-2015), Maksutkyzy A. (2014-2016) have finished the magistracy in KazNPU named after Abay. Teachers participating in the implementation of the EP "Pedagogy and Psychology", Kakina D.Sh. has finished magistracy in ENU named after L.Gumilev (2012-2014), Baltabai Zh.B. - Master's degree in KazNPU named after Abay (2014-2016), Smailova G.S., Bondareva T.O. graduated doctoral studies at the KazNPU named after Abay on a targeted grant. At the present time Kalimzhanova R.L is studying at the doctoral studies of ENU named after L.N.Gumilev, Ospanbekova M.N. - in doctoral studies of KazNPU named after Abay on a special grant from ArkSPI.

Annually specialists of the department draw up a plan for improving the qualifications of employees and TS. For transparency and accessibility of the procedure, the plan is reviewed and approved by the Academic Council (minutes No. 1 of August 27, 2014, No. 1 of August 27, 2015, No. 1 of August 26, 2016, No. 1 of August 31, 2017) on the basis of data provided by structural units and departments of the Institute. So, during the reporting period, the courses of qualification improvement in the cities of Kazakhstan and abroad passed 100% of the TS of EP.

Based on the information letters of the Centers for Advanced Studies for the reporting period, qualification upgrading took place: in the JSC NCE"Orleu"- 3 people, CPE AOE" Nazarbayev Intellectual Schools" - 2 people, NSPEHC "Bobek"- 3 people, language courses - 1 person . Head of the Chair of Pedagogy and Psychology Esirgepova V.Zh. has undergone a scientific internship in Spain under the program of JSC NCE"Orleu" in Valencia Polytechnic University (2015), Ph.D. Musabekova Gulvira Aidarkhanovna has passed in the Great Britain British Higher education - as a basis of a leader's fund (2015) in JSC NCE"Orleu". In order to improve the qualifications of the teaching staff, foreign and foreign professors are invited to the university with courses of seminars that are relevant in the field of education. So, in the period from October 21 to October 29, 2016, the TS of the EP heard a course of lectures by Professor Jan Danek (University of St. Cyril and Methodius, Trnava, Slovakia) on the theme "Philosophy of Education in the context of Globalization and European integration processes", in the period from 12 to 19 December 2016 - Professor Ibrahim Atalay (Mehmet Akif Ersoy University, Burdur, Turkey) on the topic "Education for Sustainable Development: Theory and Practice of Higher Pedagogical Education". To ensure professional competence and staff development in 2017-2018 academic year, the Faculty of Additional Education was opened. Dean of this faculty was E. Smetanova, professor at the University of St. Cyril and Methodius (Trnava, Slovakia). English courses for teaching staff and students of different levels (Beginner, Elementary, Professional) have been organized. Teachers of the Department of Preschool and Primary Education Omarova D.K., Duisekova A.A. undergo training at the Professional level. Teachers of the department of the PP Musirova G.B., Kakina D.Sh., Akylbekova E.A. are trained at the level of Elementary.

The management of the EP demonstrates a sense of responsibility for their employees. Thus, in the course of the conversation with the EEC members, the teachers gave specific examples of the care of their management about their well-being: awarding prizes, giving letters, letters of thanks, valuable gifts, etc. for certain achievements in teaching, during frosts, rendering material assistance in case of death of relatives, etc. At the same time, the procedure for providing material assistance is approved in the "Regulations on bonuses, surcharges, allowances and other payments, incentive guide nature produced from budgetary funds ", approved by the Scientific Council (protocol № 6 of 13.01.2012 g)

Teachers participating in the implementation of accredited EP have experience of teaching practice in school and preschool organizations. For example, according to the EP "Preschool education and upbringing": Zhandildina R.E. (teaching experience at the school for 7 years), Duisenkova A.A. (practical teaching experience - 8 years), Temirkhanova K.Sh. (practical teaching experience - 7 years), Mukhanbetzhanova A.A. (practical teaching experience - 1 year). At present, the chairperson of the department, associate professor of the ArkSPI, Zhandildina R.E., is working at the "Pre-school education and upbringing" EP on 0.5 rates by the psychologist in the kindergarten "Akbot".

On the EP "Pedagogy and methodology of primary education": Dusebekova A.E. (practical pedagogical experience-2 years), Zhunusova R.K. (practical teaching experience - 17 years), Dauletova A.S. (practical teaching experience - 7 years), Kara A.B. (practical teaching experience - 4 years), Galymzhanova Z.T. (practical teaching experience - 7 years), Umbetova M.Zh. (practical teaching experience - 10 years). Currently, on the basis of "Pedagogy and methodology of primary education" for 0.5 rates, he works in secondary school No. 4 as a teacher of Russian language and literature in Kazakh classes master Zhunusova R.K.

At EP "Pedagogy and Psychology" the teaching staff also has experience in teaching at the school: G.K. Bizhanova (4 years of practical experience), V.Zh.Esirgepova (5 years of practical experience), E.A.Akylbekova (5 years of practical experience), A.E.Taukelova (3 years of practical experience), G.B.Musirova (3 years of practical experience).

The teaching staff of the accredited pedagogical specialties actively participates in research activities, the results of which are being introduced into the educational process not only of this institution, but also in the educational process of Torgai College of Humanities named after N.Kulzhanova:

1. Ospanbekova M.N., Turgynbaeva B.A. "TRIZ-tehnologiyasynyn negizinde onertapkyshytkka baulu". Methodical manual (Minutes No. 1 of August 29, 2016)
2. Bizhanova G.K. «Kazakhstandagy bilim zhane pedagogika gylymdarynyn tarihy» Electronic Benefit (№45 from 21.09.2016 №431 from 17.11.2016)
4. Bizhanova G.K., Musirova G.B., Seidina B.Z. "Pedagogikalyk kolledzhdegi ondiristik praktikaga" (№435 from 11/17/2016)
5. Esirgepova V.Zh. "Correctional Pedagogy" (art-therapeutic techniques) №434 from 17/11/2017.
6. Seydina B.Z., Shakirov B.A. "Aleumettik-psihologoliyalyk treningter arkyly studentterdi oku uderisine beiyimdeu" Methodical manual (No. 432 from 17/11/2016)
7. Taukelova A.E. "Studentterdin kabiletin arttyruda karym-katynas urdisinin roli" (№433 from 17/11/2016)
8. Shaumen G.S. "Development of the system of vocational training of social pedagogues in Germany and Kazakhstan" (use of development in educational process of the elective course "Comparative pedagogy", Minutes No. 1 of August 25, 2016).

The teaching staff of both graduating departments regularly conducts scientific and practical seminars, round tables with teachers of urban and rural schools of the Arkalyk Education Department, publishes their scientific articles (Tables 14-16).

