



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert evaluation commission
for compliance with institutional accreditation standards
Arkalyk Pedagogical Institute named after I. Altynsarin
in the period from 24 to 26 November 2021

INDEPENDENT ACCREDITATION AND RATING AGENCY
External expert commission

Addressed to
Accreditation
IAAR Council

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Arkalyk, 2021

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I. LIST OF SYMBOLS AND ABBREVIATIONS



ECTS	European Credit Transfer System
KPI	Key Performance Indicators
 AIS	Automatic information system
AC	Academic calendar
AFA	Automatic fire alarm
JSC	Joint-stock company
AMP	Administrative and management personnel
BD	Basic disciplines
EEC	External expert commission
HAC	Higher Attestation Commission
HPE	Higher professional education
EW	Educational work
ESW	Educational and social work
HEI	Higher educational institution
IRD	Internal regulatory document
SAC	State Attestation Commission
SSE	State standard of education
SPDES	State program for the development of education and science
SP	State exam
GIS	Geographic information system
DET	Distance educational technology
PET	Preschool education and training
P / DW	Project / Diploma work
WKR	West-Kazakhstan region
ILC	Information and library complex
FSC	Final state certification
FC	Final control
ICT	Information and communication technology
IT	Information Technology
IF	Impact factor
IC	Individual curriculum
CTT	Credit training technology
CED	Catalog of elective disciplines
MES	Ministry of Education and Science
MEP	Modular educational program
SS	Small school
NJSC	Non-profit joint stock company
IAAR	Independent agency for accreditation and rating
NCE	National Chamber of Entrepreneurs
RW	Research work
SRW	Student research work
NQF	National qualifications framework
IQF	Industry qualifications framework
ED	Education department
GED	General education disciplines
EP	Educational program

PD Profile disciplines
TS Teaching Staff
RK The Republic of Kazakhstan
RSE on REM Republican state enterprise on the right economic management
MC Mid-term control
RSTL Republican Scientific and Technical Library
WC Working curriculum
ACS Access control system
QMS Quality Management System
SES Secondary education school
SAS Summative assessment for section
SAQ Summative assessment for a quarter
SIW Students Independent work
SIWT Students Independent work with a teacher
MM Mass media
SCL Student-centered learning
TC Typical curriculum
LP Limited partnership
TVE Technical and vocational education
EMCD Educational-methodical complex of the discipline
EML Educational-methodical literature
EMC Educational and methodical council
USS Educational support staff
ASW Academic and scientific work
SSC Student service center

II. INTRODUCTION

In accordance with the order of the Independent Agency for Accreditation and Rating No. 143-21-DD dated 8.10.2021. From 24 to 26 November 2021, an external expert commission assessed the compliance activities of NJSC "Arkalyk pedagogical Institute named after Y. Altynsarin" (hereinafter Higher educational Institution, the Institute, ArkPI named after I. Altynsarin, ArkPI) with the requirements of the standards of institutional accreditation of higher and (or) postgraduate education of the IAAR (No. 57-20-DD dated June 16, 2020, sixth edition).

The report of the external expert commission (EEC) contains an assessment of the institute's activities within the framework of the institutional accreditation of the higher educational institution to the standards and criteria of the IAAR, recommendations of the EEC on further improving the parameters of the institutional profile.

EEC structure:

1. **Chairman of the IAAR Commission** – Efimova Elena Mikhailovna, Candidate of Historical Sciences, Associate Professor, All-Russian Foreign Trade Academy of the Ministry of Economic Development of Russia (Moscow, Russian Federation);

2. **Foreign Expert IAAR** - Dagnija Blumberga, Dr. habil. sc. Ing, prof., Riga Technical Institute (Riga, Latvia);
3. **IAAR expert** - Aliya Kairatovna Aldungarova, PhD, Associate Professor, Toraigyrov Institute (Pavlodar, Kazakhstan);
4. **Employer** - Adylkhan Aset Berdygaliuly, NCE "Atameken", East Kazakhstan region (Ust-Kamenogorsk, Kazakhstan);
5. **Student** - Malik Kamilla, 3rd year student, Faculty of Geography and Environmental Management, Al-Farabi Kazakh National Institute (Almaty, Kazakhstan);
6. **Observer from the Agency** - Nazyrova Gulfiya Rivkatovna, Ph.D. in Economics, project manager for the formation of external expert commissions of IAAR (Nur-Sultan, Kazakhstan).

III. PRESENTATION OF THE ARKPI NAMED AFTER I. ALTYSARIN

The Arkalyk State Institute named after I. Altynsarın has been operating in the educational services market since April 1972 in accordance with Resolution No. 220 of the Central Committee of the Communist Party of Kazakhstan and the Council of Ministers of the Kazakh SSR.

The Pedagogical Institute in Arkalyk was initially formed as a specialized institute to meet the needs of schools in the Turgai region for teachers of general education disciplines. In October 1977, the institute was named after Ibrai Altynsarın. In 2019, by the Decree of the Government of the Republic of Kazakhstan dated No. 752 "On certain issues of higher educational institutions of the Ministry of Education and Science of the Republic of Kazakhstan" the Republican State Enterprise on the right of economic management "Arkalyk State Pedagogical Institute named after I. Altynsarın" of the Ministry of Education and Science of the Republic of Kazakhstan was transformed into a Non-profit Joint-stock Company "Arkalyk Pedagogical Institute named after I. Altynsarın" with one hundred percent participation of the state in the authorized capital.

The Institute carries out its activities on the basis of:

- Charter of NJSC "Arkalyk Pedagogical Institute named after I. Altynsarın" dated May 28, 2020
- Strategic Development Plan for NJSC "Arkalyk Pedagogical Institute named after I. Altynsarın" for 2021-2025. (approved on 24.12.2020, protocol No. 4).
- Academic policy of NJSC "Arkalyk Pedagogical Institute named after I. Altynsarın" (approved on August 26, 2020, protocol No. 1, amendments and additions dated August 25, 2021, protocol No. 1).
- State license No. KZ45LAA00018500, issued by the CCSES MES RK, 01.09.2010) within the framework of the national educational system in accordance with the legislation of the Republic of Kazakhstan.

State license No. 12019120 of December 14, 2012 was reissued by the Committee for Control in the sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan: 29 educational programs of higher education (bachelor's degree) in 7 areas of training. Training in the state and Russian languages, as well as in trilingual education programs.

The Institute has developed and is implementing a Mission, Vision and Strategy, including a development plan (hereinafter referred to as the Strategy) for 2021-2025.

The mission of the institute is to train teaching staff capable of high professional and personal achievements.

The vision of the institute is an innovative regional scientific and educational center that trains teachers.

Strategic goal - Training professionals who transmit innovative pedagogical ideas.

The Institute trains specialists in 7 areas of training (Code and classification of the field of education - 6B01 "Pedagogical Sciences"):

1. 6B011 Pedagogy and psychology;
2. 6B012 Pedagogy of preschool education and training;
3. 6B013 Training without subject specialization;
4. 6B014 Training of teachers with a subject specialization of general development;
5. 6B015 Teacher training in natural science subjects;
6. 6B016 Training of teachers in humanitarian subjects;
7. 6B017 Teacher training in languages and literature,

including 30 EPs of bachelor's degree (during the reporting period, 10 new EPs of bachelor's degrees were opened, including 2 EP innovative ones

(http://esuvo.platonus.kz/#/register/education_program , Standard "Development and approval of the educational program").

The contingent of undergraduate *students* is 2501 people (during the reporting period, the contingent has increased by more than 20%), of which 980 people are on the basis of a state grant. (39%), 1343 students study on a contractual basis, 27 people study in English, 2036 and 260 study in Kazakh and Russian, respectively.

State. According to the data of the institute, the educational process is provided by the teaching staff in the amount of 125 people, of which 112 (89.6%) are full-time teachers. Among them - Doctor of Geographical Sciences - 1 person, PhD - 4 people, Candidates of Science - 9 people, Masters - 89 people. The share of teachers with academic degrees and academic titles in the institute as a whole is 12.5%. The average age of the teaching staff is 41 years.

The structure of the institute includes: Administration, 3 faculties (Natural Sciences and Informatization, Pedagogy and Philology, History and Art), the Department for Academic Affairs, Personnel Management service and Document support, Information-Complex Library, Department for Educational Work, Remote Support Center, Information center of Technology and Software, Editorial and Design Department, Project office "Rukhani Zhangyru", administrative department, etc.

The infrastructure and classroom foundation includes: an educational building, a hostel, an information-complex library (3 electronic reading rooms, 2 language laboratories), stationary practice bases in Koktal, 10 computer labs, 2 robotics rooms, mobile computer labs, 7 educational workshops, video conferencing system Polycom VSX 7000, sports and recreation center, sports and recreation camp, 12 multimedia complexes, 7 multimedia auditoriums, museum. I. Altynsarin and the Museum of Natural History.

Rating, accreditation. In 2016, the Arkalyk Pedagogical Institute named after I. Altynsarin participated in the institutional accreditation processes of the Independent Agency for Accreditation and Rating (IAAR) and received accreditation for a period of 5 years. In addition, the IAAR Agency accredited 19 educational programs of ArkPI.

According to the results of the General Rating of the IAAR, the Institute took the following places: in 2020 - 16th place, in 2019 - 16th place, in 2018 - 18th place.

The educational programs of the institute participate in the rating of NCE "Atameken", according to the results of which:

- in 2020 EP 6B01201 "Preschool education and upbringing", 6B01101 "Pedagogy and methods of primary education", 6B01301 "Pedagogy and methods of primary education" entered the top three EP of the pedagogical direction, and EP 6B01501 "Mathematics (abb)" became the best EP out of 24 declared.

- in 2019, EP 6D01402 "Fine Arts and Drawing" took 1st place among 19 universities of the Republic of Kazakhstan, EP 6B01503 "Informatics" took 2nd place among 26 universities of the Republic of Kazakhstan.

In 2020, ArkPI has developed an Academic Policy and an Academic Integrity Policy.

As a result of the work, ArkPI became a member of three international ratings: Webometrics Ranking of World Universities (Spain), Academic Ranking of World Universities-European Standard (Belgium) and UniRank (Australia).

According to the results of 2017, in the international rating Webometrics Ranking of World Universities (Spain), the institute took 14037 position out of 26363 positions. In terms of country, among Kazakhstani universities it took 44th place out of 131. After the analysis of the ranking positions, among 7 state pedagogical universities in Kazakhstan, ArkPI took 4th place.

In the country section of the Academic Ranking of World Universities-European Standard (Belgium), ArkPI took 68th position among 98 universities that were included in this rating. It should be noted here that not all 131 Kazakhstani universities were able to enter this rating. The purpose of compiling the international ranking Academic Ranking of World Universities-European Standard is to assess the ability of universities to provide students with the necessary knowledge, participate in research activities, as well as the ability to actively communicate with future employers. The rating is processed automatically, completely excluding the involvement of the human factor.

In the UniRank rating (Australia) - 76th position out of 107 universities in Kazakhstan, which were honored to enter the country section of this rating.

International cooperation, academic mobility. The institute has concluded 15 agreements on international cooperation, of which - with universities of the Russian Federation (8), with universities from far abroad (4), according to the Erasmus + project (1). Main partners: Rzeszow Institute (Poland), South Ural State Institute (Russia), Smolensk State Institute (Russia), Russian State Social Institute (Russian Federation, Moscow), Cyril and Methodius Institute in Trnava (Slovakia).

During the reporting period, as part of the implementation of the academic mobility program, the following results were obtained: *students* - outgoing / internal - 39, outgoing / external - 18, incoming / internal - 6, *teaching staff* - incoming / external - 6.

Organization of the security system of the institute - Anti-terrorist security of the facility in accordance with the requirements determined by the Government of the Republic of Kazakhstan is carried out by the security company "DM" LLP, in accordance with the public procurement agreement for 2021. The institute has a television video surveillance system, a warning system, an access control system (ACS). Buildings of educational buildings, dormitories are equipped with AFA (automatic fire alarm)...

The library resources of ArkPI are 311,194 copies, including in the state language - 125,635, in foreign languages - 4,273. publications "Web of Science" and "Thomson Reuters".

SRW, commercialization.

ArkPI has identified strategic research clusters with a focus on scientific and pedagogical areas, which confirm the compliance of research activities with the mission, vision and strategy of the institute:

1. "Organizational and technological foundations of psychological and pedagogical support for normative children in difficult life situations" (research within the framework of a competition for grant, project-targeted funding of the Ministry of Education and Science of the Republic of Kazakhstan). The study is aimed at identifying, developing and creating special psychological and pedagogical conditions for accompanying normative children who find themselves in difficult life situations (bullying, suicidal behavior, etc.)

2. "Organizational and methodological foundations of training future teachers for psychological and pedagogical support of children with special educational needs" (research within the framework of the competition for grant, project-targeted funding of the Ministry of Education and Science of the Republic of Kazakhstan). The research is aimed at developing a methodological basis for teaching students of a pedagogical institute in psychological and pedagogical support of children with special educational needs.

One of the types of commercialization at ArkPI is the provision of advanced training courses for teachers of schools and colleges. Income from advanced training courses for the

reporting period was: 2017- – 1 470 000 tenge, 2018 - 2,200,000 tenge, 2019-2,807,000 tenge, 2020-560,700 tenge.

IV. DESCRIPTION OF EEC VISIT

The visit of the external expert commission to the NJSC "Arkalyk Pedagogical Institute named after I. Altynsarin" was organized in accordance with the program previously agreed with the chairman of the EEC in the period from November 24, 2021 to November 26, 2021.

In order to coordinate the work of the EEC, on November 23, 2021, an opening meeting was held, during which powers were distributed among the members of the commission, 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 Institute's activities, EEC members used methods such as: visual inspection (online, offline), observation, interviewing employees of various structural units, teachers, students, graduates and employers, questioning the teaching staff, students.

EEC meetings with target groups were held in accordance with the revised program of the visit, in compliance with the established time interval (Table 1). The institute staff ensured the presence of all persons indicated in the visit program.

Table 1 - Information about employees and students who took part in the meetings with the EEC of the IAAR

Participant category	Quantity
Chairman of the Board - Rector	1
e.d. Vice-rector for Academic and Scientific Affairs	1
Heads of structural divisions	11
Deans and Heads of EP	17
Teachers	56
Students	40
Employers	3
Graduates	8
Total	137

Experts in online and offline mode visited 2 educational buildings, classrooms, the laboratory complex of the institute, an information and library complex, premises of structural divisions, deans' offices of 3 faculties, the assembly hall, museums, 2 student dormitories, etc.

EEC members visited training sessions for bachelors in accredited educational programs according to the schedule presented by the EP management:

In accordance with the accreditation procedure, 92 teachers and 55 students were surveyed.

Members of the EEC visited the base of practices for accredited educational programs: secondary schools in the city of Arkalyk, in particular, school №4, school-lyceum named after Y. Altynsarin, Arkalyk Regional State Archive.

In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the working documentation of the institute. In particular, the ArkPI Development Strategy until 2025, EP development plans, work plans for all structural divisions of the institute, faculties, financial statements of the Institute. The results of the sessions of the students of ArkPI are analyzed.

Along with this, experts studied the Internet positioning of ArkPI through the official website <http://api.edu.kz> , social media accounts: Instagram - <https://www.instagram.com/api.kz/> , Facebook - <https://www.facebook.com/arkgpi/> , Youtube - https://www.youtube.com/channel/UCbeMpBEVPSPR7Nk_L67ul7g .

As part of the planned program, recommendations for improving the activities of the Institute, developed by the EEC based on the results of the examination, were presented at a meeting with the management on November 26, 2021.

VI. COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS

6.1. Standard "Strategic Development and Quality Assurance"

Proof part

The institute demonstrated the development of a mission, vision and strategy and their publication in the public domain for interested parties (<https://api.edu.kz/index.php/ru/common/mission> , <https://clck.ru/UrquN>), in including in the form of the Strategic Development Plan for NJSC ArkPI named after I. Altynsarin for 2021-2025. (approved on 24.12.2020 by the decision of the Board of Directors).

The mission of ARKPI is to train teaching staff capable of high professional and personal achievements.

The vision of ArkPI is an innovative regional scientific and educational center that trains teachers.

The strategic goal is to train professionals who transmit innovative pedagogical ideas.

The uniqueness of the development strategy of the institute lies in the orientation of the implementation of all strategic tasks towards regional consumers of scientific and educational services.

The development strategy of the institute was developed taking into account the influence of both external factors on the activities of the institute (increase in the state order for the training of teachers, the process of profiling of universities, innovations in the system of entry into the teaching profession, compulsory certification in employment of graduates of the pedagogical profile from 2021, continuous improvement of teacher education , updating the training program for teaching staff, etc.), and internal (development in the direction of internationalization and research activities, new approaches to teaching and learning; the use of information and communication technologies in teaching and learning; introduction of a new format of continuous teaching practice and elements dual education, training of teaching staff in English (multilingual EP), EP development taking into account inclusion, etc.).

The strategic goals of the institute's development demonstrate its focus on meeting the needs of the state, society, sectors of the real economy, potential employers, students and other interested parties:

1. Modernization of the management system and development of human resources;
2. Transformation of the teacher training system;
3. Promoting the image of the institute and increasing income from marketing decisions in the overall financial structure;
4. Development of optimal conditions for the formation of social and civil responsibility;
5. Ensuring the economic sustainability of the development of the institute.

The institute has identified the following categories of stakeholders related to the Mission of the Institute: students and their parents; employers (enterprises and organizations of various forms of ownership, customers and partners, including foreign ones (European countries,

Kazakhstan); institute staff (AMP, teaching staff and EMC); educational authorities, legislative and executive authorities, society as a whole.

The institute develops and publishes a quality assurance policy (<https://clck.ru/YrRmk> , approved by the Rector on August 26, 2020), which reflects the general approaches, key principles and basic mechanisms established in the ArkPI to ensure quality and develop a culture of continuous quality improvement.

The quality assurance policy is concretized by internal regulatory documents:

- Manual on the internal quality assurance system (approved by the Rector on September 22, 2016, <https://clck.ru/YrRTe>);

- Regulation on internal monitoring and examination of the quality of educational activities (approved by the Rector on November 27, 2016, <https://clck.ru/YrSL4>);

- Academic policy of ArkPI (approved by the Rector on August 26, 2020, amended on 08/25/2021).

The current quality assurance policy of the HEI reflects the link between research, teaching and learning and takes into account both national and intra-university contexts. To strengthen the connection between education and scientific research, the university encourages the scientific activity of the academic staff by: creating and operating scientific schools and teams, introducing a system of motivating scientific activity and constantly informing about scientific events, promoting the commercialization of scientific research results; providing the opportunity to use international scientific databases, electronic scientific journals; promoting the presentation of scientific positions at scientific sites, including participation in scientific conferences and competitions, publications in journals; planning and monitoring the effectiveness of research activities.

The university develops and publishes publicly available documents on certain areas of activity and processes: Rules for planning the teaching load of the teaching staff, Rules on the procedure for granting places and eviction from students' House, Regulations on the Council of Curators, Regulations on the activities of the teacher responsible for organizing educational work at the faculty, Anti-corruption standard for ensuring openness and transparency, On the organization of the spring semester in the blended learning format, Regulations on the teaching staff competition, Regulations on the competition for the selection of applicants for academic mobility abroad, Regulations on information policy, Competence model of the teacher, Regulations on the procedure for involving employers in the development of modular educational programs, Regulation on the certification of teaching staff, Regulation on the protection of personal data of employees and students, Regulation on personnel Policy of the ArkSPI, Regulations on the competitive filling of positions of teaching staff and scientific workers, Regulations on bonuses, additional payments, allowances and other incentive payments, etc. (<https://clck.ru/YrSp6>).

Analytical part

EEC experts observe the process of regular revision of mission, vision, strategy and quality assurance policy . Placing strategic documents in the public domain on the university website, the rector's speech to stakeholders in order to familiarize themselves with the strategic objectives of the institute, the approval of the ARKPI strategy by the Board of Directors, consisting of external stakeholders, reporting the mission and vision of ARKPI to the students on curatorial hours confirm the transparency of the formation of documents (<https://api.edu.kz/index.php/ru/common/normativnye-dokumenty/oficial-docs>). *However*, EEC experts note the absence of a process for publishing the results of monitoring and analysis of the implementation of the institute's strategic objectives in the public domain. The reporting on the implementation of the strategic goals is being kept, but the minutes on the discussion of the results of the implementation of the Plans with external and internal stakeholders have not been submitted.

In accordance with the order of the Rector of ArkPI No. 23 dated 02/03/2020, the University established a Quality Assessment and Control Committee under the leadership of the IBK director, which includes teaching staff and students. The activities of the committee are determined by the documented procedure "Regulation on the activities of the commission for quality assurance". The quality of *educational* services provided by the institute is confirmed by the results of national and international ratings: educational programs of the university participate in the rating of NPP "Atameken", according to the results of which:

- in 2020 EP 6B01201 "Preschool education and upbringing", 6B01101 "Pedagogy and methods of primary education", 6B01301 "Pedagogy and methods of primary education" entered the top three EP of the pedagogical direction, and EP 6B01501 "Mathematics (arr)" became the best EP out of 24 declared.

- in 2019, OP 6V01402 "Fine Arts and Drawing" took 1st place among 19 universities of the Republic of Kazakhstan, OP 6B01503 "Informatics" took 2nd place among 26 universities of the Republic of Kazakhstan.

However, the university lacks the functioning of the model of the *internal* quality assurance *system* for *all* processes of the university (educational, educational, methodological, research, administrative and financial, etc.). Accordingly, it is impossible to track the development of a culture of quality in all processes of the university, corresponding to the Development Strategy of ARKPI. All internal regulatory documents of the university should be *regulated* through the system of administration of the processes of the university in order to improve the quality of services provided and optimize business processes.

Strengths / Best Practice

-

EEC recommendations:

1. To the university management, starting from 2022, the monitoring of the implementation of the Strategic goals of the ArkPI should be submitted for open discussion with stakeholders (both external and internal), with the fixation of recommendations, comments and proposals on the implementation of the University Development Strategy, and the publication of the changes and documents made reporting in the public domain for stakeholders.

2. By the beginning of the 2022-2023 academic year, the management of the university to develop a model of the internal quality assurance system, which will influence the development of a culture of quality in the implementation of all business processes of the institute.

Conclusions of the EEC on the criteria for the standard "Strategic development and quality assurance": 7 criteria are disclosed, of which 6 criteria have a satisfactory position, 1 position requires improvement.

6.2 Standard "Leadership and Management"

Proof part

The management of all activities of the university is based on the organizational structure and is aimed at achieving the goals set by the strategic development plans of the institute for 2021-2025. Direct management of the university is carried out by the Chairman of the Board - Rector. The management of the Institute is carried out in accordance with the legislation of the Republic of Kazakhstan, the Standard Rules for the Activities of Organizations of Higher and Postgraduate Education, the Charter of the University, the Internal Regulations, a collective agreement based on the principles of corporate governance:

- Board of Directors - management body;
- Board (Administration) - executive body;

- Academic Council, UMC - collegial body;
- Internal Audit Service - audit of financial activities of ArkPI.

