



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

*Addressed
Accreditation
the Council of the IAAR*

REPORT

on the results of the external expert assessment Commission for compliance with the requirements of the standards of specialised accreditation of educational programmes
5B010300/6B01101 – «Pedagogy and psychology »,
5B012300/6B01801 – «Social pedagogy and self-knowledge», 5B050300/6B03101 –
«Psychology», 5B010200/6B01301 – «Pedagogy and methodology of primary education»,
5B010500/6B01901 – «Defectology», 5B010100/6B01201 – «Preschool education and
upbringing» RSE on REM “Sarsen Amanzholov East Kazakhstan state University”

from « 01 » to « 03 » June 2020 г.

Ust-Kamenogorsk

June 03, 2020

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

*Addressed
Accreditation
the Council of the IAAR*



REPORT

**on the results of the external expert assessment Commission for compliance with the requirements of the standards of specialised accreditation of educational programmes
5B010300/6B01101 – «Pedagogy and psychology »,
5B012300/6B01801 – «Social pedagogy and self-knowledge», 5B050300/6B03101 – «Psychology», 5B010200/6B01301 – «Pedagogy and methodology of primary education», 5B010500/6B01901 – «Defectology», 5B010100/6B01201 – «Preschool education and upbringing» RSE on REM “Sarsen Amanzholov East Kazakhstan state University”**

from « 01 » to « 03 » June 2020 г.

Ust-Kamenogorsk

June 03, 2020

CONTENT

| | |
|--|----|
| (I) LIST OF DESIGNATIONS AND ABBREVIATIONS..... | 4 |
| (II) INTRODUCTION | 5 |
| (III) REPRESENTATION OF THE EDUCATIONAL ORGANISATION | 6 |
| (IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE..... | 8 |
| (V) DESCRIPTION OF THE EEC VISIT..... | 8 |
| (VI) COMPLIANCE WITH SPECIALISED ACCREDITATION STANDARDS | 9 |
| 6.1 Standard "Management of the educational programme" | 9 |
| 5.2 Standard "Information Management and Reporting" | 12 |
| 6.3 Standard "Development and approval of the educational programme" | 14 |
| 6.4 Standard "On-Going monitoring and periodic review of educational programmes" | 16 |
| 6.5 Standard "Student-centered learning, teaching and performance assessment" | 17 |
| 6.6 Standard "Students"..... | 19 |
| 6.7 Standard "Teaching staff" | 21 |
| 6.8 "Educational resources and support systems for students and undergraduates" | 23 |
| 6.9 Standard « Public Information»..... | 25 |
| 6.10 Standard "Standards in the context of individual specialties" | 26 |
| (VII) REVIEW OF STRENGTHS / BEST PRACTICES FOR EACH STANDARD | 26 |
| (VIII) REVIEW RECOMMENDATIONS FOR QUALITY IMPROVEMENT | 28 |
| Appendix 1 Evaluation table "PARAMETERS OF A SPECIALISED PROFILE" | 31 |

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

| | |
|-----------|---|
| NAAR/IAAR | Independent Agency for Accreditation and Rating |
| EKSU | RSE on REM “Sarsen Amanzholov East Kazakhstan state University” |
| AB | Accreditation board NAAR /IAAR |
| EEC | External expert commission NAAR /IAAR |
| SAC | state attestation commission |
| SMSE RK | State mandatory standard of education of the Republic of Kazakhstan |
| UNT | unified national test |
| IS | information systems |
| IC | individual curriculum |
| CMY | committee for matters concerning youth |
| CED | catalog of elective disciplines |
| MCS RK | Ministry of culture and sports of the Republic of Kazakhstan |
| MEP | modular educational program |
| MES RK | Ministry of education and science of the Republic of Kazakhstan |
| NQS | National qualifications system |
| SRW | scientific-research work |
| SRWS | scientific-research work the student |
| RWMS | research work of a master student |
| GES | general education subjects |
| EP | educational program |
| RO | registrar's office |
| TS | teaching staff |
| BC | border control |
| WC | working curriculum |
| SHD | social and humanitarian disciplines |
| M | media |
| QMS | quality management system |
| IWST | independent work of a student with a teacher |
| CC | current control |
| TC | typical curriculum |
| EMCD | educational and methodical complex of the discipline |

(II) INTRODUCTION

In accordance with Order no. -30/1-OD of 13.04.2020 of the independent accreditation and rating Agency, from 1 to 3 June 2020, an external expert Commission evaluated the compliance of the educational program 5B010300/6B01101 Pedagogy and psychology, 5B012300/6B01801 Social pedagogy and self-knowledge, 5B050300/6B03101 Psychology, 5B010200/6B01301 Pedagogy and methods of primary education, 5B010500/6B01901 Defectology, 5b010100/6b01201 PRESCHOOL education and upbringing of RSE on PHV "East Kazakhstan state University named after S. Amanzholova "MES RK Standards of specialized accreditation of the educational program of higher and postgraduate education NAAR (from" 24 " February 2017 № 10-17-OD, fifth edition). The report of the external expert Commission (EEC) contains an assessment of the compliance of the accredited EP with the NAAR criteria, recommendations of the EAC for further improvement, and parameters of the EP profile.

Composition EEC:

Chairman– Shunkeev Kuanyshbek Shunkeevich, Ph. D., Professor of Aktobe regional state University named after K. Zhubanov (Aktobe).

Expert NAAR/IAAR– Berdenov Zharas Galimzhanovitch, acting associate professor of Eurasian national University named after L.N.Gumiljev EP 5B060800/6B05202 Ecology, 5B011600/6B01506 Geography (Nur-Sultan, Republic of Kazakhstan).

Expert NAAR/IAAR-Gabdulina Ainur Zhumagazyevna, Ph. D., associate Professor of the Kazakh Agrotechnical University named after S. Seifullin (Nur-Sultan) 5B011400/6B01601 «History», 6M020300/7M02202 – «History»

Expert NAAR/IAAR-Karimova Gulmira Sarsemkanovna, PhD, senior lecturer of the Abai Kazakh National pedagogical University. (Almaty) 5B011700/6B01701 – «Kazakh language and literature», 6M011700/7M01701 – « Kazakh language and literature»

Expert NAAR/IAAR-Kulakhmetova Mergul Sabitovna, Ph.D., associate Professor of the Pavlodar State pedagogical University (Pavlodar, Republic of Kazakhstan) 5B011900/6B01703 – «Foreign language : two foreign languages», 5B020700/6B02301 – «Translation studies »)

Expert NAAR/IAAR-Kunakova Klara Umirzakovna, PhD, Professor of the Abylai Khan Kazakh University of international relations and world languages. (Almaty). 5B010200/6B01301 – «Pedagogic and preschool methodic», 5B010300/6B01101 – «Pedagogic and Psychology»).

Expert NAAR/IAAR-Mukhametkarimov Yerzhan Sovetbekovich, al-Farabi Kazakh national University (Almaty). 6B071000/6B07101 – «Material sciences and technology new materials», 6M071000/7M07101 – « Material sciences and technology new materials »).

Expert NAAR/IAAR-Muhanbetkaliev Esbol Esenbayuly, Ph. D., associate Professor of the Kazakh agrotechnical University named after S. Seifullin (Nur-Sultan). /7M02201 – «Philosophy»).

Expert NAAR/IAAR-Muchkin Dmitry Pavlovich, associate Professor of the Pavlodar state pedagogical University (Pavlodar). 5B012000/6B01402 – «Professional study, art and graphic»/« Professional study», 6M012000/7M01402 – «Professional study, art and graphic»/« Professional study »).

Expert NAAR/IAAR-Omarbekova Aikumis Ilyasovna, Ph. D., associate Professor of L. N. Gumilyov Eurasian national University (Nur-Sultan). 5B010500/6B01901 – «Defectology », 5B010100/6B01201 – «Pre school study and education»).

Expert NAAR/IAAR- Rakhimov Murat Amanzholovich, Ph. D., associate Professor of the Department of Construction materials and technologies, Karaganda state technical University (Karaganda). EP 5B072800/6B07201 – «Technology of processing industries»).

Expert NAAR/IAAR- – Toltsbayeva Zhanna Zhenissovna Doctor of philological sciences, professor of Kazakh national academy of choreography (Nur-Sultan), (EP 5B011800/6B01702 – «Russian language and literature», 5B050400/6B03201 – «Journalism »).

Expert NAAR/IAAR- Natalia Nikolaevna Khan, PhD, Professor of the Abay Kazakh national pedagogical University. (Almaty). 5B050300/6B03101 – «Psychology», 5B012300/6B01801 – «Social pedagogic and self knowledge»).

Expert NAAR/IAAR-Irina Chidunchi, PhD, associate Professor of S. Toraigyrov Pavlodar state University, Chairman of the Council of young scientists of the Pavlodar region (Pavlodar). «Ecology», 5B073100/6B11201 – «Life safety and environmental protection»).

Expert NAAR/IAAR, Employer- Sadykova Nurzhamal Anuarbekovna, acting Director of Lyceum No. 44 named after Oralkhan Bokey (Ust-Kamenogorsk). EP 5B011800/6B01702 – «Russian language and literature», 5B010300/6B01101 Pedagogic and psychology

Expert NAAR/IAAR, Student- Madina Daniyarova Daniyarkyzy, studying on EP 5B073100- "Life Safety and environmental protection" of D. Serikbayev East Kazakhstan state University (Ust-Kamenogorsk).

Observer from the IAAR/IAAR - Niyazova Guliyash Balkenovna, project manager for the institutional and specialized accreditation of IAAR / IAAR universities (Nur-Sultan).

(III) REPRESENTATION OF THE EDUCATIONAL ORGANISATION

Educational activity of the East Kazakhstan state University named after S. Amanzholov (hereinafter - the University) for undergraduate and graduate programs is based on the Law "On education" of the Republic of Kazakhstan of 27 July 2007, perpetual license (No. 12020617) issued by the Committee for control in education and science Ministry of education and science of the Republic of Kazakhstan 11 December 2012.

The University positions itself as one of the leading educational, scientific, methodological and cultural centers in the Eastern region of the country. The history of the University dates back more than 67 years, since 1952. Over the years of its existence, the University has trained more than 61 thousand specialists who successfully work in various industries both in Kazakhstan and abroad.

The University has passed the international certification of the QMS (certificate from 29.10.05 DIN EN ISO 9001: 2000 No. 04115225 issued by the Munich certification center) in 2010, 2014, this center conducted recertification of the QMS.

In 2005, 2010, 2015. The University has successfully passed state certifications. At the University, training is conducted on a three-stage model: bachelor's, master's, doctoral studies. Since 2016, the higher College of EKSU has been EPerating in the structure of the University S. Amanzholova.

The contingent of students at the University on 05.10.2019 - 7034 peEPle. The University provides education in the state, Russian and English languages.

The University is a member of 7 international Associations.

In the international ranking of higher education institutions (ARES-2019) The University entered the "A+" category: High quality of teaching, scientific activity and demand for graduates by employers (High quality performance)(ranked 6th among 95 universities in Kazakhstan); Webometrics-11287 position (among 121 University of Kazakhstan ranks 29th), according to International Colleges&Universities it occupies the 5898th position among 13,600 universities in the world (among 108 universities in Kazakhstan it occupies 16 place).

In 2005, 2010, 2015. The University has successfully passed state certifications. At the University, training is conducted on a three-stage model: bachelor's, master's, doctoral studies. Since 2016, the higher College of EKSU has been operating in the structure of the University. S. Amanzholova.