Table 14. Monitoring of scientific publications of the TS of the EP "Pedagogy and psychology"

	magazines with impact factor (Scopus)	The Hirsch index	Foreign	International	Recommended CCSES	Republican	University	Training aids	Electronic textbook	Total:

2016-2017 academic year	3	1	19	9	12	17	14	11	-	86
2015-2016 academic year	1	-	23	4	12	24	1	5	2	72
2014-2015 academic year	1	-	7	9	1	25	10	3	-	56

Table 15. Publications of TS of the EP "Preschool education and upbringing"

№	Author	Article title	The year of publishing	Journal
Articles in journals with an impact factor (Scopus)				
1	A.S.Dauletova	«Training Prospective Elementary School Teachers for Developing Reflection in Pupils Based on Innovative Technologies»	2016	«International Electronic Journal of Mathematics Education. – 2016. – V.11. Lss.7. – P. 2137-2150. IEJME-ISSN: 1306-3030.
2	Shaimenova L.S.	Pedagogical support for the development of the intellectual-creative potential of younger schoolchildren	2017	MII-MII –(SP) – Man In India (ISSN 00251569- India SCOPUS)
Publications in foreign editions				
1	Temirhanova K.Sh.	Birinshi synyp okushylaryn mektepke beiyimdeudin tiyimdi adisteri	30.10.16	XII International Scientific and Practical Conference "Fundamental and Applied Science -2016" in Great Britain
2	Zhunosova R.K.	Reading of art works in primary school	2017	conference proceedings «Iazykovedné, literárnovedné a didaktické kolokvium xliv», Bratislava (Slovakia).
3	Temirhanova K.Sh.	Reading of art works in primary school	2017	conference proceedings «Iazykovedné, literárnovedné a didaktické kolokvium xliv», Bratislava (Slovakia).
4	Zhunosova R.K.	"Introduction of multilingual education in the educational process of universities"	2017	conference proceedings «Iazykovedné, literárnovedné a didaktické kolokvium xliv», Bratislava (Slovakia).
5	Sattar T.T.	"Introduction of multilingual education in the educational process of universities"	2017	conference proceedings «Iazykovedné, literárnovedné a didaktické kolokvium xliv», Bratislava (Slovakia).
6	Zhandildina R.E.	Modern approaches to the management of story-role games	2017	conference proceedings «Iazykovedné, literárnovedné a didaktické kolokvium xliv», Bratislava (Slovakia).

Table 16. Publications of the teaching staff of the EP "Pedagogy and methodology of primary education"

№	Author	Article title	The year of publishing	Journal
Articles in journals with an impact factor (Scopus)				
1	A.E.Duisebekova	«Training Prospective Elementary School Teachers for Developing Reflection in Pupils Based on Innovative Technologies»	2016	«International Electronic Journal of Mathematics Education. – 2016. – V.11. Lss.7. – P. 2137-2150. IEJME-ISSN: 1306-3030.
2	A.B.Kara	«Training Prospective Elementary School Teachers for Developing Reflection in Pupils	2016	«International Electronic Journal of Mathematics Education. – 2016. – V.11. Lss.7. – P. 2137-2150. IEJME-ISSN:

		Based on Innovative Technologies»		1306-3030.
3	Umbetova M.Zh.	Transformation and Interference of the Laser Radiation in Composite Crystal Optical Systems	2016	ARNP Journal of Engineering and Applied Sciences. SCOPUS. ISSN: 1819-6608, OCTOBER 2016 SNIP (Source Normalized Impact per Paper) (2015): 0,616
4	Umbetova M.Zh.	Interference of spherical laser radiation in a crystalline compound lens	2016	International Journal of Environmental and Science Education. Indexing SCOPUS, DOAJ, Index Copernicus International, Cabell's Directory Index, EBSCO, ProQuest etc. Impact-0.365 ISSN: 2468 – 8568 Date 28.11.2016
5	A.E.Duisebekova	Interference of spherical laser radiation in a crystalline compound lens	2016	International Journal of Environmental and Science Education. Indexing SCOPUS, DOAJ, Index Copernicus International, Cabell's Directory Index, EBSCO, ProQuest etc. Impact-0.365 ISSN: 2468 – 8568. Date 28.11.2016
6	Umbetova M.Zh.	Bipolarizer – a crystal optical splitter and grouper of the laser beams	2016	International Journal of Pharmacy Technology. SCOPUS. Impact-0.165 December 2016
Publications in foreign editions				
1	A.E.Duisebekova	Computer games on lessons with children with disabilities (OVZ)	20.04.16ж	International Scientific and Practical Conference "Information and Computer Technologies in Preschool Education" Moscow
2	A.E.Duisebekova	Abaydyn zhumbak zhanyn zerdelegen synshy – T.Alimkulov	28.04.17	IV International Symposium on the Study of the Turkic World in Nyide
3	A.E.Duisebekova	"The introduction of multilingual education in the educational process of universities"	2017	conference proceedings «Iazykovedné, literárnovedné a didaktické kolokvium xliv», Bratislava (Slovakia).
4	A.B.Kara	Problems of mastering literacy in natural science in the process of personality formation	2017	conference proceedings «Iazykovedné, literárnovedné a didaktické kolokvium xliv», Bratislava (Slovakia).
5	Umbetova M.Zh.	Problems of mastering literacy in natural science in the process of personality formation	2017	conference proceedings «Iazykovedné, literárnovedné a didaktické kolokvium xliv», Bratislava (Slovakia).
6	Galymzhanova Z.T.	Features of work on the development of speech in primary school	2017	conference proceedings «Iazykovedné, literárnovedné a didaktické kolokvium xliv», Bratislava (Slovakia).

TS takes an active part in all public events held in the city and the region and takes prizes. Teacher of the chair of pedagogy and psychology G.K.Bizhanova in 2015 took 2nd place at the contest "Best curator -2015" and was awarded with the diploma. Teacher Zhandildina R.E., who participates in the implementation of the EP "Preschool education and upbringing" and "Pedagogy and methodology of primary education", took the third place in the contest "The Best Methodist of the University."

Within the framework of the program "100 experts of Nazarbayev University", senior teachers of the department Esirgepova V.Zh and Musirova G.B. were sent to the EKSU named after S. Amanzholov, Atyrau State University named after H.Dosmukhamedov.

Analytical part

The Institute for accredited specialties notes problems with the gradualness of the faculty. At the same time, the institute's management is carrying out large-scale and purposeful actions to provide targeted grants for training in magistracy and doctoral studies in leading universities in Kazakhstan for young teachers. So, by the present time on the accredited specialties have graduated doctoral studies in KazNPU after Abay and plan to soon implement the procedure of public protection of their dissertations by three teachers of the university: Smailova G.S., Bondareva T.O. and Shaumen G. In addition, currently teachers Kalimzhanova R.L. and Ospanbekova M.N. are trained in doctoral studies of ENU named after L.N.Gumilev and KazNPU named after Abay on a special grant from ArkSPI. On a contractual basis, Umbetova M.Zh. is studying in the doctoral studies of the South Ural State Pedagogical University.

