



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission for the evaluation for compliance with the requirements of the standards of specialized accreditation of educational programs
"6B01101 Pedagogy and psychology",
"6B01201 Preschool education and upbringing",
"6B01202 Preschool teacher and educational psychologist",
"6B01301 Pedagogy and methods of primary education"
NJSC "Arkalyk Pedagogical Institute. I. Altynsarin»
from 06 to 07 April 2023

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

*Addressed to
Accreditation
Council of the IAAR*



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April 07, 2023

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

ArkPI - Arkalyk Pedagogical Institute. I. Altynsarina;
ACS - automated control system;
University - higher education institution
GOSO RK - the state obligatory standard of education of the Republic of Kazakhstan;
ICT - information and communication technologies;
QED - catalog of elective disciplines;
MNVO RK - Ministry of Science and Higher Education of the Republic of Kazakhstan;
MTB - material and technical base;
R & D - research work;
NIRS - student's research work;
RLA - normative legal act;
NCE - National Chamber of Entrepreneurs;
OVPO - organization of higher and (or) postgraduate education;
OP - educational program
PPP - faculty;
RUP - working curriculum;
SRS - independent work of the student;
SIWT - independent work of a student with a teacher;
EMCD - educational and methodological complex of the discipline;
UMKS - educational and methodological complex of the educational program;
UMR - educational and methodical work;
EB - electronic library.

(II) INTRODUCTION

In accordance with the order No. 28-23-OD dated February 15, 2023 of the General Director of the Independent Agency for Accreditation and Rating, from April 6 to April 7, 2023, an external expert commission assessed the conformity of the educational programs "6B01101 Pedagogy and Psychology", "6B01201 Preschool education and upbringing", "6B01202 Preschool teacher and teacher-psychologist", "6B01301 Pedagogy and methods of primary education" of the non-profit joint-stock company "Arkalyk Pedagogical Institute named after I. Altynsarin" (Arkalyk) to the standards of specialized accreditation of educational programs of higher and (or) postgraduate education (Republic of Kazakhstan) NU "Independent Agency for Accreditation and Rating" (No. 57-20-OD dated June 16, 2020, sixth edition).

The report of the external expert commission (EEC) contains an assessment of the submitted educational programs against the criteria of IAAR standards, recommendations of the EEC for further improvement of educational programs and parameters of the profile of educational programs.

The composition of the WEC:

Chairman of the IAAR Commission - Volodin Alexander Anatolyevich, Doctor of Pedagogical Sciences, Associate Professor of the Higher Attestation Commission at the Ministry of Education and Science of Russia, Professor of the Russian Academy of Education, Professor of the Department of Humanitarian Disciplines of the Russian State Specialized Academy of Arts ;

IAAR coordinator - Nazyrova Gulfia Rivkatovna, Ph.D. in Economics, project manager for the formation of external expert commissions of IAAR (Republic of Kazakhstan, Astana) ;

Foreign IAAR expert - Sousana Michailidou, Ph.D, Professor, Vice Chancellor for Academic Affairs Webster University Athens Campus (Greece , Athens) ;

IAAR expert - Menlibekova Gulbakhyt Zholdasbekovna, Doctor of Pedagogical

Sciences, Professor of the Eurasian National University named after L. Gumilyov (Republic of Kazakhstan, Astana) ;

IAAR expert - Dzharasova Gulzhan Sagidullaevna , Ph.D. n., Kazakh National Pedagogical University. Abai (Republic of Kazakhstan, Almaty);

IAAR Expert - Adilbekova Lyazzat Mahaykyzy, Ph.D. PhD, Associate Professor, Kazakh State Women's Pedagogical University (Republic of Kazakhstan, Almaty);

IAAR Expert - Burbekova Saule Zhorabekovna, Ph.D. PhD, Associate Professor, Astana IT University (Republic of Kazakhstan, Astana);

IAAR Expert - Khankishieva Eleonora Mirzagaevna, Ph.D. Sciences, Kazakh National Women's Pedagogical University (Republic of Kazakhstan, Almaty);

IAAR Expert, Employer – Abikaeva Marina Dauletovna, EdTech Educational Center ;

IAAR expert, student – Zhakenova Rabiga, 2nd year undergraduate, “Russian Language and Literature”, Kazakh National Pedagogical University named after Abai;

IAAR expert, student – Tynymbaeva Aruzhan Muratkyzy, 2nd year undergraduate, “Translation Studies”, Eurasian National University named after Gumilyov;

IAAR expert, student - Akhmetova Asylzhan, 2nd year master student, Eurasian National University. L. N. Gumilev;

IAAR expert, student – Serikova Merey, 2nd year student, Kazakh National Agrarian Research University.

(III) REPRESENTATION OF EDUCATIONAL ORGANIZATION

Arkalyk Pedagogical Institute. I. Altynsarina (ArcPI) has been implementing higher education programs since April 1972.

Republican state enterprise on the right of economic management "Arkalyk State Pedagogical Institute named after V.I. I. Altynsarin" of the Ministry of Education and Science of the Republic of Kazakhstan acted on the basis of the Charter approved by the order of the Committee of State Property and Privatization of the Ministry of Finance of the Republic of Kazakhstan dated August 07, 2012 No. 743.

Since October 11, 2019, by Decree of the Government of the Republic of Kazakhstan No. 752 “On some issues of higher educational institutions of the Ministry of Education and Science of the Republic of Kazakhstan”, ArkSPI has been transformed into a non-profit joint-stock company “Arkalyk Pedagogical Institute named after I. Altynsarin” with one hundred percent state participation in the authorized capital.

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

The Institute's vision is a) a consolidating center that generates innovative ideas and new knowledge at the regional and republican levels; b) a center for interaction, exchange and implementation of international programs in the field of education.

The strategic goal of the institute is leadership positions and entry into the top 5 best universities that train teaching staff in the Republic of Kazakhstan.

Institute values - Kazakhstani patriotism, integrity, openness, academic freedom, professionalism, global citizenship.

Education and Science of the Republic of Kazakhstan in 7 areas of training in the field of education 6B01 subject specialization of general development, Teacher training in science subjects, Teacher training in the humanities, Teacher training in languages and literature.

Training of personnel in 29 educational programs of higher education (bachelor's degree) is carried out in accordance with the Law of the Republic of Kazakhstan "On Education", the Bologna Declaration and other documents in the field of education on the basis of general secondary education, technical and vocational education and higher education in the state, Russian, English languages. A bachelor's degree graduate is awarded a bachelor's degree in education in the

relevant educational programs.

In 2018, the institute passed specialized accreditation for 19 educational programs, in 2021 it passed institutional accreditation (Independent Accreditation and Rating Agency).

In the National rating (NAAR, 2018) takes 16th place. 6 educational programs were included in the TOP-10 (IAAR rating, 2019).

The structure of ArcPI includes 3 faculties: the Faculty of Pedagogy and Philology, the Faculty of History and Art, the Faculty of Natural Science and Informatization. The university has the Department of Academic Affairs, the Office of Academic Programs and Methodological Work, the Office of the Registrar, the Sector of Practice and Employment, the Office of Science, Strategic Planning and International Relations, the Department of Educational Work, the Rukhani Zhangyru project office, research laboratories, educational laboratories, museum of the history of education named after I. Altynsarin, trade union committee, psychological and pedagogical complex, preschool mini-center "Baldyrgan", information and library complex, multiservice educational complex, museum of the history of education named after Ybrai Altynsarin, Museum of Natural History, etc.

Educational work at the institute is presented as a holistic and versatile complex activity. The structural subdivision of the Institute in the system of management and coordination of educational activities is the Department of Educational Work, established in 2011, the Council of Curators operates. Student self-government in ArcPI contains a holistic mechanism that allows students to participate in the management of the institute and in organizing their life activities through interacting structural units of student self-government: the city branch of the Alliance of Students of Kazakhstan, the youth wing "Zhas Otan", the pedagogical team "Line of Success", the student trade union committee, Student Council of the House of Students, creative associations, sports sections.

Institute students are multiple winners and prize-winners of regional, republican and international tournaments, Universiades in various sports, world, European and Asian championships.

The infrastructure of the university includes 2 academic buildings, the total area of buildings, according to the available technical passports, is 12076 m², a sports and recreation complex with 5 specialized halls, computer, multimedia classes, interactive lecture rooms, a canteen, a first-aid post, two student houses for 468 students. All buildings of the Institute comply with sanitary standards and fire safety requirements.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

OPs go through the re-accreditation procedure. Based on the results of two stages of post-accreditation monitoring, in general, 80% of the recommendations were implemented.

1. Standard "Management of the educational program" "

Consider the possibility of introducing into the content of elective disciplines in accredited specialties information related to the historical traditions of education in this region, which were laid down by the great Kazakh educators I. Altynsarin, Nazipa Kulzhanova, A. Baitursynov and others. This will contribute to giving individuality and uniqueness to the accredited educational programs, as well as providing a competitive advantage due to the fact that the Torgai region is the birthplace of these great educators.

In order to give individuality and uniqueness to the OP, the following work was carried out:

According to the plan, in November 2020, a regional conference "N. Kyzhanova enbekteri zhane kazirgi pedagogikanyń ozekti meseleleri".

In order to popularize the ideas of the great educators of the Torgai region, articles by senior

teachers of the department: R. E. Zhandildina, R. K. Zhunusova and the village of Mutan, K. Zhanarbek were published at the Altynsarin Readings-2020.

The academic discipline "Pedagogical Heritage of the Great Steppe" was introduced into the curricula of the EP 2020, 2021, aimed at revealing the traditions of education historically established in the x region.

Conclusion: EEC recommendation 100% implemented

Provide at the Faculty of Pedagogy and Philology the possibility of creating a center of pedagogical technologies associated with the names of Kazakh enlighteners Y. Altynsarin, N. Kulzhanova, A. Baitursynov and others.

The existing Center for Pedagogical Excellence and Innovative Technologies in the 2022 academic year provides for the renewal of the material and technical base. Information about the functioning of the said center and its modernization was confirmed.

Conclusion: EEC recommendation 100% implemented

Consider the possibility of publishing a scientific and methodological journal in the psychological and pedagogical direction (in electronic or printed formats)

In terms of measures to implement the recommendations of the EEC for 2018-2019, it is planned to publish a scientific and methodological journal in the psychological and pedagogical direction "Bulletin of the Department of Pedagogy and Psychology" in electronic format. In the process of the first post-accreditation monitoring (according to the report of experts), the approved Regulations on holding a remote traditional student scientific and practical conference "Orken-2019" on the topic: "Status of a teacher - status of the nation" were presented, and the intention to release an electronic Digest (collection) of scientific Proceedings "Orken-2019".

There is no information on the implementation of this recommendation in the submitted report.

Conclusion: the recommendation was not implemented.

Consider various forms of involving students in the development and management of the EP

Students take part in the work of the department meetings on the development of educational programs, participate in the survey on the content of the EP (protocol No. 9, dated 04/08/2020).

The opinion of students is also monitored on the basis of periodic surveys. The results of the survey showed the positive aspects of the EP and identified problematic issues, mainly related to the organization of the educational process. It is planned to take into account the opinion of students and correct the existing shortcomings. In general, the management of the EP demonstrated the forms of involving students in the development and management of the EP.

Conclusion: The WEC recommendation has been fully implemented. 100%

Eliminate duplication of activities in the Development Plans of various educational programs of the cluster and introduce unique, specific areas of activity for each of the accredited specialties

The experts were provided with supporting documents for the implementation of the recommendation, including the Development Plans for all 3 OPs for 2018-2021. (approved on 06/21/2018). The development plans of the EP eliminated duplication of activities and introduced specific areas for the types of activities of the EP " 5V010100-Preschool education and upbringing", "5V010200-Pedagogy and methods of primary education", OP "6V01101 - Pedagogy and psychology" taking into account the modernization of the system of education and upbringing in RK and integrated content of educational material.

Conclusion: The WEC recommendation has been implemented. 100%

2. Standard " Management information And reporting »

Ensure the collection of information and the transition of management activities at the university to modern management systems (KPI): which will help the university achieve strategic and tactical (operational) goals and provide the opportunity to manage the situation within the reporting period in order to achieve the desired results after its expiration

To implement the recommendation of VEK 01.01. In 2019, the university introduced the K PI system. The Regulation on the annual incentive payment to the faculty and staff of the ArkGPI named after Y. Altynsarin (approved protocol No. 7 of 01/08/2019).

Currently, in connection with the restructuring of the structural divisions of the university, the regulation on the annual incentive payment to the faculty and staff of the university (KPI) is being reviewed, finalized and agreed upon.

Conclusion: WEC recommendation under implementation. 80%

Consider the possibility of creating a single corporate mail with personal addresses for all employees and students involved in the implementation of the EP, to ensure automatic distribution and notification of ongoing events

To implement the recommendation, a single corporate mail with personal addresses was created between all teaching staff and employees of the team. This recommendation requires further implementation, in terms of enrollment of students.

Conclusion: WEC recommendation under implementation. 75%

3. Standard " Development and approval of educational programs "

Ensure an equal choice of elective disciplines in each module in all MEPs

According to the schedule, students choose subjects according to the elective catalog, fill out individual plans for the chosen disciplines. The report contains samples of individual plans. However, no data are given on which disciplines the choice was made from, and how equivalent they are.

Conclusion: WEC recommendation under implementation. 80%

Carry out work to harmonize the content of educational programs with the programs of leading foreign universities

This issue is in the field of view of the leaders of the OP. However, in a pandemic in 2020, 2021. work has been minimized. Currently, work to find a leading foreign university, which is included in the top of the best foreign universities, continues.

Conclusion: WEC recommendation under implementation. thirty%

4. Standard " Continuous monitoring and periodic evaluation of the EP

Ensure that the list and content of disciplines implemented within the framework of accredited educational programs are available on the Institute's web resource for all interested parties, as well as the results of their revision, taking into account changes in the labor market, employers' requirements and the social demand of society

On the page of the university website for the EP "Pedagogy and Psychology" provides information on the list and content of academic disciplines for the purpose of accessibility to all interested parties. This information can be viewed on the page: [PP_OP.pdf \(api.edu.kz\)](#) .

On the university website page OP 5B010100 - Preschool education and upbringing, 5B010200 - Pedagogy and methods of primary education provides information on the list and content of academic disciplines for the purpose of accessibility to all interested parties. This information can be found on this page: [Department of Preschool and Primary Education \(api.edu.kz\)](#)

On the pages of the OP, there are also plans for the development of the EP.

Conclusion: *The WEC recommendation has been implemented. 100%*

centered learning, teaching and assessment standard

To create conditions for increasing the level of competence of teaching staff in working with special software for interactive whiteboards and the use of innovative methods and forms of education

In order to implement the recommendations for the reporting period, 20 teachers of the Department of "Preschool and Primary Education" and 3 teachers of the Department of Pedagogy and Psychology completed advanced training courses (certificates are available).

Conclusion: *The WEC recommendation has been fully implemented. 100%*

Carry out work to further improve the content of academic disciplines and learning technologies in order to develop students' practical skills in working in a renewed secondary education

In order to implement the recommendation for the reporting period, the content of the subject disciplines of OP "5V010100-Preschool education and upbringing" and OP 5V010200 - "Pedagogy and methods of primary education" (protocol No. 11, dated 06/24/2019) was updated as part of the "Updated education programs".

As part of the "Updated Education Program", the content of subject disciplines was updated: 2019-2020 OP 6V01201-"Preschool education and upbringing" introduced the disciplines "Drama", "Methods of teaching drama", "Methods of teaching literacy", "Methods of teaching art labor", "Methods of teaching the basics of natural science"; OP 6V01301 - "Pedagogy and methods of primary education" introduced the disciplines "Methods for the development of functional literacy of younger students, "Intelligence Development Based on Critical Thinking Technology".

Teachers serving the EP completed advanced training courses (according to the previous recommendation).

Conclusion: *The WEC recommendation has been implemented. 100%*

6. Standard " Students "

Ensure that students are informed about the possibility of participating in competitions for research, social and other grants held by Kazakhstani and international organizations

To implement the recommendation, the leaders of the EP organize informing students:

- about the students of the Department of "Preschool and Primary Education" are informed about the possibilities of participation in competitions for research, social and other grants through the advisory service, and mailing through the social network ([https://www. /MDO PMNO @mail.ru/](https://www.mdo-pmno@mail.ru/), [https://www.facebook.com. \ ArcSPI PMNO \](https://www.facebook.com/ArcSPIPMNO/))

- about the students of the specialty 5B010300 - Pedagogy and psychology are informed about the possibilities of participating in competitions for research, social and other grants through the advisory service, the scientific circle "Thesaurus" and mailing through social networks ((<https://www.instagram.com/pipkaz/>, https://www.instagram.com/p/BsXtzu4AmoL/?utm_source=ig_web_copy_link, <https://www.pipkaz2017@mail.ru/>, [https://www.facebook.com. \ PipKaz Department \](https://www.facebook.com/PipKaz_Department)).

This work brings its results, 11 students won prizes (certificates presented).

Conclusion: *The WEC recommendation has been implemented. 100%*

Take measures to ensure the external academic mobility of students at the university

The report presents data on internal incoming and outgoing mobility. ***It should be noted that the action plan does not reflect this particular side of the recommendation - external mobility:*** " Attract students from other universities as part of the academic mobility program."

However, such work is still being done. To prepare for the provision of external academic mobility of students of the EP, group advisers are working to orient students of the specialty to in-depth language training (learning English) in order to participate in the intra-university competition for external academic mobility.

Conclusion: WEC recommendation under implementation. 50%

7. Standard " PPS "

Develop a program of activities for the development of academic mobility of teaching staff at the university, indicating specific activities for incoming and outgoing academic mobility, terms and responsible persons "

The implementation of the program for external academic mobility of the teaching staff, according to the plan, is scheduled for 2020-2021. Negotiations on the organization of external academic mobility with a professor at the Moscow State Pedagogical Institute (Russia, Moscow) did not give a positive result for objective reasons. There is a preliminary agreement on a visit in the future. Data on outgoing mobility is not provided (only indications of participation in conferences).

Conclusion: WEC recommendation under implementation. 20%

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

To implement the recommendation of VEK 01.01. In 2019, the university introduced the KPI system. The Regulation on the annual incentive payment to the faculty and staff of the ArkGPI named after Y. Altynsarin (approved protocol No. 7 of 01/08/2019).

Teachers carry out their educational, methodological, research and educational activities in accordance with the directions of the Regulations, prepare a "Portfolio".

Currently, in connection with the restructuring of the structural divisions of the university, the regulation on the annual incentive payment to the faculty and staff of the university (KPI) is being reviewed, finalized and agreed upon.

Conclusion: WEC recommendation under implementation. 75%

Consider the possibility of involving leading domestic and foreign specialists from among candidates and doctors of pedagogical and psychological sciences from other universities to conduct part of the classes in some academic disciplines of the EP by organizing video / virtual lectures.

There is no information on the implementation of this recommendation in the submitted report.

Conclusion: recommendation not implemented

Submit personal information on the teaching staff implementing the EP on the institute's website

Personal information about the teaching staff of the departments is updated annually. Confirmation submitted.

Conclusion: The EEC recommendation has been fully implemented. 100%

8. Standard " Educational resources and student support systems "

Consider the possibility of expanding the classroom fund for the implementation of the EP " 5B010100-Preschool education and upbringing" and "5B010200-Pedagogy and methods of primary education

During the reporting period, the Baldyrgan Laboratory Center was replenished with new didactic materials. The Department of "Preschool and Primary Education" is provided with

classrooms equipped with special equipment.

Conclusion: *The WEC recommendation has been implemented. 100%*

Ensure the purchase of valid textbooks for updated secondary education in all school subjects, etc.

The list of purchased textbooks in the amount of 32 titles for grades 1-3 of 2017-2018 is published only in the state language. To ensure equal opportunities for students, it is advisable to purchase textbooks in two languages for grades 1-4 (2016-2021).

Conclusion: *WEC recommendation under implementation. 90%*

Consider the possibility of opening a methodological office at the university on the updated content of primary education

In the 2021-2022 academic year, according to the updated content of education, the following was opened: "Modern center of primary classes" and it is planned to open the center "Art education", "Intellectual center of primary classes"

Conclusion: *The WEC recommendation has been implemented. 100%*

Consider the possibility of acquiring software for psychodiagnostics and psychocorrection for the training centers "Correctional training classes" and "Psychodiagnostics and counseling" operating at the university

At present, an application has been prepared for the public procurement plan for March 2022 for the acquisition by the university of the universal computer psychodiagnostic complex (UKPC) "Ak Sunkar" of Kazakhstan production.

Conclusion: *WEC recommendation under implementation. 70%*

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

In November 2019, on the basis of the psychological and pedagogical complex ArkGPI named after. I. Altynsarin, the Center for Inclusive Education was opened. The following equipment was acquired and purchased for this Center. In November 2019, on the basis of this Center, advanced training courses were held for 40 teachers of secondary schools in the city of Arkalyk and the Arkalyk region with Russian and Kazakh languages of instruction on the topic of inclusive education.

Conclusion: *The WEC recommendation has been implemented. 100%*

Public information standard

Ensure that students are informed about the possibility of participating in competitions for research, social and other grants held by Kazakhstani and international organizations

- about the students of the Department of "Preschool and Primary Education" are informed about the possibilities of participation in competitions for research, social and other grants through the advisory service, and mailing through social networks.

Conclusion: *The WEC recommendation has been implemented. 100%*

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

- information about the teachers of the Department of Preschool and Primary Education, Pedagogy and Psychology, posted on the website of ArkSPI named after Y. Altynsarin, in the "Portfolio" section

Conclusion: *The WEC recommendation has been implemented. 100%*

Standard 10. Standards in the context of individual specialties

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

During the reporting period, video / virtual lectures were replaced by an online training seminar on the topic: “ Problems of distance learning in the organization of continuous practice, ways to solve it ”, which was held by the Kazakh State Women's Pedagogical University (Ph.D., Professor R. A. Nabuova., Ph.D., Professor A. M. Zhubandykova) .

At 2021 -2022 account. for the year it is planned to conduct video / virtual lectures of leading domestic specialists (Ph.D., Professor of KazNPU named after Abay A.S. Amirova) in the field of primary education.

Conclusion: WEC recommendation under implementation. 70%

Provide for the possibility of introducing a system of continuous education within the curriculum for school teachers, taking into account the requirements of the regional labor market, including the features of UGS

In the 2020-2021 academic year, the planned activities were not carried out: a course was not held for the teaching staff of the UCS No. 5, No. 10 of Arkalyk, the educational and methodological manual “ Shagyn zhinakty bastauysh mektepte mathematicians okytu adistemesi” was not developed . Postponed to 2022-2023 due to the epidemiological situation.

Conclusion: WEC recommendation under implementation. 50%

Include in the content of the MEP elective disciplines aimed at developing students' professional competencies in working with the parents of pupils

In order to implement the recommendations of the EEC, in the 2020-2021 academic year, the subject "Work of a teacher-psychologist with parents" was introduced according to OP 6V01202-"Educator of a preschool organization and teacher-psychologist" (protocol No. 7 of 05.02.2020).