The Institute has a linear-functional organizational management structure that ensures customer satisfaction in educational services. The Chairman of the Board manages the activities of the university, controls the distribution of financial and material resources to ensure the quality of educational services that meets the requirements of the State Educational Standard of Higher Professional Education and consumers, is responsible for the general organization of work carried out in ArkPI, for compliance with the requirements of legislative and regulatory documents.

The development strategy of the university is defined in 5 main priority areas. For each priority area, there are structural divisions responsible for their implementation, planning activities and participating in the allocation of resources:

- Modern management and HR - Personnel management and document management service, Student service center.
- Proactive management of educational programs - Department of Academic Affairs, Center for Distance Learning, dean's offices.
- Educational research and innovative ideas - Office of Academic Programs, Methodological and Scientific Work, Center for Information Technologies and Software, dean's offices.
- Social responsibility - Department of educational work, Project office "Rukhani zhagyru", dean's offices.
- Infrastructure, financial management - Administrative - economic department, accounting, dean's offices.

Commitment to quality assurance refers to any activity performed by contractors and partners (outsourcing), including the implementation of dual education and academic mobility, and is spelled out in the concluded cooperation agreements with various groups of providers of educational and other types of services. As an example, according to the requirements for quality assurance in outsourcing activities, it can be considered in the form of an Agreement on public procurement of services (No. 175 dated 06/10/2021) with the security company "DM" LLP, which provides the university with a security service, and in which the points responsibilities for the quality performance of services by contractors.

The transparency of the university management system is ensured through informing the internal stakeholders about the university management system, including the activities of the top management and collegial management bodies, and other leaders involved in the management process. The mechanism of informing internal and external stakeholders about the activities of the university, management decisions made is reflected through the holding of joint round tables, publication of information on web resources, bringing the minutes of meetings of collegial management bodies of the university to all structural divisions of the university and teaching staff, participation of students and teaching staff in the work of collegial bodies management, students in the Academic Council with the right to vote, etc....

The management and administration of the university are open and accessible to students, teaching staff and other interested parties, which was confirmed by interviews with target groups, the publication of contact information and opening hours on the personal pages of the university website. Feedback channels existing at the university provide an opportunity for all participants in the educational process to contact the management with problems, initiatives and suggestions for improving performance. Heads of structural divisions, deans, heads of the EP receive visitors on a daily basis. In addition, there is a procedure for a written appeal of employees to the First Head regarding improvements in the activities of the university.

The university seeks to participate in international, national and regional professional alliances, associations, etc. At the moment, ArkPI them. I. Altynsarin joined the Magna Charta Universitatum of European Universities, is a member of the Eurasian Association of Universities.

The university provides training for the management of the university, structural divisions and educational programs in educational management programs. In the period from October 16 to October 21, 2017, 25 employees of the institute from among the managers took online advanced training courses in the amount of 72 academic hours on the topic "Management of higher education" of the Institute for Advanced Studies and Further Education of the Al-Farabi Kazakh National University.

Analytical part

The Academic Council is a collegial governing body of ARKPI, which considers issues of formation and changes in the structure of the university, the most important aspects of educational, methodological, scientific, educational and international work, financial and economic support of the educational process, reports of the Chairman of the Board-Rector and Vice-Rector, heads of structural divisions, as well as applications for the conferment of academic titles, the award of honorary titles, personal scholarships and prizes. The Academic Council includes the Chairman of the Board-Rector, the Vice-Rector, heads of structural divisions responsible for the relevant activities, as well as scientists and teachers with extensive experience and work experience. To represent the interests of students, students are included in the Academic Council.

Regulations on the activities of the educational and methodological council of ArkPI, on the activities of Faculty Councils, the Internal Audit Service are not presented, they have not been found on the site, respectively, it is not possible to determine the procedure and mechanisms for assessing the activities of collegial bodies, the results of evaluating their activities are not described.

At the time of the EEC, a redistribution of responsibility for the management of business processes was observed: both the posts of heads of departments and the departments themselves were abolished, the management of educational programs was transferred to the appointed heads of EP, who are subordinate to deans, responsibility for research and educational processes was transferred to deans to deans. The execution of all business processes is supervised by the Vice-Rector for Academic and Scientific Work. However, when conducting interviews with the heads of the EP, deans of the university, heads of structural divisions, there is no full understanding of the upcoming responsibility for the effectiveness of the current business processes of ARKPI, accordingly, the analysis of the effectiveness of the decisions made is not observed either. The activities of the Vice-Rector are more focused on educational and educational-methodological activities, responsibility for R&D at ArkPI is limited to the decisions made by the deans of the faculty, but also not within the EP, which is necessary for the implementation of the EP in combination with both educational and educational methodical work, but in general by faculties.

The university has developed internal normative documentation for some business processes, however, the university management and EP management did not demonstrate a specific model of the internal quality assurance system in place at the university, respectively, clear mechanisms for continuous improvement of the internal quality assurance system are not traced in the ArkPI... Conducting external audits to ensure quality and the availability of a quality management system, according to information from the management of the EP, was suspended in 2015.

The functioning and improvement of the system of internal quality assurance of the educational process is determined through a number of measures:

- organization of a working group for the development and implementation of an intra-university quality management system (order of the Rector No. 39 dated April 11, 2017).
- development, approval and implementation of normative documentation on the quality of processes: Manual on the internal quality assurance system (approved by the Rector on September 22, 2016, <https://clck.ru/YrRTe>); Regulation on internal monitoring and examination of the quality of educational activities (approved by the Rector on November 27,

2016, <https://clck.ru/YrSL4>); Academic policy of ArkPI (approved by the Rector on August 26, 2020, amended on 08/25/2021).

- introduction of methods for assessing the effectiveness of educational activities: in 2019, an assessment of the course and teaching methods through the eyes of students was introduced at the end of each semester; since 2017, annual satisfaction surveys have been conducted among academic, administrative personnel, as well as among students; at the faculty (school) levels, a reflective assessment of teaching methods is carried out during the semester; participation in ratings of educational programs; accreditation and post-monitoring of educational programs; development of educational programs with the participation of experts from the bases of practices and employers; tracking the employment of graduates, etc.

However, the analysis of the implemented methods for assessing the effectiveness of educational activities, the development of a plan for corrective and preventive measures, the implementation of plans for corrective and preventive measures is not observed.

The management of ARKPI pays attention to risk management. ARKPI uses the practice of creating working groups at different levels of management to make changes in processes, reorganize them or form new processes, in order to monitor various aspects of the educational process, by participating in which, teachers have the opportunity to influence specific areas of the university's activities. For example, in the work of collegial management bodies, issues are discussed about the prevention or elimination of the main risks identified by the management of the OP (contingent, small groups, etc.). *However*, risk assessment and determination of ways to reduce them are not disclosed as a separate strategic block in the processes of documentary and strategic planning of ARKPI. The University Development Program until 2025 *does not reflect a* detailed assessment of internal and external risks, their possible consequences and mechanisms, and risk management measures. *There is no analysis of information* in order to identify and predict risks in the formation of annual work plans of the university and structural units, including plans for the development of EP. There are examples of deficiencies found with the analysis carried out by employers' survey, where lack of experts has been identified, leading classes in the Russian classes, specialists in biology, geography, chemistry and others. *However*, the university administration and management of the OP did not demonstrate the mechanism eliminate a detected defect, respectively, higher education *is not fully demonstrated* the analysis of the identified inconsistencies, the implementation of the developed corrective and preventive actions.

The management of the university and the management of structural divisions did not demonstrate the existence of an analysis of the effectiveness of changes in the university, there are no developed documented procedures for analyzing the effectiveness of changes in the ARKPI, no persons responsible for carrying out this procedure have been identified. Accordingly, specific criteria and methods for analyzing the effectiveness of changes are not observed, it is not possible to get acquainted with the reasons for the decisions made to carry out changes in the university. For example: the decision to abolish the departments and the posts of heads of departments, the transfer of powers to the heads of the EP and deans - what was the reason, what results are expected from the decision made on these changes, who and how will monitor the effectiveness of changes in the ArkPI - unfortunately, the answers to these questions after the EEC remained open.

The construction of process management (planning, resource allocation, monitoring) at the university is confirmed by planning and reporting documents of structural divisions and faculties. The validity of determining those responsible for business processes, the distribution of job duties of personnel, the delineation of the functions of collegial bodies is observed through the developed job descriptions and regulations, *however*, an incomplete understanding of the validity of the introduced changes in the structure of the university, the presence of provisions on the activities of *not all* collegial management bodies, not fully demonstrates the provision of management of the educational process through the management of educational programs. In addition, the EP management *does not fully* demonstrate the assessment of their

effectiveness. The university implements 30 EPs, including both double EPs and duplicate EPs with small groups. For example, ARKPI implements both a dual OP 6B01512 "Biology and Geography", as well as separate OP 6B01506 "Geography" and OP 6B01505 "Biology". Enrollments for all 3 EPs are being conducted, *however*, the formed learning outcomes of all 3 EPs are duplicated, which *indicates the absence* of an assessment of the effectiveness of these EPs by the university administration:

- formed learning outcomes EP 6B01506 "Geography":

- 1 Determines the conceptual and theoretical foundations of geography, assesses their place and current state in the system of sciences;
- 2 Demonstrates practical skills in geographic equipment, materials and practices experimental and reporting data
- 3 Refers to knowledge in the field of social, historical and humanitarian, local history, economic, social sciences, systematically defines them in solving professional problems;
- 4 Uses language competencies in the educational environment for academic and professional purposes;
- 5 Manages the skills of working with ICT, GIS, digital educational resources in the learning and teaching process;
- 6 Applies the theoretical foundations of psychology and pedagogy in work with parents, plans educational work, taking into account the age characteristics of students;
- 7 Uses theoretical and practical knowledge in the field of management, criteria-based assessment technology, inclusive education, teaching methods
8. Classifies the regulatory framework of general secondary education and the principles for the development of educational and program documents, analyzes the state of the educational process at school;

- formed learning outcomes EP 6B01505 "Biology":

1. Transmits theoretical knowledge and practical skills in biology and related disciplines in a professional environment
2. Demonstrates skills in working with laboratory instruments, devices, materials in the organization of educational and research activities, and academically competently evaluates experimental and calculated data
3. Effectively defines and practices the principles of teaching methodology, effective learning and teaching, inclusive education and criteria-based assessment technologies, the foundations of entrepreneurship
4. Actively interprets new achievements in the field of digital technologies and didactics (including ICT) in teaching and learning, in modeling natural processes
5. Uses languages that function in the educational environment for academic and professional purposes, and manages written and oral linguistic communications
6. Evaluates the educational process, competently uses the basic tools of social, humanitarian and historical and regional studies
7. Analyzes the regulatory and legal framework of secondary education with updated content, the process of the national policy of the Republic of Kazakhstan in the field of education, logically distinguishes between educational and program documents
8. Applies the foundations of pedagogical and psychological skills, forms a healthy, supportive and safe environment in accordance with the age characteristics of students in the organization of the educational process and educational work in the classroom
9. Critically chooses the methods of organization and research in experimental and project activities, the formation and development of the scientific worldview of students

- formed learning outcomes EP 6B01512 "Biology and Geography":

1. Transmits theoretical and conceptual knowledge in biological and geographical disciplines in a professional environment

2. Demonstrates skills in working with laboratory instruments, devices, materials in the organization of educational and research activities, and academically competently evaluates experimental and calculated data
3. Determines and practices the principles of teaching methods, effective learning and teaching, inclusive education, criteria-based assessment technologies, the foundations of entrepreneurship
4. Effectively uses new advances in digital technologies and didactics (including ICT) in teaching and learning, modeling natural processes
5. Evaluates the educational process, competently uses the basic tools of social, humanitarian and historical and regional studies
6. Analyzes the regulatory and legal framework of secondary education with updated content, the process of the national policy of the Republic of Kazakhstan in the field of education, logically distinguishes between educational and program documents
7. Applies the foundations of pedagogical and psychological skills, forms a healthy, supportive and safe environment in accordance with the age characteristics of students in the organization of the educational process and educational work in the classroom
8. Critically chooses the methods of organization and research in experimental and project activities, the formation and development of the scientific worldview of students

The same examples are observed for the rest of the dual OP (http://esuvo.platonus.kz/#/register/education_program).

The university demonstrates the development of annual activity plans, however, the EEC experts note the lack of cascading of the university's strategic objectives in the planning documents of all structural divisions, dean's offices and plans for the development of EP, individual plans of teaching staff.

The institute regularly holds competitions among teaching staff and students (Rector's prize) in order to find new ways to improve the quality of training, broadcast the accumulated experience of teaching staff and stimulate the work of employees in teaching and methodological support of EP and areas of training, increasing the effectiveness of training by introducing the best proposals in the educational process. New teaching methods presented in the projects of the teaching staff are aimed at developing new approaches in teaching various disciplines, developing new ways, developing creative, creative areas of activity. The result of this work is an implemented product (electronic textbook, collection of works, training, etc.). However, the information described relates more to educational activities than to innovative implementation. The ArkPI Development Strategy identifies the priority strategic direction No. 3 "Educational Research and Innovative Ideas", which clearly defines the separation of education from innovation and which must be guided by all participants in the university's business processes.

During the previous institutional accreditation, the external expert commission gave 51 recommendations on various areas of ARKPI's activities. The Self-Report does not provide an analysis of the implementation of the previous EEC accreditation .

Strengths / Best Practice

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EEC recommendations:

1. The management of the university, by the beginning of the 2022-2023 academic year, needs to determine the clear responsibility of the EP management and the management of structural units for the implementation of all processes of the university in accordance with the directions of the current ARKPI Development Strategy, with the main emphasis on the main criterion - educational programs, with

the development of job descriptions for all positions, regulations on the activities of all collegial governing bodies.

2. The management of the university, by the beginning of the 2022-2023 academic year, it is necessary to determine the responsibility of the structural unit or staff unit for the developed model of the quality management system of the university, on which job responsibilities will be transferred for the successful functioning and improvement of the internal quality assurance system for each implemented ARKPI process (educational, educational, methodological, research, innovative development, financial, social and educational, etc.), including quality assurance monitoring, decision-making based on the analyzes carried out, supervising the development and implementation of corrective and preventive actions.

3. The management of the university, the management of structural divisions and the management of the EP in the planning of their activities annually include blocks with a description of possible risks in the implementation of activities and implementation of the EP, indicating the names of risks, possible consequences in case of failure to take and (or) timely response measures, as well as with a description of mechanisms and risk management measures.

4. To determine the effectiveness of the changes carried out at the university, the university management, by the beginning of the 2022-2023 academic year, needs to develop a documented procedure defining clear criteria and methods for analyzing the effectiveness of changes, procedures for monitoring the effectiveness of changes by stakeholders.

5. The management of the university, together with the management of the EP and stakeholders, in particular with employers, before the beginning of the 2022-2023 academic year, conduct a detailed analysis of the content of all educational programs, with the aim of either revising them in order to change the internal content in order to avoid duplication of learning outcomes with double EP, or removing them from the register of the OP RK as ineffective.

6. Heads of structural divisions, EP management, deans of faculties, teaching staff of the university, starting from the 2022-2023 academic year, plan activities in accordance with the tasks and priority areas of the ARKPI Development Strategy until 2025.

7. By the beginning of the 2022-2023 academic year, the management of the university needs to develop a GNI, with a clear definition of innovation in the pedagogical institute, describing the procedure for managing innovation, including the analysis and implementation of innovative proposals.

8. The management of the university and the management of the EP in the self-assessment documents reflect the description of the progress achieved in the implementation of the recommendations received as a result of the previous accreditation procedure. Ensure the implementation of the recommendations of the previous EEC accreditation.

Conclusions of the EEC on the criteria for the standard "Leadership and Management": 15 criteria are disclosed, of which 6 criteria are satisfactory, 9 require improvement.

6.3 Information Management and Reporting Standard

Proof part

The university ensures the functioning of the system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software. The following systems for collecting and analyzing data for decision-making have

been introduced into the activities of ArkPI: information systems in various directions and areas; reporting system of structural divisions on the results of work; consideration of issues at collegial bodies; analysis of the external and internal environment of the university; conducting internal audits and inspections to obtain information about the processes; stakeholder satisfaction assessment system; self-assessment in preparation for external assessment procedures (rating, accreditation, etc.).

Information management is built on the basis of a corporate local computer network that connects the educational building with fiber-optic communication lines; ensuring free access of users to Internet resources; systems of remote access to resources and the Internet.

The university provides information management within the following information systems:

- The official website of the university (<https://api.edu.kz/>).
- Automated information management system of the educational process "Platonus", which allows the university to track the following educational processes: the learning process of each student for the entire period of study, keeping records of progress in all disciplines, indicating the GPA (general and subject), placing orders, creating timetables, conducting registrations for disciplines, displaying academic calendars, students gaining access to their academic results, transcripts, etc. The portal provides individual access for teachers, accounting staff, COO, Library. The CSO is engaged in the issuance of various types of certificates, the preparation and restoration of diplomas, the creation of corporate e-mail addresses. The portal contains reports of each structural unit, special data is generated for the Ministry, Accounting, DSP, teaching staff, etc.
- Automated accounting information system "IC Accounting";
- Platform for automating business processes without programming "Documentolog";
- Social networks ArkPI;
- Remote training sessions are conducted on-line in the GOOGLE service.
- Electronic library of the university based on the Irbis system , which contains educational materials, literature of high demand, literature for multilingual education. Remote access to the resources of the Electronic Library is provided around the clock and can be carried out through local and global networks, in particular, through the local network of the university.

The reporting system of the university is determined by the following mechanism: all structural divisions of the institute prepare an internal annual report on core activities. The heads of the EP draw up semi-annual and annual reports, which are considered at the meetings of the Faculty Councils and the Educational-Methodological Council of the Institute. The report of the structural unit includes sections by line of business. At the end of each month, the teacher individually notes the actual completion of hours according to individual plans and the individual teacher's workload. On the basis of the written off hours, consolidated statements of the teaching load for the department are formed for each month and semester. Monitoring of the implementation of the teaching load by teachers is carried out by a specialist of the department of academic work and research work, at the end of each semester and for the year on the basis of the summary sheets of the teaching load of the teaching staff. Based on the reports of the EP and structural divisions, under the leadership of the vice-rector, a general report of the university is formed by areas of activity. The general report of ArkPI is heard at a meeting of the Academic Council, based on the results of which decisions are made to improve the activity.

Annually, the Chairman of the Board-Rector reports to the university staff on the implementation of the strategic goals and objectives of ARKPI over the past year, the results of which are considered at a meeting of the Academic Council. Based on the results of the consideration, decisions are made on adjusting the plan and measures to improve the activities, meetings of the Rector with students are organized through the institute's Instagram page at the appointed time on the air, where over 500 students take part. At the meetings, the Rector shares with students, their parents, teachers and alumni ideas about systematic work, and also shares plans for the strategic development of ARKPI.

Evaluation of the effectiveness and efficiency of work in areas and the work of structural units is also carried out within the framework of the work of collegial bodies. Based on the results of consideration of issues at the administration, the Academic Council, the educational and methodological council, decisions are made to improve the work.

The university defines and consistently applies procedures for monitoring, periodic evaluation and revision of educational programs, while ensuring the participation of students, employers and other stakeholders. Monitoring of the sufficiency and modernity of the educational resources used at ArkPI is carried out by the information and library complex in conjunction with the Center for Information Technologies and Software. Monitoring includes the analysis of reports of faculties on the use of educational resources; expert assessment of the modernity of educational resources through participation in national ratings; questionnaire survey of teaching staff and students to study the level of satisfaction with educational resources.

The needs and expectations of key stakeholders are determined by analyzing external regulatory documents in the field of education, feedback from joint events (practice, seminars, meetings, joint projects, etc.), and survey results. The main sources for determining the needs and expectations of key stakeholders are identified in the ARKPI Development Strategy until 2025.

The safety of information is ensured by an unambiguous distribution of roles and functions in the information systems used, the availability of anti-virus programs, system administration of servers, a backup system on servers, restriction of access for individuals to a room with servers, technical equipment of rooms with servers to ensure work safety.

Both students and teaching staff and employees of ArkPI are involved in the processes of collecting and analyzing information.

Teachers and staff are involved in collecting and posting information on the official website of ArkPI. The site maintains the blog of the Chairman of the Board-Rector, the blog of the admissions committee.

ArkPI has the following communication mechanisms: functioning within the Internet site with the ability to place internal advertisements, consumer monitoring systems, the availability of e-mail addresses of managers of different levels.

The mechanism for managing conflicts in relations at the university includes: the adoption of the Regulation on the Ethics Council (approved by the Rector on January 20, 2021), the Student Code of Honor, the Teacher's Code of Honor, familiarization with the provisions of the internal regulatory documentation, the requirements for the organization of the educational process, the main directions work, internal regulations, etc.; the creation of a corporate culture that influences the status of the subjects of the educational process, based on the equality of rights and obligations of teachers and students, respect for their personal dignity, which allows conflicts to be regulated on the basis of social compromise and mutual concessions.

ArkPI has formed a system for considering student complaints by the university administration. The complaints procedure is implemented according to the following schemes:

- student → curator-adviser → dean's office → vice-rector for R&D → Chairman of the Board-Rector.

- student → Chairman of the Board-Rector - implemented through direct mail of the Chairman of the Board-Rector, blog of the Chairman of the Board-Rector.

A number of complaints, such as interim control appeals and current (rating) control appeals, are governed by the Academic Policy.

Stakeholder satisfaction is assessed as part of the annual planning and sociological research:

- an annual survey of graduates about the quality of educational services;
- a survey of employers about the quality of training of graduates (every two years);
- questioning students about the quality of teaching disciplines after each semester;
- an annual survey of teachers about the quality of work of their colleagues;

- questioning students in additional areas (for example, on student self-government, adaptation to study at a university, etc.).

The results of sociological research (questionnaire "Teacher through the eyes of students", "Satisfaction of students with the quality of educational services", "Satisfaction of university students in providing them with support", "Satisfaction of teaching staff with working conditions") are considered at meetings of departments.

One of the examples of the analysis of the conducted survey of students: 389 (45%) of 861 students of 2-4 courses participated in the survey. Based on the results of the study of student satisfaction with the quality of educational services, it was concluded that, in general, the quality of educational services is assessed positively.

Table 2 - Results of the survey of students

Question	2017-2018 academic year	2018-2019 academic year	2019-2020 academic year
	Rated positively		
Do you think it is prestigious to study at our university?	82.1%	82.4%	81.1

2019-2020 account year (81.1%) of the surveyed students gave a high assessment of the prestige of their university.