In the course of meetings with the TS, the members of the IAAR EEC found inadequate development of the system of stimulating the professional and personal development of teachers. Teachers of accredited specialties have expressed a desire to introduce differentiated remuneration for faculty, stimulating it to research and other activities.

If there is enough information on the site of the university regarding the faculty and the department as a whole, there is a lack of personal information about each teacher participating in the implementation of accredited educational programs

Strengths / best practice

- The management of the EP carries out purposeful actions for the professional development of young teachers. The Institute regularly provides targeted grants for training in magistracy and doctoral studies in leading universities in Kazakhstan.

- TS, participating in the implementation of all three EPs, organizes and takes an active part in various public, scientific, methodological and research, cultural and other events of the region and the Republic.

Recommendations of EEC

- Develop a program in the university for the development of academic mobility of the teaching staff with specific activities on incoming and outgoing academic mobility, deadlines and responsible persons.

- Provide for the possibility of introducing the KPI system and the differentiated remuneration of the teaching staff, including the motivation for the research activities of the teaching staff.

- To consider the possibility of attracting leading domestic and foreign specialists from among candidates and doctors of pedagogical and psychological sciences to other parts of the country through the organization of video / virtual lectures

- Present on the Institute's website personal information about the TS implementing the EP of this cluster.

Conclusions of the EEC on the criteria for the EP "5B010100-Preschool education and upbringing", "5B010200-Pedagogy and methodology of primary education", "5B010300 - Pedagogy and Psychology": strong - 4, satisfactory - 5, suggest improvement - 3.

5.8. Standard "Educational resources and student support systems"

The Evidence

One of the important factors ensuring the effectiveness of the educational process in the university is to provide a solid, comfortable and taking into account the diverse needs of all

participants in the educational process, the material and technical base. Therefore, the leadership of the university conducts systematic work on the development of material and technical and information resources for the successful implementation of the EP "Preschool Education and Upbringing", "Pedagogy and Methodology of Primary Education", "Pedagogy and Psychology". Thus, the issues of material and technical and information support of the educational process during the reporting period were considered repeatedly at the meetings of the departments and collegiate bodies of the Institute (minutes of meetings of the Department of Preschool and Primary Education No. 1 of August 26, 2014, No. 3 of October 14, 2015 № 3 of 12.10.2016 , the minutes of the meeting of the Department of Pedagogics and Psychology № 1 of August 26, 2014, № 3 of 16.10.2015, № 3 of October 21, 2016, rectorate № 1 of 10.09.14, № 3 of 12.11.14, № 3 of 11.11.15, №3 of 09.11.16).

The educational process of the educational institution "Pedagogy and Psychology" is carried out in 11 classrooms, of which: 7 are specialized educational classrooms (№307, 308, 309, 310, 311, 321, 322); one - equipped with an interactive whiteboard (№307), two classrooms for seminars (№314, 317); two lecture audiences (№312, 313). To acquire practical skills and conduct laboratory classes on the "Pedagogy and Psychology" EP, there are modern training centers: "Self-knowledge", "Kazakh Eli", "Ethnopedagogics", "Correctional training classes", "Psychodiagnostics and counseling", "Daryn" "Pedagogical mastery".

The educational process of the two EP "Pre-school education and upbringing" and "Pedagogy and methodology of elementary education" is carried out in 6 classrooms, two of them are equipped with an interactive whiteboard (№9, 11), four classrooms (№12, 13, 14, 15); computer class (№3), lecture audience (№ 11). Sports and gyms for physical education classes are located in the second academic building.

The management of the EP ensures the compliance of library resources with the specifics of the EP, including the fund of educational, methodological and scientific literature on general education, basic and profiling disciplines in paper and electronic media, periodicals, access to scientific databases. The information and library complex ArkSPI has been established in the university, which is developing in accordance with the strategic tasks facing the university. The total area of the library's premises is 772.2 square meters. m., the area of the book depository is 108.7 square meters. m., the subscription area is 151.9 square meters. The library has the following structure of funds:

- Reading room "Electronic Resource Center"
- Reading room of periodicals
- Reading room of educational and methodical literature №1
- Reading room of educational-methodical literature №2
- Reading room of foreign literature
- Reading room "Media center"
- Reading room "Videoclass"
- Subscription of scientific fiction
- Subscription of educational and methodological literature

In the reading rooms of the library there are 230 seats, i.e. 1 seat falls on 6 students of the contingent. The total book-supply per student of the reduced contingent (1369.25) is 200 copies, the book-supply of educational and scientific literature per student of the contingent is 122.9 copies. Book availability in relation to the reduced contingent of students studying in the Kazakh language (1236.25 students) is 81.1 units (Table 17).

Table 17. Provision of educational, educational and methodological and scientific literature in the context of EP "Preschool education and upbringing", EP "Pedagogy and methodology of primary education", EP "Pedagogy and psychology"

№	Name of EP	Tutorials			Educational-methodical			Scientific			Amount			For 1 student of the above contingent		
		Total	Kazakh	foreign	Total	Kazakh	foreign	Total	Kazakh	foreign	Total	Kazakh	foreign	Total	Kazakh	foreign

1	EP "Preschool education and upbringing"	27628	12657	2423	13201	5740	1849	3188	2251	36	44017	20648	4308	358	193	193
2	EP "Pedagogy and methodology of primary education"	26010	12910	2423	11734	5939	1933	4746	2211	36	42490	21060	4392	390	281	281
3	EP "Pedagogy and psychology"	26587	12127	3646	12772	5568	12	3595	2120	-	42954	19815	3658	394	206	40

Along with the development of the fund of traditional types of information, the institution is working on the formation of a literature fund in electronic form, numbering 24,334 copies, of which 15,161 in the state language, 5,978 copies in Russian, 3,195 copies in a foreign language.

The programs "IRBIS-64", "Electronic Library" were installed in all reading rooms (electronic resource center, reading room of educational-methodical literature, reading room of psycho-pedagogical disciplines, reading room of foreign literature). Connecting the library to the INTERNET network, availability of e-mail and WEB-site of the university: www.api.kz gives an opportunity to receive additional information from other universities of Kazakhstan, Russia, far abroad, libraries of various systems and departments.

One of the important educational resources is the teaching and methodological support of the disciplines of the OP. The editorial and publishing department (hereinafter referred to as EPD) is engaged in the development of educational and methodological literature developed by the TS of EP, the main task of which is to meet the needs of the teaching staff and students in the production of their own printed products. The available technology allows you to make magazines, books, brochures, replicate forms, etc., ie, provide the university with all necessary printed materials. The activity of EPD is carried out in accordance with the applications of the departments (Table 18).