Conclusion: The WEC recommendation has been implemented. 100%

Consider the possibility of selecting elective disciplines for the EP, taking into account the social and cultural characteristics of the region, which will significantly increase the level of satisfaction of students, employers and society

In 2019 , 2020 , elective disciplines were introduced “ The legacy of the great educators of the Turgai region ” OP 6V01201 - “ Preschool education and upbringing ” , OP 6V01202 - “Preschool teacher and teacher-psychologist” OP 6V01301 - “Pedagogics and methods of primary education ” (protocol No. 11 of 06/12/2019) .

The inclusion of the discipline “Peculiarities of the activity of a teacher in social institutions” in the MEP of admission in 2019, planned in the Action Plan, has been postponed to a later date.

Conclusion: WEC recommendation under implementation. 80%

Include in the content of the MEP elective disciplines aimed at developing students' professional competencies for working with parents of pupils and developing students' skills of self-education and self-reflection

In order to develop students' professional competencies in working with parents of pupils and the skills of self-education and self-reflection, the modular educational program for admission in 2020 and 2021 includes the disciplines "Technologies of cooperation between a teacher and parents", "Family education and work with parents", "Training of professional and personal self-development".

Conclusion: *The WEC recommendation has been implemented. 100%*

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Program of the Visit of the Expert Commission for Specialized Accreditation of Educational Programs to the Non-Commercial Joint Stock Company Arkalyk Pedagogical Institute named after V.I. I. Altynsarin" (Arkalyk) from 06 to 07 April 2023.

In order to coordinate the work of the EEC, on April 05, 2023, an introductory meeting was held, during which powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programs and the entire infrastructure of the institute, to clarify the content of self-assessment reports, meetings were held with the Head of the Administration of the Board - the Rector, with the Member of the Board - Vice- Rector , heads of structural divisions, the dean of the faculty, heads of educational programs , teachers, students. A total of 63 people took part in the meetings representatives of the institute (Table 1).

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

Participant category	Quantity
Chief of Staff of the Board - Rector	1
Members of the Board - Vice-Rector	1
Heads of structural divisions	12
Deans	1
OP leaders	4
teachers	14
students	thirty
Total	63

During the excursion, the members of the EEC got acquainted with the state of the material and technical base of the university, the classrooms were viewed for lectures, practical and laboratory work on the profile of accredited EPs, the library of the university, the places of functioning of support services for the educational, scientific, social and educational process.

At the meeting of the EEC IAAR with the target groups of the institute, the mechanisms for implementing the policy of the university were clarified and certain information presented in the self-assessment report of the university was specified. EEC experts visited practice bases.

In accordance with the accreditation procedure, an online survey of 33 teachers and 223 students was conducted.

In order to confirm the information presented in the Self-Assessment Report, the working documentation of the institute was requested and analyzed by external experts. Along with this, the experts studied the Internet positioning of the university through the official website of the university (<https://api.edu.kz/index.php/ru/>).

As part of the planned program of the visit, prepared recommendations for improving the accredited educational programs of the Non-Profit Joint-Stock Company Arkalyk Pedagogical Institute. I. Altynsarin" (Arkalyk) , developed by the EEC based on the results of the examination, which were presented at a meeting with the management on April 07, 2023.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Management of the educational program"

- ✓ *The institution must have a published quality assurance policy.*
- ✓ *The quality assurance policy should reflect the relationship between research, teaching and learning.*
- ✓ *The university must demonstrate the development of a culture of quality assurance, including in the context of EP.*
- ✓ *Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint/double-degree education and academic mobility.*
- ✓ *The management of the EP ensures the transparency of the development plan for the development of the EP based on an analysis of its functioning, the real positioning of the university and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.*
- ✓ *The EP management demonstrates the functioning of the mechanisms for the formation and regular review of the EP development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers and society, making decisions aimed at continuous improvement of the EP.*
- ✓ *The EP management should involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the EP development plan.*
- ✓ *The management of the EP must demonstrate the individuality and uniqueness of the EP development plan, its consistency with the national development priorities and the development strategy of the educational organization.*
- ✓ *The university must demonstrate a clear definition of those responsible for business processes within the EP, an unambiguous distribution of staff duties, and delimitation of the functions of collegial bodies.*
- ✓ *The management of the EP must provide evidence of the transparency of the educational program management system.*
- ✓ *The management of the EP must demonstrate the successful functioning of the internal quality assurance system of the EP, including its design, management and monitoring, their improvement, decision-making based on facts.*
- ✓ *The management of the EP should carry out risk management.*
- ✓ *The management of the EP should ensure the participation of representatives of interested parties (employers, teaching staff, students) in the collegiate management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program.*
- ✓ *The university must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals.*
- ✓ *The management of the EP must demonstrate evidence of openness and accessibility for students, teaching staff, employers and other interested parties.*
- ✓ *The management of the EP must be trained in education management programs.*
- ✓ *The management of the EP should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.*

Evidence

The institute has a strategic planning system: there is a "Strategic Development Plan for ArcPI named after I. Altynsarin for 2022-2025" (approved by the decision of the Board of Directors of the university on June 15, 2022, protocol No. 4), which determines the policy in the field of quality assurance; Academic policy of ArcPI (approved by the decision of the Academic Council of 26.08.2020, protocol No. 1, with amendments and additions of 18.02.2022, protocol No. 8); Regulations "Policy and standards of internal quality assurance of NJSC" Arkalyk Pedagogical Institute named after V.I. I. Altynsarin" (approved by the Chairman of the Board-Rector on March 26, 2020); "Regulations on the educational program and the procedure for its development at the Arkalyk Pedagogical Institute named after V.I. I. Altynsarin" (approved by the decision of the Academic Council of May 4, 2022, protocol No. 10) (<https://api.edu.kz/index.php/ru/>).

The developed intra-university policy for ensuring the quality of education of the Pedagogical Institute is presented in the regulatory document "Regulations" Policy and standards

for internal quality assurance of the NJSC "Arkalyk Pedagogical Institute. I. Altynsarin" (approved by the Chairman of the Board-Rector on March 26, 2020). This provision is available to everyone, since it is posted on the ArcSPI website (<https://api.edu.kz>), copies of this document are available in all departments. The quality assurance policy is available to teaching staff, employees and students, as well as employers and other interested parties. The institute's policy on quality assurance will be reviewed and amended as relevant. The issues of ensuring the quality of education are reflected in the academic policy of the university.

ArkPI im.I. Altynsarina pursues an anti-corruption policy. On the website of the institute, the program "Fighting Corruption" is functioning. This program was developed in accordance with the fundamental documents ("Code of Ethics for Civil Servants of the Republic of Kazakhstan", "Anti-Corruption Strategy of the Republic of Kazakhstan for 2015-2025", Law of the Republic of Kazakhstan "On Combating Corruption" dated November 18, 2011 No. 410-V ZRK, action plan on combating corruption). The "Anti-Corruption Service Action Plan" is annually reviewed by the Institute's Academic Council (Minutes No. 1 dated 08.20.2018; Minutes No. 5 dated 11.28.2018; Minutes No. 4 dated 11.27.2019; Minutes No. 5 dated 04.12.2020 .). During the examination session, the action "Clean session" is held.

The institute has created a system of internal policy of quality assurance, aimed at innovative development and improving the quality of the university. The quality assurance policy is presented in the regulatory document "Internal Quality Assurance Policy of the Arkalyk Pedagogical Institute. I. Altynsarin" (approved by the Chairman of the Board - Rector on August 26, 2020), reflects the integration of scientific research, teaching and learning, is also posted on the official ArcPI website (2 https://api.edu.kz/images/files_institut/off-doc/).

The administration of the university, structural divisions and teaching staff are actively involved in ensuring the quality of education in accordance with the approved provisions on job descriptions. The participation of the administration, teaching staff in the implementation of the policy and goals in the field of quality assurance in all areas of activity is carried out systematically by drawing up annual and strategic (prospective) work plans, on the basis of which the current work of the administration, employees and teaching staff is organized . Indicators and achievements of current activities are analyzed at meetings of the EP , Faculty Council, Academic Council , Academic Council at least once a month. Students are active participants in the educational process, and are also members of collegiate bodies. According to the results of sociological surveys of students, corrective actions are taken to improve the quality of the EP. Stakeholders were informed about the results of the implementation of the education quality assurance policy through electronic and printed resources. Informing about the status of the service is carried out through social networks such as Facebook, Instagram, Twitter, Youtube. Information on the results of work for the academic year is presented on the website at the link: <https://api.edu.kz/index.php/ru/> .

The sphere of quality assurance of the institute is implemented through internal processes and quality assurance standards, which involve the participation of all subjects of the educational process of the university. The quality assessment of the EP is carried out in accordance with the regulatory document "Regulations on the assessment of the quality of educational programs at the Arkalyk Pedagogical Institute named after. I. Altynsarin" (approved by the decision of the Academic Council of May 4, 2022, protocol No. 10). For the formation and support of policy in the field of quality assurance, the institute has created an appropriate organizational structure, defined functions, tasks of structural divisions and officials. An effective aspect of the relationship is the meetings of the leadership of the university and deans of faculties, teachers with representatives of educational organizations. The result of such meetings are signed memorandums of cooperation, proposals for the introduction of new innovative programs, the introduction of new academic disciplines (appendix). EP teachers take an active part in improving and adjusting programs, their modularity, defining educational goals and shaping learning outcomes, and improving learning efficiency. At the meetings of the council of the faculty, the school and the

preschool organization, at the meetings of the OP , the goals and results of the study of the EP are discussed in accordance with the plan.

To implement the Quality Assurance Policy, the institute has implemented and maintains an education quality assurance system aimed at improving the quality of education, defining criteria, norms and quality standards, increasing the level of knowledge and practical skills of students, scientific and educational support of the educational process, modernizing the material and technical , social and resource and information infrastructure of the university, improving the mechanisms and tools for managing a higher educational institution,

The Internal Quality Assurance Policy of the ArPI named after I. Altynsarin (approved on August 26, 2020) reflects the general approaches, key principles of quality assurance and the development of a culture of continuous quality improvement (https://api.edu.kz/images/files_institut/off).

The basic principles of quality assurance are:

- quality assurance corresponds to the diversity of higher education systems, educational institutions, educational programs and students;
- compliance of activities with regulatory and legislative requirements, ESG recommendations;
- the leading role of the leadership of the ArcPI named after I. Altynsarin is to ensure the unity of strategy, policies and procedures, the involvement of all employees and students in activities to ensure and improve quality, provide the necessary resources;
- ensuring equality of opportunity and fairness in relation to students;
- a clear definition of responsibility for processes, quality and standards;
- ensuring transparency and availability of information for stakeholders;
- application of the process approach and the principles of risk-based thinking (https://api.edu.kz/images/files_institut);
- making important management decisions based on a comprehensive analysis of data and information;
- creation of conditions for continuous improvement of the quality assurance system and development of a culture of quality;
- application of external and internal independent control;
- maintaining academic integrity and freedom, intolerance to any form of corruption and discrimination.

The academic integrity of the university is reflected in the development of educational programs, quality teaching and learning. The academic integrity of the university is determined in accordance with the "Student Honor Code" (<https://api.edu.kz/index.php/ru/obuchenie/kodeks-chesti-studenta>) and is based on the "Teacher Honor Code" (<https://api.edu.kz/index.php/ru/obuchenie/kodeks-chesti-prepodavatelya>) (<https://api.edu.kz/index.php/ru/obuchenie/kodeks-chesti-prepodavatelya>).

To actively involve stakeholder groups in the development, implementation and management of the EP, the EP management uses various forms of cooperation (joint discussion of the graduate model and the content of educational programs, providing feedback, conducting surveys, personal meetings and contacts).

The quality assessment of educational programs of higher education is carried out on the basis of specialized accreditation standards based on the following general principles: objectivity in conducting a self-assessment of the EP OVPE and developing a report based on its results, responsibility for the reliability of the report data and compliance with NLA RK, transparency in summing up the results of the self-assessment of the OP OVPE, accessibility sources supporting the facts in the self-assessment report.

Internal quality assessment and examination of educational programs at ArPI named after A.I. I. Altynsarin is carried out by monitoring the processes taking place in the university in order to create conditions for the formation of a holistic view of the level of educational services provided, their qualitative and quantitative changes, analysis and development of proposals for

improvement. These goals are realized by evaluating the activities of faculties, departments and teaching staff; organization and evaluation of educational achievements of students; conducting internal audits.

The Academic Council of ArPI named after I. Altynsarin is the highest collegial management body that considers issues of a strategic nature and current activities of the university, monitors the implementation of decisions, approves work plans in all areas of activity ("Regulations on the Academic Council", 31.08.2017, Protocol No. 1). The composition of the Academic Council is elected by secret ballot at the general meeting of the university from among the heads of structural divisions, highly qualified teachers, student activists and is approved by the order of the rector (No. 148. of 05.09.2018; No. 145. of 09.25.2019). Meetings of the Academic Council are held at least once a month in accordance with the approved plan. The rectorate is an advisory body under the rector, whose decisions are advisory in nature ("Regulations on the Scientific Council", protocol No. 1 of August 31, 2017). The composition of the administration is approved by the order of the rector (No. 147. dated 05.09.2018; No. 144. dated 09.25.2019). At meetings of the administration, current issues of the institute's activities are considered, reports from the heads of departments on the activities of departments (EP, departments), on the implementation of the rector's instructions, decisions of the administration, on the implementation of performance indicators of the institute and departments are heard.

Internal control of structural divisions and faculties of the institute is carried out on the basis of the order of the rector, which determines the purpose, timing, objects of verification, the composition of the commission. The university is implementing a developed plan for regular audits of structural units and processes. The results of the audit are analyzed by the management, on the basis of which appropriate corrective and preventive actions are taken to improve educational, scientific and economic activities. In addition to internal audits, the Academic Council, a commission through the rector's office check certain areas of the university's activities. Quality management of the provided educational services is carried out by making managerial decisions at all levels based on the results of educational monitoring.

The Institute has an organizational management structure presented on the website of the university (<https://api.edu.kz/>).

Within the framework of accredited educational programs, responsibility for the implementation of business processes is distributed among the leadership of the institute's faculties. All documents regulating the implementation of the EP and management decisions are discussed at meetings of the Institute's collegiate management bodies. The procedure for the work of collegial bodies is carried out in accordance with a documented procedure (<https://api.edu.kz/index.php/ru/common/korporativnoe-upravlenie/sovet-direktorov>).

The leaders of the EP demonstrate and maintain their openness to communicate with various stakeholder groups. At the level of the rector, not only the possibilities of written communication are provided, including the use of modern technologies (the rector's blog), but also openness through social networks, which was confirmed in the course of interviews of the EEC with the teaching staff and students. The dean, the leaders of the EP are in close contact with the students and teaching staff, their availability was confirmed by the participants of the interviews conducted by the members of the EEC.

According to the results of the survey of teaching staff and students, the following answers were received to the questions:

- involvement of teaching staff in the process of making managerial and strategic decisions
- satisfactory answers of 97% of respondents;
- to what extent teachers can use their own educational innovations in the learning process
- satisfactory answers from 100% of respondents;
- assessment of the accessibility of the manual for students and teaching staff - satisfactory answers of 98.5% of respondents;
- encouragement of innovative activity of teaching staff - satisfactory answers of 87.8% of respondents;

- the level of feedback from the teaching staff with the management - satisfactory answers of 97% of the respondents;
- participation of teaching staff in making managerial decisions - 84.9% of respondents answered satisfactorily.

Analytical part

The teaching staff and students are involved in the development of EP development plans, which was confirmed in the process of interviews with teachers and representatives of students. To confirm the involvement of potential employers in the formation of EP development plans, examinations and acts on educational programs are presented, which are evidence of participation in the development of EP development plans.

The website of the institute is considered both as a condition for the functioning of the university and as a tool for managing the effectiveness of the institute's activities to ensure transparency in the implementation of the EP. The website of the organization ensures the availability of information on the development and implementation of EP development plans for various categories of persons, incl. subjects of the market of educational services (students, employers).

At the same time, the analysis of the components of the accredited EP EEC posted on the website notes that the sections containing the analysis of external and internal risks in the implementation of the OP, a description of measures to overcome them, are not sufficiently reflected in the development plans of the EP.

The report notes that “ the uniqueness of the cluster EP is determined by a combination of the following main characteristics: EP is developed on the basis of a competency-based training model; when developing the EP to meet the needs of highly qualified specialists, the recommendations of regional employers were taken into account; orientation of the educational process to the training of specialists for the development of the republic and the region; emphasis on providing information and material and technical resources necessary for the quality support of the educational process; the predominance of practicing teachers and qualified teaching staff”, but the compliance of the EP with regulatory documents (Professional standard “Teacher”, etc.) is not sufficiently represented, the focus of the EP is not specified, taking into account the needs of society, the region, etc.).

The individuality and uniqueness of the existing development plans for accredited EPs is demonstrated on the basis of features, the implementation of which is largely determined by regulatory documents, including accreditation standards .

The joint participation of the teaching staff of the educational program "Pedagogy and Methods of Primary Education" with scientists from Kokshetau University named after Sh. Ualikhanov in the research project "Creation of the KAZCUNET Children's University network". A cooperation agreement was signed for the implementation of the research project "Creation of the KAZCUNET Children's University Network", funded by the Ministry of Higher Education and Science of the Republic of Kazakhstan. At the same time, the EEC notes the need to strengthen the uniqueness of the EP and attract teaching staff to actively participate in the competition of scientific projects in the priority area "Research in the field of education and science" as part of the implementation of the "Concept for the development of higher education and science in the Republic of Kazakhstan for 2023-2029" (<https://adilet.zan.kz/rus/docs/P2300000248>) in the context of a new stage in the transformation of the system of higher education and science with an emphasis on key elements that increase its competitiveness. The participation of the teaching staff in scientific projects helps to increase the human and scientific potential of the university, improve the content of the EP, integrate research, teaching and learning, develop social partnership in education, expand the scientific and educational space, the real positioning of the institute as “and an innovative regional scientific and educational hub that implements training of teaching staff” (<https://api.edu.kz/index.php/ru/common/mission>).

Strengths/best practice:

- No

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education

1. The management of the EP to develop a plan to ensure the uniqueness of the accredited EP and consistency with the national development priorities and development strategies of the university until 08/30/2023.
2. The management of the EP, by 30.08.2023, should analyze the risks of implementing the EPs declared for accreditation, assess the possibilities of managing them, and by 30.08.2023, develop and implement ways to prevent adverse factors
3. The management of the EP to draw up an action plan to involve and encourage teaching staff to participate in scientific projects in the priority area of science development 08/30/2023

VEC conclusions:

According to the standard "Management of the educational program":

- OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education have 15 satisfactory positions and 2 positions suggesting improvement.

6.2. Information Management and Reporting Standard

- ✓ The university must ensure the functioning of the system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software.
- ✓ The management of the EP must demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.
- ✓ Within the framework of the EP, there should be a system of regular reporting that reflects all levels of the structure, including an assessment of the effectiveness and efficiency of the activities of departments and departments, scientific research.
- ✓ The university must establish the frequency, forms and methods for assessing the management of the EP, the activities of collegial bodies and structural divisions, top management, and the implementation of scientific projects.
- ✓ The university must demonstrate the determination of the procedure and ensuring the protection of information, including the identification of persons responsible for the reliability and timeliness of the analysis of information and the provision of data.
- ✓ An important factor is the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.
- ✓ The management of the EP must demonstrate the existence of a mechanism for communication with students, employees and other interested parties, including the existence of mechanisms for resolving conflicts.
- ✓ The university must ensure the measurement of the degree of satisfaction with the needs of teaching staff, staff and students within the framework of the EP and demonstrate evidence of the elimination of identified shortcomings.
- ✓ The university should evaluate the effectiveness and efficiency of activities, including in the context of the EP.
- ✓ The information collected and analyzed by the university within the framework of the EP should take into account:
 - ✓ key performance indicators;
 - ✓ the dynamics of the contingent of students in the context of forms and types;
 - ✓ academic performance, student achievement and dropouts;
 - ✓ satisfaction of students with the implementation of the EP and the quality of education at the university;
 - ✓ availability of educational resources and support systems for students;
 - ✓ employment and career growth of graduates.

- ✓ *Students, employees and teaching staff must document their consent to the processing of personal data.*
- ✓ *The management of the EP should contribute to the provision of all necessary information in the relevant fields of science.*

Evidence

ARPI has implemented information management processes, including its collection and analysis. The institute has a permanent representation in the Internet space - the website api.edu.kz. The institute has a "Rector's Blog" in the website module, designed for effective feedback from students and their parents, employees, teaching staff, employers, and members of the public .

Educational website ArPI im.I. Altynsarin api.edu.kz, supports the mission, goals and objectives of the institute. The priority areas of activity of the ArcPI website are: representation of the Institute in the global Internet; formation of the image of the institute; providing an information environment for applicants, students and university staff; ensuring transparency and accessibility of information about the activities of the institute; The main purpose of the site is to develop a high-quality information environment of the institute as a resource for educational, scientific networks and a national information resource. The official website (api.edu.kz) operates in three languages (Kazakh, Russian, English). The site contains information for applicants: admission rules, educational programs, contact information, tuition fees, virtual admissions committee.

The participation of the administration, teaching staff in the implementation of the policy and goals in the field of quality assurance in all areas of the institute's activities is carried out systematically by drawing up annual and strategic (prospective) work plans, on the basis of which the work of the administration, employees and teaching staff is organized. All stakeholders are informed about the results of the implementation of the education quality assurance policy through electronic (website, mail, social networks) and printed (booklets, press) resources. Informing about the status of the service is carried out through the social networks Facebook, Instagram, Twitter, Youtube. Information on the results of the work is presented on the website at the link: <https://api.edu.kz/index.php/ru/>

The institute has implemented a digital corporate chat/messenger CommFort. The institute has private educational websites with the domain name api.edu.kz, there is a distance learning website, a student's personal account, and an electronic library. E-mail: arkgpi@mail.ru (ArcPI), administrator@api.kz.

In ArcPI for students of various target groups (adults, working students, as well as students with special educational needs), the "Rules for organizing the educational process on distance learning technologies at the Arkalyk State Pedagogical Institute named after A.I. I. Altynsarin" (https://api.edu.kz/images/files_institut/). These "Rules for the organization of the educational process on distance learning technologies in ArcPI named after I. Altynsarin" (hereinafter referred to as the rules) are developed in accordance with subparagraph 25) of Article 5 of the Law of the Republic of Kazakhstan dated July 27, 2007 "On Education", approved by order of the Ministry of Education and science of the Republic of Kazakhstan dated March 20, 2015 No. 137, the rules for organizing the educational process determine the procedure for organizing the educational process in DOT. The organization of the educational process in DOT is carried out in accordance with the academic calendar for the development of students of the EP. The implementation of DOT is carried out using television, network and case technologies. DOT is implemented by conducting distance learning sessions in the "on-line", "off-line" mode.

