



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

**on the results of the external expert commission work for evaluation
on compliance with the requirements to the standards of specialized accreditation of
educational programs "Kazakh language and literature", "Kazakh language and literature
in schools with non-Kazakh language of instruction", "Russian language and literature",
"Russian language and literature in schools with non-Russian language of instruction",
"Foreign language: two foreign languages"
of Arkalyk State Pedagogical Institute named after Y. Altynsarin**

from "7" February to "10" February 2018

Arkalyk

" 10 " February 2018

INDEPENDENT AGENCY OF ACCREDITATION AND RATING

External expert commission

*Addressed to
Accreditation
Council of the IAAR*



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(I) INDICATORS AND ABBREVIATIONS

AC	Academic Calendar
ArkSPI	Arkalyk State Pedagogical Institute named after Y. Altynsarin
BD	Basic disciplines
HEI	Higher educational institution
SCC	State Certification Commission
SESE	State Educational Standard of Education
SE	State Examination
EHEA	European Higher Education Area
ILC	Information and Library Complex
FSA	Final State Attestation
FC	Final control
IT	Information Technology
CTT	Credit Technology Training
CED	Catalog of elective disciplines
MEP	Modular educational program
MES RK	Ministry of Education and Science of the Republic of Kazakhstan
SRW	Scientific-researchwork
SSRW	Students scientific-researchwork
GED	General educational disciplines
EP	Education Program
PD	Profiling disciplines
TS	Teaching staff
RIEL	Republican Intercollegiate Electronic Library
MT	Midterm test
WC	Working Curriculum
QMS	Quality Management System
SIW	Student independent work
SIWT	Student independent work with teacher
SC	Sample curriculum
EMD	Educational-methodical department
EMCD	Educational-methodical complex of discipline
TMC	Teaching and Methodological Council
ECTS	European Credit Transfer System
EEEA	External Evaluation of Educational Achievements

(II) INTRODUCTION

In accordance with the Order No. 6-18-Od dated January 23, 2013 of the Independent Accreditation and Rating Agency, from February 7 to February 9, 2018, an external expert commission assessed the conformity of educational programs 5B011700 - "Kazakh language and literature", 5B012100 - "Kazakh language and literature in schools with non-Kazakh language of instruction", 5B011800 - "Russian language and literature", 5B012200 - "Russian language and literature in schools with non-Russian language of instruction", 5B011900 - "Foreign language: two foreign languages" of Arkalyk State Pedagogical Institute named after I. Altynsarin to the standards of specialized accreditation of the NAAR (from February 24, 2017 No. 10-17-OD).

The report of the external expert commission (EEC) contains an assessment of conformity of the activities of Arkalyk State Pedagogical Institute named after Y. Altynsarin to the criteria of the IAAR, recommendations of the EEC for further improvement and profile parameters of the educational programs of Arkalyk State Pedagogical Institute named after Y. Altynsarin.

The staff of the EEC:

1. **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 National Economy, (Almaty);
2. **Foreign expert** - Gorylev Alexander Ivanovich, candidate of law, associate professor, National Research Nizhny Novgorod State University named after N.I. Lobachevsky (Nizhny Novgorod, Russia);
3. **Expert** - Safarov Ruslan Zairovich, Candidate of Chemical Sciences, Eurasian National University named after L.N. Gumilev (Astana city);
4. **Expert** - Abenova Elena Anatolievna, Ph.D., Associate Professor, University of National economy, (Almaty);
5. **Expert** - Movkebayeva 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 Designers Union, Karaganda State University named after Academician EA Buketov (Karaganda city);
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, Ph.D., Kazakh Agrotechnical University named after S. Seifullin (Astana);
11. **Expert** - Shevyakova Tatyana Vasilievna, Doctor of Philology, Professor, Kazakh National University of International Relations and World Languages named after Abylai Khan (Almaty);
12. **Expert** - Bimagambetova Zhibek Toubulbaevna, Candidate of Philology, Associate Professor, Kazakh National University named after al-Farabi (Almaty);
13. **Expert** - Duzkenova Nailya Akataevna, Ph.D., East Kazakhstan State Technical University named after D. Serikbaeva (Ust-Kamenogorsk city);
14. **The employer** - Kozhakova Zhanat Khasenovna, acting Head of the Department of Education of the Akimat of the City of Arkalyk (Arkalyk);

15. **Student** - Khalikova Aizhan Magauyanovna, master student of the EP "6M010300 - Pedagogy and Psychology", Eurasian National University named after L.N. Gumilev (Astana city);
16. **Student** - Zulkarnaev Oirat Beibitovich, 4th year student of the specialty "5B070200- Automation and Control", Kostanay Engineering and Economics University named after M. Dulatov (Kostanay);
17. **Student** - Zaykenova Meruert Bekzatkyzy, 2nd year student of the specialty "5B011700- Kazakh language and literature", "Turan-Astana" University (Astana);
18. **The observer for the Agency** is Kanapyanov Timur Erbolatovich, head of international projects and public relations of the NAAR (Astana).

(III) PRESENTATION

Arkalyk State Pedagogical Institute named after I. Altynsarin (ArkSPI) has been implementing higher education programs since April 1972. Currently, 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 number № 323-1937-25-GP, series B № 0600563), abbreviated name - "ArkSPI". In 2015, 2016 the university successfully passed specialized (NKAOKO) 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 (№ 743 of 07.08.2012) registered by the Department of Justice of the Kostanay region (№ 990240005309 dated 03.09.2012); Certificate of state registration of a legal entity - series B № 0600563, № 323-1937-25-GP dated September 3, 2012. Training is carried out in accordance with the State license № 12019120 issued by the Committee for Control in the sphere of Education and Science 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 for graduates in relevant specialties.

The structure of the Institute includes: Rector, Vice-rector, Department for academic issues, Educational and methodical department, Sector of practice and employment of graduates, Office of the registrar, Department for educational work, 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, The basis of law and economics", "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 persons, 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 members 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 of RK Certificates, members of the Academy of Pedagogical Science of the RK, Members of the Union of Artists, Honored trainers and masters of sports.

Annually at the institute 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. While developing modular EPs, 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: teaching and laboratory and administrative auditoriums and rooms, sports complex, information and library complex, psycho-pedagogical complex, language complex, museum of the history of education, Y. Altynsarin museum, Natural science museum, Pre-school educational and laboratory center, Hostels for students, a Teaching and methodological center, an Information technology center, an Editorial and publishing department, a Multimedia support department, Archive, Artistic and design studio, Gyms, Health centers, as well as two houses of students and others.

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

(IV) DESCRIPTION OF the VISIT of the EEC

Visit of the external expert commission at Arkalyk State Pedagogical Institute named after Y. Altynsarin was organized in accordance with the program, agreed in advance with the chairman of the EEC (annex) and approved by the director of the IAAR.

In order to coordinate the work of the EEC, a preliminary meeting was held on 07.02.2018, during which the powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of methods of examination.

In order to obtain objective information on the assessment of the activity of the university, EEC members used such methods as visual inspection, observation, interviewing of employees of various structural divisions, teachers, students, graduates and employers, questioning of faculty and students.

The meetings of the EEC with the target groups were held in accordance with the updated program of the visit, with observance of the established time interval. On the part of the Arkalyk State Pedagogical Institute named after Y. Altynsarin was provided with the presence of all persons indicated in the program of the visit.

Information on employees and students who took part in meetings with the EEC IAAR (Table 1)

Category of participants	amount
Rector	1
Vice-rectors	1
Deans	4
Heads of departments	10
Heads of structural subdivisions	20
<u>Lecturer</u>	16
Students	30
Graduates	19
Employers	13
Total	113

During the visit of the EEC, experts visited the departments, library, health center, sports hall, hostel, dining room.

The members of the EEC visited the practice bases on accredited programs: Secondary School №4 named after Keiki batyr, the Gymnasium named after I. Altynsarin, Secondary

school № 6 named after Abay Kunanbayev, Secondary School №3, Torgai Humanitarian college named after N. Kulshanova, Secondary school named after A. Makarenko.

In accordance with the accreditation procedure, a questionnaire was conducted 95 teachers, 180 students, including students of junior and senior courses.

In order to confirm the information provided by the external experts in the self-assessment report, the university's working documentation was requested and analyzed. In particular, the Strategic Plan for Arkalyk State Pedagogical Institute named after I. Altynsarin for 2015-2020, the plan for educational and methodological work for 2016-2017 academic year, the plans for the work of the departments, the plan for educational work for 2016-2017 academic year, the catalog of elective disciplines, the Regulations on the department, the Bachelor's degree program, job descriptions, the protocols of the Academic Council, The EMCD and the syllabus etc.

Along with this, the experts studied the Internet positioning of the Institute through the official site of the university www.api.kz.

Members of the EEC for EP 5B011700 - "Kazakh language and literature", 5B012100 - "Kazakh language and literature in schools with non-Kazakh language of instruction", 5B011800 - "Russian language and literature", 5B012200 - "Russian language and literature in schools with non-Russian language of instruction", 5B011900 - "Foreign language: two foreign languages" attended the following open classes:

- lecture on the discipline "Methods of teaching Kazakh language" (aud.332, instructor Abdullina A.A, topic: "Forms and types of teaching Kazakh language", Group KYAL - 31, 9 students were present);

- practical lesson on the discipline "The theory of literature" (room 332, teacher - Tautina B., topic: "Artistic work, its construction", group KYAL-21, there were 7 students)

- practical lesson on discipline "Methods of Teaching Literature" (room 328, teacher - Koldasbaeva Z.Sh., theme: Forming the methodology of teaching literature as a science., RO-32 - 1 student, RKSh-32 - 7 students);

- lecture on the discipline "Foreign Literature of the 20th Century" (room 328, teacher Ibrahim A., topic: George Bernard Shaw drama, RO-32 - 1 student, RKSh-32 - 7 students);

- a practical lesson on the discipline "Introduction to Literary Studies" (room 302, teacher - Zhumabaeva GS, topic: Verbal art, RO-12 - 4 students, RCSH-12- 1 student);

- practical lesson on the discipline "Professional Kazakh (Russian) language: Country Study" (aud 304, teacher - Oskina M. S., Theme Physical geography of the UK (Physical Geography of Great Britain), TFL-21, attended by 23 students);

- practical lesson on the discipline "Foreign Language" (aud 302, teacher - GS Shtatbayeva, theme: "Geographical position of Kazakhstan", "The Present Perfect Tense", KO-11, 15 students).

All classes are conducted at a good scientific and methodological level and meet the requirements of higher education.

Within the framework of the planned program, recommendations for improving the activities of the Institute, developed by the EEC on the results of the examination, were presented at a meeting with the leadership of 09.02.2018.

(V) CONFORMITY TO SPECIALIZED ACCREDITATION STANDARDS

5.1. Standard "Management of the educational program"

The Evidence

The strategic, tactical and operational activities of the Institute are reflected in the planned, reporting and regulatory documents of the ArkSPI named after Y. Altynsarin, reflecting the quality assurance policy. At the moment, the institute determines the quality assurance policy independently, without certification. Guidance on the organization of the internal system of

quality assurance of the university is approved by the Academic Council (Minutes №. 2 of September 28, 2016). In connection with the adoption of the Development Strategy for 2015-2020, the institute developed a policy in the field of quality assurance for 2015-2018. (Order №. 1, dated August 31, 2015). The main goal of the quality assurance policy is to ensure the quality of educational activity by meeting the requirements of consumers.

The university adopted and approved the regulatory documents that define the policy in the sphere of quality assurance: Strategic plan for the development of Y Altynsarin ArkSPI for 2017-2021 (reviewed and approved at the meeting of the Academic Council, Minutes №. 9 of February 22, 2017) (https://api.kz/images/files_institut), Guide to the internal quality assurance system, the Code of Honor of the teacher (<https://api.kz/index.php/applicant/>), the Code of Honor of the student (<https://api.kz/index.php/>). By orders of the Rector of the Institute №.39 of 11/04/2017 and №. 104 of 7 September 2017, an intra-university quality management system was introduced. Documented procedures on the basic processes of life support of the educational process have been developed. Changes in the normative and legal acts of the Republic of Kazakhstan are reflected in the internal regulatory documents of the institution by introducing approved changes and amendments.

With the purpose of analyzing the real positioning of the EP in the market of educational services, the Institute systematically considers questions about the actual status and availability of resources, the needs that contribute to the implementation of the Strategic Plan for the development of the university, the Academic Council and the meetings of the administration:

- on the potential of the teaching staff of the Institute for working in an innovative mode (protocols of the Academic Council №. 8 of February 25, 15, №. 8 of February 24, 16, No. 2 of 27.09.2017);

- the degree of availability of its own training and laboratory areas, further opportunities for the development of the educational-laboratory, material base, the level of the formation of the information and communication environment of the university (protocols of the rector meetings №3 of 12.11.14, №2 of 07.10.2015, protocols Scientific Council №. 4 of October 26, 2016);

- on the ways of multiplying the best pedagogical traditions of training specialists for the republic (Minutes №. 10 of 22.04.15, №. 10 of 20.04.2016, №. 11 of 26.04.2017);

- about the features of the contingent of students, expressed in the opportunities for more rapid adaptation of graduates to the conditions of work in the countryside, the Serpin program (Minutes №. 2 of 30.09.14, No. 2 of 30.09.15, №. 9 of 26.03.15, №. 2 of 30.09.15, №. 4 of 25.11.15, 4 of October 26, 2016, №. 3 of 01.11.2017);

- on increasing the potential of the teaching staff through training in the state educational order for master's and doctoral programs in leading universities in the RK (protocols №. 11 of May 27, 15, №. 11 of May 25, 16, №. 12 of May 29, 17);

- on cooperation with leading universities and educational institutions of the RK, CIS and foreign countries, etc. (Minutes №. 8 of 24.02.16, №. 8 of 25.01.17).