Table 18. Indicators of the production of educational and methodological literature

Name	2014-		2015-		2016-	
	2015	total volume, printed sheets	2016	total volume, printed sheets	2017	total volume, printed sheets
	number of items		number of items		number of items	
EP "Preschool education and upbringing"						
Educational, educational-methodical manuals in the specialty	-	-	3	17	8	28,88
Electronic educational-methodical manual / presentation courses	-	-	-	-	-	-
EP "Pedagogy and methodology of primary education"						
Educational, educational-methodical manuals in the specialty	-	-	1	9,25	6	12
Electronic educational-methodical manual / presentation courses	-	-	-	-	-	-
EP "Pedagogy and Psychology"						
Textbook on pedagogy, psychology	1	9	-	-	-	-
Teaching aids: on pedagogy	1	4,6	3	24,48	1	5
psychology	1	4,5	2	16,32	1	5
Electronic educational-methodical manual / presentation courses	-	-	2	-	5	-

To create equal conditions and barrier-free access for students with special educational needs, the Academic Council of the University approved the "Program for Support of Students with Disabilities" (Protocol No. 9 of March 26, 2014). On accredited EP, only 1 student is trained in the specialty "Pedagogy and Psychology".

Analytical part

In general, the material, technical, library and information resources used to organize the training process in the ArkSPI correspond to the requirements of each implemented EP and meet its purpose.

The principle of specialization is laid down in the basis of the formation of material and technical support for the educational process on accredited EPs. creating special audiences and centers. So, in the educational centers of the department of preschool and primary education there are specialized equipment in the laboratory "Baldyrgan", in the educational centers of the chair of pedagogy and psychology special laboratory equipment for ethno-pedagogy, corrective-training classes, self-knowledge, psychodiagnostics and counseling, pedagogical skill is placed.

The educational program "Pedagogy and Psychology" is provided with a sufficient number of classrooms. At the same time, the implementation of the two OPs "5B010100-Preschool education and upbringing" and "5B010200-Pedagogy and methodology of primary education" occurs in the same classrooms, the availability of only six classrooms at the preschool and primary education department is insufficient.

In the process of conducting training sessions at the Department of Preschool and Primary Education, the teachers introduce students to the new model of the education system, the content of the curricula and discuss new approaches in teaching. To do this, teachers periodically show students the school textbooks updated content. At the same time, due to the gradual transition of the Kazakhstani education to a new program of the updated content of education, it becomes urgent to inculcate practical skills for future teachers in the current programs and textbooks. To do this, it is necessary to provide the educational process in the university with a sufficient number of school textbooks of updated secondary education in all subjects, etc., which could be concentrated in one, methodical, cabinet on the updated content of primary education.

An analysis of the procedure for the implementation and protection of research and graduate (graduate) works conducted within the framework of the visit of the EEC of IAAR testifies to the insufficiently developed system for examining the results of research and development work on plagiarism.

Strengths / best practice

- Regular modernization and strengthening of the material and technical base of the university are being carried out.

- Presence in the university of its own printing and publishing base and the possibility of replenishing the library fund with its own scientific-methodical and educational publications.

- Presence of specially equipped centers in the university for accredited training centers for conducting sensory integration therapy, equipment for acquaintance with the ethno-culture of Kazakhstan, conducting psychodiagnostics and counseling, etc.

Recommendations of EEC

- To consider the possibility of expanding the auditor fund for the implementation of OP "5B010100-Preschool education and upbringing" and "5B010200-Pedagogy and methodology of primary education".

- Ensure the acquisition of existing textbooks of updated secondary education in all school subjects, etc.

- To consider the possibility of opening a methodical room in the university for the updated content of primary education.

- To consider the possibility of purchasing software (audio-visual complexes, etc.) for psychodiagnostics and psychocorrection for the training centers "Correction and training classes" and "Psychodiagnostics and counseling" that are functioning in the university.

- In accordance with the main directions of implementing the state program for the development of education and science in 2016-2019, to open a center for inclusive education.

Conclusions of the EEC on the criteria for the EP "5B010100-Preschool education and upbringing", "5B010200-Pedagogy and methodology of primary education", "5B010300 - Pedagogy and Psychology": strong - 1, satisfactory - 7, suggest improvement - 1.

5.9. Standard "Public Awareness"

The Evidence

The management of the EP realizes the following directions of informing the public: the organization of interaction with preschool and school education organizations, public organizations, parents, applicants and other citizens on issues related to the implementation of the EP; preparation of publications on implemented EP for print and electronic media; production and distribution of information-image products, presentation materials about specialties; presentation of necessary information on the Institute's website, in social networks on the Internet ("VKontakte", "Facebook", "Instagram", etc.); organization of work on the study of public opinion on the EP; organization of conferences and seminars with the invitation of the pedagogical community of the region, etc.

The Institute actively uses various social networks to inform students as well as applicants in the context of career-oriented work aimed at attracting students and forming the image of the university.

ArkSPI has a website www.api.kz, which supports the mission, goals and objectives of the university. The Institute's website provides an official presentation of information about the institute in the Internet with the aim of expanding the market of educational services of the institute, prompt familiarization of students, employees, entrants, business partners and other interested users with various aspects of the institute's activities, increasing the effectiveness of the institute's interaction with the target audience. Also, the Institute created an anti-corruption portal, in order to fight corruption.

The official website www.api.kz functions in three languages (Kazakh, Russian, English). The site contains information for applicants: admission rules, specialties, the code of honor of the student, the code of honor of the teacher. Information is published on the activities of the institute and the implementation of the OP, the results of the implementation of the university strategy, quality assurance policy, teaching, training, evaluation procedures, qualifications awarded, information on passing scores and educational opportunities provided to students, and employment opportunities for graduates.

To receive feedback from the public, the following are also used: the rector's blog, where all respondents can send questions, including external ones (<http://api.kz/index.php/blog-rektora>); questionnaires, opinion polls on the official website for trainees, staff and staff (<http://www.api.kz/prosy-list/>). On its own web resource annually audited financial statements of the university are published. (www.api.kz). The pedagogical community is actively involved in the activities carried out by the institute. Informing the public is also carried out through the activities of the Information and Library Complex, which, as a regional methodological center, provides methodological assistance to the school libraries in Arkalyk and the Arkalyk region. School teachers and students of schools in the Arkalyk region are given the right to freely access information resources and library services of the ArkSPI.

The Institute actively uses the media center's capacity to inform the public about significant events conducted by the Department of Preschool and Primary Education, the Department of Pedagogy and Psychology. Materials on the educational process in the university

are also published on a regular basis. For example: the article of the pro-rector of the ArkSPI Musabekova G.A. On the preparation of pedagogical personnel in the city newspaper "Torgai" on July 29, 2016, on the preparation of pedagogical personnel, the article by the teacher G.S.Shtatbaeva "Zhana bilim berudegi mugalimnin sheberligi"(On the development of the professional competence of the teacher), etc.