Created on the site personal pages of employees <https://api.edu.kz/index.php/ru/>, rector's block for complaints and questions of stakeholders (<https://api.edu.kz/index.php/ru/common/blog-rektora>) are aimed at achieving a common goal - the formation of a sense of belonging to a common cause and the commitment of the teaching staff to the values of the university as Kazakhstani patriotism, integrity, openness, academic freedom, professionalism, global citizenship (<https://api.edu.kz/index.php/ru/common/mission>) based on the principle of transparency and objectivity of information.

Analysis of the official website of ArPI contains information about the university, departments, ongoing work, etc. The information is periodically updated by responsible persons of the administration, departments and subdivisions of the Institute. The minutes of the meetings of the Academic Council and other collegiate bodies, the provisions on the organization of their work, the agenda of the meetings, the orders of the rector are not secret, they are posted on the website of the institute (<https://api.edu.kz/index.php/ru/>).

The administration evaluates the activities of the departments and makes decisions on the issues under consideration. Evaluation of activities by the management and collegiate bodies of the university is carried out through employers, local executive authorities, the public of the region, students, teaching staff. At the faculties, in accordance with the Charter of the Institute, Faculty Councils have been established (Regulations "On the Council of the Faculty" dated August 31, 2017, Protocol No. 1). The Institute has an Academic Council, whose activities include issues of methodological support and improvement of the educational process, organization and improvement of educational and methodological work, generalization and dissemination of best practices for the introduction of new learning technologies (Regulations approved by the Academic Council on August 31, 2017, Minutes No. 1) . The work plans of the collegiate bodies are in the public domain on the website of the university. Decisions on the considered issues are brought to the attention of interested parties through distribution in paper form, as well as through the internal CommFort local network.

To inform the general public about the results of the scientific and pedagogical achievements of the EP, the contingent of students, the teaching staff is provided: the blog of the chairman of the rector-board (<https://api.edu.kz/index.php/ru/common/blog-rektora>); for students, teaching staff and employees, a questionnaire and a sociological survey are conducted on the official website. The schedule for receiving citizens has been activated on the blog, and a module for frequently asked questions has been added.

The website of the institute contains information about teachers providing EP, about educational, scientific, methodological, educational activities, the information is systematically updated.

Connecting the library to the global INTERNET network, the availability of e-mail and the WEB-site of the university: <https://api.edu.kz/index.php/ru/> / allows you to receive additional information from other universities in Kazakhstan, Russia, foreign countries, libraries of various systems and departments.

Table 2 - Indicators of information and library support of the university

OP title	EBS/Paper publications, incl. scientific		
	2020	2021	2022
6B01101-Pedagogy and psychology	0/20785 : 6538	0/19096 : 6329	1/17237 : 5073
6B01201-Preschool education and upbringing	0/20192:6616	0/16160:5751	1/15234:4877
6V01202-Preschool teacher and teacher-psychologist	0/20617:6659	0/17034:6092	1/15746:4924
6B01301-Pedagogy and methods of primary education	0/20929:6989	0/17449:6510	1/16379:5420

The institute has created an open education system that provides free access to educational resources based on full-time reduced, distance learning technologies ([api.edu.kz. https://api.edu.kz/index.php/ru/elektronnaya-biblioteka](https://api.edu.kz/index.php/ru/elektronnaya-biblioteka)).

The EPs were developed on the basis of the State Educational Standard for Higher and Postgraduate Education (October 31, 2018 No. 604), the classifier of training courses for personnel with higher and postgraduate education (Approved by Order of the Ministry of Education and Science of the People's Republic of China No. 569 of October 13, 2018), in accordance with the European Qualifications Framework (EQF) , National Qualifications Framework (NQF), Professional Standard "Teacher", Dublin descriptors. The development of programs by order of the rector is carried out by the Working Group of each accredited EP, which includes heads of structural divisions and leading teachers. The involvement of students, employees, teaching staff in the processes of collecting and analyzing information is carried out by questioning on the educational portal. The results of the questionnaire are sent to the faculties of the institute, where they are discussed and measures are taken.

In the process of implementing educational programs, educational equipment and software are used, in particular Office-Registrar-PLATONUS, ESUVO (Unified Higher Education Management System), NOBD (National Educational Database); editorial and design department - CorelDRAW, AdobePhotoshop, MicrosoftOffice; information and complex library-IRBIS64, electronic library; personnel management and documentation support activities-PLATONUS; ESUVO (national education database), BSUVO (unified higher education management system), Enbek.kz; 1C personnel department, Perco (access control system), financial and economic center - 1C Accounting; academic programs and the office of methodical work - use such software tools as PLATONUS, Anti-plagiarism.

On the basis of the Psychological Complex of the OP Pedagogy and Psychology, there is a Psychodiagnostic Center "Ақ sunңkar", which refers to the means of computer psychodiagnostics. The main purpose of which is assistance in matters of: vocational guidance, professional selection, identification of persons conditionally belonging to "risk groups" from among the examined persons. Diagnostic techniques are used to study the psychological characteristics of a person, as well as a simulator for the development of professionally important or personal qualities. In the basic configuration of the center, it is possible to work: conduct a study using more than 60 diagnostic methods; work in stationary and "field" conditions; work in the state and Russian languages; in automatic mode and under the control of a specialist; study of personal, professionally important qualities, personality states. As part of the educational process, the Aksunkar diagnostic complex is used by students in laboratory classes, to study their own personal qualities, to conduct an experiment in scientific work.

The basis of EMOS is the educational site Ar KPI . I. Altynsarin <https://api.edu.kz/index.php/ru/> . The multiservice of the site is provided by an information portal, electronic teaching materials, AIS Platonus, which accompanies the automated document flow in the educational process, the educational process on credit technology, the postal service, file sharing, etc.

The electronic system "AISPlatonus" created by the institute includes information about students, their progress, curricula of disciplines, a student office, a network system for testing students, and information about students. The electronic catalog is located at api.edu.kz, an internal electronic library containing books, textbooks, tutorials, lectures,

When organizing and conducting consulting services on the educational process, research work, graduation projects, the possibilities of e-mail are used; classes are held in accordance with the approved schedule of training sessions.

The information collection and monitoring system is supported by information systems: AIS "Platonus" and AIS "Moodle". To automate accounting and tax accounting at the university, 1C Accounting is used, the HR department of the university uses the 1C Enterprise software product, designed to automate activities at the enterprise.

Analysis of the real positioning of the EP is carried out by the head of the EP with the involvement of teaching staff and all interested parties in order to improve and continuously improve the quality of the EP, taking into account the real needs of the labor market.

Monitoring of the implementation of the EP development plan is carried out annually

In order to determine the degree of satisfaction of students with the educational process, as well as the quality of teaching academic disciplines, a request for expert opinions on the EP from employers and a survey of students are carried out throughout the year.

Monitoring of the implementation of the EP is carried out by analyzing and evaluating the quality of the performance of educational services (external and internal audit), analyzing the implementation of the EP development plans, conducting surveys and surveys of students and representatives of practice bases. The effectiveness of the quality of educational programs is regularly assessed through the planned consideration at department meetings of questions about the academic achievements of students, the results of all types of practices, passing state exams in EP, the quality of the procedure for pre-defense of theses, the degree of satisfaction of students with the quality of education, the annual number of implemented in the educational process of the university of new innovative educational technologies.

Technological support is provided by providing computer equipment, equipping classrooms with multimedia equipment, TCO; providing technical assistance in the design of electronic textbooks, test tasks, publication of methodological, scientific literature. In 2020, PhD Ospanbekova M. N. conducted a training seminar on the topic "Development of educational reflection of students based on innovative technologies" in an online format using the capabilities of the cloud platform ZOOM .

In 2008, the automated Library and Information System "IRBIS-64" was introduced to create an electronic catalog and comprehensive automation of library processes. The electronic catalog database contains 80128 bibliographic records. In all reading rooms (electronic resource center, reading room of educational and methodical literature, reading room of foreign literature) the programs "IRBIS-64", "Electronic Library" are installed.

The information system for supporting the information processes of the university management is represented by the presence of an electronic library (api.edu.kz). The database of the ArcPI electronic library is characterized by the security, availability and updating of the EC array. To provide students and teaching staff with access to a universal information full-text database (the Web of Science information platform of Thomson Reuters, the SpringerLink database containing full-text articles of the Complete Collection journals of Springer Nature), the ArcPI library annually cooperates with the National Center for Scientific and Technical Information of the Republic of Kazakhstan (contract No. 193 dated 06/19/2017) is being updated.

According to the EP "Preschool education and upbringing", "Preschool teacher and teacher-psychologist" in the period from 2018 to 2022, 3 electronic manuals were issued ("Zhas erekshelik physiology men mektepke deyinghygiene"; authors: Zhandildina R.E., Duysebekova A.E., Komarova D. (Computer edition certificate No. 9940; "Balalar psychology synan tazhiribelik zhymystar"; authors: Zhandildina R.E., Duysebekova A.E. (No. 15377, 22.02.2021); Zhandildina R. E. Komarova D.K. "Zhas erekshelik psychology" (No. 15604 of 03/02/2021).

Mechanisms for collecting, analyzing and managing information on certain areas of activity of the EP are automated on the basis of ICT within the framework of the EP. The teaching staff and students participate in conferences, seminars, surveys, extended meetings of faculty councils, extended meetings of the Academic Council

The report states that risk assessment and the identification of ways to reduce them are carried out at the university at all levels of planning, there is a documented procedure "Risk and Opportunity Management" (approved on December 23, 2020), but the results of work on risk analysis and risk identification are not presented (the name of the risk, the description of the risk, the causes of the occurrence of the risk, the owner of the risk, the source of the risk), methods for determining the causes and sources of situations, events, circumstances (expert methods, inductive methods, etc.) that can have a significant impact on achieving the goal are not indicated.

Analytical part

The university demonstrated the presence and evidence of the use of a reporting system in the management processes of the EP, reflecting the activities of all structural units and departments

within the EP, including the assessment of their activities, based on an analysis of the methods and forms of collecting, processing, using and evaluating information, decisions of collegial bodies and management, survey of information resources of the university, interviewing all subjects of the market of educational services.

Risk assessment and identification of ways to reduce them is carried out at the university at all levels of planning, but the interviews conducted by the EEC with the teaching staff revealed the presence of internal risks associated with the contingent of students, since students are the only consumer of the educational services of the university, there is a sharp decrease in the student body. Analysis of the presented data shows that in the 2018-2019 academic year. number of students OP 6V01201 "Preschool education and upbringing", 6V01202 - preschool teacher and teacher-psychologist amounted to 68, then in the 2022-2023 academic year. the contingent is 21, i.e. there is a significant decrease in this indicator. A similar picture is observed in EP 6B01101 - "Pedagogy and Psychology" (in the 2018-2019 academic year, the total number of students is 8, then in the 2022-2023 academic year -1). The increase in the contingent is observed according to OP 6B01301 "Pedagogy and methods of primary education" (2018-2019 academic year - 52 people, in 2022-2023 academic year - 63 people)

The WEC notes the insufficient level of functioning of the institutional environment aimed at providing a support system for students. An analysis of the results of the students' survey shows that the subjects of the educational process note the need to study additional foreign languages. Information about the changes made in the EP and/or ongoing activities is not promptly delivered to the parties interested in it.

Strengths/best practice:

- No

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education :

1. Draw up a contingent formation program based on the analysis of operational risks
06/30/2023
2. Develop an action plan aimed at introducing activities into practice and continue to keep up to date the procedure for collecting and analyzing the availability of educational resources and student support systems, including by ensuring the identification of target groups and the prompt delivery of relevant information to interested consumers by 30.08.2023 .

VEC conclusions:

According to the "Information Management and Reporting" standard:

- OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education have 16 satisfactory positions and 1 position suggesting improvement.

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

- ✓ The university must define and document the procedures for the development of EPs and their approval at the institutional level.
- ✓ The management of the EP should ensure that the developed EP complies with the established goals, including the intended learning outcomes.
- ✓ The management of the EP should ensure the availability of developed models of the EP graduate that describe the learning outcomes and personal qualities.
- ✓ The management of the EP must demonstrate the conduct of external reviews of the EP.
- ✓ The qualification obtained upon completion of the EP must be clearly defined, explained and correspond to a certain level of NQF.

- ✓ *The management of the EP should determine the influence of disciplines and professional practices on the formation of learning outcomes.*
- ✓ *An important factor is the possibility of preparing students for professional certification.*
- ✓ *The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development of the EP, ensuring their quality.*
- ✓ *The labor intensity of the EP should be clearly defined in Kazakhstani credits and ECTS.*
- ✓ *The management of the EP should ensure the content of academic disciplines and learning outcomes for the level of education (bachelor's, master's, doctoral studies).*
- ✓ *The structure of the EP should provide for various types of activities corresponding to the learning outcomes.*
- ✓ *An important factor is the presence of joint EPs with foreign educational organizations.*

Evidence

NJSC “Arkalyk Pedagogical Institute named after I. Altynsarin” has developed a documented procedure for the development and quality assessment of the EP, which is reflected in the regulatory document “Regulations on the educational program and the procedure for its development at the Arkalyk Pedagogical Institute named after I. Altynsarin” (Approved by the decision of the Academic Council of ArcPI, Protocol No. 10 dated May 4, 2022). This document defines the basic requirements for the structure and development of the educational program.

Accredited OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education developed on the basis of regulatory documents (“State General Education Standard”, approved by the Decree of the Government of the Republic of Kazakhstan dated August 23, 2012 No. 1080 (as amended and supplemented by the Decree of the Government of the Republic of Kazakhstan No. 604 dated October 31, 2018; “Professional Standard “Teacher”, “Rules for organizing the educational process on credit technology of education”, approved by order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152 (as amended by the order of the Minister of Education and Science of the Republic of Kazakhstan dated 02.06.2014 No. 198, as amended by the order of the Minister of Education and Science of the Republic of Kazakhstan dated October 12, 2018 No. 563), model curriculum and model curricula, etc.

The Institute has developed and documented procedures for monitoring, evaluating and updating the EP: “Regulations on the educational program and the procedure for its development” (file:///C:/Users/Admin/Desktop/AcademPolicy_ArcPI_2021.pdf).

The structure of accredited EPs is based on a modular principle and includes a set of backbone elements (general information, purpose, tasks of the EP, characteristics of the direction of training in the EP, expected learning outcomes (RO), a list of disciplines of the curriculum with a description of the summary of the discipline and the corresponding prerequisites and postrequisites).

Learning outcomes are formed both at the level of the EP of the cluster, and at the level of individual modules and subjects (<https://api.edu.kz>). The EP interconnects credits, competencies and learning outcomes based on the Dublin descriptors, taking into account the ECTS and EHEA qualification frameworks.

“Regulations on the educational program and the procedure for its development at the Arkalyk Pedagogical Institute named after I. Altynsarin” (approved on May 4, 2022, protocol 10) establishes a set of requirements and an algorithm for preparing, conducting and documenting, also regulates the organization and procedure for conducting all related procedures, determines the official powers and responsibilities of the participants (https://api.edu.kz/images/files_institut/polozheniya_rus/).

The EP is discussed and recommended by the methodological association of the EP group, approved by the meeting of the faculty council, the educational and methodological council of the institute and approved by the Academic Council of the institute. The Office of Academic Programs, Methodological and Scientific Work applies for the entry of the approved EP into the Register of Educational Programs. Consideration of the application and the further procedure is carried out in

accordance with the Algorithm for inclusion and exclusion of educational programs in the Register of educational programs of higher and postgraduate education, approved by order of the Minister of Education and Science of the Republic of Kazakhstan dated December 4, 2020 No. 665.

The implementation of the EP is carried out in the state and Russian languages. The content of the EP includes innovative forms of education based on the interests of various categories of students, incl. subjects of pedagogical interaction with special educational needs. Depending on the goal of the educational program, the content of the disciplines of the modules is developed. The disciplines of the compulsory component are developed in accordance with the State Educational Standards, the university component (VC) and the subject of choice (EC) based on an analysis of the current problems of the region and the Republic of Kazakhstan, the needs of the labor market. The programs of basic and professional disciplines take into account modern achievements in the field of science and teaching methods. The qualification obtained by graduates as a result of mastering the bachelor's program belongs to the 6th level of the NQF qualification. When developing the EP, the theoretical and practical consistency and continuity in the design of academic disciplines are taken into account. The EP is formed on the basis of a modular presentation of educational information and interdisciplinary connections. The modular structure of the EP allows you to quickly and efficiently expand and deepen the EP, change the direction of training, and respond to stakeholder requests. The learning outcomes of the program have a general form of acquiring cognitive skills: memory, understanding, application, analysis, evaluation, synthesis. Depending on the period of implementation of the program, its content is structured into cycles and modules. This content is most fully presented in full-time education, when studying on the basis of secondary vocational education, the volume and content of previously received education are taken into account, while credits are recalculated in subjects whose content is similar to undergraduate subjects.

The total labor intensity of theoretical training is 240 credits, incl. 6 V 01201 - "Preschool education and upbringing", 6 V 01202 - Preschool teacher and teacher-psychologist "practice -22 credit, practice 6 B 01301 - "Pedagogy and methods of primary education", 6B01101 - "Pedagogy and psychology" - 20 kr., Final state certification - 12 kr.

The cycles of disciplines consist of compulsory and elective components in the amount of credits provided for by standard curricula: OOD - 56, including the compulsory component - 51, the elective component - 5; BD-112 cr., university component -72, optional component - 40; PD - 60 credits, university component - 43, optional component - 17, respectively.

The EP is formed on the basis of a modular presentation of educational information and interdisciplinary correspondences. The modular structure of the EP allows you to quickly and efficiently expand and deepen the EP, change the direction of training, and respond to stakeholder requests. In the course of studying the academic disciplines of the EP, classroom classes are provided in accordance with the "Rules for organizing the educational process on credit technology of education" (order of the Ministry of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152 (as amended and supplemented on June 2, 2014), which is 1/3 study time, SRS and SRO, which is 2/3 of study time.

The professional practice of the EP is carried out in accordance with the document " Rules for the organization and conduct of professional practice and the rules for determining organizations as a base for practice", approved at a meeting of the Academic Council of the ArkPI on the basis of protocol No. January 13, 2021, protocol No. 7, dated May 4, 2022, protocol No. 10 (<file:///C:/Users/Admin/Desktop/Academ Politics ArcPI 2021.pdf>.)

All procedures are carried out in accordance with the credit system of education on the basis of approved regulatory legal acts adopted in the Republic of Kazakhstan. The purpose of the development of the educational program is to improve it in accordance with national development priorities, the vision, mission and strategies of ArcPI, as well as focusing on the demands of the labor market.

The development of the EP begins with the construction of a graduate model, which allows you to systematically determine the competence of a specialist at various levels of education. The

Institute has developed a model of the EP graduate. Graduate model: a deep understanding of the scientific scope of the discipline being studied; possession of professional skills ; social intelligence; propensity to external conditions; possession of leadership qualities, since the university trains teaching staff, graduates of the EP must have competencies that allow them to carry out pedagogical activities in accordance with the titles received and . The graduate model is supplemented taking into account the specifics of each EP. ArKPI ensures the development of learning outcomes by planning the educational process, developing educational and methodological documentation, scheduling training sessions, conducting all types of educational activities, organizing professional practices, conducting intermediate and final certification (by the decision of the Board of Directors of the non-profit joint-stock company "Ark PI named after I. Altynsarin » dated December 24, 2020 No. 4 approved the Strategic Plan for 2021-2025) (https://api.edu.kz/images/files_institut/B3..pdf).

The qualification characteristic of a graduate is indicated in each EP (https://api.edu.kz/images/files_institut/kafedra/muzizo/.pdf , <https://api.edu.kz/images/>).

Qualifications and key competencies acquired by students as a result of mastering educational programs 6B01101 - Pedagogy and psychology, 6B01201 - Preschool education and upbringing, 6B01202 - Preschool teacher and teacher-psychologist, 6B01301 - Pedagogy and methods of primary education : correspond to the 6th level of the National Framework qualifications. Graduates have a wide range of theoretical and practical knowledge in the professional field; is able to independently develop various options for solving professional problems using theoretical and practical knowledge; have the skills of independent management and control of the processes of labor and educational activities, discuss problems, and are able to draw reasoned conclusions. Competences acquired by students as a result of mastering the program on " 6B01101 - Pedagogy and psychology, 6B01201 - Preschool education and upbringing, 6B01202 - Preschool teacher and teacher-psychologist, 6B01301 - Pedagogy and methods of primary education are set out in the passport of the OP and EMCD.

When describing the learning outcomes in the EP of the cluster, Dublin descriptors by levels of training are taken into account: demonstration of knowledge and ideas in the area being taught, based on advanced knowledge in this area; demonstration of knowledge and skills in applying concepts at a professional level, formulating arguments and solving problems in the field of study; to collect and interpret information to form judgments, taking into account social, ethical and scientific reasoning; communicate information, ideas, problems and solutions to both specialists and non-specialists; learning skills necessary to independently continue further education in the field of study.

Professional practice OP 6V01201 “ Preschool education and upbringing”, OP 6V01202 - “Preschool teacher and teacher-psychologist” is determined in accordance with the IEP, is divided into educational and familiarization, psychological and pedagogical, educational practice (infant group) into pedagogical, industrial . The organization of practice at all stages is aimed at ensuring continuity and consistency in mastering professional skills by students in accordance with the requirements for the level of training of a future specialist: educational and familiarization practice 1 course (2 kr.); psychological and pedagogical practice 2 course (2 kr.); educational practice (in the infant group) 3 course (2 kr.), pedagogical practice 3 k. (6 kr.); industrial practice 4 k. (10 kr.).

Professional practice OP 6V01301 - " Pedagogy and methods of primary education", OP 6V01101 - "Pedagogy and psychology" is divided into educational and familiarization, psychological and pedagogical, pedagogical, industrial, defined in accordance with the IEP. The organization of practice at all stages is aimed at ensuring continuity and consistency in the development of professional skills by students in accordance with the requirements for the level of training of a future specialist: educational practice 1 course (2 cr.), Psychological and pedagogical practice 2 course (2 cr.); pedagogical practice 3 course (6 kr.), industrial practice 4 course (10 kr.). All types of practice are carried out in educational institutions of Kazakhstan on the basis of a personal application for signing a contract. The learning outcomes are reflected in the work programs of the practice, which we introduce to students at the consolidation conference.

At the end of all types of practice, students submit a written report. Internship reports are provided by students at the final conference. The results of the practice will be reviewed and discussed at the OP meeting .

The EP is aimed at preparing students for work in the field of education in accordance with the rank received. In order to more fully familiarize themselves with the future sphere of professional activity, meetings of students with graduates, employers, heads of practice bases working in the field of education are organized at the institute throughout the entire period of study. The readiness of a graduate student to fulfill social and professional roles is assessed based on the results of undergraduate practice and the final state certification. Students who have passed the final certification and confirmed the development of the relevant professional curriculum of higher education, by the decision of the SAC, are issued a state diploma with a bachelor's degree in education and an appendix.