Control mechanisms of OP 5B011700 - "Kazakh language and literature", 5B012100- "Kazakh language and literature in schools with non-Kazakh language of instruction", 5B011800- "Russian Language and Literature", 5B012200- "Russian Language and Literature in Schools with Non-Russian Language of Learning", 5B011900- "Foreign Language: Two Foreign Languages" are focused on observance of the principles of collegiality and transparency. This is evidenced by the activities of the Academic Council, the administration, the educational and methodological council, the Scientific Council, the Council of the Faculty, the departments that provide management of the main processes of the institute. Systematic monitoring and evaluation of the effectiveness of the policy in the field of quality assurance of educational programs with the participation of students, employees and other interested parties is conducted on the basis of systematic collection, analysis and management of information. All measures to control the quality of the educational process, conducted at different levels, are recorded in the form of records, acts, certificates, reports, etc., are discussed at the meetings of the departments

and educational methodological councils. Based on the analysis and evaluation of control indicators, measures are being developed to improve the quality of the implementation of the EP.

Management of educational programs is regulated by the following internal and external mechanisms.

Internal assessment methods:

- evaluation of the activities of the department and attestation of staff and faculty,
- conducting internal quality audits,
- checking the degree of readiness of the department for the new academic year,
- Evaluation of the quality of the educational process,
- evaluation of educational achievements of students,
- questioning of employers, trainees, employees, TS

Graduating chairs of accredited educational institutions monitor the training of students in order to ensure the quality of education, within the framework of internal quality assurance. Monitoring includes tracking: attendance by students; fulfillment of tasks and SIW; delivery of tasks for the current, boundary and final control. Monitoring results are communicated to the management and interested persons, including by posting information on the official website of the institute, an educational portal on information stands, and the information site of the faculty. With the help of the portal, students and others can obtain information about academic performance, attendance, assessment of foreign control and final examination.

Plans for the development of the EP are developed by the issuing departments, reviewed and approved by the scientific and methodological (currently educational-methodical) council of the Institute (Minutes №. 6 of June 16, 2016). When implementing the EP, there is a practice of involving employers in the educational process, which is implemented as part of the harmonization of curricula in the part of the list of elective disciplines, when conducting professional practices. Representatives of educational institutions of the city of Arkalyk, Kostanay, South-Kazakhstan regions act in the face of employers. The requirements of employers are reflected in the following documents: protocols for the coordination of elective disciplines, protocols for the coordination of programs and the timing of the passage of professional practices by students. During the reporting period, elective courses were introduced into the curricula of accredited EPs in the context of special, profile disciplines, taking into account the wishes of employers. In the EP "Kazakh language and literature", "Kazakh language and literature in schools with non-Kazakh language of instruction" were introduced elective disciplines "Use of information technologies in teaching Kazakh language and literature in a 12-year school ", " Teaching Kazakh language and literature in small schools ", " Methods of teaching the Kazakh language and literature in the system of inclusive education "and the Russian Language and Literature" Russian language and literature in schools with non-Russian language of instruction "elective disciplines

"The use of FOD technology in the process of studying literature in a 12-year school,

"Theory and practice of the communicative activity approach to the process of teaching Russian in the school" (Minutes of the meeting of the Methodical Council of School №. 5 of March 30, 2016), 14.03.2017 at the meeting of the Department of Foreign Languages, Russian Language and Literature was attended by the head methodical council of secondary school №4 Nurekeshova Zh. S., which offered to introduce disciplines that meet modern requirements of teaching foreign languages. On the basis of this proposal, the elective disciplines "Analysis of artistic texts" and "Receptive skills: listening, speaking, reading" were introduced into the Modular Admission Plan of 2017 (Minutes of the Department meeting №. 8 of 14.03.2017).

To determine the degree of satisfaction with employers, the quality of graduate training is questioned.

Diploma and course work of students, the content of all types of professional practices are closely related to the specifics of future professional activities of graduates. Research themes of graduates have a practical focus. Leaders of graduation work are appointed experienced and highly qualified teachers of the departments.

The university clearly identifies those responsible for business processes within the framework of the OP, the official duties of the staff are unequivocally distributed, the functions of the collegial bodies are delineated, the management system of the educational program is transparent.

In the ArkSPI named after Y. Altynsarin set up a feedback system: entry on the foster day to the head of the institute, treatment through the rector's blog or urns for complaints and letters, installed in all educational buildings. The analysis of the results of the questionnaire is one of the effective forms of feedback, aimed at students, employees and stakeholders.

Analytical part

During the visit of the EEC, the experts carried out a detailed analysis of the compliance of accredited EPs with the requirements of the modern education market, the effective functioning of educational programs aimed at students and all stakeholders in the educational service, as well as the principles and methods of organizing educational, research and educational processes. The content and form of the EP, the decisions taken by the management of the EP are aligned with the strategic documents.

The university revised the mechanism and criteria for assessing the learning achievements of students, which will contribute to the quality of knowledge.

Systematic work with representatives of interested persons helps to improve the quality of training specialists and their competitiveness in the labor market.

At the same time, the experts of the EEC, noting, on the whole, the proper level of research, state the insufficient availability of their own developments in the field of methods of teaching the academic disciplines. During the visit of the EEC, the experts discovered that at the present time scientific researches are being conducted at the departments, including applied ones. However, their results are not reflected in CED of EP. For example, senior teacher, master of Arts A.E. Ibrahim is working on the monograph "Regional ethnolinguistics: lexico-semantic and structural-grammatical aspects of the toponymy of the Kostanay region", has a corresponding Certificate on the object of copyright (№. 2956 of 07.12.2017, MJ RK). The materials of this monograph could be the basis for the corresponding elective course. Teachers of the Department of Foreign Languages, Russian Language and Literature Master Bagitzhanova Sh.S. and doctoral candidate PhD Asanova A.K. carry out a joint scientific study on the topic "Fundamentals of intercultural communication" (on the basis of German, English and Russian languages). The results of this study can be used to develop an elective course "ICT in the implementation of intercultural communication."

When implementing accredited EPs, there is no widespread application of modern educational technologies in the educational process. Also, given the planning of cooperation and the academic mobility of the TS of EP, the percentage of its implementation remains low. To realize the goals of the EP, there is a need to improve the conditions for the optimal use of material, technical, information and communication, human resources that meet the requirements of the market, promote the stability of recruitment of students for training in educational programs.

The TS survey, during the EEC of IAAR visit, showed the openness and accessibility of the management: very good - 61%, good - 35.5%.

Strengths / best practices:

- the university has a published policy of quality assurance;
- there is a continuous improvement in the evaluation of students' progress;
- clearly identified as responsible for business processes within the framework of the EP;
- the principle of openness and accessibility of the management of the EP and the management of the Institute for students, teachers, employers and other interested persons is respected;
- the process of developing an EP development plan is transparent and aimed at meeting the needs of the modern labor market.

EEC recommendations:

- Noting a sufficient level of MEP, we recommend to consider the possibility of including in the Catalog elective disciplines of author's courses developed on the basis of the results of PPS studies of accredited cluster programs;
- continue the practice of organizing courses in management education and student-centered training for managers of the EP

Conclusions of the EEC on the criteria: strong-6; satisfactory-11, requires improvement - no.

5.2. Standard "Information Management and Reporting"

The Evidence

The institute has introduced information management processes, including collection, analysis and reporting. Implementation of the Development Strategy, achievement of the goals, objectives and evaluation of the effectiveness of the adopted decisions is carried out in accordance with the current internal regulatory documents. According to these procedures, the Institute collects and analyzes data to assess the effectiveness of the activity, determine the degree of implementation of the mission, the goals and objectives and the possibilities for continuous improvement of the service provided.

The department within the framework of the EP constantly works to ensure the collection, analysis and dissemination of basic information for the effective management of training programs and other activities. Mechanisms for the collection, analysis and management of information on individual areas of the department in the framework of the EP are automated based on information and communication technologies.

The information is analyzed at the meetings of the administration and the Academic Council, where representatives of all the departments of the Institute take part. Based on the results of the analysis of information at the meetings of the departments and faculty, decisions are taken to correct and amend the content of the EP.

So, in order to improve the content of the EP and ensure the development of theoretical, methodological, intercultural-communicative, research, subject-professional competencies based on the decision of the Academic Council (Minutes №. 1 of August 31, 2017) Foreign language: two foreign languages "instead of the discipline" Subject systemic learning of foreign languages in the 12-year education system "introduced an elective course"Methodology of Teaching English as a Foreign Language" of PhD Doctor, Professor of the University. St. Cyril and Methodius (Trnava, Slovakia) Eva Smetanova. The amount of the course is 3 credits.

Students have access to AISPlatonus resources: an electronic journal, summary evaluations, messaging, online testing, transcript, IPS.

The office-registrar, together with the dean's office, provides academic support to students. Students are given all the necessary information and reference materials. Advisors and curators throughout the entire period of training provide individual assistance to students.

The institute created a model of an electronic-innovative university: there is an educational portal for distance learning, a digital library. The system of information collection and monitoring is supported by information systems: for daily training - AIS "Platonus", in 2014-2015 academic year introduced AIS "Moodle" for distance learning. These systems allow you to monitor the level and quality of students' progress in all disciplines in the course of mastering the educational program. AIS Platonus provides data security, including backup, archiving, structured storage. In addition, the Institute provides storage of all information on paper.

To ensure the quality of the EP, management uses a variety of methods for collecting and analyzing information: questionnaires, conversations, open classes, the results of intermediate and final controls, the results of the VOUD and many others. etc. The analysis of the facts is one prerogative of the management of the EP.

During the organization of management of the current activities of the Institute in the event of conflict situations, a phased method of their resolution at the meetings of the departments, faculties, and structural subdivisions of the university is applied.

To improve the quality of training of trainees, as well as for the improvement and development of the EP, monitoring of the satisfaction of trainees, staff and staff with the implementation of the EP by conducting a survey is conducted. Annually the questioning "Teacher with the eyes of students", "Students' satisfaction with the quality of educational services", "Satisfaction of teaching staff with working conditions", etc. is conducted every year.

The system for monitoring and assessing the knowledge of students of the Institute is developed in accordance with the Standard Rules for the Activities of Higher and Postgraduate Education Organizations approved by the Decree of the Government of the Republic of Kazakhstan №. 499 of May 17, 2013, the Standard Rules for Conducting Progress Monitoring, Intermediate and Final Certification of Students, and Science of the Republic of Kazakhstan №. 125 of March 18, 2008 and is reflected in the Regulation "On Evaluation of the Quality of Educational Programs" (Minutes of the meeting of the Academic Council of the ArkSPI №. 9 of March 24, 2016) and the Academic Policy of the University (Minutes of the meeting of the Academic Council of the ArkSPI №. 1 of August 31, 2017).

The information collected and analyzed by the university within the framework of the OP takes into account the movement of the contingent of learners in terms of forms and types, monitoring the progress and achievements of students, the satisfaction of students with the implementation of the EP, the availability of educational resources and support systems for students, job placement and career growth of graduates.

The contingent of students in the context of the forms of training (day and correspondence) is formed by the Office-Registrar (data on the contingent of students in the EP are presented in Table 2).

Table 2. Information on the contingent of students

Academic years	Contingent of students		
	Full-time education	Extramural studies	Total
EP "Kazakh language and literature"			
2014-2015	104	25	129
2015-2016	83	21	104
2016-2017	95	27	122
EP "Kazakh language and literature in schools with non-Kazakh language of instruction"			
2014-2015	43	3	46
2015-2016	23	1	24
2016-2017	13	5	18
EP «Russian Language and Literature»			
2014-2015	10	12	22
2015-2016	12	4	16
2016-2017	10	5	15
EP "Russian language and literature in schools with non-Russian language of instruction"			
2014-2015	14	2	16

2015-2016	20	8	28
2016-2017	12	20	32
EP "Foreign Language: two foreign languages"			
2014-2015	115	21	136
2015-2016	117	21	138
2016-2017	116	31	147

Analyzing the contingent of students in recent years, it is necessary to note the relative stability of the number of students of the EP "Kazakh language and literature" and "Foreign language: two foreign languages". At the same time there is a decrease in the number of students of the Russian Language and Literature EP, and the Kazakh language and literature in schools with non-Kazakh language of instruction, which is explained by the specific demographic situation in the region, the reduction of the contingent in schools with non-Kazakh language of instruction and, demands of the labor market. Along with this, the above-mentioned factors determined the positive dynamics of the growth in the number of students in the Russian Language and Literature in schools with non-Russian language of instruction.