The Institute is actively pursuing activities aimed at increasing the professional competence of teachers in the region. So, on December 8, 2017 in the Arkalyk State Pedagogical Institute named after I.Altynsarin, the international forum "Polylactic education: theory and practice" was held. To which scientists, researchers, teachers, students, specialists interested in two- and multilingual questions were invited. The forum discussed issues of modernization of the content of education in the Republic of Kazakhstan, the introduction of education in three languages in kindergartens and higher education institutions, the formation of a competitive personality of students on the basis of expanding opportunities for entry into the information space, and international experience in implementing these issues in the university. (https://www.youtube.com/watch?v=R7jUfrII2_w)

On December 6, 2017, the Arkalyk State Pedagogical Institute named after I.Altynsarin hosted a city seminar for teachers of Arkalyk schools on "Updating the content of secondary education in teaching methods and methods of teaching." The aim of the seminar is to attract teachers and schoolchildren to research in the field of robotics, exchange of technical information and initial engineering knowledge, development of new scientific and technical ideas. The participants of the event are students of the ArkSPI, teachers of the secondary school of Arkalyk. (<https://www.youtube.com/watch?v=-DsfGMi1f0w>).

Analytical part

EEC notes the high activity of the Institute as a cultural and social center of the city, emphasizes the active involvement of the pedagogical community in the activities carried out by the institute. The presence in the university of a media center represents an opportunity to promote professionally developed media materials about the university for the general public.

The Commission notes the systematic work on the placement of information on the site, including audited financial statements and information on accredited EP, which allows to ensure transparency of activities. At the same time, the commission notes the lack of information about the teachers participating in the implementation of the accredited EP on the Institute's website. In this regard, it is necessary to provide a summary of the professors of the cluster's EP with the presentation of information on the courses being read, continuing education programs, published publications, and scientific interests.

The Institute provides active media presence in the region, takes an active part in explaining the President's Addresses and government programs, and ensures the dissemination of relevant information in the framework of educational programs.

The Institute supports the implementation of various forms of external evaluation within the framework of implemented EP.

Strengths / best practice

- Active media presence in the region.
- Placement of audited financial statements on the Institute's website.
- Wide involvement of the pedagogical community in the activities carried out by the Institute.

Recommendations of EEC

- Ensure that the teaching staff and students are informed about the possibility of participating in research, social and other grants competitions held by Kazakhstan and international organizations.

- Place objective and complete information on your own web resource about each teacher involved in the implementation of the EP.

Conclusions of the EEC on the criteria for the EP "5B010100-Preschool education and upbringing", "5B010200-Pedagogy and methodology of primary education", "5B010300 - Pedagogy and psychology": strong - 4, satisfactory - 9.

5.10. Standard "Standards in the context of individual specialties"

EDUCATION

The Evidence

In connection with the peculiarities of the accredited educational institution "Preschool education and upbringing", "Pedagogy and methodology of primary education", "Pedagogy and psychology", presupposing compulsory knowledge and building their own professional activities on the basis of knowledge about the specifics of childhood, theoretical training in psychology, formation skills in communication, analysis of personality and behavior, methods for preventing and resolving conflicts, motivating learners is an obligatory component of the preparation of the future teachers of education. These professional competencies and requirements for the knowledge of students are reflected in the MEP of EP and in the graduate model for each EP.

The management of the EP showed the knowledge of the main trends in the renewal of school education and, in accordance with these trends, concentrated its activities on the following main directions of the development of education:

- ensuring the literacy of graduates of the EP in the field of information technology. The competence of the graduates of the EP in the field of communication technologies is formed within the compulsory discipline of the cycle of the GED "Information and Communication Technologies", taught in 2016 in English (1 semester, 1 course, number of credits 3);

- development of the competence of graduates of the accredited specialties in the field of profile training, taking into account the multilingual education. These competencies are formed by studying in English the compulsory discipline of the GED cycle "professionally oriented foreign language" and the elective discipline of the database cycle "Personality and its psychological development";

- Formation of practical work skills in the context of the updated content of education. Therefore, in the EP of all specialties, starting with the admission of 2012, in the seventh semester, on the 4th course, the elective discipline "New technologies in education" developed on the basis of NIS programs (3 credits) is included, the study of which includes the following seven modules: new approaches in teaching and learning, teaching critical thinking, assessing learning and evaluating learning, using ICT in teaching and learning, teaching talented and gifted students, teaching and learning according to the age of the students, Adding and leadership in education. In the conduct of this discipline, the setting of the SMART goal, the compilation of sociograms, the taxonomy of Bloom, Case-study are widely used. TS of EP use tests in QuisMaker, Kahoot, Plickers.com, Cam Studio, Free Make video, Quis Free Maker, iSpring Free;

- ensuring the readiness of graduates to work in conditions of a small school. To this end, elective courses have also been introduced into the curricula of specialties of the university: "Theory and technology of the pedagogical process in a small elementary school", "The work of a teacher-psychologist in a small school", etc. ;

- development of an inclusive culture and professional competencies for working with children with special educational needs. For this purpose, the Department of Pedagogy and Psychology included in the curricula of the specialty such disciplines as "The work of the teacher-psychologist in the system of inclusive education", "The features of inclusive education in the PEO", etc.

Formation of the skills of self-learning is mainly carried out in the course of implementation by the students of the SIW. The methods of organization of the SIW used by the accredited EP are aimed at developing the ability of students to work with educational literature and primary sources, electronic catalogs, electronic libraries and Internet sites. When implementing all three EP teachers use design methods (individually and in groups), writing essays, composing annotations, summaries, supporting diagrams, glossaries, preparing presentations, portfolios, solving situational problems, developing pourochnye plans and scenarios for educational activities, etc.

In connection with the specialty orientation "Preschool education and upbringing", "Pedagogy and methods of elementary education", "Pedagogy and psychology" for future professional activities in educational organizations, a significant place in all cluster EPs is given to various types of practices: educational, pedagogical, industrial, pre-diploma. The organization of professional practice is carried out on the basis of the "Regulations on Professional Practice", approved by the Academic Council of the Institute (Minutes No. 10 of 20.04.2016) (www.api.kz).

According to the Standard curriculum of specialties approved by the order of the Ministry of Education and Science of the Republic of Kazakhstan on July 5, 2016 No. 425, the compulsory discipline of the cycle of the BD "Management in Education" aimed at providing graduates with knowledge in the field of education management is included in the EP.

Analytical part

The manual "Pre-school education and upbringing", "Pedagogy and methodology of primary education", "Pedagogy and psychology" actively involve employers to participate in the development of the EP, which allows to form the necessary professional competencies of graduates, to make their corrections and promote the development of practical skills for students and skills.

Departments of preschool and primary education, as well as pedagogy and psychology systematically analyze the quality of the implementation of the EP, receiving relevant information from the administrations of educational organizations, in which graduate students work.