Table 3 - Number of students who have passed professional certification

OP title	Total students who passed professional certification		
	2020-2021	2021-2022	2022-2023
6B01101-Pedagogy and psychology	-	34	-
6B01201-Preschool education and upbringing	-	35	-
6V01202-Preschool teacher and teacher-psychologist	-	1	-
6B01301-Pedagogy and methods of primary education	-	78	-

As the table shows, in the 2021-2022 academic year. students of EP 6B01101-Pedagogy and psychology, 6V01201-Preschool education and upbringing, 6V01202-Educator of a preschool institution and a teacher-psychologist, 6B01301-Pedagogy and methods of primary education have passed professional certification. The total number of those who passed the professional certification procedure is 148 people.

Students (Sultanbek A., Zhanibek N., Murat A., Santaeva A.), employers (Head of the kindergarten "Golden Key" Tursynova L.A., methodologists of preschool institutions Kalieva G.K., Shakeyeva D. S., Dzhusupova D.K.).

The bases for the internship are: in the direction 6B01101 - Pedagogy and psychology, 6B01301 - Pedagogy and methods of primary education KSU " School - gymnasium named after Abai Kunanbaev of the education department of the city of Arkalyk ", KSU " Primary gymnasium named after A. Baitursynov of the Department of Education of the city of Arkalyk , KSU "Secondary school No. 4 named after Keiki Batyr department of education of the city of Arkalyk ", KSU " Secondary school No. 5 named after M. Auezov, KSU Rodinskaya secondary school of the education department of the city of Arkalyk , secondary school No. 10 of the city of Arkalyk, Torgai Humanitarian College named after N. Kulzhanova. According to OP 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist: kindergarten "Golden Key", DDU "Raushan".

Table 4 - Indicators of the provision of the educational process by places of practice

OP title	Number of contracts with practice places		
	2020-2021	2021-2022	2022-2023
6B01101-Pedagogy and psychology	eleven	eleven	eleven

6B01201-Preschool education and upbringing 6V01202-Preschool teacher and teacher-psychologist	3	3	3
6B01301-Pedagogy and methods of primary education	7	7	4

Analysis of the data in the table shows that according to OP 6V01101-Pedagogy and Psychology, 6V01201-Preschool education and upbringing, 6V01202-Educator of a preschool institution and a teacher-psychologist, 6V01301-Pedagogy and methods of primary education, the number of contracts is 18, of which according to OP 6V01101-Pedagogy and psychology 11 (61%).

ArKPI operates the Platonus information system, which allows for the comprehensive automation of the processes of the credit and distance learning systems and is aimed at improving the internal quality assurance system.

The results of the survey of teaching staff showed that they were satisfied with:

- the needs of teaching staff with the content of OP - 100%;
- attention of the management of the educational institution to the content of the EP - 97%;
- compliance of students' knowledge obtained at this university with the realities of the requirements of the modern labor market - 100%;
- the formation of educational programs for the organization of education for students with the ability and skills to analyze situations and make forecasts - 96.9%.

Students assessed how much they agree that the material taught is relevant: 72.2% - fully agree, 23.3% - agree, 4% - partially agree.

Analytical part

According to the developed EP, which provides for the possibility of building an individual educational trajectory, taking into account the personal needs and capabilities of students, there are models of graduates that include knowledge, skills, competencies, and personal qualities.

The EEC notes that the uniqueness of educational programs is not sufficiently disclosed in the report, since it is presented as a combination of the main characteristics of the EP (p. 19). It should be noted that the uniqueness of the EP should be determined by real conditions and the contours of the strategic directions of the development of the university should form the attributes of value (uniqueness of the EP, a high degree of integration of educational and research processes, innovation, coverage and breadth of international integration ties, etc.).

An analysis of the content of the report shows that the criterion for the readiness of students for professional certification in accredited EPs (fulfillment of the curriculum; a high level of mastering professional disciplines; successful defense of the thesis; positive results and characteristics of practice leaders with EPs and practice bases; stimulation of high-quality performance of professional activities; promotion of high-quality performance of professional activities ; active participation in student self-government bodies; employment in the acquired specialty; successful adaptation to the place of work; high-quality performance of professional duties; passing qualification tests for EP), but the effectiveness of the procedure for informing students about the conditions of professional certification has not been disclosed.

During the interviews, employers noted the importance and necessity of including training courses in the EP that form practical skills in working with children with special educational needs.

EEC notes that in the process of interviewing the graduates of the Institute focused on issues related to the prospects for the development of the city and the region as a whole. In their speeches, the graduates emphasized the institute's contribution to the development of the educational potential of the region and noted the need for a real positioning of the university in the educational services market.

Strengths/best practice:

- No

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education

1. The management of the EP to draw up an action plan aimed at creating a system of competitive positioning of educational programs in the educational services market based on functional and institutional approaches 08/30/2023
2. Develop a mechanism for promoting educational programs in the educational market until 10/30/2023.
3. Develop an action plan aimed at raising students' awareness of the conduct and conditions of certification until 08/30/2023.
4. To include in the EP an elective course on inclusive education, reflecting scientific, methodological and practical approaches to creating a barrier-free environment at all levels of education, providing conditions in which students with special educational needs and individual abilities, and also regardless of a specific nosological disability group, receive a real opportunity to study freely until 09/30/2023.

VEC conclusions:

According to the standard "Development and approval of the educational program":

- OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and primary education methods have 11 satisfactory positions and 1 position suggesting improvement.

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

✓ *The university should monitor and periodically evaluate the EP in order to ensure the achievement of the goal and meet the needs of students and society. The results of these processes are aimed at continuous improvement of the EP.*

✓ *Monitoring and periodic evaluation of the EP should consider:*

✓ *The content of the programs in the light of the latest achievements of science in a particular discipline to ensure the relevance of the discipline taught;*

✓ *Changes in the needs of society and the professional environment;*

✓ *The workload, academic performance and graduation of students;*

✓ *The effectiveness of student assessment procedures;*

✓ *Expectations, needs and satisfaction of students;*

✓ *The educational environment and support services and their compliance with the objectives of the*

EP.

✓ *The university and the management of the EP must provide evidence of the participation of students, employers and other stakeholders in the revision of the EP.*

✓ *All stakeholders must be informed of any planned or undertaken actions in relation to the OP. All changes made to the OP must be published.*

✓ *The management of the EP should ensure the revision of the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society.*

Evidence

ArcPI has defined and systematically applies procedures for monitoring, periodically evaluating and revising EPs in order to ensure that they achieve their strategic goal and meet the modern needs of potential consumers of the educational services market.

The procedures for conducting the examination and reviewing of the EP are determined by the regulatory document "Regulations on the assessment of the quality of educational programs at the Arkalyk Pedagogical Institute named after. I. Altynsarin", approved by the decision of the

Academic Council (minutes No. 10 dated May 4, 2022). Responsibility for the implementation of the procedure for assessing and monitoring the quality of educational programs lies with the specialists of the Office of "Academic Programs, Methodological and Scientific Work", heads of educational programs.

Internal examination is carried out by the commission for quality control of educational and methodological documentation, which includes leading teachers and heads of structural divisions of ArcPI (order of the rector of the institute No. 157 of December 29, 2021).

Monitoring for the evaluation of the EP is carried out as part of the educational process. The organization of monitoring procedures within the framework of the EP assessment is planned. The results of quality monitoring are considered in the context of taking corrective and preventive measures.

According to OP 6V01201 "Pre-school education and upbringing", OP 6V01202 - A teacher of a preschool institution and a teacher-psychologist, experts were appointed: 2018 admission - Khasenova S. A. methodologist of the Arkalyk city secondary school kindergarten "Akbota"; 2019 admission - Kubeeva K. S. - head of the Akimat of Kostanay region methodological support of preschool and secondary general education head of the department of preschool education and development, Kulbalina G. A. - teacher of the Arkalyk city kindergarten "Raushan"; 2020 reception - Kairalapova K. Sh. - methodologist of the Arkalyk city children's school "Akbota", Ediresova B. S. - methodologist of the Arkalyk city children's art school "Alpamys"; 2021 reception - Zhaksybaevna A. - teacher-psychologist of the Arkalyk city children's art school "Alpamys"; 2022 reception - Gazezova N.F. - teacher of the Arkalyk city children's art school "Golden Key", Moldagalieva K.S. - educator of the Arkalyk city children's art school "Akbota".

According to the OP "Pedagogy and Methods of Primary Education" experts were appointed: 2018 year of admission - Bapakova S. M. - Deputy Director for Education and Education of MBOU Arkalyk City School named after A. Kunanbaev; 2019 year of admission - Kishkimbaeva A. E. - head of the preschool and secondary education sector of the Department of Education of the Administration of the Kostanay Region, Sarysakova A. B. - primary school teacher of the Arkalyk city secondary school No. 1 named after Sh. Ualikhanov, Komarova O. N. - primary school teacher of the Arkalyk city secondary school No. 10; reception 2020 year - Bapakova S. M. - Deputy Director for training and education of the Arkalyk city school named after A. Kunanbaev, Nurgalieva B. G. - primary school teacher of the Arkalyk city school named after A. Baitursynov; 2021 year of admission - Kurmankulova N. S. - teacher of primary classes of the Arkalyk city school named after A. Baitursynov; 2022 year of admission - Sarbasova G. D., Doronina E. V. - teacher of primary classes of the primary school named after A. Baitursynov of the Arkalyk city school.

According to the EP "Pedagogy and Psychology" experts were appointed: 2018 admission - Nurmanova G.K. - teacher-psychologist of the gymnasium named after I. Altynsarin, Arkalyk; 2019 admission - Smagulova R.Zh. - teacher-psychologist of the junior gymnasium. A. Baitursynov, Arkalyk; Kaibulina A.V. - teacher-psychologist of the junior gymnasium. A. Baitursynov, Arkalyk; Admission 2020- Kaibulina A.V. - teacher-psychologist of the junior gymnasium. A. Baitursynov, Arkalyk; 2021 admission - Nurgazina K.S. teacher-psychologist of the gymnasium. I. Altynsarin, Arkalyk city; 2022 admission - Nurgazina K.S. teacher-psychologist of the gymnasium. I. Altynsarin, Arkalyk.

The readiness of students for professional certification in accredited EPs is determined by: implementation of the curriculum; high level of development of professional disciplines; successful defense of the thesis; positive results and characteristics of practice leaders with EP and practice base; motivation for high-quality performance of professional activities; active participation in student self-government bodies; employment according to the received specialty; successful adaptation to the place of work; high competence in the performance of professional tasks.

Every year, the EP, together with regional, city educational institutions, holds round tables, participates in seminars to discuss the quality of training of specialists, further design the content of the EP and develop a strategy for joint action with the participation of all interested parties. Taking into account the requirements of the modern labor market and employers, as well as the interests of students, the cluster EPs are regularly updated.

For the effective implementation of credit technology of education, the use of innovative teaching methods is of particular importance. Ways to improve the existing base of innovative methods and teaching aids are considered at the meetings of the UM S. The experience of implementing the most relevant and effective methods will become an object of experience exchange between teachers through general institutional methodological seminars, master classes and open classes. This is recorded in the relevant protocols, journals of mutual attendance of teachers and is reflected in the plans of the EMC, minutes of the meetings of the EP .

The quality of educational programs is systematically assessed with the participation of consumers of educational services, namely:

- an annual survey of students on the quality of the educational program, the learning environment and information and technical support services;
- analysis of the organization of open classes and mutual visits of the teaching staff of the PEP;
- evaluation of educational results, students of the OP, is considered at meetings of departments, EMC;
- interaction of the department with representatives of the practice bases, incl. and through the joint formation of a catalog of elective disciplines.

According to the order of the Chairman of the Board-Rector of the Institute and the decision of the Academic Council, a commission is created to verify the EP. The EP is analyzed, monitored and evaluated annually in accordance with the “Regulations on the Quality Assessment of the EP”, approved by the Academic Council (minutes No. 1 dated August 26, 2020, with amendments and additions dated January 13, 2021, minutes No. 7) (file:///C:/Users/Admin/Desktop/AcademPolicy_ArcPI_2021.pdf, §25).

The main methods of monitoring are : questionnaires, testing, documentation analysis, self-assessment, questionnaires, etc. The results of monitoring the quality of the implementation of the EP are provided in the form of analytical references / reports / reports and are considered at meetings of the institute's collegiate bodies. Educational monitoring for the evaluation of the EP is carried out as part of the educational process. The organization of monitoring procedures within the framework of the EP assessment is planned. The results of quality monitoring are considered in the context of taking corrective and preventive measures.

The institute defines the following types of monitoring of academic achievements of students: monitoring the quality of admission; monitoring the current progress of students, monitoring the residual knowledge of students, monitoring the quality of graduation of students.

For the effective implementation of credit technology of education, the use of innovative teaching methods is of particular importance. Ways to improve the existing base of innovative methods and teaching aids are considered at the meetings of the UM S. The experience of implementing the most relevant and effective methods will become an object of experience exchange between teachers through general institutional methodological seminars, master classes and open classes. This is recorded in the relevant protocols, journals of mutual attendance of teachers and is reflected in the plans of the EMC, minutes of the meetings of the EP .

During the internal and external examination of the EP, the following is assessed: relevance, achievement of goals and objectives, completeness and logic of quality, achievement by students of learning outcomes and their compliance with the requirements of professional standards at the stages of final certification, a comparative analysis and monitoring of the quality of graduates' knowledge is carried out (Table 10). The results of continuous monitoring and periodic evaluation of the EP are brought to the attention of all stakeholders.

The registrar's office keeps a history of the educational achievements of students for the entire period of study, which is reflected in the transcript in the prescribed form. The transcript is issued at the request of the student for any period of his training. Learning outcomes are assessed by methods of conducting final certification, defending a thesis. The indicator of a student's personal growth is determined as a result of his participation in research, competitions held within the walls of the institute and at the republican level. Performance indicators are a high GPA score of a student, participation in subject and pedagogical competitions, regional and city exhibitions, concerts. Students and employers participate in the development of the Institute's EP. At the meetings of the EP, the content of the EP, the curricula of practice, the curriculum of the OP are discussed with the invitation of students and employers. All interested persons who can make proposals for inclusion in the EPC at the choice of students participate in the preparation, approval, amendment and addition of the EP. All stakeholders are informed about the results of the implementation of the education quality assurance policy through electronic (websites) and printed (booklets) resources. Information on the results of work for the academic year is presented on the website at the link : <https://api.edu.kz/index.php/ru/>. Advisors work at the institute in contact with the office of academic programs, methodological and scientific work. This contributes to the organization of civil-patriotic and anti-corruption activities of students, providing them with reliable information. The formation of a healthy lifestyle and participation in competitions will reveal the sports abilities of students. Winter sports days, faculty mini-football tournaments are regularly held

The management of accredited EPs works with stakeholders, interaction is carried out through the joint coordination of educational and professional practice programs, participation in conducting training sessions, performing research work, participating in seminars, organizing advanced training courses, discussing the topics of graduation theses.

All measures to control the quality of the educational process, carried out at different levels, are recorded in the form of records, acts, certificates, reports, etc., and are discussed at the educational and methodological commissions, EMC and the Academic Council of the Institute. Based on the analysis and evaluation of control indicators, measures are developed to improve the quality of the implementation of educational programs.

The final attestation of students is carried out in accordance with the Model Rules for the ongoing monitoring of progress, intermediate and final attestation of students in higher educational institutions, approved by order of the Minister of Education and Science of the Republic of Kazakhstan dated March 18, 2008 No. 125, as amended on April 13, 2010 No. 168, dated November 1, 2010 No. 506, November 4, 2013 No. 445; dated January 30, 2017 No. 3; Rules for awarding academic degrees, approved by the order of the Minister of Education and Science of the Republic of Kazakhstan dated March 31, 2011 No. 127; Model regulation on the dissertation council, approved by order of the Minister of Education and Science of the Republic of Kazakhstan dated March 31, 2011 No. 126.

The development of the EP is carried out taking into account the proposals of employers, students participating in the process of choosing and forming a list of elective disciplines. The subjects included in the EP must comply with all changes in the school curriculum. When developing an EP for quality education, each teacher expresses his opinion about the introduction of the discipline in the EP. Further, all members of the OP consider the content and expected results of the study of the discipline. All written works of students and teachers are checked for anti-plagiarism (rules for checking for illegal copying of written works in ArcPI named after I. Altynsarin file:///C:/Users/Admin/Desktop/AcademPolicy_ArcPI_2021.pdf, §31

The educational space and support services (academic, technological, etc.) correspond to the goals of the EP, so the pedagogical process for accredited programs is implemented in specialized classrooms and educational laboratories equipped with the necessary equipment and software.

Analytical part

Informing about changes in the EP is carried out at all levels of management, at meetings of the PEP, educational and methodological councils, the Academic Council of the university, but the university website does not provide enough information about the planned or undertaken changes within the framework of the EP.

Based on the results of monitoring, decisions are made on the further development of educational programs, the expansion of the activities of the structural divisions of the institute to form a contingent of students, and the development of a single educational space.

The management of the EP is focused on ensuring transparency in the development of the EP development plan based on an analysis of its functioning. For this purpose, the EP management uses all communication building tools (social media, advisory and curatorial hours, information stands, university website, university educational portal, Facebook social network, etc.).

However, the commission of the EEC notes the absence of an effective mechanism for informing interested parties about any planned or taken actions in relation to accredited EPs on the website of the university. The university does not publish information about the changes made to the EP.

Strengths/best practice:

- No

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and educational psychologist, 6B01301 - Pedagogy and methodology of primary education :

1. The management of the EP should draw up an action plan aimed at raising awareness and introduce a mechanism for the continuous informing of stakeholders about changes within the EP until 10/30/2023.

VEC conclusions:

According to the standard "Continuous monitoring and periodic evaluation of educational programs":

- OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and primary education methods have 10 satisfactory positions and 1 position suggesting improvement.

6.5. Student-Centered Learning, Teaching and Assessment Standard

- ✓ *The management of the EP should ensure respect and attention to the various groups of students and their needs, providing them with flexible learning paths.*
- ✓ *The management of the EP should ensure the use of various forms and methods of teaching and learning.*
- ✓ *An important factor is the presence of own research in the field of teaching methods of academic disciplines of the EP.*
- ✓ *The EP management must demonstrate the existence of a feedback system on the use of various teaching methods and the assessment of learning outcomes.*
- ✓ *The management of the EP must demonstrate support for the autonomy of learners, while being guided and assisted by the teacher.*
- ✓ *The management of the EP must demonstrate the existence of a procedure for responding to complaints from students.*
- ✓ *The university must ensure the consistency, transparency and objectivity of the mechanism for assessing learning outcomes for each EP, including appeal.*
- ✓ *The university must ensure that the procedures for assessing the learning outcomes of students of the EP correspond to the planned learning outcomes and program goals. Criteria and evaluation methods within the EP should be published in advance.*

- ✓ *The university should determine the mechanisms for ensuring the development of learning outcomes by each EP graduate and ensure the completeness of their formation.*
- ✓ *Assessors should be proficient in modern methods of evaluating learning outcomes and regularly improve their skills in this area.*

Evidence

The Institute is modernizing the professionally oriented educational process in the direction of determining individual educational trajectories that meet the students' own needs in quality education. Designing individual educational trajectories allows organizing the educational process in the logic of a competency-based approach, which ensures the formation of the competence of future teachers. The formation of an individual trajectory and the implementation of the EP take into account the individual characteristics of students: students are considered as individuals, their experience, characteristics, perception abilities, interests and needs are taken into account, they participate in the educational process. All students are provided with equal opportunities regardless of the language of instruction, as students use the catalog of elective disciplines (QED) to form an individual educational program (IEP). The university is working to provide students with flexible learning paths by ensuring the choice of elective disciplines. Students have the opportunity to choose during the orientation week, which usually takes place in April of the previous academic year. So, from March 25 to April 27, 2019 for 1st year students (reception of 2018) a choice of disciplines for the 2018-2019 academic year was held. This is recorded in the academic calendar.

The institute pays enough attention to improving the quality of teaching subjects. One of the factors in the quality of education is the introduction of innovative learning technologies into the educational process. The introduction of innovative teaching methods and technologies is established in the annual work plan of each EP. The quality of the provision of educational services is assessed by conducting open classes, mutual attendance of the teaching staff, the head of the EP. The state of implementation of innovative technologies is systematically reviewed at meetings of the Academic Council of the Institute (minutes No. 2 dated September 26, 2018, minutes No. 5 dated November 28, 2018, minutes No. 9 dated March 14, 2019, minutes No. 4 dated November 27, 2019., protocol No. 5 of December 25, 2019, protocol No. 10 of March 31, 2021, protocol No. 5 of November 22, 2021, protocol, protocol No. 5 of November 30, 2022). The practice of introducing the most relevant and effective methods has become an object of exchange of experience between teachers through open classes held at the OP in accordance with the schedule.

The institute has developed a practice of conducting sociological surveys of students on the subject of the process of adapting their satisfaction with the quality of education in general. The results of these sociological surveys are one of the tools for collecting information and analyzing the activities of the teaching staff of the university, they are considered at meetings of the administration (minutes No. 2 of 09/26/18, No. 2 of 09/25/19, No. 3 dated 10/15/21, No. 3 dated 10/27/22, "Adaptation" protocols No. 8 dated 02.06.19, No. 7 dated 02.05.20, No. 8 dated 01.20.21, No. 6 dated 12.28.22 "The results of the survey on the quality of educational services)

An analysis of the students' survey showed that in 2018, to the question "On the assessment of the professional level of teachers of the institute" of the questionnaire in the direction "Students' satisfaction with the quality of education", regarding the adequate provision of educational, methodological and multimedia materials in the disciplines studied, 52% of the survey participants were "high"; 47.9% - "medium, 0% - low"; to the question "Do teachers show activity and creativity during classes?": 54% answered "yes"; 6.2% answered "no", 16.7% answered "most", 22.4% answered "less". In 2019, the same survey was repeated. 50% of the respondents answered "yes"; 10% answered "no", 30% answered "most", 10% answered "less". To the question "Evaluate the quality of education on a 5-point scale" in 2020, the following answers were given: 5b - 54%; 4b - 40.3%; 3b - 19.7%; 2b - 5.3%; 1b - 1.2%. In 2021, to the question "Do you think that studying at our institute is prestigious (prestige)?" they answered: "yes" - 90.8%, "most likely yes" - 6.7%, "most likely not" (for which?) - 1.8%, "yes" (why?) - 2% of answers. To the question "How do

you assess the quality of educational services of Arc PI in 2022? o answered : excellent - 212 (20.5%), good - 319 (30.9%), satisfactory - 97 (9.3%), unsatisfactory - 10 (0.9%).

AIS "Platonus" allows you to generate various forms of reporting on student progress, inform students about the presence or absence of a rating in all disciplines of interest and ensure transparency of grades. In addition, it is possible to store and process the necessary academic information about students: student personal data; registration for an item; intermediate and final grades; work on automatic calculation of GPA; formation of a statement and transcript of a student; transfer of students to the next course, etc.

