



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

**of the external expert committee  
against the results of the specialized accreditation  
of the educational programs  
5B011900-«Foreign language: two foreign languages»,  
5B021000-«Foreign philology» of  
Aktobe K.Zhubanov regional state university  
4 October – 6 October, 2017**

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

*To the Accreditation  
Council of IAAR*



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**Aktobe**

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## **(I) THE LIST OF DESIGNATIONS AND ABBREVIATIONS**

**ARSU** – Aktobe regional state university  
**AMP** – Administrative and Managerial Personnel  
**BD**– Basic Disciplines  
**EEEA** – External Evaluation of Educational Achievements  
**EW** – Educational Work  
**SQC** - State Qualification Committee  
**SCES** – State Compulsory Educational Standard  
**DLT** – Distance Learning Technology  
**UNT** – Unified National Testing  
**ICT** – Information and Communication Technologies  
**IS** – Information Systems  
**IEP** – Individual Education Plan  
**KA3NEB** – Kazakhstani national electronic library  
**EC**– Elective Course  
**CYA** – Committee for Youth Affairs  
**CCSES**– Committee for Control in the Sphere of Education and Science of RK  
**CT** – Complex Test  
**CTE** – Credit Technology of Education  
**CED** – Catalogue of Elective Disciplines  
**MES RK** – Ministry of Education and Science of the Republic of Kazakhstan  
**MAP** – Modular Academic Program  
**RW** – Research Work  
**SRW** – Students Research Work  
**STB** – Research and Technology Board  
**CC**– Core Component  
**CD** – Comprehensive Disciplines  
**EP** – Educational Program  
**MD** – Major Disciplines  
**ATS** – Academic Teaching Staff  
**RALS** - The Republican Automated Library System  
**EPU** – Editorial and Publishing Unit  
**RK** – Republic of Kazakhstan  
**RIELK** - Republican interuniversity electronic library of Kazakhstan  
**WC** – Working Curriculum  
**DLS** – Distance Learning System  
**SIW** – Students' Individual Work  
**SIWLG** – Students' Individual Work under Lecturer's Guidance  
**SC** – Standard curriculum  
**ESS** – Educational Support Staff  
**AMC** – Academic and Methodological Complex  
**AMCD** - Academic and Methodical Complex of Discipline  
**AMCEP** - Academic and methodical complex of Educational Program  
**PhD** – Doctor/Doctorate in PhilosEPhy  
**EAMC** – Electronic Academic and Methodical Complex  
**ECTS** - EurEPean Credit Transfer and Accumulation System

## (II) INTRODUCTION

In accordance with the order №46-17-EA of 25.09.2017 of the Independent Agency of accreditation and rating from 4 to 6 of October, 2017, the external expert committee assessed the compliance of the educational program 5B011900 - "Foreign language: two foreign languages", 5B021000- "Foreign philology" of Aktobe K.Zhubanov regional state university with the standards of specialized accreditation of IAAR (approved on 24 of February, 2017 №10-17-EA, fifth edition).

The report of the external expert committee (EEC) contains an assessment of the educational programs presented to IAAR criteria, recommendations of EEC for further improvement of educational programs and parameters of the profile of educational programs of Aktobe K. Zhubanov regional state university.

The EEC composition:

**1. Chairman of the Committee** – Yensenbayeva Marzhan Zaitovna, candidate of Phys.-Math. Sciences, Associate Professor Kazakh national research technical university after K.Satpayev (Almaty city);

**2. Foreign expert** – Grakovski Alexandr Vladimirovich, Dr.sc.ing., professor of faculty of computer sciences and electronics, Institute of transport and communication (Riga city, Latvia);

**3. Foreign expert** – Kozuyev Durus Isakbayevich, candidate of philological sciences, associate professor, vice rector on academic affairs, Bishkek humanitarian university after K.Karasayev (Bishkek city, Kyrgyzstan);

**4. Expert** – Gauriyeva Gulzhan Mukhametkaliyevna, candidate of philological sciences, associate professor, Eurasian National university after L.N. Gumilyov (Astana city)

**5. Expert** – Bodikov Seifolla Zhamauovich, member of designers Union of the republic of Kazakhstan, member of Eurasian union of designers, Karaganda state university after E.A. Buketov (Karaganda city);

**6. Expert** – Karsybayev Yerzhan Yertayevich, doctor of technical sciences, professor, "Turan" university (Almaty city);

**7. Expert** – Zakirova Dilnara Ikramkhanovna, PhD doctor, "Turan" university (Almaty city);

**8. Expert** – Khamrayev Sheripidin Itakhunovich, candidate of technical sciences, associate professor, Kazakh national pedagogical university after Abai (Almaty city);

**9. Employer** – Kunanova Damilya Bakhitkereyevna, head of the department of human capital development, chamber of entrepreneurs "Atameken" of Aktobe region (Aktobe city);

**10. Student** – Tynyshtyk Akdana Boltekkyzy, 4<sup>th</sup> year student of educational program «5B011900-Foreign language: two foreign languages», Aktobe university after S.Baishev (Aktobe city);

**11. Student** – Luparev Ruslan Yuriyevich, 4<sup>th</sup> year student of educational program «5B042100-Design», Kazakh-Russian International university (Aktobe city);

**12. Student** – Baimaganbetova Aidana Samatkyzy, 3<sup>rd</sup> year student of educational program «5B070300-Information systems», Kazakh-Russian International university (Aktobe city);

**13. Observer** – Kanapyanov Timur Yerbolatovich, international projects and public relations manager of IAAR (Astana city);

**14. Observer** – Niyazova Guliyash Balkenovna, project manager for institutional and specialized accreditation of IAAR (Astana city).

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

Aktobe regional state university after Kudaibergen Zhubanov (ARSU after K. Zhubanov) is a receiver of Aktobe pedagogical institute, founded by the decision of the Communist party of Kazakhstan and the Board of Ministers of the Kazakh SSR № 261 of April 15, 1966, as well as one of the leading regional universities in Western Kazakhstan. The establishment of the university as a major educational, scientific and cultural center of the region has its own history. The university is the successor of Aktobe pedagogical institute, founded in 1966. In 1990 the Institute was named after the first Kazakh professor-linguist Kudaibergen Zhubanov. On May 7, 1996 the institute was reorganized into Aktobe K. Zhubanov university. On January 31, 2001 the university received the status of "state".

By the decree of the government of the republic of Kazakhstan dated 03.02.2004 № 128 the university was reorganized with the separation of Aktobe pedagogical institute from its composition. By the decree of the government of the Republic of Kazakhstan dated 29.05.2013 № 529 there was reorganization of Aktobe K. Zhubanov state university and Aktobe state pedagogical institute by merging into Aktobe K. Zhubanov regional state university.

The university has a developed material and technical base that meets modern requirements: 7 academic buildings, research laboratories, "Palace of students" with an Assembly hall for 826 seats, "Palace of youth", educational and industrial premises, sports complex, sports facilities, swimming pool, 2 student hostels, student polyclinic, agrobiostation, building for the center of innovative technologies and telecommunications, library.

ARSU after K. Zhubanov carries out training of specialists according to the state license № 13014680, issued by the MES on September 17, 2013 in 8 directions of higher education "Education" (22 educational programs), "Humanities" (4 educational programs), " Law "(1 educational program), "Art" (2 educational programs), "Social Sciences and business" (7 educational programs), "Natural Sciences" (6 educational programs), "Technical Sciences and technologies" (10 educational programs), "Services" (2 educational programs) and 20 educational programs of postgraduate education (19 master's and 1 doctoral).

The university has 10 faculties (physics and mathematics, foreign languages, natural Sciences, Philology, engineering, history, economics and law, pedagogic, professional-creative and correspondence faculties). There are 31 departments in these faculties.

The student contingent on October 1, 2017 is 10,473 people. Among them: in full-time study 7808, the correspondence department 2665 people. 2712 students are studying on the state grant. 4,570 students come from regions, other oblasts and countries. The number of employed graduates in 2017 amounted to 1682 people (74.7%).

The university has a research institute "Institute of Humanities research"; research centers: "Applied mathematics and computer science", "Radiation physics of materials", "History, Ethnography and archeology"; Training and production center; scientific laboratories "Nanotechnology", "Zhubanov studies". And also in September 2017, an innovation technology Park was created, where there are 16 scientific laboratories, a design office, a commercialization office, a research center "Applied mathematics and computer science", a research center "Chinese Studies", technical offices, a printing house.

The total number of teaching staff is 670 people. The number of teachers with academic degrees is 292 people (45,8%), including: doctors of Sciences – 27 people, candidates of Sciences – 252 people, PhD – 13 people, holders of honorary titles of the republic of Kazakhstan in the field of art, physical education and sports – 6, masters – 194 people.

#### (IV) DESCRIPTION OF EEC SITE VISIT

The work of EEC was carried out on the basis of the visit of the expert committee on specialized accreditation of educational programs in Aktobe K. Zhubanov regional state university in the period from 4 to 6 October, 2017.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors in areas of activity, deans, heads of departments (department for academic affairs and quality assessment of education, financial and economic department, department of scientific and innovative programs, institute of continuing education, center for international cooperation, digital technology, marketing, personnel management and legal service, postgraduate education, organization of office work, scientific library, academic-methodical department, office registrar, etc.), heads of departments, teachers, students, graduates, employers. A total of 112 people took part in the meetings (table 1).

Table 1 - Data on staff and students who participated in the meetings with the EEC of IAAR:

Category of participants	Amount
Rector	1
Vice-rectors	3
Heads of interior departments	17
Deans of faculties	5
Heads of departments	6
Teachers	20
Students, graduate students	20
Graduates	20
Employers	20
<b>Total</b>	<b>112</b>

During the tour, EEC members got acquainted with the state of the material and technical base, visited foreign languages faculty dean's office, department of English and German languages and department of foreign philology, lecture halls, language laboratories, park of innovative technologies, student service center, Confucius institute, the palace of students, sports complexes, student polyclinic, student hostels and the university museum.

During the visit of EEC, a visit to demonstrative lessons was organized.

Teacher	Name of discipline	Cipher Group	Theme	Room	Time
Baurzhan Nurkhanym Baurzhanovna	Grammar practice	5B011900 Gr. 105 (1 <sup>st</sup> year, k/d)	«Relative clauses»	504 room	09 <sup>30</sup> -10 <sup>20</sup>
Trusheva Akkenzhe Turumbetovna	Country study	5B011900 Gr. 204-205 ( 2 <sup>nd</sup> year, r/d)	“Constituent parts of Great Britain”	511 room	10 <sup>30</sup> -11 <sup>20</sup>
Suleimenova Zamzagul Yessenovna	Professional oriented foreign languages	5B011900 Gr. 303 (3 <sup>rd</sup> year, k/d)	“Internal and external policy speaking countries”	509 room	11 <sup>40</sup> -12 <sup>30</sup>

Visit to the base of practices - gymnasium № 51, trilingual school № 21, and branches of departments - secondary school № 35, training center "A-school" was organized.

The bases of practices generally correspond to the profile of accredited programs, administration is friendly and with interest communicate with the trainees, some employees – graduates of accredited programs.

The activities planned within the framework of the visit of IAAR EEC contributed to detailed acquaintance of experts with the educational infrastructure of the university, material and technical resources, teaching staff, representatives of employers' organizations, students and graduates. This allowed IAAR EEC members to conduct an independent assessment of the compliance of the data set out in the reports on the self-assessment of educational programs of the university with the criteria of the standards of specialized accreditation of IAAR.

As part of the planned program, the recommendations for improving university's activities, developed by EEC based on the results of the examination, were presented at a meeting with the leadership on October 6, 2017.





## **(V) THE STANDARDS OF SPECIALISED ACCREDITATION**

### *5.1. Standard "Educational Programme Management"*

#### ***Evidential part***

The activity of EP 5B011900 - "Foreign language: two foreign languages" and 5B021000 – "Foreign Philology" is carried out in accordance with the state license AA № 13014680 from September 17, 2013 and annexes to the license issued by the CCSES MES RK.

Training is carried out at full-time and correspondence departments on the basis of secondary education, secondary vocational education and higher education in state and Russian languages.

The objectives of EP 5B021990 – "Foreign language: two foreign languages" and 5B021000 -"Foreign Philology" correspond to the mission, goals and objectives of the strategic directions of development of ARSU after K. Zhubanov.

Plans for the development of accredited EP developed in accordance with strategic development plan of the university (minutes: meetings of the departments of English and German languages - №10 from May 12, 2017; Foreign philology – №10 from May 11, 2017; minutes of the faculty of foreign languages – №8 from May 15, 2017).

Plans for the development of EP correspond to the academic resources available in ARSU, i.e. financial and information resources, personnel, material and technical base satisfy the licensing requirements. EP programs are formed in the first place, taking into account the wishes and proposals of the employers, administration, academic teaching staff and stakeholders, students, chairmen of SQC according to the results of the final state certification.

Transparency and collegiality of processes of formation of plans for the development of educational programs is confirmed by the participation of the whole team, interested people, employers. This is evidenced by the activities of the academic board, administration, educational, scientific and technical board, which provides management of the main processes of the university.

Information on the formed plans for the development of the EP, on the adoption of collegial decisions is brought to interested people, employers through the website of ARSU after K. Zhubanov, the newspaper "Aktobe University", during meetings of the rector with students, interviews with management in mass media, television, as well as through the placement of information on the stands, in the internal network of the internet and the portal.

The university demonstrates the work on innovation management. Thus, the educational process of accredited EP includes elective courses of an innovative nature, taking into account the analysis of the latest trends in education: "The use of innovative technologies in the training of FL with the Cambridge education system" in the 3<sup>rd</sup> year, "Critical reading of a second foreign language", "Academic writing" in the 3<sup>rd</sup> year which reflect the trend of modern times.

Activities to control the quality of the educational process, carried out at different levels, recorded in the form of records, acts, certificates, reports, etc., and discussed at meetings of the department and the faculty board. Their effectiveness and efficiency is considered at department meetings and faculty board (minutes №2 of September 24, 2016; №3 of October 26, 2016; №4 of November 27, 2016, №5 of January 19, 2017); meetings of Foreign philology department (minutes №3 dated October 29, 2016; №5 of December 29, 2016; №6 of January 16, 2017; №8 of March 31, 2017. №11 of June 07, 2017. meetings of the department of English and German languages (minutes: №3 from October 31, 2016; №4 of November 11, 2016; №5 of December 23, 2016; №6 of January 13, 2017; №9 of April 07, 2017; №11 of June 07, 2017).

The formulation and adoption of decisions on the implementation of proposals of employers, interested people to amend the content of educational programs is carried out by departments. At the initial stage, they are presented in the catalog of elective disciplines, then they are reflected in the formed students IEP, according to which the curriculum of educational program is formed.

The connection between scientific research, teaching and training at the EP is reflected through the inclusion in the subject of elective subjects of some aspects of research of candidates of sciences of departments, publications of academic teaching staff on modern achievements of foreign

language teaching methods and the introduction of innovative methods in the educational process of the EP, graduate students. So, in the elective course "Introduction to linguistics" included the theme of thesis of candidate of philological sciences Kushkarova G.K. "Communicative and pragmatic functions of the verbs introducing direct speech in the literary text". The theme of the dissertation work of the candidate of philological sciences Yerzhanova G.A. "Cognitive and syntactic bases of newspaper headlines" is studied at the course "Language of mass media" as well as the theme of scientific work of the candidate of philological sciences Suleimenova Z.E. "Semantic structure of verbs with the meaning "rejoice" (on the material of the Kazakh, Russian, German and English languages in practical classes of discipline "Theory of language".

Scientific directions of the departments are reflected in the following disciplines: "Practicum on intercultural communication", "Basic foreign language in the context of intercultural communication" and others that are included in the CED. Intermediate results of the research are actively used in lecture courses of educational program "Methods of teaching a foreign language" in the 3<sup>rd</sup> year, "Communicative-oriented language training material" in the 4<sup>th</sup> year and are used by students during teaching practice in schools.

Evaluation of the performance of departments and their interaction in the implementation of educational programs is carried out through the implementation of the principles of feedback, which is implemented through active students who are members of the faculty boards and the academic board of the university, student administration and dean's office. Feedback results are taken into account in strategic planning when making decisions.

The university has developed a practice to coordinate the content of the EP with employers, to involve employers in training, management practices, review of final works and methodological developments of teachers; to include employers in the SQC; to assess the satisfaction of employers with the quality of training. For example, 10% to 30% of elective subjects of educational programs are updated annually by agreement with employers.

According to the results of the survey on the quality of the educational process of the surveyed students accredited by the survey for 2016-2017 academic year 98% of respondents noted the frequent use of innovative pedagogical technologies in the educational process; 90% of respondents are fully satisfied with the organization of the educational process (material and technical base, class schedules, etc.); 88% of respondents noted the participation of students in solving problems related to the organization of the educational process; 90% of respondents stressed good relations of students in groups. This survey is conducted in order to establish the level of satisfaction of students' educational needs, attitudes to the educational process, socio-cultural environment and psychological atmosphere in the academic groups.

According to the results of the survey of employers 51% of respondents rate the quality of training "good", and 35% - "very good"; 13% of respondents believe that compared with graduates of other universities, graduates of this university are more professional.

### ***Analytical part***

EEC of IAAR having held meetings, conversations and interviewing with the rector, vice-rectors, heads of departments, heads of structural divisions, students, teaching staff, representatives of employers' organizations and graduates, and also carrying out questioning of the teaching staff and students, detailed acquaintance of experts with educational infrastructure of university, material and technical and information and methodical resources and necessary documents notes the following.