Practically all the faculty participating in the implementation of the EP "Preschool education and upbringing", "Pedagogy and methods of elementary education", "Pedagogy and psychology", has practical experience in organizations of preschool and school education, which contributes to the provision of a practice-oriented nature the disciplines they teach.

In the framework of accredited programs, the involvement of leading domestic and foreign specialists (candidates and doctors of pedagogical and psychological sciences) in the field of preschool and primary education, pedagogy and psychology is not practiced in some educational disciplines of the EP, which is especially important in conditions of low gradualization of TS in the university.

An analysis of the content of MEP and CED indicates that the introduction of one or two disciplines aimed at forming in the students a whole set of competences in the field of: information technology, multilingual and inclusive education, updated content of education, skills in working in a small school complex, suicide prevention, etc. ., will not contribute to the full formation of the holistic graduate models declared in the accredited EP. In addition, the content of MEP does not include elective disciplines aimed at forming the students' professional competence to work with parents of pupils. First of all, in our opinion, it is expedient to select elective educational disciplines on accredited EP taking into account social and cultural features of the region.

Strengths / best practice

- Involve potential employers to participate in the development of accredited EP.
- Presence of TS of both chairs with practical experience in organizations of preschool and school education.

- Involvement in the discussion of the effectiveness of the teachers and the administration of educational organizations that are being implemented by the graduates of the university.

Recommendations of EEC

- Provide video / virtual lectures by leading domestic and foreign specialists (candidates and doctors of pedagogical and psychological sciences) in the field of preschool and primary education, pedagogy and psychology in some academic disciplines of the EP.

- To provide for the possibility of introducing a system of continuing education within the curriculum for school teachers, taking into account the requirements of the regional labor market, including the features of the SCS.

- Include in the content of the MEP elective disciplines aimed at forming in the students the professional competence to work with parents of pupils.

- Consider the possibility of selecting elective academic disciplines on accredited EPs, taking into account the social and cultural characteristics of the region, which will significantly improve the level of satisfaction of students, employers and society.

- Include in MEP accredited specialties elective disciplines aimed at developing the students' skills of self-education and self-reflection.

- To provide for the possibility of introducing a system of continuing education within the curriculum for school teachers, taking into account the requirements of the regional labor market, including the features of the SCS.

Conclusions of the EEC on the criteria for the EP "5B010100-Preschool education and upbringing", "5B010200-Pedagogy and methodology of primary education", "5B010300 - Pedagogy and Psychology": strong - 2, satisfactory - 4.

(VI) REVIEW STRENGTHS / BEST PRACTICES FOR EACH STANDARD

Standard "Management of the educational program"

- The management of accredited EPs in the process of implementing programs regulates their activities in accordance with the regulatory documents developed in the university that define the culture of quality assurance.

- The institute has worked out a mechanism for involving the pedagogical community of the region in the process of developing and implementing accredited EPs: attracting employers to the development of the EP, conducting an external examination for each accredited EP, making employers proposals for the inclusion of certain disciplines,

- In accordance with the strategic goal of advanced training in modern management in higher education, the management of the EP is regularly trained in educational management programs.

Standard "Information Management and Reporting"

- A regular reporting system has been created that reflects all levels of the structure, including an assessment of the effectiveness and efficiency of the activities of all structural units.

- The periodicity, various forms and methods for evaluating the management of the EP, and the activities of all structural divisions are developed and effectively implemented.

- Various communication mechanisms have been implemented: the Institute's website, blogs, the CommFort chat / messenger, open forums, questionnaires, feedback from students and employers, etc.

- A system for identifying, evaluating the effectiveness of the EP and developing appropriate corrective actions based on the analysis of the information received was developed and effectively implemented.

Standard "Development and approval of the educational program"

- The university has developed and documented the procedure for developing and assessing the quality of the EP, approved by the protocol of the Academic Council of the ArkSPI.

- The "Instruction on the procedure for attracting employers to the development of modular educational programs", approved by the Academic Council, has been developed and is operating in the university, on the basis of which the management of the EP attracts TS and employers to participate in the development of the EP.

Standard "Continuous monitoring and periodic evaluation of educational programs"

- On the basis of the order of the rector, the university systematically conducts an external examination of the MEP developed with the involvement of representatives of employers.

- The "Instruction on the evaluation of the quality of educational programs", approved by the Academic Council (protocol No. 9 of March 24, 2016), is developed and is functioning in the university, on the basis of which a special expert commission is set up under the guidance of the EMA.

Standard "Student-centered learning, teaching and assessment of progress"

- The EP management ensures equal opportunities for students regardless of the language of instruction.

- The institute has defined the mechanisms for ensuring that every graduate of the University learns the learning outcomes and organizes work to ensure the completeness of their formation.

Standard "Students"

- The university effectively implements a variety of techniques and technologies for adaptation and support for newly enrolled students.

- The university constantly monitors and analyzes information on the employment and career development of graduates.

- The Chairs make the utmost efforts to provide practice-based practices, facilitate the employment of graduates and maintain communication with them.

Standard "Teaching staff"

- The management of the EP carries out purposeful actions for the professional development of young teachers. The Institute regularly provides targeted grants for training in magistracy and doctoral studies in leading universities in Kazakhstan.

- TS, participating in the implementation of all three EPs, organizes and takes an active part in various public, scientific, methodological and research, cultural and other events of the region and the Republic.

Standard "Educational resources and student support systems"

- Regular modernization and strengthening of the material and technical base of the university are being carried out.

- Presence in the university of its own printing and publishing base and the possibility of replenishing the library fund with its own scientific-methodical and educational publications.

- Availability of specially equipped centers for conducting sensory integration therapy, equipment for acquaintance with ethnoculture in Kazakhstan, etc.

Standard "Public Awareness"

- Active media presence in the region.
- Placement of audited financial statements on the Institute's website.
- Wide involvement of the pedagogical community in the activities carried out by the Institute.

Standard "Standards in the context of individual specialties"

- Involve potential employers to participate in the development of accredited EP.
- Presence of TS of both chairs with practical experience in organizations of preschool and school education.
- Involvement in the discussion of the effectiveness of the teachers and the administration of educational organizations that are being implemented by the graduates of the university.

(VII) REVIEW OF RECOMMENDATION FOR IMPROVING QUALITY

Standard "Management of the educational program"

- Consider the possibility of introducing elective disciplines into accredited specialties information related to the traditions of education historically established in the region, laid down by the great Kazakh educators I. Altynsarin, Nazipa Kulzhanova, A. Baytursynov, etc. This will contribute to giving individualities and uniqueness, as well as providing competitive advantages due to the fact that the Torgai region is the birthplace of these great educators.
- Provide for the faculty of pedagogy and philology the possibility of creating a center for pedagogical technologies associated with the names of Kazakh educators I. Altynsarin, Nazipa Kulzhanova, A. Baytursynov, and others.
- Consider the possibility of publishing a scientific and methodological journal on the psychological and pedagogical direction (in electronic or printed format).
- To consider various forms of attracting students to the development and management of "5B010100-Preschool education and upbringing", "5B010200-Pedagogy and methodology of primary education", "5B010300-Pedagogy and Psychology".
- Eliminate duplication of activities in the Development Plans of different educational programs of the cluster and introduce unique, specific activities for each of the accredited specialties.