Table 3 - Results of the survey of students

Question	2017-2018 academic year	2018-2019 academic year	2019-2020 academic year
Professionalism of teachers	High - 47.9% Medium - 46%	High - 52.1% Medium - 47.9%	High - 69.5% Medium - 30.5%

In general, it can be noted that the bulk of students rated the general level of professionalism of teachers as high (69.5%) and average (30.5%),

Table 4 - Results of the survey of students

Question	Answer options	2017- 2018 academic year	2018- 2019 academic year	2019- 2020 academic year
Are teachers active and creative in class?	Yes	50%	54.2%	50%
	most of the teachers	thirteen%	16.7%	thirty%
	Not	7%	6.2%	10%

The students highly appreciated the activity and creativity of the teachers during the training sessions (yes - 50%, most of the teachers - 30%, no - 10%).

According to the results of the survey, it was concluded that the satisfaction of students with the moral and psychological climate prevailing at the institute is sufficient and great (81.8%). Students are satisfied with the existing relationships, psychological climate and conditions for educational activities. Students show a good level of trust in the curators of the group (45.5%) and teachers of the department (36.4%) in the event of any problems related to study and the search for their solution.

From the 2017-2018 academic year, there has been a good satisfaction of students with the provision of the material base of the university. A significant part of students (64.2%) are satisfied with the choice of the institute. All areas of educational work are being carried

out. According to the survey results, it can be concluded that most of the students are satisfied with their student life, and there is a positive stable dynamics of student satisfaction in all aspects of educational activity in the 2019-2020 academic year.

Students, teaching staff and other internal stakeholders confirm their consent to the processing of personal data in documents. The university has developed a "Regulation on the protection of personal data of employees and students." The experts were presented with examples of applications for consent to the processing of personal data of teaching staff and students.

The provision of the necessary information in the relevant areas is carried out through the official website of the university. In the "Announcements" section of the university website, announcements of international and national scientific events are posted. Information on the results of scientific activity is available in the "Science" section on the main page of the site.

Analytical part

EP management has not fully demonstrated the use of information for effective management of educational programs, improvement of the internal quality assurance system, there is no development of the system for using processed, adequate information for the effective management of educational programs and improvement of the internal quality assurance system, the systematic use of information is not documented, the analysis of the use of information to identify and predict possible risks in the activities of the university is presented. For example, in interviews with target groups (all target groups, with the exception of students, graduates, employers) to the question "what determines the effectiveness of the EP", unfortunately, no clear criteria were voiced to which all participants in the educational process should strive, there is no single understanding in general, which EP after completion is considered positively mastered, since several answers were voiced, but the opinions of the leaders differed.

The university has a system of regular reporting at all levels of the organizational structure, however, no internal normative documentation has been found that regulates this system. For example, when making changes in the structure of the ArkPI, it is not clear how the heads of the EP in their reports should describe the scientific and educational components, if these powers are removed from them and transferred to the deans of faculties, the same situation is with the teaching staff, monitoring of the load is carried out by the office of academic programs and Research work, but in the individual plans of the teaching staff there is also a section on planning educational work, respectively, the question arises who is in charge of the implementation of this part. From all this, it follows that in the presence of the reporting system itself, there is no interaction of performance assessment between all levels of the organizational structure.

The university provides a measurement of the degree of satisfaction of the needs of the teaching staff, staff and students, however, the fulfillment of the identified deficiencies was confirmed only from the words of the target groups, the experts were not presented with plans and reports of corrective and preventive measures.

Information on the key performance indicators of the university is collected and analyzed within the framework of the following procedures:

- quarterly monitoring of the implementation of the Development Strategy;
- annual report of the Chairman of the Management Board - Rector
- self-assessment in preparation for external assessments (rating, accreditation);
- consideration of issues on the state of the main areas of activity at the Academic Council;
- an annual report on the implementation of the Development Strategy at the Board of Directors.

Information on academic performance, student achievement and contingent movement is managed through the Office of the Registrar function. The satisfaction of students with the implementation of educational programs and the quality of education at the university is determined using a survey of students. The survey is conducted anonymously. Information on employment and career development of graduates is collected and analyzed in accordance with

the "Academic Policy" of ArkPI. The formation of a database on employment and career development of graduates is carried out by the deans. Analysis and monitoring of information on employment is carried out by the Sector for the Practice and Employment of Graduates. Information about the employment process is contained in the following documents: employment action plans; work plans; distribution schedules; personal distribution plans; certificates of graduates from places of work.

The Student Service Center is engaged in the analysis of the dynamics of the student contingent. Full information on the contingent is contained in the AIS "Platonus". *However*, the heads of the university, the deans of the ArkPI, the heads of the EP *have not substantiated* the effectiveness of recruiting small groups, in particular in duplicate double EPs and for which there is an annual decrease in the contingent.

ArkPI has developed a "Regulation on bonuses, surcharges, allowances and other incentive payments" (approved 07/01/2020). The position at the time of the EEC has not been implemented, it is drawn up briefly, without ranking by categories and areas of performance of the teaching staff, there is a lack of clear criteria for KPI. The previously developed "Regulations on the annual incentive payment to the teaching staff and employees of the RSE on the REM" ArkSPI im. I. Altynsarin "" (approved in 2019), in which there are explanations on the procedure for calculating additional payments, according to information from the management of the university, *will be updated and introduced in the current academic year*. The university management needs to understand that the use of rating analysis will contribute to the implementation of an effective personnel policy, the identification of individual abilities and professional skills, an increase in responsibility for the assigned work at all levels, legal and social protection of teaching staff, deans and heads of EP. Its results can be used by the leadership of the university when making decisions on the renewal of contracts, personnel appointments, when determining the amount of salary increments for teaching staff, heads of all structural divisions and EP.

Strengths / Best Practice

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EEC recommendations:

1. The management of the university, together with the management of the EP and stakeholders, in particular with employers and graduates, by the beginning of the 2022-2023 academic year, determine the criteria and systematize the assessment of the effectiveness and efficiency of the EP.

2. The management of the university, by the beginning of the 2022-2023 academic year, needs to determine and document the interaction of all areas of activity at all levels of the organizational structure of the ArkPI, to determine the assessment of the effectiveness and efficiency of the structural units, EP, scientific research, ViSR, etc.

3. Starting from 2022, the responsible structural unit shall keep a record of the deficiencies discovered in the process of conducting various types of sociological surveys, questionnaires and other types of feedback with consumers of educational services, starting with the preparation of plans for corrective and preventive actions, ending with the preparation of reports on their implementation and placement information on the work done with the identified deficiencies for the public in the public domain.

4. The management of the university, together with the management of the EP, it is necessary to annually evaluate the effectiveness and efficiency of the implementation of small groups in the context of EP, in which there is an annual decrease in the contingent, duplicated in content with double EP.

5. The management of the university to continue work on the implementation of the KPI system for collecting and analyzing information on the effectiveness of the teaching staff and

structural divisions of the ArkPI, updating and finalizing all provisions related to KPI.

EEC's conclusions on the criteria for the "Information Management and Reporting" standard: 17 criteria are disclosed, of which 15 criteria are satisfactory, 2 criteria require improvement.

6.4 Standard "Development and approval of the educational program"

Proof part

The Institute trains specialists in 7 areas (Code and classification of the field of education - 6B01 "Pedagogical Sciences"):

- 1.6B011 Pedagogy and psychology;
2. 6B012 Pedagogy of preschool education and training;
3. 6B013 Preparation without subject specialization;
4. 6B014 Preparation of teachers with a subject specialization of general development;
5. 6B015 Teacher training in natural science subjects;
6. 6B016 Training of teachers in humanitarian subjects;
- 7.6B017 Teacher training in languages and literature,

including 30 EP of bachelor's degree (during the reporting period, 10 new EP of bachelor's degree were opened, including 2 EP innovative

(http://esuvo.platonus.kz/#/register/education_program):

1. 6B01101 Pedagogy and psychology;
2. 6B01102 Teacher of additional education and counselor (innovative EP);
3. 6B01201 Preschool education and upbringing;
4. 6B01202 Kindergarten teacher and educational psychologist (innovative OP);
5. 6B01301 Pedagogy and methods of primary education;
6. 6B01401 Music education;
7. 6B01402 Fine arts and drawing;
8. 6B01405 Artistic work, graphics and design;
9. 6B01403 Physical culture and sports;
10. 6B01404 Fundamentals of Law and Economics;
11. 6B01501 Mathematics;
12. 6B01507 Mathematics and Physics;
13. 6B01508 Mathematics and Informatics;
14. 6B01502 Physics;
15. 6B01509 Physics and informatics;
16. 6B01503 Informatics;
17. 6B01513 Informatics, information and communication technologies and robotics - a new interdisciplinary EP;
- 18.6B01504 Chemistry;
19. 6B01510 Chemistry and Biology - a new interdisciplinary EP;
20. 6B01505 Biology;
21. 6B01512 Biology and Geography - a new interdisciplinary EP;
- 22.6B01506 Geography;
23. 6B01511 Geography and History - a new interdisciplinary EP;
- 24.6B01601 History;
- 25.6B01701 Kazakh language and literature;
- 26.6B01704 Kazakh language and literature in schools with non-Kazakh language of instruction;
- 27.6B01702 Russian language and literature;
28. 6B01705 Russian language and literature in schools with non-Russian language of

instruction;

29. 6B01703 Foreign language: two foreign languages;

30. 6B01706 English - a new interdisciplinary EP.

The content and structure of educational programs are formed in accordance with the Standard Rules for the Activities of Educational Organizations Implementing Educational Programs of Higher and (or) Postgraduate Education, approved by Order of the Minister of Education and Science of the Republic of Kazakhstan No. 595 dated October 30, 2018, State Educational Standards of Higher and Postgraduate Education, approved by Order No. 604 of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018, the Rules for organizing the educational process on credit technology of education, approved by order of the Ministry of Education and Science of the Republic of Kazakhstan No. 152 dated April 20, 2011, the Academic Policy of the Institute; The policy and standards of internal quality assurance, the "Competence model of a teacher" Standard, the Regulation on the procedure for involving employers in the development of modular educational programs, the Regulation on the procedure for involving employers in the development of educational programs, the Regulation on QED and the procedure for its development, based on the Professional standard "Teacher" , developed by the Association of universities of Kazakhstan, the Association of educational institutions of TVE, the Association of teachers of Kazakhstan (Order No. 133 dated 06/08/2017).

EP of the university are built on the principle of dividing the types of educational work into modules, and one module can contain both theoretical disciplines and professional practices. For example, along with the disciplines "Introduction to the pedagogical profession", "Pedagogy", "Pedagogical psychology", "Pedagogical heritage of the Great Steppe", "Theory and methods of educational work", "Age physiology and the basics of safety" - introductory and psychological and pedagogical practice. Students undergo these practices in the 2nd and 4th semesters after studying the relevant disciplines, which contributes to the consolidation of theoretical knowledge in practice and the formation of the necessary learning outcomes.

The process of developing and approving educational programs at the Institute is carried out in five stages: the first stage (preparatory), the second stage - the design stage; the third stage is the development stage; the fourth stage is the assessment of the quality of the educational program; the fifth stage is the stage of approval.

Before starting the development of the EP, an analysis of the needs and requirements for the professional competence of the future specialist is carried out on the part of the business community, production by questioning employers. Subsequently, together with interested employers with the participation of the teaching staff of the departments of the ArkPI in the direction of training specialists, the QED and discipline forms are formed, indicating the skills and competencies acquired by students after the completion of the courses. After the formation of the QED, it is sent for review to independent external experts (the education department of the Akimat of Arkalyk, practicing teachers of educational organizations in Arkalyk). Subsequently, taking into account the proposals of the reviewers, the OP is formed, submitted for consideration by the UMC and approved by the Rector of the Institute at a meeting of the Academic Council. Based on the curriculum and QED with the participation of advisers, all students participate in the formation of individual curricula.

The content of QED is updated annually by 30% at the end of the academic year by introducing new courses, new educational trajectories. The basis for an unscheduled revision of the EP is changes, recommendations at the level of the Ministry of Education and Science of the Republic of Kazakhstan, as well as changes and challenges in modern society, science and industry. For example: all EPs of the institute include the disciplines "Introduction to the teaching profession", "Educational psychology", "Pedagogical heritage of the Great Steppe" (as part of the implementation of Elbasy's program article "Looking into the future: modernization of public consciousness"), "New technologies in education" (a course developed on the basis of the programs of the Center for Pedagogical Excellence AEO "Nazarbayev Intellectual Schools").

EP are updated in order to form digital competencies of future teachers. For example, a number of EPs include the following disciplines: “Digital educational resources in teaching mathematics”, “Digital educational resources in teaching physics”, “Digital technologies in education”, “Digital resources in teaching the Kazakh language and literature”. The content of the discipline "Pedagogy" examines the issues of the cyberontological approach in pedagogy, cyber pedagogy, cyberspace and cyber socialization in the context of digitalization of education. According to the 4th labor function of the teacher (research), the EP includes disciplines aimed at the formation of research competencies of students: "Methods of scientific research and academic writing", "Research work and academic writing", "Organization of research work and academic writing", "Fundamentals of Scientific Research and Academic Writing."

The purpose of educational programs is formed on the basis of the needs of the labor market for qualified specialists who meet the requirements of employers and is determined by the Strategic Plan of ArkPI for 2020-2025, in which the institute aims to transform training programs and apply an international style of education. The main tasks of the EP: determining the relevance of the program; providing access to the necessary resources of the ArkPI; formulating the objectives of the program and defining the requirements for the competencies of graduates; planning and describing measurable learning outcomes necessary for the development of graduates' competencies; formation and description of the structure of the program (a set of disciplines or modules), for which the learning outcomes are indicated and the amount in credits is indicated; defining teaching, learning and assessment strategies to ensure the achievement of planned learning outcomes and the development of the required competencies of graduates; drawing up work programs for disciplines, practices, indicating the types and amount of contact work between the student and the teacher and the student's independent work; drawing up working curricula and academic calendar; establishment of a quality assessment and quality assurance system.

Along with the strategic plan of the Institute, the faculties develop strategic plans for the development of each EP for a five-year period, where the learning goals are declared in the context of the EP, and the goals are changed based on the analysis of external and internal factors.

When developing the EP, the degree of labor intensity of the study load of students for all types of educational activities provided for in the curriculum is taken into account, clearly defined in Kazakhstani credits and ECTS. The student's achievement of learning outcomes is determined by the teaching methods and assessment indicated in the syllabus, it can be a project, essay, report, term paper, presentation, quiz, final exam, etc. The correspondence of the achieved level of education with the qualification levels of the NQF and ORK is assessed during the IGA by the state attestation commission.

Educational-methodical complexes of disciplines are compiled on the basis of the regulatory documents of the university. The learning outcomes for EP and their compliance with the learning objectives are reflected in the system of university regulatory documents (modular EP, UMKD). The content of disciplines is described in brief descriptions of EP, QED and syllabuses compiled by the teaching staff, where, in addition to describing the goal and purpose of the discipline, special attention is paid to determining the expected results, types of activities to achieve these results, course topics, assignments for CDS and assessment methods. Syllabuses are available to students at AIS Platonus, and are also available upon request at the departments of the Institute. The Institute ensures the availability for students of the maximum possible amount of structured, organized information on the subjects read: presentation materials, lecture notes and video lectures, compulsory and additional literature and practical assignments.

The teaching staff of the Institute, when developing the content of academic disciplines, take into account the results of current research works and other information of the taught scientific field.

The relevance and modernity of the content of academic disciplines, the fundamentality and compliance with new scientific directions are ensured by the use of the advanced experience

of leading Kazakhstani and foreign universities, the presence of highly qualified personnel at the department who are closely involved in the scientific problems of the taught disciplines.

As part of the implementation of the basic principles of the Lisbon Recognition Convention at the Institute, the recognition of qualifications acquired in other Kazakhstani or foreign educational institutions is carried out in accordance with the "Regulations on the transfer of ECTS-type credits", "Regulations on academic mobility", "Regulations on the procedure for transferring educational disciplines and practices ", " Requirements for the content of higher education with a focus on learning outcomes, including non-formal education ", " The procedure for the activities of organizations of higher and (or) postgraduate education ", " The procedure for determining the number of academic credits, the required volume of the educational program of higher education and terms training ”included in the Academic Policy of ArkPI.

The labor intensity of each academic discipline of a compulsory component and each type of educational activity (practice, state examinations, writing and defending a thesis) is determined by the State Educational Standard, and the university component for each cycle of academic disciplines is indicated by the total number of credits. The transfer from Kazakhstani loans to ECTS loans and vice versa was carried out until 2019 in accordance with the Rules for the organization of the educational process on credit technology of education (No. 152, 2011.04.20, as amended on October 12, 2018 No. 563). Recalculation of ECTS loans into loans of the Republic of Kazakhstan is carried out by dividing ECTS credits by the conversion factor depending on the completion rate of 1 ECTS credit for each discipline and the level of educational programs: for bachelor's degree - in the range from 1.5 to 1.8. Since January 2019, with the introduction of academic freedom to universities, the full academic load of one academic year corresponds to 60 academic credits, that is, 60 ECTS (ratio 1: 1). One academic credit equals 30 academic hours.

Experts note that the content of educational programs, the sequence of their implementation correspond not only to regulatory requirements, but also to the demands of the labor market. The learning outcomes for each discipline and professional practice correspond to the learning outcomes for the educational program as a whole. At the same time, the main goal of professional practices is the formation of practical skills of professional activity. For example, students of all EPs go to educational institutions (kindergartens, schools) educational and introductory (2 credits), psychological and pedagogical (2 credits), pedagogical (4 credits) and industrial (12 credits) practice. Along with the above practices, students of the EP "Chemistry", "Biology", "Physics", "Informatics" study the discipline "Specialized English" and undergo language practice (3 credits), students of the EP "Chemistry" study the discipline "Chemical technology" and undergo technological practice in the laboratories of the Arkalyk Heat and Power Company.

In order to maintain a high level of education of the staff, i.e. to improve its professional, industry and general cultural level, the university administration provides advanced training courses for employees and teaching staff with the receipt of certificates. Educational scientific and methodological seminars are regularly held for teaching staff, students and heads of structural divisions, the organization of traditional Winter, Summer schools.

Analytical part

During the visit, the experts analyzed modular educational programs, educational and methodological support for their implementation. The documentation was developed in accordance with the intra-university methodological recommendations and regulatory requirements of the Republic of Kazakhstan. An analysis of the developed educational programs showed the presence of a description of learning outcomes and key competencies acquired by students. The university has created conditions for internships: programs have been developed, the content of which corresponds to the goals and objectives of training specialists; long-term and short-term contracts for carrying out practices have been concluded.

The experts made sure that the institute has developed a competency model of the graduate

in accordance with the National Qualifications Framework, PS and the level of education (bachelor's degree, Decision of the Academic Council dated October 30, 2019, protocol No. 3). Upon completion of the EP, students who have mastered 240 academic credits are awarded a bachelor's degree in education in the corresponding EP, corresponding to level 6 of the National Qualifications Framework (NQF) and level 6 of the Sectoral Qualifications Framework (SQF). Information about the degree awarded and its compliance with the NQF / QC level is reflected in the EP in the "General Information" section. However, it should be noted that the heads of EP and teaching staff of the university do not fully demonstrate the differences in the models of EP graduates. The syllabuses of teaching staff disciplines studied by experts do not reflect the content of the objectives of studying disciplines in accordance with the learning outcomes projected in modular educational programs.

It should be noted that there is a good opportunity and availability of the implementation of dual training and preparation of students for professional certification. During interviews with employers and representatives from practice bases, as well as during a conversation with EP graduates, a desire was voiced to strengthen the practice-orientedness of students by organizing practical training at enterprises according to EP profiles. Starting from 2021, graduates of the EP for the preparation of pedagogical personnel pass the National Qualification Testing (NQT). In order to prepare students for certification, the teaching staff of the EP conduct consultations on the disciplines of testing. In addition, in the QED EP was included in the disciplines aimed at preparing students for professional certification: Methods of teaching the history of Kazakhstan, Methods of teaching world history, Course of general physics 1, Course of general physics 2, Workshop on solving problems in mathematics and physics, Fundamentals of social pedagogy and psychology. Within the disciplines aimed at preparing for professional certification, the student gains enough knowledge in order to successfully pass the certification exam, thereby gaining more employment opportunities after graduation. In addition, experts note good indicators in obtaining additional competencies by students in the framework of advanced training together with the teaching staff, with participation in seminars, conferences, round tables, trainings, etc.

EEC experts note *the absence of developed joint educational programs*, the development of EP with double diploma with foreign or Kazakhstani partner universities and the lack of purposeful actions in this area. It should be noted that this recommendation was given by the previous EEC. In the Strategic Development Plan of the Institute for 2021-2025, the implementation of double-diploma education programs is planned for 2025. However, when asked what measures the EP leadership plans to take to implement this strategic task of ARKPI, the experts *did not see a clear strategic vision* and understanding of further actions.

Strengths / Best Practice:

1. The university provides students with the opportunity to prepare for the national qualification testing and obtain additional professional skills with the receipt of certificates.

EEC recommendations:

1. The EP management must annually analyze the content of educational programs for the harmonization of modules with EP foreign and Kazakhstani partner universities, include in the EP development plans a section corresponding to the ARKPI Development Strategy until 2025 on the implementation of double-diploma EP with the development of a roadmap, and proceed to its implementation by 2025.

2. The EP management, in the development plans of each EP, it is necessary to include an item on the conditions for the introduction of elements of the dual training system and start its implementation by 2023.

3. The management of the EP, together with the teaching staff of the university, by the beginning of the 2022-2023 academic year, to analyze the developed models of graduates for

each EP; reflect the purpose of the study, linking it directly to the acquired competencies, projected in the MNP.

Conclusions of the EEC on the criteria for the standard "Development and approval of educational programs": 11 criteria are disclosed, of which 1 criterion has a strong position, 10 criteria are satisfactory.

6.5 Standard "Continuous monitoring and periodic evaluation of educational programs"

Proof part

Analysis of the self-assessment report and familiarity with the university's documentation showed that ARKPI monitors implementation. The monitoring results become the initial data for the annual improvement of educational programs, taking into account the needs of society, sectors of the economy, etc. Revision of educational programs is carried out once a year.

In accordance with the Rules for the organization of the educational process on credit technology of education, monitoring is implemented as a combination of control of mastering the content of curricula (process) and control of the success of training (results) using three procedures: current control, midterm control, intermediate certification (final control of the discipline as a whole /exam).

The university has a system for assessing learning outcomes based on the normative legal acts of the Ministry of Education and Science of the Republic of Kazakhstan and the internal document "Academic Policy".

Internal control of the quality implementation and monitoring of the EP is carried out by the Department of Academic Affairs. The analysis and assessment of the degree of customer satisfaction is carried out by the Chairman, the vice-rector for R&D, the heads of the EP in the course of their interaction with students (meetings, surveys, answering questions, receiving letters), questioning both students and employers.

To control and assess the quality of the EP, mutual visits and open classes of teachers are held. For example, in 2018-2019 academic year. 16 open classes were held at the Faculty of Pedagogy and Philology, in the 2019-2020 academic year - 10, as a result of which tasks were identified to improve the quality of the educational process: pay attention to the distribution of time, devote more time to feedback, work with passive students, organize tasks, etc. The quality of classes and the teaching materials used, the timeliness of assignments to the IWS, the organization of monitoring and assessment of students' progress are analyzed at the meetings of the department. External control of the implementation of the EP is carried out in the process of work of the SJSC, passing internships, writing theses.