To determine the level of satisfaction of internal needs, the institution organizes and conducts a survey of students, teachers and staff of each institution during each academic period. The results of the questionnaire are statistically processed, discussed at the sessions of the administration and are taken into account in the further planning of educational activities.

One of the most important areas of the information management process of the Institute is the collection, storage and updating of statistics on graduates of the EP. Statistics on the employment of graduates by years of production and specialties are conducted by the sector of practice and employment, which oversees the organization of the practice of students and the employment of graduates. Assistance in the employment of graduates is carried out in accordance with the "Regulations on measures to promote the employment of graduates", approved by the Academic Council of the Institute (№. 10 of 20.04.2016). In accordance with the Road Map for the distribution of graduates of pedagogical specialties approved by the order of the Vice Minister of Education and Science of the Republic of Kazakhstan on October 27, 2015, Memorandums on cooperation in employment of graduates of ArkSPI with akimats of Arkalyk, Dzhangildinsky, Amangeldy, Denisovsky districts of Kostanay region, Zharkayinsky district of Akmola region. Monitoring of the employment of graduates is carried out by establishing feedback from employers and graduates. The correspondence of accredited OPs to the market requirements is confirmed by a rather high percentage of the employment of graduates of the EP for the last three years in accordance with the table:

Table 3. Information on employment of graduates of the EP

The name of EP	Graduates in 2014-2015 academic year				Graduates in 2015-2016 academic year				in 2016-2017 academic year						
	number of employed	From them				number of employed	From them				number of employed	From them			
		professional activity		scientific activity			professional activity		scientific activity			professional activity		scientific activity	
		Teacher	leadership position	magistracy	doctorate		Teacher	leadership position	magistracy	doctorate		Teacher	leadership position	magistracy	doctorate

EP «KLL»	22	1			-	5	4				6	14			
EP «KRD»	18	8			-	0	0					3			
EP «RLL»	-				-							5			
EP«RIKS»	2				-	6						-			
EP «FL»	31	4			-	25	6				6	20			
Total	73	4	-		--	57	5	-	2		2	42			

The university keeps records of the workers' and TS's written consent to the processing of personal data on the basis of the Regulation on the Protection of Personal Data of Workers and Students, approved by the Scientific Council of the Institute on August 31, 2017 (Minutes №. 1).

Analytical part

The university has a system for collecting, analyzing and managing information based on the use of modern information and communication technologies. The order and protection of information was determined, including the identification of responsible persons for the reliability and timeliness of the analysis of information and the provision of data.

The EEC Commission notes that the institute has a system of information management and reporting on the recruitment of students, academic performance, contingent movement, staffing, etc., which is presented in regular reports at a meeting of the departments, the administration and the Academic Council of the Institute. Regular questioning of students and employers is conducted, and appropriate measures are taken to correct the deficiencies based on the results of their questionnaires.

However, the commission notes that issues related to key performance indicators are not yet fully resolved. According to the results of the questionnaire, 41 people (44.1%) responded positively to the question of assessing the involvement of PPSs in the process of making managerial and strategic decisions "very well" "Good" - 45 people (48.4%), "relatively bad" - 7 people (7.5%).

Strengths:

- compliance of the regular reporting system, including an assessment of the effectiveness and effectiveness of the university;
- availability of a mechanism for communication with students, employees, employers, conflict resolution mechanisms;
- regular measurement of the degree of satisfaction of the PPS, staff and trainees needs within the framework of the EP and the availability of a system to address the deficiencies found;
- Information collected and analyzed by the university, takes into account the dynamics of the contingent of students in the context of the forms and types of education, employment and career growth of graduates.

Recommendation of the EEC:

Continue the practice of assessing the effectiveness and effectiveness of its activities in the context of the implementation of the EP.

Conclusions of the EEC on the criteria: strong - 5; satisfactory - 11, requires improvement - 1.

5.3 Standard “Development and approval of the educational program”

The Evidence

Formation of the EP is carried out on the basis of the SGSE accredited specialties, model curricula and programs. The procedure for the development and assessment of EP quality

is reflected in the developed and approved by the Academic Council of the ArkSPI in “Regulations on the modular educational program and the order of its development”. The EMCD documents are developed by the leading TS of the graduating departments in accordance with the provisions (Regulations for the development of the EMCD, MEP, QED) and are discussed at the meetings of the departments, are presented at the meetings of the Educational and Methodological Council of the faculty and institute, approved by the decision of the Academic Council. Forming the educational program, the departments use scientifically based approaches to planning, methodological provision and teaching technologies. This contributes to the preservation of the continuity of the requirements of SGSE, TEP and EMCEP.

In the development and management of the EP through the inclusion of elective courses in the variable part of the EP, which ensure the quality of the preparation of bachelors, participation of the university faculty takes the necessary part. The order of the rector is created by a working group of heads of structural units and leading teachers (№31 of 05/04/2016). For the effectiveness of formation of the required competencies of graduates, employers (representatives of pre-school institutions, general schools, colleges), recommended graduating departments, must necessarily be part of the working group for the development of MEP. 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” (protocol of the meeting of the Academic Council №9 of March 24, 2016).

Developed by the MEP, pass an internal and external examination. Internal expertise is carried out with the involvement of leading teachers and heads of structural subdivisions of the ArkSPI, external expertise - with the participation of representatives of employers. The results of the MEP examination, developed with the participation of employers, are considered at the Academic Council of the ArkSPI (Protocol №12 of June 22, 2016, №13 of June 28, 2017). Procedures for the examination and review of the EP are determined “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 carried by the teaching and methodical department and heads of the departments. Examination is carried out once a year. External review is conducted with the involvement 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 (protocols № 24 March 2016, №11 of May 25, 2016, №12 of June 22, 2016, No. 13 of June 28, 2017).

Review of MEP is carried out by teachers of leading universities of the Republic, such as Kostanay State Pedagogical Institute, Pavlodar State University named after S. Toraigyrov, State University named after Shakarim (Semey city).

Quality assessment of the EP is carried out on the basis of the analysis of curricula, the catalog of elective disciplines, schedules, individual plans of trainees, internal normative documents regulating the implementation of educational programs, questioning of students and employers, analyzes of which are stored at the departments.

In the institute graduates' models for accredited educational institutions are formed. Graduates of accredited specialties should possess not only professional skills in the field of philology, pedagogy, methodology and psychology, but also should have general, organizational, managerial, linguistic, intercultural, communicative and other competences.

In the EP, an effective balance is maintained between theoretical and practice-oriented disciplines. Passage of educational, pedagogical and professional practice of students of accredited educational institutions is an integral part of the training of highly qualified specialists and is conducted in the profile institutions assigned to the institute in accordance with the

established procedure. Practical practice students go through the place of study or at the place of permanent residence in educational institutions: in schools. The Institute provides each trainee with a base of practices provided for by the SGSE of specialty. Professional practice is conducted in educational organizations that have the necessary human resources and material and technical base, the main activity of which corresponds to the objects and types of professional activity of the bachelor of education. For example, for the organization and conduct of professional practices, the institute enters into contracts with schools.

The main base of the practices are the schools of Arkalyk, which have a highly qualified human resources, such schools as “Sh.Valikhanov”, “Secondary School №2”, “Secondary School №4”, “Secondary School №5 named after I. M. Auezov”, “Secondary School №10”, “Gymnasium named after I. Altynsarin”, district departments of education.

In preparing the specialists of the EP “Kazakh language and literature”, “Kazakh language and literature in schools with non-Kazakh language of instruction” national and regional interests are taken into account. The professional practice of these students is held in the city's educational institutions of Arkalyk, Aktobe, Uralsk, Atyrau, in educational institutions of the region, as well as in Almaty, Zhambyl, South Kazakhstan, Kyzylorda, East Kazakhstan, Pavlodar, Akmola, Karaganda regions (contracts with schools are available). At the institute, after completing the practice, students present to the department a report and a diary, signed by the head of the practice base.

EP reflects the logical sequence of the development of cycles, disciplines, practices, final certification, the protection of the thesis work, providing the formation of general and special competences, contains the complexity of the disciplines of the cycles EP 5B011700 - "Kazakh language and literature", 5B012100 - "Kazakh language and literature in schools with non-Kazakh language of instruction, 5B011800 - "Russian language and literature", 5B012200 - "Russian language and literature in schools with non-Russian language of instruction", 5B011900 - "Foreign language: two foreign languages" in Kazakhstan and ECTS credits, as well as in hours, with the allocation of lectures, laboratory, practical (seminar) classes, types and forms of SIW, all types of professional practice, intermediate certification. The student's workload, consisting of attending lectures, seminars, performing independent work is strictly regulated.

With the help of an adviser for each academic year, on the basis of the State Educational Establishment of the Republic of Kazakhstan, TEP, IWP, students independently form individual educational trajectories.

The experts were convinced that the structure and content of the EP for the entire period of study is developed by the issuing departments on the basis of standard curricula of the specialty, graduate models, and the disciplines available in the curriculum of the accredited cluster are in line with the levels of training.

According to the results of the questionnaire, 56 people (60.2%) of the teaching staff believe that the administration of the institute pays much attention to the content of educational programs. According to the results of questioning of students, 105 students (81.4%) of the respondents are completely satisfied with the overall quality of the training programs; 69.8% (74.4%) of the respondents noted the clarity and structuredness of the training courses.

Analytical part

Analyzing the standard "Development and approval of the educational program", the commission concluded that the accredited areas take into account the ultimate goals of higher pedagogical education and are aimed at mastering professional competencies in accordance with the requirements of the international standard and the acquisition of knowledge, skills and abilities necessary for the implementation of professional pedagogical activity in the field of Kazakh, Russian and foreign philology, as well as methods of teaching languages and literature courses. The results of mastering the EP are determined by the competences acquired by the

graduate, i. his ability to apply knowledge, skills and personal qualities in accordance with the tasks of professional activity.

Educational programs are fully provided with WEP, syllabus, and educational and cultural complex developed in accordance with normative documents, the content of which corresponds to the specifics of educational programs. The EMCD are preliminarily examined at the meetings of the department, at the EMC of the institute and approved by the pro-rector for EMW. However, there is a lack of uniformity in the structuring of the content and in the design of the EMCD, the document regulating the formation of the educational institution is not updated. When forming the EMCD, one should also pay attention to the formation of modules within disciplines and interdisciplinary / integrated modules.

Ensuring equal opportunities for students is achieved through the completeness of educational, methodological, organizational, methodological and information support for the educational process. The specific nature of the EP is reflected in the content of the curriculum. Currently implemented educational programs 5B011700 - "Kazakh language and literature", 5B011800 - "Russian language and literature", 5B011900 - "Foreign language: two foreign languages", 5B012200 - "Russian language and literature in schools with non-Russian language of instruction", 5B012100 - "Kazakh language and literature in schools with non-Kazakh language of instruction" do not imply the possibility of additional preparation of students for professional activities and, accordingly, do not provide for the creation of additional educational trajectories. However, the material base of the Institute, namely the availability of a technically equipped media center, allows the introduction of disciplines in the EP related to media education, mediallyngustics, mass communication. Additional educational trajectories are aimed at the formation of additional professionally significant and interdisciplinary competencies, which contributes to increasing the competitiveness of graduates in the modern labor market, their successful integration into a new information and educational space.

SIW is carried out in accordance with the State Standards of specialties, TEP, REP and other normative documents and generally meet the necessary requirements. In the learning process, different forms of conducting and monitoring the SIWS and SIWT (abstracts, individual assignments, abstracts, role plays, creative assignments, etc.) are used. So, for example, as assignments for the SIW on the discipline "Russian language" students performed stage productions of fragments of M.Gorky's plays "At the bottom", Zh.B. Moliere "The Philistine in the Nobility", William Shakespeare's "Romeo and Juliet", N.V. Gogol "Inspector", which, undoubtedly, is a positive experience in the implementation of inter subject communications (with literature courses). At the same time, tasks are often professionally leveled and do not reflect interdisciplinary relations. We consider it expedient to use tasks of integrated, pragma-professional and project type, common for several disciplines in the educational process. Such an assignment, for example, can be the development of a lesson that involves the use of knowledge and skills of theoretical linguistic, literary courses and methods of teaching them. The implementation of integrated / inter subject projects will allow for a comprehensive assessment of learning outcomes.

The institute pays attention to cooperation and exchange of experience with other universities that implement the same educational program. Thus, the institute concluded treaties and memoranda of mutual cooperation with foreign and domestic partners, such as the University of St. Cyril and Methodius (Trnava, Slovakia). National University named after Y.A. Komensky (Bratislava, Slovakia), as well as with leading national pedagogical universities.

However, the existence of a limited number of contracts and real cooperation with foreign and domestic partners is the reason for insufficient academic mobility within the accredited EP.

Strengths / best practices:

- the correspondence of the developed educational programs to the established goals of the EP, the expected learning outcomes;
- functioning of an effective procedure for conducting external examinations of the EP.

EEC recommendations

- to consider the possibility of creating additional educational trajectories within the framework of the above-mentioned EP;
- update the document regulating the formation of the educational and cultural center;
- consider the possibility of developing joint educational programs with foreign educational organizations.

Conclusions of the EEC on the criteria: strong - 3; satisfactory - 8; suggest improvements - 1.