In the National ranking of the best universities in Kazakhstan – 2019, conducted by the Independent Agency for quality assurance in education, S. Amanzholov EKSU ranks 6th among 20 multidisciplinary universities in Kazakhstan.

In the national rating of NAAR universities of Kazakhstan-2019, the University ranks 7th among 58 universities in Kazakhstan. In the EP rating, 31 educational programs (11 bachelor's degrees, 18 master's degrees, and 2 doctoral degrees) were among the top three in accordance with the levels and areas of training of specialists.

According to the results of the rating of the National chamber of entrepreneurs of the Republic of Kazakhstan "Atameken" - 2018, educational programs of S. Amanzholov EKSU are among the top three in their areas: 5B010100 "Preschool education and upbringing" - 1st place; 5B011200 "Chemistry" - 3rd place; 5B010200 "Pedagogy and methods of primary education" - 3rd place; 5B060600 "Chemistry" - 3rd place; 5B071000 "materials Science and technology of new materials" - 3rd place.

The University has successfully passed the institutional accreditation and is accredited for a period of 5 years NAOKO (ia-a certificate No. 0104 dated may 27, 2019), certificates: may 27, 2019 - may 24, 2024

On the site <https://www.vkgu.kz/ru> the main Mission of the University is to ensure the leading role of the University in the international scientific and educational space for the formation of competitive specialists for the innovative development of Kazakhstan. Vision: the University positions itself as a research and educational center in the innovative development of Kazakhstan, which is included in the rating of the best universities in the country and in the world. Priority activities of the University are implemented in accordance with the state policy in the field of education of the Republic of Kazakhstan.

The University has various research laboratories and centers. The national scientific laboratory for collective use (NNLCP) is one of 5 in the Republic of Kazakhstan and the only one in the Eastern region. The total amount of funding for scientific activities in 2019 was 370,557 tenge, of which: for grant funding-133966.69 thousand tenge; for contractual projects-10 000.00 thousand tenge; for international projects-12403.86 thousand tenge.

The University publishes scientific journals "Regional Bulletin of the East" and "The world of the big Altai", in which scientists from near and far abroad publish their research results. Journal "World of the great Altai" is included in the database RISC.

Educational activities of educational programs 6B01101 (5B010300) - Pedagogy and psychology, 6B01201 (5B010100) - Preschool education and upbringing, 6B01301 (5B010200) - Pedagogy and methodology of primary education, 6B01801 (5B012300) - Social pedagogy and self-knowledge, 6B01901 (5B010500) – Defectology, 6B03101 (5B030500) - Psychology (hereinafter referred to as the new code of Educational Programs) is carried out on the basis of a state perpetual license (№. 12020617) 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 December 11, 2012, as well as annexes to license No. 042 dated April 5, 2019

Table 1. History of the Opening of Educational Programs

| Year of Opening of the Educational Program | Code and name of the Educational Program |
|--|--|
| 1991 year | 6B03101 (5B030500) - Psychology |

| | |
|-----------|--|
| 2004 year | 6B01201 (5B010100) - Preschool education and upbringing |
| 2004 year | 6B01901 (5B010500) - Defectology |
| 2005 year | 6B01301 (5B010200) - Pedagogy and methods of primary education |
| 2008 year | 6B01101 (5B010300) - Pedagogy and psychology |
| 2011 year | 6B01801 (5B012300) - Social pedagogy and self-knowledge |

Personnel training for accredited Educational Programs is carried out by the Department of Pedagogical Education and Management and the Department of Psychology and Correctional Pedagogy, which are structural units of the Faculty of Psychology, Pedagogy and culture. The teaching staff of the departments is represented by qualified personnel. Graduation data for Educational Programs is presented below.

Table 2. Graduation of the teaching staff in the context of the educational program

| Educational Program | 2019-2020 academic year | |
|---|-------------------------|------------|
| | Total teaching staff | Graduation |
| 6B011 Pedagogy and Psychology | 55 | 56,36% |
| 6B012 Pedagogy of preschool education and training | 70 | 54,29% |
| 6B013 Teacher training without subject specializations | 76 | 55,26% |
| 6B018 Training of specialists in social pedagogy and self-knowledge | 63 | 57,14% |
| 6B019 Training of specialists in special pedagogy | 58 | 56,9% |
| 6B031 Social Sciences | 65 | 53,85% |

Thus, the policy of the University is aimed at the formation of a competitive personality, as well as the creation of a recognizable brand in domestic and foreign higher education.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational programs 5B010300 / 6B01101 - "Pedagogy and psychology", 5B012300 / 6B01801 - "Social pedagogy and self-knowledge", 5B050300 / 6B03101 - "Psychology", 5B010200 / 6B01301 - "Pedagogy and methodology of primary education", 5B010100 / 6B01201 - "Preschool education and upbringing" have not been previously accredited by IAAR.

(V) DESCRIPTION OF THE EEC VISIT

Visit of the external expert commission to the East Kazakhstan State

S. Amanzholov University was carried out on the basis of the approved and previously agreed Program of the visit of the expert commission for specialized accreditation of Educational Programs in the period from June 1 to June 3, 2020.

In order to coordinate the work of the External Expert Commission, on May 31, 2020, an Opening meeting was held, during which powers were distributed among the commission members, the schedule of the visit was clarified, and agreement was reached on the choice of examination methods.

In order to obtain objective information on the assessment of the university's activities, the members of the External Expert Commission used such methods as visual inspection,

observation, interviewing employees of various structural units, teachers, students, alumni and employers, questioning the teaching staff, students.

In accordance with the requirements of the standards, the program of the visit covered meetings with various categories of participants, as shown below.

Table 3 - Information about employees and students who took part in the meetings with the IAAR External Expert Commission

| Participant category | quantity |
|-------------------------------|------------|
| Rector | 1 |
| Vice-rectors | 2 |
| Heads of structural divisions | 22 |
| Deans of faculties | 3 |
| Heads of departments | 9 |
| Teachers | 7 |
| Students | 10 |
| Graduates | 5 |
| Employers | 62 |
| Total | 121 |

During a visual inspection, the members of the External Expert Commission got acquainted with the state of the material and technical base, visited the faculties and departments that implement accredited Educational Programs, laboratories, library, museum, assembly hall, gym, dining room, training workshops, Student House №. 4, 5 and other.

The events planned during the visit of the IAAR External Expert Commission contributed to the familiarization of experts with the bases of practices for accredited Educational Programs. The expert group visited the regional history and local history museum, "Shygys Akparat", "Ak niet" boarding school for children with disabilities, educational research "Ecobiocenter", "Zashchinsky elevator".

In accordance with the accreditation procedure, a survey was conducted of 53 teachers, 63 students of junior and senior undergraduate courses.

In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the working documentation of the university. Along with this, the experts studied the Internet positioning of the university through the official website of the university <https://www.vkgu.kz>.

For the work of the External Expert Commission, all conditions were created; access to all necessary information resources was organized. On the part of the university staff, the presence of all persons indicated in the visit program was ensured, observing the established time interval.

As part of the planned program, recommendations for improving accredited Educational Programs, developed by the External Expert Commission based on the results of the examination, were presented at a meeting with the management on June 3, 2020.

(VI) COMPLIANCE WITH SPECIALISED ACCREDITATION STANDARDS

6.1 Standard "Management of the educational programme"

Evidence part

The quality policy of S. Amanzholov EKSU is determined by the mission of the university, which is realized through its vision. Based on this, the Goals facing the departments that implement the accredited Educational Programs 5B010300 / 6B01101 - "Pedagogy and

Psychology", 5B012300 / 6B01801 - "Social Pedagogy and Self-Knowledge", 5B050300 / 6B03101 - "Psychology", 5B010200/6B01301 – «Pedagogy and methodology of primary education», 5B010500 / 6B01901 - "Defectology", 5B010100 / 6B01201 - "Preschool education and upbringing", in general, correspond to the vision of the university and are aimed at increasing social responsibility for the results of their activities, the quality of training specialists, the formation of a modern worldview of the younger generation.

In accordance with the Strategy and Policy in the field of quality of the university, the corresponding structural units have been created.

As a result of interviews with university staff, it was possible to reveal that when making changes to the University Development Strategy, as well as to the Quality Assurance Policy, a discussion is held among the Teaching Staff and the promotion of the introduced changes through seminars, trainings, which contributes to the understanding of innovations in the management of educational programs and the formation of a positive attitude towards them.

Employers, students and other interested persons are involved in the development of Educational Programs and monitor the learning outcomes, take an active part in the discussion and decision-making on the implementation of changes, and the assessment of the university's activities. The evidence is provided by the documents presented in the form of minutes of meetings of departments, reviews of Modular Educational Programs of specialties, questionnaires, polls and interviews.

The educational and methodological documentation of the Educational Programs is developed in accordance with the State Educational Standard of Teaching, model programs, working curricula.

The management of Educational Programs is transparent: students have access to information about the internal regulations, the rules of organizing the educational process, the procedure for paying for tuition, the contract for the provision of educational services, the Catalog of Elective Disciplines, the Educational-Methodological Complex of Disciplines, methodological materials on the organization of the Student's Independent Work. The university website contains information about the teachers of the departments.

In order to increase competitiveness, such activities are developed and implemented as analysis of the demand and competitiveness of graduates; development of external academic mobility; expansion of the academic environment around the university. In general, there is a consistency in the management of the implemented educational programs, which is expressed in the creation of the necessary collegial bodies for monitoring the quality of the content.

Educational Programs are supplied with Working Curricula, syllabuses, Teaching and Methodological Complexes of Disciplines, developed in accordance with regulatory documents. However, in the content of these documents, there is no logical sequence and interconnection of disciplines.

The Educational Programs provide for pedagogical, educational, industrial, pre-diploma and other types of practice. The content of the practice is described taking into account the requirements of the Law "On Education" of the Republic of Kazakhstan and is determined by the requirements of the State Educational Standard of Teaching of the Republic of Kazakhstan.

Analytical part

Analysis of the fundamental documents of the university showed that the University Development Program for 2018 - 2022 complies with the current legislation of the Republic of Kazakhstan in the field of education and science. Experts note that stakeholders (students, teachers and employers) are aware of the existence of a strategic plan, Policy and quality objectives, internal regulations.

Management of Educational Programs has demonstrated the efficiency of the internal quality management system.

The results of the questionnaire survey of the faculty, conducted during the visit of the IAAR External Expert Commission, showed the following positions on the reflection of the mission and strategy of the university in various aspects of the university's activities and organizational issues: very good - 84.9%, good - 15.7%; Among the problems were noted: the imbalance of the academic load by semester - often - 0%, sometimes - 43.4%, never - 56.6%, as well as lack of access to the Internet - often - 0%, sometimes - 34%, never - 66 %. Satisfied with the attitude of the university administration towards them and the activities of the university administration as a whole - 89%, found it difficult to give an answer in the provision of benefits (rest, sanatorium treatment, etc.) - 1.9%.

At the same time, the members of the commission draw attention to the fact that in order to reflect the uniqueness and individuality of the university in the eastern region, it is necessary to intensify work in various areas. Also, members of the External Expert Commission note the insufficient cooperation of the university with partners in the framework of the implementation of double-diploma education and academic mobility of the teaching staff.

External Expert Commission of the IAAR, having held meetings, conversations and interviews with the rector, vice-rectors, heads of departments, heads of structural divisions, students, faculty, representatives of employers' organizations and alumni, as well as by questioning the faculty and students, detailed familiarization of experts with the educational the infrastructure of the university, material and technical and informational and methodological resources and the necessary documents notes the following.