Regulatory documents governing the assessment procedures for students guarantee the objectivity and transparency of the assessment process, the availability of information from the educational portal for students ("Academic Policy", clauses No. 8 "Rules for monitoring progress, intermediate and final certification of students", No. 14 "Rules for organizing and conducting professional practice and defining organizations as bases of practice", Regulations on the organization and conduct of state examinations in ArkPI, Regulations on the organization and conduct of written exams in ArkPI).

Analytical part

The analysis of the submitted documents showed that all the activities carried out based on the monitoring results are reflected in the documentation in the form of decisions of the Academic Council, the Board of Directors and other decisions taken in divisions; measures based on the results of internal audits; activities based on the results of external audits. Monitoring and evaluation of students' academic achievements is based on academic integrity and is consistent with the academic policy of the university.

Thus, the university operates a continuous mechanism for monitoring and periodically assessing the quality of EP, which is dealt with by the services of ARKPI: dean's offices, structural divisions. This process includes: interviewing students, graduates, teachers, employers; analysis of students' progress; information support of the educational process, resource and information support of the EP; analysis of the student assessment system; assessment of the level of competence of teaching staff; the degree of compliance of the EP with the established requirements.

Experts note that the revision of the EP is carried out once a year, taking into account changes in the labor market, the needs of employers, the latest scientific achievements in specific disciplines and the social demand of society. Every year, changes are made to each educational program, taking into account the opinion of the teaching staff and employers. The university involves interested parties in the design, revision of the EP, however, evidence of the participation of students in the development of the EP was not presented.

Informing students about the qualifications upon completion of the EP is provided upon admission of applicants to the university, then during the orientation week, during the acquaintance with the EP, the EP is presented, in the course of teaching basic and specialized disciplines. A specialty adviser advises the student on all issues of the choice of disciplines, the trajectory of training and the acquired qualifications. Students of the Institute were provided with free access to the working curricula of the EP, the academic calendar and the catalog of elective disciplines, placed in their personal accounts, but access to interested persons, including applicants, to the content of the MOP *was not found*. The EEC Commission did not see the reflection of the changes in the EP of the university under consideration on external sources.

Strengths / Best Practice

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EEC recommendations:

1. The EP's management needs to annually involve students in the design and revision of the EP, with the formalization of the evidence base for the participation of students in this issue and recording all the proposals received from the students within the EP.
2. The EP management on the university website should annually place detailed information about the internal content of the MNP and publish all changes related to the MNP ARKPI for interested persons in the public domain.

Conclusions of the EEC on the criteria according to the standard "Continuous monitoring and periodic evaluation of educational programs": 11 criteria are disclosed, of which 10 criteria have satisfactory positions, 1 position needs improvement.

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

Proof part

In the context of student-centered learning, the academic policy of ArkPI contributes to increasing the efficiency of the organization of the educational process, ensuring the quality of education, creating favorable conditions for the personal development of students. Academic policy, being part of the general quality policy, allows students to be participants in the organization of the educational process through representation in collegial management bodies (Academic Council of the university, academic councils of faculties), the formation of an individual learning trajectory, a working curriculum, assessment of knowledge within the framework of current and final control, ensuring academic mobility, observing the rules of academic honesty, independent work, coordinating modular educational programs.

The following groups of students have been identified at the Institute: students from rural

areas, students from large families, students from incomplete families, orphans, and the disabled. For this category of persons, special benefits are provided from the Institute on the basis of the order of the Chairman of the Board of the Rector No. 175 dated September 21, 2020, according to which students can receive a 50% and 100% discount on tuition. Information is brought to the groups systematically, through the management of the EP, through publication on web sources. The identification of needs for different groups of learners is carried out with the help of an Academic Advisor, who is appointed once after the enrollment process. The advisor provides the student with academic guidance, information about the Institute, and general assistance. The advisor and the student meet at least before the start of each semester to discuss the proposed course of study for the student and any procedural or personal issues related to the student's academic work.

The university prepares bachelors in credit technology aimed at developing students' abilities for independence and self-education based on the choice of an educational trajectory.

Education is conducted in accordance with curricula developed on the basis of standard plans of the Ministry of Education and Science of the Republic of Kazakhstan, Catalogs of elective disciplines and Individual curricula of students. Individual curricula contain a learning path that students independently choose for the current academic year. When forming an individual curriculum, a logical sequence of studying disciplines is observed and the presence of prerequisites is taken into account. Advisory assistance to students in choosing trajectories is provided by advisers.

The university uses various teaching methods, including: case solving, group work, dialogues, research methods, educational trainings, brainstorming, discussions, a round table, an expert group meeting ("panel discussion"), a forum - a discussion similar to a meeting an expert group, a symposium - a more formalized discussion, debate, etc. University teachers successfully use modern teaching technologies in the learning process: multimedia technologies; modular learning technology, learning collaboration technology, problem learning technology. The educational process introduced virtual laboratory work for the EP direction "Physics".

One of the conditions for the effective implementation of credit training technology is the use of our own developments in the educational process. During the reporting period, our own research and their results were published in the form of a published UML and introduced into the educational process. In total, for the period of 2017, 38 UML were published, in 2018 - 15 UML, in 2019 - 3 UML, in 2020 - 36 UML, in 2021 - 23 UML.

The university regularly evaluates teaching methods, including through student satisfaction with teaching. This survey is conducted annually through students' personal accounts in the Platonus automated system.

Analytical part

For the purpose of high-quality education, the institute has developed modular educational programs that are consistent with the requirements of the labor market and employers, interactive innovative teaching methods, internal and external assessment of learning outcomes are widely used. At ArkPI, the principles of student-centered learning are successfully implemented. The QEDs are updated annually, the content of which takes into account the latest changes in the labor market, reflects the interests of employers, and, together with all types of practices, is aimed at preparing for future professional activities.

The university is actively working on the introduction of innovative teaching methods that have a clearly directed practice-oriented nature. The effectiveness and efficiency of the use of the technologies used is manifested in an increase in the active role of the student, which is positively reflected in the assessments of the achievements of students during the period of study at ARKPI and positive feedback from employers about the level of professional preparedness after completion of training at the institute.

However, experts note the need for advanced training of the teaching staff of ArkPI in seminars and refresher courses to study modern methods of assessing educational achievements.

In addition, after conducting interviews with target groups (students, graduates, employers, representatives from practice bases), wishes were voiced to strengthen the acquisition of skills (there were not enough theoretical and practical skills):

- in work with the school platform "Kundelik";
- in organizing interaction with parents of schoolchildren;
- on the organization and conduct of extracurricular activities;
- to obtain leadership qualities in the learning process;
- to overcome psychological barriers in educational activities.

Strengths / Best Practice

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EEC recommendations:

1. The management of the university, starting from the 2022-2023 academic year, needs to organize regular professional development of teaching staff in the field of studying modern methods of assessing learning outcomes.

2. The EP management annually conduct an additional survey of students in order to identify the missing practical and theoretical skills when passing professional practices or conducting classes in a dual form of training, in order to make changes and adjustments to the content of educational programs.

3. The management of all EPs to consider the possibility of making changes to the content (modules, disciplines), in order to eliminate the comments of the target groups regarding the lack of skills: in working with the Kundelik school platform, in organizing interaction with parents of schoolchildren and carrying out extracurricular activities, to obtain leadership qualities in the learning process, to overcome psychological barriers in educational activities.

Conclusions of the EEC on the criteria for the standard "Student-centered learning, teaching assessment of progress": disclosed 10 criteria, of which 9 - have a satisfactory position, 1 - needs improvement.

6.7 The "Students" Standard

The evidentiary part

Admission of applicants to the OP is carried out on the basis of the Decree of the Government of the Republic of Kazakhstan dated January 19, 2012 No. 111 "On approval of the Standard Rules for admission to training in educational organizations implementing professional training programs of higher education" (as amended as of December 27, 2018 No. 895).

The principles of the formation of the contingent of students at the Institute, their admission, accounting, movement in the learning process and ensuring graduation are determined:

- The regulations on the admission committee, in which all the conditions for admission to the Institute are disclosed. The internal portal regulates the required level for the student. If the applicant's level of language training is insufficient, he is provided with additional English language courses.

- The academic policy of the I.Altynsarin ArkPI, which takes into account the rights and obligations of students.

- The Regulation on Academic Integrity, which discloses the measures applied to students in the event of violations.

- Based on the Regulations on the organization of the educational process on credit technology of training, which reveals the Rules of the organization of training on credit technology.

- Regulations on the transfer and restoration of students - rules for incoming and outgoing transfers, as well as restoration.
- The regulations on academic leave, which presents the conditions and regulations for the organization of the break.

All the above provisions and rules are available on the Institute's website. Recruitment of students for the OP and career guidance work is carried out in accordance with regulations and agreements with employers involved in the formation and implementation of the OP. The procedure for selecting and forming the composition of students is established.

Ensuring the smooth development of the academic career of students of the OP is carried out in compliance with the interests of students. Admission, assessment, recognition and graduation procedures, along with the educational program itself and the student support system, play an important role in this process, especially if there is student mobility within higher education systems. Student admission policies, processes and criteria are implemented consistently and transparently. After admission to the university, the process of adaptation of students includes acquaintance with the educational institution and the program. The university has procedures and tools for collecting, monitoring and follow-up based on information about students' academic achievements.

The final state certification includes the defense of the bachelor's thesis and the passing of the state exam in the field of training. Subject to successful completion of all types of final certification tests, graduates of the OP are assigned the appropriate qualifications and a diploma of the established sample is issued.

Information on the contingent is presented in table 5.

Academic year	Form of training	Total students	Students under the grant			Students on a paid basis		
			russian	kazakh	english	russian	kazakh	english
2017-2018	Full-time/part-time	1174/780	88/1	850/20	0	17/110	219/649	0
2018-2019	Full-time/part-time	1223/892	62/0	946/16	0	13/114	202/762	0
2019-2020	Full-time/part-time	1238/951	39/0/0	1022/0/0/	0	5/116	172/835	0
2020-2021	Full-time/distance/correspondence	1187/980/202	52/0/0	971/0/0	21/0/0	4/158/10	139/822/192	0
2021-2022	Full-time	2501	48	918	14	211	1292	18

Analysis of data from 2017 to 2021 shows that during the reporting period, the total enrollment of students at the Institute is stable (Figure 1). In general, the contingent of students studying on a contractual basis during the reporting period does not exceed too much the total number of students studying on a state grant (grant - 5068 students, contract - 6060 students).

The recruitment of foreign students is declining by 2020, and there is a complete absence of their admission for 2021. The reason for this is the worldwide unstable situation due to the pandemic (table 6).

Table 6 - The contingent of foreign students for the reporting period.

Academic year	Quantity	Country
2017-2018	6	4-Uzbekistan, 1-China, 1-Mongolia
2018-2019	4	3-Uzbekistan, 1-China
2019-2020	2	1-Uzbekistan, 1-China
2020-2021	-	-

2021-2022	-	-
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Orientation period. An orientation week is held annually for incoming students at the beginning of the academic year. On the first day, an official acquaintance with the university administration is held, students are explained the university's development strategy, principles and internal regulations of the ArcPI. Further, students are introduced to the faculty, teaching staff, advisors, explain the training system at the Institute. On the second day, master classes on various topics are held for students in order to adapt to the new learning system. On the third day, a cultural and entertainment program is held aimed at social adaptation, organization of "infusion" into the team. In 2020, the Orientation Week was completely transformed, the meeting with students was held via Instagram, Zoom. A Guidebook with brief information about the ArcPI is posted on the Institute's website.

Research of students. Extracurricular activities. University teaching staff identify gifted students through the "Gifted Students Support Program". The best students apply for a prize from the rector, having the opportunity to participate in competitions for the submission of scientific and creative projects, which are subsequently published in the form of decorated scientific articles. Every year, students of the Institute participate in international and national conferences.

Students of the ArcPI have the opportunity to develop outside the main program (extracurricular activities). Extracurricular development of students at the university is carried out through the creation of student self-government organizations, as well as at the level of the ArcPI.

Academic mobility. The organization of academic mobility at the Academy is regulated by the Law of the Republic of Kazakhstan "On Education", regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan, Rules for the organization of the educational process on credit technology of education. The procedure for admission of students from other universities, recognition and crediting of credits acquired during academic mobility are implemented in accordance with the "Rules for the organization of the educational process on credit technology of education" approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152, the Concept of academic mobility of students of higher educational institutions of the Republic of Kazakhstan (MES RK, January 19, 2011), Regulations on the procedure for transferring ECTS-type loans dated September 05, 2011. Monitoring of academic mobility and analysis of its results is carried out by the Department of Higher and Postgraduate Education of the Ministry of Education and Science of the Republic of Kazakhstan, the Center for the Bologna Process and Academic Mobility of the Ministry of Education and Science of the Republic of Kazakhstan. Applications for participation in the competition for studying at a foreign university or at a university of the Republic of Kazakhstan under the academic mobility program are accepted in accordance with the Regulations on the competition for the selection of applicants for academic mobility. The learning outcomes obtained by students within the framework of academic mobility are transferred on the basis of a transcript. In order to train competitive specialists of high quality, ArkPI in terms of academic mobility has 15 existing agreements with universities in Europe and Kazakhstan, of which - with universities in the Russian Federation (8), with universities abroad (4), under the Erasmus+ project (1). Main partners: Rzeszow University (Poland), South Ural State University (Russia), Smolensk State University (Russia), Russian State Social University (Russian Federation, Moscow), Kirill and Methodius University of Trnava (Slovakia), universities of the Republic of Kazakhstan - Kazakh National Women's Pedagogical University, Zhubanov University, Zhetysu University named after I. Zhansugurov, Taraz Regional University named after M.H.Dulati, Kostanay Regional University named after A.Baitursynov, South Kazakhstan State Pedagogical Institute, SILKWAY International University, Eurasian Humanitarian Institute, O.A. Baykonyrov Zhezkazgan University. During the reporting period, students of the ArkPI have the following results of recognition of education outside the

university: outgoing / internal mobility - 39, outgoing / external mobility - 18, incoming / internal mobility - 6 students.

Since 2016, the Institute has been issuing graduates with a European Diploma supplement in three languages (Kazakh, Russian and English), which complies with the recommendations of the Council of Europe and Unesco on the Bologna Process standard. In the diploma application, all completed credits of graduates are calculated in ECTS automatically in the AIS Platonus.

Educational work. The university has created a "space of opportunities" for students:

- Youth associations of the republican level: "Zhas Otan", the Alliance of Students of Kazakhstan.

- Regional level: primary association of students' trade union organization.

- The organization of student self-government "Zhas Orda": The Council of Leaders of the ArkPI, the Student Council of the House of Students, the Student Dean's Office, the Starostat.

- Sports club "Barys".

- M.Dulatov's creative association: theater studio "Rukhaniyat", KVN, debate club "Akikat", aitysker "Topzhargan", readers club "Soz - sadak", vocal studio "Zhuldyz".

- Pedagogical detachment "Line of success".

- Organization of significant events: Discussion of the Message of the President of the Republic of Kazakhstan, events for the Day of the First President, a festive concert for the Independence Day of the Republic of Kazakhstan, a series of events for the 175th anniversary of Abai Kunanbayev, a week for the 135th anniversary of Myrzakyp Dulatov, Dedication to students.

- A website is functioning (online forums, interaction with the university management, access to information on all issues of the university's activities);

Results of students' participation in competitions:

- Alibek Karlygash - Grand Prix of the international competition "Alash star".

- Balken Aynash - grand Prix of the international competition "Grand Music Festival-2020".

- Hasenov Yerkebulan - 1st degree laureate of the international competition of vocal and instrumental art "Grand Music Festival-2020".

- Zhaksylykova Shugyla - laureate of the international competition of design, research and creative works.

- Kapan Olzhas - diploma of the 3rd degree in the Republican Olympiad "PedStart".

- Kenzhegalieva May - 3rd place in the Republican tournament "Kazakh kuresi".

- Bakyt Aybek - Republican judo tournament - 3rd place.

- Khairullin Daniyar - World Kettlebell Lifting Championship, 2nd place.

Analytical part

The experts of the VEC NAAR note that the ArcPI has a transparent policy of forming a contingent of students, approved procedures regulating the life cycle of students. The contingent as a whole at the university is *growing*, however, in a number of disciplines there is an annual decrease in the contingent: 6B01402 Fine Arts and Drawing, 6B01501 Mathematics, 6B01502 Physics, 6B01503 Computer Science, 6B01504 Chemistry, 6B01505 Biology, 6B01506 Geography, 6B01601 HISTORIA6B01602 Fundamentals of Law and Economics. The OP management justifies the reduction of the contingent due to the opening of dual ops in these areas, for example: OP 6B01512 Biology and Geography, 6B01510 Chemistry and Biology, 6B01511 Geography and History, 6B01509 Physics and Computer Science, etc. It should be noted that the strengthening of career guidance was indicated in the recommendations of the previous EEC and this recommendation remains relevant at the moment.

EEC IAAR(external expert commission), having held meetings, conversations and interviews with graduates, celebrate the development of the activities of the Alumni Association. Since 2017, the Institute has developed and approved the "Regulations on the Alumni

Association", a Work Plan has been developed, reports and a photo gallery about the events are uploaded.

According to the Institute, there is information about the implementation of the program of external/internal-outgoing and incoming-internal academic mobility of students. However, there are no students enrolled in the incoming-external academic mobility program during the reporting period.

Strengths/Best practices

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Recommendations of the EEC:

1. The management of the university, together with the management of the OP, before the start of the admissions committee in 2022, it is necessary to develop an additional mechanism for attracting a contingent, including through the opening of a master's degree, and begin its implementation.

2. The management of the Educational Institution, until the beginning of the 2022-2023 academic year, in accordance with the Development Strategy until 2025, to include indicative indicators in the development plans of educational programs and implement the points: "participation of students in the program "external and internal, incoming and outgoing academic mobility".

The conclusions of the EEC according to the criteria according to the "Students" standard: 11 criteria have been disclosed, of which all 11 are satisfactory.

6.8 Standard "Teaching staff"

The evidentiary part

The personnel policy of the NAO "ArkPI named after I. Altynsarin" is published on the web portal of the university (<https://clck.ru/YvNci>), which defines the policy in the field of human resource management. The personnel policy is implemented in accordance with the requirements of the legislation of the Republic of Kazakhstan and internal acts of the ArcPI (Rules for planning the teaching load of the teaching staff, Regulations on the activities of the teacher responsible for the organization of educational work at the faculty, Anti-corruption standard to ensure openness and transparency, Regulations on the competition of teaching staff, the Competence model of the teacher, Regulations on the certification of teaching staff, Regulations on the competitive replacement of positions of teaching staff and researchers, Regulations on the work of the curator-adviser, Regulations on the Ethics Council, etc.). In general, the development of the personnel potential of the ArcPI serves to create a climate conducive to the fulfillment of the mission "Training of teaching staff capable of high professional and personal achievements", improving the quality and efficiency of the university. The main provisions of the personnel policy have been developed in accordance with the principles of legality, meritocracy, prohibition of discrimination in the sphere of work and priority of life and health of employees.

Recruitment of teaching staff of the ArcPI is carried out on the basis of the current labor legislation of the Republic of Kazakhstan, as well as in accordance with the Standard Qualification characteristics of the positions of teaching staff and persons equated to them from 13.07.2013. (with amendments and additions as of 30.04.2020), taking into account the qualification requirements, the Rules of competitive replacement of positions of teaching staff and researchers of Higher educational institutions, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 04, 2018 No. 536, as well as the Regulations on competitive replacement of positions of teaching staff and researchers. When applying for a job, an employee gets acquainted with internal regulatory documents regulating the personnel policy of the university, copies of these documents are also located in each department of the university and placed in the document repository in the electronic document management system.

Compliance with the qualification requirements of the ArcPI is confirmed by the results of the interview and certificates of completion of the relevant training, diplomas, certificates and other documents of the established sample issued by authorized organizations.

The competition for the replacement of vacant positions of the teaching staff and information about vacant positions is announced through the Republican mass media (the city newspaper "Arkalyk Khabary"), and is also posted on the website of the ArkPI. The announcement of the competition is submitted on the basis of the personnel requirements plan of the departments before the start of the academic year, as well as as necessary in case of vacancies.

The decision of the competition commission on the election of a person according to the competition is the basis for concluding an employment contract for the positions of the teaching staff of the university. Participants of the competition and candidates in the part concerning them can get acquainted with the competition documents and decisions of the commission. Participants and candidates of the competition have the right to appeal the decision of the commission in accordance with the procedure established by the legislation of the Republic of Kazakhstan.

Transparency of personnel procedures is ensured by holding weekly operational meetings of the Chairman-Board - Rector with the presentation of protocols, holding monthly meetings of the Academic Council of the university, the Board of the NAO "ArkPI named after I. Altynsarin", issuing strategically important orders that are sent to the heads of departments and through them are brought to the attention of the team.

In order to effectively implement their processes, involve staff in the implementation of policies and strategies, the management of the Institute develops and implements staff motivation plans, including: ensuring working conditions in accordance with their position; moral encouragement and bonuses for staff; social development of the university; compliance with professional ethical standards; informs the workforce about the prospects for the development of the ArcPI and its financial condition; organizes work aimed at fulfilling the rules of internal labor regulations, labor and production discipline, involving the team in the system of professional development and training.

In accordance with the program for the implementation of educational services, the Institute imposes certain qualification requirements when applying for teaching staff positions, which include: head of the OP, professor, associate professor, associate professor, senior lecturer, teacher (assistant).

Quantitative and qualitative composition of teaching staff. The staff of educational programs and individual teaching staff plans are formed through the AIS "Platonus", to which all structural units, faculty and support staff of the university have access.

The staff of teaching staff at the university is 125 people, including: PhD - 1, PhD - 9, PhD - 4, masters - 89, teaching staff without a degree - 22. The overall university level is 12.5%, the average age is 41 years.

The dynamics of personnel changes in the university as a whole is presented in Table 7.

№ п/п	Уч.годы	Total number. Teaching staff according to the staff schedule, person.	Including full-time employees PTC, %	Settling down, %
2	2017-2018	148	132/ 89,1%	20,5
3	2018-2019	148	122/82,4%	18,
4	2019-2020	138	115/83,3%	15
5	2020-2021	132	113/85,6%	12,5
6	2021-2022	125	112/89,6%	12,5

The Institute pays special attention to the professional development of young specialists. Each young teacher is assigned a mentor from among experienced teachers to provide them with methodological assistance in organizing training sessions.

The average age of the institute's teachers is 43 years (2017-2021 / 50-43-42-41-43 - there is a rejuvenation of personnel), the average age of doctors of sciences is 56 years, candidates of sciences - 45 years, heads of OP - 44 years, deans of faculties - 45 years, heads of departments - 47 years.

The qualitative indicators of the PPC are presented in Table 8.