The consistency, transparency and objectivity of the mechanism for assessing learning outcomes in the educational process is ensured by the presentation of all the necessary information about the assessment system in syllabuses, as well as the presence of rating control, which motivates students to improve their rating, form their interest in doing independent work, etc. In addition, up to 40 % of exams are taken in the form of computer-based testing in AIS "PLATONUS", which also contributes to the transparency and objectivity of the assessment system at the university. In order to achieve objectivity in the assessment, the university practices an appeal procedure. The procedure for conducting and the timing of the appeal are reflected in the students' syllabuses. For each academic year, by order of the rector, an appeal commission is created from among teachers whose qualifications correspond to the profile of the disciplines being appealed.

The use of the rating system, the use of computer testing and the appeal procedure practiced at the university lead to the fact that 73.6% of students are completely satisfied and 24% are partially satisfied with the fairness of exams and attestation. 82.2% are fully satisfied with the tests and exams, and 16.3% are partially satisfied. Yes - 49.8%, no - 6.7% are not satisfied with the quality of test questions - 5.5%.

Much attention is paid to SRRS and their participation in scientific conferences, publication of scientific articles and other periodic scientific publications on the subject of scientific research. Students of the OP " Preschool education and upbringing", OP " Educator of a preschool institution and a teacher-psychologist ", OP " Pedagogy and methods of primary education" published in 2018 : articles - 16 republican, 12 foreign, 2 international; in 2019: articles - 7 international, 1 republican; in 2020: articles - 34 international, 1 regional, 8 republican; 9 international articles in 2021, 6 international articles in 2022. OP " Pedagogy and Psychology " published in 2018 : articles - 4 republican, 14 foreign, 30 international; in 2019: articles - 1 foreign, 33 international, 8 republican; in 2020: articles - 2 foreign , 26 international, 34 republican; in 2021 ; 1 foreign, 28 international . For example, Zhusipova B., Koptileu A. were awarded a diploma of the II degree for project work; Bazarova A.A., Sagyndyk A., Ashimova N., Bostekbaeva A.E. participated in the subject Olympiad and took 2nd place and were awarded diplomas of the II degree. In 2021, Soltanbek A., Suleimen Zh., Meshitbay D., Zhaksylyk Sh. took an active part in the Republican Olympiad, held on the basis of KazNPU named after Abai (Almaty) and took 1st place, were awarded diplomas of the 1st degree. Ergeshova Z., Duisenbey G., Zhumabek were awarded ova B. For project work in pedagogy with a diploma of the II degree of the Institute of Psychology and Education (Kazan, Russia), Mashirikova F.A. for the research work "The influence of parents on the adaptation of the child to the conditions of the kindergarten", Maksimova A., Elshibaeva Sh. were awarded diplomas from AkPI for the project "Zhas Koyanbaevtanushy", Sarsenbaeva D.M., Iskakova A.B. for the work "Okushylardy bilim aludary zhetistikterine otbasy zhardayynyn aseri" were awarded a diploma of the 1st degree ArkPI, Zhasulan E. ("Sandyk bilim: erekshelikteri zhane damu yderisi"), Orazaly A. N. (Arkalyk kalasy nda tutorlyk ortalyk ashu ") were awarded with diplomas of II I degree for research projects.

Students of the OP actively participate in the republican subject Olympiads. The XIV Republican Student Subject Olympiad was held on April 21-22, 2022 on the basis of ArkPI named after A.I. I. Altynsarin <https://api.edu.kz/index.php/ru/>.

In December 2022, within the framework of the EP "Pedagogy and Methods of Primary Education" of the Faculty of Pedagogy and Philology, a city subject Olympiad of primary school

students "The Pen of the Future - the Educated Generation" was held. <https://api.edu.kz/index.php/ru/>.

On September 26, 2022, the teaching staff and students of the EP "Pedagogy and Methods of Primary Education" together with scientists from Kokshetau University named after Sh. Ualikhanov worked within the framework of the research project "Creation of a network of the KAZCUNET Children's University". The presentation of the joint project was attended by students of universities and students of grades 2-3 of the school-gymnasium named after A. Kunanbaev in Arkalyk, registered as an experimental base. (<https://m.facebook.com/story.php?story>).

Teaching staff take advanced training courses in a timely manner in accordance with the plan. The management of the university seeks to ensure the use of various forms and methods of teaching and learning at accredited EPs, delegating teaching staff to advanced training courses at JSC "NCPC "Orleu", CPM AEO "Nazarbayev Intellectual Schools", other universities, etc. refresher courses, teachers exchange experience in the field of teaching methods by holding reporting seminars

Examinations are held in written, oral and test form. The educational achievements of students are evaluated on a 100-point scale corresponding to the internationally accepted letter system with a digital equivalent (positive marks, depending on the magnitude of the decrease, from "A" to "D" and "unsatisfactory" - "FX", "F" ,) and estimates according to the traditional system. The level of education of students is assessed on a professional basis, taking into account modern developments in the field of organizing the control of educational achievements. It is developed on the basis of the methodology for conducting monitoring procedures, knowledge assessment scales and internal compliance standards. Feedback on the use of various teaching methods and the assessment of learning outcomes is carried out by discussing the results of the 1st and 2nd rating control, the permissive rating and the results of the examination sessions.

When implementing the EP cluster in the educational process, the student's personal qualities are taken into account, such as personal and professional growth, independence. This is actively promoted by such organizations of the institute as the office of academic programs, methodological and scientific work, the adaptation of applicants is carried out by the following structural divisions: the admissions committee, faculties / departments, the Department of Academic Affairs, the registration office, the distance learning center, the Educational Work Department, the Institute of Culture. After the admission of applicants to the EP, the curator and teachers of the EP carry out systematic and consistent work with students on the formation of professional and personal competencies from the 1st year to graduation, which contributes to the advancement of students in their academic career. The functions of an academic mentor of the education department, which help in choosing a learning path, are performed by an adviser.

Student-centered learning is focused on the development of autonomy and independence of learners by transferring responsibility for learning outcomes, empowers learners and develops their self-awareness . Student-centered learning focuses on skills and practices that enable lifelong learning and problem-solving.

In 2019, students of OP 6B01201 - Preschool education and upbringing, 6B01202 - Educator of a preschool institution and teacher-psychologist Zhanarbek K., Zhanibek Z., Abdigaliyeva Zh., within the framework of the academic mobility program were trained at the Aktobe Regional University named after A. Zhubanov (Aktobe), Zh. Gilmukhanova - at the Kustanai State Pedagogical University named after U. Sultangazin.

Social support is provided by the institute for certain categories of students (gifted children, orphans with special needs). The size and procedure for providing social support measures are regulated on the website of the Institute by the section " Social support for students of the Arc PI named after I.I. Altynsarin" (<https://www.api.kz/index.php/ru/common/subsections/social-sphere/2011-07-20-10-50-13>). In order to speed up the adaptation of students to the educational environment, a " Guidebook " is provided. The guidebook is available in the public domain on the website of the Institute (<https://www.api.kz/index.php/ru/common/students-life/2013-09-25-06-58-01>).

Table 5 - Number of students living in dormitories

OP title	Total students / Live in the hostel		
	2020-2021	2021-2022	2022-2023
6B01101-Pedagogy and psychology	85/0	73/7	27/5
6B01201-Preschool education and upbringing	73/0	53/5	17/1
6V01202-Preschool teacher and teacher-psychologist	0/0	3/2	3/2
6B01301-Pedagogy and methods of primary education	70/0	62/7	32/9

As the table data shows, if the number of students in OP 6V01101-Pedagogy and Psychology, 6V01201-Preschool education and upbringing, 6V01202-Educator of a preschool institution and a teacher-psychologist, 6V01301-Pedagogy and methods of primary education in 2021-2022 academic year. amounted to 191, of which 21 (11%) lived in student dormitories, in the 2022-2023 academic year. in total, 79 students, of which 17 (21.5%) lived in hostels.

The teaching staff of the Institute effectively use SMART goal-setting, compiling associograms, Bloom's taxonomy, Case-study, design method, writing abstracts, annotations, summaries, compiling reference drawings, glossaries, preparing presentations, portfolios, solving situational problems, developing lesson plans and scenarios for educational activities . The effectiveness of the methods of organizing the IWS is studied through a sociological study of the opinions of students, is considered at meetings of the EP , the scientific council. The analysis showed that the methods used are aimed at developing students' ability to work with educational literature and primary sources, electronic catalogs, electronic libraries and Internet sites. Practical tasks are also used, which form a creative approach to implementation, readiness for future teaching activities, the ability to apply theoretical material in practice. In accordance with the specifics of the EP, creative exhibitions are used, catalogs of student works are compiled.

For example, Zhandildina R.E., Duysebekova A.E., Komarova D.T. for the development of educational and cognitive activity of students widely use the author's electronic textbook "Zhas physiology zhane mektepke deyinghygiene" (certificate of entry into the state register of rights to objects protected copyright No. 9940 dated May 18, 2020), multimedia systems. These are various films, animated videos that clearly and dynamically demonstrate educational material. Electronic manual "Balalar psychology synan tazhiribelik zhymystar", developed by Zhandildina R.E. , Komarova D.T. ((certificate of entry into the state register of rights to objects protected by copyright No. 15377 dated February 22, 2021), is successfully used in the educational process of the university.

February 20, 2020 PhD Ospanbekova M.N. conducted an open lesson on the course " Updated content of primary education " on the topic " Methodological features of the UMO of the Kazakh language for the 3rd grade of primary education", senior teacher, master Umbetova M.Zh. held an open lesson on the discipline "New Technologies in Education" on the topic "Using innovative technologies, methods and techniques in the classroom at the preschool educational institution", senior teacher, master Taukelova A.E. conducted an open lesson on the subject "Pedagogical psychology". Discussion of open classes is recorded in the minutes, journals of mutual attendance of teachers and is reflected in the plans of the EMC, minutes of the meetings of the EP .

ArcPI has built a system of internal monitoring of the quality of knowledge in gradation: student, specialty, course. The assessment of educational achievements and the level of training of students at the institute is carried out in accordance with regulatory documents ("Regulations on the organization of the educational process on credit technology of education", as well as internal

documents: “ Rules for monitoring progress, intermediate and final certification of students at the Arkalyk Pedagogical Institute named after I. Altynsarin ”, Rules for checking written works for borrowings at the Arkalyk Pedagogical Institute named after I. Altynsarin ”, “ Rules for organizing the educational process on credit technology of education at the Arkalyk Pedagogical Institute named after I. Altynsarin ”, Rules for registering students for the study of academic disciplines at the Arkalyk Pedagogical Institute named after I. Altynsarin ”, “ Rules for assessing learning outcomes at the Arkalyk Pedagogical Institute named after I. Altynsarin ”)
<https://api.edu.kz/index.php/ru/common/normativnye-dokumenty>

To inform the general public about the results of the scientific and pedagogical achievements of the EP, the contingent of students, the teaching staff, questions are used that can be sent: by the rector's blog, by all respondents, including external respondents (<https://www.api.kz/index.php/ru/common/blog-rektora>); conducting a survey, a sociological survey of students, teaching staff and employees on the official website.

The teaching staff of the Institute actively participate in the exchange of experience in the use of various teaching methods . For example, on January 9, 2019, at the initiative of ArcPI, a round table “The work of a teacher-psychologist in the context of updating the content of education” was held with the participation of teacher-psychologists of the educational organization and representatives of the city education department. city of Arkalyk.

Analytical part

ArcPI carries out systematic work to monitor the academic achievements of students, since the assessment of learning outcomes is a procedure for determining the compliance of individual educational achievements of students and graduates of vocational education with the requirements of consumers of educational services. Monitoring of educational achievements is mainly carried out in two directions: quality control of classroom work and quality control of the student's independent work.

The institute has developed a methodology for assessing the quality of education at each level and stage, indicating the rights and obligations of each of the subjects of quality control.

One of the main information resources is the PLATONUS database system, which is a program created within the framework of the rating system for assessing students' knowledge, taking exams by computer testing, monitoring students' knowledge and filling in an electronic journal by teachers.

The monitoring methods can be traditional and modern methods for assessing educational achievements, namely: survey, observation of activities, testing, analysis of the results of educational activities (essays, abstracts), educational projects, reflective methods, authentic (for example, portfolio) and formative methods. estimates. Practice-oriented tasks and technologies are used (case studies, business games, educational tasks, round tables, educational conferences, etc.). This is especially important, since they form the competence of future typhlopedagogues, oligophrenopedagogues in the field of special education and are reflected in the relevant teaching materials .

Strengths/best practice:

- No

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education :

- No

VEC conclusions:

According to the standard "Student-Centered Learning, Teaching and Assessment":

- OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education have 10 satisfactory positions.

6.6. Standard "Students"

- ✓ The university must demonstrate the policy of forming a contingent of students in the context of the EP from admission to graduation and ensure the transparency of its procedures. The procedures governing the life cycle of students (from admission to completion) must be defined, approved, published.
- ✓ The management of the EP must demonstrate the conduct of special adaptation and support programs for newly enrolled and foreign students.
- ✓ The university must demonstrate the compliance of its actions with the Lisbon Recognition Convention.
- ✓ The university should cooperate with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers" ENIC / NARIC in order to ensure comparable recognition of qualifications.
- ✓ The management of the EP must demonstrate the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.
- ✓ The university should provide an opportunity for external and internal mobility of students of the EP, as well as assist them in obtaining external grants for training.
- ✓ The management of the EP should make every effort to provide students with places of practice, to promote the employment of graduates, and to maintain contact with them.
- ✓ The university must provide EP graduates with documents confirming the qualifications received, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.
- ✓ An important factor is the monitoring of employment and professional activities of EP graduates.
- ✓ The management of the EP should actively encourage students to self-education and development outside the main program (extracurricular activities).
- ✓ An important factor is the existence of an active alumni association/association.
- ✓ An important factor is the existence of a mechanism to support gifted students.

Evidence

The policy of forming a contingent of students is documented and published on the official website of ArcPI, based on the principles of transparency and openness. The specified policy, reflected in the rules for admission to the university (<https://api.edu.kz/index.php/ru/applicant/rules>), is determined by the idea of admitting to the number of students the most prepared for training and is carried out according to the Model rules for admission to training in educational organizations that implement educational programs of postgraduate education, approved by the Decree of the Government of the Republic of Kazakhstan by order of October 31, 2018 No. 600.

In order to improve the quality of admission to the institute, measures are being taken for the professional orientation of applicants. Carry out field trips to schools in various cities and regions of the country, hold "Open Days". Explanatory work is organized among schoolchildren on the formation of a contingent, the rules for entering ArcPI, the list of documents, conditions, passing scores, the technology of conducting an entrance exam, etc. Relevant information on admission to study in accredited EPs is posted on the institute's website, in social networks vk.com, in press. For applicants, stands are issued in Kazakh and Russian with the necessary information on admission. Information on the formation of the contingent can be obtained on the university website through the virtual admissions office <https://api.edu.kz/index.php/ru/applicant/virtualnaya-priemnaya-komissiya>.

According to the EPs of the first cluster declared for accreditation, the term of study is 4 years.

Table 6 - The contingent of students

OP title	Total students		
	2020-2021	2021-2022	2022-2023

6B01101-Pedagogy and psychology	146	113	56
6B01201-Preschool education and upbringing	209	186	99
6V01202-Preschool teacher and teacher-psychologist	84	166	231
6B01301-Pedagogy and methods of primary education	298	407	387

The institute organizes comprehensive and consistent work with newly enrolled students. Traditionally, all applicants study the “Guidebook”, which introduces them to the traditions of the university, the conditions of study. A guidebook for each academic year is available both on paper and in electronic form on the official website of the university (<https://api.edu.kz/index.php/ru/obuchenie/2013-09-25-06-58-01>).

The educational process for newly enrolled students begins with an orientation week, meetings are held to get acquainted with the university, with the mission and tasks of the institute, with the rules of education, current, intermediate, final certification of knowledge, rules for using the library, living in a hostel, etc. ArcPI has developed an adaptation program. The university implements a variety of measures to support students, including financial ones (payment of scholarships), there are student support services that participate in the first-year orientation procedure, this is the institute of mentors, advisors, the registrar office, the dean of the faculty, the career center, the international cooperation department, etc.

Table 7 - Student support measures

OP title	Total students/Fellows/Other categories		
	2020-2021	2021-2022	2022-2023
6B01101-Pedagogy and psychology	85/0	73/0	27/0
6B01201-Preschool education and upbringing	73/0	53/0	17/0
6V01202-Preschool teacher and teacher-psychologist	0/0	3/0	3/0
6B01301-Pedagogy and methods of primary education	70/0	62/0	32/0

The ArcPI self-assessment report for accredited EPs contains a structured description of the documents issued based on the results of training at the university, confirming the qualifications received, including the results achieved in the learning process. ArcPI recognizes documents on the formation of countries that have acceded to the Lisbon Convention. Recognition of documents on education extends to accredited international and foreign educational institutions, branches of foreign educational organizations established and operating in the Republic of Kazakhstan on the basis of international treaties and interstate agreements, as well as agreements (agreements) concluded between authorized bodies in the field of education, are recognized in the Republic Kazakhstan.

ArcPI has developed and applies a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education. Objective recognition in ArcPI of higher education qualifications, periods of study and prior education, including recognition of non-formal and non-formal learning, is an integral component of ensuring student progress in the learning process and, at the same time, promotes academic mobility of students.

The relevant recognition procedures are based on institutional recognition practice in accordance with the principles of the Lisbon Recognition Convention and cooperation with other institutions, quality assurance agencies and national ENIC/NARIC centers in order to ensure consistent recognition throughout the country. One of the mandatory requirements of the Bologna Process implemented at the university is the issuance of the Diploma Supplement in addition to the main document of education.

The management of accredited EPs pays special attention to the organization and monitoring of the internships by students and the employment of graduates of the institute.

So, in terms of organizing practices, systematic work is being carried out at the institute. The programs and other documents required and provided for by the curricula of accredited EPs and other documents (syllabuses, practice diaries, report schemes, instructions for working with documents, contracts with practice bases, orders for placement in practice, documents on safety and labor protection) have been introduced. Criteria for the base The passage of the practice of the EP is carried out in accordance with the document " Rules for the organization and conduct of professional practice and the rules for determining organizations as a base for practice", approved at a meeting of the Academic Council of the ArkPI on the basis of protocol No. 1 of 08/26/2020 with amendments and additions dated January 13, 2021, Protocol No. 7, dated May 4, 2022, Protocol No. 10 (https://www.api.edu.kz/files_institut/polozheniya_ravila_organizacii_provedeeniya_professiona_lnoy_praktiktiki_I_OPREDELENIIA_ORGANIZAII_V_KACHESTVE_BAZ_PRAKTIKI.pdf).

The results of research practice are reflected in the form of scientific developments and publications, essays, reports at scientific conferences.

Table 8 - Participation of students in scientific research and projects

OP title	Within the framework of the discipline's research / Within the framework of the R&D teaching staff		
	2020	2021	2022
6B01101-Pedagogy and psychology	8/0	5/0	3/2
6B01201-Preschool education and upbringing 6V01202-Preschool teacher and teacher-psychologist	2/1	4/1	0/0
6B01301-Pedagogy and methods of primary education	-	-	-

In order to promote the employment of graduates at ArcPI , the work plan of the sector for the practice and employment of graduates includes and conducts activities for the employment of graduates: holding information and explanatory meetings with the administration of the university on the topic: 1) "Promoting the employment of graduates", briefing meetings with representatives of educational organizations ; 2) holding a job fair for graduates; 3) conducting an independent distribution of graduates who give the right to teaching activities at the request of education departments (file:///C:/Users/Admin/Desktop/AcademPolicy_ArcPI_2021.pdf).

Monitoring of employment of graduates is carried out on the basis of issued certificates from the place of work. Students on a contractual basis have the right to self-employment. Graduates who have received education on the basis of an educational grant - compulsory employment (at least 3 years). There is also the possibility of enrolling in a master's program.

Table 9 - Employment of graduates

OP title	Total graduates / Employed		
	2020-2021	2021-2022	2022-2023
6B01101-Pedagogy and psychology	16/15	45/42	23/23 (plan)
6B01201-Preschool education and upbringing	20/17	35/31	14/14 (plan)
6V01202-Preschool teacher and teacher-psychologist	no release	no release	no release
6B01301-Pedagogy and methods of primary education	12/12	34/33	16/16 (plan)

The EEC notes a high percentage of employment of graduates from accredited EPs, which is associated both with the nature of the organization of the work of the relevant services of the institute and the development of the labor market for graduates of the EP. In the course of the interview conducted by the members of the EEC, positive feedback from the representatives of employers is noted. Attention is drawn to the fact that graduates are often employed in places of practice to which students were previously assigned, this indicates the systematic work of the institute with organizations that provide places for students to practice. Also, these facts allow us to assume that graduates applied for EP accreditation have knowledge and skills that are in demand on the labor market.

According to the self-assessment report on accredited EPs and interviews with students conducted by members of the EEC, it was shown that their massive stimulation for self-education and development outside the main EP is associated with the implementation of a strategic initiative at the university to create conditions for the formation and development of the so-called “soft skills” among students (soft skills). The measures implemented at the same time at the institute include both the active involvement of students in extracurricular activities and the direct creation of conditions for playing sports, club associations (such as KVN, a discussion club), a volunteer (volunteer) movement are developing, students are involved in concerts and other events.

The survey showed that students positively (fully and partially satisfied) evaluate:

- the quality of the educational program as a whole - 99.5%;
- the quality of study programs in the EP - 99.5%;
- teaching methods in general - 99.6%;
- the speed of response to feedback from teachers on the educational process - 98.6%;
- the quality of teaching in general - 99.5%;
- academic load / requirements for the student - 97.3%;
- requirements of teaching staff to the student - 96.9%;
- objectivity of assessment of knowledge, skills and other educational achievements - 100%.

Analytical part

ArcPI actively develops conditions for the implementation of external and internal academic mobility of students of the EP, which is determined by the current position of the institute on academic mobility of students. The university has signed agreements on academic mobility of students with the Aktobe Regional State University. K. Zhubanov, Eurasian Humanitarian Institute, Taraz State University, SILKWAY international universities. The necessary information on the organization of academic mobility of students is available on the website of the Institute (<https://api.edu.kz/index.php/ru/obuchenie/akademicheskaya-mobilnost>).

At the same time, the self-assessment report on accredited EPs, conducted by the EEC during the visit, interviews with the management of the EP and students showed that in 2020-2022 the implementation of academic mobility programs for students is, in some cases, of a single and

episodic nature.