Strengths / Best practices

- systematization of regulatory documents in accordance with the Development strategy of the university and the quality assurance policy;
- the formation of accredited Educational Programs is carried out on the basis of analysis and study of the needs of the regional labor market;
- organization of the Academic Council of the university to involve representatives of stakeholder groups, including employers, students and the Faculty, in the formation of a Development plan for educational programs;

Recommendations of the External Expert Commission

- Management of Educational Programs in strategic planning based on the results of labor market monitoring and social demand for specialists in the region;
- to strengthen the analysis of risk management in the management system of educational programs;
- to widely introduce multilingual education with the formation of multilingual groups with the study of disciplines in three languages;
- the management of Educational Programs to strengthen feedback with stakeholders, including employers, to actively involve them in the Development of Educational Programs;
- in the content and description of the accredited Educational Programs, to more clearly present their distinctive features and uniqueness, while focusing on the specifics of the region and the national component;
- to determine the priorities of Research Work in the context of ongoing Educational Programs, to intensify the research activities of the Teaching Staff, to systematically introduce the results of Research Work in the educational process, to expand the range of scientific and methodological products produced in accordance with the practice-oriented aspects of Educational Programs;
- to provide, in accordance with the strategic plan of the university, the Development of strategic plans for the Development of educational programs with the definition of specific indicators and parameters of the expected result by years, taking into account the risks and ways to reduce their negative manifestation;

- to develop an assessment toolkit that allows monitoring the level of competence formation and the effectiveness of learning outcomes.

Conclusions of the External Expert Commission on the standard: strong - 3, satisfactory - 14.

5.2 Standard "Information Management and Reporting"

Evidence part

Information management processes have been introduced in the "S. Amanzholov East Kazakhstan State University" that correspond to the trends of industrial and innovative Development of the Republic of Kazakhstan. The university, including departments, use modern information systems, information and communication technologies and software tools for the management of Educational Programs. Implementation of the Development Program, achievement of goals, objectives and assessment of the effectiveness of decisions made is carried out in accordance with the current internal regulatory documents. According to these procedures, the university collects and analyzes data to assess the performance, determine the degree of implementation of goals and objectives and Opportunities for continuous improvement of the service provided.

Based on the processing and analysis of information, specific decisions are made, action plans are developed to improve indicators, the results are drawn up in the form of reports and are considered by the Academic Council of the University.

In accordance with the program "Digital Kazakhstan" approved by the Decree of the Government of the Republic of Kazakhstan No. 827 dated December 12, 2017, the main direction of the University's activities is the transition to the "Digital University". The project "SMART - University" for 2017-2019 was compiled, indicating the specific stages of the transition of EKSU to a digital university (<https://www.vkgu.kz/ru/newsitem/v-vkgu-sostoyalos-zasedanie-uchenogo-soveta.html>) as digitalization will increase the competitiveness of the University in the field of higher education and science.

The university has its own information site and educational portal. The information site has the address: <https://www.vkgu.kz/ru>, located on an external resource. This site contains full information about the activities of the university, such as: history of the university, educational process, scientific activity, international cooperation, etc. There is information for both students and applicants, the rector's blog is always available. The news feed contains information about upcoming and past events.

Along with this, there is an animation tape with links to the Republican web resources: the official website of the Ministry of Education and Science of the Republic of Kazakhstan <http://egov.kz>, the official website of the Science Committee of the Ministry of Education and Science of the Republic of Kazakhstan, the Republican Electronic Interuniversity Library, the Center of the Bologna Process. In order to comprehensively disseminate information, news is actively published in the newspapers Image EKGU, Didar, Rudny Altai, on local TV channels, in social networks platforms facebook, twitter, vk, youtube, links to which are posted on the university website.

The University's activities are supported by 9 servers: Platon server, Proxy server, 1C server, mail server, Moodle server, DNS server, social network, etc. Access to information resources is delimited in accordance with individual rights. The University has access to Wi-Fi.

The information and software complex "AIS EKGU" Operates, providing academic support for students for the entire period of study up to receiving a diploma and an application to a diploma, students have access to all the necessary resources used in training: an electronic journal, final grades, messaging, online testing, transcript, Individual Student Curriculum.

According to the domain principle, the workflow program for accounting works using the 1C: Enterprise program, for the personnel department - 1C-Bitrex, for the scientific library - library.vkgu.kz, for distance education - edu.vkgu.kz.

At S. Amanzholov EKSU, the Parasat Student Service Center (<https://www.vkgu.kz/ru/page/portal-centr-obluzhivaniya-studentov-parasat.html>) Operates on the principle of “one window”, appropriate administrative, educational and advisory services for learners.

In the process of collecting and analyzing information, as well as making decisions based on them, students, undergraduates, faculty and employers are involved. The main method of collecting information is the results of external communication and interviews, questionnaires of all the above stakeholders. In all departments of the university, office work is carried out in accordance with the approved nomenclature of cases, the safety and archiving of documents is ensured.

The process of managing the movement of the contingent of students has been determined, where both the leadership of the university and the teaching staff are directly involved. In order to ensure the contingent, work was carried out to allocate grants from the regional akim, as well as educational grants.

Students, employees and Faculty of the University draw up agreements for the processing of their personal data, which confirms the legitimacy of the university's activities in accordance with the Law of the Republic of Kazakhstan "On personal data and their protection" dated May 21, 2013 No. 94-V, there are statements of consent in the Human Resources and Legal Support Department.

Analytical part

According to the analysis of compliance with the criteria of the "Information Management and Reporting" standard for accredited Educational Programs, the commission notes the following: the university Operates an information management and reporting system. The database is stored partially in electronic and completely in paper format in accordance with the nomenclature. Storing information in paper format poses significant risks. In this regard, it is necessary to actively use the automated workflow for the implementation of internal processes.

The university has a system for collecting and disseminating information on student satisfaction with the quality of education: conducting surveys; processing of results; informing deans, heads of departments according to the results of surveys.

The External Expert Commission notes that the structure and volume of collected information, sources, frequency, time interval, persons responsible for the accuracy and timeliness are determined by the internal regulatory documents of the university, job descriptions of heads of structural divisions.

Strengths / Best practices:

- a system of communication with students, teachers and employees is functioning - the website of the institute, blogs, EPen forums, questionnaires, reviews of students and employers, etc .;

- there is a system for collecting, analyzing and managing information based on the use of modern Information and Communication Technologies;

- a regular reporting system has been created that reflects all levels of the structure, including an assessment of the effectiveness and efficiency of all structural divisions;

- regular monitoring of the satisfaction of the needs of the Faculty, staff and students.

Recommendations of the External Expert Commission

- to introduce more broadly the principles of corporate quality management with wide accessibility and transparency of the activities of all structures of the university, as well as their internal interconnection and reporting;

- develop measures to ensure the protection of information, including the identification of persons responsible for the accuracy and timeliness of information analysis and data provision;
- to intensify work on harmonization of the content of educational programs with similar educational programs of leading foreign and Kazakhstani educational organizations;
- regularly confirm the representativeness of the involvement of employers, students, teachers and stakeholders;
- take measures to strengthen vocational guidance work with young people, improve the selection policy of students aimed at improving the quality of recruitment in specialties.

Conclusions of the External Expert Commission on the criteria: strong - 5, satisfactory - 12.

6.3 Standard "Development and approval of the educational programme"

Evidence part

The university has developed a procedure for approval, reviewing, monitoring of educational programs and documents regulating this process. There are stages of approval of Educational Programs: Development and discussion, reviewing, revision of Educational Programs to make adjustments formulated by employers and other stakeholders, discussion of Educational Programs, recommendation for approval and approval procedure.

The Development of Educational Programs is based on the State Educational Standard of Teaching, Model Curriculum for the specialty and Model Curriculum for compulsory disciplines, as well as on the national framework of qualifications and professional standards (if any).

At the design stage of Educational Programs, graduate departments develop a graduate model reflecting the learning outcomes and acquired competencies that graduates should possess after completing their education in Educational Programs.

The curricula provide for a modular study of disciplines in compliance with the logical sequence of studying disciplines and contain a complete list of academic disciplines for both compulsory and elective components. The labor intensity of the disciplines of cycles in Kazakhstani and ECTS credits, as well as in hours, all types of professional practice, intermediate certification are indicated. In all forms of curricula, a unified discipline coding system is used, which provides for the assignment of an appropriate code to each discipline in the curriculum in letters and numbers.

The Development of a variable component of Educational Programs includes a thorough study of the need for certain disciplines, on the basis of which, for example, disciplines "Pedagogy of vocational education", "Technology for the Development of critical thinking", "Theory and practice of a holistic pedagogical process", "Evaluation activities in conditions of distance learning", "Digital educational environment: new competencies of a teacher in conditions of distance learning", "Information and measuring technologies in qualimetry" Based on the decision made by the Project Office, the recommended disciplines were included in the curricula of the Educational Programs of the direction of training "Pedagogical Sciences".

The Catalog of Elective Disciplines is updated annually. For example, in the 2018-2019 academic year on the recommendations of employers in the Educational Program 6B01201 "Preschool education and upbringing" added disciplines "Pedagogy of family education", "Basics of professional pedagogical communication". In the Educational Program 6B01301 "Pedagogy and methodology of primary education" - disciplines "Technology of maintaining school records", "Technology of teaching research activities of younger students", "Methodology for organizing educational cooperation in primary school." The trajectory "Psychology of preschool education and upbringing" and, accordingly, new disciplines "Psychology of health", "Workshop on child psychology" have been added to the Educational Program 6B01101

“Pedagogy and Psychology”. "Organization of psychological services in preschool education", "Game psychocorrection", "Individual and group psychotherapy", "Psychocorrection of the emotional and behavioral sphere of preschool educational institutions." Educational Program 6B01801 "Social pedagogy and self-knowledge" added new disciplines "Game activity as a factor of training, education and Development ", " Effective technologies work with deviant behavior of children ", " Basic forms and methods of social and pedagogical activity to prevent deviant behavior of children. "

In order to consolidate the practical activities of students within the framework of the Working Curriculum, the Individual Curriculum on the basis of the University Scientific and Educational Center "Ziyatker", which serves educational programs of the entire pedagogical block, within the framework of the volunteer practitioners get to know and master the skills of working with high-tech center equipment (sensory room, electronic ear apparatus according to the Tomatis method, audiometer, etc.). Volunteer students have the opportunity to receive certificates based on the results of their activities, which reflect the number of hours practical work and the type of professional activity that they performed.

Analytical part

Analyzing the standard "Development and approval of educational programs", members of the External Expert Commission came to the conclusion that the consideration and approval of educational programs takes place at the departments, are recommended by the decision of the Academic Council of the University and approved at a meeting of the Academic Council of the University.

For each discipline of the Educational Programs, general and special competencies are determined. The Work Curriculum provides for different forms of examinations in disciplines: oral, combined, written exam, creative exam, computer testing.

Students with the support of the Registration Office independently form an individual educational trajectory by enrolling in elective disciplines of the specialty and take part in the Development of an individual curriculum. At the same time, students are guided by a catalog of elective disciplines. An individual educational trajectory is reflected in individual curricula, where, along with general education, basic disciplines of the compulsory component, there are practice and elective courses aimed at ensuring professional competencies.