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

The Evidence

The self-assessment report of the institute presents the necessary information on the issues of ongoing monitoring and periodic evaluation of the educational programs of the accredited cluster. Monitoring and evaluation of the EP is carried out in accordance with the "Regulation on the evaluation of the quality of educational programs" approved by the Academic Council (protocol №9 of March 24, 2016), a special expert commission under the leadership of the EMD. The main methods of monitoring - questioning, testing, documentation analysis, self-assessment, survey, etc.

To monitor educational activities during the academic year, internal audits are conducted, student performance is analyzed, and the training load of the program is analyzed.

It should be noted that the heads of the educational programs of accredited specialties take a direct part in the procedures for monitoring and evaluating educational programs: an analysis of the EP in the form of interviews among employers, a survey among students of accredited specialties, analysis of syllabuses and training materials.

Heads of educational programs also collect and analyze proposals from students, teachers, employers on adjusting existing and developing new programs. Employers of the university have the right to submit their own feedback on the current educational programs and propose their correction. The procedure for peer review of the content of the EP by external experts is conducted: employers, partners of these educational programs. For example, in 2016, taking into account the opinions of students and teaching staff, the elective disciplines Functional Grammar, Innovative Technologies in Teaching the Kazakh Language were included in the "Kazakh Language and Literature" and "Kazakh Language and Literature in Schools with Non-Kazakh Learning". There are reviews of the University of Shakarim(Semey), PSU named after S.Toraigyrov.

Analytical part

During the visit, the EEC experts confirmed information that interested persons were informed of planned or undertaken actions against the EP, and that changes made to the EP have been published.

However, in the future, employers are not actively involved in monitoring the EP. For example, at present, general education schools are moving to the updated content of education. This factor should be taken into account in the formation and implementation of the EP. At the same time, the main information should come to the managers of the OT specifically from

employers with a view to timely adjusting the EP in connection with the rapidly changing conditions of the educational environment.

According to the results of the TS survey, 34.4% of teachers believe that the curricula of the institute "very well" form the ability of the students to analyze situations and make forecasts, "good" - 62.4%, "relatively poor" - 3, 2%. The TS gave the following assessment of the correspondence of the knowledge of students received in this institution to the realities of the requirements of the modern labor market: "very good" - 60.2%, "good" - 36.6%, "Relatively bad" - 2.2%, "bad" - 1.1%.

Strengths / best practices:

- conducting monitoring and periodic evaluation of the EP in order to ensure compliance with the needs of students;
- monitoring and periodic evaluation of the EP is considered by the effectiveness of evaluation procedures for trainees.

Recommendation EEC:

- continue the practice of attracting key employers (schools in Arkalyk) to monitoring educational programs;
- Expand the catalog of elective disciplines by including educational subjects, the mastering of which will contribute to the formation of additional professionally significant and interdisciplinary competencies.

Conclusions of the EEC on the criteria: strong - 4; satisfactory - 6; suggest improvements - no.

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

The Evidence

The self-assessment report of the university provides full information on student-centered learning, teaching, and assessment of academic achievement in the accredited cluster.

According to accredited programs, in order to ensure equal opportunities for teaching different groups of students, regardless of the language of instruction, there is a daily, accelerated and correspondence form. Development and training of students in the university is built on the possibility of implementing individual characteristics, flexible learning paths are provided and various forms and methods of teaching and learning are used.

PTS uses different methods and technologies of learning, taking into account the variety of forms of information assimilation: problem methods, syncline, insert, brainstorming, business games, learning and fixing new material in an interactive lecture (lecture-conversation, lecture-discussion, lecture with case studies, lecture-press conference, mini-lecture), heuristic conversation, project development (project method), extracurricular methods of teaching, for example viewing and discussion of video films, excursions, performances, exhibitions, discussion and permission problems, training, method of case studies. Methods of teaching are aimed at increasing the cognitive activity of students. For example, the material of the electronic training manual of master Shakirova KM. on discipline "Morphology of modern Kazakh language" is actively used in educational process (video recordings, audio recordings). Tasks aimed at developing critical thinking skills, contribute to the formation of functional literacy of students.

Teachers Oskina M.S., Akhmetova G.Kh. actively implement "Critical thinking" Lesson Study, Action Research, Case-Study, Brainstorming, Jigsaw, Kahoot, KWL, Hot Potatoes, Bloom Taxonomy in the teaching of the subjects "Foreign language for the special (level C2), Stylistics and literature of the studied language, Foreign Language, Basic Foreign Language in Intercultural Context, Professional Kazakh (Country) language: Country Study, and Professional-oriented foreign language.

Teacher Ibragim A.E. on the disciplines "Integrative Comparative Linguistics", "History of Foreign Literature of the 19th Century", "History of the Russian Literary Language",

"Professional Russian Language", methods and techniques of technology are tested "Development of critical thinking through reading and writing" (RWCT) ∴ cluster, diagram Vienna, Fishbown, Thin and thick questions.

Verification of the quality of conducting all types of classes shows that the teaching staff of the chairs constantly improve their pedagogical skills, improve the methods of teaching.

Innovative technologies allow to expand the range of educational services of high quality and ensure its consistency from the moment of planning the training course to its completion: entrance to virtual audiences, including viewing and access to the QMS (case studies, lecture materials on the subject), improve the effectiveness of students passing exams and the effectiveness of feedback for the teachers of the university and students, etc. Employees of the multimedia support of the educational process and the educational and methodical department of the Institute periodically conducts a training seminar "The main characteristics and features of the preparation of video lecture", resulting in the PPP OP recorded 54 video lectures used for distance learning.

PPS OP conducts full-scale work on the organization of their own research in the field of teaching methods of educational disciplines, scientific and pedagogical development of private teaching methods of disciplines. So, for the period PPP OP produced about 30 teaching aids, including those devoted to the study of methods of teaching certain disciplines, the results of which have received expressions of training and educational publications: 1) Manual "F.Мұстафинніңәдеби мұрасы" (ValihanovSh .A.); 2) Textbook "Aitysәneri"(Kaliev AK); 3) presentation courses "Kazirgiqazaqadebieti" (ТаутинаБ.А.); 4)Training and Reference Manual "Kazakh-Russian-English, Russian-Kazakh-English, English-Kazakh-Russian glossary of educational-legal terms and concepts" (Ibrahim A.E.,Bermagambet R.E., Saparbek B.K.);5)Methodicalmanual"EkinshiSzetelatili pәninenstudenttiñözindik zhumystapsyrmalary" (level A1, A2) (Bagitzhanova SS, Shongalova AS); 6) Toolkit 'Game activity of younger schoolboys in the process of learning a foreign language "(Анапин Е.Н., Turgumbekov B.N., AubakirovaZh.Z.), 7) Methodical manual "Unconstrained complex sentence" (Aitzhanova BB, Kalkashev S.G.). In the course of questioning students using teaching methods are completely satisfied91people(70.5%oftherespondents).

To develop the appropriate level of education, the trainee must fulfill his individual curriculum (FTI) by typing in the required number of credits. Academic support for students is provided by the advisers, the staff of the student department and the dean's office. Advisors advise students in the preparation of IPMs, as well as provide Guide-Guide - the main information source, serving the purposes of rapid adaptation of students to the educational environment. There are mechanisms in the university for ensuring that each graduate has mastered the learning outcomes, conditions are created for completeness of their formation during the selection of elective disciplines, and the compilation of FTI.

AtArkSPI, the procedure for responding to student complaints is also effective. Complaints of students on the quality of teaching, the quality of the classes are considered by the deans, the Registry Office, etc. There is also a "Box of complaints and proposals" installed in the foyer of the 1st floor of the main educational building. Students and employees can submit complaints or suggestions to the management of the institute using the box. The Institute's management regularly meets with students, where such problems are discussed.

Organization of monitoring, internal control of the quality of education and knowledge of students is carried out through the current, intermediate and final control. Current monitoring of students' knowledge is carried out within the framework of the rating-rating system of knowledge assessment that is in effect in the institute. The results of the current, boundary and final control are brought to the attention of the students through the personal office of each student in the AIS "PLATONUS". In the electronic journal educational achievements of each trainee are displayed, which has free access to their virtual office for viewing the academic calendar, individual curriculum, transcript, GPA scores, and IMCD and correspondence with

teachers on emerging issues. Level of educational achievements module (discipline) is determined by the final assessment, created from the assessment of the intermediate rating and evaluation of the final control. Criteria and methods for assessing practical exercises, CPC, SRSP, lectures are reflected in the syllabus. Assessment of knowledge, skills and professional competencies of students on credit technology training is carried out on a 100-point scale with the conversion of the final result into an alphabetic and digital equivalent. Diploma projects complete the training of a specialist and show his willingness to solve theoretical and practical problems in his field. Control of knowledge of students in the institute is organized in accordance with the "Regulation on the organization of control of students' knowledge in the ArkSPI them. I. Altynsarin "(Minutes of the Scientific Council No. 2 of September 25, 2013).

To achieve the objectivity of the evaluation, 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 student has the right to apply not later than the next day after the examination. The results of the appeal are drawn up in a protocol and recorded in an appellate sheet prepared by the Registrar's Office.

As follows from the self-assessment report of the university and the results of interviewing, the institution carries out the necessary measures to assess the quality of teaching. The issues of students' placement for practical training (with the help of responsible persons) and questions of questioning are addressed by the Practice and Employment Department of the Institute graduates. In accordance with "GOSO RK 5.04. 019-2011 - Bachelor's program. Monitoring and Evaluation of Knowledge in Higher Educational Institutions ", " Standard Rules for Conducting Current Monitoring of Academic Progress, Intermediate and Final Certification of Students in Higher Educational Establishments ", approved by the order of the Ministry of Education and Science of the Republic of Kazakhstan (March 18, 2008, No. 125) and "Regulations on the organization of control of students' knowledge at the ArkSPI named after I. Altynsarin "(Minutes of the Academic Council No. 2 of September 25, 2013) ensure consistency, transparency and objectivity of the evaluation mechanism, an appeal procedure for students who are not satisfied with the results of the examinations is provided. Forms of examinations are examined and approved by the Academic Council of the Institute (No. 1 of August 27, 1944, No. 1 of August 27, 15, No. 1 on August 26, 2016, No. 1, August 31, 2017).

During the survey during the visit of the VEC 105 (81.4%) students are fully satisfied with informing students about courses, educational programs, and academic degrees; 89 (69%) of students are completely satisfied with the availability of academic counseling.

Analytical part

The information presented in the self-report in the context of this standard was mostly confirmed during the visit of the WEC.

During the meetings with the faculty of professions of the accredited cluster, the commission was convinced that within the framework of their taught disciplines, teachers annually undergo advanced training in modern teaching methods. PPS has mastered and actively used new teaching methods.

The university is working to solve the tasks of the State Program for the Development of Education in Kazakhstan until 2020 to improve the system of inclusive education.

Strengths / best practices:

- Equal opportunities for students to form an individual educational program aimed at the formation of professional competence are provided;
- Mechanisms for ensuring that each graduate has mastered the learning outcomes and the completeness of their formation is defined.

WEC recommendations:

- taking into account the specifics of pedagogical professional activity, to provide for the possibility of a comprehensive evaluation of learning outcomes through the implementation of

integrated / inter subject projects;

- monitor the use of various methods of training and knowledge control;
- to develop a comprehensive program for the upgrading of qualifications of PPSs accredited by the EP in the context of student-centered training.

Conclusions of the WEC on the criteria: strong - 1, satisfactory - 9, requires improvement - no.

5.6. Standard "Learners"

The Evidence

The report on self-assessment of the university presents full information on students of the educational programs of the accredited cluster.

The management of the EP demonstrates the policy of forming a contingent of trainees from receiving up to graduation and ensures the transparency of its procedures. To form a contingent of students, the teaching staff of the department conducts large career guidance work in secondary schools in the city of Arkalyk, the region and in other regions of Kazakhstan. The institute conducts trial testing of graduates of the nearby districts of the region, arranges trips to villages to meet with school graduates. Annually admission to the Institute is carried out on the basis of the Model Rules for Admission to Education in the Educational Organization, implementing educational programs for higher education (approved by the Decree of the Government of the Republic of Kazakhstan No. 111 of January 19, 2012). For more information, applicants can find out on the website of the university (www.api.kz).

Trainees are the main consumers of educational services, therefore at the head of the implementation of educational programs are their interests. Admission and admission to the educational program is accompanied by an introductory course, which contains information on the organization of education and the specifics of the educational program. To adapt the students, an orientation week is held, including: familiarization with the educational and methodological documentation, including the Guidebook and the rules of procedure and the institute's charter. Students can receive advice and services related to the receipt of documents, questions of enrollment, transfer, deduction, the provision of academic leave, accommodation in the hostel. In the dean's office, students can learn about the admission rules; transfer from course to course, from other universities; the procedure for the re-crediting of loans that have been developed in other universities; deductions. The office of the registration office performs the functions of analyzing and managing the academic progress of students. At the time of the university visit 4 foreign students from China, Uzbekistan and Mongolia are studying on accredited EP. For their adaptation and support, a "The program for the adaptation of foreign students at Arkalyk State Pedagogical Institute named after I. Altynsarin", approved by the Academic Council (Minutes No. 1 of August 26, 2016). Since 2015, the ArkGPI is a participant in the social project "Mangilik El Zhastary - Industry" - "Serpim-2050". On the accredited EP on this project 16 students study in the specialty "Kazakh language and literature" and 46 - on the specialty "Foreign language: two foreign languages" from the southern regions of Kazakhstan (South Kazakhstan, Kyzylorda, Aktobe, Taldykorgan, Zhambyl, Almaty and others areas).