EEC notes that maintaining relations with alumni is an important mechanism for organizing feedback from the professional community working in the real sector of the economy. Maintaining contacts with alumni at ArcPI is organized through the activities of the Alumni Association (<https://api.edu.kz/index.php/ru/common/assotsiatsiya-vypusnikov-arkgpi/ob-assotsiatsii-vypusnikov>). In its activities, the Alumni Association is guided by the regulation (<https://api.edu.kz/index.php/ru/common/assotsiatsiya-vypusnikov-arkgpi/polozhenie-ob-assotsiatsii-vypusnikov>) and the work plan (<https://api.edu.kz/index.php/ru/common/assotsiatsiya-vypusnikov-arkgpi/plan-raboty-assotsiatsii-vypusnikov>).

However, during the EEC visit, when conducting interviews with alumni of accredited EPs and representatives of employers, low involvement in the work of the Alumni Association was revealed, some graduates could not clearly characterize their participation in the activities of the association.

Strengths/best practice:

1. The EEC notes that the university provides students with internship places, demonstrates the effectiveness of the procedure for facilitating the employment of graduates, which ensures a high level of employment.
2. The management of the EP will demonstrate that graduates of the EP have the skills that are in demand on the labor market and these skills are really relevant, which follows from the high level of employment and competitiveness of graduates.

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and educational psychologist, 6B01301 - Pedagogy and methodology of primary education :

1. In the period up to 08/31/2023, develop, and from 09/01/2023 to introduce into the practice of organizing the educational process for accredited EPs, alternative models for organizing the academic mobility of students, taking into account their real opportunities for studying in other educational institutions of the country. For example, using a combination of various forms: e-learning at a partner university, distance learning technologies, face-to-face attendance, summer trimesters and their other technologies that comply with applicable law.
2. In the period up to 08/31/2023, develop and implement a program to increase the indicators of involvement of graduates of accredited EPs in the events held by the university with the leading role of the Institute Alumni Association.

VEC conclusions:

According to the standard "Students":

- OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and primary education methods have 2 strong positions, 9 satisfactory and 1 position suggesting improvement.

6.7. Standard "Teaching Staff"

- ✓ *The university must have an objective and transparent personnel policy, including in the context of the EP, including recruitment, professional growth and development of personnel, ensuring the professional competence of the entire staff.*
- ✓ *The university must demonstrate the compliance of the staff potential of the teaching staff with the development strategy of the university and the specifics of the EP.*
- ✓ *The management of the EP must demonstrate awareness of responsibility for its employees and provide favorable working conditions for them.*
- ✓ *The management of the EP should demonstrate the change in the role of the teacher in connection with the*

- transition to student-centered learning.*
- ✓ *The university must determine the contribution of the teaching staff of the EP to the implementation of the development strategy of the university, and other strategic documents.*
 - ✓ *The university should provide opportunities for career growth and professional development of the teaching staff of the EP.*
 - ✓ *The management of the EP should involve practitioners from relevant industries in teaching.*
 - ✓ *The management of the EP should provide targeted actions for the development of young teachers.*
 - ✓ *The university must demonstrate the motivation for the professional and personal development of EP teachers, including the promotion of both the integration of scientific activity and education, and the use of innovative teaching methods.*
 - ✓ *An important factor is the active use of information and communication technologies by the teaching staff of the EP in the educational process (for example, on-line training, e-portfolio, MEP, etc.).*
 - ✓ *An important factor is the development of academic mobility within the framework of the EP, attracting the best foreign and domestic teachers.*
 - ✓ *An important factor is the involvement of the teaching staff of the EP in the life of society (the role of the teaching staff in the education system, in the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).*

Evidence

Personnel policy of the institute, incl. the recruitment and recruitment process is based on the Labor Code of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan "On Education" and a number of internal documents of the ArcPI. The personnel policy is implemented in accordance with the Institute's Strategic Development Plan, and is an integral part of the university's policy, which includes a holistic and objectively determined strategy for working with personnel.

The personnel policy of ArcPI is reflected in the "Regulations on Personnel Policy", approved by the Academic Council of the Institute (minutes No. 1 of 09/01/2021). "Regulations on personnel policy" posted on the website of the university (https://api.edu.kz/images/files_institut/kadri/%D0%9F%D0%BE%D0%BB%D0%BE%D0%B6%D0%B5%D0%BD%D0%B8%D0%B5%20%D0%BE%20%D0%BA%D0%B0%D0%B4%D1%80%D0%BE%D0%B2%D0%BE%D0%B9%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B5%20%D0%90%D1%80%D0%BA%D0%93%D0%9F%D0%98.pdf).

Appointment and promotion is carried out on the basis of the order of the chairman of the board-rector of the institute, taking into account the professional competence of employees and teaching staff. The occupation of vacant positions of teaching staff and scientists is carried out through competitive selection on the basis of the "Regulations on the competitive filling of positions of teaching staff and scientists - ArcPI", approved by the rector of the institute on January 29, 2021. (https://api.edu.kz/images/files_institut/kadri/%D0%9F%D0%BE%D0%BB%D0%BE%D0%B6%D0%B5%D0%BD%D0%B8%D0%B5%20%D0%BE%20%D0%BA%D0%B0%D0%B4%D1%80%D0%BE%D0%B2%D0%BE%D0%B9%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B5%20%D0%90%D1%80%D0%BA%D0%93%D0%9F%D0%98.pdf)

Recruitment is carried out on the basis of an analysis of the needs of the EP, on the basis of which a competition is announced for filling the vacant positions of the teaching staff. Competences, duties, rights and opportunities of teaching staff are defined in internal documents. The university has developed job descriptions for all categories of teaching staff.

The implementation of accredited EPs in ArcPI is provided by teaching staff with basic education corresponding to the profile of the discipline being taught, and systematically engaged in scientific and (or) scientific and methodological activities. Teachers of disciplines of the profiling cycle within the framework of the EP, as a rule, have experience in the relevant professional field. Practitioners working in organizations of the real sector of the economy are

involved in the implementation of accredited EPs.

The EEC notes that the university ensures the completeness and adequacy of the individual planning of the teaching staff for all types of activities, monitoring the effectiveness and efficiency of individual plans. The teaching load of the teaching staff includes educational, teaching and methodological, research, educational work, which is planned individually for each academic year.

Within the framework of accredited EPs, the competence of teaching staff is assessed based on the assessment of the quality of training sessions through: mutual attendance of current classes by teachers; conducting open classes; control visits to classes by the vice-rector, dean, heads of the EP; questioning of students after the completion of the study of the discipline. Thus, the university provides monitoring of the activities of teaching staff, a systematic assessment of the competence of teachers, a comprehensive assessment of the quality of teaching. The teaching staff and employees are focused on performance in their work, which contributes to the achievement of high performance results for each employee and the university as a whole.

For the successful mastering of the EP by students, the teaching staff, as part of the implementation of student-centered learning, actively applies innovative teaching methods. Such examples are business and role-playing games, simulation trainings, discussions, brainstorming, situational games, business project development, slideshow design, elements of e-learning (MOOC) and distance learning technologies are used. The teaching staff successfully practices presentations of training courses using interactive whiteboards, multimedia projectors, media libraries, electronic stands, audio-video equipment, video projectors, audio-video libraries, video conferences, etc.

One of the key areas in the work of the teaching staff is research work. ArkPI has created the necessary conditions for this. The teaching staff performs scientific research, including in the form of grants, takes part in scientific and scientific-practical conferences, publishes works in periodicals, including publications included in the international databases Scopus and Web of Science.

Table 10 - Publication activity of teaching staff in publications included in the international databases Scopus and Web of Science

OP title	Total teaching staff/Number of publications Scopus , WoS		
	2020	2021	2022
6B01101-Pedagogy and psychology	100	9/0	7/0
6B01201-Preschool education and upbringing 6V01202-Preschool teacher and teacher-psychologist	16/0	14/0	11/3
6B01301-Pedagogy and methods of primary education	16/2	16/1	16/2

Table 11 - Publication activity of teaching staff in high-ranking journals of Kazakhstan and Russia

OP title	Total teaching staff/Number of publications KKSON (VAK)		
	2020	2021	2022
6B01101-Pedagogy and psychology	10/2	9/1	7/2

6B01201-Preschool education and upbringing 6V01202-Preschool teacher and teacher-psychologist	16/4	14/0	11/0
6B01301-Pedagogy and methods of primary education	16/2	16/0	16/0

Table 12 - Publication activity of teaching staff in scientific conferences

OP title	Total teaching staff / Number of publications of the conference and other journals of the Republic of Kazakhstan		
	2020	2021	2022
6B01101-Pedagogy and psychology	10/11	9/20	7/17
6B01201-Preschool education and upbringing 6V01202-Preschool teacher and teacher-psychologist	16/54	14/19	11/32
6B01301-Pedagogy and methods of primary education	16/18	16/13	16/24

Table 13 - Publication activity of teaching staff of educational and methodological works

OP title	Total teaching staff/Number of publications teaching aids, workbooks, etc.		
	2020	2021	2022
6B01101-Pedagogy and psychology	10/2	9/1	7/4
6B01201-Preschool education and upbringing 6V01202-Preschool teacher and teacher-psychologist	16/2	14/2	11/1
6B01301-Pedagogy and methods of primary education	16/1	16/4	16/8

In order to establish the conformity of qualifications and ensure the stimulation of the development of teaching staff, the institute applies a procedure for attesting teaching staff for compliance with their positions. In order to motivate the teaching staff and employees of the institute, a system of incentives is being implemented: differentiated wages, letters of thanks, diplomas from universities and the Ministry of Education and Science, medals from universities and the Ministry of Education and Science of the Republic of Kazakhstan, as well as a system of penalties: disciplinary sanctions, reprimands, termination of the employment contract.

In the course of interviews with teaching staff, the EEC found confirmation of information about the provision by the university of the opportunity for teaching staff of accredited EPs to systematically undergo advanced training.

Table 14 - Advanced training of teaching staff (TS)

OP title	Total teaching staff/Passed advanced training		
	2020-2021	2021-2022	2022-2023
6B01101-Pedagogy and psychology	10/2	9/7	7/1
6B01201-Preschool education and upbringing 6V01202-Preschool teacher and teacher-psychologist	16/5	14/5	11/0
6B01301-Pedagogy and methods of primary education	16/6	16/7	16/0

An analysis of the materials of the official website of the institute, the media and social networks, as well as interviews with the teaching staff showed that the teaching staff of ArcPI, involved in the implementation of accredited EPs, actively takes a significant part in the life of society, the region, the creation of a cultural environment, participates in creative competitions, trainings, programs charity, etc.

Questioning of the teaching staff conducted during the EEC visit showed that:

- degree of academic freedom of teaching staff: very good - 30.3%; good - 45.6%;
- the level of stimulation and involvement of young professionals in the educational process: very good - 27.3%; good - 66.7%; bad - 6.1%;
- professional development work: very good - 15.2%; good - 75.8%;
- work on academic mobility: very good - 15.2%; good - 60.6%; relatively bad - 15.2%; bad - 9.1%.

Analytical part

During the interview, the teaching staff expressed their satisfaction with the current personnel policy at the institute, demonstrated their awareness of the procedure for the current personnel management system, and confirmed the fact of holding a competition for vacancies directly. Young teachers are also satisfied with the working conditions created at ArcPI.

At the same time, despite the fact that the staffing of the implementation of the accredited EPs corresponds to their profile, the institute maintains a relatively low level of teaching staff for these EPs. This risk of the implementation of the EP requires the development of a program to increase the degree indicators.

Table 15 - Qualification composition (degree) of teaching staff (TS)

OP title	Total PPP/Degrees		
	2020-2021	2021-2022	2022-2023
6B01101-Pedagogy and psychology	19/42%	16/43%	12/50%
6B01201-Preschool education and upbringing 6V01202-Preschool teacher and teacher-psychologist	16/43%	14/50%	11/50%
6B01301-Pedagogy and methods of primary education	16/50%	16/50%	16/54%

Also, in the process of conducting interviews with teaching staff of accredited EPs, EEC

members formed an idea of the low level of motivation of teaching staff to develop their careers and professional development, including young teachers.

The EEC was convinced that the state of the moral and psychological climate in the Department of Educational Programs is characterized by stability, a creative attitude towards the performance of their functional and professional duties.

The EEC notes that within the framework of accredited EPs, measures are being taken to develop the academic mobility of teaching staff, to attract foreign and domestic teachers. This activity is implemented, among other things, in the course of advanced training and internships for teaching staff.

At the same time, in the course of interviews with students of the institute and teaching staff, the EEC established the insufficient satisfaction of these target groups regarding the involvement of foreign teachers in the implementation of accredited EPs. In the university, there is a need to introduce into practice the organization of the educational process for accredited EPs of alternative models for organizing outgoing internal academic mobility of teaching staff, including through the use of a combination of various forms: virtual internships at a partner university, distance learning technologies for conducting classes, full-time attendance, relevant current legislation.

Strengths/best practice:

- No

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and educational psychologist, 6B01301 - Pedagogy and methodology of primary education :

1. In the period up to 07/01/2023, develop and put into practice a program for improving the degree indicators of teaching staff in accredited EPs, including effective mechanisms to encourage teaching staff to career growth and professional development, including young teachers.

2. In the period up to 08/31/2023, develop, and from 09/01/2023 to introduce into the practice of organizing the educational process for accredited EPs, alternative models for organizing outgoing internal academic mobility of teaching staff, including through the use of a combination of various forms: virtual internships in partner university, distance learning technologies for conducting classes, face-to-face presence, in accordance with applicable law.

VEC conclusions:

According to the standard "Teaching staff":

- OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education have 9 satisfactory positions and 1 position suggesting improvement.

6.8. Standard "Educational resources and student support systems"

- ✓ *The management of the EP must demonstrate the sufficiency of material and technical resources and infrastructure.*
- ✓ *The management of the EP must demonstrate the existence of procedures for supporting various groups of students, including information and counseling.*
- ✓ *The management of the EP must demonstrate the compliance of information resources with the specifics of the EP, including compliance with:*
- ✓ *technological support for students and teaching staff in accordance with educational programs (for example, online learning, modeling, databases, data analysis programs);*
- ✓ *library resources, including a fund of educational, methodical and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases;*
- ✓ *examination of the results of research, final works, dissertations for plagiarism;*

- ✓ *access to educational Internet resources;*
- ✓ *functioning of WI-FI on the territory of the educational organization.*
- ✓ *The university should strive to ensure that the educational equipment and software used for the development of educational programs are similar to those used in the respective industries.*
- ✓ *The university must ensure compliance with safety requirements in the learning process.*
- ✓ *The university should strive to take into account the needs of various groups of students in the context of the EP (adults, working, foreign students, as well as students with disabilities).*

Evidence

To support students in the implementation of their educational needs, academic services work in ArcPI: the office-registrar and CSO, structural divisions of the institute, vice-rector for academic and scientific work. The accounting department provides services in the form of maintenance of the tuition fee process and advice on other financial issues. Medical care and provision of first aid at the institute is carried out by three medical centers (the staff list includes a paramedic and a nurse), which are structural divisions of the institute. Medical stations are located in the main academic building and student residence. The indicators of the material and technical equipment of the educational process are a characteristic of the institute's potential and a guarantee of its sustainability.

The institute is carrying out a set of measures to form a modern material base, information space and an effectively developed communication infrastructure, as well as the introduction of new forms and methods of providing educational services based on modern information technologies. Currently, a project is being implemented to acquire an additional educational building.

When preparing specialists for accredited EPs, both specially equipped classrooms and general-purpose classrooms are used. The institute has the necessary specialized classrooms, which are equipped with computer equipment, magnetic boards, audio-video equipment, multimedia projectors, and software products. Equipment, visual aids, materials used in classrooms contribute to ensuring an appropriate level of quality in the educational process. The organization of the work of classrooms and other educational and auxiliary structures is carried out in accordance with the specifics of the EP.

In the course of its work, the EEC made sure that the necessary infrastructure was created in ArcPI as a whole, the university has sufficient material and technical, information support, library, including electronic resources that are used in the education and upbringing of students to achieve the goals and objectives of the EP. When distributing, planning and providing educational resources for accredited EPs at the university, the needs of various groups of students are taken into account.

In the course of a visual inspection of the educational base of the institute, information was confirmed about the presence of an auditorium fund, educational laboratories, computer classes, language laboratories, a sports base, premises for medical care, catering areas, rooms for group work and other facilities equipped with equipment and providing conditions for achieving OP goals. Office premises are equipped with appropriate computer and office equipment.

Library and Information Resources ArcPI available to students and teaching staff. The information about the regular replenishment of the fund of educational, methodical and scientific literature on general educational, basic and major disciplines both on paper and electronic media, periodicals was confirmed.

Table 16 - Provision of educational, methodical and scientific literature

OP title	textbooks	Educational-methodical, scientific	Total
6B01101 - Pedagogy and	12767	6329	19096

psychology			
6B01201 - Preschool education and upbringing	10409	5751	16160
6B01202 - Educator and teacher-psychologist of a preschool organization	10942	6092	17034
6B01301 - Pedagogy and methods of primary education	10939	6510	17449

Students have free access to the Internet from computers installed in the library of educational buildings. This is confirmed by the results of surveys and surveys. The library provides access to electronic library resources (IRBIS, ELS "Lan", "Electronic Library") and foreign databases.

The university provides for checking research and graduation papers for plagiarism using a web system.

The university has developed and implemented an adequate system of support for various groups of students, including information and counseling. This system includes individual assistance and advice to students on the organization of the educational process and the provision of social support. On questions of the educational process, students can contact an adviser who assists in choosing a learning path (forming an individual curriculum). Also, key information on the organization of the educational process is reflected in the guidebook. In addition, on issues of the educational process, students have the opportunity to contact the curator of their group, the head of the EP and the dean.

Social support is provided by the institute for certain categories of students: gifted children, orphans, persons with special needs. The amount and procedure for providing social support measures is published on the website of the institute in the section "Social support for students of the Arc PI named after I.I. Altynsarin" (<https://www.api.kz/index.php/ru/common/subsections/social-sphere/>).

All non-resident students who need a hostel live in hostels available to the university, equipped with the necessary equipment.

Analytical part

Based on the results of a visual inspection of the EEC infrastructure and facilities, we note that in order to ensure the educational process of the accredited EP, ArcPI has the necessary basic educational and material resources. Classrooms and laboratories, the equipment placed in them corresponds to the objectives of the EP and creates acceptable conditions for learning. Premises for educational and supporting purposes meet sanitary and hygienic requirements, fire safety requirements.

The library has a significant number of titles and copies of educational, educational and methodical and scientific literature: official, socio-political and popular science periodicals, specialized publications, reference and bibliographic publications, including encyclopedias, encyclopedic dictionaries, dictionaries and reference books, including including in foreign languages, manuals, providing access to them for all categories of library users.

The educational area used in the educational process is sufficient, the material resources involved create the basis for the high-quality implementation of accredited EPs. In general, the material, technical and information resources used to organize the process of education and upbringing are sufficient to fulfill the stated mission, goals and objectives meet the requirements of the accredited EP.

The institute assesses the quality of the available material, technical and information resources used in the implementation of the EP. To do this, monitoring is carried out in the form of a survey of students, teaching staff and employees.

In pursuance of the annual plan for the acquisition of material resources, the equipment of classrooms and laboratories for accredited study programs is being modernized.

At the same time, the EEC notes that, according to the statements of representatives of the student community, representatives of graduates and employers, the demand for specialists in the field of forming an inclusive environment is growing in the city and region. However, the institute does not have a special laboratory for inclusive education, equipped in accordance with the modern level of development of science.

EEC confirms the availability of technological support systems for students and teaching staff, including access to educational Internet resources of the university. The interface of the official website of the organization is adapted to meet the needs of visually impaired users. At the same time, during the excursion, visual inspection of educational buildings and during the interview conducted with students and teaching staff, it was revealed that access to the Internet via Wi - Fi on the territory of educational buildings and dormitories is not fully provided.

The survey showed that students positively (fully and partially satisfied) assess the availability of library resources (97.8%), the quality of services provided in libraries and reading rooms (96.9%), satisfaction with the existing educational resources of the university (98.2%), available computer classes (91.5%), availability and quality of Internet services (92.8%), classrooms and classrooms for large groups (89.7%).

Strengths/best practice:

- No

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and educational psychologist, 6B01301 - Pedagogy and methodology of primary education :

1. In the period up to August 31, 2023, create a laboratory of inclusive education at the university, provided with specialized computer and technical teaching aids, as well as specialized information and communication and software, similar to those used in the real conditions of a developed barrier-free inclusive educational environment.

2. In the period up to August 31, 2023, develop and implement a plan to increase the indicators of territorial coverage and speed of connection to the Internet information and telecommunications network through WI-FI networks operating on the territory of educational buildings and dormitories.

VEC conclusions:

According to the standard "Educational resources and student support systems":

- *OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education have 13 satisfactory positions.*

6.9. Public Information Standard

- ✓ *The information published by the university within the framework of the EP must be accurate, objective, up-to-date and must include:*
- ✓ *programs being implemented, indicating the expected learning outcomes;*
- ✓ *information on the possibility of awarding qualifications at the end of the EP;*
- ✓ *information about teaching, learning, assessment procedures;*
- ✓ *information about passing scores and learning opportunities provided to students;*
- ✓ *information about employment opportunities for graduates.*
- ✓ *The management of the EP should use a variety of ways to disseminate information, including the media, information networks to inform the general public and interested parties.*
- ✓ *Informing the public should include support and explanation of the national development programs of the*

- ✓ *country and the system of higher and postgraduate education.*
- ✓ *The university must publish audited financial statements on its own web resource, including in the context of the EP.*
- ✓ *The university must demonstrate the reflection on the web resource of information characterizing the university as a whole and in the context of educational programs.*
- ✓ *An important factor is the availability of adequate and objective information about the teaching staff of the EP, in the context of personalities.*
- ✓ *An important factor is informing the public about cooperation and interaction with partners within the EP, including scientific / consulting organizations, business partners, social partners and educational organizations.*
- ✓ *The university must post information and links to external resources based on the results of external evaluation procedures.*
- ✓ *An important factor is the participation of the university and ongoing EPs in various external evaluation procedures.*

Evidence

ArcPI is making efforts to carry out extensive information work to inform the public and target stakeholders about various events, processes taking place in educational, scientific, innovative, international activities, the social sphere, student life, and development prospects. In this work, various media resources are used, conferences are held, business contacts with the editorial offices of newspapers and television are activated. The website of the institute contains links to external sources of information (citations, links) about the activities of the university, in particular about the implementation of the EP. The information resource of the site is open and publicly available and is aimed at forming the image of the institute for prompt and objective informing the public about the activities of the institute.

Mass media are widely used to popularize the OP. News, photos and videos are available on the institute's website: api.edu.kz. videos are posted on YouTube (https://www.youtube.com/channel/UCbeMpBEVPSPR7Nk_L67ul7g), and also posted on social networks Facebook (<https://www.facebook.com/argpi/>), Instagram (<https://www.instagram.com/api.kz/>), Twitter (<https://twitter.com/ArkSPI>) and VK (https://vk.com/arkgpi_institut).