A survey of students conducted during the visit of the IAAR External Expert Commission showed that:

- availability of academic consulting fully satisfies 76.2%;
- general quality of educational programs - 81%;
- Explaining the rules and strategies of Educational Programs to students before admission completely satisfies - 84.1%, does not satisfy - 3.2%.

However, the analysis of the documentation for this standard showed that the strategic work on the implementation of double-diploma education through the expansion of cooperation with foreign educational organizations in order to increase the competitiveness of future specialists has not been built according to the accredited Educational Programs. Occasional facts of cooperation with Russian universities are currently limited to the invitation of highly qualified specialists in the framework of academic mobility.

Strengths / Best practices:

- developed and documented the procedure for the Development and quality assessment of educational programs, approved by the protocol of the Academic Council of the University;
- an external examination of the Educational Programs is carried out;
- the university has worked out a mechanism for involving the pedagogical and industrial community of the region in the Development and implementation of accredited Educational Programs: employers, faculty and students are actively involved in the Development of

Educational Programs, an external examination is carried out for each accredited Educational Program, the Opinion of employers and students on inclusion in the Modular Educational Programs and the Catalog of Elective Disciplines of certain disciplines, etc.

- there is a list of student practice bases with which fruitful work is carried out to improve Educational Programs, develop teaching aids.

At the same time, the External Expert Commission offers recommendations:

- to the management of Educational Programs to work on harmonizing the content of educational programs with similar educational programs of leading foreign and Kazakhstani educational organizations, indicating specific disciplines;

- to increase the proportion of practical training in production for the Educational Program "5B010300 / 6B01101 - Pedagogy and Psychology";

- Provide Opportunities for preparing students for professional certification;

- continue to work on improving the content of Educational Programs, relying on the logic of the formation of modules, the relationship between modules and blocks of disciplines, the validity of the list of post- and prerequisites;

- to provide for the possibility of organizing double-diploma education through the expansion of cooperation with foreign educational organizations.

Conclusions of the External Expert Commission on the criteria: strong - 3, satisfactory - 9.

6.4 Standard "On-Going monitoring and periodic review of educational programmes"

Evidence part

On the basis of the university, faculties and departments, educational programs are monitored and periodically evaluated in order to ensure that they achieve their goal and meet the needs of students and society. The results of these processes lead to continuous improvement of programs. All interested parties are kept informed of any planned or taken action in relation to these programs. An important element of the system for ensuring a high level of student training is regular monitoring and periodic evaluation of Educational Programs, which is carried out through questionnaires.

When conducting intra-university control, the correspondence of the content of Educational Programs to the latest achievements of science in specific disciplines is assessed, taking into account the changing needs of society and the professional environment. During the entire period of study, the University monitors the knowledge of students in the form of current and intermediate certification, final control, protection of practice reports, collects and analyzes data on consumer satisfaction with Educational Programs.

The results of monitoring the quality of the implementation of Educational Programs are drawn up in the form of analytical reports, reports and are considered at meetings of the collegial bodies of the university. The organization of monitoring procedures as part of the evaluation of Educational Programs is of a planned nature. The results of quality monitoring are considered in the context of taking preventive and corrective actions.

Analytical part

Analyzing this standard, the External Expert Commission notes that the university provides a review of the content and structure of educational programs with the participation of employers. This was confirmed during the visit to the releasing departments and the analysis of the submitted documents.

In the course of regular monitoring and periodic evaluation of Educational Programs, the management of Educational Programs takes into account changes in the labor market, the requirements of employers and the social demand of society, which is the strength of the

Educational Programs.

The content of the Educational Programs is developed in the light of the latest achievements of science, which meets the expectations and needs of students.

At the same time, the External Expert Commission notes that it is necessary to keep abreast of the best practices for evaluating Educational Programs both inside the university and outside it. Constant monitoring of the effectiveness of the content of Educational Programs should make it possible to assess the effectiveness of the developed programs of the elective part, which, in turn, leads to a revision of the catalog of additional education Minor in relation to accredited Educational Programs.

To coordinate the work of the departments of psychological and pedagogical profile, it is necessary to create your own structure, possibly at the level of the Institute of Pedagogy and Psychology, which will improve the quality of the accredited Educational Programs.

Strong point / best practice

- availability of a system for monitoring expectations, needs and satisfaction of students with the implementation of Educational Programs.

Recommendations of the External Expert Commission

- promptly inform interested parties and publish any planned or taken actions in relation to the Educational Programs;

- continue to work on revising the content and structure of Educational Programs, taking into account changes in the labor market, employers' requirements and the social demand of society;

- regularly analyze the effectiveness of assessment procedures for students;

- to include the latest achievements in the field of teaching methods in the accredited Educational Programs;

- inform all interested parties about any planned or taken actions in relation to the Educational Programs once a semester;

- to recommend to change the structure of the Faculty of Pedagogy, Psychology and Culture with subsequent reorganization into the Institute of Pedagogy and Psychology, including all departments of pedagogical education;

- to carry out the Development of joint educational programs with leading universities of Kazakhstan, foreign universities;

- to update the Educational and Methodological Complex of Disciplines with an increased focus on the activities of students;

- to expand the range of bases of practice, taking into account the specifics of the professional activity of a teacher-psychologist (Educational Program 6B01101-Pedagogy and Psychology);

- to continue the Development of the catalog of additional education Minor in relation to the accredited Educational Programs, in particular "Social pedagogy and self-knowledge".

Conclusions of the External Expert Commission on the criteria: strong - 4, satisfactory

6.

6.5 Standard "Student-centered learning, teaching and performance assessment"

Evidence part

EP management provides students with the Opportunity to choose a specific educational trajectory regardless of the language of instruction and in accordance with their life attitudes, abilities and capabilities. For the organization of educational activities, students are provided with a guidebook in two languages.

The University has an advisor service, which is designed to assist in the Development of

the educational program. At EKSU named after S. Amanzholov, activities are carried out to provide students with flexible learning paths by ensuring the electiveness of elective disciplines. The choice is given to students during the orientation week, in which students are presented with presentations of the disciplines offered for choice. The catalog of elective disciplines is freely available and is provided for review to all students.

An individual trajectory of training is a prerequisite for the credit technology of training. The preparation of individual curricula (IUP / IUPM) is carried out by students on the basis of the working curriculum and the Catalog of elective disciplines with the help of advisers. Before each academic semester, the IEP is adjusted by addition or any necessary change. On the basis of IEPs, the registration office forms academic groups and streams, and in case of insufficient enrollment in a particular discipline, it informs students about the need to adjust the individual curriculum.

The effectiveness and efficiency of the introduction of innovations is reflected in the learning outcomes, independent work of students and the final control of graduates. Tasks for independent work of students, the mechanism for assessing the results of the CDS are defined in the working curricula and syllabuses of academic disciplines. The main forms of organization of the IWS are: the study of the passed lecture material on the abstracts, textbooks and manuals; independent mastering of the material; study of additional literature and conceptual apparatus; work with sources; work with training programs, electronic versions of the UMKD; preparation for practical, laboratory and seminars; solving problems; drawing up schemes, diagrams; research in the framework of scientific research work; implementation of course projects, etc.

Analytical part

The organization of the educational process at the departments is carried out on the basis of approved working curricula (AWC), where a special type of educational activity is the student's independent work (SIW) and the student's independent work with the teacher (SIWT), aimed at independently completing the assignment.

To ensure the objectivity of the assessment of knowledge and the degree of forced professional competence of the student, there is a mechanism for an objective, accurate and comprehensive assessment of knowledge, skills and qualities through a built-in system for assessing current control, intermediate and final certification, in addition, other mechanisms for assessing current progress are provided, such as input slices of knowledge, etc. When organizing the educational work, all the necessary conditions were created to ensure that the level of knowledge of students corresponds to the planned learning outcomes and the objectives of the program.

The student receives information about the current grading system in the first year during meetings with the dean, heads of departments, curator (adviser) during the orientation week. In order to identify the state of the level of professional readiness of a student-trainee, the departments collected reviews of basic organizations, enterprises with suggestions and comments.

Students express complete satisfaction with the level of teaching quality (85.7%); fairness of examinations and certification (90.5%); tests and exams (88.9%).

Strengths / Best Practices

- EP management provides equal Opportunities for students, regardless of the language of instruction;
- EP management strives to use various forms and methods of teaching and learning.

Recommendations of the EEC:

- it is recommended to develop video lectures demonstrating the implementation of practical work in the areas of EP "Pedagogy and Psychology", "Defectology", "Social pedagogy and self-knowledge";

- it is recommended to develop textbooks for core disciplines EP 5B010100 / 6B01201 Preschool education and upbringing;
- to develop our own teaching methods of specialized disciplines in the EP "Pedagogy and Psychology", "Pedagogy and Methods of Primary Education";
- systematically publish changes in the EPen press as they are introduced (including in electronic forms).

The conclusions of the EEC according to the criteria: strong - 2, satisfactory - 8.

6.6 Standard "Students"

Evidence part

The university has formed a clear and transparent policy for the formation of a contingent of students of all EPs in this cluster. The policy and procedures for admission to S.Amanzholov EKSU are consistent with the mission, vision and strategic goals of the university, are officially published on the website and are available to all future students.

The admission procedure for undergraduate programs is governed by the model admission rules approved by the Ministry of Education and Science, posted on the website. The university administration plans to recruit applicants by submitting applications for the allocation of grants from both the Ministry of Education and Science of the Republic of Kazakhstan and akims of regions, districts, and heads of farms.

The EP teachers have developed and are implementing a program in the main areas of career guidance. Representatives of industrial sectors and school teachers are actively involved in solving the issue of forming the contingent. Also, information on admission can be obtained from consultants working in the selection committee and from those responsible for career guidance during planned events (meetings with applicants, Open Doors, etc.).

Admission and enrollment to the EP (table 4) are accompanied by an introductory course that contains information about the organization of education and the specifics of the educational programme.

Table 4. Contingent of students on accredited EP

| accredited EP | Contingent, per. 2018-2019 s.y. | Contingent, per. 2019-2020 s.y. |
|--|---------------------------------|---------------------------------|
| 5B010300/6B01101 Pedagogy and psychology | 125 | 103 |
| 5B012300/6B01801 Social pedagogy and self-knowledge | 72 | 85 |
| 5B050300/6B03101 Psychology | 125 | 114 |
| 5B010200/6B01301 Pedagogy and methods of primary education | 303 | 365 |
| 5B010500/6B01901 Defectology | 414 | 419 |
| 5B010100/6B01201 Preschool education and upbringing | 307 | 310 |

To adapt students who have entered the 1st year, a number of events are held in accordance with the Regulation No. 54 "on the implementation of measures for the adaptation of first - year students to the system of education at EKSU named after S. Amanzholov" dated

25.08.2017, which are organized by the Dean of the faculty, the head of the Department and advisors-curators. The program of adaptation of foreign students is also developed and approved annually by the Vice-rector. there is a document for the 2018-2019 academic year, approved in September 2018. There are information systems of the electronic portal "eUniver" and AIS, which include technological support for students and teaching staff. The "Journal" module is used to control students' knowledge. This module is designed to monitor the progress of students of the EP. The module contains a log of current, milestone, and final control assessments.

EP students take part in subject Olympiads. To adapt students, an orientation week is held, which includes: familiarization with educational and methodological documentation, including a Reference guide and the rules of procedure and the Charter of the University. The organization of academic work (definition of periods of theoretical training, the current, boundary and final control, periods of training and work practices, the final state certification) shall be conducted in accordance with the regulations of the MES, based on the academic calendar and schedule of the educational process. Students use the Platonus AIS as a source for quickly obtaining online electronic educational and methodological complexes of disciplines, working curricula, and information about academic performance.