The description of the standard defines the purpose, objectives, development plan of the educational program, monitoring system, their implementation. It contains information on the participation of representatives of interested people (employers, teachers, students) in the collegiate governing bodies of the educational program, as well as their representativeness in decision-making on the management of EP. The university has a published policy of quality assurance, defined the functions responsible for the processes within the EP. Improvement of the EP development plan is aimed at implementation of the strategy and policy, achievement of the set goals and high-quality implementation of the EP. The report reflects the transparency of the processes of formation of the

EP development plan and ensuring awareness of stakeholders about the content of the EP development plan and the processes of its formation.

There are no materials on commitment to quality assurance of any activity carried out by contractors and partners (outsourcing), including the implementation of joint/double degree education.

Filling the evaluation criteria of the Standard "Educational Program Management" confirms the steps of ARSU to improve the quality in various activities. Nevertheless, the university does not have a general university concept of quality (quality assurance system) for each activity (it does not describe the main business processes and responsible for them) on the basis of which the design, management and monitoring, their improvement, decision-making on the basis of facts should be carried out. In the development and functioning of the quality system, the university determines the goals and desired results, including the identification of related risks and opportunities.

The EP management does not determine the risks to which the implemented EP may be exposed. Knowledge of risks could lead to the development of a "risk-based approach" and the adoption of measures to counteract them. The following thinking, based on risks, can help the university to create a corporate culture of the university with proactive and preventive in nature, aiming to do better and improve execution of work in general.

Information on the training of the management of education programs by the administration of EP is not provided.

***Strengths/best practices:***

- At the university, work on innovation management, the introduction of innovative processes in the framework of the EP is at the proper level.
- The principle of openness and accessibility of the EP guidelines for students, academic teaching staff, employers and other interested people is observed.
- Ensuring the presence of interested people in the collegiate bodies of the university and their participation in the development of educational programs.
- > Development and updating of documents which define development of strategy.
- > Review the results of the training through regular revision of the EP development plan and monitoring of its implementation to meet the needs of state, region, social partners and stakeholders.

***The recommendations of EEC:***

1. Strengthen the development of quality culture in higher education: this includes continuous monitoring of activities to improve and take action when goals and objectives are not achieved.
2. To intensify work on the implementation of joint dual-degree education and academic mobility.
3. To develop an intravenous quality assurance system, including the design of EP, risk management, monitoring, improvement, decision-making on the basis of facts.

***Conclusions of EEC on criteria: strong-4, satisfactory - 11, suggest improvements-2.***

***5.2. Standard "Reporting and Information Management"***

***Evidential part***

The university implements information management processes at the appropriate level; the automated information system "Univer" is used as a tool for collecting and analyzing information. Data integration by means of "Univer" provides information intended for operational and strategic management of the university in order to improve the quality of educational services, as well as to improve the social conditions of workers and students.

Noteworthy is the fact that the results of the processing of the university information on the results of recruitment, performance, movement of the contingent, the number of graduates, financial resources, personnel, the number of publications, business trips, contracts with foreign universities,

etc. are widely used, which are presented in the regular reports of the relevant services to the administration and the academic board, at the request of the MES RK, etc.

Thus, one of the tools to analyze the activities of the EP 5B011900-"Foreign language: two foreign languages", 5B021000-"Foreign Philology", the evaluation of their effectiveness is the annual sociological surveys of students, employers and teachers. At the faculty of foreign languages students are regularly interviewed about the quality of information and its completeness.

The results of the survey are analyzed and appropriate measures are taken to eliminate the identified shortcomings. For example, the survey of students revealed the following: 15% (40 students) of these educational programs receive information from the dean's office, 10.5% (28 students) – from the information stands of the university, 45% (121 students) – on the curatorial hours, 12.5% (34 students) – in personal communication with the administration, 7.5% (20 students) – from the university media, and 9.5% (25 students) receive information from the university website.

Employers are also involved in the processes of collecting and analyzing information through questionnaires, interviewing, and decision-making on their basis during the meetings of departments. Also for the analysis of different spheres of the university, as well as to take concrete measures for improvement of indicators was established a number of working groups, composed of both employees and university students. The results of the survey of employers show that 51% of respondents evaluate the quality of training given by the university "good", and 35% - «very good»; 13% of respondents believe that in comparison with graduates of other universities, graduates of ARSU after K. Zhubanov are more professional.

The university ensures the transparency of information about the audit processes of the quality of education and their results, and identifies the status of the results of measurement and analysis of processes. Information from the reporting documents is posted on the website of the university. On the basis of information processing and analysis, specific decisions are made, action plans for improving indicators are developed, reports are heard at the academic board of the university.

The university is implementing a system of electronic document management, created a single information and educational environment, accumulating internal and external electronic resources.

Students, staff and academic teaching staff are involved in the collection, processing and analysis of information. Participation of all stakeholders in decision-making on the basis of information management, which is carried out through representatives in collegiate management bodies, is ensured.

The information and communicative educational space of the issuing department of accredited EP is represented by an integrated set of information resources and telecommunication technologies, hardware devices (computer, communication, copying and multiplying and projection equipment), local area networks, software products, storage and information processing systems designed for information support of the educational process, the formation of corporate culture and personnel management of the department. Any student can get reasoned information about their academic ranking in the registrar's department in all disciplines, in the basis of which students of each group has its own username and password.

The faculty created a student government, student deans, youth associations. For targeted work created by the youth development center, which is composed of the dean of students, student self-administration. Representatives of the student body are members of the faculty board.

The university operates the alumni association of ARSU after K. Zhubanov since 2014, which is a public association, convened in order to carry out activities defined by common interests, aimed at combining the interests of university graduates. Sphere of participation alumni association — is the analysis of the current and identifying the prospective needs for specialists in different fields of training, expanding the direct connection of the Institute with employers, getting feedback, identifying information about the additional professional requirements of employers to graduates, general and personal qualities of graduates. However, during the conversation with the graduates of accredited EP, it was found out that not everyone knows about the existence of the association, none of those present is its member.

But, during a conversation with one of the alumni we found that not everyone knows about

the existence of the association.

In the self-assessment report and during the visit the management of accredited EP presented more than 20 protocols of the decision of the academic board, the rectorate, the faculty board on the organization of educational activities for accredited EP.

The decisions taken by the board, the AMB and the dean shall be communicated to the employees in the relevant extracts from minutes of meetings (plans and reports of the meetings of the departments: September 02, 2014 for the 2014-2015 academic year, August 26, 2015 for the 2015-2016 academic year, September 01, 2016 for 2016-2017 academic year, August 29, 2017 for the 2017-2018 academic year). The minutes of meetings of departments, annual reports reflect the results of the analysis of the achievements of the goal of EP, as well as ways to improve the effectiveness of the educational program. Storage of administrative documentation of the department is carried out in accordance with the requirements of the nomenclature of cases. Implementation of strategic goals of the department is carried out gradually through the planning system.

The formation of the contingent of students is carried out by placing a state educational order for the training of scientific personnel, as well as payment for training at the expense of its own citizens and other sources.

Contingent of EP 5B011900- "Foreign language: two foreign languages" is generally stable. In the 2016-2017 academic year, 263 students are enrolled in the EP, including 98 students on the state educational grant. A slight decrease in the number of full-time students in the 2015-2016 academic year compared to the 2014-2015 academic year by 23 people can be explained by the following reasons: the consequence of the demographic "winter" (low birth rate in the mid-90s of the twentieth century), which lead to a decrease in the number of applicants; reducing the number of students in groups with Russian language of instruction, due to the outflow of school graduates to universities in Russia; increasing tuition fees by 30%.

In terms of admission of students to the EP 5B021000 - "Foreign Philology" in the context of the last 3 years, there has been an increase in the admission of students to the full-time department. Total number of students in the 2016-2017 school year, there were 212 people. 4 students study on educational grants, 208 students study on a paid basis.

It is gratifying to note that the large achievement and indicator of the high demand for these educational programs is evidenced by the analysis of the contingent of students on accredited EP over the past three years showed:

1. increase in the number of students studying in the state language in full-time education;
2. increase in the number of students in correspondence departments on the basis of higher professional education.

Planning for employment is supported by feedback from alumni of the faculty considered the number of graduates, the proposals and recommendations from internal and external customers. In 2016, 78% of graduates of EP 5B011900-"Foreign language: two foreign languages" are employed, 60% of them will work in rural schools of Aktobe, Kyzylorda, Atyrau, Mangistau, West Kazakhstan regions.

Analysis of employment by EP 5B021000-"Foreign Philology" for the last three years shows that more than 80% of graduates are employed in their field, but every year reduces the percentage of graduates who get employment in rural areas. Many graduates of EP 5B011900 - "Foreign language: two foreign languages" currently occupy senior positions. For example, Khassenkyzy T. – coordinator of the foundation of D. Nazarbayeva "The world of liveliness", Almaty; Kenzhebayeva M. – Astana, director of the lingual center "Real English", Amanzhanova G. – director of training center "Belissimo", etc. academic teaching staff of the department keeps in touch with graduates of previous years on a regular basis.

In accordance with the law of the Republic of Kazakhstan "On personal data and their protection" agreements for the processing of personal data with all employees, academic teaching staff and students of the university are drawn up.

### *Analytical part*

Analyzing the standard “Reporting and Information Management” on accredited areas, the commission concluded that the university operates a system of information management and reporting on student recruitment, performance, contingent movement, staffing, academic mobility of students and faculty students, etc., which is presented in regular reports at the meeting of the chairs, the administration and the academic board of the university.

Conducts regular surveys of students, employers and the results of the survey / interviewing appropriate measures are taken for elimination of deficiencies. Thus, the department of foreign languages carries out purposeful work to ensure transparency of information in the process of auditing the quality of education and their results.

There is no information about the availability of a special information resource EP (web site, stand, etc.), through which the information is distributed.

To what scientific databases the university is connected, there is no list of them and the term of the contract.

Documented information management processes have not been confirmed and who is responsible for their operation, reliability and the systematic use of adequate information to improve the internal quality assurance system.

Additionally, the communication and involvement of the alumni association of the departments (ARSU) are not held at the proper level. During the interview with the graduates it was suggested to intensify work with the graduates of ARSU in order to obtain feedback.

***Strengths/best practices:***

- Information collected and analyzed in the framework of the EP takes into account the dynamics of the contingent of students in terms of forms and types. Dynamics of the increase in the number of students over the past two years in accredited areas.
- At the university, the work on ensuring the measurement of the degree of satisfaction of students with the implementation of the EP and the quality of education at the university is put at the proper level.
- Procedure of collection and processing is established according to the law, information for subsequent systematization and use for statutory purposes of personal data of students, employees and academic teaching staff documented their consent.

***The recommendations of the EEC***

1. Application of strategic KPIs (key performance indicators) for cascading first to the level of structural units and then to the level of employees.
2. Document information management processes, determine the order and security of information, responsibility for their functioning, reliability and systematic use of adequate information to improve the internal quality assurance system.
3. Regularly monitor and forecast potential risks of accredited programs.
4. Increase the number of students studying in the state language in full-time department.
5. Develop mechanisms for assessing the results of ongoing research.

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

***5.3. Standard “Development and Approval of Educational programme”***

***The evidential part***

The process of development and approval procedure accredited EP is carried out in accordance with the requirements of SCES RK, normative and legal acts of the MES RK, the charter of the university, including the "Regulations on the department of foreign philology" and "Regulations on the department of English and German languages" (minutes №1 dated September 04, 2017), Dublin descriptors agreed with the European system of qualifications. While involving all relevant entities

of the university, academic teaching staff, department, faculties, departments, etc.

The scientific level and goals of educational programs of the university meet the requirements of competence-based and personality-oriented approach, consistent with the mission of the university and meet the needs of potential consumers.

The process of formation of educational programs includes the development of the structure and content of accredited educational programs, analysis of information on the implementation, preparation of the report, approval of draft decisions on the results of the implementation of the EP, summarizing comments and suggestions, presenting the results to management. Further consideration and approval of the EP takes place at the faculty board, AMB and academic board of the university.

All interested people who can recommend elective courses for inclusion in the catalog of elective disciplines, for selection by their students participate in preparation, approval, change and addition of EP. On the modular educational program in 2017-18 academic year there are reviews from potential employers, which indicate positive feedback on the EP:

1. Druzhko M. V. - head of consulting department of PE "Averyanova I. M. "Lingua center Darina»;
2. Kim A. L. - Director of training LLP "International training";
3. Krasnitskaya A. K., PE "Krasnitskaya A.K." Training center "A-school»;
4. Dyusegaliyeva L. S. - Director of a private school "Akbobek", master of humanitarian sciences, teacher of the highest category;
5. Makan R. B. - Director of LLP "Dream Builders";
6. Koilybayeva V.Zh. - Director of training centre "Oxford", Astana city.

According to EP 5B011900 - "Foreign language: two foreign languages" in the CED 2015-2016 academic year on the recommendations of the representatives of the school №17 was introduced discipline "History of the development and formation of modern language " (minutes 43 meetings of the department of English and German languages №8 from April 06, 2015). In CED the 2016-2017 academic year on the recommendation of the director of school №35 Yerzhan B.D., director of the trilingual school №21 Toishymanova M.K., director of school №17 Ungarbayeva A. I. the following elective subjects were introduced: "Grammar practicum", "Phonetics practicum", "Application of innovative technology in the Cambridge system in foreign language lessons", "Introduction to the educational program", "Home reading in 1<sup>st</sup> FL", "Practicum on intercultural communication" (minutes of the department of English and German languages №8 of April 20, 2016). In CED 2017-2018 academic year on the recommendations of the director of school № 51 Daribaeva G. Zh., director of school №27 Tolemisov D.P, director of school №33 Orakova A.Sh. introduced discipline "The use of multimedia teaching tools in the study of English", "Academic reading and listening" and "The use of computer games in the study of English", "Referencing newspaper articles", "The use of Internet resources in teaching lexical aspect of foreign language in high school", "Development of speaking skills in teaching based on modern teaching methods", "Stylistics", "History of language" (minutes of the department of English and German languages №9 from April 07, 2017).

In CED of EP 5B021000-"Foreign Philology" disciplines from employers were recommended. So, in CED of the 2015-2016 academic year on the recommendation of the director of the studio of esthetic development "Lang-Kavi" Krasnitskaya A. K. following disciplines were put: "Second foreign language B1" (minutes №1, August 26, 2015); director of the Training center "A-school", director of Lingua centre "Darina" Druzhko M.V. put the discipline "Second foreign language B2", "Country study" (minutes №1 August 29, 2016).

As mentioned above, students are also involved in the development of EP. After passing the pedagogical practice, on the recommendations of students in the EP 5B011900- "Foreign language: two foreign languages" were introduced the following elective subjects: "Use of computer games in the study of English", "Use of Internet resources in teaching lexical aspect of foreign language in high school", "Development of speaking skills in teaching based on modern teaching methods " (minutes №3, October 31, 2016).

The quality of educational programs is assessed annually, which is carried out as part of the internal audit (head of the department, advisors, commission), and at external survey with

participation of employers, students and academic teaching staff of EP. The results are thoroughly analyzed. The existing system at the university (faculty) is focused on the involvement of external experts in the evaluation of quality as chairman of the SQC, reviewers of theses, practitioners, employers. With the aim of forming a multi-cultural, harmoniously developed personality, according to the republican program "Road map for the development of trilingual education" for the years 2015-2020, department implements the program of multilingual education. Official assessments of external experts are supplemented by the results of sociological surveys and written feedback from heads of organizations, employed graduates of the university.

The analysis of the results of the commission to assess the quality of implementation of educational programs is considered at the meetings of the department and the faculty board, the academic board, the ministry of education or the administration and makes decisions on the further development of EP.

In the 2016-2017 academic year, heard reports on the improvement of quality of preparation of specialists (AB, №5 of December 26, 2016; № 8 of March 01, 2017); to verify the organization of the professional practice (boards foreign languages faculty, minutes: №2 of October 25, 2016; rectorate, minutes №9 from May 11, 2016); the employment of graduates 2016 (AB, minutes №4 of November 23, 2016).

All disciplines of core component are provided with standard curriculum. Management of EP developed model of EP 5B011900 - "Foreign language: two foreign languages" graduate and discussed at a meeting of the department of Foreign philology, minutes №1 from August 28, 2016; approved by the decision of the board of the faculty of foreign languages, minutes №1 from August 29, 2016.

Competence model of graduates of EP 5B011900 - "Foreign language: two foreign languages", 5B021000 - "Foreign Philology" is a collection of the expected results of education, the achievement of which will be able to demonstrate the student at a particular stage of development of the basic program or in the form of a set of competencies that are required to master each graduate of educational programs. Model of graduate gives an idea of him as a specialist, able to perform professional functions and specific duties, to be able to successfully interact with people and strive for self-improvement. In accordance with the main directions of the state program of development of education of the republic of Kazakhstan for 2011-2020 and requirements of Bologna Convention, the university in 2014-2015 academic year switched to modular construction of educational programs aimed at improving and implementing competence-based education.

The dynamic nature of EP shows the catalog of elective courses (45 items), which are reviewed regularly to reflect changes in the external environment and the demands of the labor market through the introduction of various elective courses, reflecting its specificity. As shown in the report on self-assessment of accredited programs, the goals of the EP are formed on the basis of the requests of the main consumers of the program, potential employers, correspond with the mission of ARSU after K. Zhubanov, thus ensuring the adequacy of the plan for the development of the educational program to the needs of the market and educational policy of Kazakhstan. To achieve the goals of educational programs, the university has the necessary academic resources. EP aimed at the formation of a new approach to training for EP 5B011900- "Foreign language: two foreign languages" and 5B021000- "Foreign Philology" competitive in the labor market, competent in related fields of activity, capable of effective work in the educational program at the level of world standards, ready for continuous professional growth, social and professional mobility.