ArcPI has a website www.api.edu.kz that supports the mission, goals and objectives of the university. Websiteinstitute provides official performance information about institute V networks andInternet With purpose extensions market educational services institute, operationalacquaintance students, employees applicants, business partners And othersinterested users With various aspects activities institute,raise efficiency interactions institute With target audience. Also VInstitute created anti-corruption portal, V purposes holding fight With corruption (<https://anticor.api.edu.kz/index.php/ru/>). Thus, the posted information aimed at informing the public provides the necessary description of the accredited EPs, provides support and clarification of the national development programs of the country and the system of higher and postgraduate education.

The official website operates in three languages (Kazakh, Russian, English). The site contains a number of key sections: "Institute", "Education", "Applicant", "News and Events", "Science", "Public Procurement and Financial Reports" "Virtual Tour"; references to the " PLATONUS ", " MOODLE ", " LIBRARY " and " ZOOM " systems are given.

On site placed information For applicants: rules reception, specialties, code honor student code honor teacher. Published information O activities institute And implementation OP, results implementationstrategies university, politics guarantees quality, teaching, learning, appraisal procedures assigned qualifications intelligence O checkpoints points And trainingopportunities, provided students O opportunities employment graduates.

The site also contains sections of structural units, provides information about the rector of the institute and his deputies, heads of departments, deans, faculty. Feedback from students with the leadership can be carried out, including through the rector's blog on the main page of the site, here students have the opportunity to write a direct appeal to the head of the university, etc.

The available information resources and systems, as well as software, to the extent necessary, can ensure the high-quality implementation of the processes of collecting, analyzing and managing information at all stages of the organization's activities.

Analytical part

The official website of ArcPI has a website www.api.edu.kz which contains key information about accredited EPs in a form that is easy to understand. The information posted on the official website objectively reflects the activities of the university within the framework of accredited EPs, including information on financial statements, personal information about managers and teaching staff, web links and scanned copies of documents reflecting the results of external assessment of the quality of education.

Information about the SP implemented at the institute is available in special sections of the website (<https://api.edu.kz/index.php/ru/applicant/specialities>). Information about the EP includes a description of the objectives of the EP, the area of professional activity and learning outcomes. It also provides information on the qualifications awarded upon completion of training, a description of the system for assessing the educational achievements of students, data on academic mobility programs, opportunities and directions for the development of personal and professional competencies of students and employment.

The attention of the EEC members is drawn to the approach implemented in ArcPI for working with financial information, the audited financial statements published by the university on its own web resource are detailed and are in the public domain.

At the same time, the analysis of the site by members of the EEC and interviews with various target groups made it possible to establish that certain information posted on the site has lost its relevance. Information about individual EPs or their elements is presented as of the last academic year. It is noted that information about academic mobility programs and other forms of cooperation with partner universities does not reflect the current state. The importance of timely updating of information about teaching staff, in the context of personalities, is also noted.

Members of the EEC, in the course of interviews with graduates of the institute, found that information about changes planned or undertaken at the university in the EP is not communicated to interested parties by all available means. Consequently, the university does not widely use various methods of disseminating information (including the media, information and social networks, etc.) to inform the general public and interested parties.

Strengths/best practice:

The EEC notes the completeness and information content of the audited financial statements for the EP published on the university's own web resource.

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education :

1. The management of the EP, by August 31, 2023, should analyze the relevance of the information posted on the official website about the EP, about academic mobility programs, other forms of cooperation with partner universities and, if necessary, make changes aimed at eliminating inconsistencies. Next, keep the information up to date in the key sections of the official website of the organization, including by providing for a monitoring procedure.

2. The management of the EP, by August 31, 2023, should analyze the relevance of the information posted on the official website on the teaching staff involved in the implementation of the accredited EP, in the context of personalities, and, if necessary, make changes aimed at eliminating inconsistencies. The next step is to keep the information up to date.

3. By August 31, 2023, the management of the university should develop a long-term schedule and conduct explanatory work (instruction) with the subjects that form key information about the university to be published and disseminated, paying special attention to the importance

of providing the public with up-to-date and accurate information, as well as on the importance of using a variety of means of communicating information to all stakeholders. The briefing schedule should provide systematic activities with the staff of the university and students to conduct explanatory work.

VEC conclusions:

According to the standard "Informing the public":

- OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education have 1 strong position, 9 satisfactory and 3 positions suggesting improvement.



(VII) OVERVIEW OF STRENGTHS / BEST PRACTICE FOR EACH STANDARD

1. According to the standard "Management of the educational program"

-

2. According to the standard "Information Management and Reporting"

-

3. According to the standard "Development and approval of the educational program"

-

4. According to the standard "Continuous monitoring and periodic evaluation of educational programs"

-

5. According to the standard "Student-centered learning, teaching and assessment"

-

6. According to the standard "Students"

The EEC notes that the university provides students with internship places, demonstrates the effectiveness of the procedure for facilitating the employment of graduates, which ensures a high level of employment.

The EP management will demonstrate that EP graduates have the skills that are in demand in the labor market and these skills are really relevant, which follows from the high level of employment and competitiveness of graduates.

7. According to the standard "Teaching staff"

-

8. According to the standard "Educational resources and student support systems"

-

9. According to the standard "Informing the public"

The EEC notes the completeness and information content of the audited financial statements for the EP published on the university's own web resource.

(VIII) OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY FOR EACH STANDARD

1. According to the standard "Management of the educational program"

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education

1. The management of the EP to develop a plan to ensure the uniqueness of the accredited EP and consistency with the national development priorities and development strategies of the university until 30.08.2023.

2. Before 08/30/2023, the management of the EP should analyze the risks of implementing the EPs declared for accreditation, assess the possibilities of managing them, and by 08/30/2023 develop and implement ways to prevent adverse factors

3. The management of the EP to draw up an action plan to involve and encourage teaching staff to participate in scientific projects in the priority area of science development 08/30/2023

2. According to the standard "Information Management and Reporting"

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education :

1. Draw up a contingent formation program based on the analysis of operational risks on June 30, 2023.

2. Develop an action plan aimed at introducing activities into practice and further keep up to date the procedure for collecting and analyzing the availability of educational resources and student support systems, including by ensuring the identification of target groups and the prompt delivery of relevant information to interested consumers by 30.08. 2023

3. According to the standard "Development and approval of the educational program"

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and teacher-psychologist, 6V01301 - Pedagogy and methods of primary education

1. The management of the educational program to draw up an action plan aimed at creating a system of competitive positioning of educational programs in the educational services market based on functional and institutional approaches on August 30, 2023.

2. Develop a mechanism for promoting educational programs in the educational market until 10/30/2023.

3. Develop an action plan aimed at raising students' awareness of the conduct and conditions of certification until 08/30/2023.

4. Include in the EP an elective course on inclusive education, reflecting scientific, methodological and practical approaches to creating a barrier-free environment at all levels of education, providing conditions in which students with special educational needs and individual abilities, and also regardless of the specific nosological disability group , get a real opportunity to study freely until 09/30/2023.

4. According to the standard "Continuous monitoring and periodic evaluation of educational programs"

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and educational psychologist, 6B01301 - Pedagogy and methodology of primary education :

1. The management of the EP draw up an action plan aimed at raising awareness and introduce a mechanism for continuous informing stakeholders about changes within the EP until 10/30/2023.

5. According to the standard "Student-centered learning, teaching and assessment"

No.

6. According to the standard "Students"

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and educational psychologist, 6B01301 - Pedagogy and methodology of primary education :

1. In the period up to 08/31/2023, develop, and from 09/01/2023 to introduce into the practice of organizing the educational process for accredited EPs, alternative models for organizing the academic mobility of students, taking into account their real opportunities for studying in other educational institutions of the country. For example, using a combination of various forms: e-learning at a partner university, distance learning technologies, face-to-face attendance, summer trimesters and their other technologies that comply with applicable law.

2. In the period up to 08/31/2023, develop and implement a program to increase the indicators of involvement of graduates of accredited EPs in the events held by the university with the leading role of the Institute Alumni Association.

7. According to the standard "Teaching staff"

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and educational psychologist, 6B01301 - Pedagogy and methodology of primary education :

1. In the period up to 07/01/2023, develop and put into practice a program for improving the degree indicators of teaching staff in accredited EPs, including effective mechanisms to encourage teaching staff to career growth and professional development, including young teachers.

2. In the period up to 08/31/2023, develop, and from 09/01/2023 to introduce into the practice of organizing the educational process for accredited EPs, alternative models for organizing outgoing internal academic mobility of teaching staff, including through the use of a combination of various forms: virtual internships in partner university, distance learning technologies for conducting classes, face-to-face presence, in accordance with applicable law.

8. According to the standard "Educational resources and student support systems"

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and educational psychologist, 6B01301 - Pedagogy and methodology of primary education :

1. In the period up to August 31, 2023, create a laboratory of inclusive education at the university, provided with specialized computer and technical teaching aids, as well as specialized information and communication and software, similar to those used in the real conditions of a developed barrier-free inclusive educational environment.

2. In the period up to August 31, 2023, develop and implement a plan to increase the indicators of territorial coverage and speed of connection to the Internet information and telecommunications network through WI-FI networks operating on the territory of educational buildings and dormitories.

9. According to the standard "Informing the public"

EEC recommendations for OP 6V01101 - Pedagogy and psychology, 6V01201 - Preschool education and upbringing, 6V01202 - Preschool teacher and educational psychologist, 6B01301 - Pedagogy and methodology of primary education :

1. The management of the EP, by August 31, 2023, should analyze the relevance of the information posted on the official website about the EP, about academic mobility programs, other forms of cooperation with partner universities and, if necessary, make changes aimed at eliminating inconsistencies. Next, keep the information up to date in the key sections of the official website of the organization, including by providing for a monitoring procedure.

2. The management of the EP, by August 31, 2023, should analyze the relevance of the information posted on the official website on the teaching staff involved in the implementation of the accredited EP, in the context of personalities, and, if necessary, make changes aimed at eliminating inconsistencies. The next step is to keep the information up to date.

3. By August 31, 2023, the management of the university should develop a long-term schedule and conduct explanatory work (instruction) with the subjects that form key information about the university to be published and disseminated, paying special attention to the importance of providing the public with up-to-date and accurate information, as well as on the importance of using a variety of means of communicating information to all stakeholders. The briefing schedule should provide systematic activities with the staff of the university and students to conduct explanatory work.

(IX) OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION

There are no recommendations.

(X) RECOMMENDATION TO THE ACCREDITATION BOARD

The external expert commission decided to recommend to the Accreditation Council the educational programs of the Non-Commercial Joint Stock Company "Arkalyk Pedagogical Institute named after I. Altynsarin" (Arkalyk) :

- "6B01101 Pedagogy and psychology" - *accredit for a period of 5 (five) years* ;
- "6B01201 Preschool education and upbringing" - *accredit for a period of 5 (five) years* ;
- "6B01202 Preschool teacher and teacher-psychologist" - *accredit for a period of 5 (five) years* ;
- "6B01301 Pedagogy and methodology of primary education" - *accredit for a period of 5 (five) years* .

Annex 1. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE"

Conclusion of the EEC on the evaluation of educational programs

"6B01101 Pedagogy and psychology"
 "6B01201 Preschool education and upbringing"
 "6B01202 Preschool teacher and educational psychologist"
 "6B01301 Pedagogy and methods of primary education"

Non-profit joint stock company
 "Arkalyk Pedagogical Institute named after I. Altynsarin"

N o. p \ p	N o. p \ p	Criteria for evaluation	Position of the educational organization			
			strong	Satisfactory	Assumes improvement	Unsatisfactory
Standard "Management of the educational program"						
1	1.	The university must demonstrate the development of the goal and development strategy of the EP based on the analysis of external and internal factors with the wide involvement of various stakeholders		+		
2	2.	The quality assurance policy should reflect the relationship between research, teaching and learning		+		
3	3.	The university demonstrates the development of a culture of quality assurance		+		
4	4.	Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint/double-degree education and academic mobility		+		
5	5.	The management of the EP ensures the transparency of the development plan for the development of the EP based on an analysis of its functioning, the real positioning of the university and the focus of its activities on meeting the needs of students, the state, employers and other stakeholders		+		
6	6.	The EP management demonstrates the functioning of the mechanisms for the formation and regular revision of the EP development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers and society, making decisions aimed at continuous improvement of the EP		+		
7	7.	The EP management should involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of the EP development plan		+		

8	8.	The EP management must demonstrate the individuality and uniqueness of the EP development plan, its consistency with national development priorities and the development strategy of the educational organization			+	
9	9.	The university must demonstrate a clear definition of those responsible for business processes within the framework of the EP, the distribution of staff duties, and the delimitation of the functions of collegial bodies			+	
10	10.	The management of the EP ensures the coordination of the activities of all persons involved in the development and management of the EP, and its continuous implementation, and also involves all interested parties in this process			+	
eleven	eleven.	The EP management must ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and the adoption of appropriate decisions			+	
12	12.	The management of the EP should carry out risk management			+	
13	13.	The management of the EP should ensure the participation of representatives of interested parties (employers, teaching staff, students) in the collegiate management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program			+	
14	14.	The university must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals			+	
15	15.	The management of the EP must demonstrate its openness and accessibility for students, teaching staff, employers and other interested parties			+	
16	16.	The management of the EP confirms the completion of training in education management programs			+	
17	17.	The management of the EP should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.			+	
Total by standard			0	15	2	0
Information Management and Reporting Standard						
18	1.	The university must ensure the functioning of the system for collecting, analyzing and managing information based on modern information and communication technologies and software			+	
19	2.	The EP guidance demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system			+	
20	3.	The EP management demonstrates the presence of a reporting system that reflects the activities of all structural units and departments within the EP, including an assessment of their performance			+	
21	4.	The university must determine the frequency, forms and methods for assessing the management of the EP, the activities of collegial bodies and structural divisions			+	

22	5.	The university must ensure the functioning of the system for collecting, analyzing and managing information based on modern information and communication technologies and software		+		
23	6.	The university demonstrates the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them		+		
24	7.	The EP management must demonstrate the existence of communication mechanisms with students, employees and other stakeholders, including conflict resolution		+		
25	8.	The university must ensure the measurement of the degree of satisfaction with the needs of students, teaching staff and staff within the framework of the EP and demonstrate evidence of the elimination of identified shortcomings		+		
26	9.	The university should evaluate the effectiveness and efficiency of activities in the context of the EP		+		
		<i>The information collected and analyzed by the university within the framework of the EP should take into account:</i>				
27	10.	key performance indicators		+		
28	eleven.	the dynamics of the contingent of students in the context of forms and types		+		
29	12.	academic performance, student achievement and dropout		+		
thirty	13.	satisfaction of students with the implementation of the EP and the quality of education at the university		+		
31	14.	availability of educational resources and support systems for students			+	
32	15.	employment and career growth of graduates		+		
33	16.	Students, teaching staff and staff must document their consent to the processing of personal data		+		
34	17.	The management of the EP should contribute to the provision of the necessary information in the relevant fields of science		+		
Total by standard			0	16	1	0
Standard "Development and approval of educational programs"						
35	1.	The university must demonstrate the existence of a documented procedure for the development of the EP and its approval at the institutional level		+		
36	2.	The university must demonstrate the compliance of the developed EP with the established goals and planned learning outcomes		+		
37	3.	The EP management should determine the influence of disciplines and professional practices on the formation of learning outcomes		+		
38	4.	The university demonstrates the presence of a model of a graduate of the EP, which describes the learning outcomes and personal qualities		+		
39	5.	The qualification awarded upon completion of the EP must be clearly defined, explained and correspond to a certain level of NQF, QF-EHEA		+		
40	6.	The management of the EP must demonstrate the modular structure of the program based on ECTS, ensure that the structure of the content of the EP corresponds to the goals set, with a focus on achieving the planned learning outcomes for each graduate		+		

41	7.	The management of the EP should ensure that the content of academic disciplines and learning outcomes correspond to each other and the level of education (bachelor's, master's, doctoral studies)		+		
42	8.	The management of the EP must demonstrate the conduct of external reviews of the EP		+		
43	9.	The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development and quality assurance of the EP		+		
44	10.	The management of the EP must demonstrate the uniqueness of the educational program, its positioning in the educational market (regional/national/international)		+		
45	eleven.	An important factor is the possibility of preparing students for professional certification			+	
46	12.	An important factor is the presence of a joint (s) and / or two-degree EP with foreign universities		+		
Total by standard			0	eleven	1	0
Standard "Ongoing monitoring and periodic evaluation educational programs"						
47	1.	The university must ensure the revision of the structure and content of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society		+		
48	2.	The university must demonstrate the existence of a documented procedure for monitoring and periodic evaluation in order to achieve the goal of the EP and continuously improve the EP		+		
		<i>Monitoring and periodic evaluation of the EP should consider:</i>				
49	3.	the content of the program in the context of the latest achievements of science and technology in a particular discipline		+		
50	4.	changing needs of society and the professional environment		+		
51	5.	workload, performance and graduation of students		+		
52	6.	effectiveness of student assessment procedures		+		
53	7.	needs and satisfaction of students		+		
54	8.	compliance of the educational environment and the activities of support services with the goals of the EP		+		
55	9.	The management of the EP should publish information about changes to the EP, inform interested parties about any planned or undertaken actions within the EP			+	
56	10.	Support services should identify the needs of various groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, mastering the EP in general		+		
Total by standard			0	9	1	
Student-Centered Learning, Teaching and Assessment Standard						
57	1.	The management of the EP should ensure respect and attention to the various groups of students and their needs, providing them with flexible learning paths		+		

58	2.	The management of the EP should ensure teaching on the basis of modern achievements of world science and practice in the field of training, the use of various modern methods of teaching and evaluating learning outcomes that ensure the achievement of the objectives of the EP, including competencies, skills to perform scientific work at the required level		+		
59	3.	The management of the EP should determine the mechanisms for distributing the teaching load of students between theory and practice within the framework of the EP, ensuring the development of the content and achievement of the objectives of the EP by each graduate		+		
60	4.	An important factor is the presence of own research in the field of teaching methods of EP disciplines		+		
61	5.	The university must ensure that the procedures for evaluating learning outcomes correspond to the planned results and goals of the EP		+		
62	6.	The university must ensure the consistency, transparency and objectivity of the mechanism for assessing the learning outcomes of the EP, the publication of criteria and methods for assessing learning outcomes in advance		+		
63	7.	Assessors must be familiar with modern methods for assessing learning outcomes and regularly improve their skills in this area.		+		
64	8.	The management of the EP must demonstrate the existence of a feedback system on the use of various teaching methods and the assessment of learning outcomes		+		
65	9.	The management of the EP must demonstrate support for the autonomy of learners while providing guidance and assistance from the teacher.		+		
66	10.	The management of the EP must demonstrate the existence of a procedure for responding to complaints from students		+		
Total by standard			0	10	0	0
Standard "Students"						
67	1.	The university must demonstrate the policy of forming a contingent of students and ensure transparency, publicity of the procedures governing the life cycle of students (from admission to completion)		+		
68	2.	The management of the EP should provide for special adaptation and support programs for newly enrolled and foreign students		+		
69	3.	The university must demonstrate the compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education		+		
70	4.	The university should provide an opportunity for external and internal academic mobility of students, as well as assist them in obtaining external grants for study		+		
71	5.	The university should encourage students to self-education and development outside the main program (extracurricular activities)		+		
72	6.	An important factor is the existence of a mechanism to support gifted students.		+		
73	7.	The university must demonstrate cooperation with other educational organizations and national centers of the "European		+		

		Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers" ENIC / NARIC in order to ensure comparable recognition of qualifications				
74	8.	The university must provide students with internship places, demonstrate the procedure for facilitating the employment of graduates, maintaining contact with them	+			
75	9.	The university must demonstrate the procedure for issuing documents to graduates confirming the qualifications received, including the achieved learning outcomes		+		
76	10.	The management of the EP must demonstrate that program graduates have skills that are in demand in the labor market and that these skills are really relevant	+			
77	eleven.	The management of the EP must demonstrate the presence mechanism for monitoring the employment and professional activities of graduates		+		
78	12.	An important factor is the existence of an active alumni association/union			+	
Total by standard			2	9	1	0
Standard "Teaching Staff"						
79	1.	The university must have an objective and transparent personnel policy in the context of the EP, including recruitment (including invited teaching staff), professional growth and development of staff, ensuring the professional competence of the entire staff		+		
80	2.	The university must demonstrate the compliance of the qualitative composition of the teaching staff with the established qualification requirements, the strategy of the university, and the goals of the EP		+		
81	3.	The management of the EP should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning and teaching		+		
82	4.	The university should provide opportunities for career growth and professional development of teaching staff, including young teachers		+		
83	5.	The university should involve in the teaching of specialists from relevant industries with professional competencies that meet the requirements of the EP		+		
84	6.	The university must demonstrate the presence of a motivation mechanism for the professional and personal development of teaching staff		+		
85	7.	The university must demonstrate the widespread use of information and communication technologies and software in the educational process by the teaching staff (for example, on-line training, e-portfolio, MEPs, etc.)		+		
86	8.	The university must demonstrate the focus on the development of academic mobility, attracting the best foreign and domestic teachers			+	
87	9.	The university must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity at the university, determine the contribution of teaching staff, including those invited, to achieving the goals of the EP		+		
88	10.	An important factor is the involvement of teaching staff in the development of the economy, education, science and culture of the region and the country		+		
Total by standard			0	9	1	0

Standard		"Educational resources and student support systems"				
89	1.	The university must guarantee the compliance of the infrastructure, educational resources, including material and technical, with the goals of the educational program		+		
90	2.	The management of the EP must demonstrate the sufficiency of classrooms, laboratories and other facilities equipped with modern equipment to ensure the achievement of the objectives of the EP		+		
		<i>The university must demonstrate the compliance of information resources with the needs of the university and the EPs being implemented, including in the following areas:</i>				
91	3.	technological support for students and teaching staff in accordance with educational programs (for example, online learning, modeling, databases, data analysis programs)		+		
92	4.	library resources, including a fund of educational, methodical and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases		+		
93	5.	examination of the results of research, final works, dissertations for plagiarism		+		
94	6.	access to educational Internet resources		+		
95	7.	functioning of WI-FI in its territory		+		
96	8.	The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, publishing the results of research work of teaching staff, staff and students		+		
97	9.	The university should strive to ensure that the educational equipment and software used for the development of educational programs are similar to those used in the relevant sectors of the economy		+		
98	10.	The management of the EP must demonstrate the existence of procedures for supporting various groups of students, including information and counseling		+		
99	eleven.	The management of the EP should show the existence of conditions for the advancement of the student along an individual educational trajectory		+		
100	12.	The university must take into account the needs of different groups of students (adults, working, foreign students, as well as students with special educational needs)		+		
101	13	The university must ensure that the infrastructure meets the safety requirements		+		
Total by standard			0	13	0	0
Public Information Standard						
102	1.	The information published by the university must be accurate, objective, up-to-date and reflect all areas of the university's activities within the framework of the educational program			+	
103	2.	Informing the public should include support and explanation of the national development programs of the country and the system of higher and postgraduate education		+		
104	3.	The university management should use a variety of ways to disseminate information (including the media, web resources, information networks, etc.) to inform the general public and interested parties			+	

		<i>Information about the educational program is objective, up-to-date and should include:</i>				
105	4.	the purpose and planned results of the EP, the qualification to be awarded				
106	5.	information and the system for assessing the educational achievements of students		+		
107	6.	information about academic mobility programs and other forms of cooperation with partner universities, employers			+	
108	7.	information about the opportunities for the development of personal and professional competencies of students and employment		+		
109	8.	data reflecting the positioning of the EP in the market of educational services (at the regional, national, international levels)		+		
110	9.	An important factor is the publication on open resources of reliable information about teaching staff, in the context of personalities		+		
111	10.	The university must publish audited financial statements for the EP on its own web resource	+			
112	eleven.	The university must post information and links to external resources based on the results of external evaluation procedures		+		
113	12.	An important factor is the placement of information about cooperation and interaction with partners, including scientific / consulting organizations, business partners, social partners and educational organizations		+		
		Total by standard	1	9	3	0
		TOTAL	3	100	10	0

Annex 2. PROGRAM OF THE VISIT TO THE EDUCATIONAL INSTITUTION



АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ
НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА
INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

AGREED

Rector of the Arkalyk Pedagogical Institute
named after Altynsarin

Amirbekuly E.