Table 8 - Qualitative and quantitative indicators of university teaching staff

Academic years	Total number of PTC				Staff number of teaching staff							
	Number of PTC	Doctors of Sciences	Candidates of Sciences	masters	Number of PTC	Doctors of Sciences	Candidates of Sciences	Honored Coach of the Republic	Member of the Union of Artists of the Republic	PhD Doctor	masters	
2017-2018	148	3	16	103	132	1	10	2	2	1	97	
2018-2019	148	4	18	97	122	2	13	2	2	3	88	
2019-2020	138	2	14	91	115	2	11	2	2	5	77	
2020-2021	132	1	12	90	113	1	9	1	1	4	80	
2021-2022	125	1	9	89	112	1	9	-	1	4	81	

The total number of faculty members decreased slightly, but the number of full-time teachers remained virtually unchanged. The number of third-party part-timers has significantly decreased with the transfer of their workload to full-time teachers of the institute. In general, the change in the number of teaching staff corresponds to the change in the contingent of students, which is a consequence of the demographic situation in the region.

The data on the settling down of university teaching staff within the framework of the OP are presented in Table 9.

Table 9 - Data on the settling down and average age of Parks in the framework of the OP

№	IP	Settling down,%
1	6B01701 – "Kazakh language and literature", 6B01704 – "Kazakh language and literature in schools with non-Kazakh language of instruction"	50
2	6B01702 - "Russian language and literature", 6B01705 - "Russian language and literature in schools with a non-Russian language of instruction"	44,4
3	6B01703 - "Foreign language: two foreign languages, 6B01706 - "English"	25
4	6B01201 - "Preschool education and upbringing, 6B01202 "Preschool educator and teacher-psychologist", 6B01102 – "Teacher of additional education and counselor"	41,6
5	6B01301 – "Pedagogy and methodology of elementary education"	42,8
6	6B01101 – "Pedagogy and psychology"	27,7
7	6B01601 – OP "History"	25
8	6B01602 - "basics of law and Economics"	57,1

9	6B01401 – "Music education"	40
10	6B01405 - "Art work, graphics and design"	62,5
11	6B01403 - OP "Physical culture and sport"	23
12	6B01501 - "Mathematics, 6B01507 "Mathematics and physics",	55,5
13	6B01508 "Mathematics and Informatics"	50
14	6B01502 - Physics 6B01509 – Physics and computer science	28,5
15	6B01503 - "Informatics", 6B01513 – "computer science, ICT and robotics"	44,4
16	6B01504 - "Chemistry", 6B01510 – "Chemistry and biology"	45,4
17	6B01505 - "Biology", 6B01512 – "Biology and geography"	50

The problem with the insufficient level of academic staff at the Institute is solved by creating the necessary conditions for increasing the level of scientific potential of departments through targeted training in master's degree programs (Table 11) and PhD doctoral programs (Table 10).

Table 10 - Information on admission of teaching staff to the target doctoral program of the Republic of Kazakhstan

	ФИО	UNIVERSITY	Terms of training	Cipher, specialty
1	Kalkashev S.G.	KazNPU after Abay	2018-2021	6B011600 "Geography"
2	Mukhanbetzhanova A.A.	KazNPU after Abay	2018-2021	6D010100 - Preschool education and upbringing
3	Akhmetshina G.U.	ENU after Gumilev	2018-2021	6D020300 - History
4	Erlanova G.Zh	ENU after Gumilev	2018-2021	6D011000- Computer Science
5	. Kaldarbekova A.N.	KazNPU after Abay	2018-2021	6D011300 -Biology
6	Niyazova G.B.	ENU after Gumilev	2018-2021	6D012300 - Social Pedagogy and Self-knowledge

Table 11 - Information about teaching teaching staff in the target magistracy

№	Ф.И.О.	Name of the specialty	UNIVERSITY
1	Absadyk S.A.	6M010900-Mathematics , Master of Pedagogical Sciences	L.N.Gumilyov ENU
2	Alimbaev K.S.	6M010300/7M01101-Pedagogy and Psychology, Master of Pedagogical Sciences	Kostanay Regional University named after A.Baitursynov
3	Belgibaev A.ZH.	6M010300-Physical Culture and Sports, Master of Pedagogical Sciences	Karaganda University named after ak. E.A.Buketov
4	Nasyr R.	6M011300-Biology , Master of Pedagogical Sciences	KazNPU named after.Abaya
5	Kaumetova D.R.	6M010600 - Music education, Master of Pedagogical Sciences	Kazakh National Women's Pedagogical University
6	Kalimzhanova A.K.	Master's degree in Education Management	Nazarbayev University

In addition, the lack of settling down is solved by inviting scientists and teachers from leading universities of the country. For example, 10 external part-timers involved in teaching are

specialists of educational and scientific institutions, such as Kazakh Agrotechnical University named after S.Seifullin, Kazakh University of Economics, Finance and International Trade, Zhezkazgan University named after O.Baikonurov, Kostanay Regional University named after A.Baitursynov, Turgai Humanitarian College named after N.Kulzhanova, Arkalyk City Sports School.

During the reporting period, teaching staff with an academic degree were attracted to the ArkPI for the implementation of 8 OP: OP "Physical culture and Sport" - Shpilevoy A.I., Sarybaev A.K., OP "Preschool education and upbringing" - Konurova-Idrisova Z.K., OP "Pedagogy and methodology of primary education" - Kusainov G.M., OP "Pedagogy and Psychology" - Musabekova G.A., Kalkeeva K.R., OP "Kazakh language and Literature" - Aimukhambet Zh.A., OP "Kazakh language and Literature literature in schools with non-Kazakh language of instruction" - Seitenova S.S., Iskakova B.D., OP "Informatics" - Kudubaeva S.A., Serik M., OP "Foreign language: two foreign languages" - Kashkinbayeva Z.Zh., Baidrakhmanov D.H.

Leading foreign scientists are actively involved in the educational process at the departments of the university. For example:

- April 2018, Krasnoyarsk State Pedagogical University named after V.P.Astafievod, Professor Sergey Larin, a course of lectures for students on the use of new information technologies in teaching mathematics, in particular the GeoGebra program - an interactive geometric environment (a cross-platform dynamic mathematical program for all levels of education, including geometry, algebra, tables, graphs, statistics and arithmetic in one easy-to-use package).

- October 2019, Krasnoyarsk State Pedagogical University named after V.P. Astafyev, seminar-webinar "Information technologies and open education", representative from ArkPI senior lecturer of the Department of Physics and Mathematics, Master Sadykova B.S.

Professional development. An annual staff development schedule is drawn up, according to which, teaching staff and employees improve their qualifications. Advanced training schedules are provided in the individual plan of the teaching staff of the departments. Advanced training of scientific and pedagogical personnel of the ArcPI is carried out in educational institutions of the system of advanced training and professional retraining of personnel of the Republic of Kazakhstan, in leading Russian and foreign higher educational and scientific institutions (the Center of Pedagogical Excellence of AEO "Nazarbayev Intellectual Schools", JSC National Center for Advanced Training "Orleu", National University named after Al-Farabi - Institute of Advanced Training and Additional Education, Abylai Khan Kazakh University of International Relations and World Languages, KGKP "Regional Educational and Methodological Center for Additional Education of Children" M.Dulatov Kostanay University of Engineering and Economics, Arkalyk State Pedagogical Institute named after I. Altynsarina, Eurasian Technological University, Kazakh National Pedagogical University named after Abai, KSU "City Language Learning Center of Akimat of Arkalyk city", Kazakh National Research Technological University named after K.Satpayev, Department of Education of Akimat of Arkalyk city, East Kazakhstan University named after S.Amanzholova, Regional English Department of the U.S. Embassy in Kazakhstan, etc.) through training, internships, participation in international seminars, scientific and practical conferences, as well as the use of other types and forms of professional development.

The Personnel management and Document Support service carries out the planning, organization and control of the passage of advanced training courses for teaching staff. Thus, during the reporting period, 55.3% of teaching staff took advanced training courses in the cities of Kazakhstan and abroad. In general, 62 people from among the teaching staff and 2 employees of the university improved their qualifications in 2021 (Table 12). The management of the Institute pays attention to professional development, retraining and internship of teaching staff in foreign educational and scientific organizations. In 2017, 2 teachers took advanced training

courses at a foreign university, the remaining 10 teachers in 2020 completed online training in connection with the pandemic.

Table 12 - Information on professional development of staff teaching staff

year	Number of full-time teaching staff	Completed PC courses	% of the total number of Ptc	Number of full-time employees	Completed PC courses	% of the total number of employees
2017	132	85	64,3	204	4	1,9%
2018	122	58	47,5	207	8	3,8%
2019	115	85	73,9	212	11	5,1%
2020	113	29	25,6	216	2	0,9%
2021	112	62	55,3	200	2	1,0%

The quality of teaching. Monitoring of the quality of teaching, the methods and technologies used in teaching at the Institute is carried out by the educational and Methodological Council, the Academic Council of the university, the Committee for Quality Assurance, curricula, independent work of students in each educational program. The results of monitoring are periodically discussed at the methodological councils of the faculties.

The assessment of the teacher's competence is carried out by mutual attendance of classes, questioning of students "Teacher through the eyes of students", conducting open classes, participating in competitions "The Best University teacher", annual awarding of teaching staff.

The training sessions are conducted in the state, Russian and English languages. Pedagogical universities train teaching staff in English in the specialties "Biology", "Chemistry", "Physics" and "Computer Science", "Preschool education and upbringing".

The university attracts foreign scientists to give courses of lectures on some OP:

- October 2018 Smolensk State University (RF), Head of the Department of Information and Educational Technologies, PhD, Professor Senkina G.E., a course of lectures and practical classes (72 hours) for staff, teachers and students of the ArkPI.

- November 2018, Krasnoyarsk State Pedagogical University named after V.Astafyev, Ph.D. Valeev N.F., Ph.D. Larin S.V., a course of lectures for students.

- December 2018, PhD, Professor Bashkir State University (Bashkortostan) Mayer V.R., a course of lectures for students.

- November 2019, Smolensk State University, 90-hour course for teaching staff and students of computer science, physics, mathematics from PhD Maksimova N.A., PhD Samarina A.E.

The most popular learning platform for distance education among teaching staff is ZOOM. In addition to ZOOM, the institute actively uses such platforms as Microsoft Teams, Cisco Webex, and GoogleClassroom for asynchronous classes. Courses of video lectures on the disciplines of the OP are uploaded to the YouTube channel of the Institute. Platonus and Moodle were actively used before switching to the distance learning format of teaching and learning.

Issues of improving the effectiveness of teaching teaching staff are considered at meetings of faculty councils, educational and methodological and academic councils of the university, the rector's office, where the activities of teaching staff are analyzed. The degree of students' satisfaction with the teaching staff is periodically monitored. For example, in January 2021, the Registrar Office of the Institute conducted a questionnaire "Teacher through the eyes of a student" among students of the 1st-3rd year, which was attended by 389 people. The survey involved determining the professional and personal qualities of the teacher. According to the results of the survey, the question about the level of competence of the teacher in the academic subject, in the relevant disciplines, areas of professional activity was answered as follows: high - 69.5%; average - 30.5%, low - 0%. To the question do teachers show activity and creativity in classes? Yes - 50%, no - 10%, most of the teachers – 30%, a smaller part of the teachers - 10%.

Awards and achievements of the teaching staff. Among the teaching staff of the Institute there are teachers who are holders of the state grant "The best university teacher" (2019); 2 teachers of the Institute are members of the International Academy of Informatization and the Academy of Pedagogical Sciences of Kazakhstan (Umbetov A.U., Kuanyshbayev S.B.), 1 teacher is a member of the Union of Artists of Kazakhstan (Turikpenova S.Zh.), there is a teacher awarded the Order "Kurmet" of the President of the Republic of Kazakhstan (Kaliev A.K.), 4 teachers – they have medals "For contribution to the development of education" of the Council of the Presidium of the Republic of Kazakhstan, the award of the Ministry of Education and Science of the Republic of Kazakhstan "Bilim Beru isinin kurmetti kyzmetkeri" (Turikpenova S.Zh.), the medal "Enbek uzdigi" of the Republican Council for Public Awards awarded 2 teachers (Umbetova M.Zh., Bizhanova G.), 22 teachers - Certificates of Honor, 18 - letters of thanks of the Ministry of Education and Science of the Republic of Kazakhstan, as well as among the teachers - 2 Honored coaches of the Republic of Kazakhstan (A.Shpilevoy, A. Sarybaev), 1 Master of Sports of the Republic of Kazakhstan (K.Konysbayev), 1 Master of Sports of the international class of the Republic of Kazakhstan in "kettlebell lifting" (A.Shpilevoy).

Analytical part

ArkPI implements the principle of a democratic approach to personnel management. All necessary favorable conditions for professional activity and creativity are created for teaching staff and employees.

Teachers of the ArcPI apply information and communication technologies in the educational process. Google Meet, Zoom, Cisco Webex, etc. are being implemented in the forum of distance learning management systems for guaranteed VCS. Various types of on-line classes are used for full-time students studying with the use of distance learning elements. Since March 2020, all training sessions have been conducted online on the above platforms. At the time of accreditation, classes were conducted in a mixed format. However, the management of the OP needs further development of the use of IT skills of teaching staff of departments, in particular in the field of development and application of mass open online courses.

During the interview with the graduates of the IP, the lack of experience in communicating with foreign professors within their specialties was voiced.

Experts note the lack of implementation of the program "outgoing academic mobility of teaching staff" and targeted actions to attract teachers-practitioners for the implementation of the OP.

Stimulation and support of teaching staff. According to the terms of the Collective Agreement signed jointly with the administration, the trade union collective of the Institute and the Labor Inspection Department of the Akimat of Kostanay region No.135 dated March 04, 2021, the head (Chairman of the Board - Rector) of the Institute makes one-time remuneration to employees in connection with their retirement after reaching retirement age, anniversary dates from the date of birth (50, 60, 70, 75, 80 years) – in the amount of the official salary. And also, in order to financially stimulate the teaching staff, the order of the Chairman of the Board – Rector additionally established an allowance for the degree of doctor and Candidate of sciences with payment from extra-budgetary funds of the Institute, the basis for such payments is the "Regulations on bonuses, surcharges, allowances and other payments of a stimulating nature", approved by the Chairman of the Board – Rector 01.07.2020. In total, during the reporting period, bonuses and allowances totaling more than 4 million 200 thousand tenge were paid, financial assistance totaling more than 4 million tenge was issued. 100 thousand tenge. However, the university has not demonstrated the motivation of professional and personal development of teachers for their contribution to the integration of scientific activity and education, and the use of innovative teaching methods.

Strengths / Best Practice

EEC recommendations:

1. The university management should include points for the achievement of the results of the implementation of innovative teaching methods, including massive open online courses, the results obtained in research work (publication of articles in rating journals, development and participation in various grant and international programs, participation in the program "Academic mobility of teaching staff", etc.).

2. The EP's management should include indicative indicators in the EP development plans and implement the points starting from the 2022-2023 academic year: "development of massive open online courses, publication of articles in rating journals, participation in the "academic mobility" program, inviting foreign lecturers within each EP, including in the online format, in competitions for grant provision of research activities, etc. "

3. For the EP management, include indicative indicators in the EP development plans and implement the items starting from the 2022-2023 academic year: "attracting practicing teachers to the EP implementation, bringing the graduation indicators for each EP to the required standards, including by attracting invited graduates scientists, including foreign ones, and also in online format".

Conclusions of the EEC on the criteria according to the "Teaching staff" standard 11 criteria are disclosed, of which 9 criteria have a satisfactory position, 2 criteria require improvement.

6.9 Standard "Research work"***Proof part***

The university has demonstrated the correspondence of research priorities to the national policy in the field of education, science and innovative development. Research in ArkPI is carried out in accordance with the Strategy "Kazakhstan-2050", the Laws of the Republic of Kazakhstan "On Education", "On Science", the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019, the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020 -2025 years; internal documents of ArkPI: Development Strategy of NJSC "ArkPI im. I. Altynsarin" until 2025, Regulations on competitive replacement of positions of teaching staff and scientific workers.

Since 2020, ArkPI has been accredited by the KKSON MES RK as a subject of scientific and scientific and technical activities (Certificate of accreditation as a subject of scientific and scientific and technical activities of the MES RK (Series MK No. 006256 dated August 28, 2020).

ArkPI has identified strategic research clusters with a focus on scientific and pedagogical areas, which confirm the compliance of research activities with the mission, vision and strategy of the university:

1. "Organizational and technological foundations of psychological and pedagogical support for normative children in difficult life situations" (research within the framework of a competition for grant, project-targeted funding of the Ministry of Education and Science of the Republic of Kazakhstan). The study is aimed at identifying, developing and creating special psychological and pedagogical conditions for accompanying normative children who find themselves in difficult life situations (bullying, bullying, suicidal behavior, etc.)

2. "Organizational and methodological foundations of training future teachers for psychological and pedagogical support of children with special educational needs" (research within the framework of the competition for grant, project-targeted funding of the Ministry of Education and Science of the Republic of Kazakhstan). The research is aimed at developing a methodological basis for teaching students of a pedagogical university in psychological and pedagogical support of children with special educational needs.

The university carries out planning and monitoring of the effectiveness of research. Every year, the EP management and the university management develop research plans based on the University Development Strategy. Research and development monitoring is carried out on the basis of the "Regulation on internal assessment and examination of the quality of the organization of research work" .

The university has demonstrated the presence of processes of attracting students to research activities, which is confirmed by the good publication activity of students in various conferences held both within the walls of the ArkPI and beyond: <https://api.edu.kz/index.php/ru/science/repozitorij/materialy-konferentsij> .

The teaching staff and students of ArkPI have access to the abstract databases Web of Science (Clarivate Analytics) and Scopus (Elsevier); full-text databases Science Direct (Elsevier company). In the Electronic Resource Center of the Information and Complex Library, all conditions have been created for using the materials of these databases, the entrance is carried out via an IP address. Today: 10 people from among the teaching staff work in the Web of Science (Clarivate Analytics) and Scopus (Elsevier) databases; 13 people are registered in the Science Direct database (Elsevier); 12 people in the Scopus database (Elsevier).

The leadership of the university promotes the presentation of the scientific positions of researchers, teaching staff and students at various scientific sites, including the publication of scientific results. During the reporting period, students and teaching staff had the opportunity to participate in events:

- On November 21, 2017, a third-year student of the specialty "Foreign language: two foreign languages" of ArkPI Kalimzhanova Aida became a scholar of the Foundation of the First President.

- Competition of student research papers for the prize of the Rector of ArkSPI. For example, in 2018, 18 students took part, in 2019 - 26 students. The annual bonus fund is 120,000 tenge.

- 2018-2019 - Participation of students in the Republican annual competition of scientific research works of students in natural, technical, social, humanitarian and economic sciences in universities of the Republic of Kazakhstan. 7 works were awarded with diplomas of the Ministry of Education and Science of the Republic of Kazakhstan.

- Participation with reports at Republican and international conferences, including the annual international scientific and practical conferences "Tulegen Readings" and "Altynsarin Readings" held at the university, as well as in the Republican Forum with international participation on the topic "Digital Education: Features and Development Trends", the Scientific and Practical Conference "Órken-2019", the Republican Scientific and Practical Conference on the topic: "Trilingualism is the basis of competitiveness", Conferences on the topic "Digital technologies in education: problems and prospects", the International Scientific Conference "From Alash to the Independence of Kazakhstan and the Idea of National Consolidation", dedicated to the 100th anniversary of the Alash movement and the government of Alash Orda, scientific-practical conference "Professional training of the future teacher: theory and practice", scientific-practical conference "Integration of science, education and production - the basis for the implementation of the Plan of the Nation", Republican scientific-practical conference "Alashovedenie and Museum", Republican pedagogical readings is theory of preschool education in Kazakhstan", the International Forum of Educators-Innovators on the topic: "Modern education in a global competitive environment", etc.

- International competition of student projects, scientific and creative works "Teacher in a multicultural world", organized by the scientific and methodological center of Kazan Federal University - diplomas 1,2,3 places.

- The Republican scientific-practical, cognitive-psychological journal "Kyzykty Psychology" from September 15 to October 15, 2019 held the Republican distance competition "Period of adaptation in human life." Students of the Department of Pedagogy and Psychology took an active part in the work of the competition:

1. Mashirikova F.A. (PP-41) scientific work on the topic "Balanyk balabakshara beyimdeluine ata-ananyk ukpaly" (scientific supervisor G.S. Smailova);

2. Sarsenbaeva D.M. (PP-41) scientific work on the topic "1st year student aleumettik-medeni beyimdelui" (supervisors: Bizhanova A.N., Smailova G.S.);

3. Uali T.I. (PP-31) scientific work on the topic "1 year student of student Aleumettik-medeni beyimdelui" (supervisors: Bizhanova A.N., Smailova G.S.);

4. Esirkep Zh.M. (PP-31) scientific work on the topic "1 year student of the student Aleumettik-meni beyimdelui" (supervisors: Bizhanova A.N., Smailova G.S.).

According to the results of the republican competition, students were awarded letters of thanks in the nomination "Scientific and practical experimental work" Mashirikov F.A. - Diploma of the 1st degree, Sarsenbaeva D.M., Uuli T.I., Esirkep Zh.M. in the nomination "Psychological trainings, exercises, games" - a diploma of an active participant

Some activities are financed from extra-budgetary funds of the university:

- financing and payment of travel expenses for participation in international and republican competitions, conferences, forums and olympiads;

- bonuses for successful participation in international and republican competitions, conferences, forums and olympiads.

ArkPI hosts events (seminars, webinars) aimed at teaching teaching staff, staff and university students to work with foreign databases Web of Science from Clarivate Analytics, Scopus from Elsevier, as well as to activate the publication of teaching staff of scientific articles in journals with non-zero IF.

The university administration promotes the implementation of scientific research results, including consulting and commercialization. Measures are being taken to diversify the financial sources of the university. The institute has a department for the development of languages and the QMS, which is directly involved in attracting additional sources of income, namely, by conducting refresher courses for school teachers.

There is also an editorial and publishing department, which provides the following types of services: typing and editing text, copying documents, binding collections, lamination. In addition, the institute rents out premises.

One of the types of commercialization at ArkPI is the provision of advanced training courses for teachers of schools and colleges. For example, in 2017, refresher courses were held in 15 programs for 147 students, in the period from January to May 2018, 200 people were enrolled in advanced training courses in 16 programs, including refresher courses for psychologists of educational institutions of the city, social teachers "Prevention of suicidal behavior", refresher courses for teachers of educational institutions of the city and the region "Inclusive Education", teachers of the Department of "Pedagogy and Psychology" organize contractual refresher courses for school psychologists and social teachers on the following topics: "Gylymi-teoriylyk zhune prakalyk negizderi", "Inclusive bilim berudin gylymy-theorylyk zhune prakalyk negizderi".

Revenue from training courses for otcheny period was as follows: 2017 - - 1 470 000 tenge, in 2018 - 200 2 000 tenge, in 2019 year to 807 2 000 tenge, 2020 year to 560 700 tenge.