At the end of their stay at the partner University, students submit to the coordinator of academic mobility a transcript with a list of subjects studied, including the results of exams on an individual curriculum, an academic certificate, and information about their internship. On the basis of the transcript, in accordance with the standard curriculum and the catalog of elective subjects, mandatory credit transfer is carried out.

Research work of students is conducted according to the approved plan. Students report the results of their research at international, national and University conferences devoted to tEPical issues of pedagogy. SRWS is organized in the form of work in scientific circles and participation in scientific and practical conferences. Scientific results are published in collections of scientific reports and articles. According to the results of the events, students are encouraged with diplomas, certificates, and letters of thanks.

Analytical part

In order to create favorable conditions for students, in September 2018, the student service Center "PARASAT" was Opened in EKSU.ITS purpose is to provide students with administrative and Advisory services on the principle of "one window" based on high standards of service. DSP provides more than 30 types of services, including public ones, for students, undergraduates, doctoral students and parents of students, as well as for University graduates to obtain various certificates of study.

Services are provided by the staff of the registration office, the Department of student records management, the Department of educational work and social issues, the Department of international cooperation and attracting foreign students, and the passport office. Service is provided on an electronic queue basis. All services are EPtimized, saving time and paper volume of documents for the consumer (<https://www.vkgu.kz/ru/newsitem/v-vkgu-otkryt-centr-obsluzhivaniya-studentov-parasat.html>).

The survey of students showed their satisfaction with the following indicators: the relationship between the student and the teacher – 88.9%; the course program was clearly presented – 82.5%; the teacher meets my requirements for personal Development and professional formation – 79.4%.

Strengths/Best Practices

- students are informed about the possibility of participating in research, social and other grant competitions held by Kazakhstan and international organizations;
- we are actively working to attract educational grants and a system of preferential discounts for training;

- the socio-cultural environment of the University (KDM, student societies, student theater, scientific circles, debate center, sports clubs, etc.) and favorable conditions for personal Development have been created, educational events are held, and an action plan for the implementation of the "Rukhani zhangyru" program has been developed.

Recommendations of the EEC:

- Draw up a Plan to expand the external and internal academic mobility of students and assist them in their implementation;
- consider cooperation with other educational organizations and national centers of the "European network of national information centers for academic recognition and mobility/National academic information centers of Recognition " ENIC / NARIC in order to ensure comparable recognition of qualifications;
- consider the possibility of students' participation in scientific projects of departments.

The conclusions of the EEC according to the criteria: strong – 2, satisfactory-10.

6.7 Standard "Teaching staff"

Evidence part

Personnel policy is carried out in accordance with the main priorities of the university strategy. The staff of the faculty of educational programs is completed in accordance with the legislation of the Republic of Kazakhstan and the Rules for the competitive replacement of positions of scientific and pedagogical personnel of higher educational institutions. The selection of personnel is carried out on the basis of an analysis of the needs of the educational program, according to the results of which a competition is announced for filling vacant positions. Appointment and promotion is carried out on the basis of the order of the rector of the institute, taking into account the professional competence of the staff and teaching staff. The personnel potential of the teaching staff, in general, corresponds to the strategy of the EKSU named after S. Amanzholov and the specifics of the accredited EP. The Department of Pedagogical Education and Management includes 2 doctors of sciences - Zavalko N.A., Igibaeva A.K., 12 candidates of sciences - Benesh N.I., Gubaidullina G.N., Kakieva L.Kh., Kasentaeva K.U., Nurgalieva S.A., Panshina T.V., Perminov A.V., Radchenko N.N., Rovnyakova I.V., Sakharieva S.G., Stebletsova I.S., Chukotayev M.N., 12 masters. 1 teacher is studying at the magistracy of Omsk, one teacher of the department - GK Espolova. - studies in the target doctoral PhD at the Ilyas Zhansugurov ZhSU. The teaching staff of the graduating department of psychology and correctional pedagogy includes 1 doctor of sciences - Ladzina N.A., 9 candidates of sciences - M.D. Aurenova, E.I. Barabanova, Yu.I. Danilevich, E.V. Dergacheva, I.K. Matskevich, L.S. Nazyrova, S.A. Stelmakh, R. Zh. Tyulyupergeneva, E.A. Severinov; 9 masters. One teacher of the department - Kamzina A.M. - is studying in the target doctoral PhD at the Abai KazNPU. In accordance with the QMS, Regulation No. 26 "On attracting foreign specialists to EKSU named after S. Amanzholov" dated 01.04.2019 was developed and approved, the management of the EP is taking certain measures to attract the best foreign teachers to lecture. Within the framework of academic mobility, it is planned to invite foreign teachers to work at the university (at least three months) to give lectures. The results of research work of the teaching staff are presented in a significant number of publications. So, for the reporting period 2015, 2016, 2017, 2018, 2019, the teaching staff of the accredited EP published 7 articles in journals with a non-zero impact factor included in the Scopus or Thomson Reuters database, including 4 publications by teachers of the Department of Pedagogical Education and Management, Department of Psychology and Correctional Pedagogy - 3: The university has a Procedure for the implementation of the results of scientific research at EKSU named after S. Amanzholova, including the introduction of research results into the educational process. The process is carried out in accordance with the approved Procedure for the implementation of the results of research work at EKSU named after

S. Amanzholova. Individual curricula of the teaching staff were presented, the personal load was distributed on the basis of approved norms (normative distribution of hours of pedal load). Every month, according to the approved schedule, at the meetings of the department, teachers report on the implementation of the individual curriculum (volume of hours, publications, educational work, advisory work, leadership programs, participation in faculty and university events).

Analytical part

The university uses indicators of the effectiveness of the teaching staff, where, when calculating points, the specific weight is taken into account according to three main criteria: educational and educational-methodical work, scientific work, educational and social-organizational work.

To encourage scientific activity and strengthen the connection between the educational process and scientific research, the relevant regulations have been developed and are in force, which regulate incentive measures.

Teachers participating in the implementation of the accredited EP take an active part in various public, scientific and methodological and research, cultural and other events in the region and the Republic. According to the results of the questionnaire survey of the teaching staff of the accredited specialties, the involvement of the teaching staff in the process of making managerial and strategic decisions was rated at a very good level by 66% and a good level - by 34%. The teaching staff assessed the encouragement of innovation activity at a very good level - 67.9% and a good level - 34%.

At the same time, the EEC members note the need to strengthen active contacts in the field of scientific areas of EP, which will increase awareness of scientific schools by priority. These links will expand the geography and activate outgoing academic mobility of teaching staff.

Kazakhstan's entry into the world educational space will demand an active exchange of scientific Development s from universities, in connection with which there is a low activity of the teaching staff of accredited EP in publications of scientometric databases, which can be reflected through the Hirsch index. The register of teaching staff publications presented by the university in scientometric databases reflects the participation of technical specialties.

Noting the availability of personnel for accredited EP, the commission recommends to be puzzled by the rejuvenation of the teaching staff, in connection with which it prEPoses to start work on organizing a three-level training of young specialists through the EPening of doctoral studies.

Strengths/Best Practices:

- EP management carries out targeted actions for the professional Development of young teachers;
- active participation of the teaching staff participating in the implementation of accredited EP, in various public, scientific and methodological and research, cultural and other events of the region and the republic;
- high research and publication activity of the teaching staff.

EEC Recommendations:

- to increase the share of participation of teaching staff and students in international and domestic competitions of research projects, as well as in the implementation of projects on a contractual basis;
- to systematize the process of teaching staff exchange within the framework of academic mobility within the country and abroad with inclusion in the Development Program;
- according to EP "5B010500 / 6B01901 Defectology, 5B010100 / 6B01201 Preschool education and upbringing" to organize professional Development of teaching staff;
- strive to increase the number of teaching staff with a Hirsch index of 1 or more;

- to organize a three-level training of young specialists through the EPening of doctoral studies in the EP "Pedagogy and Psychology"

The conclusion of the EEC on the criteria: strong - 1, satisfactory - 11.

6.8 “Educational resources and support systems for students and undergraduates”

Evidence part

EKSU named after S. Amanzholov has a material and technical base that provides for all types of practical training and research work of students, provided by the educational programs of the university. Systematic work is being carried out to update and improve the material and technical base of the EP. The total area of classrooms and classrooms (more than 657 sq.m.) And other premises (over 1,173.27 sq.m.) Is more than 1,830.27 sq.m., Which corresponds to the current sanitary norms and rules, the total area per one student - 3 sq.m. Including, in the educational process of the considered EP are used: Museum of the history of education of the East Kazakhstan region; laboratory of innovations in education; sensory Development laboratory; speech correction laboratory; psychological counseling room; laboratory of psychEphysiology and psychocorrection. These laboratories use modern diagnostic devices: Delfa speech therapy simulator, audiometer, Dark sensory room, contact polygraph, MasterGraph graphic editor, apparatus for audio training using the Tomatis method, SPSS statistics program, EEG (electroencephalograph), Biofeedback- apparatus "Biological feedback system", a set of computer psychodiagnostic techniques. These laboratories and their equipment are actively used in scientific and pedagogical research. On the basis of these laboratories, more than 50 graduate studies and 20 master's studies of students have been carried out. The University has a large Scientific Library with a total area of 2690 sq.m., of which the book storage area is 1247 sq.m, the number of seats is 480. The library fund provides the educational process of the EP quite fully.

Table 5. Book provision of EP disciplines

| EP | General Fund, in units | | | | | | | E- resource s | foreign language |
|--|------------------------|---------------|----------|---------------|-----------|-----------------------|---------------|---------------------|---------------------|
| | total | studying | | scientific | | profile / artistic | | | |
| | | kaz. lang. | rus.lang | kaz. lang. | rus.lang. | kaz. lang. | rus.lan g. | | |
| 5B010300/6 B01101 Pedagogy and psychology | 14072 | 5673 | 4004 | 1745 | 987 | 1162 | 293 | 116 | 207 |
| 5B012300/6 B01801 Social pedagogy and self- knowledge | 12676 | 4728 | 3986 | 1191 | 993 | 1407 | 280 | 97 | 94 |
| 5B050300/6 B03101 Psychology | 10672 | 3448 | 3731 | 1284 | 1120 | 742 | 268 | 108 | 124 |
| 5B010200/6 | 11995 | 3388 | 4423 | 1991 | 607 | 1120 | 346 | 91 | 120 |

| | | | | | | | | | |
|--|-------|------|------|------|------|------|-----|-----|-----|
| B01301 Pedagogy and methods of primary education | | | | | | | | | |
| 5B010500/6 B01901 Defectology | 12673 | 4643 | 4172 | 1139 | 1104 | 1150 | 438 | 101 | 111 |
| 5B010100/6 B01201 Preschool education and upbringing | 1147 | 3140 | 4532 | 1843 | 530 | 823 | 174 | 93 | 105 |

For nonresident students, the university provides four dormitories for 1780 places with a total area of 16687.1 sq.m., including a useful area of 9530 sq.m.

Population of hostels is 100%. The hostels have utility rooms, showers, lounges with household appliances, TVs and computers with the ability to access the Internet.