Standard "Information Management and Reporting"

- Ensure the collection of information and the transfer of management activities in the university to modern management systems (KPIs) that will help the university achieve strategic and tactical (operational) goals and provide the opportunity to manage the situation within the reporting period in order to achieve the specified results after its expiration.
- Consider the possibility of creating a single corporate mail with personal addresses for all employees and students participating in the implementation of the cluster EP to ensure automatic distribution and notification of ongoing activities.

Standard "Development and approval of the educational program"

- Provide an equivalent choice of elective disciplines in each module in all MEP.
- To carry out work on harmonization of the content of educational programs with the programs of leading foreign universities.

Standard "Continuous monitoring and periodic evaluation of educational programs"

- To ensure the availability of the list and content of the disciplines implemented within the framework of accredited educational programs on the website of the Institute for all interested persons, as well as the results of their revision, taking into account the changes in the labor market, the requirements of employers and the social demand of the society.

Standard "Student-centered learning, teaching and assessment of progress"

- Create conditions for increasing the level of competence of TS for working with special software for the interactive whiteboard and applying innovative methods and forms of training.
- To carry out work on further improvement of the content of educational disciplines and teaching technologies in order to develop practical skills for students in the conditions of updated secondary education: planning of study sessions, criterial (formative and summative) assessment of schoolchildren's knowledge, selection and use of level tasks, systematization of educational goals, application of modern teaching and learning technologies, etc.

Standard "Students"

- Ensure that students are informed about the possibility of participating in research, social and other grants competitions conducted by Kazakhstan and international organizations.
- Take measures to ensure the external mobility of students in the university.

Standard "Teaching staff"

- Develop a program in the university for the development of academic mobility of the teaching staff with specific activities on incoming and outgoing academic mobility, deadlines and responsible persons.
- Provide for the possibility of introducing the KPI system and the differentiated remuneration of the teaching staff, including the motivation for the research activities of the teaching staff.
- To consider the possibility of attracting leading domestic and foreign specialists from among candidates and doctors of pedagogical and psychological sciences to other parts of the country through the organization of video / virtual lectures.
- Present on the Institute's website personal information about the TS implementing the EP of this cluster.

Standard "Educational resources and student support systems"

- Consider the possibility of expanding the auditor fund for the implementation of EP "5B010100-Preschool education and upbringing" and "5B010200-Pedagogy and methodology of primary education".
- Ensure the acquisition of existing textbooks of updated secondary education in all school subjects, etc.
- To consider the possibility of opening a methodical room in the university for the updated content of primary education.

- Consider the possibility of purchasing software (audio-visual complexes, etc.) for psychodiagnostics and psychocorrection for the training centers "Correction and training classes" and "Psychodiagnostics and counseling" in the university.

- In accordance with the main directions of the implementation of the state program for the development of education and science for 2016-2019, to open a center for inclusive education.

Standard "Public Awareness"

- Ensure that the teaching staff and students are informed about the possibility of participating in research, social and other grants competitions held by Kazakhstan and international organizations.

- Place objective and complete information on your own web resource about each teacher involved in the implementation of the EP.

Standard "Standards in the context of individual specialties"

- Provide video / virtual lectures by leading domestic and foreign specialists (candidates and doctors of pedagogical and psychological sciences) in the field of preschool and primary education, pedagogy and psychology in some academic disciplines of the EP.

- To provide for the possibility of introducing a system of continuing education within the curriculum for school teachers, taking into account the requirements of the regional labor market, including the features of the SCS.

- Include in the content of the MEP elective disciplines aimed at forming in the students the professional competence to work with parents of pupils.

- Consider the possibility of selecting elective academic disciplines on accredited EPs, taking into account the social and cultural characteristics of the region, which will significantly improve the level of satisfaction of students, employers and society.

- Include in MEP accredited specialties elective disciplines aimed at developing the students' skills of self-education and self-reflection.

- To provide for the possibility of introducing a system of continuing education within the curriculum for school teachers, taking into account the requirements of the regional labor market, including the features of the SCS.

Appendix 1. Evaluation table "SPECIALIZED PROFILE PARAMETERS"

№	№	Criteria for evaluation	Position of the organization of education			
			Strong	Satisfactory	Assumes improvement	Unsatisfactory
Standard "Management of the educational program"						
1	1.	The institution should have a published quality policy.		+		
2	2.	The quality assurance policy should reflect the relationship between research, teaching and learning.		+		

3	3.	The university should demonstrate the development of a culture of quality assurance, including in the context of the EP.	+			
4	4.	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.		+		
5	5.	The management of the EP provides transparency in the development of development plan based on the analysis of its functioning, real positioning of the university and focus its activities on satisfying needs of the state, employers, interested persons and students.		+		
6	6.	The management of the EP demonstrates the functioning of the mechanisms for the formation and regular revision of the EP development plan and monitoring of its implementation, assessing the achievement of the training objectives, meeting the needs of students, employers and society, and making decisions aimed at the continuous improvement of the EP.		+		
7	7.	The management of the EP should involve representatives of stakeholder groups, including employers, trainees and TS, in forming an EP development plan.	+			
8	8.	The management of the EP 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 education organization.		+		
9	9.	The university should demonstrate clearly the definition of those responsible for business processes within the EP, the unambiguous distribution of the duties of the staff, the delineation of the functions of collegial bodies.		+		
10	10.	The management should provide evidence of transparency in the management of the educational program.		+		
11	11.	The 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	12.	The management of the EP shall implement risk management.		+		
13	13.	The management of the EP should ensure the participation of representatives of interested persons (employers, teaching	+			

		staff, students) in the collegial bodies of 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 management of the EP should demonstrate evidence of openness and accessibility for trainees, TS, employers and other stakeholders.	+			
16	16.	The management of the EP must receive training in educational management programs.	+			
17	17.	The management of the EP 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.		+		
Total by standard			5	12	0	
Standard "Information Management and Reporting"						
18	1.	The university should ensure the functioning of the 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 framework of the OS 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 EP, 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 analyzing information and providing data.		+		
23	6.	An important factor is the involvement of trainees, workers and TS in the processes of information gathering and analysis, as well as decision-making on their basis.		+		
24	7.	The management of the OP should demonstrate the existence of a mechanism of communication with trainees, employees and other stakeholders, 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 EP.	+			
		Information collected and analyzed by the university, should take into account:				
27	10.	key performance indicators;			+	
28	11.	dynamics of the contingent of students in the context of forms and species;		+		
29	12.	level of academic achievement, student 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.	Trainees, employees and TS must confirm documentary consent to the processing of personal data.		+		
34	17.	The management of the EP should facilitate the provision of all the necessary information in the relevant fields of science.		+		
Total by standard			5	11	1	
Standard "Development and approval of educational programs"						
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 management of the EP should ensure that the developed EP meets the set goals, including the expected learning outcomes.		+		
37	3.	The EP management should ensure that there are developed models of the graduate student who describe the results of training and personal qualities.		+		
38	4.	The management of the OP should demonstrate the conduct of external assessments of the EP.	+			
39	5.	The qualification obtained at the conclusion of the OP shall be clearly defined, clarified and consistent with a certain level of the NQF.		+		