Scientific laboratories are being replenished and modernized. For example:

- equipping the complete set of educational chemistry laboratories in the areas of "Environmental Monitoring" and "General Chemistry".

- laboratory at the expense of the Ministry of Education and Science of the Republic of Kazakhstan in the direction of "Robotics" - the development of STEM education.
- laboratory complex for educational, practical and project activities according to the methodology and technique of a physical experiment at school.

Joint scientific research with foreign universities is being observed.

The university cooperates with universities in the near and far abroad: the International Academy of Management and Technology (INTAMT) (Germany), the "Eurasian Academy" (Slovakia, Bratislava), the University of St. Cyril and Methodius in Trnava (Slovakia), the University of Jan Amos Comenius (Bratislava, Slovakia), State Social and Humanitarian University (Kalomna, RF), Smolensk State University (RF), Krasnoyarsk State Pedagogical University named after V.P. Astafieva (RF).

The following activities were carried out:

- From November 13 to December 7, 2017, the British Council at the British Embassy conducted online research on the needs of pedagogical universities in Kazakhstan and Kyrgyzstan in order to identify priority areas in the field of professional development of English language teachers and further build their potential. Based on the results of the study, the British Council has developed a professional development program for English language teachers and students of pedagogical universities. As part of the study, a representative (British Council Ambassador) Bakirova Zh.M was selected from among the teachers of English at ARKPI - the head of the office of science, strategic planning and international cooperation, who, under the guidance of a consultant from the UK and in cooperation with representatives of other pedagogical universities in Kazakhstan and Kyrgyzstan, held a number of events, namely:

- a) Online survey on self-assessment of the skills and abilities of teachers of the pedagogical faculty in order to determine their needs in the field of professional development and continuous professional development. The online survey was attended by teachers of schools and colleges of the city, as well as teaching staff of ArkSPI;

- b) Observation and analysis of practical lessons (lesson observations), (senior teacher M.S. Oskina, teacher A. Boranbaeva) - the purpose of observation and analysis of practical exercises: to better understand the existing teaching methods that are used, the main focus is on measuring whether teachers demonstrate professional practice in the classroom. The data will form the basis for reporting the needs of teachers.

- c) Discussion of the needs for focus groups with teachers and students (focus group discussions). On November 14, 2017 (Focus Group Discussion) was held among teachers of a foreign language, 7 teachers of a foreign language E.Kh. Anapin, Zh.Zh. Zh. Boranbaeva, G.S. Shtatbaeva, Eva Smetanova. On November 16, 2017, a (Focus Group Discussion) was held among 3-4 year students of the specialty "Foreign language: two foreign languages", a total of 12 students participated in the discussion. The Focus Group Discussion discussed a number of issues related to future teacher training / teaching practice. The purpose of the needs assessment studies is to support the creation of a report that looks at the professional training needs of English language teachers who are currently providing pre-training in educational institutions in Kazakhstan and Kyrgyzstan.

- April 2018, Krasnoyarsk State Pedagogical University named after V.P. Astafyevod, Professor Sergey Larin, a course of lectures for students on the use of new information technologies in teaching mathematics, in particular the GeoGebra program - an interactive geometric environment (cross-platform dynamic mathematical program for all levels of education, including geometry, algebra, tables, graphs, statistics and arithmetic in one easy-to-use package) (36 hours), a round table was held with the teaching staff of ArkPI on the topic "Education at the present time", "Science and design", Making a presentation at the plenary session of the conference "Digital Education - Advanced Knowledge and Competence" of the International Scientific and Practical Conference "Tolegen Readings-2018".

- October 2019, Krasnoyarsk State Pedagogical University named after I. V.P. Astafieva, webinar seminar "Information Technologies and Open Education", representative from ArkPI, Senior Lecturer of the Department of Physics and Mathematics, Master B. Sadykova

- November 2019, Krasnoyarsk State University, VIII All-Russian Scientific and Methodological Conference "Information Technologies in Mathematical and Mathematical Education", a representative from ArkPI - Department of Physics, Mathematics - masters Sadykova B.S., Tulegenova S.K., school teachers in Arkalyk.

Analytical part

The university has demonstrated that the priorities of research work are consistent with the national policy in the field of education, science and innovative development, while ensuring that research activities are consistent with the mission and strategy of the university. The management of the university carries out planning and monitoring of the effectiveness of research, ensuring the functioning of the processes of attracting students to research activities. The teaching staff and students are presented as researchers of the ArkPI at various scientific sites, including with the publication of scientific results in the proceedings of various conferences, forums and other events. EEC experts note the presence of joint research with foreign universities and the diversification of funding sources for research activities.

However, the university has areas that need to be paid attention to the management of the university and the management of the EP in order to be competitive in the educational services market in the field of cultivating literate, innovatively developing personnel, namely: there is no mechanism of motivation for implementation, commercialization and recognition results of scientific research at the university, registration of scientific projects in authorized bodies, registration of patents and copyright certificates, publication of teaching staff in high-ranking journals.

Strengths / Best Practice

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EEC recommendations:

1. The university management must constantly provide assistance and provide mechanisms for motivating the research activities of students, teaching staff and other internal stakeholders, including for participation in grant programs, filing applications for patents and copyright certificates, publications of teaching staff in high-ranking journals, having formalized the mechanism of motivation in the internal regulatory documentation of the university and posting it in the public domain for interested persons by the beginning of the 2022-2023 academic year.

Conclusions of the EEC on the criteria according to the "Research work" standard: 10 criteria are disclosed, of which 8 have a satisfactory position, 2 positions requiring improvement.

6.10 Standard "Finance"

Proof part

Financial activity of ArkPI named after I. Altynsarin is implemented on the basis of legislative acts of the Republic of Kazakhstan, regulated by internal documents.

The main principle of organizing financial management at ArkPI is to focus on strategic development goals. The Institute carries out the current planning and distribution of financial

resources, based on the mission of the university in accordance with the principles, goals, objectives and format of the Development Strategy of NJSC "ArkPI named after I. Altynsarin" for 2021-2025. Decision-making on cash flow management is complex.

In section V "Higher and postgraduate education" of the ArkPI development strategy, priority areas of activity are identified: Modern management and high-quality HR, Proactive management of educational programs, Educational research and innovative ideas, Social responsibility, Infrastructure, financial management.

The financial management policy is carried out by the management of ArkPI through the financial department - the financial and economic service. The development plan is formed for five years with the allocation of the current planned year. The development plan forms were approved by order of the Minister of National Economy of the Republic of Kazakhstan No. 14 February 2019 (with amendments and additions as of 23.06.2021). The electronic format of the Development Plan for the purpose of control, after approval by the governing body, is sent to the server of the Information and Accounting Center of the State Property and Privatization Committee of the Republic of Kazakhstan. According to the adopted development strategy of the university, various development scenarios are formed annually (optimistic, realistic and pessimistic), which are calculated 3-5 years in advance and determine the financial and material capabilities and resources for the implementation of strategic objectives and long-term development of the university. When compiling these scenarios, such factors as the country's macroeconomic indicators (GDP growth rates, unemployment rate, inflation), development programs of the Government of the Republic of Kazakhstan and the Ministry of Education of the Republic of Kazakhstan, regional development programs, as well as other political, economic and social factors are taken into account. These scenarios can be adjusted if necessary or when there are sharp changes in external or internal factors. When the development scenario changes, appropriate adjustments are made both in the operational plan and in the financial and economic plan.

Planning of expenses is carried out in accordance with the Budgetary Policy approved by the order of the Chairman of the Management Board-Rector.

Structural divisions draw up applications for the purchase of fixed assets and materials, repair of fixed assets. Based on the current standards, the number of teaching staff and the payroll are calculated.

The process of forming the budget of the ArkPI for the current year includes the determination of the income and expenditure base. The revenue side of the ARKPI budget is formed from financial receipts from the main educational activities (educational grant and income from educational activities on a paid basis).

Prices for services sold by the Institute under the state order are established in accordance with the Resolution of the Government of the Republic of Kazakhstan dated April 16, 2018 No. 199 "On approval of the state educational order for the training of specialists with higher and postgraduate education, as well as technical and professional, post-secondary education in educational organizations, financed from the republican budget (except for educational organizations that train specialists for the Armed Forces, other troops and military formations, as well as special state bodies), for the 2018 - 2019, 2019 - 2020, 2020 - 2021 academic years "(as amended and additions as of 02.12.2020), for paid educational services by order of the Chairman of the Management Board-Rector.

The planning and budgeting process takes place in the following ways:

- The revenue side of the budget is formed at the expense of financial receipts from the main educational activity: income from paid educational services, income from the state educational order and other receipts. The largest share in the total volume of financial receipts is income from core activities - more than 90%.

- The expenditure side of the budget is formed on the basis of the budgets formed from each department or faculty, which are ultimately collected in one general budget of the Institute,

then agreed with the Chairman of the Management Board-Rector and approved by the Board of Directors.

ArkPI budget planning is carried out by analyzing financial performance indicators for the previous period based on actual financial data from the 1C program, the student population is taken into account, and the training tariff is taken as a basis, taking into account internal and external factors, an application for the purchase of fixed assets, goods, works and services.

In order to ensure the safety of assets and liabilities, as well as to ensure the reliability of accounting data and financial statements, the enterprise annually takes an annual inventory of assets and liabilities. The formalized financial management policy is reflected in the University's Budget Policy, which is approved by the rector.

When planning, the priority is to strengthen the material and technical base (purchase of educational and methodological literature and laboratory equipment, equipping with computers and the introduction of advanced technologies), improving material incentives for the teaching staff to have a positive impact on improving the quality of training of highly qualified specialists.

Forms of annual financial statements are maintained in accordance with International Financial Reporting Standards, taking into account the Order of the Minister of Finance of the Republic of Kazakhstan dated June 28, 2017 No. 404 "On approval of the list and forms of annual financial statements for publication by public interest organizations (except for financial organizations)" (as amended from 07/01/2019). The statement of changes in equity and the statement of cash and cash equivalents are included in the Institute's financial statements. The dynamics of changes in equity is shown in Table 13.

The financial statements of the university are transparent, which is confirmed by the placement of the results of the annual outsourcing of financial activities on the university website in the "State procurement / financial report" section (<https://clck.ru/YwGb8>), as well as on the website of the Information and Accounting Center JSC ...

Table 13 - Changes in equity, thousand tenge

Reporting period	Capital of the parent organization			Total capital
	Authorized capital	Reserves	Undistributed profits	
2018 year	863 613	258 863	120 233	1,242,709
2019 year	863 613	236,877	174,156	1,274,646
2020 year	1 214 694	-	143,144	1,357,838

Over the past 3 years, equity capital *increased* from 1,274,646 thousand tenge in 2019 to 1,357,838 thousand tenge in 2020, i.e. the increase amounted to 83 192 thousand tenge (6.1%).

Financial activities are reflected in tables 14-17.

Table 14 - Amount of funding for student education, thousand tenge

Academic year	Legal entities	Individuals	Grant financing	Total
2017 - 2018	3 324.8	214 355.0	430 436.4	648 116.2
2018 - 2019	5,430.4	237 130.5	431,573.3	674 134.2
2019 - 2020	5,762.9	241,422.5	512 205.9	759,391.3
Total	14,518.1	692,908.0	1,374,215.6	2,081,641.7

The amount of funding for the Institute's students over the past 3 years *has increased by* an average of 14.7%.

Table 15 - Cash flow for 2018-2020, thousand tenge

The name of indicators	2018	2019	2020

1. Receipt of funds	894,244	1,000 354	1 167 385
2. Cash outflows, total	888,771	966,228	1 121 053
Money at the beginning of the reporting period	3251	8 724	42850
Money at the end of the reporting period	8 724	42850	89182

Table 16 - Ratios of financial stability

Indicators	2018	2019	2020
Capitalization ratio	0.04	0.06	0.05
Dependency ratio	1.04	1.06	1.05
Financial stability ratio	0.9	0.9	0.9

The financial stability ratio of the Institute is *stably maintained* at the same level.

Table 17 - Income of ArkPI

No.	Name	thousand tenge			
		2017 year	2018 year	2019 year	2020 year
	ArkPI income, incl.	660 847	685,246	751416	834 257
	the state budget	431 414.5	440 339.6	487 083.2	318,470
	<i>of them:</i>				
	ARKPI income, incl.	648,293	679 634.3	744 851.8	834 257
one	the state budget	418 860.5	434 727.9	480 519	515 787
2	extrabudgetary funds	229 432.5	244 906.4	264 332.8	318,470

The above data indicate that over the past 4 years, ARKPI's incomes have a growth trend (Fig. 2). Moreover, there is a tendency of growth in both revenues from the state budget by 20% due to an increase in average expenses for training and an increase in the contingent of students under the state order, as well as revenues from extra-budgetary funds increased by 28%.



Figure 2 - Graph of the movement of income of ArkPI for the period 2017 - 2020

The Institute conducts audits on an annual basis. The audit examines the accompanying financial statements consisting of:

- Balance sheet as of.
- Profit and loss statement.
- Cash flow statement.
- Statement of changes in equity,

as well as notes, consisting of the main provisions of the budgetary policy and other explanatory information, based on the Contracts on public procurement of services.

In the opinion of the independent auditor, the attached financial statements reflect fairly, in all material aspects, the financial position of the Company, as well as its financial results and cash flows for the period, in accordance with International Financial Reporting Standards (hereinafter "IFRS") and in accordance with Forms approved by Order of the Ministry of Finance of the Republic of Kazakhstan No. 404 dated June 28, 2017 (as amended on July 1, 2019).

The audit was conducted by Kenesaudit LLP and Astana Expert Audit LLP.

Analytical part

ArkPI them. I. Altynsarina meets the criterion of financial stability, since it ensures the state of financial resources, their distribution and use, which creates uninterrupted activity, guarantees constant solvency within the acceptable level of entrepreneurial risk. In particular, such a condition of financial stability is fulfilled as the availability of assets that, in terms of composition and volumes, meet the tasks of its long-term development, and reliable sources of their formation and have a sufficient margin of safety.

Analyzing the reports of the Institute's Cash Flows for the period 2017-2020, it can be concluded that financial flows in the organization are systematized and in accordance with the goals and objectives of the Development Strategy. This is indicated by several signs, such as:

- one. Cash at the end of the period is constantly increasing, which indicates an increase in funds to cover liabilities and strengthening of financial stability;
- 2. The growth dynamics of cash inflows outpaces the growth dynamics of disposals;
- 3. Net cash from operating activities is positive.

Strengths / Best Practice

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Recommendations

- *according to this standard are not available*

Conclusions of the EEC on the criteria for the standard "Finance" disclosed 6 criteria, of which all 6 positions are satisfactory.

6.11 Standard "Educational resources and student support systems"

Proof part

During the audit, the EEC commission made sure that the material and technical base of the ArkPI was sufficient to support the educational process and implement the mission, goals and objectives of the ArkPI. The university is taking measures aimed at improving resource provision. The learning environment is presented, including material and technical equipment, corresponding to the plans for the implementation of educational programs.

The infrastructure of the institute is a single complex and includes:

- academic building, dormitory, information-complex library, stationary practice bases in Korktal;
- classrooms: 10 computer labs, 2 robotics rooms, mobile computer labs (6 laptops), 3 electronic reading rooms in the IKB, 2 language laboratories, 22 specialized classrooms, 7 training workshops, video conferencing system Polycom VSX 7000;
- a sports and recreation complex, consisting of a sports and game hall, a wrestling hall, a gym, a ski base;
- sports and recreation camp, where training camps, field practices for students are held;

- 10 classrooms equipped with stationary modern multimedia complexes, interactive panels and whiteboards, TVs;
 - 7 servers, 440 PCs, of which 295 computers, 90 monoblocks, 55 mobile PCs, united into a single local network and having access to the Internet;
 - 12 multimedia complexes (of which 5 are interactive projectors), as well as 7 multimedia classrooms equipped with interactive whiteboards and panels.
 - 2 museums: Museum named after I. Altynsarin and the Museum of Natural History
- The total area of educational buildings of the institute is 13,464.4 square meters, including the area of educational premises - 4485.3 square meters.

The institute has on its balance sheet:

- one. Educational building number 1, located on the street. Auelbekova, 17, with a total area of 11375.4 sq.m.
2. Educational building №2, located on the street. Sh. Zhanibek, 91, with a total area of 2089.0 sq.m.
3. Hostel No. 1, located on the street. Kayyrbekova, 1 1, with a total area of 3085.2 sq. M.
4. Dormitory number 2, located on the street. R. Mayasova, 48, with a total area of 4773.5 sq. M.
5. Agrobiostation "Koktau", located in the village of Koktau, with a total area of 19.9 hectares.

Table 18 - Auditorium of the Institute

No.	Audience name	Quantity	total area
one	General education	6	518.4
2	Specialized	52	1673.4
3	Computer classes	10	459.2
4	Seminar / practical	10	747.4
5	Scientific laboratories	twenty	1086.9
Total		98	4485.3

Safe environment. Anti-terrorist security of the facility in accordance with the requirements determined by the Government of the Republic of Kazakhstan is carried out by the security company "DM" LLP, in accordance with the public procurement agreement for 2021. The university has a television video surveillance system, a warning system, an access control system (ACS). The buildings of educational buildings, dormitories are equipped with APS (automatic fire alarm) and are in working order. All buildings have APS acceptance certificates. An inspection by the state fire authority was carried out in April 2021, during which no violations of fire safety rules were identified. (Inspection report No. 27 dated 04/30/2021). In 2020, the Department of Internal Affairs of the Kostanay region, together with the UE of the city of Arkalyk, in accordance with the act on the appointment of an inspection, carried out an inspection for compliance with the requirement in the field of monitoring the state of anti-terrorist protection of objects vulnerable to terrorism. No violations of the requirements were found.

Dormitory. For nonresident students, the institute has two dormitories with a total area of 7858.7 sq. M. for 476 beds:

one. House of students No. 1, located at 11, Kaiyrbekova str., With a total area of 3085.2 sq.m., is a sectional hostel of 40 sections, one section is divided into 2 living rooms, the living area of the hostel is 1665.8 sq.m. .;

2. House of students No. 2, located at Mayasova str., 48, with a total area of 4773.5 sq.m. is a sectional hostel of 68 sections, the sections are divided into 112 living rooms, the living area of the hostel is 1493.8 sq.m.

Accommodation of students is carried out in accordance with the Rules for the allocation of places in the dormitories of the institute. The living rooms of the hostels are designed for 2 and 4 people, the rooms are equipped with the necessary furniture. There are laundries, ironing rooms, and drying rooms in the Student Houses. The living quarters of the hostels are equipped with equipment and furniture in accordance with the sanitary rules "Sanitary and Epidemiological Requirements for Educational Objects".

The educational and laboratory facilities and the classroom fund correspond to the contingent of students and the educational programs being implemented, sanitary and epidemiological standards and requirements.

DOT. In order to develop and implement the procedure for ensuring the educational process using digital resources, filling the content of the educational platform ArkPI UMKD in digital format, providing methodological, informational and technical assistance to teachers in the development and conduct of academic disciplines using digital educational resources, the Center for Information Technologies and Software functions, Distance Learning Center. To conduct classes in the DOT mode in the educational process, the services of Google, Zoom, Webex and AIS Platonus, Moodle are used.

Table 19 - Broadband Internet access in the Arctic

Indicator	2018-2019	2019-2020	2020-2021
Internet access speed, Mbit/s	120	200	200
VPN channel speed (for the second academic building), Mbit/s	100	100	100

Software. During the reporting period, software was purchased for a total amount of 7390.0 thousand tenge: AIS Platonus, online proctoring system.

Professional practice. Students of the Parks undergo practical training at the bases in accordance with the profile of training: organization of school and preschool education.

Financing. The Arch's need for resources is determined based on the analysis of the dynamics of the contingent of students and the prediction of the number of applicants. To ensure sufficiency, ArkPI purchases the necessary resources, replenishing and updating the formed resource bases.

Table 20 - The amount of financing of material and technical resources, thousand tenge

Indicators	2018	2019	2020	2021
Purchase of educational literature, thousand tenge	11682,5	13809,0	14677,3	12285,9
Purchase of computers, thousand tenge	13196,1	11379,2	23005,5	-
Purchase of laboratory equipment, thousand tenge	3649,0	8781,7	8745,2	417,1
Purchase of other equipment, thousand tenge	6099,0	17963,8	16066,2	9838,3
Purchase of furniture, thousand tenge	4201,0	250,0	1460,0	328,7

The costs of the current repair of the ArkPI for the reporting period amounted to 57,409,9 thousand tenge.

Information and complex library. The structure of the ILC includes 8 divisions that ensure the performance of various functions, which are combined into technological departments:

- fund formation department;
- reader service department (subscription of educational literature, subscription of scientific and fiction literature, reading room of educational and methodical literature, reading room of periodicals, reading room of methodological support of foreign languages);
- department of multimedia resources (video room, media center, electronic resource center).

The structure of the library has specialized halls for working with new media. The ILC has an electronic resource center equipped with personal computers, special furniture (computer tables of convenient and beautiful modification, cabinets for storing disks).

In its activities, ILC is guided by: the Law of the Republic of Kazakhstan "On Education", the State Standard "System of Standards for Information, Library and Publishing" (Gost 7.1-2003), the Instruction on the formation of the library fund of the State educational Organization of the Republic of Kazakhstan, approved by Order of the Minister of Education and Science of the Republic of Kazakhstan dated July 18, 2003 № 508; the Regulation on the Information and Library Complex and other regulatory documents regulating the activities of IBC.

To ensure the quality of ILC's activities, the GNI has been developed: About the ILC video room, About the information and library complex, About the ILC media room, About the ILC Library Fund acquisition Department, About working with information on electronic media in ILC reading rooms, About the ILC periodicals reading room, About the ILC educational and methodological lit reading room, About the electronic library, About the ILC scientific and artistic lit subscription, About the ILC educational and methodological literature subscription, About the ILC multimedia support department, About the ILC service department, About the ILC electronic reading room.

The material and technical base of ILC includes:

1. Number of reading rooms – 5;
2. Number of seats - 165;
3. The total area of the library is 721.2 m²
4. Computers - 30;
5. Multiplying, copying equipment (scanners, printers, photocopiers) - 6;
6. E-books - 136;
7. Subscription to periodicals of Russia and Kazakhstan - more than 200 publications;
8. Internet access - 17 access points from a PC;
9. Functioning of the electronic resource center, media hall, video hall;
10. Electronic library - an array of more than 20,000 publications;
11. Availability of an automated information and library system (electronic catalog) - electronic catalog (acquisition of AIBS "IRBIS");
12. Access to full-text databases - There is access to databases "Thomson Reuters", "Springer", etc.;
13. Library staff – 13 employees;
14. The presence of a ventilation system (air conditioners in the cheat.halls) - 54;
15. Membership in associations and consortia - Member of the Association of University Libraries of the Republic of Kazakhstan.