" " 2023

APPROVE

Director General of the National Institution "Independent
Agency for Accreditation and Rating"

Zhumagulova A.B.

" " 2023

PROGRAM VISIT OF THE EXTERNAL EXPERT COMMISSION INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR) IN ARKALYK PEDAGOGICAL INSTITUTE IM. ALTYNSARINA

STAGE 2 Date of the visit: April 06-07, 2023

1 cluster

- 1) 6B01101 Pedagogy and psychology
- 2) 6B01201 Preschool education and upbringing
- 3) 6B01202 Preschool teacher and educational psychologist
- 4) 6B01301 Pedagogy and methods of primary education

2 cluster

- 5) 6B01701 Kazakh language and literature
- 6) 6B01704 Kazakh language and literature in non-Kazakh language schools

3 cluster

- 7) 6B01703 Foreign language: two foreign languages
- 8) 6B01706 English

4 cluster

- 9) 6B01702 Russian language and literature
- 10) 6B01705 Russian language and literature in non-Russian language schools

date and time	EEC work with target groups	Position and Surname, First name, Patronymic of target group participants	Contact form
<i>April 05, 2023</i>			
15.00-16.00 <i>Astana time</i>	Preliminary meeting of the EEC	<i>External IAAR experts</i>	Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588

<i>April 05, 2023</i>			
<i>On schedule during the day</i>	Arrival of members of the External Expert Commission		
<i>April 06, 2023</i>			
08.30-09.00 <i>Astana time</i>	Transfer from the hotel to the Institute	<i>External experts IAAR, coordinator from the Institute</i>	Hotel-Institute
09.00-09.15 _ <i>Astana time</i>	Distribution of responsibility of experts, solution of organizational issues	<i>External IAAR experts</i>	Audience No. Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
09.15-09.45	And an interview with the rector	Rector	Audience No. Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
09.45-10.00	Technical break		
10.00-10.40	Meeting with vice-rectors		Auditorium No. , main building Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
10.40-10.50	Technical break		
10.50-11. thirty	Meeting with the heads of structural divisions of the NGO		Auditorium No. , main building Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
11.30-11.45	Technical break		
11.45-12.30	Interviews with deans and heads of the PLO		Auditorium - No. , main

			<p>building</p> <p>Join a Zoom meeting https://us02web.zoom.us/j/6813032588</p> <p>Conference ID: 681 303 2588</p>
12.30-13.00	EEC work	<i>External IAAR experts</i>	<p>Auditorium No. , main building</p> <p>Join a Zoom meeting https://us02web.zoom.us/j/6813032588</p> <p>Conference ID: 681 303 2588</p>
13.00-14.00	<i>Dinner</i>		
14.00-14.15	Technical break		
14.15-15.00	Interview with the teaching staff of the PLO	<p><u><i>Application No. 1</i></u></p> <p><u><i>Cluster 1.</i></u> <u><i>Cluster 2.</i></u> <u><i>Cluster 3.</i></u> <u><i>Cluster 4.</i></u></p>	<p>Cluster 1 - auditorium № , main building</p> <p>Cluster 2 - auditorium № , main building</p> <p>Cluster 3 - auditorium № , main building</p> <p>Cluster 4 - auditorium № , main building</p> <p>Join a Zoom meeting https://us02web.zoom.us/j/6813032588</p> <p>Conference ID: 681 303 2588</p>
15.00-15.15	Technical break		
15.00-16.00	Questioning of teaching staff (in parallel)	<p><u><i>Application No. 2</i></u></p> <p><i>All teachers of assessed EP VA, MA, PhD</i></p>	The link is sent to the teacher's e-mail personally
15.15-16.00	Interviews with PLO students	<p><u><i>Application No. 3</i></u></p> <p><u><i>Cluster 1.</i></u> <u><i>Cluster 2.</i></u></p>	<p>Cluster 1 - auditorium № , main building</p> <p>Cluster 2 - auditorium № , main building</p> <p>Cluster 3 - auditorium № , main</p>

		<u>Cluster 3.</u> <u>Cluster 4.</u>	building Cluster 4 - auditorium № , main building Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
16.00-17.00	Questionnaire of students (in parallel)	<u>Application No. 4</u> <i>All students of assessed EP BA, MA, PhD</i>	The link is sent to the student's e-mail personally
16.15-17.00	Interviews with PLO Alumni	<u>Application No. 5</u> Cluster 1 - auditorium № , main building Cluster 2 - auditorium № , main building Cluster 3 - auditorium № , main building Cluster 4 - auditorium № , main building	Auditorium No. , main building Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
17.00-18.00	Visual inspection of the TOE	<i>According to itineraries</i>	
18.00-19.00	Work of the EEC discussion of the results of the first day	<i>External IAAR experts</i>	Auditorium No. , main building Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
19.00-20.00	Dinner	<i>External IAAR experts</i>	Hotel
Day 2: April 07, 2023			
08.30-09.00 <i>Astana time</i>	Transfer from the hotel to the Institute	<i>External experts IAAR, coordinator from the Institute</i>	Hotel -Institute

09.00-09.15 _	EEC work	<i>External IAAR experts</i>	Auditorium No. , main building Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
09.15-10.50 _	Scheduled Class Attendance (Appendix: Class Links)	<i>According to the timetable</i>	
10.50-11.30	Meeting with employers and representatives of practice bases	<u>Appendix 5</u> Cluster 1 - auditorium № , main building Cluster 2 - auditorium № , main building Cluster 3 - auditorium № , main building Cluster 4 - auditorium № , main building	Cluster 1 - auditorium № , main building Cluster 2 - auditorium № , main building Cluster 3 - auditorium № , main building Cluster 4 - auditorium № , main building Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
11.30-11.40	Technical break		
11.40-12.20	Working with department documents (documents must be uploaded to the cloud by clusters in advance) <i>Parallel</i>		
12.20-13.00			
13.00-14.00	Dinner		
14.00-14.15	Technical break		
14.15-15.15	Visiting the practice bases of the EP	<i>According to itinerary</i>	Auditorium No. , main building Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588

15.00-17.00	EEC work, discussion of the results of the second day and profile parameters (<i>recording is ongoing</i>)	<i>External IAAR experts</i>	Auditorium No. , main building Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
17.00-17.15	Technical break		
17.00-17.45	The work of the EEC development and discussion of recommendations (<i>recording</i>)	<i>External IAAR experts</i>	Auditorium No. , main building Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
17.45-18.15	Final meeting of the EEC with the leadership of the university		Auditorium No. , main building Join a Zoom meeting https://us02web.zoom.us/j/6813032588 Conference ID: 681 303 2588
18.30-19.30	Dinner	<i>External IAAR experts</i>	Hotel
19.30	Departure of experts		

Appendix 3. RESULTS OF THE QUESTIONNAIRE OF TEACHERS

Questionnaire of teaching staff

1. Total number of profiles: 33

2. Position

Professor	
Associate Professor/Associate Professor	
Senior Lecturer	60.6
Teacher	36.4
Head Chair	
Other	3

3. Academic degree, academic title

Honored Worker	
Ph.D	
PhD	3
master	75.8
PhD	3
Professor	
Associate Professor/Associate Professor	
No	18.2
Other	3

4. Work experience in this university

Less than 1 year	21.2
1 year - 5 years	15.2
Over 5 years	63.6
Other	

No	Questions	Very good	Fine	Relatively bad	Badly	Very bad	Didn't answer
1	To what extent does the content of the educational program meet your scientific and professional interests and needs?	54.5	45.5				
2	How do you assess the opportunities provided by the university for the professional development of teaching staff	42.4	51.5	3	3		
3	How do you assess the opportunities provided by the university for the career growth of teaching staff	24.2	66.7	6.1	3		

4	How do you assess the degree of academic freedom of teaching staff	30.3	57.6	12.1			
	To what extent can teachers use their own						
5	• Learning Strategies	45.5	54.5				
6	• Teaching Methods	51.5	48.5				
7	• Educational innovation	39.4	60.6				
8	How do you assess the work on the organization of medical care and disease prevention at the university?	42.4	48.5	9.1			
9	What attention is paid by the management of the educational institution to the content of the educational program?	36.4	60.6	3			
10	How do you assess the sufficiency and availability of the necessary scientific and educational literature in the library?	30.3	60.6	3	6.1		
eleven	Assess the level of conditions created that take into account the needs of different groups of students?	21.2	69.7	9.1			
	Evaluate the openness and accessibility of the leadership						
12	• Students	48.5	48.5	3			
13	• teachers	45.5	54.5				
14	Assess the involvement of teaching staff in the process of making managerial and strategic decisions	36.4	60.6	3			
15	How is the innovation activity of teaching staff encouraged?	24.2	63.6	6.1	6.1		
16	Assess the level of feedback from teaching staff with management	39.4	57.6	3			
17	What is the level of stimulation and involvement of young professionals in the educational process?	27.3	66.7		6.1		
18	Evaluate the created opportunities for professional and personal growth for each teacher and employee	21.2	66.7	12.1			
19	the university management's recognition of the potential and abilities of teachers	21.2	69.7	6.1	3		
	How the work is delivered						
20	• For academic mobility	15.2	60.6	15.2	9.1		
21	• To improve the qualifications of teaching staff	15.2	75.8	9.1			
	Evaluate the support of the university and its management						
22	• Research initiatives of teaching staff	15.2	72.7	9.1	3		
23	• Development of new educational programs / academic disciplines / teaching methods	36.4	60.6		3		
	Assess the level of ability of teaching staff to combine teaching						
24	• With scientific research	15.2	60.6	18.2	3	3	

25	• with practical activities	18.2	72.7	9.1			
26	Assess how the knowledge of students obtained at the university corresponds to the realities of the requirements of the modern labor market	36.4	63.6				
27	How does the leadership and administration of the university perceive criticism?	12.1	66.7	15.2	6.1		
28	Assess how your workload meets your expectations and capabilities?	12.1	84.8	3			
29	Assess the focus of educational programs / training programs on the formation of students' skills and abilities to analyze the situation and make forecasts?	12.1	84.8	3			
thirti	Assess how the educational program in terms of content and quality of implementation meets the expectations of the labor market and employers	36.4	63.6				

Why do you work at this university?

Osý ñirdegi zhalgyz ZHOO bulgan son

Yes

Arrange working conditions

I live in this city

Mansap

According to life circumstances

The only university at the place of residence

mansap

Layikty enbekaky, ustemakylar.

Osý zherdin turgyny bolgandyktan

Arpi university where you can achieve professional goals.

Turgylykty zherim wasps

Good team!

Kasibi øsu ushin zhaksy zhagday zhasalghan

Tugan zherim

Zhas maman retinde kyzmet atkaruym

zhymys zhasauga zhaksy zhagdai zhasalghan

This university has very good qualities in the field of education.

Zhogary kasibi zhane tulgalyk zhetistikterge zhetu ushin

Osý zherdin tumasymyn, ari arnaysy shakyrumen kelgenmin

Opportunity to realize your scientific and educational potential.

Karyalyk øsu mymkindigi zhogary

Ýnarfany sepepti

I am a graduate of this university after graduating from the master's program I continued to work

Өñirlik oku ornynyn damuyna ýlesimdi koskym keledi.

Karyalyk øsu mymkindigi bar.

Barlyk mymkindikter zhasalagan

got a job without acquaintances, without corruption.

32. How often do you have workshops and workshops with practitioners as part of your course?

Often	often	Someti mes	Very rarely	never
6.1	21.2	54.5	15.2	3

33. How often do invited teachers (domestic and foreign) participate in the learning process ?

Often	often	Someti mes	Very rarely	never
	18.2	57.6	18.2	6.1

34. How often do you encounter the following problems in your work: (please give an answer in each line)

Questions	Often	Sometimes	Never	No answer
Lack of classrooms	12.1	45.5	42.4	
Unbalanced study load by semesters	3	66.7	30.3	
Unavailability of necessary literature in the library	9.1	66.7	24.2	
Overcrowding of study groups (too many students in the group)	6.1	24.2	69.7	
Inconvenient schedule	3	21.2	75.8	
Inappropriate conditions for classes in classrooms	12.5	50	37.5	
No internet access/poor internet	33.3	51.5	15.2	
Students' lack of interest in learning	3	45.5	51.5	
Untimely receipt of information about events	3	30.3	66.7	
Lack of technical teaching aids in classrooms	9.1	81.8	9.1	
Other problems	<p>- zhok Baska masele zhok Zhok 0 innovations, technical support: equipping classrooms The absence of a free teaching staff schedule, which is practiced in other universities, which causes certain difficulties No other problems Arnayy zhabdyktalghan audiencelardyn azdygy Biliktilyktiki arttyru kurstary uyimdastyrylmaydy oz BB boyinsha No Okytushylarğa qoldanufa kazhet tehnikalyk qyraldar berilui masele tuyndagan zhok</p>			

	<p>Оқы auditoriums technically қырал-zhabdyqtarmen, interactive тақтаммен қамтамасыз етілсе дұрыс болар еді zamanau cabinet, ABOUT Equipping with material and technical base, lack of language laboratories, Internet access. arnayy zhabdyktalğan audiencelar zhetispeydi Masele zhok IBK database update</p>
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35. There are many different sides and aspects in the life of the university, which in one way or another affect every teacher and employee. Rate how satisfied you are:

Questions	Completely satisfied (1)	Partially satisfied (2)	Dissatisfied (3)	Difficult to answer (4)
The attitude of the university management towards you	69.7	18.2	3	9.1
Relationships with direct management	69.7	15.2	6.1	9.1
Relationships with colleagues in the department	84.8	9.1	6.1	
The degree of participation in managerial decision-making	45.5	39.4	6.1	9.1
Relations with students	97	3		
Recognition of your successes and achievements by the administration	60.6	27.3	6.1	6.1
Support for your suggestions and comments	63.6	27.3	9.1	
University administration activities	69.7	21.2	6.1	3
Terms of pay	51.5	30.3	12.1	6.1
Working conditions, list and quality of services provided at the university	54.5	33.3	12.1	
Occupational health and safety	81.8	15.2	3	
Management of changes in the activities of the university	63.6	21.2	6.1	9.1
Providing a social	24.2	24.2	303	21.2

package: rest, sanatorium treatment, etc.				
Organization and quality of food at the university	42.4	36.4	18.2	3
Organization and quality of medical care	54.5	39.4	3	3



Annex 4. RESULTS OF STUDENT QUESTIONNAIRE*Questionnaire for students***Total number of profiles: 223****Floor:**

Male	10.3
Female	89.7

Rate how satisfied you are:

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I'm at a loss answer
1. Relations with the dean's office (school, faculty, department)	82.5	15.7	1.8		
2. The level of accessibility of the dean's office (school, faculty, department)	80.3	17.5	1.3		0.9
3. The level of accessibility and responsiveness of the leadership (university, school, faculty, department)	80.7	17.5	1.3		0.4
4. Availability of academic counseling	78.9	19.3	0.9		0.9
5. Support with educational materials in the learning process	78.5	19.3	1.8		0.4
6. Availability of personal counseling	70	23.8	3.1	1.3	1.8
7. Relationship between student and teacher	78.9	19.3	1.3	0.4	
8. The activities of the financial and administrative services of the educational institution	63.2	26	7.2	2.2	1.3
9. Availability of health services	75.3	22.9	0.4		1.3
10. The quality of medical care at the university	71.3	26	1.8	0.4	0.4
11. The level of availability of library resources	84.3	13.5	1.8	0.4	
12. The quality of services provided in libraries and reading rooms	82.1	14.8	2.2	0.9	
13. Existing educational resources of the university	82.5	15.7	1.3	0.4	
14. Availability of computer classes	68.6	22.9	7.2	0.9	0.4
15. Availability and quality of Internet resources	71.7	21.1	4.9	1.3	0.9
16. The content and information content of the website of educational organizations in general and faculties (schools) in particular	79.4	19.7	0.4		0.4

17. Study rooms, auditoriums for large groups	65.9	23.8	6.3	3.1	0.9
18. Lounges for students (if any)	56.1	25.6	10.3	4.5	3.6
19. Clarity of disciplinary procedures	75.3	20.6	1.3	0.9	1.8
20. The quality of the educational program as a whole	82.5	17	0.4		
21. The quality of study programs in the OP	81.6	17.9	0.4		
22. Teaching methods in general	80.3	19.3	0.4		
23. Quick response to feedback from teachers on the educational process	82.5	16.1	1.3		
24. Overall quality of teaching	82.5	17	0.4		
25. Academic load / requirements for the student	74.9	22.4	1.3		1.3
26. The requirements of the teaching staff for the student	74.9	22	1.3	0.4	1.3
27. Information support and clarification before entering the university of the rules for admission and the strategy of the educational program (specialty)	79.8	18.4	1.3		0.4
28. Informing the requirements in order to successfully complete this educational program (specialty)	80.3	18.8	0.4		0.4
29. The quality of examination materials (tests and examination questions, etc.)	75.8	22.4	0.9	0.4	0.4
30. Objective assessment of knowledge, skills and other educational achievements	78.9	21.1			
31. Available computer classes	76.2	18.8	3.6	1.3	
32. Available scientific laboratories	69.1	23.3	5.8	1.3	0.4
33. Objectivity and fairness of teachers	72.6	23.8	3.1		0.4
34. Informing students about courses, educational programs and the academic degree received	79.8	18.4	1.3		0.4
35. Providing students with a hostel	84.8	12.6	0.9	1.3	0.4

How much do you agree with:

Statement	Full consent	Agree	Partially agree	Disagree	Complete disagreement	Didn't answer
33. The course program was clearly presented	72.2	24.2	3.1	0.4		
34. Course content is well structured	73.1	23.3	3.6			
35. Key terms adequately explained	69.5	26.9	3.1	0.4		

36. The material proposed by the teacher is relevant and reflects the latest achievements of science and practice	72.2	23.3	4	0.4		
37. The teacher uses effective teaching methods	69.5	24.7	5.4	0.4		
38. The teacher owns the material being taught	74.4	22.9	1.8	0.4	0.4	
39. The lecturer's presentation is clear	73.1	24.7	2.2			
40. The teacher presents the material in an interesting way	67.3	26.9	4.9	0.9		
41. Objectivity in assessing knowledge, skills and other educational achievements	68.6	25.6	5.4	0.4		
42. The timeliness of assessing the educational achievements of students	69.5	25.6	4.5	0.4		
43. The teacher meets your requirements and expectations for professional and personal development	71.3	24.2	4.5			
44. The teacher stimulates the activity of students	70	25.1	4.9			
45. The teacher stimulates the creative thinking of students	69.1	24.7	6.3			
46. Appearance and manners of the teacher are adequate	72.6	23.3	3.6	0.4		
47. The teacher has a positive attitude towards students	70.4	25.1	3.6	0.9		
48. The system for assessing educational achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	71.7	24.7	3.6			
49. Evaluation criteria used by the teacher are clear and accessible	73.1	22.9	3.6	0.4		
50. The teacher objectively evaluates the achievements of students	72.6	22.9	4.5			
51. The teacher speaks a professional language	74.9	21.1	3.6	0.4		
52. The organization of education provides sufficient opportunities for sports and other leisure activities.	69.5	25.1	4	0.4	0.9	

Other concerns regarding the quality of teaching:

No

Zhok

-

zhok

.

Yeshkanday masele zhok

Bari zhaksy

Barlygy Keremet□

Yeshkandai step by step zhok! Bar tusinikt!

Yeshkanday masele zhok

Eshkandai məsele zhok!

Yeshkandai

Bizdin oqu ordamyзда bari de zhaksy

Nei

Bari keremet, scholarship uaktyly bersin! + travel card)

Zhaksy

Know problems

Bizdin Institutymyzda aytarlyktai problem zhok. Ysynysym tek Nemis tili gana emes tagyda baska tilder kosylsa vuzymyzga. We eat kuanyshty bolar.

Nothing

Zhok

Baska problem zhok

No

Yeshkandai Masele Zhok

There are many students in one group, which causes problems in learning. Also, there are some nuances with the evaluation of student work.

The problem is

I have no problems, I am completely satisfied

No

There are no problems, I am satisfied with the level of teaching in our university

Barine kōnilim tolady

Eshkandai baska masele zhok, barlygy ote zhaksy

No problem

No problem

Baska problemalar, qynshylyktar zhok dep oilaimyn. Barlygy ote keremet, barlyk bilim alushylarga barlyk mymkindikter zhasaldy dep oilaimyn, okytushymen okushynyn ara katynastary zhaksy, mufalimder sabakty ote kzykty, uzge she, zhaksy tysindiredi, studenttergede zhataqkanamen kamtamasyzdafran, oqu materialgifts men resurstar kolzhetimdi, sondyktan barlygyna kelisemin!

—

Barlygy kanagattandyralyk!

Konilim Tolady

No problem

Barlygyna kōnilim tolady.

Barlygy oryndy, kōnilim tolady!

The work of teachers is at a good level and more than satisfactory

I like my institute. I really love my university. Everything suits me here.

Bar keremet, bar tamasha!

The availability of the educational program of the institute completely satisfies me, there are different sections where we can freely participate, the classes are interesting, different methods and creative approaches are used. The educational program often includes various events. There are no problems regarding the quality of teaching.

Konilim tolady

In our institute, the quality of teaching is at a high level. All teachers make the lessons very interesting.

Jaxes

mashele zhok

Ote zhaksy

Yeshkandai problem zhok

All is cool

I really like my university.

Everything suits me

Everything suits

Eshkandai kyyndyk tugyzbaydy

Menin instituteka barlyk zhagynan derlik kəñilim tolyqtai tolady. Men oz oku ordamdy kŷrmetteimin

No problem

Zhagary dengeydn

Bari keremet boldy

Sozim zhok barlygy zhaksy!

Kelisem

I haven't noticed any other problems.