Table 4. Information about students, studying by programme «Серпін»

	Form of studying.	2015-2016 ed.year			2016-2017 ed.year		
		total	grant	Fee-payment	total	grant	Fee-payment
The name of EP							
EP «Kazakh language and	Full time.	-	-	-	4	4	-

literature»	Part time.						
	total	-	-	-	4	4	-
EP «Foreign language: Two foreign languages»	Full time.	118	118	-	11	11	-
	Part time.						
	total	118	118	-	11	11	-

In order to implement the Strategy of academic mobility in Kazakhstan for the years 2012- 2020 (RK Ministry of 05.11.2012g) developed an action plan, approved November 30, 2012, "Regulations on the organization of academic mobility of students of Arkalyk State Pedagogical Institute named by I.Altynsarin" approved The Scientific Council (Minutes No. 2 of September 26, 2012). (https://api.kz/images/files_institut/ofis/PDF)

Agreements on academic mobility with 10 higher education institutions of Kazakhstan were concluded: the Kazakh State Women's Pedagogical University, Aktyubinsk Regional State University named after K. Zhubanov, Zhetysuy State University I. Zhansugurov, Semipalatinsk State UniversityShakarim, Eurasian Humanitarian Institute, Taraz State Pedagogical Institute, Kostanay State Pedagogical Institute, South Kazakhstan State Pedagogical University; as well as contracts with two universities abroad: National University after Ya.A. Comenius (Bratislava, Slovakia) and the University of St.Cyril andMethodius (Trnava, Slovakia).

For the development of academic mobility, a "Regulation on the procedure for credit transfer according to the type of ECTS" was developed and approved by the Academic Council (protocolNo.2ofSeptember25,2013).

Within the framework of the programs of internal academic mobility, 4 students of the OP "Kazakh language and literature", "Kazakh language and literature in schools with non-Kazakh language" were trained in Taraz State Pedagogical Institute, 1 student of the OP "Russian language and literature in schools with non-Russian language" - in Kostanay State Pedagogical Institute.

Under the program of external academic mobility, 4 students of the Foreign Language: Two Foreign Languages EP were trained at the National University after J. Komensky (Bratislava, Slovakia) and 2 students - at the University of St. Cyril and Methodius (Trnava, Slovakia).

According to the inter-university agreement, 2 students of the Kazakh language and literature EP from Kostanay State Pedagogical Institute were trained in the Arkalyk State Pedagogical Institute named after I. Altynsarin.

Specialist of the Office-Registrar is working on the coordination of the curriculum of the Institute's OP with the working curricula of the partner universities on academic mobility programs, comparing the prerequisites of the academic disciplines, assisting in the construction of individual educational trajectories.

Financing of academic mobility of students is carried out through grants from the Ministry of Education and Science of the Republic of Kazakhstan and the university. The Office-Registrar conducts annual monitoring and analysis of academic mobility, the results of which are discussed at the meetings of the institute's administration (protocol No. 1 of August 27, 2015, No. 8 of February 24, 2016, No. 11 of May 25, 2016, №10 of 29.03.2017, №13 of 28.06.2017).

The organization of the academic work (the definition of the periods of theoretical training, current, boundary and final controls, periods of training and production practices, final state certification) is conducted in accordance with the normative documents of the Ministry of Education and Science of the Republic of Kazakhstan on the basis of the academic calendar and the schedule of the educational process. Students use the AIS "Platonus" as a source for online

receipt of network electronic educational and methodological complexes of disciplines, work curricula, information on academic progress.

One of the important components of the training process of the EP is professional practice. The structural division, which oversees the processes of organizing and passing professional practices and employment, is the sector of practice and employment of graduates. The process of employing graduates is regulated by the Regulation on measures to promote the employment of graduates (protocol No. 10 of the meeting of the Academic Council of April 20, 2016), which is in the public domain (www.api.kz).

On a regular basis, a statistical analysis of the employment of graduates in the context of specialties is conducted, indicating the number of graduates who have been trained on the basis of the state order, including within the rural quota, and on a contractual basis. In order to track and monitor the employment and career growth of graduates, the practice and employment sector of graduates maintains contact with graduates of the Institute for 3 years. In the period from October 23 to November 24, 2017, the Ministry of Education and Science of the Republic of Kazakhstan, on the basis of the Institute, conducted training for domestic and foreign specialists in pedagogical specialties on the basis of the best international standards in the field of management and the field of personnel training, organized for students on the topic "Inclusive Education", according to the results of which students of accredited EPs received certificates. Among them there are 6 students of the Kazakh Language and Literature EP, 2 students - Russian Language and Literature, 2 students - Russian Language and Literature in Schools with Non-Russian Language of Learning, 7 students - Foreign Language: Two Foreign Languages language ".

The leadership of the university actively stimulates students to self-education. The most important direction in the training of highly qualified specialists is the research work of the student. Research is conducted according to the approved plan of the NIRS. The results of scientific research are reported at international, republican and university conferences on topical problems of linguistics and literature. Undergraduate students under the supervision of teachers master the methods, techniques and procedures for performing research, carry out tasks related to the theoretical part of scientific research. The students of the senior courses perform more complex tasks: they take part in the annual student conference, publish scientific articles together with the teachers, participate in various competitions. The results of their activities are the implementation of diploma projects, reports at conferences, Republican competitions, etc. Thus, a third-year student of the specialty "Kazakh Language and Literature", RyspaiKamkor with an article "Heritage of the poet Nurkhan" and a student of the specialty "Kazakh language and literature in schools with non-Kazakh language of instruction" NursultanDinan with the topic of the article "Succession of the poet Nurkhan and Nazarbek" received a diploma of the 1st degree in the III International conference of students and undergraduates "Science and youth: new ideas and solutions", organized by the Central Kazakhstan Academy, the Republican Public Association "Kazakhstan Union of Lawyers" (head, assistant professor, master Abdullin A .A.). May 4, 2017, Bektibaeva A. ("Foreign Language: Two Foreign Languages") was awarded a diploma of the third degree in the nomination "Best foreign language" in the international Olympiad on polygamy among university students (Karaganda). Based on the results of the annual republican student research competition for 2015-2016 academi 4 year student of the specialty "Russian language and literature with non-Russian language of instruction" Abdimalikova G. (head: master Ibrahim AE) took the II place.

One of the most common directions of the extra-curricular activities of the university is youth interest clubs, clubs and sports sections. In high school works "The Creative Association named after M. Dulatov", which unites all the creative groups: the theatrical studio "Rukhaniyat", the school of akyns, KVN, Korkemsz. On the basis of the sports complex of ArkGPI there are student sections for the following sports: volleyball, football, basketball, table tennis, togyzkumalak. Students of accredited EPs take an active part in student forums, festivals, rallies and other mass events and take prizes in creative competitions of different levels. For example,

Sagintayev B., fourth-year student of the OP "Kazakh language and literature", took 2nd place in the competition of akyns "Kazakh Eli Osindai" in October 2015 (Fedorovsky district, Kostanay region). Student of II course of Kazakh Language and Literature. Hafiz Cairola received the first prize in March 2016 in the competition "Elimni bқыtynterbetken - Tәuelsizdik!" In honor of the 25th anniversary of Independence of the Republic of Kazakhstan, the 60th anniversary of the city of Arkalyk. Ryspai Kamkor was awarded the "Arkalyty Aberiene" nomination. April 29, 16 students Nuk Erbolat and Aldamzharova Akbota (Kazakh Language and Literature) became the owners of the I and II places in the contest "Kulashalemi" in honor of the 70th birthday of the poet Kulyash Akhmetova (Taraz city). On April 30, 2016 the team "Aru.KZ", consisting of 1st year students of the specialty "Kazakh language and literature", took 2nd place at the festival "Zhaydarman" dedicated to the 25th anniversary of Independence of the Republic of Kazakhstan (Astana). Student of the EP "Russian language and literature" Duisenkul Asylzat became the owner of the 1st place of the vocal competition "Zhastar. KZ" (Astana, 2015). Uash Meirzhan (3rd year of the Russian Language and Literature in Schools with Non-Russian Language) as part of the Saryarka team took an honorable place in the regional KVN competition (2014). The students of the foreign language specialty "Foreign Language: Two Foreign Languages", Parhatova M. (player of the Volgabala Volleyball Team, 2014-2017), Mukhtarova A., Zhanabai I. (members of the volleyball team) and Osipova Indira, who has an active diploma of 1 degree in volleyball, table tennis in city level events. On the basis of DOC "Sokol" students of ArkGPI successfully implement the program of the pedagogical detachment "Line of Success". The level of training of counselors allows each shift in the camp to make it particularly interesting and diverse. Since 2013 the Alumni Association operates in the Arkhangelsk State University. The Association assists the graduates of the ArkGPI, creating opportunities for mutually beneficial cooperation between graduates and the institute, and helps strengthen the university's position in the educational services market. The Alumni Association takes part in the joint conduct of scientific and practical conferences, seminars, roundtables to improve the quality of education, and accepts assistance in the employment of graduates. The Institute has developed and approved the Pedagogical Support Program for Gifted Students of the ArkGPI after I. Altynsarin, approved by the Academic Council (Minutes No. 9 of 26 March 2015). Non-resident students are provided with a hostel, in which comfortable living conditions are created.

According to the results of the questioning of students, the relations with the dean's office were fully satisfied with 83.7% of respondents, the level of accessibility of the dean's office - 82.2%, the level of accessibility and responsiveness of the university administration - 69.8%.

Analytical part

During the visit, the members of the WEC established that the institute organized a work in the field of vocational guidance and subsequent support of students, the policy and principles for the formation of a contingent of students, the principles of creating an educational environment for achieving the required professional level are being implemented, there is a representation of students in collegiate management bodies of the university, various methods of feedback and informing students are used, and public life of students. This standard within the framework of the EP fully meets the criteria of the NAAR Standard, but it is necessary to improve the work with gifted students in terms of maximizing their potential and comprehensive support. Also, there should be a closer relationship between academic and extracurricular activities, including social and volunteer activities. For example, trainees of accredited MPs can be involved in the work of the media center as volunteers and actively participate in the creation of various media products, which will undoubtedly contribute to raising the level of student socialization and the formation of a favorable information

environment.

At the same time, experts note that the internal and external academic mobility of students is poorly represented by the accredited specialties.

Strengths / best practices:

- The university clearly defines the policy of contingent formation, including a system of benefits and discounts, pricing policy;
- the university conducts active vocational guidance work in the region;
- measures are provided for the employment of graduates, systematic monitoring of the employment of graduates, development of their career;
- The university is actively attracting students to extracurricular activities, which has a beneficial effect on self-education and development outside the main program.

REC recommendations:

- consider the possibility of facilitating the external and internal mobility of students, receiving external educational grants; regularly conduct explanatory work and provide information support for academic mobility programs, including organizing mailings;
- to attract trainees accredited to the OP to the activities of the media center of the Institute as volunteers.

Conclusions of the WEC on the criteria: strong - 4, satisfactory - 8, requires improvement - no.

5.7. Standart «Professor-teaching staff»

The Evidence

Conformity of the personnel potential of the PPS with the development strategy of the university and the specifics of the OS is ensured by meeting the standards and requirements of the Ministry of Education and Science of the Republic of Kazakhstan. Formation of personnel is carried out in accordance with the legislation of the Republic of Kazakhstan, regulatory documents, orders, orders and other acts, in particular, in accordance with the Rules of Competitive Substitution of Teaching Staff and Scientific Workers of Higher Educational Establishments, approved by the order of the Ministry of Education and Science of the Republic of Kazakhstan dated December 14, 2007.

The replacement of vacant posts of teaching staff and scientists is carried out by competitive selection on the basis of the "Provision on competitive replacement of faculty and researchers", approved by the rector of the Institute on June 5, 2017. Implementation of "5B011700 - Kazakh Language and Literature" is provided by 8 teachers, of which there are 3 full-time teachers, 1 doctor of science, 2 candidates of sciences, and percentage of graduation - 37.5%. The average age of teachers is 51 years.

PPS "5B011700 - Kazakh language and literature in schools with non-Kazakh language of instruction" is formed by 8 teachers, of which there are 3 full-time teachers, 3 candidates of sciences -3, and the percentage of graduation is 37.5%. The average age of teachers is 48 years. The "5B011800-Russian Language and Literature" is provided by 5 teachers (all staff), of which 1 candidate of science, 20 percent of the graduation rate. The average age of teachers is 45 years.

PPS EP "5B012200-Russian language and literature in schools with non-Russian language of instruction" is formed by 7 teachers (all staff), of which 2 candidates of sciences, the percentage of declining - 28.5%. The average age of teachers is 53 years.