40	6.	The management should determine the impact of disciplines and professional practices on the formation of learning outcomes.		+		
41	7.	Важным фактором является возможность подготовки обучающихся к профессиональной сертификации.		+		
42	8.	The management of the EP should provide evidence of the participation of trainees, TS 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 management should ensure that the contents of the academic disciplines and the results of the training are provided to the 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.			+	
Total by standard			3	8	1	
Standard "Continuous monitoring and periodic evaluation of educational programs"						
47	1.	The institution should monitor and periodically evaluate the EP 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 EP.		+		
		Monitoring and periodic evaluation of OP 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, academic performance and graduation;	+			
51	5.	the effectiveness of evaluation procedures for students;		+		
52	6.	expectations, needs and satisfaction of students learning by the OP;		+		
53	7.	educational environment and support services and their compliance with the objectives of the EP.	+			
54	8.	The university and the management of the EP must provide evidence of the participation of trainees, employers and other stakeholders 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 management of the OP should ensure that the content and structure of the OP are reviewed, taking into account changes in the labor market, the requirements of employers and the social demand of the society.		+		
Total by standard			3	7	0	
Standard "Student-centered learning, teaching and assessment of progress"						
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 and learning.		+		
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 management should demonstrate the existence of a procedure for responding to complaints from students.		+		
63	7.	The institution should ensure the consistency, transparency and objectivity 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 should be determined and the completeness of their formation ensured.	+			
66	10.	Evaluators should have modern methods of evaluating learning outcomes and regularly improve their qualifications in this field.		+		
Total by standard			1	9	0	

Standard "Students"						
67	1.	The university should demonstrate the policy of forming a contingent of students from admission to release and ensure the transparency of its procedures. Procedures regulating the life cycle of trainees (from admission to completion) should be identified, approved, published.	+			
68	2.	The management of the EP 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 of the "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 management should demonstrate the availability and application of a mechanism to recognize the results of academic mobility of students, as well as the results of additional, formal and informal training.		+		
72	6.	The university should provide an opportunity for external and internal mobility of trainees, and also assist them in obtaining external grants for training.			+	
73	7.	The management of the OP should make the maximum amount of efforts to provide practice-based practices, facilitate the employment of graduates, and maintain communication with them.	+			
74	8.	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	9.	An important factor is the monitoring of the employment and professional activities of the graduates of the EP.		+		
76	10.	The EP leadership 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 / association of graduates.		+		

78	12.	An important factor is the availability of a support mechanism for gifted students.	+				
Total by standard			4	7	1		
Standard "Teaching staff"							
79	1.	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 state.		+			
80	2.	The university should demonstrate the conformity of the personnel potential of the PPP with the development strategy of the university and the specifics of the OS.			+		
81	3.	The management of the EP should demonstrate awareness of responsibility for its employees and providing them with favorable working conditions.	+				
82	4.	The management of the EP 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 TS of the EP 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 TS of the EP.	+				
85	7.	The management of the EP should involve practitioners in the relevant sectors in the teaching.		+			
86	8.	The management of the EP 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 OP, including the promotion of both the integration of research and education, and the use of innovative teaching methods.			+		
88	10.	An important factor is the active use of TS information and communication technologies in the educational process (for example, on-line training, e-portfolio, MOOC, 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.	Важным фактором является вовлеченность ППС ОП в жизнь общества (роль ППС в системе образования, в развитии науки, региона, создании культурной среды, участие в выставках, творческих конкурсах, программах благотворительности и т.д.).	+				

			Total by standard	4	5	3	
Standard "Educational resources and student support systems"							
91	1.	The management of the EP should demonstrate the sufficiency of 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 management of the EP 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 educational programs (for example, online training, modeling, databases, data analysis programs);		+			
94	4.	library resources, including the fund of educational, methodological and scientific literature on general educational, basic and profiling disciplines on paper and electronic media, periodicals, access to scientific databases;		+			
95	5.	examination of the results of SRW, final works, dissertations on plagiarism;				+	
96	6.	functioning WI-FI in the territory of the organization of education.		+			
97	7.	The university should strive to ensure that the training equipment and software used to develop the EP are similar to those used in the relevant industries.		+			
98	8.	Вуз должен обеспечить соответствие требованиям безопасности в процессе обучения.		+			
99	9.	The university should strive to take into account the needs of different groups of students in the context of the EP (adults, working, foreign students, as well as students with disabilities).		+			
			Total by standard	1	7	1	
Standard "Public Awareness"							
		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 the 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 on job opportunities for graduates.		+		
105	6.	The management should use a variety of ways to disseminate information (including media, web resources, information networks etc.) to inform the general public and interested parties.	+			
106	7.	Informing the public 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 audited financial statements on its own web resource.	+			
108	9.	The university should demonstrate the reflection on the web resource of information characterizing the university in general and in the context of the EP.		+		
109	10.	An important factor is the availability of adequate and objective information about the TS ofEP, 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.		+		
Total by standard			4	9		
Standards in the context of individual specialties						
EDUCATION						
		Educational programs in the direction of "Education" must meet the following requirements:				

113	1.	The management should demonstrate the graduates of the program of theoretical knowledge in the field of psychology and communication skills, analysis of personality and behavior, methods of conflict prevention and resolution, motivation of students;	+			
114	2.	The management should demonstrate the literacy of graduates of the program in the field of information technology.		+		
115	3.	The management of the OP should demonstrate the availability in the program of disciplines that teach innovative methods of teaching and planning training, incl. interactive methods of teaching, methods of teaching with high involvement and motivation of students (games, case studies / situations, use of multimedia tools);	+			
116	4.	The management of the UE should demonstrate that the students have the ability to teach self-study skills;		+		
117	5.	In the framework of the OP, emphasis should be placed on various types of practices: - attend lectures and classes conducted by teachers; - holding of special seminars and discussions of the latest teaching methodologies and technologies; - 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;		+		
118	6.	Within the framework of the OT, students should be provided with knowledge and skills of systems and methods of pedagogy in the world, as well as knowledge in the field of education management.		+		
Total by standard			2	4	0	
TOTAL			32	79	7	