



«АККРЕДИТЕУ 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 evaluation
for compliance with the requirements of standards for
specialized accreditation of educational programs
6B01101 – Pedagogy and Psychology
6B01902 – Special Education
6B01201 – Pre-school education and upbringing
6B01301 – Pedagogy and Methodology of Primary Education
NLC " Kostanay Regional University
named after Akhmet Baitursynuly"
from November 26 to November 28, 2024

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

*Addressed to
Accreditation
to the NAAR Council*



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Kostanay city

November 28, 2024

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

RK – Republic of Kazakhstan

MES RK – Ministry of Education and Science of the Republic of Kazakhstan

GOSO – State Compulsory Education Standards

GPRO – State Program for Education Development

MOOC – Massive Open Online Course

IAAR – Independent Accreditation and Rating Agency

R&D – scientific research work

NIRS – scientific research work of students

NIRM – scientific research work of master's students

NPA – regulatory legal acts

NQF – National Qualifications Framework

NQS – National Qualifications System

OO – educational organization

EP – educational program

PPS – professorial and teaching staff

ECTS – European Credit Transfer and Accumulation System

ESG – Standards and Guidelines for Quality Assurance in the European Higher Education Area

The logo for IAAR (Independent Accreditation and Rating Agency) is a large, light blue graphic. It features a thick, curved line forming the top and bottom of a semi-circle. Inside this semi-circle, the letters 'IAAR' are written in a bold, rounded, sans-serif font. The 'I' is a simple vertical bar, the 'A's are circles with a vertical bar through the center, and the 'R' is a simple vertical bar with a curved top.

(II) INTRODUCTION

In accordance with order No. 165-24-OD dated 10/02/2024 year of the Director General of the Independent Agency for Accreditation and Rating from November 26 to 28, 2024, an external expert commission assessed the compliance of educational programs 6B01101 - Pedagogy and Psychology, 6B01902 - Special Pedagogy, 6B01201 - Pre-school Education and Upbringing, 6B01301 - Pedagogy and Methods of Primary Education of the National Joint-Stock Company "Kostanay Regional University named after Akhmet Bai Tursynuly" (Kostanay) with the standards of specialized accreditation of educational programs of higher and postgraduate education organizations of the NAAR (No. 68-18 / 1-OD dated May 25, 2018, first edition).

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

Composition of the EEC:

Chairman of the IAAR EEC - Tabishev Timur Arsenovich, PhD, federal expert of Rosobrnadzor for state accreditation, associate professor of the Federal State Budgetary Educational Institution of Higher Education "Kabardino-Balkarian State University named after Kh.M. Berbekov" (Nalchik, Kabardino-Balkarian Republic);

IAAR coordinator - Bekenova Dinara Kairbekovna, IAAR project manager (Astana);

IAAR Foreign Expert – Mark Ruiz-Zorrilla Cruzate, Doctor of Philology, Professor, University of Barcelona (Madrid, Spain);

Foreign expert – Natalya Olegovna Vereshchagina, Doctor of Pedagogical Sciences, Associate Professor, Russian State Hydrometeorological University (St. Petersburg, Russian Federation);

IAAR Expert – Kunakova Klara Umurzakovna, Doctor of Pedagogical Sciences, Professor, Kazakh University of International Relations and World Languages named after Ablai Khan (Almaty);

IAAR expert – Menlibekova Gulbakhyt Zholdasbekovna, Doctor of Pedagogical Sciences, Professor, L.N. Gumilyov Eurasian National University (Astana);

IAAR expert – Valentina Vladimirovna Bobrova, PhD, Associate Professor, Karaganda Buketov University (Karaganda, Republic of Kazakhstan);

IAAR expert – Musabalina Gulnar Toleugazyevna, Doctor of Historical Sciences, Professor, L.N. Gumilyov Eurasian National University (Astana);

IAAR expert – Svetlana Gennadyevna Karstina, Doctor of Physical and Mathematical Sciences, Professor of the Department of Physics and Nanotechnology of the NLC “Academician E.A. Buketov Karaganda University” (Karaganda);

IAAR expert – Yusupova Adalat Akhmetovna, MBA, Kurmangazy Kazakh National Conservatory (Almaty);

IAAR expert – Zakirova Dilnara Ikramkhanova, PhD, research professor, Turan University (Almaty);

IAAR expert – Ilya Igorevich Krugovykh, Al-Farabi Kazakh National University (Almaty);

IAAR Expert - Sutula Maxim Yuryevich, PhD, leading researcher, National Center for Biotechnology (Astana);