Analytical part

In the course of a visual examination and analysis of documents, the EEC made sure that the library fund is equipped with editions of educational literature according to the direction of "Education" and "Defectology", "Preschool education and upbringing" on the basis of curricula and EP recommended by the teachers of the departments, as well as taking into account the reader's requests and meets the qualification requirements of the Ministry of Education and Science of the Republic of Kazakhstan.

The audit noted an overall increase in the use of the Library and a significant increase in the use of electronic resources such as e-books and online journals. Interviews and EPen conversations with teachers and students showed that they are satisfied with the resources and services offered through the information and library complex.

The university provides the Opportunity for a trial self-assessment of students' knowledge through access to the portal (website) of the university, there is the possibility of academic consultations, passing online seminars, but the technological support of students and teaching staff requires improvement in terms of structured information in the context of disciplines. For example, there are few presentation materials and video materials in the content of the UMKD, the possibility of holding conferences, webinars and other events in the context of EP using modern technologies, distance learning on EP, monitoring the Development and use of teaching staff of IT training technologies and the availability of certificates has not been demonstrated.

The Commission notes that conditions have been created for students with disabilities in EP in the direction of "Education" (creation of ramps, special training programs, etc.).

According to the results of the survey, students are completely satisfied with the availability of health services - 65.1%; complete satisfaction of students with a hostel is 73%.

Strengths/Best Practices

- regular modernization and strengthening of the material and technical base of the university is carried out;

- availability of specially equipped centers for research and practical work in the university under accredited EP.

- there is a great Opportunity to improve the language level (for foreign students - Russian and Kazakh languages, for citizens of the Republic of Kazakhstan - English).

- the accredited EP are equipped at a good level with specialized classrooms, laboratory stands, educational and methodological literature.

Recommendations of EEC

- to more widely involve students in innovative and entrepreneurial activities in youth Start-Up clubs, business incubators with the possibility of professional certification;

- systematize work on the examination of research results for plagiarism;

- continue to work to inform graduates about employment Opportunities;

- to provide access to the Internet, as well as the high-quality functioning of WI-FI on the territory of the educational organization.

EEC conclusions by criteria: strong - 1, satisfactory - 9.

6.9 Standard « Public Information»

Evidence part

Information about the activities of the university and the implementation of educational programs is posted on the official website www.vkgu.kz in accordance with the Regulation on the official website of S. Amanzholov EKSU.

The university has a variety of ways to disseminate information to inform the public and stakeholders. Information is available on the following information carriers and materials:

- Official site of EKSU named after S. Amanzholova (www.vkgu.kz) was created in 2005, since 2016 the site has been updated in terms of design and content. Today the mega-menu of the site consists of the main sections "Rector's Blog" / "Ask a Question", "Applicant-2019", "Serpin-2050", "About Us", "Science and International Relations", "Education", "EKSU Life ", "Contacts ", " State symbols ", " Rukhani Zhagyru. Modernization 3.0 ", " News ", " Announcements ", " Electronic reception ", " Point of view ", " Calendar ". In the section "Press Service" ("Media Center" Altai jastary ") there are headings: " Image of EKSU (electronic version of the newspaper) ", " Photo reports ", " Digest ", " Contacts ".

- Corporate social networks: Twitter, Facebook, Instagram, EKSU I M I D Z H, You Tube channel.

- The newspaper "Image VKGU" (imagevkgu@mail.ru) is one of the means in creating a single information space at the university. More than one generation of well-known journalists in the republic and abroad is associated with the creation of a student newspaper. There are materials on various topics next to the official chronicle of the life of the university. Obligatory topics for coverage are education, science, student life, international relations. In the creation of the newspaper, along with the staff members, students of the faculties of the university and college, as well as the author's asset from among the teachers and employees of the university, participate.

- TV and radio studio "Altai jastary". In 2018, a student television and radio studio "Altai jastary" was opened at EKSU, which was included in the single media center "Altai jastary". On the basis of the television studio, videos are shot about the activities of the university, video interviews with famous people of the republic, video production is being edited.

The long-term plans of the media center include the creation of a university online radio.

The teaching staff and students of the university systematically inform the general public about the activities of S. Amanzholov EKSU through publication in the media. Information about the EP, results and achievements, information for applicants and advertising booklets, materials about the activities of the University are presented in the media of republican, regional and local significance, on the Internet, in social networks on the pages of the University.

Analytical part

The Commission notes the systematic work on posting information on the website, which

allows ensuring transparency of activities. However, EEC experts note that the university website does not sufficiently reflect information in the context of accredited EP, only the tab of EP departments is presented there.

The University fully performs external assessment procedures within the framework of accredited programs and takes an active part in the National EP rating among universities in Kazakhstan, invariably entering the tEP twenty republican universities participating in the rating. The information and analytical system of the university does not fully ensure constant monitoring of the EP activities, aimed at the satisfaction of EP consumers. At the same time, experts note that the regulations for updating information on electronic pages of departments and personal pages of teaching staff have not been determined, incl. list of scientific publications of teaching staff.

Strengths/Best Practice

- active media presence in the region.

Recommendations EEC

- submit on the website of the university personal information about each teacher implementing the EP of this cluster.
- update on the site information about the specifics of the EP, including the current support systems.

EEC conclusions by criteria: strengths - 2, satisfactory - 10, suggests improvement - 1.

6.10 Standard "Standards in the context of individual specialties"

Evidence part

EP are developed according to Dublin descriptors, which are a description of the level of knowledge, skills, abilities and competencies acquired by students upon completion of the educational program of higher and postgraduate education, based on learning outcomes, formed competencies, as well as the total number of ECTS credit units.

The content of the disciplines accredited by EP, the methods and techniques used in the learning process contribute to the formation of the competencies necessary for the future pedagogical activity of students. Within the framework of the EP implementation, emphasis is placed on various types of practices. Students also attend EPen and non-traditional types of lessons taught by school teachers during school hours.

Strengths/Best Practices:

- the teaching staff have practical experience, work in preschool and school institutions;
- the management of the EP conducts round tables with the invitation of employers, organizes the practice of students at the bases of practices and branches of departments.

Recommendations EEC:

- the management of the EP on a systematic basis to harmonize educational programs with the programs of leading domestic and foreign universities and provide Opportunities for the implementation of joint EP.

EEC conclusions by criteria: satisfactory - 6.

(VII) REVIEW OF STRENGTHS / BEST PRACTICES FOR EACH STANDARD

Standard «Management of the educational programme»

- systematization of regulatory documents in accordance with the Development strategy

of the university and the quality assurance policy;

- the formation of accredited EP is carried out on the basis of analysis and study of the needs of the regional labor market;

- organization of the Academic Council of the university to involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of the EP Development plan;

Standard «Information Management and Reporting»

- a system of communication with students, teachers and employees is functioning - the website of the institute, blogs, Open forums, questionnaires, reviews of students and employers, etc.;

- there is a system for collecting, analyzing and managing information based on the use of modern ICT;

- a regular reporting system has been created that reflects all levels of the structure, including an assessment of the effectiveness and efficiency of all structural divisions;

- regular monitoring of the satisfaction of the needs of teaching staff, staff and students.

Standard «Development and approval of the educational programme»

- developed and documented the procedure for the Development and quality assessment of EP, approved by the protocol of the Academic Council of the University;

- an external examination of the EP is carried out;

- the university has worked out a mechanism for involving the pedagogical and industrial community of the region in the Development and implementation of accredited EP: employers, teaching staff and students are actively involved in the Development of EP, an external examination is carried out for each EP accredited, the Opinion of employers and students is taken into account on the inclusion of certain disciplines, etc.

- there is a list of practice bases of students, with which fruitful work is carried out to improve the EP, the Development of teaching aids.

Standard «On-Going monitoring and periodic review of educational programmes»

- availability of a monitoring system of expectations, needs and satisfaction of students with the implementation of EP.

Standard «Student-centered learning, teaching, and performance assessment»

- EP management provides equal Opportunities for students, regardless of the language of instruction;

- EP management strives to use various forms and methods of teaching and learning.

Standard «Students»

- informing students about the possibility of participating in competitions for research, social and other grants held by Kazakhstani and international organizations;- work is actively underway to attract educational grants, a system of preferential discounts for education;- the socio-cultural environment of the university (Youth Committee, student societies, student theater, scientific circles, debate center, sports clubs, etc.) and favorable conditions for personal Development have been created, educational activities are carried out, an action plan has been developed to implement the Rukhani Zhagyru program.

Standard «Teaching Staff»

- EP management carries out targeted actions for the professional Development of young teachers;

- active participation of the teaching staff participating in the implementation of accredited EP, in various public, scientific and methodological and research, cultural and other events of the region and the republic;

- high research and publication activity of the teaching staff.

Standard «Educational resources and support systems for students and

undergraduates»

- regular modernization and strengthening of the material and technical base of the university is carried out;
- availability of specially equipped centers for research and practical work in the university under accredited EP;
- there is a great Opportunity to improve the language level (for foreign students - Russian and Kazakh languages, for citizens of the Republic of Kazakhstan - English);
- the accredited EP are equipped at a good level with specialized classrooms, laboratory stands, educational and methodological literature.

Standard «Public Information»

- active media presence in the region.

Standard «Standards in the context of individual specialties»

- the teaching staff have practical experience, work in preschool and school institutions;
- the management of the EP conducts round tables with the invitation of employers, organizes the practice of students at the bases of practices and branches of departments.

(VIII) REVIEW RECOMMENDATIONS FOR QUALITY IMPROVEMENT

Standard «Management of the educational programme»

- EP management in strategic planning is based on the results of labor market monitoring and social demand for specialists in the region;
- to strengthen the analysis of risk management in the EP management system;
- to widely introduce multilingual education with the formation of multilingual groups with the study of disciplines in three languages;
- EP management to strengthen feedback with stakeholders, including employers, to actively involve them in the Development of EP;
- in the content and description of accredited EP, to more clearly present their distinctive features and uniqueness, while focusing on the specifics of the region and the national component;
- to determine the priorities of research work in the context of the implemented EP, to intensify the research activities of the teaching staff, to systematically introduce the results of research into the educational process, to expand the range of scientific and methodological products in accordance with the practice-oriented aspects of the EP;
- to provide, in accordance with the strategic plan of the university, the Development of strategic plans for the Development of EP with the definition of specific indicators and parameters of the expected result by years, taking into account the risks and ways to reduce their negative manifestation;
- to develop an assessment toolkit that allows monitoring the level of formation of competencies and the effectiveness of learning outcomes.

Standard «Information Management and Reporting»

- to introduce more broadly the principles of corporate quality management with wide accessibility and transparency of the activities of all structures of the university, as well as their internal interconnection and reporting;
- develop measures to ensure the protection of information, including the identification of persons responsible for the accuracy and timeliness of information analysis and data provision;
- to intensify work on harmonization of the content of educational programs with similar educational programs of leading foreign and Kazakhstani educational organizations;
- regularly confirm the representativeness of the involvement of employers, students,

teachers and stakeholders;

- expand the innovative format of vocational guidance work with young people, improve the selection policy of students, aimed at improving the quality of recruitment in specialties.

Standard «Development and approval of the educational programme»

- EP management to carry out work to harmonize the content of educational programs with similar educational programs of leading foreign and Kazakhstani educational organizations, indicating specific disciplines;

- to increase the share of practical training in production for EP 5B010300 / 6B01101 - "Pedagogy and Psychology";

- Provide Opportunities for preparing students for professional certification;

- continue to work on improving the content of the EP, relying on the logic of the formation of modules, the connection between modules and blocks of disciplines, the validity of the list of post- and prerequisites;

- provide for the possibility of organizing double-degree education through the expansion of cooperation with foreign educational organizations.