The content of the EP is developed on the basis of the principles of continuity and succession, taking into account the current achievements of science and technology, as well as production requirements, formed in accordance with the MAP, model curricula, based on the list of qualifications and positions, qualification characteristics of students in the educational programs, the content of disciplines of core component on the basis of the national qualifications framework, taking into account the Dublin descriptors and the European qualifications framework.

In the academic process, four types of curricula are used: standard curriculum, academic curriculum (developed by the university), an individual education plan of student, a working



curriculum of the educational program. The listed types of curricula differ functionally: academic curriculum is developed for the whole period of training, the catalog of elective disciplines, IEPS and working curriculum – for the academic year.

Curriculum of EP developed in accordance with the standard curriculum (2014). Each cycle of disciplines consists of core and elective subjects that have different goals. The core component of the basic educational and professional program is the fundamental core, which has a general cultural, national importance and educational program in general, which provides a common educational space in the country. Elective subjects recommended by the stakeholders and developed by the departments, is the volume of loans, according to standard curriculum.

The number of credits of theoretical and additional training, practice and other types of training per 1 student is determined in the curricula according to standard curriculum and working curriculum. During working out curricula full compliance of their content to the modular academic programs is required. MAP of the educational programs are developed for bachelor degree students for 2014-2018, 2015-2019, 2016-2020 years. MAP of educational programs are developed at the graduating departments with the participation of academic teaching staff, students and employers, considered at the meetings of the departments, the board of the institute and approved by the rector on the basis of the decision of the academic board of the university. The structure of the MAP provides full information about the educational program: the level of the educational program, a list of competencies, training terms. The modular curriculum of the EP is a model of the content of education and consists of general modules, modules in the educational program, the module of the ATT (additional types of 47 training) and the final module. Along with the Kazakhstan credits, standard units of labor input of an educational program, we used the ECTS credits that are linked to the degree of profile, learning outcomes, competences, workload of students and include achievement of learning outcomes in assessment procedures.

Catalogues of elective disciplines (CED) of educational programs are created for each academic year. The main goal of CED is to enable students to familiarize with the summary of programs of elective courses, ensuring their meaningful choice, creating opportunities flexible and self-determination of learning paths. The necessity to include a certain discipline in the catalog of elective disciplines is justified by their relevance, scientific, research character, connection with practice, taking into account the professional specifics, the direction of scientific research of the teacher, the requests of employers and the views of students. CED is made in the directions of training of specialists for all educational programs of higher education institution and covers all possible spectrums of disciplines considering all profiles and types of professional activity. CED contain the name of discipline, discipline amount in credits, semester study, short course description, pre-requisites and post-requisites, expected results, and competence. Pre-requisites and post-requisites are determined by the teacher-developer of the course depending on which course this discipline is added.

CED is developed with the participation of academic teaching staff, students and employers in the graduating departments, discussed at the academic and methodological board of the university, 48 approved by the academic board of the university and published in the university of EPU (Catalog of elective disciplines. 2013-2014 academic year. – Aktobe: Publishing center of ASPI 2013. -374 p.; Catalog of elective disciplines. 2014-2015 academic year. Book III. – Aktobe: Editorial and publishing unit of ARSU after K. Zhubanov, 2014. -323 p.; Catalog of elective disciplines. 2015-2016 academic year. – Aktobe: Editorial and publishing unit of ARSU after K. Zhubanov, 2015.-309 p.; Catalog of elective disciplines. 2016-2017 academic year. - Aktobe: Editorial and publishing unit of ARSU after K. Zhubanov, 2016. -263 p. (by faculties, for 1<sup>st</sup> year – separately); catalog of elective disciplines, 2017-2018 academic year. - Aktobe: Editorial and publishing unit of ARSU after K. Zhubanov, 2017. -275 p.).

Recording on elective modules and elective subjects is made by the registrar's department in accordance with the academic calendar with the participation of advisors. On the basis of the academic record, an individual curriculum of the student (IEPS) is created. The individual curriculum is formed according to the standard curriculum and the catalog of elective disciplines and defines an

educational trajectory of each trained. IEPS is made with the help of an adviser after recording on modules and disciplines, approved by the dean of faculty, on a magistracy – the head of department of postgraduate education.

Lessons' schedules are drawn up for academic periods and approved by the vice-rector for academic affairs. Training sessions on all forms of training are conducted according to the schedule of classroom sessions and the schedule of classes of individual work of students under the guidance of a teacher, approved by the vice-rector for academic affairs and director of the institute, respectively. The schedule and timetable of the SIWT are stable.

Examination of the quality of AMC is carried out at different levels: graduate department, methodical board of the faculty, AMB of university, internal audits. The time budget for each type of independent work is considered and approved at the meeting of the faculty board annually. The module "Practice" is developed by the departments of English and German languages, Foreign Philology together with employers, in which students undergo training, industrial and pre-diploma practice. The choice of places of work practice EP 5B021000 - "Foreign Philology" is determined primarily by the subject of graduation works of students. Future graduates of the university who study linguistic aspects of methodological terminology, problems of speech and business communication and some aspects of teaching foreign languages, are trained in general education schools, colleges and training centers. For example, in 2016-17 academic year, the student Shyndagulova A. working on the theme "Structural-semantic peculiarities of terms in official documentation" was sent to JSC "Aktobe Polytechnic College." Students studying the specifics of oil and gas terminology, are trained in oil companies in the region. Thus, student Zhumabekova R. who studied "Structural and semantic features of oil and gas terminology", passed practical training in "Karachaganak petroleum operating BV". Graduates-researchers of the newspaper and journalistic style are sent to the organization of mass media. So, a student, Duisenbi D. (research paper title - "Classification of figurative means of the language used in newspaper articles") had an internship in LLP "Shamshyrak Aktobe". The specifics of EP involves conducting practical training of students in schools, educational organizations, research and other institutions. According to the agreement, students of EP 5B011900- "Foreign language: two foreign languages" and 5B021000 - "Foreign Philology" pass pedagogical practice in the following educational organizations: trilingual school-gymnasium №21, SE "Secondary school-gymnasium № 23, SE "Secondary school-Lyceum №27", Secondary school № 30, Secondary school № 31, Secondary school №35, Secondary school №39, Gymnasium school № 51 of Aktobe.

In the process of practical training, the student as an English teacher or class teacher improves the complex of professional competences obtained as a result of theoretical training at the university. The program of professional practice and other documents on the organization of practices is reflected in the academic-methodical complex of professional practices (AMCP) (protocols: meetings of the department of English and German languages, №1, dated September 1, 2014; №1 from August 26, 2015; №1 of August 29, 2016; department of Foreign philology, №1, dated September 1, 2014; №1 from August 26, 2015; №1 of August 29, 2016).

The use of multimedia presentation of information enhances teaching opportunities and is one of the important directions of the university for the formation of a highly professional specialist. Academic teaching staff of departments use the following teaching technology: modular training, innovative business game, problem learning, project technology, communication training, the principles of critical thinking, multi-level training, which are reflected in syllabuses, AMCD, annual reports of the department and the institute. In 2017-2018 academic year, it is planned to develop and implement joint educational programs for training undergraduate students in the educational program of EP 5B021000-"Foreign Philology" with the Federal state budgetary educational institution of higher education of the Russian Federation "Orenburg state university". Students of the educational program can pass professional translation certification at the end of the special course "Young translator". Students Baltemir N., Poslushnaya E., Bakhytzhn S. received certificates in September of 2017. Senior teachers of the department of English and German languages Orazova A.A., passed advanced training courses at the Norwich Institute of language education (Norwich, England, 2013),

Trusheva A. T. and teachers Bauyrzhan N. B., Amirgaliyeva Zh.N. in the classroom on subjects "Language for special purposes C1, C2", "Language for special and academic purposes C1, C2" apply the following learning strategies: "Dictogloss", "Cinquain", "Free writing", "Find someone who" contributes to the rational conduct of students self-evaluation procedures and mutual evaluation of projects. Disciplines "Home reading of the first foreign language", "Home reading of the second foreign language", "Academic reading and listening", "Practicum on intercultural communication" develop skills of critical, reflective thinking of students, contribute to the organization, carrying out corrective and diagnostic measures in speech. Within the disciplines "Innovative technologies", "Referencing newspaper articles", "Use of innovative technology in teaching a foreign language on the basis of the Cambridge system", students implement innovative ideas in education, find non-standard and alternative solutions, and generate new pedagogical ideas.

In the discipline "Foreign language (second)", "Home reading the second foreign language", "Critical reading in the second foreign language" German language teachers Hasanova E. B., Tastanbayeva D. K., Peschanskaya T. I. and Goncharenko O. V. use interactive methods and technologies on topics "Wie unser Tag verluft", "Die Ilse ist weg", "Ben liebt Anna", "Studium in Deutschland" was used "Open-work head-saw", work in small groups, on topics "Meine Familie", "Mein Hobby", "Die Jahreszeiten" interactive method was used - technology individualization of training in teams (Team Assisted Individualization), on topics "Sperrnren", "Meine Freunde", "Mein Hobby" used interactive methods and technologies student team learning (team training), Teams games tournament (team-game approach). The process of personnel training on EP 5B011900-"Foreign language: two foreign languages" and 5B021000-"Foreign Philology" is based on personality-oriented training, the use of modern educational technologies, such as project, case-study, information and communication. Teachers during carrying out EP contribute to improvement of the program, its educational purposes and results, increase of efficiency of training. The university has created conditions for professional development and training of staff. For the organization of educational process is the active introduction of innovative methods of teaching, spent in the internships and refresher courses of academic teaching staff, in particular: "The use of digital technologies for the development of the activity of the student and the reproduction of language in the lesson" (Orazova A.A.), "The use of club oratory" (Usenova S.G.), etc. Senior teachers Trusheva A.T., Nurmanova Sh.K. and Zhymakhanova A.Zh. after the online interview and testing participated in the international program "Enhancing learning and teaching in higher education" in Newcastle, UK, Newcastle university organized by JSC "National center for advanced training of teachers of the republic of Kazakhstan "Orleu" and the result of the development of the program in the amount of 240 hours was the introduction of innovative technologies such as: "Interactive lectures", "Lesson-presentation", "Individual training", "On-line training", "Discussion", "Project method/case study", "Critical thinking", "Small group training", "On - line and online technology", "Writing skills for academic purposes". "Project management", "Organization of student's individual training". Teacher of the department of English and German languages Ussenova S.G. passed advanced training courses on "Professionally-oriented German", organized by Goethe institute, Astana in the amount of 36 hours (June, 2016) and since the beginning of 2016-2017 academic year actively uses innovative teaching methods "The use of the club of oratory, Toastmasters" on the subject "Language for special and academic purposes C1, C2". To improve the EP, the results of training and internships are introduced into the educational process. For example, 3 senior lecturers of department of English and German languages Nurmanova Sh. K., Tastanbayeva E. B., Khasanova, E. B. (2016) and Suleimenova Z.E. (2017) after the seminar-workshop on "Coaching practice: problems and solutions" from among the academic teaching staff of pedagogical higher education institutions conducted by the CPS in conjunction with NIS and Cambridge University (Astana, the Center of excellence) conducted seminars for teachers and participated in a training seminar "Open session" for staff.

According to EP 5B011900 - "Foreign language: two foreign languages" and 5B021000 - "Foreign Philology" in the educational process implemented and used active and innovative teaching methods: lecture-conversation, lecture-visualization, lecture-debate, game technology collective and group activities, simulation methods of active learning, learning in cooperation, innovative

educational project activities, brainstorming ("brainstorming"), modeling situations, team play, innovative technology of learning – developed by senior teachers and Trusheva A.T. So, Nurmanova Sh.K., the technology of communication-oriented language learning material - designed and implemented a senior lecturer Eleuova L.A., a case study (the "business game"), gallery, jigsaw, movie-metaphor by associate professor Suleimenova Z.E., Uais A.A. – developed and implemented methods of using the technology "Google drive"; senior lecturer Usenova S.G. - public speaking, Toastmasters; roleplay – Baurzhan N. B. Associate professors Kushkarova G.K., candidate of philological sciences Sarbasova A.E., senior teachers Akchambayeva Sh.T., Aimukatova A.T. in the classroom on subjects: "Special foreign language", "Practicum on oral speech", "Second foreign language" apply methods of critical thinking, work in small groups, role-playing games and much more. Teachers successfully use the method of work in small groups at the end of the course "Credit technology training: interactive methods of work" 22.10.2015 – 23.10.2015 in the innovative center of pedagogical education at ARSU after K. Zhubanov.

For implementation of the educational program academic methodical complexes of the educational program (AMCEP) and disciplines (AMCD) are made. Academic and methodical documentation (working curricula, programs of state examinations and practices, guidelines and recommendations) is discussed at meetings of methodical sections of chairs, the faculty board, approved by the vice-rector for academic affairs. In coordination and approval of the components of the AMCEP and AMCD checks the content for compliance with SCES, standard programs, curricula of educational programs, working programs at the level of the department, institute of Pedagogy. All internal documents are examined and discussed at the department and the faculty of foreign languages. AMCD are developed according to "The working instruction on development of the academic and methodical complex on disciplines of all components" approved in ARSU after K. Zhubanov (October 10, 2014) consisting of 9 items and includes a set of documents and teaching materials. The analysis of academic and methodical documentation showed that working programs, academic and methodical complex of disciplines consistently reveal the content of the educational program. Accredited EP harmonized with the content of educational programs KazNU after Al-Farabi, KazNPU after Abai, Kazakh state women's pedagogical university, Taraz state pedagogical institute, Atyrau state university after Kh Dosmukhamedov, Pavlodar state pedagogical institute and have close scientific relations with many universities in the near and far abroad: Newcastle University (Newcastle, England), Higher technical Institute (Porto, Portugal), German cultural center after Goethe, German service for the exchange of students and teachers – DAAD (Germany), BSPU after M. Akmulla (Ufa, Republic of Bashkortostan), Sofia University after St. Clement of Orchidskiy. For participation of students of educational program 5B021000-"Foreign Philology" in the program of internal academic mobility analyzed curricula of these universities to identify similar disciplines and courses.

In addition to the above, negotiations are under way on a two-degree program with a related educational program "Foreign Philology" of the Orenburg state university on the subject of coincidence in the content and volume of academic disciplines. Students of EP 5B011900 - "Foreign language: two foreign languages" participate in the program of academic mobility. So, for external mobility in the first half of 2016-2017 academic year, students Batyrbaeva A., Bagitova A., Suleimenova A., Azilkhan T., Konkabayeva A. studied at the university of applied Sciences after Janos Kodolani (Budapest, Hungary); internal mobility Asylbekova N., Suleimenova A., Bagitova A studied in KazNPU after Abai; Khaliulla A. in WKSU after M.Utemisov, and student Sapargalieva D. arrived from WKSU after M. Utemisov in the framework of academic mobility.

At the department of English and German languages there are methodological developments and materials of teaching methods used in the study of academic disciplines, released through the publishing center of the university. So for the last two years 7 academic and methodical materials were published. According to EP 5B021000 - "Foreign Philology" for the reporting period prepared 20 teaching aids, guidelines, workshops, collections of exercises, tests, lecture notes. In the period from 2010 to 2015 were prepared and recommended by RAMB of MES RK for the publication of 2 textbooks and teaching aids of academic teaching staff of the department, tested in the educational

process.

The logical conclusion of training on educational programs is the final certification. It includes the state exam in the educational program, writing and protection of qualifying research paper. The list of themes of graduation papers is reviewed annually by academic supervisors in connection with the emergence of new priorities in the development of science and education, improvement of technology, new teaching methods, with the development of basic research in science. When implementing educational programs, the necessary integrity is ensured, combining the required ratio between the theoretical and practical components of the educational process. The content of the modules, all practices and final work are aimed at achieving the goals of the EP and the acquisition of learners professional and general cultural competencies.

### ***Analytical part***

As a positive point, it can be noted that in the preparation, approval, modification and addition of EP participate all interested people who can recommend elective courses for inclusion in the catalog of elective disciplines, for the choice of their students. On the modular academic program 2017-18 academic year there are positive reviews from potential employers: representatives of the school № 17, (minutes 43 meetings of the department of English and German languages №8 from April 06, 2015); Director of school № 35, Director of trilingual school gymnasium №21, Director of school №17 (minutes of the department of English and German languages №8 from April 20, 2016); in the CED 2017-2018 academic year on the recommendations of the director of school №51, Director of school № 2, Director of school № 33.

In the 2016-2017 academic year, heard reports on the improvement of quality of preparation of specialists (AB, №5 of December 26, 2016; №8 of March 01, 2017); to verify the organization of the professional practice (board of foreign languages faculty, minutes: №2 of October 25, 2016; rectorate, minutes №9 from May 11, 2016); the employment of graduates 2016 (AB, minutes №4 of November 23, 2016).

Based on the analysis of the competence model of graduates EP 5B011900-"Foreign language: two foreign languages", 5B021000-"Foreign Philology" can be concluded about their compliance with the set of expected learning outcomes.

For the implementation of the educational program is carried out at a high enough level work on the preparation of academic and methodical documentation (AMCEP, AMCD, syllabus, etc.), which is discussed and evaluated their quality at different levels: graduating department, methodical board of the faculty, AMB of university, internal audits and approved by the vice-rector for academic affairs.

The logical conclusion of training on educational programs is the final certification. It is noted that the list of themes of graduation papers is reviewed annually by academic supervisors in connection with the emergence of new priorities in the development of science and education, improvement of technology, new teaching methods, with the development of basic research in science. When implementing educational programs, the necessary integrity is ensured, combining the required ratio between the theoretical and practical components of the educational process. It should be emphasized that the content of the modules, all practices and final work are aimed at achieving the goals of the EP and the acquisition of learners, professional and general cultural competencies.