IAAR Expert, Employer – Bodikov Seyfolla Zhamauovich, Union of Designers of the Republic of Kazakhstan, member of the Eurasian Union of Designers (Karaganda);

IAAR Expert, Employer – Sandybaeva Dinara Aidarovna, Deputy Director for Academic Affairs, Higher North Kazakhstan Professional Pedagogical College (PetrEPavlovsk);

IAAR Expert, Student – Dyl'dina Polina Andreevna, 3rd year student of the EP 6B01802 Social Pedagogy of the NLC "North Kazakhstan University named after Manash Kozybayev"

(PetrEPavlovsk city) ;

IAAR expert, student – Kamilla Takhirovna Turdieva, 4th year student of the Tourism program, Turan University (Almaty);

IAAR Expert, Student – Kandratyeva Ekaterina, 1st year master's student EP 7M01504-Biology, Kokshetau University named after. Sh. Ualikhanov (Kokshetau);

IAAR expert, student – Erkhankyzy Dinara, 4th year student of the History Department, Kyzylorda University named after Korkyt Ata (Kyzylorda).

(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION

Based on the Resolution of the Government of the Republic of Kazakhstan dated October 11, 2019 No. 752 "On some issues of educational institutions of the Ministry of Education and Science of the Republic of Kazakhstan", the Republican State Enterprise on the right of economic management "Kostanay State University named after Akhmet Baitursynuly" of the Ministry of Education and Science of the Republic of Kazakhstan and the Republican State Enterprise on the right of economic management "Kostanay State Pedagogical University named after U. Sultangazin" of the Ministry of Education and Science of the Republic of Kazakhstan were reorganized by merger in the manner prescribed by the legislation of the Republic of Kazakhstan into the Non-Commercial Joint-Stock Company "Kostanay Regional University named after Akhmet Baitursynuly". In 2023, according to the order of the Minister of Science and Higher Education dated August 25, 2023, the transcription in the name of "Kostanay Regional University named after Akhmet Baitursynuly" was changed to "Kostanay Regional University named after Akhmet Baitursynuly".

6B01101 - Pedagogy and Psychology, 6B01902 - Special Pedagogy, 6B01201 - Pre-school Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education passed specialized accreditation of KSU named after Akhmet Baitursynuly in 2019. The accreditation agency was the Independent Agency for Quality Assurance in Education (IQAA). Accreditation period: 08.11.2019 - 07.11.2024.

There are 142 programs registered in the Register of EPs: 109 active, 24 new, 8 innovative. Of these, 70 bachelor's degree programs are in 27 areas of training, 54 master's degree programs are in 18 areas of training, 18 doctoral degree programs are in 12 areas of training (<https://ksu.edu.kz/newslit/all-news/podvedeny-itogi-raboty-universiteta-za-2022-2023-uchebnyj-god/>). According to the results of the 2023 ranking of EPs of the Atameken National Chamber of Entrepreneurs, 12 (33%) of the 36 ranked educational programs of the university are in the TEP-3 of the national ranking; 25 (69%) programs are in the TEP-10. The employment rate increased from 88 to 89%. This is the best indicator among state multidisciplinary universities of the Republic of Kazakhstan (https://atameken.kz/ru/university_ratings?page=4&year=2023&ut , <https://ksu.edu.kz/newslit/all-news/kostanajskij-regionalnyj-universitet-vnov-v-liderah/>)

The main achievements of the university are: 70% of the university's educational programs are postgraduate education programs; educational programs are accredited for a period of 5 years; educational programs are developed jointly with employers; more than half of higher education programs are implemented in three languages; actual employment of graduates; signatory of the Great Charter of Universities "Magna Charta Universitatum"; republican leadership in the number of international projects of the TEMPUS, ERASMUS, ERASMUS + programs; confident stay among the 10 best universities for the entire period of participation in the national ranking of universities; one of 10 Kazakhstani universities participating in the personnel training program for the State Program for Innovative Development; there is a Research Institute of Applied Biotechnology, equipped with the most modern technology; research is carried out with grant, program-targeted, contractual financing, carried out in laboratories that have no analogues in the country; co-working, IT-skills offices, cyber-club and agro-skills are successfully

functioning – the basis of digitalization; "EAPU INTERNET AWARD" – 2022.
<https://ksu.edu.kz/about/dostizheniya/>

An important result of the university is the inclusion of the university in the register of organizations entitled to conduct advanced training courses for teachers (Protocol No. 8 dated July 13, 2023 of the Ministry of Education of the Republic of Kazakhstan). Language courses are organized. Courses for preparing for and passing testing according to the Kazakh language proficiency assessment system "KazTest". 1,500 university students have been trained on the Coursera platform.