Partners of IBC ArkPI are:

- RNPB of the Ministry of Education and Science of the Republic of Kazakhstan (Republican Scientific and Pedagogical Library of the Ministry of Education and Science of the Republic of Kazakhstan);
- National Academic Library of the Republic of Kazakhstan;
- Association of University Libraries of Kazakhstan;
- Library of Kostanay State University named after A.Baitursynov;
- Library of Kostanay State Pedagogical Institute;
- L.N.Tolstoy OUN (Regional Universal Scientific Library, Kostanay);
- Regional Universal Library of Arkalyk;
- 30 schools in Arkalyk and the Arkalyk region.

Table 21 - General fund of the ArkPI Library

Indicators	2018	2019	2020	2021
Total total fund, ex.	287 585	298 482	309 014	311 194

including on Kazakh	111 905	117 713	124 210	125 635
Educational literature in total, copies.	133 959	137 506	141 920	143 718
including on Kazakh	48 233	50 954	54 337	55 604
including in English	3 731	3 821	4 207	4 273
Books on electronic media	24 444	24 473	24 475	24 492
Scientific literature, total copies.	61 849	62 249	62 268	62 461
including on Kazakh	23 461	23 583	23 602	23 691
Fiction in total, copies.	34 417	34 550	34 555	34 555
including on Kazakh	10 201	10 279	10 284	10 284

Table 22 - The amount of funds allocated for the renewal of the library fund

Years	Total, million tenge.	Books, million tenge.	Periodicals and electronic resources million tenge.
2018	14,146	11,682	2,464
2019	16,136	13,809	2,327
2020	14,679	14,677	2,21
2021	12,285	12,285	0,462

In order to provide timely information support of the educational process and provide readers with periodicals, the ArkPI annually subscribes and accepts more than 150 sets of newspapers and magazines from Kazakhstan and Russia to the fund. For 2021, a subscription has been issued for 134 titles, in the amount of more than 1.5 million tenge. Readers have the opportunity to use such journals as Bulletin of the Academy of Pedagogical Sciences of Kazakhstan, Bulletin of the National Academy of Sciences of the Republic of Kazakhstan, Reports of the National Academy of Sciences of the Republic of Kazakhstan, News of the National Academy of Sciences of the Republic of Kazakhstan, Science and Life of Kazakhstan, Almaty (Bulletin of Higher School), also with many methodological journals on specialized disciplines and educational work.

Anti-plagiarism. The examination of research, graduation papers, etc. for borrowing are checked in the system Antiplagiat.ru. There is an annual conclusion of the contract (Contract № 349 of 29.10.2019, № 261 of 25.11.2020, № 176 of 16.06.2021).

Social support for students. In order to provide all possible material and moral support to students at the university, work has been organized to pay monetary compensation for the purchase of clothes, shoes and soft equipment to students from among orphans and children left without parental care.

- In order to provide social support, by a decision of the government, at the expense of extra-budgetary funds of the Institute, meals for orphan students were organized with the calculation of 874 tenge per day.

- Students from among orphans and children left without parental care are given a 100% discount on tuition fees for free, free tuition is allowed in the summer semester.

- For nonresident students, the Institute provides two Student Houses, which are located in close proximity to the academic buildings.

- Students from among orphaned children are provided with free accommodation in dormitories.

- During the year, students without interrupting the educational process have the opportunity to use the services of a medical center.

- The Institute provides assistance to students in temporary employment and during the holidays. These are counselors, educators in summer camps.

- The volunteer movement "From heart to heart" conducts charity events on a systematic basis.

- Social youth projects are being implemented within the framework of the "Rukhani Zhangryu" program.

Inclusion. The institute provides conditions for teaching students with disabilities: ramps are provided on the territory and inside the buildings, but the call button (bell) did not work at the time of the EEC. The university's website is designed taking into account the use of the visually impaired category of persons. At the moment, there are 2 students with disabilities studying at the university.

On the basis of the psychological and pedagogical complex of the university, at the Department of Pedagogy and Psychology, the "Center for Inclusive Education" was created and opened, for which equipment was purchased and installed: an interactive dry pool (with a soft step to the pool, a set of transparent balls for a dry pool, with an acrylic mirror panel, a cube for controlling the colors of illumination, a light-vibration-musical installation for a dry pool), an acoustic tactile panel, a panel "Starry Sky", a panel "Infinity", a tactile track, a fiber-optic shower, a light table for drawing with sand, ottoman-ball (in the amount of 5 pieces).

- the material fund of the psychological and pedagogical complex is being updated to carry out research not only on inclusive education, but also other research in the field of education. So, for the 2020-2021 academic year an application was submitted for public procurement for the addition of equipment for the "Center for Inclusive Education" (Correctional and developmental software package "Special educational tools", a set of rehabilitation materials "Tosha and So" hearing disorders, a portable video magnifier with a DS3 3.5HD LCD screen, etc.), for updating the "Center for Psychodiagnostics and Psychoconstruction" for the purchase and Universal computer psychodiagnostic complex "AK SUNKAR", which allows to conduct psychological and psychophysiological studies; career guidance, professional selection, identification of signs of non-standard behavior; identification of persons belonging to the "risk group" from among the examined, determination of the level of suicidal risks; dynamic control of the functional state.)

In general, the material, technical, information and library resources used to organize the learning process and support students are sufficient and meet the requirements of the educational program being implemented.

Analytical part

The Institute has created conditions to meet the social, personal and everyday needs of students through the functioning of structural units that assist students in the educational process and solving social issues.

There is a steady improvement in material, technical, library and information resources for the implementation of the EP. The educational and laboratory facilities and the classroom fund correspond to the contingent of students and the educational programs being implemented, sanitary and epidemiological standards and safety requirements. The availability of information, reference and methodological materials necessary for the development of educational programs of the university is ensured for students. In general, the infrastructure corresponds to the specifics of the university's implemented EP.

However, the EEC (external expert commission) experts note the areas necessary for some improvement of activity.

Food. The experts of the EEC note that *the conditions for catering are not quite sufficient* in terms of the availability of seats. There is a dining room with approximately 30 seats in Building № 1. The canteen *is not demonstrated* in Building № 2, the canteens do not function in dormitories. № 1,2, but there are conditions for self-cooking by students.

Medical care of students is provided at the medical center in the main academic building of the Institute. The activity of the medical center is licensed by the Committee for Control in the provision of medical services of the Ministry of Health of the Republic of Kazakhstan, the date of issue of the license is June 17, 2010, series № LP000127K. According to the information from the university administration, the total area of the medical center is 56.9 sq.m. it includes 3 rooms: reception room, day hospital room and treatment room, equipped with the necessary medicines, medical equipment, furniture. The staffing table, according to the self-report, is 2

units. The activity of the medical center is carried out on the basis of orders of the Ministry of Education and Science of the Republic of Kazakhstan, the Ministry of Health of the Republic of Kazakhstan and other regulatory documents. *However*, during the entire period of visiting the university, *the EEC experts did not have the opportunity* to see the medical center in the academic buildings (the medical center in the building was closed), *it was also not possible* to meet and talk with the staff of medical centers, due to their absence from the workplace, both in academic buildings and in dormitories.

Inclusion. Tactile markings for the visually impaired and disabled, for teaching staff and students are not observed in buildings. For outsiders with visual disabilities, elements for orientation, contrasting in both brightness and color scheme, are necessary in the interior of the ArkPI.

The survey data of teaching staff and students also *identified issues for the attention* of the university management:

- "how do you assess the work on the organization of medical care and disease prevention at the university?", "organization and quality of medical care" - 43.4% of teaching staff and 5.4% of students are not fully satisfied.

- 7.2% of students and 66.3% of teaching staff are not satisfied with the "Availability and quality of Internet resources".

- 9% of students are not satisfied with the "Availability of computer classes". Students of some EP noted that the new computer classes are available only to students of the faculty in which these offices are attached. During interviews with all target groups, *the lack* of interdisciplinary corporate spirit *is noted*. Each head of the EP is competent enough in his field and is ready to organize all the conditions for a good implementation of the educational program, but within the framework of his direction, although the university has every opportunity to become a large single center in the region, with the involvement of schools, preschool organizations, the college of the city and other organizations of the region as a whole, where good interdisciplinary projects, courses and circles will be implemented for both students and teachers of schools and colleges, kindergarten teachers, schoolchildren, college students and other interested persons, interdisciplinary modules, interdisciplinary educational programs in general, and so on are new and interesting for employers.. To do this, the management of the university *is recommended to consider the revision* of the material and technical base of the ArkPI in the context of its orientation as a single, accessible to all areas, regardless of specialty and type of activity.

- "The content and information content of the website of educational organizations in general and faculties (schools) in particular" - 7.2% of students are not satisfied

- "Rest rooms for students" - 23.6% of students are not satisfied – the EEC experts note a sufficient area of the university for the organization of creative recreation areas and places for emotional unloading of students, for example, at the expense of the rector's allocated funds to stimulate students for the best projects (for example, a competition of student projects for the organization of mini-recreation areas for students, etc.).

- "Unavailability of necessary literature in the library" - "often" or "sometimes" more than 52% of teaching staff are dissatisfied. It is necessary to find out what the problem is: either the lack of information for teaching staff about the availability of special literature necessary for them in the IBC, or the inability to use this information, or the inability of teaching staff to participate in the submission of applications for the purchase of special literature for their disciplines, or a weak and ill-conceived organization of the planning of the publication of UML by the teaching staff (perhaps they publish not what they need, but what they want), or all points are not immediately observed, but in any case, it is necessary to monitor the availability of educational and methodological materials for the implementation of each EP, in order to identify weak areas of filling literary content and make decisions on its content.

- "Provision of a social package: rest, sanatorium treatment, etc." - 28.3% of teaching staff are dissatisfied.

In the same direction, some wishes were voiced from the teaching staff in terms of improving working conditions: *"We do not have any recreation areas. If there are flashing lights between the couples, we just stand in the corridors. At lunchtime we need to work with computers, but at lunchtime we can't get there. But we try to be understanding, because the computer room attendants need lunch. Training in two shifts - The Classroom fund allows you to study in one shift. Sapaly Internetke kolzhetimdilik ote tomen. The Internet kosylgan kurylgylar barlyk audience bola bermeidi. Kitap zhetispeushiligi."*

During the interview with the target groups, there was a wish from: 1st year students living in Dormitory No. 1 - to consider the possibility of installing washing machines for personal use.

Strengths/Best practices

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Recommendations of the EEC:

1. The management of the ArkPI, until the beginning of the 2022-2023 academic year, needs to conduct a separate, detailed, anonymous survey of students and teaching staff, for satisfaction with nutrition, medical care, quality of available Internet resources, social security, access to computer resources, provision of conditions for extracurricular activities, organization of the teaching schedule of teaching staff, living conditions in dormitories, to analyze the results obtained, with discussion at the Academic Council of the ArkPI, in order to identify problematic issues, development of a plan of corrective and preventive actions, with further implementation and publication of information on the work done for teaching staff and students.

2. The management of the EP, jointly with the teaching staff, before the beginning of the 2022-2023 academic year, to conduct detailed monitoring of the availability of educational literature in the IBC ArkPI and on Internet resources, including in 3 languages, for the implementation of each discipline of each educational program, to make a detailed analysis within each EP and discuss it at the Faculty Councils, in order to make a decision on submitting applications for the purchase of missing EML, competent planning of the development and publication of EML by the teaching staff until 2025, including in 3 languages.

3. The management of the university by the beginning of the 2022-2023 academic year, taking into account the Development Strategy of the ArkPI until 2025, to develop a roadmap for further improvement of the infrastructure of the ArkPI, taking into account the special needs of students (barrier-free environment, tactile markings and signs, the development of specialized literature, the passage of special courses for teaching staff, etc.) and begin its implementation by 2023.

The conclusions of the EEC according to the criteria according to the standard "Educational resources and student support systems": 12 criteria were disclosed, of which all 11 with satisfactory positions, 1 position requires improvement.

6.12 Standard "Informing the public"

The evidentiary part

The Institute pays attention to informing the public about its activities, the conditions and features of the educational programs being implemented, the goals and results of training. One of the main information opportunities is the university's website <https://api.edu.kz>. The implementation of the information policy is provided by the "Regulation on the Information Policy of the ArkPI".

The ArkPI regularly through all available channels of communication with the public

(mass media, social networks, official website) actively covers its activities, the published information is accessible, relevant, accurate and objective.

Informing the public on web sources provides support and explanation of the national development programs of the country and the system of higher and postgraduate education. All information about these programs is posted on the ArkPI website and its social networks. A number of programs can be found in the University Development Strategy, also posted on the website.

ArkPI and the university management ensure that the general public is informed about their activities in National and regional print publications, as well as on Facebook social networks (<https://www.facebook.com/arkgpi/>), Instagram (<https://www.instagram.com/api.kz/>), there is an official Youtube channel of the Institute (https://www.youtube.com/channel/UCbeMpBEVPSPR7Nk_L67ul7g).

The website has sections: Home, Institute, Training, Entrant, News and Events, Science, State Procurement/Financial Report, Virtual Tour.

The site is maintained in 3 languages: Kazakh, Russian, English (partially filled in). There is a transition to distance learning platforms: PLATONUS, MOODLE, LIBRARY, ZOOM, links to external resources, social networks.

Information about all publications dedicated to the ArkPI is displayed on the university's website, in the sections "News and Events" and "Announcements".

In the "Entrant" section in the "Educational programs" tab, the list of educational programs implemented at the university is listed, in the "Admission Rules" tab, information on the Admission procedure to educational organizations implementing educational programs of higher education, the rules for accepting documents for awarding educational grants in Kazakhstan, the order of enrollment in the organization of higher and postgraduate education is published, contact information about the admission commission of the ArkPI and data on tuition fees for students on a contractual basis is published.

ArkPI publishes audited financial statements on the official website in the section "State Procurement / Fin.Report". The reports contain balance sheets, profit and loss statements, cash flows, and changes in equity.

ArkPI publishes information about cooperation and interaction with partners, research results in the "Science" tab.

Based on the results of the work, ArkPI became a participant in three international rankings: Webometrics Ranking of World Universities (Spain), Academic Ranking of World Universities-European Standard (Belgium) and uniRank (Australia).

According to the results of 2017, in the international Webometrics Ranking of World Universities (Spain), the university took 14037 position out of 26363 positions. In the country context, among Kazakh universities took 44th place out of 131. After analyzing the ranking positions, among 7 state pedagogical universities of Kazakhstan, ArkPI took 4th place.

In the country section of the international Academic Ranking of World Universities-European Standard (Belgium), ArkPI took the 68th position among 98 universities that were included in this rating. It should be noted here that not all 131 Kazakh universities were able to enter this rating. The purpose of compiling the international Academic Ranking of World Universities-European Standard - is to assess the ability of universities to provide students with the necessary knowledge, participate in research activities, as well as the opportunity to actively communicate with future employers. The rating is processed automatically, completely eliminating the involvement of the human factor.

In the rating of uniRank (Australia) - 76 position out of 107 universities of Kazakhstan, which were awarded to enter the country section of this rating.

Analytical part

The EEC experts note the need to place in the "Entrant" tab full information about educational programs in 3 languages implemented in the ArkPI, with the placement of the

content of the CED, the languages of instruction, information about the learning outcomes obtained, the competencies obtained as a result of training, the qualifications assigned, the areas of employment, information about passing points and other information revealing all the positive aspects of each educational program of the ArkPI separately, necessary to highlight the activities of the Institute for a wide audience, including for foreign persons, with hyperlinks to the faculties, where interested persons will be able to get acquainted with information about the teaching staff implementing the EP, the availability of material and technical base, the conditions for passing professional practices for each EP, etc.

In addition, having the opportunity to receive discounts and benefits for a socially vulnerable group of students at the university, it is necessary to publish this information in the "Entrant" tab, since this will be one of the positive aspects of attracting a contingent of students to the ArkPI, including for applicants from neighboring countries.

The tab "Institute - Faculties" provides general information about the former departments located in the structure of faculties, general information about the activities of faculties. However, the experts of the EEC note that the information provided *is irrelevant*, requires revision, taking into account the change in the structure of the ArkPI. The management of the university and the management of the EP must clearly understand that the main implementer of educational programs is a "TEACHER", and that the faculty page must be designed in such a way that any interested person, including applicants and their parents, including foreign persons, understands which teaching staff, with which professional competencies implement each EP, that is, the faculty page is recommended to be divided into blocks for educational programs, with hyperlinks to teaching staff with detailed portfolios, MTB, learning conditions, news, photos, research, EW and other information about the content and implementation of **each** EP.

In addition, for incoming students, the information provided in the guidebook is irrelevant and requires urgent data changes.

Strengths/Best practices

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Recommendations of the EEC:

1. By the beginning of the 2022-2023 academic year, the University management needs to revise and update the "Regulation on the information Policy of the ArkPI", including in this Provision or developing a separate GNI on the structure of the university's website, its content and maintaining the content of the site in 3 languages.
2. In order to increase competitiveness, awareness of responsibility for informing the public about educational programs implemented in the ArkPI and conditions conducive to implementation, consider providing access to the heads of the EP and deans of faculties, as well as heads of structural divisions, to tabs and sections on the university's website for self-content.

The conclusions of the EEC on the criteria according to the standard "Informing the public": 8 criteria have been disclosed, of which 6 criteria are satisfactory, 2 require improvement.

OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD

Strategic Development and Quality Assurance Standard

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Standard "Management and management"

-

Information Management and Reporting Standard

-

Standard "Development and approval of the educational program"

1. The university provides students with the opportunity to prepare for national qualification testing and obtain additional professional skills with obtaining certificates.

The standard "Continuous monitoring and periodic evaluation of educational programs"

-

The standard "Student-centered learning, teaching assessment of academic performance"

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The "Students" standard

-

Standard "Teaching staff"

-

Standard "Research work"

-

The Finance Standard

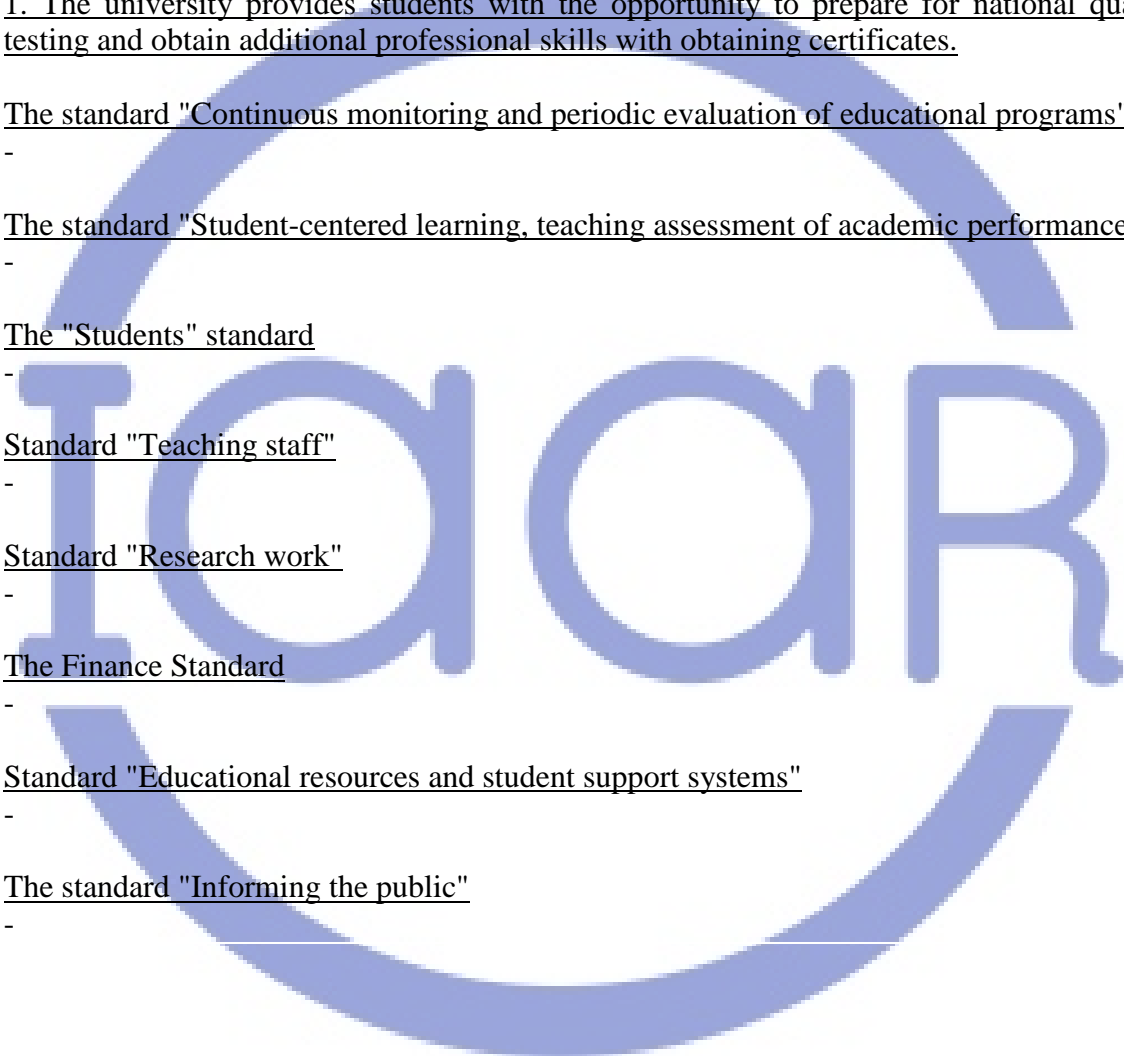
-

Standard "Educational resources and student support systems"

-

The standard "Informing the public"

-



II. OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

Strategic Development and Quality Assurance Standard

Starting from 2022, the management of the university will submit monitoring of the implementation of the Strategic Goals of the ArkPI for open discussion with interested parties (both external and internal), with fixing recommendations, comments and suggestions on the implementation of the University's Development Strategy, and publishing the changes and reporting documents in open access for interested parties.

By the beginning of the 2022-2023 academic year, the university management will develop a model of an internal quality assurance system that will influence the development of a quality culture for the implementation of all business processes of the institute.

Standard "Management and management"

The management of the university, by the beginning of the 2022-2023 academic year, needs to determine the clear responsibility of the management of the EP and the management of structural units for the implementation of all processes of the university in accordance with the directions of the current Development Strategy of the ArkPI, with the main focus on the main criterion – educational programs, with the development of job descriptions for all positions, regulations on the activities of all collegial management bodies.

The management of the university, by the beginning of the 2022-2023 academic year, it is necessary to determine the responsibility of the structural unit or staff unit for the developed model of the quality management system of the university, on which job responsibilities will be transferred for the successful functioning and improvement of the internal quality assurance system for each implemented process of the ArkPI (educational, methodological, research, innovative development, financial, socio-educational, etc.), including quality assurance monitoring, decision-making based on the conducted analyses, supervising the development and implementation of corrective and preventive actions.

The management of the university, the management of structural divisions and the management of the EP should annually include blocks in the planning of their activities with a description of possible risks in the implementation of activities and the implementation of the EP, indicating the names of risks, possible consequences in case of failure and (or) timely response measures, as well as with a description of risk management mechanisms and measures. To determine the effectiveness of changes carried out at the university, the university management, by the beginning of the 2022-2023 academic year, needs to develop a documented procedure, with the definition of clear criteria and methods for analyzing the effectiveness of changes, procedures for monitoring the effectiveness of changes by interested parties.