### **Strengths/best practices:**

- Having developed the model of a graduate that describes the learning outcomes and personal qualities.
- Proof of the external examinations of the EP.
- The complexity of the EP, which is clearly defined in Kazakhstan credits and ECTS.

### ***The recommendations of the EEC:***

1. Consider the possibility of training students for professional certification.
2. To intensify cooperation with foreign educational organizations.

***Conclusions of EEC on criteria: strong-3, satisfactory - 7, suggest improvements-2.***

***5.4. Standard “Continuous monitoring and regular assessment of educational programmes”***

***Evidential part***

On the basis of the faculty and departments monitoring and periodic evaluation of EP 5B011900 - "Foreign language: two foreign languages" and 5B021000-" Foreign Philology» are provided in order to ensure that they achieve their goals and meet the needs of students and society. The results of these processes are constantly improving programs. All people concerned shall be informed of any action planned or taken in respect of these programs.

Continuous monitoring and periodic evaluation of EP 5B011900-"Foreign language: two foreign languages" and 5B021000 - "Foreign Philology" is based on the following principles:

- coordination and mutual adaptation of curricula and programs;
- completeness of education at each stage;
- satisfaction of educational inquiries of students depending on abilities, desires and opportunities;
- complexity of work, training, studying the needs of the labor market.

The university has defined the procedure for monitoring, analysis and revision of EP.

Measures on improvement which are reflected in documentation are developed (minutes of the department of English and German languages №9 of April 07, 2017, minutes of the department of Foreign Philology №1 from August 26, 2015, minutes of the meeting of the department of foreign Philology №1 from August, 29, 2016).

Continuous monitoring and periodic evaluation of EP is based on the proposals of the organizations and agencies of Aktobe oblast and West Kazakhstan, stakeholders, students involved in the process of selecting and forming the list of elective courses, development of topics of final works, as well as opinions and suggestions of students and employers at the end of the apprenticeship, the proposals of the hook, and also takes into account the demand for graduates in the service sector, recognition by employers of the region the quality of training.

The updating of the educational program is carried out in accordance with the change of state compulsory standards of higher education, the introduction of new directions and courses of choice, employers' requests, which is reflected in the catalog of elective disciplines for the relevant academic year, which is approved by the academic board of the university.

The university management, in particular, academic and methodical department, office registrar in accordance with regulatory requirements, organizes and provides students with the choice of elective subjects.

Academic load of students, the level of progress and the release of students meet the regulatory requirements; university, employers, students are informed about the planned and undertaken actions in respect of EP. The development of educational programs takes into account the complexity of the workload of students, all kinds of its educational activities, which are provided in the curriculum, including classroom and self-study, practice, etc.

The analysis of monitoring procedures and periodic evaluation of educational programs is based on the analysis of curricula. The educational program comply with a regulatory ratio of cycles of the curriculum: comprehensive disciplines – 22,9%, basic disciplines – 52.6 % and major disciplines were 24.5%. The total volume of credits under the general education program is not less than 131 units.

The educational program provides an opportunity for students to independently monitor the current rating. The accumulative system promotes their aspiration to participate actively in all types of occupations, planning, and control of an assessment of knowledge.

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

For learning educational resource available medium, including computer equipment, software license and acquired, sites, computer classes and reading halls, book fund, educational digital materials, etc. are created.

To determine the level of satisfaction of internal needs of the department of monitoring the quality of education each academic period organizes and conducts surveys of students, teachers and staff of the university. Questionnaires used for the survey: "Teacher by the eyes of the student", "The quality of the educational process", "Satisfaction with the organization of work practice", "Clean session". Also on the website of the university there is a blog of the rector by means of which students and teachers can address their opinions, wishes and claims on educational programs and other problems. All incoming information is carefully analyzed and the university management takes appropriate measures.

The survey of October 26, 2016 on the quality of the educational process shows the following results: 85.9% of respondents from among the surveyed students accredited by the survey point out the frequent use of innovative pedagogical technologies in the educational process; 83.3% of respondents are satisfied with the organization of the educational process (material and technical base, lesson schedule, etc.), 91.0% of respondents point about the participation of students in solving problems related to the organization of the educational process, 92.3% of respondents emphasize on good relationship of students in academic groups. This survey was conducted in order to determine the level of satisfaction of students' educational needs, attitudes to the educational process, socio-cultural environment and psychological atmosphere in the academic groups.

Also, according to the survey of employers 81.3% of respondents assess the quality of training of the university "good", and 18.7% - "very good"; 67% of respondents think that in comparison with graduates of other universities, university graduates are more professional.

The results of the survey are statistically processed, discussed at the meetings of the administration and taken into account in the further planning of educational activities. According to the statistical monitoring data periodically, at the university level, the report on the results of the sessions is analyzed and formed, which is submitted to the academic board for consideration in order to take the necessary measures to achieve the desired results.

Every year, the decision of the academic board of the university sets the minimum conversion rate for the transfer from course to course in the context of courses for bachelor students.

According to the results of the 2014-2015 academic year, the absolute performance at EP 5B011900-"Foreign language: two foreign languages" was 99.6%, the quality of performance - 93.4%, the share of honors - 28%. In 2014-2015, 2015-2016 academic years, student performance is consistently maintained at the level of the above indicators - 54.6% increased. In 2015-2016 academic year academic performance in the educational program was 100%, quality - 93.2%. The proportion of movers increased - 54,6% .

In 2015-2016, and 2016-2017 academic years, the academic performance of students is stably maintained at the level of the indicators, and the quality of knowledge and the proportion of straight-a students show a tendency to increase results.

The performance criteria of the program are: student recruitment, academic performance, employment. For 2016-2017 academic year – students' progress in the educational program 5B011900 - " Foreign language: two foreign languages" is 100%, progress in senior courses – 78-71%.

According to EP 5B021000 - "Foreign Philology" student performance and quality of knowledge over the past 3 years consistently maintained at the level of indicators: average performance – 100% quality – 75%.

### ***Analytical part***

After analyzing the compliance of the activities of departments of foreign philology and English and German languages, "Continuous monitoring and regular assessment of educational programs" of the EEC notes the following:

- on the basis of the faculty of foreign languages is systematically monitored and periodic

evaluation of EP accredited areas;

– based on the results of monitoring and regular assessment, EP is updated and changes are made to the actions in accordance with the new SCES and professional standards.

– As a result, there are supporting documents regarding the analysis and monitoring of the EP, which includes:

- survey of applicants, students, alumni, academic teaching staff, and employers;
- progress of students;
- labor input of EP;
- assessment of the competence level of the SPW;
- degree of compliance of EP to the established state requirements.

***The recommendations of the EEC:***

1. Intensification of cooperation with leading educational institutions of the republic in order to develop joint educational programs.

2. To improve the work to optimize the content of the EP, in terms of the formation of practice-oriented training of students.

3. Continue to work on improving the effectiveness of the educational program.

***Conclusions of EEC on criteria: strong-1, satisfactory - 9.***

***5.5. “Student-Centered Training, Teaching and Student Evaluation” Standard***

***Evidential part***

When implementing student-centered educational programs intellectual development, individual characteristics, the needs of students, which is reflected in the relationship of subjects, from the first year to graduation are taken into account.

Active activity of students includes participation in the formation of the content of educational programs, self-formation of individual educational trajectory, academic freedom in the choice of the teacher, transparency and accessibility to the results of evaluation of the level of effectiveness of training and teaching methods, the ability to assess the professional qualities of teaching staff, as well as the level of material and technical support of the educational process. Advisors carry out work on the construction of individual educational trajectory, giving students the opportunity to choose the subjects.

The whole academic-methodical documentation - MAP, CED, AMCD made in two languages, and IEPS, materials on forms of current, intermediate, intermediate and final control shall be in the language of instruction. Direct contact with the dean "24 hours a day" through social networks; work with advisors (curators); work in the bodies of student self-government or student organizations; participation in student creative communities are realized.

With students conducted professional and academic orientation, developed IEPS taking into account the sequence of subjects. When academic writing on modules or elective subjects teachers of EP conduct a presentation of their courses to students. Information about the current system of assessments the student receives in the first year of meetings with the dean, head of the department, curator (adviser) during the orientation week. The basic provisions of the knowledge assessment are also presented in the guidebook.

Chairs provide introduction and efficiency of innovative methods of teaching, continuously use modern pedagogical technologies and methods of training promoting activation of cognitive activity of students. Thus, teaching staff of the department of English and German languages conduct classes using the following modern teaching methods: case-study-Suleimenova Z.E., interactive training-Trusheva A.T., Peschanskaya T.I., communicative-oriented approach to teaching foreign languages-Eleuova L.A., work in small groups-Nurmanova Sh.K., method of mnemonics-Hasanova E. B., etc.

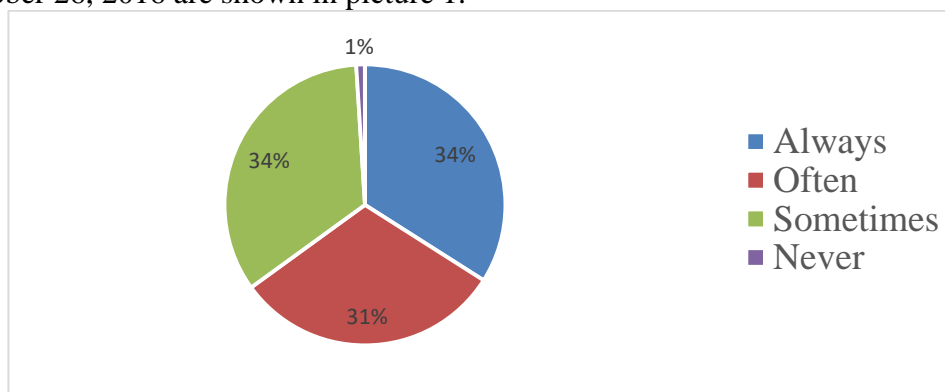
Staff of the department of Foreign philology use in the classroom the following teaching



methods: joint lectures (Sarbasova A.E., Bostekova A.R.), work in small groups (Abdullina E.B., Aimukatova A.T., Buribayeva R.A.), role-playing (Akchambayeva Sh.T., Tolegenova G.G.), method of critical thinking (Kalybayeva A.Zh., Magzymova Zh.S.), discussion (Bekniyazova M. B., Sapargaliyeva D.D.) etc.

To increase students' interest in educational and cognitive activity, all teachers conduct classes using multimedia complexes: flesh presentations made with the help of editors: CamStudio, Free make Video Converter and iSpring free (editor of test tasks). Skills on creation and use of presentations were acquired on advanced training courses in RIAT "Orleu" (Almaty, from 2014-2016, organized by the Kazakh-Russian international university Middlesex University (London. England).

The effectiveness and efficiency of the used technologies is reflected in the assessment of the achievements of students and feedback from employers about their work after graduation. The survey is conducted among students "Teacher by the eyes of students". The results of the survey conducted in October 26, 2016 are shown in picture 1.



Picture 1. The results of the survey on student satisfaction with the use of academic teaching staff innovative teaching methodologies EP 5B021990- "Foreign language: two foreign languages", 5B021000 - "Foreign Philology".

Analysis of the results of the survey of students on the quality of the educational process, shows that teachers in the classroom are actively using innovative pedagogical technologies. This was shown by 65% of respondents.

Acting within the framework of the credit system of education, teachers of the department create the most favorable conditions for students to master the disciplines of the educational program and obtain an academic degree. For this purpose are developed:

- 1) working programs (Syllabus) for each discipline for the student and the teacher;
- 2) control and measuring materials for classroom work on each discipline;
- 3) control and measuring materials for SIW;
- 4) materials for knowledge control;
- 5) materials for work on practices.

The entire volume of the SIW is confirmed by tasks requiring students to work individually on a daily basis.

Individual work of students is one of the most important components of learning a foreign language. Tasks for independent work of students are defined in syllabuses and working curricula of disciplines. The schedule of delivery and reception of SIW is drawn up, the log of check of SIW is kept.

The complexity of the independent work of students is determined in working curriculum depending on the credit allocated for the study of the discipline according to the working curriculum. The decision on the adequacy of the tasks for independent work of students reading the content of subjects and learning outcomes are taken at the meetings of the department. Evaluation of individual work is carried out by the teacher of the discipline. Mechanisms for adequate evaluation of the results of individual work are given in syllabuses, which are distributed and explained to students at the beginning of the semester.

When implementing the student-centered approach in the feedback process, the wishes, needs of students are taken into account and decisions are made, which are taken into account in the preparation of the EP. Feedback from students is carried out through the definition of an individual login and password, which creates the possibility of forming a two-way communication between the subjects of the educational process. Access to the necessary educational materials can also be obtained through the "Educational portal" of the university website. Monitoring of progress on the educational trajectory is carried out through the AIS system "Platonus", and the last two years – through the system "Univer", where the student can get acquainted with their educational achievements through a personal account, which creates the ability to monitor their achievements. Members of the board of the institute and the student dean's office provide feedback to students to take their opinion into account when making decisions.

To ensure the objectivity of the assessment of knowledge and professional competence of the student, there is a mechanism for objective, accurate and comprehensive assessment of knowledge, skills and qualities, through the built-up system of assessment of current monitoring, intermediate and final certification, in addition, other mechanisms for assessing current performance, such as the use of input sections of knowledge, etc. Every year, according to the approved schedule, the residual knowledge of students is monitored using specially developed teachers of the university departments of control and measuring materials. Based on the results of the monitoring, reports are compiled, corrective and preventive actions are developed and implemented. Monitoring of academic achievements of students is carried out through the organization of the state qualification commission.

Table 1 - results of students' progress of EP 5B011900- "Foreign language: two foreign languages"

Academic year	Number of students	Passed			% of progress	% of quality	Share of excellent students
		«5»	«4»	Mixed			
2014-2015	277	28%	50,7	21,3%	99.6	93,4	28
2015-2016	252	54,6%	24,4%	21%	100	93,2	54,6
2016-2017	267	54,6%	24,4%	21%	100	93,2	54,6

According to the results of the 2014-2015 academic year, the absolute progress in the educational program was - 99.6%, the quality of performance - 93.4%, the share of excellent students - 28%.

In 2015-2016, 2015-2016 academic years, student progress is consistently maintained at the level of the above indicators, and the quality of knowledge (93.2) and the share of excellent students in 2015-2016 - 54.6% increased, however, the progress and quality of knowledge for 2016-2017 show a downward trend in results. This is due to the introduction of new language disciplines in 1-2 courses.

Table 2 - results of students' progress of EP 5B021000 - "Foreign Philology"

Academic year	Number of students	Passed			% of progress	% of quality	Share of excellent students
		«5»	«4»	mixed			
2014-2015	233	356	485	203	100	72	42
2015-2016	226	400	510	204	99	73	36
2016-2017	247	473	630	220	99,8	85	35,3

In the 2014-2015 and 2015-2016 academic years, the academic progress of students is stably

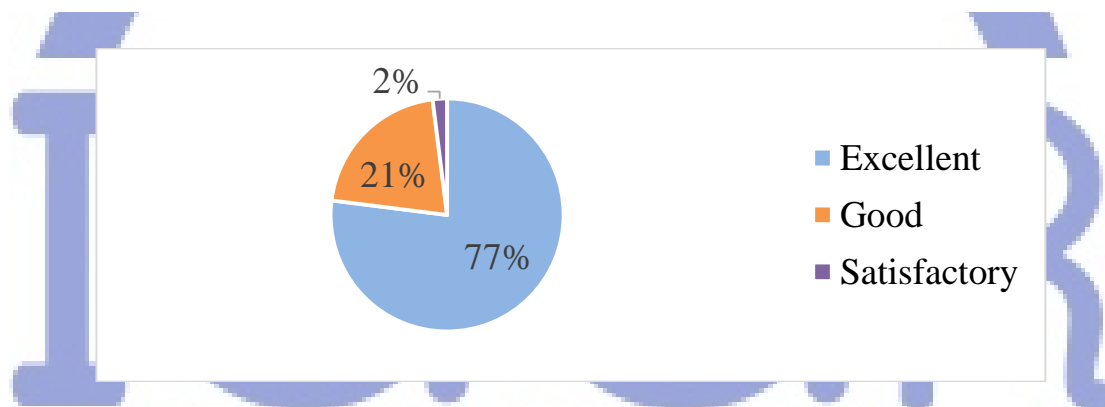
maintained at the level of the indicators, and the quality of knowledge and the proportion of excellent students show a tendency to decrease results. In 2016-17 academic progress - 99,8%, quality – 85%.

The mandatory stage of development of the EP is the passage of different practices, which is divided into educational, industrial and pre-diploma practice. Methodical practice is managed by experienced teachers of the department (Aimukatova A.T., Abdullina E.B., Akchambayeva Sh.T., Buribayeva R.A.) and representatives of organizations. Upon termination of practices satisfaction of employers with quality of preparation of trainees for the future profession is discussed. Employers express satisfaction with students in the form of positive feedback and letters of thanks, with a request-an appeal for the subsequent direction to work. For example, on passing of professional practice by employers concrete students, graduates of 2014 of EP 5B021000-"Foreign Philology" Bekmukhambetova Yu., Abieyeva T. are invited to work.

In January-February in 2017, with the purpose of obtaining information about the quality of training of teachers of English a survey was conducted among teachers and head masters of schools № 21, 23, 25, 40. The survey was attended by 20 people. They gave the following assessment to graduates.

Table 3

Very good	Good	Satisfactory	Unsatisfactory	Weak
5	10	5	-	-



Picture 2. Results of the survey on students' satisfaction with the organization of practices of the faculty of foreign languages

As can be seen from the picture, 100% of students positively evaluated the organization, methodological support and practice.

The results of the monitoring are examined and discussed at the meetings of faculties and departments, where measures to eliminate deficiencies are taken.