Achievements in educational work: diploma of the Ministry of Education and Science of the Republic of Kazakhstan for participation in the MeninReshublikam competition, winners of the Best Volunteer competition, 6 students - winners of the Elbasy medal, coordinator of the Parasat club - scholarship holder of the First President's Foundation, winners of the regional competition KVN-23 League, debate movement (CRU-CUP-23) (<https://ksu.edu.kz/newslit/all-news/podvedeny-itogi-raboty-universiteta-za-2022-2023-uchebnyj-god/>)

Currently, the university has about 8,330 thousand students, 31 departments, including military. The university has 48 foreign students from 7 countries, 8 Bolashak scholarship holders, 162 students are studying in 2023 under the Serpin program.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

These educational programs are being accredited by NAAR for the first time.

(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 NLC "Kostanay Regional University named after Akhmet Bai Tursynuly" (Kostanay) from November 26 to 28, 2024.

In order to coordinate the work of the EEC, an introductory meeting was held on November 26, 2024, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the selection of examination methods.

In order to obtain objective information on the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the Head of the Board of Directors - the Rector, with the Members of the Board - vice-rectors for areas of activity, heads of structural divisions, the director of the institute, heads of departments, heads of educational programs, teachers, and students. A total of 219 university representatives took part in the meetings (Table 1).

Table 1 – Information about the staff and students who took part in the meetings with the NAAR EEC:

Category of participants	Quantity
Head of the Board of Directors – Rector	1
Members of the Board	3
Heads of structural divisions	17

Deans	1
Heads of departments, heads of educational institutions	22
Teachers	55
Students	120
Total	219

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

At the meeting of the NAAR EEC with the university's target groups, the mechanisms for implementing the university's policy were clarified and individual information presented in the university's self-assessment report was specified.

The EEC experts visited the practice bases and also conducted an interview with the head of the organization of nursery-kindergarten No. 61 of the education department of the Akimat of the city of Kostanay, director Sultanbekova Zh.Kh. Kostanay.

In accordance with the accreditation procedure, an online survey was conducted with 69 teachers and 128 students.

In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the university's working documentation. In addition, the experts studied the university's online positioning through the official website of the university <https://ksu.edu.kz/ru/>

As part of the planned program of the visit, the prepared recommendations for improving the accredited educational programs of the NLC "Kostanay Regional University named after Akhmet Bai Tursynuly" (Kostanay) , developed by the EEC based on the results of the examination, were presented at a meeting with the management on November 28, 2024.

(VI) COMPLIANCE WITH SPECIALISED ACCREDITATION STANDARDS

6.1. Standard "Educational Program Management"

- ✓ *The institution must have a published quality assurance policy.*
- ✓ *Quality assurance policies should reflect the relationship between research, teaching and learning.*
- ✓ *The university must demonstrate the development of a quality assurance culture, including in the context of the educational program.*
- ✓ *Commitment to quality assurance must apply to all activities carried out by contractors and partners (outsourcing), including in the implementation of joint/dual degree education and academic mobility.*
- ✓ *The management of the educational institution ensures transparency in the development of the educational institution's development plan based on an analysis of its functioning, the actual positioning of the university and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.*
- ✓ *The management of the educational institution demonstrates the functioning of mechanisms for the formation and regular revision of the educational institution development plan and monitoring of its implementation, assessment of the achievement of educational goals, compliance with the needs of students, employers and society, and decision-making aimed at the continuous improvement of the educational institution.*
- ✓ *The leadership of the educational institution must involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the educational institution development plan.*
- ✓ *The leadership of the educational institution must demonstrate the individuality and uniqueness of the educational institution's development plan, its consistency with 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, a clear distribution of job responsibilities of personnel, and a delineation of the functions of collegial bodies.*
- ✓ *The management of the educational institution must provide evidence of the transparency of the educational program management system.*
- ✓ *The management of the EP must demonstrate the successful functioning of the EP's internal quality assurance system, including its design, management and monitoring, their improvement, and decision-making based on facts.*
- ✓ *The management of the EP must implement risk management.*
- ✓ *The management of the educational program must ensure the participation of representatives of interested parties (employers, teaching staff, students) in the collegial bodies managing the educational program, as well as their representativeness in decision-making on issues of managing the educational program.*
- ✓ *The university must demonstrate innovation management within the framework of the EP, including the analysis and implementation of innovative proposals.*
- ✓ *The leadership of the educational institution must demonstrate evidence of openness and accessibility to students, faculty, employers and other stakeholders.*
- ✓ *The management of the educational institution must undergo training in educational management programs.*
- ✓ *The management of the EP should ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.*

Evidential part

In its development, Akhmet Baitursynuly KRU is guided by the University Development Program until 2025, approved by the Board of Directors (minutes No. 4 dated December 25, 2020). The strategy of Akhmet Baitursynuly KRU is aimed at increasing the competitiveness of the educational services provided and sustainable development, taking into account external and internal factors.