Standard «On-Going monitoring and periodic review of educational programmes»-

promptly inform stakeholders and publish any planned or taken actions in relation to the EP;

- continue work on revising the content and structure of the EP, taking into account the changes in the labor market, the requirements of employers and the social demand of society;

- regularly analyze the effectiveness of assessment procedures for students;

- to include in the accredited EP the latest achievements in the field of teaching methods;

- inform all interested parties about any planned or taken actions in relation to the EP once a semester;

- to recommend to change the structure of the Faculty of Pedagogy, Psychology and Culture with subsequent reorganization into the Institute of Pedagogy and Psychology, including all departments of pedagogical education;

- to carry out the Development of joint educational programs with leading universities of Kazakhstan, foreign universities;

- update the teaching and learning methodology with a stronger focus on the activities of students;

- to expand the range of bases of practice, taking into account the specifics of the professional activity of a teacher-psychologist (EP "Pedagogy and Psychology");

- continue the Development of the catalog of additional education Minor in relation to accredited EP, in particular "Social pedagogy and self-knowledge".

Standard «Student-centered learning, teaching, and performance assessment»

- it is recommended to develop video lectures demonstrating the implementation of practical work in the areas of EP "Pedagogy and Psychology", "Defectology", "Social pedagogy and self-knowledge";

- it is recommended to develop textbooks for core disciplines EP 5B010100 / 6B01201 - "Preschool education and upbringing";

- to develop our own teaching methods of specialized disciplines in the EP "Pedagogy and Psychology", "Pedagogy and Methods of Primary Education";

- systematically publish changes in the Open press as they are introduced (including in electronic forms).

Standard «Students»

- Draw up a Plan for expanding the external and internal academic mobility of students and assist them in implementation;

- consider the possibility of cooperation with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition

and Mobility / National Academic Recognition Information Centers" ENIC / NARIC in order to ensure comparable recognition of qualifications;

- consider the possibility of participation of students in scientific projects of departments.

Standard «Teaching Staff»

- to increase the share of participation of teaching staff and students in international and domestic competitions of research projects, as well as in the implementation of projects on a contractual basis;

- to systematize the process of teaching staff exchange within the framework of academic mobility within the country and abroad with inclusion in the Development Program;

- strive to increase the number of teaching staff with a Hirsch index of 1 or more;

- to organize a three-level training of young specialists through the EPening of doctoral studies in the EP "Pedagogy and Psychology";

- according to EP 5B010500 / 6B01901 - "Defectology, 5B010100 / 6B01201 -"

Preschool education and upbringing "to organize professional Development of teaching staff.

Standard «Educational resources and support systems for students and undergraduates»

- to more widely involve students in innovative and entrepreneurial activities in youth Start-Up clubs, business incubators with the possibility of professional certification;

- systematize work on the examination of research results for plagiarism;

- continue to work to inform graduates about employment Opportunities;

- provide access to the Internet, as well as the high-quality functioning of WI-FI on the territory of the educational organization.

Standard «Public Information»

- to submit on the website of the university personal information about each teacher who implements the EP of this cluster;

- update on the site information about the specifics of the EP, including the current support systems.

Standard «Standards in the context of individual specialties»

- the EP leadership on a systematic basis to harmonize educational programs with the programs of leading domestic and foreign universities and provide for the possibility of implementing joint EP.

**Appendix 1 Evaluation table "PARAMETERS OF A SPECIALISED PROFILE"
Conclusion of the External Expert Commission on the results of the evaluation of
educational programs 5B010300/6B01101 – «Pedagogy and psychology »,
5B012300/6B01801 – «Social pedagogy and self-knowledge», 5B050300/6B03101 –
«Psychology», 5B010200/6B01301 – «Pedagogy and methodology of primary education»,
5B010500/6B01901 – «Defectology», 5B010100/6B01201 – «Preschool education and
upbringing»**

| № | № | Criteria for evaluation | Position of the educational organization | | | |
|---|----|---|--|--------------|---------------------|----------------|
| | | | Strong | satisfactory | Assumes improvement | unsatisfactory |
| Standard "Management of the educational program" | | | | | | |
| 1 | 1. | The university must have a published quality assurance policy. | + | | | |
| 2 | 2. | A quality assurance policy should reflect the link between research, teaching and learning. | | + | | |
| 3 | 3. | The university should demonstrate the development of a culture of quality assurance, including in the context of EP | | + | | |
| 4 | 4. | A commitment to quality assurance should apply to any activity carried out by contractors and partners (outsourcing), including in the implementation of joint double-degree education and academic mobility | | + | | |
| 5 | 5. | The EP management ensures transparency in the development of the EP development plan based on an analysis of its functioning, the actual positioning of the university and its focus on meeting the needs of the state, employers, interested individuals and students. | | + | | |
| 6 | 6. | EP management demonstrates the functioning of the mechanisms for forming and regularly reviewing the EP development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers and society, making decisions aimed at continually improving EP | | + | | |
| 7 | 7. | EP management should involve representatives of stakeholder groups, including employers, students and faculty members, in the formation of the EP development plan. | | + | | |
| 8 | 8. | EP management must demonstrate the individuality and uniqueness of the EP development plan, its consistency with national development priorities and the development strategy of the educational organization | | + | | |
| 9 | 9. | The university must demonstrate a clear definition of those responsible for business processes, within the framework | | + | | |

| | | | | | | |
|--|-----|---|---|----|---|---|
| | | of the EP, the unambiguous distribution of the duties of the staff, and the delineation of the functions of collegial bodies. | | | | |
| 10 | 10. | EP management must provide evidence of the transparency of the educational program management system. | | + | | |
| 11 | 11. | EP management must demonstrate the successful functioning of the internal quality assurance system of the EP, including its design, management and monitoring, their improvement, and decision-making based on facts. | | + | | |
| 12 | 12. | EP management must manage risk | | + | | |
| 13 | 13. | EP management should ensure the participation of representatives of interested parties (employers, teaching staff, students) in the collegial bodies of the educational program management, as well as their representativeness in making decisions on educational program management | + | | | |
| 14 | 14. | The university should demonstrate innovation management in the framework of the EP, including the analysis and implementation of innovative proposals. | | + | | |
| 15 | 15. | EP management should demonstrate evidence of openness and accessibility for students, faculty, employers and other interested parties. | + | | | |
| 16 | 16. | EP management must be trained in education management programs | | + | | |
| 17 | 17. | EP management should strive to ensure that the progress made since the last external quality assurance procedure was taken into account in preparation for the next procedure. | | + | | |
| Total standard | | | 3 | 14 | 0 | 0 |
| 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. | EP management must demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system. | + | | | |
| 20 | 3. | Within the framework of the EP, there should be a system of regular reporting, reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the departments and departments, scientific research. | + | | | |
| 21 | 4. | The university should establish the frequency, forms and methods of evaluating the management of EP, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects. | | + | | |
| 22 | 5. | The university must demonstrate the determination of the order and ensuring the protection of information, including | | + | | |

| | | | | | | |
|--|-----|--|----------|-----------|----------|----------|
| | | the definition of responsible persons for the accuracy and timeliness of the analysis of information and presentation of data. | | | | |
| 23 | 6. | An important factor is the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them | | + | | |
| 24 | 7. | EP management should demonstrate the existence of a communication mechanism with students, employees and other interested parties, including the existence of conflict resolution mechanisms. | + | + | | |
| 25 | 8. | The university should provide a measure of the degree of satisfaction of the needs of faculty, staff and students in the framework of the EP and demonstrate evidence of elimination of discovered shortcomings. | | + | | |
| 26 | 9. | The university should evaluate the effectiveness and efficiency of activities, including in the context of EP | | + | | |
| | | Information collected and analyzed by the university in the framework of the EP should take into account: | | | | |
| 27 | 10. | key performance indicators; | | + | | |
| 28 | 11. | academic performance, student achievement, and expulsion; | | + | | |
| 29 | 12. | students' satisfaction with the implementation of the academic program and the quality of education at the university; | | + | | |
| 30 | 13. | availability of educational resources and support systems for students | | + | | |
| 31 | 14. | employment and career growth of graduates | + | | | |
| 32 | 15. | Students, employees and faculty must document their consent to the processing of personal data | | + | | |
| 33 | 16. | EP management should facilitate the provision of all necessary information in relevant fields of science. | | + | | |
| 34 | 17. | 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. | | + | | |
| Total standard | | | 5 | 12 | 0 | 0 |
| Standard «Development and approval of educational programs» | | | | | | |
| 35 | 1. | The university should determine and document the procedures for the development of EP and their approval at the institutional level. | + | | | |
| 36 | 2. | EP management should ensure that developed EPs are consistent with established goals, including intended learning outcomes | | + | | |
| 37 | 3. | EP management should ensure the availability of developed models of the graduate of the EP that describe the learning outcomes and personal qualities | | + | | |

| | | | | | | |
|---|-----|---|---|---|---|---|
| 38 | 4. | EP management should demonstrate conducting external expert reviews | + | | | |
| 39 | 5. | The qualifications obtained upon completion of the EP must be clearly defined, clarified and consistent with a certain level of NSC. | | + | | |
| 40 | 6. | EP management should determine the impact of disciplines and professional practices on the formation of learning outcomes | | + | | |
| 41 | 7. | An important factor is the ability to prepare students for professional certification. | | + | | |
| 42 | 8. | EP management must provide evidence of the participation of students, faculty and other stakeholders in the development of EP, ensuring their quality. | | + | | |
| 43 | 9. | The complexity of the EP should be clearly defined in Kazakhstan loans and ECTS | + | | | |
| 44 | 10. | EP management must ensure the content of academic disciplines and learning outcomes of the level of education (bachelor's, master's, doctoral). | | + | | |
| 45 | 11. | The structure of the EP should provide for various types of activities corresponding to the learning outcomes. | | + | | |
| 46 | 12. | An important factor is the presence of joint EPs with foreign educational organizations. | | + | | |
| Total standard | | | 3 | 9 | 0 | 0 |
| Standard «Continuous monitoring and periodic evaluation of educational programs» | | | | | | |
| 47 | 1. | The university should conduct monitoring and periodic assessment of the EP in order to ensure the achievement of the goal and meet the needs of students and society. The results of these processes are aimed at continuous improvement of the OP. | + | | | |
| | | Monitoring and periodic evaluation of the EP should consider: The content of programs in the light of the latest scientific achievements in a particular discipline to ensure the relevance of the taught discipline; | | | | |
| 48 | 2. | Changes in the needs of society and the professional environment; | + | | | |
| 49 | 3. | The load, performance and graduation of students; | + | | | |
| 50 | 4. | The effectiveness of student assessment procedures: | | + | | |
| 51 | 5. | Expectations, needs and satisfaction of students with training in EP; | | + | | |
| 52 | 6. | Educational environment and support services and their relevance to the goals of the EP; | | + | | |
| 53 | 7. | The university and the EP management must provide evidence of the participation of students, employers and other stakeholders in the revision of the EP. | | + | | |
| 54 | 8. | All interested parties should be informed of any planned or taken actions in relation to the EP. All changes made to the | + | | | |