### ***Analytical part***

The report on self-assessment of accredited educational programs sufficiently fully reflects the processes that ensure equal opportunities for students to form an individual educational trajectory. Systematic development and introduction of innovative methods of teaching is shown, work on identification of level of satisfaction of the trained places and the organization of practical training is reflected.

The results of consistent study of the effectiveness of elective courses allow judging the stable positive dynamics in the assimilation of the developed content of programs focused on the formation of professional competencies of students.

When implementing student-centered learning, the requirements for teaching and for teaching in general change. Academic and methodical commission of the faculty is responsible for the systematic development, implementation and effectiveness of active teaching methods and innovative teaching methods. Teachers of the department create the most favorable conditions for students to master the disciplines of the educational program and obtain an academic degree.

During the inspection of educational documentation at the departments of accredited educational institutions it was noted that the subject of research papers on the methodology of teaching foreign languages reflects the problems of using modern pedagogical information and multimedia teaching technologies. The subject of some works is as follows: testing as a factor of increasing the efficiency of learning in the modern methods of teaching oral speech and reading, methods of extracurricular activities, discussion as a method of forming communicative skills in the learning process in the FL, especially intercultural communication, etc. The subject of research papers in linguistics also reflects the current state of theoretical sciences.

At the same time, in the course of interviews with teaching staff of accredited educational programs, it was revealed that they regularly improve their skills in mastering modern methods of assessing the results of training. Systematic holding of such events will help teachers effectively organize the process of monitoring the results of training, and students to understand the requirements for the results of training and the criteria for their evaluation by various pedagogical means.

***Strengths/best practices:***

- Research and availability of own developments in the field of teaching methods of disciplines.
- Feedback system on the use of different teaching methods and evaluation of learning outcomes.
- Support the autonomy of students with simultaneous guidance and help from the teacher.
- Ensuring equal opportunities for students regardless of the language of instruction to form an individual educational trajectory.
- Presence of a monitoring system for the progress of the student on the educational trajectory and achievements of students.

***The recommendations of the EEC:***

1. To strengthen the work of the department on the development of partnerships with new bases of practices.
2. Regularly improve the qualification of evaluators in the mastery of modern methods of evaluation of students' learning outcomes.
3. To increase the transparency of the feedback procedure with students on the basis of assessment of their satisfaction, in terms of demonstrating the educational program management decisions.

***Conclusions of EEC on criteria: strong-4, satisfactory-6.***

***5.6. Standard “Students”***

***Evidential part***

The policy of formation of the contingent of students is admission to the number of students, the most prepared to study in high school, consciously chosen educational program, scored the required number of points on the basis of UNT and CT (graduates of secondary schools, colleges) on the basis of state order (grant) and fee-based, as well as specialists with diplomas for a second higher education on the basis of an interview.

Questions of formation of contingent and results of reception are considered at meetings of departments, academic and methodical board of faculty.

In order to conduct pre-professional orientation of high school students conducted systematic career guidance among high school graduates Aktobe and Aktobe region: meetings with students, parents and teachers. Academic teaching staff of departments actively cooperates with the leading schools of the city and region on issues of leadership in scientific projects of students on the line SAS, DARYN, preparation for UNT. Members of the alumni association, graduates of different years are actively involved in the policy of formation of the contingent.

While working in the admissions office according to the approved schedule of the teaching staff of the faculty conducts orientation courses for students on the content and characteristics of the learning process. For students and their parents prepared guides of EP of foreign languages faculty in Russian and Kazakh languages, containing information about the features of educational programs, as well as future professional activities. In addition, professional guidance meetings of experienced teachers with graduates of schools and colleges are held regularly during academic year.

Currently, EP 5B011900 - "Foreign language: two foreign languages" enrolled 390 students, including full – time – 263 students, including the state educational grant-98, which is 37% of the total number of students. 165 students study on a contractual basis; 127 students study by correspondence, including 10 on a state educational grant, 117 on the basis of a contract. On EP 5B021000 - "Foreign Philology" – 236 students, including full – time – 218 students, including the state educational grant - 2, on a contractual basis-216 students; distance learning 18 students, on the basis of the contract-18.

Students and visitors of the official website of the university can get acquainted with the rules of admission, transfer from course to course, from other universities, the order of transfer credits mastered in other universities, deductions, etc. Transfer of students from the course to the course is based on the transfer average score (GPA) established by the academic board of the university. For non-compliance with the curriculum in the direction of training (educational program) within the prescribed time for disrespectful reasons, violation of obligations under the rules of internal order, rules of residence in the hostels for students can apply disciplinary measures up to expulsion from the university.

For adaptation of students held orientation week, where dean and responsible people of the faculty holds introductory lesson about the rules of credit technology, the system of knowledge assessment, the rules of translation and calculation of GPA, introduces the departments, rules and regulations of the university, the rules of residence in the hostel, the code of corporate culture, operating at the university and at the faculty circles and student self-government organizations, with the mode of operation of the library, instructions for use of reading rooms and students are provided with individual logins and codes in the educational portal AIS "Univer".

In accordance with the requirements of the Lisbon Convention, the admission committee carries out work on the submission of documents for university applicants who have documents on the formation of international and foreign educational institutions, for the procedure of recognition and nostrification in the center of the Bologna process and academic mobility of the MES RK.

Organization of academic mobility in ARSU after K. Zhubanov is regulated by the law of the republic of Kazakhstan "On education", normative documents of the ministry of education, the rules of the organization of the educational process on credit technology of training. Academic exchanges are implemented in accordance with the agreements between ARSU after K. Zhubanov and partner universities, agreements with international companies, foundations and other organizations. For students participating in the program of academic mobility, an individual curriculum is formed by agreement of the parties. The individual curriculum is the basis for the pre-academic recognition procedure, which in turn guarantees that the training will be credited to future qualifications.

Departments of accredited educational programs actively cooperate on programs of academic mobility with universities of Kazakhstan and other countries, in particular, with West Kazakhstan state university after M. Utemisov, Kazakh national pedagogical university after Abai, University of applied sciences after Yanosh Kodolani (Budapest, Hungary), Xinjiang financial and economic university (China), Xinjiang pedagogical university (China), the university of England, etc.

Within the framework of internal and external academic mobility students educational program 5B011900-"Foreign language: two foreign languages" have been trained. In 2016-2017 student Khaliulla A. in WKSU after M. Utemisov, Bagitova A., Assylbekova. N. and Suleimenova A. in KazNPU after Abai, Sisen G. in England, Batyrbaeva A., Bagirova A., Suleimenova A., Atilhan T., Anabaena A. at the University of applied sciences after Yanosh Kodolani (Budapest, Hungary). In 2014-2015 academic year under the program of external academic mobility in Xinjiang university of finance and economics in China studied Nurysheva A. In 2015-2016 academic year under the

program of internal academic mobility in Almaty in the second half of the year were trained the following students: Balkhash A. (2<sup>nd</sup> year), Beisen A. (2<sup>nd</sup> year) at the Kazakh national pedagogical university after Abai.

EP 5B021000-"Foreign Philology" also observed activity of students in external academic mobility: Aimurzina A., Medetalieva G., Aitkulova M. (Yili Normal University), China, May-July 2015); Ayaganova A. (summer language courses for German in Augsburg, Germany by the DAAD, 27.07.2015-21.08.2015); Zhandaliyeva D. (summer language courses for German in Tashkent, according to the program of DAAD, Goethe-Institute, 01.09.2015-10.09.2015);. Bakhytzhhan S. and Poslushnaya E. participated in the International winter school "German traditions in Kazakhstan and Germany" in KazNU after Al-Farabi together with the DAAD (2016-17). In 2016-17 academic year Yili normal university (China) students 4<sup>th</sup> courses of the Mankeyev K., Talasbayeva G., Kadyrova G.; Xinjiang university of finance and economics in China – Nurgali S. were trained. Student of 4<sup>th</sup> course Burankulova A. for 1<sup>st</sup> semester studied at the university of applied Sciences after Yanosh Kodolani in Hungary.

In addition, the program of external academic mobility were trained in China following students: Xinjiang Finance and Economics University –Yesenbaeva A., Nurtasova N.; in Xinjiang pedagogical University Tassina E., Bekkeldiyeva E. were trained.

Upon completion of their stay at the partner university, students submit to the coordinator of academic mobility transcript with a list of studied subjects, including the results of the exams on the individual curriculum, academic certificate, information about the internship. On the basis of the transcript in accordance with the standard curriculum and the catalog of elective disciplines is carried out mandatory credit transfer. In addition to the recognition of the results of academic mobility, higher education at the university can be obtained on the basis of secondary vocational (post-secondary education) and higher education, thus, the university recognizes the previous results of training and specifically for such categories are developed reduced educational programs that take into account the previous level of education.

In general, during the reporting period there has been an increase in the scope of academic mobility. In 2016-2017 academic year, students of accredited EP had opportunity to listen to a course of lectures by Professor Rusev R.I. from the St. Cyril and Methodius university.

In order to organize the research work of students, instilling interest in science, creating conditions for self-realization of personality in various fields at the faculty of foreign languages operate scientific student circles. For example, in the department of English and German languages there are 3 scientific student circles: "Linguistic changes in modern English", "Topical issues of modern applied linguistics". The theme of the circles is closely connected with complex scientific problems of the research of teachers of the department. The heads of scientific student circles are experienced teachers Nurmanova Sh.K., Kuzembayeva K.Zh., Suleimenova Z.E., Orazova A.A., Trusheva A.T., Uais A.A., etc. 44% of students of EP 5B011900-"Foreign language: two foreign languages" take part in these circles.

On the department of "Foreign Philology" there are students scientific circles "Linguistic features of scientific subject terminology", "Stylistic features of newspaper and journalistic genre", "Bases of scientific activity" are organized and functioned. The focus of the scientific community is the problems of linguistics. The results of the scientific circles are reflected in the programs of scientific seminars, presented in the thesis, as well as published in the materials of scientific conferences, scientific publications. Scientific circle "Linguistic features of scientific and subject-specific terminology" under the direction of Sarbasova A. E., Kushkarova G.K., Kusanova B.Kh., Magzymova Zh.S., Burankulova E.T. received the diploma "The Best scientific circle" at the end of 2016.

The university has created conditions for continuous self-education of students EP, aimed at the formation of professional mobility, the development of research skills, the disclosure of creative potential, individual abilities and personality.

Under the program of additional training, students study Chinese language at the Confucius Institute at ARSU after K.Zhubanov. Classes are conducted by professor Li Zyan Hun and associate

professor Asiya Aili.

To impart the holistic nature of educational activities and implementation of the overall government approach to the issues of organization of the extracurricular activities the university has a youth wing "Zhas Otan" debate club "Ritor" theater, "Shahar", CFI team "Pretty girls". Students of the faculty of foreign languages are active members of these organizations and associations. For example, students of EP 5B011900-"Foreign language: two foreign languages" Kamar N., Khairosh T., Mahsotova G., Kurakova G. were awarded letters of thanks for active participation in the work of the youth wing "Zhas Otan". Student of EP 5B011900-"Foreign language: two foreign languages" Shindaulova A. is member of university theatre "TUMAR" in the 2015-2016 academic year won the grand prix in the international competition of student's theatres in Orenburg. CFI team "Pretty girls" of FLF received a letter of thanks as part of the university competition of CFI among faculties.

Students of EP 5B021000 - "Foreign Philology" also take an active part in the social life of the university, in various social and cultural events of the city, region and are winners of various competitions and spartakiads of urban, regional, national scales. So, Kartzhan N., 4<sup>th</sup> year student of EP 5B021000 - "Foreign Philology" in the event dedicated to the 25<sup>th</sup> anniversary of Independence of Kazakhstan received a letter of thanks on behalf of akim of Aktobe region B. Saparbayev. 2<sup>nd</sup> year student Esenzholova A. in the regional competition "National Delphi games" (pop vocal) took the 1<sup>st</sup> place; in the national round of the 3<sup>rd</sup> place. In the competition in honor of Gaziza Zhubanova among the youth of educational institutions "Art enthusiasm" she was awarded 2<sup>nd</sup> place. At the interfaculty song contest "Two stars" student Esenzholova A. took the 3<sup>rd</sup> place, Kartzhan N., 4<sup>th</sup> year student of EP 5B021000-"Foreign Philology" participated in the project "Training for volunteer activities for Expo-17" and received a commendation for participation in the republican competition "Polyglot" in the city Astana was awarded a diploma for participation in the international anti-nuclear movement "Nevada-Semey".

Conditions for the self-realization of the student's personality are also the organization and holding of events dedicated to the national state, professional, anniversaries and holidays: "Knowledge Day", "Teacher's Day", dedication to students "Hello, here we are!", "Independence day of Kazakhstan".

Particular attention is paid to the faculty work related to the organization of employment and the allocation of graduates. A database has been created for all students enrolled in the rural quota. For example, in 2014, according to EP 5B011900-"Foreign language: two foreign languages", 7 students completed their studies under the rural quota. In 2015, year 4 students in 2016 and year 7 students. An important factor is the monitoring of employment and professional activities of graduates. Monitoring is carried out through direct activity: student – department – department of practice and employment – organization of education, where the graduate works. There is a registrar journal of monitoring of employment of graduates for the last 3 years.

In the labor market graduates of EP 5B011900 - "Foreign language: two foreign languages" show high rates of employment on a profile of preparation: for the accounting period 80% of graduates were employed on average, thus graduates - owners of the state educational grants have employability of 100%. According to the feedback of employers who employed graduates of the program, it is possible to conclude about the high degree of their training. EP 5B021000-"Foreign Philology" graduates 2016 - 76% employed in the field, feedback from employers is positive.

The management of EP carries out systematic monitoring of employment of graduates and promotes development of their career. To this end, the association of ARSU after K. Zhubanov – public association, convened in order to carry out activities determined by the community of interests aimed at uniting the interests of university graduates. The association includes graduates of different years, as well as students of 3-4 courses. The alumni association and includes people holding management positions: vice-rector on science of Kazakh-Russian International university PhD Rayev M., translator of the embassy of Austria in Kazakhstan, candidate of philological sciences Utkelbayeva S.A., Director of training center "A-School" Krasnitskaya A.K., professors of the Kazakh-German university in Almaty, Kazakhstan Zhumagul D.K., and Matchanov D., Orynassarova I.T., Koilubayeva V. is director of the educational centre of "Oxford" in Astana,

Balymova A. – translator at LLP "Corporation Kazakhmys".

The department of the organization of educational process of ARSU after K. Zhubanov and alumni association constantly hold joint events, namely career guidance, organize job fairs, meetings with heads of enterprises and organizations, meetings of successful graduates with students, round tables with the participation of employees of educational institutions and enterprises of the region. For example, in 2015, job fairs, round tables, meetings were attended by educational and industrial organizations, representatives of which are members of the alumni association: department of education of Aktobe region, heads of regional departments of education of Aktobe region, inspectors on staff of colleges, heads of enterprises of Aktobe.

To support gifted students in the departments of English and German languages, Foreign philology work is carried out in the following areas: attracting talented young people to research, experimental, creative activities: competitions, contests, protection of scientific works, ensuring the participation of gifted youth in international intellectual and creative competitions, the use of new information and communication technologies in the educational process. Also, the university has a system of flexible payment terms and a wide system of incentives. So, for the last two academic years 7 students of EP 5B011900 - "Foreign language: two foreign languages" Amankosova D., Teplinskaya O., Sagnayeva D., Nazarbayeva S., Marinova L., Alibekova N., Sydykova A. received 50% discount on tuition fees for a period of one academic year.

Students of EP 5B021000-"Foreign Philology": Amanbekkyzy S. is the owner of the targeted grant from akim of Baiganin region; Shangereyeva S. – 50% discount for tuition of ARSU after K. Zhubanov; Burankulova A. - grant of the MES RK; Malickyzy D. - grant of ARSU after K. Zhubanov. Students who receive a 50% discount for the excellent training: Zhalmaganbetova Zh., Nurullayeva N., Rahimzhanova G., Suleimenov A., Mukash K., Bergenova G., Grinenko Y., Kazakhbayeva S., Kulbatyrova I.

According to the results of an anonymous survey of students of accredited educational programs by the survey on the organization of the educational process 90% of respondents satisfied with the organization of the academic process, material and technical base, class schedule, etc. Does not suit in full -10% of respondents. To the question "Do students participate in solving problems related to the organization of academic process?" 55% of respondents answered "Yes, always", 30% - "sometimes", 15% noted non-participation. The results of the anonymous survey of students of EP show full satisfaction respondents style of pedagogical communication, prevailing at the faculty of foreign languages: democratic – 30%, cooperation with students – 57%, authoritarian – 13%. According to the results of the survey of students of EP to clarify the psychological situation in groups, the question "Your relationship with each other in the group?" respondents answered: excellent-70%, good – 20%, satisfactory - 10%, bad and very bad – 0.

### ***Analytical part***

After evaluating this standard, we came to the following conclusions.

The description of the standard reflects the policy and principles of formation of the contingent of students, the conditions for creating an educational environment for students to achieve the required professional level, methods of feedback and information of students, aspects of the cultural and social life of students. The research activity of students is analyzed, the monitoring of employment and professional activity of graduates is presented, the examples of providing academic mobility of students are shown. When speaking with students from neighboring countries it was found out that foreign students are satisfied with the conditions of adaptation and support of foreign students.

In addition, the standard provides incomplete information on how the university assesses the correspondence between the admission process and the subsequent progress of students. There is a description of on the basis of what internal documents recognition of previous learning outcomes and qualifications is carried out. But there are no statistics and some examples of recognition of previous learning outcomes. The commission did not see the prospects for the development of external and internal academic mobility on accredited EP.