Mission – generation of knowledge, preparation of a new generation of successful people in the context of globalization. Vision – Smart University, forming an innovative scientific and educational ecosystem with sustainable academic traditions for the dynamic development of the national economy. Strategic development goal – to enter the TEP-3 best regional multidisciplinary universities of Kazakhstan by 2025 (Development Program 2020-2025).
<https://ksu.edu.kz/about/missiya-celi-strategiya-razvitiya/>

The collegial bodies that ensure the high-quality development and implementation of the EP are the Academic Council (P 040-2024 Academic Council <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd>), the University Educational and Methodological Council and the Institute Methodological Commission (P 016-2023 University Educational and Methodological Council and Institute Methodological Commissions <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd>), the Academic Committee (P 001-2023 Academic Committee <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd>), the Directorate, the Council of Curators, and the Department. The functions of the collegial bodies are enshrined in the university regulations (<https://ksu.edu.kz/nsd-2020/>, <https://portal.ksu.edu.kz/materialy-vnutrennih-kollegialnyh-organov-upravleniya-universitetom/pravila-deyatelnosti-i-poryadok-izbraniya-dejstvuyushchih-soveto>

The design and implementation of educational programs are regulated by the regulation P 039-2024 Educational programs (<https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd>), as well as recommendations for planning the educational process for educational programs of postgraduate education <https://ksu.edu.kz/nsd-2020/documents/ru/3>.

The quality assurance policy is determined by the provision of P 016-2024 Internal quality assurance system <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd>. The university has also approved a matrix for distributing the functions of structural divisions for the creation and operation of the internal quality assurance system. The university has a developed, documented and published policy for ensuring the quality of educational programs. In document P 067-2023 Academic Policy (<https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd>), which is a list of rules and procedures that should contribute to improving the efficiency of the organization of the educational process, the quality of education, and creating favorable conditions for the personal development of students. Also on the portal (<https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd>) in the section "Regulatory reference documentation" other necessary information for quality assurance is posted.

In accordance with the development plan of the accredited educational programs, work is carried out annually to update the content of the educational program, its goals, and learning outcomes. In 2020, the goal and results of the educational program - Pedagogy and Psychology were revised in connection with the update of the professional standard "Psychological and Social Work", according to the recommendations of stakeholders, disciplines relevant in modern psychological and pedagogical practice were included in the training program: "Psychology of a Dysfunctional Family", "Coach in Education", "Psychotechnology and Communication", "Art Therapy", "Fundamentals of Special Psychology". In 2021, 2022, involving in the discussion of the content of the educational program and the competencies being formed, members of the methodological commission of the educational program - Pedagogy and Psychology made changes, supplemented and revised the volume, number and structure of academic disciplines. In the 2021-2022 academic year, taking into account the wishes of graduates and employers, in addition to the educational programs "Preschool Education and Upbringing", "Pedagogy and Methodology of Primary Education", the minor program "Pedagogical Animation" was developed, which has become in demand in other educational programs. In order to develop and improve the educational program, the Department of DiNO considers the issues of academic performance, satisfaction with the educational program by students and faculty, and recommendations received by employers once a semester. In 2020, at the request of employers, the following disciplines were introduced into the RUP: "Theater Pedagogy", "Pedagogical Rhetoric", "Development of Media Literacy", "Design Thinking", "Pedagogical Design of Content in Preschool Education" (EP DOiV), "Development of Critical Thinking in Students" (EP PiMNO).