| | | | | | | |
|---|-----|---|---|---|---|---|
| | | OP should be published. | | | | |
| 55 | 9. | EP management should ensure that the content and structure of the EP are reviewed taking into account changes in the labor market and the requirements of employers in the social request of the company. | | + | | |
| 56 | 10. | The university should conduct monitoring and periodic assessment of the EP in order to ensure the achievement of the goal and meet the needs of students and society. The results of these processes are aimed at continuous improvement of the EP. | | + | | |
| Total standard | | | 4 | 6 | 0 | 0 |
| Standard “Student-centered learning, teaching, and performance assessment” | | | + | | | |
| 57 | 1. | EP management should ensure respect and attention to various groups of students and their needs, providing them with flexible learning paths. | | + | | |
| 58 | 2. | EP management should ensure the use of various forms and methods of teaching instruction. | | + | | |
| 59 | 3. | An important factor is the availability of our own research in the field of teaching methods of educational disciplines of EP. | | + | | |
| 60 | 4. | EP management should demonstrate the existence of a feedback system for the use of various teaching methods and assessment of learning outcomes | | + | | |
| 61 | 5. | EP management should demonstrate support for students' autonomy while guiding and assisting the teacher. | | + | | |
| 62 | 6. | EP management must demonstrate the existence of a procedure for responding to student complaints. | | + | | |
| 63 | 7. | The university should ensure the consistency, transparency and objectivity of the mechanism for assessing learning outcomes for each academic degree, including an appeal. | | + | | |
| 64 | 8. | The university must ensure that the procedures for evaluating the learning outcomes of students of EP study meet the planned learning outcomes and program objectives. Evaluation criteria and methods within the framework of the EP should be published in advance. | | + | | |
| 65 | 9. | The university should determine the mechanisms for ensuring the development of learning outcomes by each graduate of the academic program and ensure the completeness of their formation. | | + | | |
| 66 | 10. | Evaluators must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area. | + | | | |
| Total standard | | | 2 | 8 | 0 | 0 |
| Standard "Students» | | | | | | |
| 67 | 1. | The university should demonstrate a policy for the formation of the contingent of students in the context of EP | + | | | |

| | | | | | | |
|---------------------------|-----|--|---|----|---|---|
| | | from admission to graduation and ensure transparency of its procedures. Procedures governing the life cycle of students (from admission to completion) must be defined, approved and published. | | | | |
| 68 | 2. | EP management should demonstrate the implementation of special adaptation and support programs for newly arrived and foreign students | | + | | |
| 69 | 3. | The university must demonstrate the conformity of its actions to the Lisbon Recognition Convention. | | + | | |
| 70 | 4. | The university should cooperate with other educational organizations and national centers of the European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers ENIC / NARIC in order to ensure comparable recognition of qualifications | | + | | |
| 71 | 5. | EP management should demonstrate the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal learning | | + | | |
| 72 | 6. | The university must provide an opportunity for external and internal mobility of studies. EP, as well as assist them in obtaining external grants for training. | | + | | |
| 73 | 7. | EP management should make every effort to provide students with places of practice, facilitate the employment of graduates, and maintain contact with them. | + | + | | |
| 74 | 8. | The university should provide graduates of the educational program with documents confirming the qualifications obtained, including the results of training, as well as the context, content and status of the education and evidence of its completion. | | + | | |
| 75 | 9. | An important factor is monitoring the employment and professional activities of graduates, EP. | | + | | |
| 76 | 10. | EP management should actively encourage students to self-education and development outside the main program (extracurricular activities). | | + | | |
| 77 | 11. | An important factor is the existence of an active association of graduate associations | | + | | |
| 78 | 12. | An important factor is the availability and support mechanism of gifted students. | | + | | |
| Total standard | | | 2 | 10 | 0 | 0 |
| Standard «Faculty» | | | | | | |
| 79 | 1. | The university should have an objective and transparent personnel policy, including in the context of EP, including hiring, professional growth and staff development, ensuring the professional competence of the entire staff. | | + | | |
| 80 | 2. | The university should demonstrate the compliance of the staff potential of the teaching staff with the development strategy of the university and the specifics of the academic | | + | | |

| | | | | | | |
|---|-----|---|---|----|---|---|
| | | program. | | | | |
| 81 | 3. | EP management should demonstrate awareness of responsibility for its employees and ensure favorable working conditions for them. | | + | | |
| 82 | 4. | EP management should demonstrate a change in the teacher's role in connection with the transition to student-centered learning. | | + | | |
| 83 | 5. | The university should determine the contribution of faculty staff to the implementation of the development strategy of the university, and other strategic documents. | | + | | |
| 84 | 6. | The university should provide opportunities for career growth and professional development of faculty staff. | | + | | |
| 85 | 7. | EP management should involve practitioners in the relevant industries. | | + | | |
| 86 | 8. | EP management should provide targeted action to develop young teachers. | | + | | |
| 87 | 9. | The university should demonstrate motivation for the professional and personal development of teachers of EP, including encouraging the integration of scientific activity and education, as well as the use of innovative teaching methods | + | | | |
| 88 | 10. | An important factor is the active use of the faculty of information and communication technologies in the educational process. (e.g. on-line training, e-portfolio, MEP, etc.) | | + | | |
| 89 | 11. | An important factor is the development of academic mobility in the framework of EP, the involvement of the best foreign and domestic teachers. | | + | | |
| 90 | 12. | An important factor is the involvement of teaching staff in public life (the role of teaching staff in the educational system, in the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative contests, charity programs, etc.). | | + | | |
| Total standard | | | 1 | 11 | 0 | 0 |
| Standard «Educational resources and support systems for students and undergraduates» | | | | | | |
| 91 | 1. | EP management must demonstrate the adequacy of material and technical resources and infrastructure. | | + | | |
| 92 | 2. | EP management should demonstrate the existence of support procedures for various groups of students, including information and counseling. | + | | | |
| | | EP management must demonstrate compliance of information resources with the specifics of the EP, including compliance with: | | | | |
| 93 | 3. | library resources, including a fund of educational, methodological and scientific literature on general education, basic and majors in paper and electronic media, | | + | | |

| | | | | | | |
|--------------------------------------|-----|--|---|---|---|---|
| | | periodicals, access to scientific databases; | | | | |
| 94 | 4. | examination of the results of research, final works, dissertations on plagiarism | | + | | |
| 95 | 5. | Access to educational Internet resources | | + | | |
| 96 | 6. | The functioning of WI-FI in the territory of the educational organization. | | + | | |
| 97 | 7. | The university should strive to ensure that the educational equipment and software used to master educational programs are similar to those used in the relevant industries. | | + | | |
| 98 | 8. | The university must ensure compliance with safety requirements in the learning process. | | + | | |
| 99 | 9. | The university should strive to take into account the needs of various groups studying in the context of EP (adults, workers, foreign students, as well as students with disabilities). | | + | | |
| 100 | 10. | EP management must demonstrate the adequacy of material and technical resources and infrastructure. | | + | | |
| Total standard | | | 1 | 9 | 0 | 0 |
| Standart «Public Information» | | | | | | |
| | | The information published by the University within the framework of the EP must be accurate, objective, and up-to-date and must include: Implemented programs, indicating the expected learning outcomes; | | | | |
| 101 | 1. | Information about the possibility of awarding a qualification at the end of the EP; | | + | | |
| 102 | 2. | Information about teaching, training, and evaluation procedures; | | + | | |
| 103 | 3. | Information about passing points and educational opportunities provided to students; | | + | | |
| 104 | 4. | Information about graduate employment opportunities. | | + | | |
| 105 | 5. | The management of the EP should use a variety of ways to disseminate information, including the media, information networks to inform the General public and interested persons | | + | | |
| 106 | 6. | public awareness should include support and explanation of the country's national development programs and the system of higher and postgraduate education. | + | | | |
| 107 | 7. | The University must publish audited financial statements on its own web resource, including in the context of EP. | | + | | |
| 108 | 8. | The University must demonstrate the reflection on the web resource of information that characterizes the University as a whole and in the context of EP. | | + | | |
| 109 | 9. | An important factor is the availability of adequate and objective information about teaching EP, in the context of | | + | | |

| | | | | | | |
|---|-----|---|---|----|---|---|
| | | personalities. | | | | |
| 110 | 10. | An important factor is to inform the public about cooperation and interaction with partners within the framework of the EP, including scientific consulting organizations, business partners, social partners and public organizations | | | + | |
| 111 | 11. | The University should post information and links to external resources based on the results of external evaluation procedures. | | + | | |
| 112 | 12. | An important factor is the participation of the University and implemented EP in a variety of external evaluation procedures. | | + | | |
| 113 | 13. | The information published by the University within the framework of the EP must be accurate, objective, and up-to-date and must include: Implemented programs, indicating the expected learning outcomes; | + | | | |
| Total standard | | | 2 | 10 | 1 | 0 |
| Standards in the context of individual specialties | | | | | | |
| EDUCATION | | | | | | |
| | | The management of the EP must demonstrate that graduates of the program have theoretical knowledge in the field of psychology and skills in communication, analysis of personality and behavior, methods for preventing and resolving conflicts, and motivation of students: | | | | |
| 114 | 1. | The management of the EP must demonstrate the literacy of graduates of the program in the field of information technology. | | + | | |
| 115 | 2. | The management of the EP must demonstrate the availability of disciplines that teach in. teaching methods and training planning, including interactive teaching methods, teaching methods with high involvement and motivation of students (games, case studies/situations, multimedia tools) | | + | | |
| 116 | 3. | The EP management must demonstrate that students have the ability to teach self-learning skills | | + | | |
| 117 | 4. | The EP should focus on different types of practices: - attending lectures and classes held by teachers; - conducting special seminars and discussions on the latest teaching methodologies and technologies; - within the framework of the program, students must have the opportunity to attend at least one discipline in their field of specialization taught by a practitioner | | + | | |
| 118 | 5. | 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. | | + | | |

| | | | | | | |
|---|----|---|-----------|------------|----------|----------|
| 119 | 6. | The management of the EP must demonstrate that graduates of the program have theoretical knowledge in the field of psychology and skills in communication, analysis of personality and behavior, methods for preventing and resolving conflicts, and motivation of students: | | + | | |
| Total standard | | | 0 | 6 | 0 | 0 |
| SOCIAL SCIENCES, HUMAN SCIENCES, ECONOMY, BUSINESS AND LAW, SERVICES | | | | | | |
| | | EP management should demonstrate that teaching within the program is based on modern achievements of world science and practice in the field of specialization, as well as using modern advanced teaching methods | | | | |
| 120 | 1. | EP management should guarantee students access to the most up-to-date and relevant data (statistics, news, scientific results) in the field of specialization in paper (newspapers, statistical data collections, textbooks) and electronic media | | + | | |
| 121 | 2. | Objectives, respectively, the learning outcomes should be aimed at students obtaining specific skills that are in demand on the labor market | | + | | |
| 122 | 3. | EP management must demonstrate that graduates of the program possess these skills and that these skills are truly in demand in the labor market | | + | | |
| 123 | 4. | EP should include a significant number of disciplines and activities aimed at students gaining practical experience in applying theoretical knowledge, such as industrial practice, training at enterprises, participation in lectures and seminars of practicing specialists, etc. | | + | | |
| 124 | 5. | EP management should demonstrate analysis of the labor market and provide examples of successful employment of graduates | | + | | |
| 125 | 6. | EP management should demonstrate that teaching within the program is based on modern achievements of world science and practice in the field of specialization, as well as using modern advanced teaching methods | | + | | |
| Total standard | | | 0 | 6 | 0 | 0 |
| Total | | | 23 | 101 | 1 | 0 |