***Strengths/best practices:***

- A mechanism to support talented and promising students.
- Involvement of graduates in the alumni association.
- Carrying out systematic career guidance work.

***The recommendations of EEC:***

1. Expand opportunities for external and internal academic mobility for students.
2. To involve students in self-education and development outside the main program more actively.
3. To assist students in obtaining international grants (DAAD, Erasmus Mundus, Tempus, Horizon 2020, Newton Al-Farabi, Bolashak, etc.), participation in international projects, conferences and international internships.

***Conclusions of EEC on criteria: strong-1, satisfactory - 9, suggest improvements - 2.***

*5.7. Standard "Academic Teaching Staff"*

***Evidential part***

The personnel potential of the department of English and German languages consists of 2 candidates of philological sciences, 2 associate professors, 8 senior lecturers, 7 lecturers, 6 masters. The qualitative composition of teaching staff is 11%. The median age was 43 years. Educational activity of EP 5B021000 - "Foreign Philology" is carried out by the department of Foreign Philology. The department employs 14 full – time teachers, including with academic degrees of doctor and candidate of sciences-5 people, which is 36% of the degree. Information about academic teaching staff is on site [www.argu.kz](http://www.argu.kz).

Teachers of the graduating departments of accredited EP take active part in scientific and methodical seminars. For example, academic teaching staff of departments participated in the international scientific-practical seminar "Life of language and language in life" dedicated to the 50<sup>th</sup> anniversary of ARSU after K. Zhubanov (15.03.2016); in the international seminar "Integration in multilingual education", organized by the Confucius Institute at ARSU after K. Zhubanov (5-7.04.2016); in interactive online courses "E-Learning", "Rosetta Stone"; etc.

Close cooperation with schools and databases of practices is reflected in the following events: April 25, 2017 school teachers took part in the round table as speakers. Teacher of English language of school №21 Baimagambetova A.Zh. held guest lecture for 3<sup>rd</sup> year students "The Status of the teaching profession." February 24, 2017 in the framework of professional orientation work of students Aimagambetova Z.T., English teacher of school № 31, also held guest lecture for students of the 4<sup>th</sup> course "Methods of teaching FL".

In the period from 2013-2017 teachers have training in JSC National center of advanced training "Orleu", Almaty, in the university of Newcastle on the program "Enhancing Learning and Teaching in Higher Education (ELTHE) (2014), Higher technical institute, Porto (Portugal) under the international program "Professional Development course in education for higher education institutions" in the city of Norwich (UK). Teachers who completed courses of professional development in their practice using the following interactive methods of learning: Bloom's Taxonomy, evaluation Criteria (Summative and formative assessment, Diagnostic assessment), Sinquan, Prezi, iSpring, Plasmnet/ Placemat.

As part of the international academic mobility in April 2017 at the department of English and German languages professor of the University of Veliko Turnovo after Saints Cyril and Methodius (Bulgaria) Rusev R.I. held lectures on intercultural communication for 3<sup>rd</sup> year students.

The results of scientific research are reflected in textbooks that are used by students in the study of subjects of the curriculum. Only in 2016 academic teaching staff released 7 manuals volume

26,7 p.p. For example, teacher Trusheva A.T. published the "Collection of materials for self-training on discipline "Geography" for full-time and correspondence forms of training of EP 5B011900-"Foreign language: two foreign languages". For the 4<sup>th</sup> year students lecturer Khassanova E. B. - collection "Educational didactic guide to the novel by Christina Nestlinger "Die Ilsestweg" on the discipline of home reading a second foreign language", teachers Zhumakhanova A.Zh. and Goncharenko O.V. actively used "Materials on the IWS for students of the 3<sup>rd</sup> course on the subject of second foreign language" during the classes of IWST.

For several years the scientific circle has been functioning: "Linguistic peculiarities of scientific-subject terminology" (under the leadership of Sarbasova A.E.), which was awarded the diploma "The Best scientific circle" by the end of 2016.

Initiative scientific theme of the department of foreign Philology "Theoretical and practical aspects of modern linguistics in the context of multilingualism", state reg. №0116PK00477, duration: October, 2016 - October, 2019, authors: Kushkarova G.K. – candidate of philological sciences, associate professor, Sarbasova A.E. - candidate of philological sciences.

The theme of the research work of the department of English and German languages "Formation of intercultural competence in modern conditions of teaching foreign languages" (Previously teaching foreign languages) is registered in SCSI; Performers: candidate of philological sciences Yerzhanova G.A., candidate of philological sciences Suleimenova Z.E., senior teachers: Eleuova L.A., Nurmanova Sh.K., Trusheva A.T., Orazova A.A., Uais A.A., Peschanskaya T.I.

Teachers of two departments in accordance with the plan of academic and methodical work regularly conduct demonstrative lessons and reciprocal visiting of lessons. For example, only in 2016-2017 academic year the department of English and German languages planned and conducted 12 demonstrative lessons and 50 reciprocal visiting of lessons; Foreign Philology - 10 demonstrative lessons and 46 reciprocal visiting of lessons. Schedules of demonstrative lessons and reciprocal visiting of lessons were approved at a meeting of the department (minutes №1 from August 29, 2016; minutes №1 dated August 19, 2016 respectively). The results are reflected in the relevant journals (FZh - 07.01-02, FZh-05) and minutes of meetings of departments (minutes №3 of October 29, 2016; № 4 of November 11, 2016; №10 of May 20, 2017)

For merits in education of teachers of accredited EP awarded the following honorary titles, diplomas and badges: candidate of philological sciences, associate professor Kushkarova G.K. for great contribution to the education and training of highly qualified specialists awarded the letter of gratitude of the akim of Aktobe region (2015); senior lecturer Magzymova Zh.S. for meaningful work, high pedagogical skills in teaching and educating the younger generation, for creative achievement was awarded the diploma of the Aktobe regional trade union of education and science (2014); Head of the department Yerzhanova G.A. received a diploma from the akim of the region and the regional trade union (2015); teacher Khassanova E.B. - a medal in honor of International Women's day on 8 March (2017); honorary diploma of the city akimat, the jubilee medal for the 50<sup>th</sup> anniversary of the university: Kushkarova G.K., Aimukatova A.T., Buribayeva R.A., Zelenskaya O.L.

At the departments of English and German languages, Foreign languages great attention is paid to the introduction of modern learning technologies. Published materials on the use of innovative technologies in the educational process, carrying out of presentations of training courses with the use of interactive boards, multimedia projectors etc. Also are video and audio multimedia training and monitoring programs: English File, Office communication, Headway, Look ahead, International tests KET, PET, First Certificate, Test your grammar with Oxford Practice Grammar.

On disciplines there are tests in the form of CD for the current and boundary controls. So, on discipline "Application of innovative technologies in training" teachers use presentation "Do it yourself activities", on discipline "Introduction in educational program" - the program "Shaping the way we teach English". Teachers of the department actively use video-films during classes.

EP 5B011900-"Foreign language: two foreign languages" and 5B021000 - "Foreign Philology" in the framework of international cooperation carry out joint design and research activities under the guidance of professor of Duisburg university of Germany B. Shpilner and candidate of philological sciences Suleimenova Z. E. on the theme "Forms of treatment in German, Russian and

Kazakh languages", in this connection, the discipline "Practicum on intercultural communication" was introduced in the EP. The inclusion of this discipline in the curriculum contributes to the formation of the required employers professional competence of graduates of educational programs.

The department of foreign languages cooperates with the universities of Kazakhstan KazUIR and WL after Abylai Khan, Atyrau state university after Kh. Dosmukhamedov, universities abroad: Orenburg state university, Moscow state university after Lomonosov. The international connection with the faculty of Philology and journalism of Orenburg state pedagogical university is established.

Teachers of the faculty maintain contacts with foreign and native educational organizations: German cultural center after Goethe, German service for the exchange of students and teachers – DAAD; carried out the translation of the book "Statistical Quality Control" from English into Kazakh language on the basis of the agreement of the ALE "Association of higher educational institutions of the republic of Kazakhstan", Almaty (agreement №19 of March 2, 2016).

### ***Analytical part***

Analyzing the standard "Academic teaching staff" on the accredited directions, we came to the following conclusion that reflected the policy of formation of personnel structure of teaching staff, qualification requirements of academic teaching staff of EP, monitoring of the activities of academic teaching staff, characteristics of the quantitative composition of academic teaching staff of EP, monitoring the quality of teaching and implementation of the plan of academic teaching staff, academic mobility of teaching staff. The subjects taught are fully provided by teachers who have education of the corresponding profile and qualification. Academic teaching staff has certificates obtained as a result of advanced training and international exams in a foreign language.

At the same time, teachers are not fully involved in the implementation of educational programs. Academic mobility of teaching staff accredited by EP to universities of the near and far abroad is poorly developed.

### ***Strengths/best practices:***

- Active use of academic teaching staff of information and communication technologies in the educational process.
- Availability of objective and transparent personnel policy, including recruitment, professional growth and development of staff, ensuring professional competence of entire staff.
- Providing the university management with targeted actions to provide opportunities for the development of young teachers.

### ***The recommendations of the EEC:***

1. To intensify efforts to attract foreign and native practitioners of the relevant sectors to teaching.
2. To develop academic mobility of academic teaching staff.

***Conclusions of EEC on criteria: strong-6, satisfactory-6.***

## ***5.8. Standard "Educational Resources and Student Support Systems"***

### ***Evidential part***

The university has a material and technical base, providing all kinds of practical training and research work of students, provided educational programs of the university and the relevant current sanitary and epidemiological and fire regulations. Students have the necessary living conditions, cultural environment, conditions for sports. The establishment of an effective education infrastructure is a prerequisite for the success of the university's mission.

The educational process on accredited EP is carried out in the main building and in the building №6 of the university (total area-4183.1 sq.m.) with 34 classrooms and offices of the laboratory of oral speech (LOS): 214 classroom - the study of the practical course of the German language; 319 classroom - literature study of the country of the studied language; 320 classroom - study of practical grammar; 316 classroom - study of interactive forms of training; 411 classroom - practicum on intercultural communication; 317, 321, 322, 503, 509, 519, 520 - special classrooms. At the faculty of foreign languages there is a specialized computer class, which has 22 pentium (R) computers connected to the local network, where the operating system Microsoft Windows XP Professional service Pack 3, the licensed software complex AUTO CAD, Corel Draw. In addition to the specified computer class, LOS has 21 laptops in the mobile computer class.

A great achievement in improving the quality of teaching is the creation of the oral speech laboratory (LOS) of the faculty of foreign languages, which is its educational subsidiary with the use of technical means in teaching foreign languages. LOS has 2 language laboratories for 24 seats, 1 language laboratory for 16 seats, a computer classroom for 10 seats, a computer mobile class with 21 laptops and a multimedia projector, 3 media libraries with interactive projectors and a literature fund in English and German, a video hall for 25 seats with a large plasma TV with a video set (TV, VCR and DVD player) and much more.

Each specialized classroom a passport office, equipped with means for fire extinguishing and safety instructions. There is journal of accounting work of teachers and students in specialized classrooms (journal).

At the beginning of academic year, the head of the laboratory conducts introductory instruction for first-year students on the rules of using these classrooms.

The university has introduced a unified system of library and information services. Each student and teacher has the opportunity to work with licensed full-text database electronic journals, electronic library system IPR-books, there is full access to advanced electronic libraries with English language websites, a database of electronic resources of THOMSON REUTERS, Springer link, ELSEVIER.

The library of the faculty of foreign languages has its own electronic library, it presents 6440 names of educational resources. These are textbooks, manuals, syllabuses, scientific articles of university professors, as well as basic and rare books.

The table below shows the availability of literature of EP 5B011900-"Foreign language: two foreign languages" and 5B021000-"Foreign Philology".

Table 4 - Availability of the fund of academic and methodological literature on EP 5B011900 - "Foreign language: two foreign languages" and 5B021000 - "Foreign Philology»

Academic year	Given contingent		Academic literature		Scientific literature		Total literature		Electronic literature included		Literature per 1 student
	kaz	rus	kaz	rus	kaz	rus	kaz	rus	kaz	rus	
<b>5B011900-«Foreign language: two foreign languages»</b>											
2014-15	188	91	18795	26055	5326	5995	24121	32050	50	450	201.3
2015-16	176	80	18910	26081	5326	5995	24236	32076	51	475	219.9
2016-17	189	76	18940	26095	5375	5999	24245	32081	52	476	220.4
<b>5B021000-«Foreign Philology»</b>											
2014-15	127	113	8210	22910	3216	5012	11426	27922	51	510	163.9
2015-16	130	106	8323	22939	3234	5012	11539	27951	53	512	167.3
2016-17	132	78	8361	21217	3233	5042	11789	27989	56	561	170,7

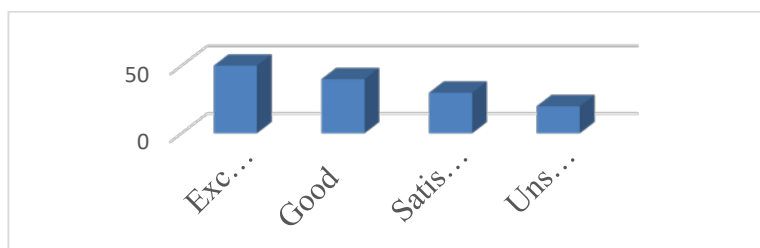
The library fund is annually updated and replenished with new editions of textbooks, academic and methodical literature on subjects of accredited EP at the expense of allocated funds. For example, for the successful implementation of EP 5B011900-"Foreign language: two foreign languages" in

January – March 2016, the library fund of the university was supplemented by a glossary of basic terminology concepts (35 pcs.), control and measuring material (40 pcs.) on special subjects, more than 40 textbooks and manuals of Kazakh and Russian authors on digital media.

Students have access to educational materials published by teachers. To improve the process of teaching teachers of departments prepared guidelines, manuals and work-outs, published in various publishing houses (including state language).

Students of educational programs 5B011900-"Foreign language: two foreign languages" and 5B021000-"Foreign Philology" have opportunity and access in the use of socio-cultural, sports objects of the university Palace of students for 800 places, Palace of youth (1750,2 sq.m.), Home of students (7157 sq. m.), canteen (493 sq m), sports hall (1190 sq. m.), sports complex (1761,4 sq.m), swimming pool "Dolphin" (1491,7 sq.m.), sports facilities (1272 sq. m.), the gym in the academic building №5 (1134 sq.m), gym in the academic building (576 sq m), sports complex at the educational building №3 (3519 sq.m.), sports complex in the main building (1732,4 sq.m.), the house of students (6516,2 sq.m.), polyclinic (1304,8 sq.m.). Students have the necessary living conditions, cultural environment, conditions for sports. Full-time students live in the homes of Students.

To assess the quality of material, technical and information resources used in the implementation of the EP is interviewing and questioning of students and academic teaching staff. Excellent-39,6%, Good-47,4%, Satisfactory-12,0%, Unsatisfactory-1,0%



Picture 3. The results of the survey of students ' satisfaction with the work of the library

Thus, according to the results of an anonymous survey of students of EP, 99.0% of respondents show full satisfaction with the quality of the libraries of the university.

According to the results of the survey "Satisfaction of students with the work of canteens" 76% of respondents noted satisfactory, 21% - poor work of canteens of the university. 3% of respondents do not use services of canteens.

The survey of students conducted during the visit of EEK of IAAR, showed that satisfaction:

- availability of library resources-88.1%;
- availability and accessibility of academic materials in the learning process-81%;
- availability and accessibility of computer classes and Internet resources – 77,8%.

In general, the material, technical, information and library resources used to organize the process of education are sufficient to fulfill the stated mission, goals and objectives and meet the requirements of the educational programs.

### Analytical part

As a result of the analysis of the results of the activities of accredited EP on this standard, we conclude that the assessment of completeness and availability of material, technical and information resources available for EP. The dynamics of resources and the learning environment, library support of the academic process, highlighted the activities aimed at improving management of EP resource support for implementation of EP.

When carrying out educational activity the university is guided by the normative documents regulating obligatory standard requirements to material and educational and laboratory base of the organizations of education. There is information support of academic and scientific- academic activities with access to full-text electronic resources of academic and scientific importance, which

satisfies the needs of students and academic teaching staff.

At the same time, it is not disclosed what measures are being taken to protect students among orphans and children left without parental care of accredited EP. And also, what actions the management of EP undertakes on creation of necessary conditions for the various groups which are trained including with limited opportunities. From interview and studying of documentation of EP it is visible that the system of carrying out examination of research papers on plagiarism isn't adjusted.

**Strengths/best practices:**

- availability of library resources, specialized classrooms, social facilities of the university.

**The recommendations of the EEC:**

1. Hold an annual examination of the research, final papers for plagiarism.
2. To create great opportunities for support and social protection of different groups of students of accredited EP, as well as for access to education for socially vulnerable segments of the population.

**Conclusions of EEC on criteria: strong-1, satisfactory - 6, suggest improvements - 2.**

5.9. Standard “Public Awareness”

**Evidential part**

ARSU after K. Zhubanov is a regional university, so the issue of image and information about the activities of the university is very relevant. Teachers of EP 5B011900 - "Foreign language: two foreign languages" and 5B021000 - "Foreign Philology" participate in activities aimed at informing students, applicants and all interested parties. Mass media for publication is identified – it is local city newspapers and programs. All publications are informational, image, explanatory.

Table 5 - Publications of academic teaching staff and students

№	Name of printing source	Name of article	№, date of publication	Author's name
1	Newspaper “Aktobe university”	«About training of pedagogical personnel»	February 28, 2017.	Associate professor of the department of English and German languages Suliemenova Z.E.
2	Newspaper “Aktobe messenger”	Mangystau is my holy land	2015	2 <sup>nd</sup> year student Orpabayeva Shynar
3	«World of education and science of Kazakhstan»	«Investigation of scientific style in Kazakh language»	July 03, 2013	Master of the department of Foreign philology Akchambayeva Sh.T.
4	Newspaper “Aktobe university”	Week of science at the faculty of foreign languages	May 10, 2013	Teacher of the department Burankulova E.T.