Realization of the EP "5B011900 - Foreign Language: Two Foreign Languages" is provided by 12 teachers, of which there are 12 full-time teachers, 3 candidates of sciences, 25%. The average age of teachers is 40 years. The university developed a policy for the development of personnel, procedures for ensuring the quality of teaching and maintaining professional standards and ethics, and criteria for a systematic assessment of the activities of the teaching staff. Opportunities for the development of scientific activity and the upgrading of the qualifications of the teaching staff are given. Various

forms and methods of professional development are used: courses, seminars, workshops, conferences, trainings, mentoring, distance learning, internships, etc. For professors and teachers, plans are being developed for each year. With all teachers on the basis of the decision of the competitive commission on the replacement of posts, labor contracts were concluded. The institute observes the rules concerning working hours and breaks. The internal corporate responsibility of the institution assumes responsibility for its employees, creating a favorable climate and strengthening team spirit in the team, providing opportunities for disclosing professional potential. This increases staff motivation and positively affects the efficiency of the work. Responsibility for the employees of the institute rests with the rector and the heads of the relevant divisions. The level of competence of the teaching staff is assessed by questioning students, graduates, teachers and staff. The results of these events allow the administration of the Institute to regularly assess the quality of teaching disciplines, serve as the basis for the extension of labor contracts for PPS, as well as for promotion.

PPS actively participates in the improvement of the EP by developing new disciplines and updating the existing IMCD. Educational disciplines have been developed for all disciplines of the departments. For example, according to the EP "Foreign Language: Two Foreign Languages", the educational and methodological manual was published. M.S Oskina, Zh.M. Bakirova: "Listening practice tasks for TFL students", which is embedded in the content of the elective discipline "Receptive skills: listening, speaking, reading, writing" (act of implementation number 2 from 15.09.2016).

University conducted a systematic assessment of the competence of teachers, assessment of the quality of teaching at the department by the efficiency of internal evaluation (open class, attending class, head of the monitoring visits. Pupil speeches at scientific and theoretical and methodological seminars).

The management of the EP ensures completeness and adequacy of individual planning of the work of the PPP for all types of activities, monitoring the effectiveness and effectiveness of individual plans. The workload of the teacher includes educational, educational and methodological, research, organizational, methodological, educational work, as well as training, activities in professional environment. On average, the classroom load is (700-750 hours). The load planning is determined taking into account the degree and position of the teaching staff. According to the procedures and internal rules approved by the university rector and developed on the basis of standards and the MES university requirements presented opportunities for career growth and professional development of teaching staff EP, including young teachers, through organized workshops and trainings for the teaching staff, contributing to the development of teachers of new teaching methods (for example, training courses for the MOODLE program, PLOTONUS, application of innovative teaching methods, audio and video lecture presentations, foreign internships).

The research work of the teachers of the departments is of a complex nature. It includes the preparation of articles, monographs; participation in the work of conferences, development and implementation of scientific projects; scientific management of the thesis. So, in 2016/2017 school. year teachers faculties 10 articles were published in international journals, among them members of Scopus and Thomson Reuters database (the department "KYAL" - 4 publications department "KIYARYAL" - 2 publications) - 6 and 8 - in journals recommended KKSON 13 - in the Materials of International Scientific Conferences. Teacher of the Kazakh language and literature department ValikhanovSh.A.is working on a research project "Kazakh adebietindegiKeiki batyrbeinesi"

On February 23, 2017, teachers of accredited EPs conducted a republican scientific and practical conference with international participation on the topic "Actual problems of modern philological research".

In December 2017 faculty and students of EP "Kazakh language and literature", "Kazakh language and literature in schools with non-Kazakh language learning 'conducted the online

conference" Student zhastardyrhani-adamgershilik kundylyktarynzhañfyrty "with the Department of the Kazakh language and literature of Kostanay State Pedagogical Institute. The results of the research work of the teachers of the department are introduced into the educational process in the framework of elective courses, the preparation of diploma works, writing of teaching aids, scientific articles, educational and methodical complexes. Introduced in the educational process of the city's schools №4, 5 Arkalyk (Act №777 from 15.11.2016, the) materials and guidance manuals issued by the faculty EP by Anapin E.H "Gaming activity of junior schoolchildren in the process of teaching a foreign language", Turgumbekova B.N, AubakirovaZh.Z. "Unconstrained complex proposal", Aitzhanova BB, Kalkasheva SG, "Vocabulary of Geography terms in English-Russian-Kazakh languages», SarsenbayevaZh.Zh."English for students of computer studies"for the specialty "Informatics". The Institute also created conditions for professional and personal development of the teaching staff through the system of professional development (training at seminars, trainings, foreign internships, etc.), support of young teachers, a system of employee motivation. A system of motivations of a material nature is provided in the form of bonuses, material assistance and non-material character in the form of public recognition of the results of work and professional successes (reading and writing, gratitude, certificate, etc.). There is a nomination "The best teacher of the year". For the merits in the educational sphere, 2 teachers of accredited CS were awarded the title "The best teacher of the university" (ValikhanovSh.A. Rakhmetova BA). Teacher Rakhmetova BA was awarded with a breastplate "I. Altynsarin "(2016). For the purposes of professional growth of the teaching staff of the specialties of the accredited cluster, guest lectures, master classes, invited foreign teachers are practiced. WEC presented data for the reporting period: 4 guest lecturers were conducted by professors of a foreign university (E. Smetanova) and ENU them. Gumilev (Zh. Askerbekyzy, T. Zhurtbai). The Institute's PPP actively participates in the development of the region: organization of round tables, seminars, master classes on legal, socio-economic, cultural and political, spiritual and moral development, and the formation of a cultural environment. Annually, the teaching staff organizes charitable events with the involvement of students, according to which the collected funds are sent to orphanages and hospitals.

According to the results of the PPS questionnaire, 51 people answered "very well" to the question about the university's ability to continuously develop the PPS potential. (54.8%), well - 33 people. (35.5%), relatively well - 8 people (8.6%). The level of accessibility of university management by the faculty evaluate as "Very good" (57 people - 61.3%) and "good" (33 people - 35.5%); increase qualifications are fully satisfied 59 respondents (63.4%).

Analyticalpart

Analyzing the standard "Teaching staff" for accredited areas, the commission concluded that the university has an objective and transparent personnel policy, including recruitment, professional growth and staff development, which ensures the professional competence of the entire state. The management of the EP showed the correspondence of the personnel potential of the PPP to the development strategy of the university, the qualification requirements, the level and specificity of the educational program and recruitment based on the recruiting system. Also PPP accredited EP actively participates in the life of the region, organizes round tables, seminars, master classes.

At the same time, experts note that the university does not have criteria for a differentiated approach to assessing the activities of the teaching staff, which would favorably influence the professional and personal development of the teachers of the EP. In the opinion of the WEC members, the Institute's management should pay more attention to stimulating the teaching, methodological, research and creative work of the teaching staff, including with foreign educational organizations. Along with this, experts note the small academic mobility of the teaching staff and the lack of joint research with foreign partners in the implementation of the EP, as well as the weak involvement of well-known scientists, public and

political figures in the implementation of the EP. Also, there is no work to attract practitioners to the implementation of the educational process.

Strengths / best practices:

- the management of the EP recognizes responsibility for its employees and provides favorable working conditions for them;
- active participation of the teaching staff in the life of society.

Recommendations:

- develop criteria for a differentiated approach to assessing the performance of PPSs, consider the possibility of introducing KPI;
- inform the PPS about the possibility of participating in scientific projects;
- consider the possibility of attracting prominent domestic and foreign scientists to implement the EP, including in virtual mode;
- develop a program for the development of academic mobility of the teaching staff;
- to use various forms of involving practitioners in the implementation of the educational process for the specified EP.

Conclusions of the WEC on the criteria: strong - 3, satisfactory - 6, suggest improvements - 3.

5.8. Standard «Educational resources and system of supporting students »

The Evidence

The Institute ensures compliance with safety requirements in the training process - there are conclusions on fire safety, compliance with SES standards, the protection of existing premises is being implemented, and the access mode is in effect.

Informing and counseling students is conducted during introductory weeks, interviews with tutors, meetings with deans. The staff chairs conduct counseling in the selection of elective disciplines.

The trainees are provided with necessary living conditions, a cultural environment, and conditions for doing sport. The Institute has two educational buildings with a total area of 13,268.27 m², two Students' homes with a total area of 8,088.66 m² for 497 seats, an information library complex (including the reading room "Electronic Resource Center", a reading room for periodicals, 2 reading rooms for instructional literature, a reading room of foreign literature, reading rooms "Media center" and "Video hall", subscription), a sports and recreational complex (including a football pitch, a basketball court, athletics track, 2 gyms, tennis hall, 1 wrestling hall), a canteen and a medical center.

The Institute has more than 440 units of modern computer equipment, united in a single local network and having free access to the Internet. Currently, the Internet is connected with a speed of 120 Mb / s, the traffic volume is unlimited. The Institute is the only owner of a fiber-optic network in the city. The computerization of the educational process was brought to the level of 1 computer for 3 students on average by the contingent of students on January 1, 2018. There are 10 computer classes, 3 electronic reading rooms, an electronic touch information kiosk, Wi-Fi zones, IP telephony, a videoconferencing system. The absence in the city of the possibility of connecting to 4G on personal telephones and the lack of the possibility of carrying out optical fibers outside the institute reduces the possibility of access of students to educational resources.

The Institute has its own educational website with the domain name api.kz, the site of the automated information system [Platonus platon.api.kz](http://platonus.platon.api.kz), the distance learning site mdl.api.kz, the electronic library lib.api.kz.

In order to create information databases in the Institute, the following AIS and software are used:

Platonus–AIS, PLATONUS in the ArkSPI named after I. Altynsarin, which includes subsystems for administration of students, support of the educational process, integrated systems.

Promotes effective and optimal organization of credit technology in the university. (Office Recorder)

Moodle - learning technologies implemented with the use of information telecommunication means with indirect (in the distance) or not completely mediated interaction between the trainee and the pedagogical worker. (Center for Information Technologies and Software)

1C Accounting - is one of the most popular solutions for the automation of accounting. It is intended for automation of accounting and tax accounting, including the preparation of mandatory (regulated) reporting in the organization. (Accounting Department)

1C Enterprise - software product company "1C", designed to automate activities in the enterprise. (Human Resources Department)

Anticorruption portal - Fighting corruption is a national task. On December 26, 2014, Presidential Decree No. 986 "On the Anti-Corruption Strategy of the Republic of Kazakhstan for 2015-2025" was adopted. The purpose of this Strategy is to increase the effectiveness of the state's anti-corruption policy, to involve the entire society in the anti-corruption movement by creating an atmosphere of intolerance towards any manifestations of corruption and reducing the level of corruption in Kazakhstan. (Center for Information Technologies and Software)

Irbis64 is an automation system designed to create and maintain an electronic library. (Library)

The electronic library is an ordered collection of diverse electronic documents (including books, magazines). (Library)

The aim of the information and library complex is to satisfy the needs in information sources and actively introduce information and computer technologies in all areas of library and bibliographic activity.

The total area of the library is 772.2 square meters. The area of the book depository is 108.7 sq.m. The subscription area is 151.9 square meters. In the reading rooms of the library there are 220 seats, that is, 1 seat falls on 6 students of the reduced contingent.

The library fund is formed in accordance with curricula and programs, a file cabinet of booksellers and information requests of readers. The department of acquisition and formation of the fund collects applications from the departments, analyzes the document flow on the profile of the university. The profile of the collection of the library fund is determined by the list of specialties, academic disciplines and the subject of scientific research of the institute.

The library's fund consists of classical and modern domestic and foreign publications - basic educational, educational-methodical, scientific, fiction, periodicals, electronic publications.

The book fund of the IBK as of January 1, 2013 is 275,116 copies. The library's fund annually increases by an average of 11-12 thousand copies of publications. For the period from 2015 to 2017 (inclusive), the book fund increased by 37 257 copies. In the 2017 academic year, the IBC documentary fund replenished 12,338 copies, the renewal rate of the fund was 4.5%.

To provide students and TS access to universal information full-text databases (to the Web-Science information platform of Thomson Reuters, the SpringerLink database containing the full-text articles of Springer Nature's Complete Collection) under contract No. 193 of June 19, 2017, works with the National Center for Scientific and Technical Information of the Republic of Kazakhstan.

In January 2017, the electronic resource center of the IBK jointly with the Department of Scientific Work and International Cooperation held a series of seminars for teachers of the Institute's departments on registration and work with the above-mentioned databases. As a result of this work, 78 accounts have been created, 170 people have been signed. Monthly statistics on the use of TS and students of the institute of these databases are given in the NCSTI.

ArkGPI is also a full member of the RMEB (the republican interuniversity electronic library, contract No. 8 of January 1, 2017 is updated annually), there is remote access to electronic resources of the BD EBS "Lan", St.- St. Petersburg (agreement No. 1 dated March 3, 2014, perpetual), to the BD of the Scientific Electronic Library, Moscow (license agreement No.

2448-10 / 2016K of October 17, 2016), to the electronic library resources of the Kostanay State Pedagogical University Institute (annual renewal of the contract).

The share of annual expenditures for replenishment of the library fund (in tenge) in 2015 is 14.4 million tenge, in 2016 - 10.4 million tenge, in 2017 - 20.1 million tenge.