The management of the university, together with the management of the EP and interested parties, in particular with employers, before the beginning of the 2022-2023 academic year, to conduct a detailed analysis of the content of all educational programs, with the aim of either revising them for changes in internal content in order to avoid duplication of learning outcomes with dual EP, or removing them from the register of EP RK as ineffective.

Starting from the 2022-2023 academic year, the heads of structural divisions, the management of the EP, the deans of faculties, the teaching staff of the university, plan their activities in accordance with the tasks and priorities of the Development Strategy of the ArkPI until 2025.

By the beginning of the 2022-2023 academic year, the university management needs to develop a GNI, with a clear definition of innovation in the pedagogical institute, describing the innovation management procedure, including the analysis and implementation of innovative proposals.

The management of the university and the management of the EP in the self-assessment documents should reflect a description of the progress made in implementing the

recommendations received as a result of the previous accreditation procedure. To ensure the implementation of the recommendations of the previous accreditation of the EEC.

Information Management and Reporting Standard

The management of the university, together with the management of the EP and interested parties, in particular with employers and graduates, by the beginning of the 2022-2023 academic year, to define criteria and systematize the evaluation of the effectiveness and efficiency of the EP.

The management of the university, by the beginning of the 2022-2023 academic year, needs to identify and document the interaction of all areas of activity at all levels of the organizational structure of the ArkPI, to determine the evaluation of the effectiveness and efficiency of the activities of structural units, EP, research, ViSR, etc.

Starting from 2022, the responsible structural unit will keep records of the detected deficiencies in the process of conducting various types of sociological surveys, questionnaires and other types of feedback with consumers of educational services, starting with the design of corrective and preventive action plans, ending with reporting on their implementation and posting information about the work done with the detected deficiencies to the public in open access.

The management of the university, together with the management of the EP, needs to annually assess the effectiveness and efficiency of the implementation of small-scale EP, in which there is an annual decrease in the contingent, duplicated in content with dual EP.

The management of the university will continue to work on the implementation of the KPI system for collecting and analyzing information on the effectiveness of the activities of teaching staff and structural units of the ArkPI, updating and finalizing all the provisions concerning the KPI.

Standard "Development and approval of the educational program"

The management of the EP needs to annually analyze the content of educational programs for the harmonization of modules with the EP of foreign and Kazakh partner universities, to include in the development plans of the EP a section corresponding to the Development Strategy of the ArkPI up to 2025 for the implementation of dual graduation, with the development of a roadmap, and to begin its implementation by 2025.

The management of the EP, in the development plans of each EP, it is necessary to include an item on the provision of the possibility of introducing elements of a dual training system and begin its implementation by 2023.

The management of the EP, together with the teaching staff of the university, by the beginning of the 2022-2023 academic year, to analyze the developed graduate models for each EP, to approve the analysis and revised graduate models at the Faculty Councils, starting from the 2022-2023 academic year in syllabuses of disciplines to reflect the purpose of the study, linking it directly with the received competencies projected in the MOS.

The standard "Continuous monitoring and periodic evaluation of educational programs"

The management of the EP needs to involve students annually in the design and revision of the EP, with the registration of the evidence base of students' participation in this issue and the recording of all proposals received from students within the framework of the EP. The management of the EP on the website of the university must annually post detailed information about the internal content of the MOS and publish all changes concerning the MOS of the ArkPI for interested persons in open access.

The standard "Student-centered learning, teaching and assessment of academic performance"

The management of the university, starting from the 2022-2023 academic year, needs to organize regular professional development of teaching staff in the field of studying modern methods of evaluating learning outcomes.

The management of the EP annually conduct additional questionnaires of students to identify missing practical and theoretical skills during professional practices or conducting classes in the dual form of training, in order to make changes and adjustments to the content of educational programs.

The management of all EP 2022 admission year, to consider the possibility of making changes to the content (modules, disciplines), in order to eliminate the comments of target groups regarding the lack of skills: in working with the school platform "Kundelik", in organizing interaction with parents of schoolchildren and conducting extracurricular work, to obtain leadership qualities in the learning process, to overcome psychological barriers in educational activities.

The "Students" standard

The management of the university, together with the management of the EP, before the start of the admission company in 2022, it is necessary to develop an additional mechanism for attracting a contingent, including through the opening of a master's degree, and begin its implementation.

The management of the EP, until the beginning of the 2022-2023 academic year, in accordance with the Development Strategy until 2025, to include indicative indicators in the development plans of educational programs and implement the points: "participation of students in the program" external and internal, incoming and outgoing academic mobility".

Standard "Teaching staff"

The university management should include points in the system of rating indicators of teaching staff for achieving the results of the introduction of innovative teaching methods, including mass open online courses, the results obtained in research (publication of articles in rating journals, development and participation in various grant and international programs, participation in the academic mobility of teaching staff program, etc.).

The management of the EP should include indicative indicators in the development plans of the EP and implement items starting from the 2022-2023 academic year: "development of mass open online courses, publication of articles in rating journals, participation in the academic mobility program, invitation of foreign lecturers within each EP, including in online format, in competitions for grant support of research activities, etc.".

The management of the EP should include indicative indicators in the development plans of the EP and implement the points starting from the 2022-2023 academic year: "involvement of teachers-practitioners in the implementation of the EP, bringing the indicators of the settling of personnel for each EP to the required standards, including by attracting invited settled scientists, including foreign ones, and including in online format."

Standard "Research work"

The management of the university must constantly provide assistance and provide mechanisms for motivating the research activities of students, teaching staff and other internal stakeholders, including for participation in grant programs, filing applications for patents and author's certificates, publishing teaching staff in highly rated journals, having issued a motivation mechanism in the internal regulatory documentation of the university and placing it in open access for interested persons by the beginning of the 2022-2023 academic year.

Standard "Finance"

Standard "Educational resources and student support systems"

The leadership of ArkPI, before the beginning of the 2022-2023 academic year, needs to conduct a separate, detailed, anonymous survey of students and teaching staff, regarding satisfaction with food, medical care, the quality of available Internet resources, social security, access to computer resources, providing conditions for extracurricular activities, organizing the curriculum of the teaching staff, living conditions in dormitories, to analyze the results obtained, with its discussion at the Academic Council of the ArkPI, in order to identify problematic points, develop a plan of corrective and preventive actions, with the further implementation and publication of information on the work done for the teaching staff and students ...

The EP management, together with the teaching staff, until the beginning of the 2022-2023 academic year, to conduct a detailed monitoring of the availability of educational and methodological literature in the IBK ArkPI and on Internet resources, including in 3 languages, for the implementation of each discipline of each educational program, draw up a detailed analysis within each EP and discuss it at the Faculty Councils, in order to make a decision on filing applications for the acquisition of the missing UML, competent planning for the development and publication of UML by the faculty until 2025, including in 3 languages.

The university management, by the beginning of the 2022-2023 academic year, taking into account the ARKPI development strategy until 2025, to develop a roadmap for further improving the ARKPI infrastructure, taking into account the special needs of students (barrier-free environment, tactile markings and signs, development of specialized literature, passing special courses for teaching staff etc.) and start its implementation by 2023.

Public Information Standard

By the beginning of the 2022-2023 academic year, the management of the university needs to revise and update the "Regulation on the information policy of ARKPI" by including it in this Regulation or developing a separate GNI on the structure of the university website, its content and maintenance of the website content in 3 languages.

To increase competitiveness, to be aware of the responsibility for informing the public about educational programs implemented in ArkPI and conditions conducive to implementation, consider the possibility of providing access to EP heads and deans of faculties, as well as heads of structural divisions, to tabs and sections on the university website, for self-filling content.

I. OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATION ORGANIZATION

1. Analyze and systematize the impact of risks on the activities of the institute. Based on the analysis carried out, develop a long-term plan to prevent and overcome risks, in order to improve the activities of the university and improve the quality of educational services.

2. To expand the areas of cooperation, as well as the geography of employers (including regional companies), within the framework of the concluded agreements and memorandums of cooperation, not only in relation to their performance as bases of practice, but also in terms of creating joint research laboratories, basic departments, educational -production centers, etc.

3. Develop a program for the implementation and activation of academic mobility of students and teaching staff for all educational programs.

4. Consider the possibility of a more in-depth study of the English language both within the EP and the organization of additional training in foreign languages.

5. Create a working group to study the experience of partner universities and develop a medium-term program to translate the experience of partner universities into the educational trajectories of accredited programs.

6. In the medium term, develop a system for attracting employers to manage EP along with the academic environment and students.

7. To develop a mechanism for stimulating the use of teaching staff of online learning technologies based on electronic courses of disciplines, MOOC and other ICTs, to ensure the conduct of refresher courses for the teaching staff of the university in the development and application of MEP courses, Coursera, etc. in the educational process.

Appendix 1 Evaluation table "PARAMETERS OF THE INSTITUTIONAL PROFILE"

No. p \ p	No. p \ p	Evaluation criteria	Position of the organization of education			
			Strongly satisfactory	Satisfactory	Unsatisfactory	Very unsatisfactory
Standard "Strategic development and provision of quality"						
1	1	The university must demonstrate the development of a unique mission, vision and strategy based on the analysis of external and internal factors with the wide involvement of various stakeholders		+		
2	2.	The university must demonstrate the focus of the mission, vision and strategy to meet the needs of the state, society, sectors of the real economy, potential employers, students and other stakeholders		+		
3	3.	The university must demonstrate the transparency of the processes of formation, monitoring and regular revision of the mission, vision, strategy and policy of quality assurance		+		
4	4.	The university must have a published quality assurance policy, mission, vision and strategy		+		
5	5.	The university develops documents for specific areas of activity and processes (plans, programs, regulations, etc.) that specify the quality assurance policy		+		
6	6.	Quality assurance policy should reflect the link between research, teaching and learning		+		
7	7.	The institution must demonstrate the development of a culture of quality assurance			+	
Total on standard			0	6	1	
Standard "Leadership and Management"						
8	1.	The university carries out management processes, including planning and resource allocation in accordance with the			+	

		strategy				
9	2.	The university must demonstrate the successful functioning and improvement of the internal quality assurance system			+	
10	3.	The university must demonstrate a risk management analysis			+	
11	4.	The university must demonstrate the analysis of the effectiveness of changes			+	
12	5.	The university must demonstrate the analysis of the identified inconsistencies, the implementation of the developed corrective and preventive actions			+	
13	6.	The university must demonstrate the provision of management of the educational process through the management of educational programs, including the assessment of their effectiveness			+	
14	7.	The university demonstrates the development of annual plans of activities, including teaching staff, based on the Strategy.			+	
15	8.	Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint / double degree education and academic mobility		+		
16	9.	The university must provide evidence of the transparency of the university management system		+		
17	10.	The university must ensure the participation of students and teaching staff in the work of collegial management bodies		+		
18	11.	The university must demonstrate evidence of openness and accessibility of managers and administration for students, teaching staff, parents and other interested parties		+		
19	12.	The university must demonstrate innovation management, including			+	
20	13.	The university should strive to participate in international, national and regional professional alliances, associations, etc.		+		
21	14.	The university must provide training for the management of the university, structural units and educational programs in educational management programs		+		
22	15.	The institution should strive to ensure that progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.			+	
Total on standard			0	6	9	

Standard "Management of information and report"						
23	1.	The university must ensure the functioning of the system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software		+		
24	2.	The university must demonstrate the use of processed, adequate information for the effective management of educational programs, improvement of the internal quality assurance system			+	
25	3.	The university should have a system of regular reporting at all levels of the organizational structure, including an assessment of the effectiveness and efficiency of the departments, EP, scientific research and their interaction		+		
26	4.	The university must establish the frequency, forms and methods of assessing EP management, the activities of collegial bodies and structural divisions, top management, the implementation of scientific projects		+		
27	5.	The university must demonstrate the determination of the procedure and ensuring the protection of information, including the identification of persons responsible for the accuracy and timeliness of the analysis of information and the provision of data		+		
28	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.		+		
29	7.	The university must demonstrate the existence of a communication mechanism with students, employees and other stakeholders, including the availability of mechanisms for resolving conflicts		+		
30	8.	The university must ensure the measurement of the degree of satisfaction of the needs of teaching staff, staff and students and demonstrate evidence of elimination of the identified deficiencies		+		
31	9.	The university should evaluate the effectiveness and efficiency of its activities, including in the context of EP		+		
		The information collected and analyzed by the university should take into account:				
32	10.	key performance indicators			+	
33	11.	dynamics of the contingent of students in the context of forms and types		+		
34	12.	academic performance, student achievement and expulsion		+		

35	13.	satisfaction of students with the implementation of EP and the quality of education at the university		+		
36	14.	availability of educational resources and support systems for students		+		
37	15.	employment and career growth of graduates		+		
38	16.	Students, teaching staff and other internal stakeholders must confirm their consent to the processing of personal data by documentary		+		
39	17.	The university should promote the provision of all the necessary information in the relevant fields of science		+		
Total on standard			0	15	2	
Standard "Development and approval of educational programs"						
40	1.	The university must demonstrate the existence of a documented procedure for the development and approval of the educational program at the institutional level		+		
41	2.	The university must demonstrate the compliance of the developed EP with the established goals, including the expected learning outcomes		+		
42	3.	The university must demonstrate the existence of a developed EP graduate model describing learning outcomes and personal qualities		+		
43	4.	The university must demonstrate the conduct of external examinations of the EP		+		
44	5.	The qualification awarded upon completion of the EP must be clearly defined, explained and correspond to a certain level of NQF, QF-EHEA		+		
45	6.	The university must determine the influence of disciplines and professional practices on the formation of learning outcomes		+		
46	7.	An important factor is the ability to prepare students for professional certification.	+			
47	8.	The university must provide evidence of the participation of students, teaching staff and other stakeholders in the development of EP, ensuring their quality		+		
48	9.	The university must ensure that the content of academic disciplines and learning outcomes are consistent with the level of education (bachelor's, master's, doctoral studies)		+		
49	10.	The structure of the EP should provide for various types of activities that correspond to the learning outcomes		+		

50	11.	An important factor is the presence of joint EP with foreign educational organizations		+		
Total on standard			1	10	0	
Standard "Continuous monitoring and periodic evaluation of educational programs"						
51	1.	The university must demonstrate the existence of a documented procedure for monitoring and periodic evaluation of the EP to achieve the goal of the EP. The results of these procedures are aimed at continuous improvement of the EP		+		
52	2.	The university must ensure the revision of the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society		+		
		Monitoring and periodic evaluation of the EP should consider:				
53	3.	the content of the programs in the light of the latest scientific achievements in a particular discipline to ensure the relevance of the taught discipline		+		
54	4.	changes in the needs of society and the professional environment		+		
55	5.	workload, academic performance and graduation of students		+		
56	6.	the effectiveness of student assessment procedures		+		
57	7.	expectations, needs and satisfaction of students with EP training		+		
58	8.	educational environment and support services, their compliance with the goals of the EP		+		
59	9.	The university must provide evidence of the participation of students, employers and other stakeholders in the revision of the EP		+		
60	10.	All stakeholders should be informed of any planned or taken actions in relation to the EP. All changes made to the EP must be published			+	
61	11.	The university must demonstrate the existence of a documented procedure for monitoring and periodic evaluation of the EP to achieve the goal of the EP. The results of these procedures are aimed at continuous improvement of the EP		+		
Total on standard			0	10	1	
Standard "Student-centered learning, teaching and assessment of progress"						

62	1	The university must ensure respect and attention to various groups of students and their needs, providing them with flexible learning paths		+		
63	2.	The university must ensure the use of various forms and methods of teaching and learning		+		
64	3.	The university must demonstrate the existence of a feedback system on the use of various teaching methods and assessment of learning outcomes		+		
65	4.	An important factor is the availability of our own research in the field of teaching methods of academic disciplines.		+		
66	5.	The institution must demonstrate support for student autonomy while providing guidance and assistance from the teacher		+		
67	6.	The university must demonstrate that it has a procedure for responding to student complaints.		+		
68	7.	The university must ensure the consistency, transparency and objectivity of the mechanism for assessing learning outcomes, including appeal		+		
69	8.	The university must ensure that the procedures for assessing student learning outcomes are consistent with the planned learning outcomes and the objectives of the program. Assessment criteria and methods must be published in advance.		+		
70	9.	The university should determine the mechanisms for ensuring the development of learning outcomes by each graduate and ensure the completeness of their formation.		+		
71	10.	Evaluators should be familiar with modern methods of assessing learning outcomes and regularly improve their qualifications in this area.			+	
Total on standard			0	9	1	
Standard "Students"						
72	1.	The university must demonstrate the policy of forming the contingent of students from admission to graduation and ensure the transparency of its procedures. The procedures governing the life cycle of students (from admission to completion) must be defined, approved, published		+		
73	2.	The university should provide for the implementation of special adaptation and support programs for newly admitted and foreign students		+		
74	3.	The university must demonstrate the compliance of its actions with the Lisbon Recognition Convention, including 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 education				
75	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		+		
76	5.	The university must provide an opportunity for external and internal mobility of students, as well as assist them in obtaining external grants for training.		+		
77	6.	The university should make the maximum amount of effort to provide students with places of practice, facilitate the employment of graduates, maintain communication with them.		+		
78	7.	The university must provide graduates with documents confirming the qualifications received, including the learning outcomes achieved, as well as the context, content and status of the education received and evidence of its completion.		+		
79	8.	The university must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates		+		
80	9.	The university should actively stimulate students to self-education and development outside the main program (extracurricular activities)		+		
81	10.	An important factor is the presence of a functioning association / association of alumni		+		
82	11.	An important factor is the availability of a support mechanism for gifted students		+		
Total on standard			0	11	0	
Standard "Teaching staff"						
83	1.	The university must have an objective and transparent personnel policy, including recruitment, professional growth and development of personnel, ensuring the professional competence of the entire staff		+		
84	2.	The university must have clear, transparent and objective criteria for the hiring of employees, appointments, promotions, dismissals and follow them in its activities.		+		
85	3.	The university must demonstrate the compliance of the staff potential of the teaching staff with the development strategy of the university and the specifics of the EP		+		

86	4.	The university must demonstrate a change in the role of the teacher in connection with the transition to student-centered learning		+		
87	5.	The university must determine the contribution of the teaching staff to the implementation of the development strategy of the university and other strategic documents		+		
88	6.	The university should provide opportunities for career growth and professional development of teaching staff, including young		+		
89	7.	The university should involve practitioners of the relevant industries in teaching			+	
90	8.	The university must demonstrate the motivation for the professional and personal development of teachers, including the encouragement of both a contribution to the integration of scientific activity and education, and the use of innovative teaching methods.			+	
91	9.	An important factor is the active use of information and communication technologies by the teaching staff in the educational process (for example, on-line training, e-portfolio, MEPs, etc.)		+		
92	10.	The university must demonstrate the focus on the development of academic mobility, attracting the best foreign and domestic teachers		+		
93	11.	The university can show the involvement of teaching staff in the life of society (the role of teaching staff in the education system, in the development of science, the region, creating a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.)		+		
Total on standard			0	9	2	
Standard "Research work"						
94	1.	The university must demonstrate the compliance of the research priorities with the national policy in the field of education, science and innovative development.		+		
95	2.	The university must ensure that research activities are consistent with the mission and strategy of the university		+		
96	3.	University should carry out the planning and monitoring of R & D performance		+		
97	4.	The university must demonstrate the existence of processes for attracting students to research activities		+		

98	5.	The university must demonstrate assistance in the presentation of scientific positions of researchers, teaching staff and students at various scientific sites, including the publication of scientific results		+		
99	6.	The university should promote the implementation of the results of scientific research, including consulting and commercialization		+		
100	7.	The university should promote the recognition of the results of research work, including the registration of scientific projects in authorized bodies, registration of patents and copyright certificates			+	
101	8.	An important factor is the conduct of joint scientific research with foreign universities.		+		
102	9.	The university should strive to diversify the sources of funding for research activities		+		
103	10.	The university should provide mechanisms for motivating the research activities of students, teaching staff and other internal stakeholders			+	
Total on standard			0	8	2	
Standard "Finance"						
104	1.	The university must form development scenarios consistent with the development strategy, taking into account the risk assessment		+		
105	2.	The university must demonstrate the operational and strategic planning of its budget		+		
106	3.	The university must demonstrate the existence of a formalized financial management policy, including financial reporting		+		
107	4.	The university must demonstrate the existence of an internal audit system		+		
108	5.	The university must demonstrate the conduct of an external independent audit		+		
109	6.	The university should have a mechanism for assessing the sufficiency of financial support for various types of activities of the university, incl. university development strategy, EP development, research projects		+		
Total on standard			0	6	0	
Standard "Educational resources and student support systems"						
110	1.	The university must guarantee the compliance of educational resources, including material and technical, and infrastructure with the strategic goals of the university		+		

111	2.	The university must demonstrate that it has procedures to support various groups of students, including information and counseling.		+		
		The university must demonstrate the compliance of information resources with strategic goals:				
112	3.	technological support for students and teaching staff in accordance with educational programs (for example, online training, modeling, databases, data analysis programs)		+		
113	4.	library resources, including the fund of educational, methodological and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases		+		
114	5.	examination of research results, graduation works, dissertations for plagiarism		+		
115	6.	access to educational Internet resources		+		
116	7.	functioning of WI-FI on its territory			+	
117	8.	The university should strive to create conditions for educational, scientific and other activities. Appropriate infrastructure development should be carried out based on the results of monitoring the satisfaction with the infrastructure by students, teachers, workers and other stakeholders.		+		
118	9.	The university should strive to ensure that the educational equipment and software used for mastering EP are similar to those used in the relevant industries.		+		
119	10.	The university must ensure that the infrastructure meets safety requirements		+		
120	11.	The university must take into account the needs of various groups of students (adults, working people, foreign students, as well as students with disabilities)		+		
121	12.	The university creates conditions for the advancement of the student along the individual educational trajectory		+		
Total on standard			0	11	1	
Standard «Public Information»						
122	1.	The information published by the university must be accurate, objective, relevant and reflect all areas of the university's activities		+		

123	2.	Leaders of the university should use a variety of ways to distribute information (including media, web resources, information networks , etc..) To inform the general public and interested parties		+		
124	3.	Public awareness should include support and explanation of national development programs for the country and the system of higher and postgraduate education.		+		
125	4.	The university must publish audited financial statements on its own web resource		+		
126	5.	The university must demonstrate the reflection on the web resource of information characterizing the university as a whole and in the context of EP			+	
127	6.	An important factor is the availability of adequate and objective information about the teaching staff, in the context of personalities			+	
128	7.	The important factor is to inform the public about the cooperation and interaction with partners in that those with academic / consulting organizations, business partners, social partners and organizations of education		+		
129	8.	The university must publish information and links to external resources based on the results of external evaluation procedures		+		
Total on standard			0	6	2	
TOTAL			1	10 7	2 1	