On the official page of ARSU after K. Zhubanov in instagram @arsu\_official you can find videos, articles, interviews of teachers and students about various events, both intellectual and cultural-educational character: "Zhubanov's spring" (post from April 21, 2017), "Youth are against of corruption" (post from April 26, 2017), etc.

EP teachers actively cooperate with organizations of special education of Aktobe and Aktobe region, held a number of events, which is covered in the media, such as the English language Olympiad among schoolchildren of the city and the region.

According to the results of the survey of students, it turned out the following: 40 students receive information from the dean's office, 28 – from the information stands of the university, 121 – on the curatorial hours, 34 – in personal communication with the administration, 20 – from the university media, and 25 students receive information from the university website.

University management uses a variety of ways to disseminate information – this is the website of the university – [www.arsu.kz](http://www.arsu.kz) -briefings conducted by the management, doors open days, job fairs at the university, round tables with heads of enterprises and organizations, exhibitions of achievements, demonstration of new technologies and equipment, career guidance months and weeks. Trade union committee of ARSU after K. Zhubanov assists in holding cultural events. For example, the work plan of the trade union provides for activities on public and professional holidays, such as: "Teachers ' Day", "Independence Day", "New year", "International Women's day", "Nauryz", "Day of unity of Kazakhstani people", "Victory day". All this contributes to the positioning of the university as the largest university in the Western region of Kazakhstan.

Assessment of satisfaction with information about the activities of the university, the specifics and the implementation of the EP is carried out annually through questionnaires, surveys, feedback, as well as through the rector's blog (<http://arsu.kz/ru/content/blog-rektora-0>). The survey of students, conducted during the visit of EEC of IAAR, showed that the satisfaction of students' awareness of the courses, EP, and academic degrees-76.2%.

EPs annually participate in the national ranking of EP among universities of Kazakhstan. This procedure is voluntary and the results are published in open sources. It is planned to intensify the publication activity on educational policy and modern trends.

### ***Analytical part***

Information about the activities of ARSU and the implementation of EP published on the website of the university, university newspaper "Aktobe university" magazine "University messenger", local and national mass media, social networks. The official page of the university is present in the social network "In contact".

Information on the site is presented mainly by structural units is not systematic, respectively, does not fully reflect the results of the university. Most of the site [www.arsu.kz](http://www.arsu.kz) turned out to be unavailable (there is only a layout with section headings), and the rest contains outdated and incomplete information (<http://95.57.215.13/old.arsu.kz>).

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

There are no analytical data and results of the participation of the university and implemented by the EP in the procedures of external evaluation and placement of information and links to external resources on the results of external evaluation procedures, as well as incomplete information in the context of accredited educational programs. References to the availability of adequate and objective information about academic teaching staff of EP in terms of personalities do not act. At the same time, information about the activities of EP in the Internet space, in the university newspaper, in the media of the region is well represented and actually proved. And also the system of the traditional actions representing activity both in university, and in the environment (Doors open Day, Olympiads in English, television, etc.) is stated.

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

- EP implemented specifying expected learning outcomes;
- information on possibility of qualification during ending of EP;
- information on teaching, learning, assessment procedures;
- information about the passing score and the educational opportunities provided to students;

### ***Strengths/best practices:***

- Use of a variety of means of disseminating information to inform the general public and interested people about the EP;
- accessibility of management and its interest in developing feedback with the staff, students, the public.

***The recommendations of the EEC:***

1. Management of EP must provide placement of full information on the activities of the university for the Implementation of accredited educational programs on the university website.
2. To carry out periodic internal monitoring of the website and to assess to what extent the available information resource meets modern requirements, goals and objectives of the university as a whole and in the context of educational programs. At the same time, take into account the technical requirements for standard resources: website design, usability, technical characteristics, content management system (CMS).
3. To activate publications on its own web-site on audited financial statements, including in the context of EP.

***Conclusions of EEC on criteria: strong-1, satisfactory - 8, suggest improvements - 4.***

***5.10. Standard “Standards Across Individual Educational Programs”***

***Evidential part***

EP 5B011900–"Foreign language: two foreign languages" and 5B021000–"Foreign Philology" are developed independently by the department in accordance with the Dublin descriptors agreed with the European qualifications framework.

As part of the training for accredited EP are branches of the departments of English and German languages, Foreign philology - school №35, training center “A-school”, base of practices gymnasium №51 and trilingual school №21. The purpose of creating branches of the department is to increase the level of professional training of students taking into account the needs of the labor market. The branches of chairs at the same time are the bases of practices for the ongoing EP. Branches is carried out in conjunction with the faculty professional orientation work among graduating classes, provide audiences for trainings, round tables, seminars.

The following works were carried out on the basis of the work plan of the branches of the two departments:

1. Seminar-meeting of teachers of foreign languages together with teachers of the departments of accredited EP "Improving the quality of education through improving the professional competence of teachers", the purpose of which was to discuss the problems of language education in Kazakhstan in the conditions of the modern paradigm of teaching foreign languages (February 2017).

2. Round table on "Development of creative activity in foreign language classes", where the problems of teaching foreign languages in humanitarian universities were considered, the conditions of formation of creative activity among students and methods of removing the language barrier in the process of learning foreign language were discussed, recommendations were also developed to improve the effectiveness of creative activity in foreign language classes (April 2017).

3. Conducting industrial and educational practices of students (2016-2017 academic year).

For the implementation of academic process on accredited EP prepared AMCD on state and Russian languages, there are standard curriculums. For elective subjects curricula, working curriculum of disciplines, syllabus are prepared. All academic and methodical documentation is made on the basis of "Regulations on academic and methodical complex of discipline" (of May 5, 2017), approved by educational and methodical board of university (minutes №1 of September 08, 2017). All academic and methodical complexes of disciplines are available for use trained in AIS "Univer". All teaching materials are designed for both full-time and part-time study.

Disciplines are provided with methodical instructions on individual work of students. For example: "Glossary for 4<sup>th</sup> year students of educational program 5B011900–"Foreign language: two



foreign languages" in the disciplines: "Methods of teaching foreign languages", "Lexicology" (staff of the department), "Collection of multi-level materials for self-control in the discipline", "Foreign language (second)" (Zhumakhanova A.Zh., Goncharenko O.V.) and many others.

Taking into account the wishes of potential employers – representatives of educational institutions and other institutions of the region in the curricula of the educational programs introduced a new discipline: in CED 2016-2017 academic year on the recommendation of the director of school №35 Yerzhan B. D., director of the trilingual school №21 Toishymanova M.K., director of school №17 Ungarbayeva A.I. introduced the following elective subjects: "Practicum on grammar", "Practical phonetics", "The use of innovative technologies for Cambridge system on the foreign language lessons".

At the departments attention is paid to the introduction of modern learning technologies. Teachers use innovative technologies in the educational process: the method of critical thinking (Nurmanova Sh.K.), communicative-oriented approach to teaching foreign languages (Eleuova L. A.), dictogloss (Orazova A.A.), the method of work in small groups, interactive learning (Trusheva A.T.), case study (Suleimenova Z.E.), project work (teacher Peschanskaya T.I.), which help to learn the educational material and implement a communicative approach in teaching a foreign language.

Research work of students and teachers at the department is of considerable attention as an important characteristic of the higher educational institution. Planning of this type of work is carried out in accordance with the stated mission, goals and objectives of the university.

Much attention is paid to applied research conducted by accredited EP and their implementation in the educational process: teacher Nurmanova Sh.K. - "Formation of moral relations students at the English lessons", Orazova A.A. – "Cognitive meaning of aphorisms in the work of Zhusip Balasagyn "Kutty Bilik"", Baurzhan N.B. – " Orthoepy peculiarities of phonemes in Kazakh and English languages".

Along with traditional forms of control, new methods are being introduced quite widely. The Department reveals a clear direction of the entire learning process to enhance the role of independent work of students and the introduction of new information technologies in the educational process.

Evaluation of the effectiveness of the quality of teaching is ensured by the holding and the subsequent discussion in demonstrative lessons and reciprocal visiting of classes.

Accredited educational programs cooperate with KazNU after Al-Farabi, KazNPU after Abai, Kazakh state women's pedagogical university, Taraz state pedagogical institute, Atyrau state university after Kh.Dosmukhamedov, Pavlodar state pedagogical institute and also have close scientific relations with many universities in near and far abroad: Newcastle University (Newcastle, England), Higher technical Institute (Porto, Portugal), German cultural center after Goethe, German service for the exchange of students and teachers – DAAD (Germany), BSPU after M.Akmulla (Ufa, Republic of Bashkortostan), Sofia University after St. Clement of Okhridskiy.

### ***Analytical part***

Based on the results of the analysis, EEC members came to the following conclusion. Information on the types of practices and related aspects is presented and confirmed by the facts, the basic skills acquired as a result of training are designated, there are statistics on employment places of graduates of EP. Most of the training courses are implemented using interactive learning technologies. Applied technologies and methods of educational activities contribute to a more complete disclosure of the content of training courses and the formation of stated competencies.

However, professional certification of EP students is not carried out. Harmonization of educational programs with programs of leading native and foreign universities is presented only as a process of academic mobility, and does not affect the joint development of courses taught.

### ***Strengths/best practices:***

- Implementation of the latest innovative technologies of training on accredited EP.
- professional orientation of the content of disciplines and activities for students to obtain practical experience in the application of theoretical knowledge.

***The recommendations of the EEC:***

1. The management of EP must carry out on a systematic basis harmonization of educational programs with programs of leading native and foreign universities and provide opportunities for joint EP.
2. It is necessary to provide for the possibility of professional certification of students in the process of studying at the university.

***The conclusions of the EEC criteria: strong - 4, satisfactory - 8.***



## **(VI) REVIEW STRENGTHS/ GOOD PRACTICES FOR EACH STANDARD**

### “Educational Program Management” Standard

- At the university, work on innovation management, the introduction of innovative processes in the framework of the EP is at the proper level.
- The principle of openness and accessibility of the EP guidelines for students, academic teaching staff, employers and other interested people is observed.
- Ensuring the presence of interested people in the collegiate bodies of the university and their participation in the development of educational programs.
- > Development and updating of documents which define development of strategy.
- > Review the results of the training through regular revision of the EP development plan and monitoring of its implementation to meet the needs of state, region, social partners and stakeholders.

### “Reporting and Information Management” Standard

- Information collected and analyzed in the framework of the EP takes into account the dynamics of the contingent of students in terms of forms and types. Dynamics of the increase in the number of students over the past two years in accredited areas.
- At the university, the work on ensuring the measurement of the degree of satisfaction of students with the implementation of the EP and the quality of education at the university is put at the proper level.
- Procedure of collection and processing is established according to the law, information for subsequent systematization and use for statutory purposes of personal data of students, employees and academic teaching staff documented their consent.

### “Development and Approval of Educational program” Standard

- Having developed the model of a graduate that describes the learning outcomes and personal qualities.
- Proof of the external examinations of the EP.
- The complexity of the EP, which is clearly defined in Kazakhstan credits and ECTS.

### “Student-Centered Training, Teaching and Student Evaluation” Standard

- Research and availability of own developments in the field of teaching methods of disciplines.
- Feedback system on the use of different teaching methods and evaluation of learning outcomes.
- Support the autonomy of students with simultaneous guidance and help from the teacher.
- Ensuring equal opportunities for students regardless of the language of instruction to form an individual educational trajectory.
- Presence of a monitoring system for the progress of the student on the educational trajectory and achievements of students.

### “Students” Standard

- A mechanism to support talented and promising students.
- Involvement of graduates in the alumni association.
- Carrying out systematic career guidance work.

### “Academic Teaching Staff” Standard

- Active use of academic teaching staff of information and communication technologies in the educational process.
- Availability of objective and transparent personnel policy, including recruitment, professional growth and development of staff, ensuring professional competence of

entire staff.

- Providing the university management with targeted actions to provide opportunities for the development of young teachers.

“Educational Resources and Student Support Systems” Standard

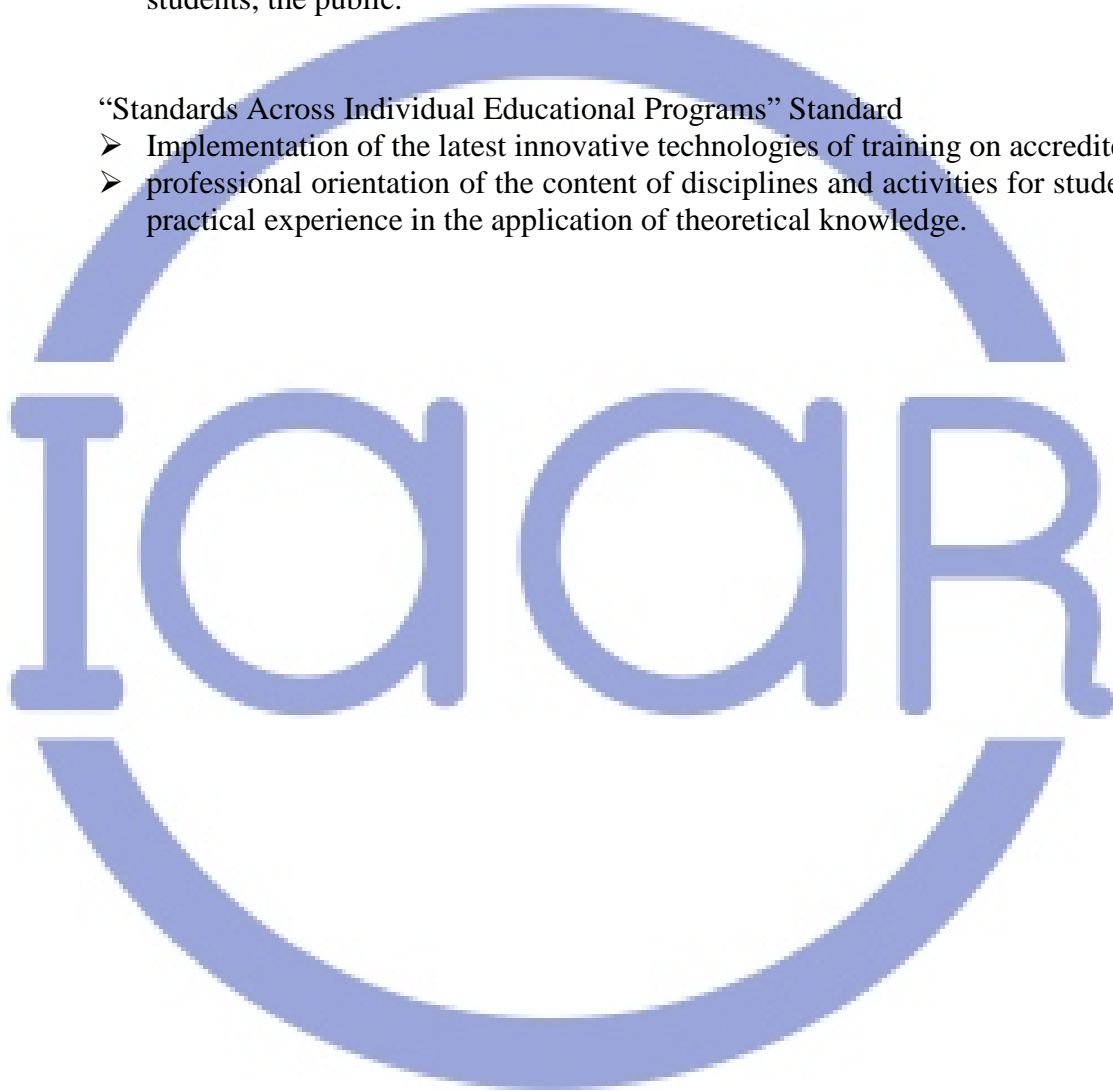
- availability of library resources, specialized classrooms, social facilities of the university.

“Public Awareness” Standard

- Use of a variety of means of disseminating information to inform the general public and interested people about the EP;
- accessibility of management and its interest in developing feedback with the staff, students, the public.

“Standards Across Individual Educational Programs” Standard

- Implementation of the latest innovative technologies of training on accredited EP.
- professional orientation of the content of disciplines and activities for students to obtain practical experience in the application of theoretical knowledge.



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

1. Application of strategic KPIs (key performance indicators) for cascading first to the level of structural units and then to the level of employees.
2. Document information management processes, determine the order and security of information, responsibility for their functioning, reliability and systematic use of adequate information to improve the internal quality assurance system.
3. Regularly monitor and forecast potential risks of accredited programs.
4. Increase the number of students studying in the state language in full-time education department.
5. Develop mechanisms for assessing the results of ongoing research.
6. Consider the possibility of training students for professional certification.
7. To intensify cooperation with foreign educational organizations.
8. Intensification of cooperation with leading educational institutions of the republic in order to develop joint educational programs.
9. To improve the work to optimize the content of the EP, in terms of the formation of practice-oriented training of students.
10. Continue to work on improving the effectiveness of the educational program.
11. To strengthen the work of the department on the development of partnerships with new bases of practices.
12. Regularly improve the qualification of evaluators in the mastery of modern methods of evaluation of students' learning outcomes.
13. To increase the transparency of the feedback procedure with students on the basis of assessment of their satisfaction, in terms of demonstrating the educational program management decisions.
14. Expand opportunities for external and internal academic mobility for students.
15. To involve actively students in self-education and development outside the main program.
16. To assist students in obtaining international grants (DAAD, Erasmus Mundus, Tempus, Horizon 2020, Newton al Farabi, Bolashak, etc.), participation in international projects, conferences and international internships.
17. To intensify efforts to attract foreign and native practitioners of the relevant sectors to teaching.
18. To develop academic mobility of academic teaching staff.
19. Hold an annual expertise of the research, final papers for plagiarism.
20. To create great opportunities for support and social protection of different groups of students on accredited EP, as well as for access to education for socially vulnerable segments of the population.
21. Management EP to provide placement of full information on the activities of the university for the implementation of accredited educational programs on the university website.