The total book supply for one student of the reduced contingent (1342 students) is 205 copies, the total book supply of educational and scientific literature per student of the contingent is 173.2 copies. The number of own editions of textbooks and teaching aids of the faculty members of the Institute that entered the IBC for the period from 2015 to 2017 is 178 titles (1,659 copies), of which 1,356 copies in the state language, in Russian - 204, in a foreign language - 99 copies.

At the Institute, a fund of electronic literature is being formed - 24,334 copies, of which 15,161 in the state language, 5,978 copies in Russian, 3,195 copies in a foreign language.

The "Bulletin of New Receipts" is regularly published in printed and electronic form. In order to provide bibliographic information in the library, it is customary in September to hold exhibition-previews of new literature received by the beginning of the academic year. All readers regularly receive advisory assistance in working with the library's reference and search apparatus, in selecting literature for seminars, essays, course, diploma theses, international scientific and practical conferences. Also, since 2016, there are CSI pages in social networks "In contact", "Twitter" and Instagram.

The availability of the curricula of specialties in the curricula of educational and methodological literature is 100%, of which the share of digital media ranges from 69% to 100%.

All literature arriving at the library passes timely registration and operational cataloging through the AIS "IRBIS-64". The information and library complex includes 46 personal computers, including 37 computers in reading rooms and season tickets, a media room, 9 computers for book work, 12 netbooks, 1 multimedia system (buffer, projector, laptop, portable screen), 12 e-books, 1 tablet, 5 multifunction devices, 3 flatbed scanners, 10 DVD players, 2 TVs, 1 music center.

The ILC Service Department uses computer technologies to work with readers, to promote the information potential of the library. Popular among readers are virtual book exhibitions, booktrikers, bookrookings, etc. So, in 2017 the following were held: "The first step to the profession" - the traditional month of the freshman, literary and musical evenings for the state holidays of the RK, thematic reviews "The Day of the First President of RK", Days of the Chairs, Days of Information, talks on the basics of information culture, use of SPA and much more. A series of events was also held within the framework of the Republican action "One country - one book". An effective form of disclosure of the book fund was the practice of organizing subject views to scientific conferences. Visitors viewed more than 1400 people, exhibited literature and periodicals of 2500 copies, viewed more than 5,700 copies.

On an ongoing basis, directional signs - navigators, bibliographic and biobibliographic indexes are published in ED ArkGPI, work is carried out to fill the library with ILC pages on the website of the Arkalyk State Institute (www.api.kz).

Analytical part

EEC confirms the availability of responsible and support systems for students, including support through the university's website.

Members of the EEC note the lack of a systematic approach to conducting a check on the plagiarism of graduate work of students. In the course of the questionnaire it was found out that the check on plagiarism is conducted by individual teachers, there is no institutional practice of concluding contracts for the conduct of this kind of graduation thesis. The Commission stresses that the implementation of the "Anti-plagiarism" system will positively influence the quality of education in the context of the EP in case of its use when writing written works by trainees.

In the course of visual inspection and analysis of documents, the EEC was convinced that the library fund is equipped with editions of educational literature in accordance with direction "Education" on the basis of curricula and programs of all specialties recommended by teachers of the departments, as well as taking into account the reader's requests and meets the qualification requirements set by the Ministry of Education and Science of the Republic of Kazakhstan.

There are data on the availability of library and information resources and services. In the course of the interview, there was a general increase in the use of the Library and a significant increase in the use of electronic resources, such as e-books and online magazines. Interviews and open conversations with teachers and students have shown that they are satisfied with the resources and services offered through

Information and Library Complex.

Thus, 71.3% of the students surveyed were fully satisfied with the level of availability of library resources, and 80.6% of respondents provided quality services in libraries and reading rooms.

Strengths / best practices:

- sufficiency of material and technical resources and infrastructure;
- availability of a support system for students.

EEC recommendations:

- continue the work on filling the AIS "Platonus" with educational and methodological documentation in the context of the disciplines of the EP, including structured information (presentation materials, video materials, lecture notes, PF scientific papers, up-to-date educational literature, etc.);

- to develop a mechanism for a systematic verification of the results of research, diploma works on plagiarism.

Conclusions of the EEC on the criteria: strong - no, satisfactory - 8, suggest improvements - 1.

5.9. Standard "Public Awareness"

The Evidence

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 ARC.

The Institute actively uses the media center's opportunities to inform the public. 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.

ArkGPI 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 are conducted, 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.

A separate direction in informing the public is articles on the university, articles on the state of implementation of the EP and the educational work of the university: an article by the rector of the ArkGPI named after I. Altynsarin, doctor of science, associate professor S.B. Kuanyshbaeva "We are on the rise " Republican magazine "Kazakhstany" No. 11-12 of 2016; article of the dean of the faculty of pedagogy and philology A.K. Kaliyeva "The Applicant who came to us will not regret ", the weekly city newspaper "Torgay" from May 23, 2014. In the book, which was published on the 100th anniversary of Kapan Satybaldin's "I Praise" by the Publishing House of Russia "Higher Education and Science", the opening address was written by K.M. Shakirova, the teacher of the EP "Kazakh Language and Literature", N. Satybaldin relies on the above-mentioned book on the scientific works of K. Shakirova. The articles of students about the faculty teachers, about the events held by the departments are printed. For example, the article "Ұстаздың ұстазы - Eltai arai" student Tigonbaeva Dinara is dedicated to the teacher with 45 years of experience of the OP "Foreign Language: Two Foreign Languages" Anapin Eltay Hakimovich. The article "The hostel is my pride " students of the 3rd course of the OP "Kazakh Language and Literature" Koshan Assem, in the weekly city newspaper "Torgai" on October 21, 2016, is devoted to living conditions and events held in the Students' Houses. On the website www.api.kz there is a section "Media about the Institute", where you can find articles about the activities of the EP, published in the media.

The Institute is actively pursuing activities aimed at increasing the professional competence of the region's teachers: December 8, 2017 in Arkalyk State Pedagogical Institute. I. Altynsarina held an international forum "Polylactic education: theory and practice", which invited scientists, researchers, teachers, students, specialists interested in issues of bi- and poly-lingualism. The forum discussed the problems 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)

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 of a media center makes it possible to present professionally developed media materials about the university to the general public, which contributes to the formation and strengthening of an attractive image of the institute.

The Commission notes the systematic work on the placement of information on the site. Including audited financial statements and information on accredited OT, which allows to ensure transparency of activities.

At the same time, the commission notes that the information in the context of the personalities on the website is not fully presented. In this regard, it is possible to supplement the summary of the professors of the Cluster OP with information on the courses being read, the programs for raising the qualifications, 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 OT.

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.

EEC recommendations:

- Strengthen the work on creating individual pages of the PF and ensuring their accessibility to any interested persons on Internet resources in the context of personalities.

The conclusions of the EEC on the criteria: strong - 4, satisfactory - 9, suggests improvements - no.

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

The Evidence

In accordance with the Civil Code of the Republic of Kazakhstan 08-2009 "Classifier of specialties of higher and postgraduate education of the Republic of Kazakhstan", approved by the Order of the Committee for Technical Regulation and Metrology of the Ministry of Industry and Trade of the Republic of Kazakhstan dated March 20, 2009 No. 131-od EP 5B011700 - "Kazakh language and Literature ", 5B012100 - " Kazakh language and literature in schools with non-Kazakh language of instruction ", 5B011800 - " Russian language and literature ", 5B012200 - " Russian language and literature in schools with non-Russian language of instruction ", 5B011900 - " Foreign language: two foreign ul "belong to the group" Education ".

The organization of educational activities is carried out through planning the educational process and the content of education, as well as the purposeful selection of forms and methods of organizing the educational process.

The overall assessment of the implementation of educational programs of accredited specialties has shown a sufficient level of literacy in the field of philological education.

Obligatory component of training bachelors of education is their theoretical training in the field of psychology, the formation of skills in communication, analysis of personality and behavior, methods of preventing and resolving conflicts, motivating learners. The solution of this problem is provided by studying the basic discipline of the obligatory component "Psychology" (1 semester, 1 course, number of credits 1). 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 PD "Information and Communication Technologies", taught in 2016 in English (2 semester, 1 course, 2 credits). The elective course "New Technologies in Education", developed on the basis of NIS programs (2 semester, 1 course, number of credits 3), is included in the EP of all specialties, starting with the admission of 2012. The main content of the curriculum of the discipline "New Technologies in Education" is presented in the context of the seven modules that are studied in the course of learning in interrelationship. Program 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, managing and leadership in learning. 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. PFEP use tests in QuisMaker, Kahoot, Plickers.com, Cam Studio, Free Make video, Quis Free Maker, Spring Free.

Within the framework of the accredited specialties, modern methods of teaching and forms of organization of the educational process are widely used. Work on the introduction of new technologies is carried out: by improving the skills of teachers; open classes; Mutual

attendance of classes with the purpose of acquaintance with new technologies of training; conducting educational and methodical seminars; creation of a bank of innovations, methods, pedagogical technologies; development of teaching aids and recommendations on the use of innovations in practice; preparation of the thesis.

Teachers of the department in the classroom use a methodology based on problematic, heuristic, playful and other productive forms of learning that stimulate the creative abilities of students through direct involvement in creative cognitive activity. Interactive methods of teaching, information and communication technologies are actively introduced. In the classroom, techniques and techniques are used such as case studies, focusing questions, a detailed lecture, two lecturers, interactive training, preparation of an analytical essay, individual and group presentations, etc.

The methods used to organize the CDS are aimed at developing the ability of students to work with educational literature and primary sources, electronic catalogs, electronic libraries and Internet sites. The use of assignments of a practical nature forms a creative approach to their implementation, readiness for future pedagogical activity, the ability to use theoretical material in practice. The most effective methods of organizing the CDS are the design method (individually and in groups), writing essays, compiling annotations, summaries, supporting diagrams, glossaries, preparing presentations, portfolios, solving situational problems, developing pourochnye plans and scenarios of educational activities. The competences obtained during the implementation of the CDS form the ability to teach skills of self-learning.

Within the framework of the EP, emphasis is placed on various types of practices, the mutual sharing of lectures, practical and laboratory exercises to exchange experiences among teachers, and open-ended classes at the department, faculty and institute level are planned according to the plan for the teaching and methodological work of the departments; seminars, trainings, coaching, webinars are held to discuss the effectiveness of the application.

Analytical part

The accredited EP meet the criteria of the Standard "Standards in the context of individual specialties", objective evidence is provided. However, within the framework of the program, students have no opportunity to listen to the discipline in their field of specialization, taught by a practicing specialist

EEC recommendations:

- to use various forms of involving practitioners in the implementation of the educational process for the specified EP.

Conclusions of the EEC on the criteria: strong - no, satisfactory - 6, suggest improvements - no.

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

1) Standard "Management of the educational program":

- the university has a published policy of quality assurance;
- there is a continuous improvement in the evaluation of students' progress;
- clearly identified as responsible for business processes within the framework of the EP;
- the principle of openness and accessibility of the management of the EP and the management of the Institute for students, teachers, employers and other interested persons is respected;
- the process of developing an EP development plan is transparent and aimed at meeting the needs of the modern labor market.

2) Standard "Information Management and Reporting"

- compliance of the regular reporting system, including an assessment of the effectiveness and effectiveness of the university;
- availability of a mechanism for communication with students, employees, employers, conflict resolution mechanisms;
- regular measurement of the degree of satisfaction of the PF, staff and trainees needs within the framework of the EP and the availability of a system to address the deficiencies found;
- Information collected and analyzed by the university, takes into account the dynamics of the contingent of students in the context of the forms and types of education, employment and career growth of graduates.

3) Standard "Development and approval of the educational program":

- the correspondence of the developed educational programs to the established goals of the EP, the expected learning outcomes;
- functioning of an effective procedure for conducting external examinations of the OP.

4) Standard "Permanent monitoring and periodic evaluation of the EP ":

- conducting monitoring and periodic evaluation of the EP in order to ensure compliance with the needs of students;
- monitoring and periodic evaluation of the EP is considered by the effectiveness of evaluation procedures for trainees.

5) Standard "Student-centered teaching, teaching and assessment of academic performance":

- Equal opportunities for students to form an individual educational program aimed at the formation of professional competence are provided;
- Mechanisms for ensuring the learning outcomes of each graduate are determined and the completeness of their formation is ensured.

6) Standard "Learners":

- The university clearly defines the policy of contingent formation, including a system of benefits and discounts, pricing policy;
- the university conducts active vocational guidance work in the region;
- measures are provided for the employment of graduates, systematic monitoring of the employment of graduates, development of their career;
- The university is actively attracting students to extracurricular activities, which has a beneficial effect on self-education and development outside the main program.

7) Standard "Teaching staff":

- the management of the EP recognizes responsibility for its employees and provides favorable working conditions for them;
- active participation of the teaching staff in the life of society.

8) Standard "Educational resources and student support systems":

- sufficiency of material and technical resources and infrastructure;
- availability of a support system for students.

9) 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.

10) Standard "Standards in the context of individual specialties":

- the presence in the program of disciplines teaching innovative methods of teaching and planning of instruction, including interactive methods of teaching.