22. To carry out periodic internal monitoring of the website and to assess to what extent the available information resource meets modern requirements, goals and objectives of the university as a whole and in the context of educational programs. At the same time, take into account the technical requirements for standard resources: website design, usability, technical characteristics, content management system (CMS).
23. To activate publications on its own web-site on audited financial statements, including in the context of EP.
24. The management of EP should carry out on a systematic basis harmonization of educational programs with programs of leading native and foreign universities and provide opportunities for joint EP.
25. It is necessary to provide the possibility of professional certification of students in the process of studying at the university.



**Appendix 1. Estimated table “PARAMETERS OF SPECIALISED PROFILE”**  
 5B011900-Foreign language: two foreign languages  
 5B021000-Foreign philology (English)

№ n\o	№ n\o	Evaluation criteria	Position of educational organization			
			Strong	Satisfactory	Suggest improvements	Unsatisfactory
<b>“Educational Program Management” Standard</b>						
1	1.	The university must have a published quality assurance policy.		+		
2	2.	Quality assurance policies should reflect the link between research, teaching and learning		+		
3	3.	The university should demonstrate the development of a culture of quality assurance, including in the context of EP			+	
4	4.	Commitment to quality assurance should apply to any activity carried out by contractors and partners (outsourcing), including joint/double degree education and academic mobility.			+	
5	5.	EP management ensures transparency in the development plan of the EP based on the analysis of its functioning, the actual positioning of the university and the direction of its activities to meet the needs of the state, employers, stakeholders and students	+			
6	6.	The management of EP demonstrates functioning of mechanisms of formation and regular revision of the plan of development of EP and monitoring of its implementation, assessment of achievement of the goals of training, compliance to needs of trained, employers and society, decision-making directed on continuous improvement of EP		+		
7	7.	EP management should involve representatives of stakeholder groups, including employers, students and academic teaching staff in the development plan of the EP.	+			
8	8.	EP management should demonstrate the individuality and uniqueness of the EP development plan, its consistency with national development priorities and development strategy of the organization of education.		+		
9	9.	The university must demonstrate clear definition of responsible for business processes in the framework of the EP, unambiguous distribution of staff duties, delineation of the functions of collegiate bodies.		+		
10	10.	Management of EP should provide evidence of the transparency of the management system of the educational program.		+		

11	11.	The management of the EP should demonstrate the successful functioning of the internal quality assurance system of the EP, including its design, management and monitoring, their improvement, decision-making on the basis of facts.		+		
12	12.	Risk management should be the responsibility of the EP management		+		
13	13.	The management of EP shall provide participation of representatives of the interested people (employers, academic teaching staff, students) as a part of collegial governing bodies of the educational program, and also their representativeness at decision-making on questions of management of the educational program.		+		
14	14.	The university should demonstrate innovation management in the framework of the EP, including the analysis and implementation of innovative proposals.	+			
15	15.	EP leadership must demonstrate evidence of openness and accessibility for students, academic teaching staff, employers and other stakeholders.	+			
16	16.	The management of EP has to pass training on programs of management of education.		+		
17	17.	The EP management should strive to ensure that the progress made since the last external quality assurance procedure is taken into account in the preparation of the next procedure		+		
<b>Total about standard</b>			<b>4</b>	<b>11</b>	<b>2</b>	<b>0</b>
<b>“Reporting and Information Management” Standard</b>						
18	1.	The university must ensure the functioning of the system of collection, analysis and information management through the application of modern information and communication technologies and software.		+		
19	2.	Administration of EP must demonstrate the system using the processed, adequate information for improving the internal quality assurance system.		+		
20	3.	In EP there should be a system of regular reporting, reflecting all levels of structure including evaluation of the effectiveness and efficiency of activities of divisions and departments, scientific research.		+		
21	4.	The university shall establish the frequency, form and methods of evaluation of the management, activities of collegial bodies and structural divisions, senior management, implementation of scientific projects.	+			
22	5.	The university must demonstrate determination of the order and ensuring the protection of information, including the definition of responsible persons for the accuracy and timeliness of information analysis and data representation		+		
23	6.	An important factor is the involvement of students, employees and teachers in the process of collecting and analyzing information and making decisions based on them		+		
24	7.	EP leadership must demonstrate a mechanism of communication with students, employees and other stakeholders, including the presence of conflict resolution mechanisms		+		
25	8.	The university must provide a measure of the degree of satisfaction of the needs of academic teaching staff, staff and students within		+		



		the framework of EP and demonstrate evidence of elimination of the found shortcomings.				
26	9.	The university must evaluate the effectiveness and efficiency of activities, including in the context of the EP		+		
		Information collected and analyzed by the university in the framework of the EP should consider: key performance indicators				
27	10.	The dynamics of the contingent of students in terms of forms and types			+	
28	11.	The university must evaluate the effectiveness and efficiency of activities, including in the context of the EP	+			
29	12.	level of academic achievement, student achievements, and expulsion		+		
30	13.	satisfaction of students with the implementation of the EP and the quality of teaching at the university;	+			
31	14.	the availability of educational resources and support systems for students	+			
32	15.	the employment and career development of graduates		+		
33	16.	Students, employees and faculty academic teachers have documented their consent to the processing of personal data	+			
34	17.	Administration of EP should provide all the necessary information in the relevant fields of science	+			
<b>Total about standard</b>			<b>6</b>	<b>10</b>	<b>1</b>	<b>0</b>
<b>“Development and Approval of Educational program” Standard</b>						
35	1.	The university must define and document procedures for the development of EP and their approval at the institutional level.		+		
36	2.	Administration of EP should ensure designed correspondence of EP objectives, including expected learning outcomes		+		
37	3.	Management of EP must ensure that it has developed models of graduate EP describing learning outcomes and personality	+			
38	4.	Management of EP must demonstrate the conduct of external expert of EP	+			
39	5.	Qualification obtained on completion of EP, should be clearly defined, and will explain to meet a certain level of NSC.		+		
40	6.	Management of EP should determine the influence of the disciplines and professional practices on the formation of learning outcomes		+		
41	7.	Important factor is the possibility of preparing students for professional certification			+	
42	8.	Management of EP should provide evidence for the involvement of students, teachers and other stakeholders in the development of AP, to ensure their quality		+		
43	9.	Complexity of EP must be clearly defined in the Kazakhstan credits and ECTS	+			

44	10.	Management of EP should ensure the content of training courses and learning outcomes-level study (bachelor, master, doctorate).		+		
45	11.	In the structure of EP should provide different activities to suit the learning outcomes.		+		
46	12.	Important factor is the presence of a joint EP with the foreign organizations of education.			+	
<b>Total about standard</b>			<b>3</b>	<b>7</b>	<b>2</b>	<b>0</b>
<b>“Continuous monitoring and regular assessment of educational programs” Standard</b>						
47	1.	The university should monitor and periodically assess the EAP in order to achieve the goals and meet the needs of students and society. The results of these processes aimed at continuous improvement of EP		+		
		Monitoring and periodic assessment of the EP should consider:				
48	2.	The content of the programs in the light of the latest science on specific discipline to ensure the relevance of courses taught;		+		
49	3.	Changing needs of society and the professional environment;	+			
50	4.	Load, performance and output of students;		+		
51	5.	Efficient procedures for assessment of students:		+		
52	6.	Expectations, needs and satisfaction of students with training on EP;		+		
53	7.	Educational setting and support services and their compliance with the objectives of EP;		+		
54	8.	The university and the leadership of the EP needs to provide evidence for the involvement of students, employers and other stakeholders in the revision of the EP.		+		
55	9.	All interested people should be informed about any planned or taken actions in relation to EP. All changes made in the EP, should be published		+		
56	10.	Management of EP should provide a review of the content and structure of EP taking into account changes in labor market requirements of employers in the social demands of society		+		
<b>Total about standard</b>			<b>1</b>	<b>9</b>	<b>0</b>	<b>0</b>
<b>“Student-Centered Training, Teaching and Student Evaluation” Standard</b>						
57	1.	Management of EP should provide respect and attention to different groups of students and their needs, providing them with flexible learning trajectory		+		
58	2.	Management of EP must ensure that the use of different forms and methods of teaching learning.	+			
59	3.	An important factor is the availability of own research in the field of methodology of teaching disciplines of EP.	+			
60	4.	EP leadership must demonstrate the existence of a feedback system on the use of different teaching methods and assessment of learning outcomes	+			

61	5.	The EP manual should show support for the autonomy of students with simultaneous guidance and help from the teacher	+			
62	6.	EP leadership must demonstrate the existence of procedures for responding to complaints of students.		+		
63	7.	The university must ensure consistency, transparency and obektivno of a mechanism for evaluating learning outcomes for each EP, including an appeal		+		
64	8.	The university must ensure that the assessment procedures of learning outcomes students EP planned learning outcomes and objectives of the program. Criteria and methods of evaluation in the framework of the EP should be published in advance.		+		
65	9.	The university should define the mechanisms to ensure the development of every graduate EP learning outcomes, and ensured the completeness of their formation.		+		
66	10.	Assessing people must possess modern methods of assessing learning outcomes regularly to improve their skills in this area.		+		
<b>Total about standard</b>			<b>4</b>	<b>6</b>	<b>0</b>	<b>0</b>
<b>“Students” Standard</b>						
67	1.	The university must demonstrate a policy of formation of the contingent of students in the context of the EP from admission to release, and to ensure the transparency of its procedures. Procedures governing life cycle of students (from admission to completion) must be defined, approved, published.		+		
68	2.	EP leadership must demonstrate the special adaptation programs and support for newly arrived and international students			+	
69	3.	The university must demonstrate the conformity of the actions of the Lisbon Convention on recognition		+		
70	4.	The university must cooperate with other educational organizations and national centres the "European network of national information centres on academic recognition and mobility /National academic Recognition Information Centres" ENIC/NARIC, to ensure comparable recognition of qualifications		+		
71	5.	EP leadership must demonstrate the existence and use of mechanism for the recognition of the results of academic mobility of students, as well as the results of additional, formal and informal learning		+		
72	6.	The university must provide the opportunity for external and internal mobility of students, EP, and to assist them in obtaining external grants for training.		+		
73	7.	EP leadership should make maximum efforts to ensure places of practice of students, promote the employment of graduates to maintain ties with them.		+		
74	8.	The university must provide graduates EP the documents confirming obtained qualifications, including achieved learning outcomes and the context, content and status of education and evidence of its completion.			+	
75	9.	An important factor is the monitoring of employment and professional activity of the graduates of EP.		+		
76	10.	Management of EP should actively encourage students to self-education and development outside of the main program (extracurricular activities).		+		

77	11.	An important factor is the availability of current association of graduates		+			
78	12.	An important factor is the presence and the mechanism of support of gifted students	+				
<b>Total about standard</b>			<b>1</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>“Academic Teaching Staff” Standard</b>							
79	1.	The university must have an objective and transparent human resources policy, including in the context of the EP, including hiring, professional growth and development of staff to ensure professional competence of all staff.	+				
80	2.	The university must demonstrate compliance with academic staff potential development strategy of the university and the specifics of the EP	+				
81	3.	EP leadership must demonstrate a sense of responsibility for their employees and providing them with favorable working conditions	+				
82	4.	EP leadership must demonstrate the changing role of the teacher in connection with the transition to student-centered learning		+			
83	5.	The university must determine the contribution of the academic teaching staff of EP to the implementation of the development strategy of the university, and other strategic documents		+			
84	6.	The university must provide opportunities for career growth and professional development of academic teaching staff of EP	+				
85	7.	EP leadership should bring to the teaching of practitioners of relevant industries.		+			
86	8.	EP leadership should provide targeted actions for the development of young teachers	+				
87	9.	The institution must demonstrate motivation for professional and personal development of teachers EP, including awards as integration of scientific activities and education, and innovative teaching methods.		+			
88	10.	An important factor is the active use of academic staff of EP information and communication technologies in the educational process. (for example, on-line-learning, e-portfolio, etc.)	+				
89	11.	An important factor is development of academic mobility in the framework of the EP, the attraction of the best foreign and native teachers.		+			
90	12.	An important factor is the involvement of the academic staff of EP to society (the role of academic teaching staff in education, in science, in the region, creating cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).		+			
<b>Total about standard</b>			<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>“Educational Resources and Student Support Systems” Standard</b>							
91	1.	EP leadership must demonstrate the adequacy of material and technical resources and infrastructure	+				
92	2.	EP leadership must demonstrate the existence of procedures for support of different groups of students, including informing and consulting		+			
		EP leadership must demonstrate the conformity of the information resources of the specifics of the EP including compliance:					
93	3.	technological support for students and staff in accordance with EP (e.g., online learning, simulation, database, analysis programs, data);		+			

94	4.	library resources, including fund educational, methodical and scientific literature in general education, basic and profiling majors in print and electronic media, periodicals, access to scientific databases;		+		
95	5.	Expertise of the results of research work, final papers and dissertations for plagiarism;			+	
96	6.	The functioning of WI-FI in public areas educational organization.		+		
97	7.	The university must strive to ensure that training equipment and software tools used for the development of educational programs, was similar to that used in the relevant industries.		+		
98	8.	The university must ensure compliance with the safety requirements in the learning process.		+		
99	9.	The university should strive to meet the needs of different groups of students in the context of the EP (adults, workers, foreign students and students with disabilities).			+	
<b>Total about standard</b>			<b>1</b>	<b>6</b>	<b>2</b>	<b>0</b>
<b>“Public Awareness” Standard</b>						
		Published by the university within the framework of the EP, the information should be accurate, objective, relevant, and should include:				
100	1.	Programs, specifying expected learning outcomes		+		
101	2.	Information on the possibility of qualification by the end of EP;			+	
102	3.	Information about teaching, learning, assessment procedures;			+	
103	4.	Information about the passing score and the educational opportunities of students			+	
104	5.	Information about the opportunities of employment of graduates.		+		
105	6.	Management of EP should use a variety of ways of disseminating information, including mass media, information network to inform the general public and stakeholders	+			
106	7.	informing the public should provide support and clarification of national development programs of the country and the system of higher and postgraduate education		+		
107	8.	The university shall publish on its web site the audited financial statements, including in the context of the EP			+	
108	9.	The university must demonstrate reflection on the web-site information characterizing the university as a whole and in the context of the EP		+		
109	10.	Important factor is the availability of adequate and objective information about academic staff of EP, in terms of personalities		+		
110	11.	Important factor is public awareness about cooperation and interaction with partners within the EP, including scientific consulting organizations, business partners, social partners and educational organizations		+		
111	12.	The university must post information and links to external resources on the results of procedures of external evaluation.		+		
112	13.	Important factor is the participation of the university and ongoing EP in a variety of procedures of external evaluation.		+		
<b>Total about standard</b>			<b>1</b>	<b>8</b>	<b>4</b>	<b>0</b>
<b>“Standards Across Individual Educational Programs” Standard</b>						
<b>EDUCATION</b>						

		Educational programs in the fields of "Education" should correspond to the following requirements:				
113	1.	Management of EP should demonstrate the presence of graduates of the program theoretical knowledge in the field of psychology and communication skills, personality and behavior analysis, techniques of conflict prevention and resolution, motivation of students;		+		
114	2.	The management of EP should demonstrate literacy of graduates of the program in the field of information technologies	+			
115	3.	The management of the EP should demonstrate the availability of subjects in the program, teaching innovative methods of teaching and learning planning, including interactive teaching methods, teaching methods with high involvement and motivation of students (games, review of cases/situations, the use of multimedia tools);	+			
116	4.	EP management must demonstrate the availability of students' ability to teach the skills of self-study;		+		
117	5.	In EP it is needed to emphasize on different types of practices: - attending lectures and classes conducted by teachers; - carrying out of special seminars and discussion of advanced methodologies and teaching technologies; - within the framework of the program, students should be able to fully attend at least one discipline in the field of their specialization, taught by a practitioner;		+		
118	6.	The EP should provide students with knowledge and skills of systems and methods of pedagogy in the world, as well as knowledge in the field of education management;		+		
<b>Total about standard</b>			<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
<b>HUMANITARIAN SCIENCES</b>						
		Educational programs in the fields of "Humanitarian Sciences" should correspond to the following requirements:				
119	1.	Management of EP should demonstrate that the teaching program is based on modern achievements of world science and practice in the field of specialization, as well as the use of modern and advanced teaching techniques;	+			
120	2.	The management of EP should guarantee access of students to the most modern and up-to-date data (statistics, news, scientific results) in the field of specialization on paper (newspapers, statistical data collections, textbooks) and electronic media;		+		
121	3.	Goals, respectively, and the results of training should be aimed at obtaining students + specific skills demanded in the labor market;		+		
122	4.	The management of EP should demonstrate that graduates of the program possess these skills and that these skills are really in demand in the market;		+		
123	5.	The EP should include a significant number of disciplines and activities aimed at obtaining students practical experience in the application of theoretical knowledge, as industrial practice, training in enterprises, participation in lectures and seminars of practitioners, etc.;	+			
124	6.	EP management should demonstrate the analysis of the labor market and provide examples of successful employment of graduates.		+		
<b>Total about standard</b>			<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>			<b>31</b>	<b>80</b>	<b>13</b>	<b>0</b>