(VII) REVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY

In order to further develop and improve the Institute's activities for the implementation of accredited EP based on the findings of the Report on the results of the work of the EEC, IAAR recommends:

1) Under the Standard "Management of the educational program":

- noting a sufficient level of SRW, we recommend considering the possibility of including in the Catalog of elective disciplines of author's courses developed on the basis of the results of PTS studies of accredited cluster programs;
- continue the practice of organizing courses on management of education and student-centered training for managers of the EP.

2) Under the Standard "Information Management and Reporting":

- continue the practice of ensuring the evaluation of the effectiveness and effectiveness of its activities in the context of the implemented EP.

3) Under the Standard "Development and approval of the educational program":

- to consider the possibility of creating additional educational trajectories within the framework of the above-mentioned EP;
- update the document regulating the formation of the EMCD EP;
- consider the possibility of developing joint educational programs with foreign educational organizations.

4) Under the Standard "Continuous monitoring and periodic evaluation of EP"

- continue the practice of attracting key employers (schools in Arkalyk) to monitoring educational programs;
- expand the Catalog of elective disciplines by including educational subjects, the mastering of which will contribute to the formation of additional professionally significant and interdisciplinary competencies.

5) Under the Standard "Student-centered teaching, teaching and assessment of academic performance":

- taking into account the specifics of pedagogical professional activity, to provide for the possibility of a comprehensive evaluation of learning outcomes through the implementation of integrated / intersubject projects;
- monitor the use of various methods of training and knowledge control;
- to develop a comprehensive program for the upgrading of qualifications of PTS accredited by the EP in the context of student-centered teaching.

6) Under the Standard "Learners":

- consider the possibility of facilitating the external and internal mobility of students, receiving external educational grants; regularly conduct explanatory work and provide information support for academic mobility programs, including organizing mailings;
- to attract trainees accredited to the EP to the activities of the media center of the Institute as volunteers.

7) Under the Standard "Teaching Staff":

- develop criteria for a differentiated approach to assessing the performance of PTS, consider the possibility of introducing KPI;
- inform the PTS about the possibility of participating in scientific projects;
- consider the possibility of attracting prominent domestic and foreign scientists to implement the EP, including in virtual mode;
- develop a program for the development of academic mobility of PTS.

8) Under the Standard "Educational Resources and Systems for Student Support":

- continue the work on filling the AIS "Platonus" with educational and methodological documentation in the context of the disciplines of the EP, including structured information (presentation materials, video materials, synopses of lectures, scientific works of PTS, current educational literature, etc.);

- to develop a mechanism for a systematic verification of the results of SRW, diploma works on plagiarism.

9) Under the Standard "Public Awareness":

- strengthen the work on creating individual pages of the PTS and ensuring their accessibility to any interested persons on Internet resources in the context of personalities.

10) Under the Standard "Standards in the context of individual specialties":

- to use various forms of involving practitioners in the implementation of the educational process for the specified EP.



Appendix 1. Evaluation table "SPECIALIZED PROFILE PARAMETERS"

№	№	Evaluation criteria	Position of the organization of education			
			Strong	Satisfactory	Assumption of	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 scientific 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 joint / two-degree education and academic mobility.		+		
5	5.	The management of the EP provides transparency in the development of an EP development plan based on an analysis of its functioning, the real positioning of the institution and the focus of its activities on satisfaction of the needs of the state, employers, stakeholders and students.		+		
6	6.	The management of the EP demonstrates the functioning of the mechanisms for the formation and regular revision of the OP development plan and monitoring its implementation, assessing the achievement of the training objectives, meeting the needs of students, employers and society, decision-making aimed at the continuous improvement of the EP.		+		
7	7.	The management of the EP should involve representatives of stakeholder groups, including employers, learners and PTS to the formation of the development plan for the EP.	+			
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 a clear definition of those responsible for business processes within the framework of the EP, an unambiguous distribution of duties of staff, delineation of functions of collegial bodies.	+			
10	10.	The management of the EP shall provide evidence of the transparency of the management system of the educational program.		+		
11	11.	The management of the EP 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, PTS, students) in the collegial management bodies 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 students, PTS, employers and other interested persons.	+			
16	16.	The management of the EP must receive training on programs management of education.	+			
17	17.	The management of the EP should strive to ensure that progress achieved since the last external quality assurance, was taken into account when preparing for the next procedure.		+		
Total for the standard						
Standard "Information Management and Reporting"						
18	1.	The university should ensure the functioning of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software.		+		
19	2.	The management of the EP should demonstrate the systemic use of processed, adequate information to improve the internal quality assurance system.		+		
20	3.	Within the EP, there should be a system of regular reporting, reflecting all levels of the structure, including an assessment efficiency and effectiveness of the activities of departments and departments, scientific research.	+			
21	4.	The university should establish the periodicity, forms and methods for assessing the management of the EP, the activities of collegial bodies and structural divisions, top management, implementation of scientific projects.	+			
22	5.	The institution should demonstrate the definition of order and ensure the protection of information, including the definition responsible persons for the reliability and timeliness of the analysis of information and the provision of data.		+		
23	6.	An important factor is the involvement of trainees, workers and PTS in the processes of collecting and analyzing information, as well as making decisions based on them.		+		
24	7.	The management of the EP should demonstrate the existence of a mechanism for communication with learners, employees and other stakeholders, including the existence of conflict resolution mechanisms.	+			
25	8.	The university should provide a measure of the degree of		+		

		satisfaction of the needs of the PTS, staff and learners within the EP and demonstrate evidence of the elimination of discovered deficiencies.				
26	9.	The university should evaluate the effectiveness and effectiveness of activities, including in the context of the EP.	+			
		The 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.	Students, employees and PTS must confirm their consent to the processing of personal data.		+		
34	17.	The management of the EP should facilitate the provision of all necessary information in the relevant fields of science.		+		
Total for the 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 established objectives, including the expected learning outcomes.		+		
37	3.	The management of the EP shall ensure that the developed models graduate of the EP, describing the results of training and personal qualities.		+		
38	4.	The management of the EP should demonstrate the conduct of external assessments of the EP.	+			
39	5.	The qualification obtained at the conclusion of the EP shall be clearly defined, clarified and consistent with a certain level of the NQF.		+		
40	6.	Management should determine the impact of disciplines and professional practices on the formation of learning outcomes.		+		
41	7.	An important factor is the possibility of preparing students for professional certification.		+		
42	8.	The management of the EP shall provide evidence of the participation of trainees, PTS 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 the content of the training disciplines and learning outcomes of the level of study (bachelor's, master's, doctoral).		+		

45	11.	In the structure of the EP, various activities should be envisaged that are consistent with the learning outcomes.		+		
46	12.	An important factor is the existence of joint EP with foreign educational organizations.			+	
Total for the standard			3	8	1	
The 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 EP should consider:						
48	2.	the content of programs in the light of the latest achievements of science in a particular discipline in order 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 of students	+			
51	5.	effectiveness of evaluation procedures for students;		+		
52	6.	expectations, needs and satisfaction of learners by training in vocational education on EP;		+		
53	7.	educational environment and support services and their compliance with the objectives of the EP.	+			
54	8.	The higher education institution and management must provide evidence of the participation of trainees, employers and other stakeholders in the review EP.	+			
55	9.	All interested persons should be informed of the 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 EP should ensure that the content and structure of the EP is reviewed, taking into account changes in the labor market, the requirements of employers and the social demand of the community.				
Total for the standard			4	6	0	
The standard "Student-centered teaching, teaching and evaluation learning achievement "						
57	1.	The management of the EP should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths.		+		
58	2.	The management of the EP should ensure the use of various forms and methods of teaching and learning.		+		
59	3.	An important factor is the availability of own research in the field of methods of teaching the academic disciplines of the EP.		+		
60	4.	The management of the EP shall demonstrate the existence of a system feedback on the use of different teaching methods and evaluation of learning outcomes.		+		
61	5.	The management of the EP must demonstrate support autonomy of students with simultaneous guidance and assistance from the teacher.		+		
62	6.	The management of the EP 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 mechanism for evaluating learning outcomes for each EP, including an appeal.		+		
64	8.	The university should ensure that the procedures for evaluating the learning outcomes of the trainees are consistent with the planned learning outcomes and program objectives. Criteria and methods of assessment within the framework of the EP should be published in advance.		+		
65	9.	The institution should determine the mechanisms for ensuring that each graduate has mastered the learning outcomes and is provided with completeness of their formation.	+			
66	10.	Evaluators should have modern methods evaluate the results of training and regularly improve their qualifications in this field.		+		
Total for the standard			1	9	0	
Standard "Learners"						
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 life cycle of students (from receipt to completion), should be identified, approved, published.	+			
68	2.	The management of the RP should demonstrate special adaptation programs and support for the just received and foreign students.	+			
69	3.	The university should demonstrate the conformity of its actions 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 Information Recognition Centers" ENIC / NARIC to ensure comparable recognition of qualifications.		+		
71	5.	The management of the EP should demonstrate the availability and application of a mechanism for recognizing the results of academic mobility of learners, as well as the results of additional, formal and informal training.		+		
72	6.	The institution should provide an opportunity for external and internal mobility of learners, as well as assist them in receiving external grants for training.		+		
73	7.	The management of the EP should make the maximum amount of effort to provide practice-based practices, facilitate the employment of alumni, and maintain with them connection.	+			
74	8.	The institution should provide the graduates EP with documents confirming the received qualification, including the results of the training achieved, as well as the context, content and the 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 management p of the EP should actively encourage students to self-education and development outside the main program (extracurricular activities).	+			

77	11.	An important factor is the availability of associations / associations of alumni.		+		
78	12.	An important factor is the availability of a support mechanism gifted students.		+		
Total for the standard			4	8	0	
Standard "Professorial- Teaching Staff"						
79	1.	The institution should have an objective and transparent personnel policy, including hiring, professional growth and development of staff, ensuring the professional competence of the entire state.		+		
80	2.	The university should demonstrate the conformity of the personnel potential of the PPS with the development strategy of the university and the specifics of the EP.		+		
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 a student-centered training.		+		
83	5.	The university should determine the contribution of the PTS of the EP to the implementation of the development strategy of the university, and other strategic documents.		+		
84	6.	The institution should provide opportunities for career growth and professional development PPS EP.		+		
85	7.	The management of the EP should involve practitioners of relevant industries in the teaching.			+	
86	8	The management of the EP should ensure targeted actions for the development of young teachers.		+		
87	9.	The university should demonstrate the motivation for the professional and personal development of the teachers of the EP, including the promotion of both the integration of scientific activities and education, and application of innovative teaching methods.			+	
88	10.	An important factor is the active use of PTS information and communication technologies in the educational process (for example, on-line training, e-portfolio, MEP, etc.).		+		
89	11.	An important factor is the development of academic mobility within the framework of the EP, attracting the best foreign and domestic teachers.			+	
90	12.	An important factor is the involvement of the PTS of the EP in the life of society (the role of PTS in the education system, in the development of science, region, creating a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).		+		
Total for the standard			3	6	3	
Standard "Educational resources and student support systems"						
91	1.	The management of the EP should demonstrate the sufficiency of the material and technical resources and infrastructure.		+		
92	2.	The management of the EP should demonstrate the existence of procedures support various groups of students, including information and consulting.		+		

		The management of the EP should demonstrate compliance information resources specific to the EP, including compliance:				
93	3.	technological support for students and PTS 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 education, basic and profiling disciplines on paper and electronic media, periodicals, access to scientific databases;		+		
95	5.	examination of the results of scientific research, final works, dissertations on plagiarism;			+	
96	6.	functioning of 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 for mastering the EP are similar to those used in the relevant industries.				
98	8.	The institution must ensure compliance with safety requirements in the learning process.				
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 for the standard			0	8	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, with expected results training;	+			
101	2.	information on the possibility of assigning qualifications to 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 employment opportunities for graduates.		+		
105	6.	The management of the EP should use a variety of ways to disseminate information (including media, web resources, information networks etc.) for informing the general public and interested persons.	+			
106	7.	Public information should include support and explanation of national development programs of the country and the system of higher and postgraduate education.	+			
107	8.	The university should publish on its own web resource an audited financial reporting.	+			
109	9.	The university should demonstrate the reflection on the web resource information characterizing the university in general and in the context of the EP.		+		
110	10.	An important factor is the existence of an adequate and objective information on PPS EP, in the context of personalities.		+		
111	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 organizations education.				
112	12.	The institution should place information and links to external resources based on the results of external evaluation procedures.				
113	13	An important factor is the participation of the institution and the various external evaluation procedures.				
Total for the standard			4	9	0	
Standards in the context of individual specialties						
EDUCATION						
		Educational programs in the field of "Education" must meet the following requirements:				
113	1.	The management of the EP should demonstrate the availability of graduates of a program of theoretical knowledge in the field of psychology and communication skills, analysis of personality and behavior, methods of preventing and resolving conflicts, motivation of students;		+		
114	2.	The leadership of the EP should demonstrate literacy graduates of the program in the field of information technology.		+		
115	3.	3. The management of the EP 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 learners (games, case studies / situations, use multimedia tools);		+		
116	4.	The management of the EP should demonstrate to the students the ability to teach self-study skills;		+		
117	5.	The EP should emphasize 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 EP, 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 for the standard			0	6	0	
TOTAL			30	82	6	