For accredited educational programs, an annual stakeholder assessment is conducted with the aim of improving the quality of training of young specialists and achieving high demand for

graduates in the labor market. For example, the discussion the contents of the EP "6B01902-Special Pedagogics" was held within the framework of the International Flash Seminar "Theory and Practice of Training in the Higher Education System of Specialists for Work in a Special and Inclusive Educational Environment", which was held on April 26, 2023. The participants of the seminar were leading scientists in the field of special and inclusive education of universities in Kazakhstan and Russia, who made additions to the list of disciplines of the educational program of the EP "6B01902 -Special Pedagogics" , developed an additional educational program Minor "Clinical and pedagogical foundations of special education", including the disciplines: "Technologies for supporting families with children with special needs," "Comprehensive assessment of special educational needs," "Fundamentals of neuropsychology," "Work of a teacher-assistant with children with special educational needs" (<https://ksu.edu.kz/files/educational-program/minor/2023>)

The accredited educational programs are open to cooperation with similar programs of other universities in Kazakhstan and neighboring countries. For example, participation in events: the republican seminar on the topic "Modern trends in the training of teaching staff in the direction of Pedagogy of preschool education and training and Training of teachers without subject specialization" together with KazWPU and KRU named after Akhmet Baitursynuly . (<https://www.instagram.com/p/CInrcycAaNX/?igsh=OWtkYW1xZ2piMXg5> ; "A modern view of childhood and factors of development of preschool education and training" , "Development of the research potential of future teachers: ways of training reflective teachers". (<https://www.instagram.com/p/CzlvnhWtXxp/?igsh=bTEyamUzNDRtcng4>), networking "Five steps of a young teacher" based on nursery-kindergarten No. 2 in Rudny. (<https://www.instagram.com/p/C6WdRgztf6C/?igsh=ZTNyaWI3MXI1ZDZ6>) (<https://www.instagram.com/p/Ci21WcyNJpX/?igsh=MW1va2Rua2xhMnA3bg>)

The management of the EP promotes the development of academic mobility of students (P 036-2023 Academic mobility of students <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd>) and teaching staff (P 037-2023 Mobility of teachers, staff and administrative personnel of the university, P 068-2023 Procedure for attracting foreign specialists <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd> Students studying in accredited educational programs participate in internal and external academic mobility programs . (Appendix 1.5)

Feedback with all interested groups is also carried out through social networks: Facebook, Instagram, where departments maintain their pages (<https://www.facebook.com/profile.php?id=100043779524713> https://www.instagram.com/p/Bhc_nS0ISFe/?taken-by=kspu.kz, https://instagram.com/kru.kafedra.gpp?utm_medium=cEpy_link https://instagram.com/kru_upp?utm_medium=cEpy_link , https://www.instagram.com/p/CZypfObAIL/?utm_medium=cEpy_link ,)

The developers of the accredited educational programs constantly analyze the needs of the educational services market. The demand for the educational program 6B01101-Pedagogy and Psychology is evidenced by requests from employers and their participation in the "Job Fairs" for graduates organized at the university (<https://ksu.edu.kz/newslit/all-news/yarmarka-vakansij-2023> , <https://ksu.edu.kz/newslit/university-life/yarmarka-vakansij-dlya-pedagogicheskikh-specialnostej/>). For example, job fairs held by activists of the Youth Resource Center and specialists of the regional department of public development with the participation of the akim of the region K. Aksakalov (<https://ksu.edu.kz/ru/newslit/university-life/yarmarka-vakansij-2023/>). According to the results of the 2021 NKT rating, A. Baitursynuly KRU entered the TOP 10 leading universities. The Career and Employment Center is working to expand contacts to replenish the database of employers and to undergo industrial internships (<https://ksu.edu.kz/educational-activity/centr-karery-i-trudoustrojstva-kru/centr-karery-i-trudoustrojstva-kru/>). The resumes of all graduates are posted annually on the official website of the university, in the expected graduation section of the Pedagogical Institute (

<https://ksu.edu.kz/educational-activity/centr-karery-i-trudoustrojstva-kru/rabotodateli-kru/>).
 Information about available vacancies in the Kostanay region is regularly posted for graduates
 (https://www.instagram.com/career_baitursynov/?igshid=YmMyMTA2M2Y%3D)

The educational program "6B01902 Special Pedagogy" is in demand for the northern region of Kazakhstan , since training of students in the educational program "6B01902 Special Pedagogy" is carried out only at the "Kostanay Regional University named after Akhmet Baitursynuly". The content of the EP "6B01902 - Special Pedagogy" provides students with the opportunity to choose one of two specializations: "Speech Therapy" / "Oligophrenopedagogy".

Innovative educational programs 6B01202 - preschool education, 6B01302 - Primary education, 6B01903 Special pedagogy (IP) are being implemented in the Akhmet Baitursynuly State Educational Institution .

The management of educational programs of the accredited educational institutions is carried out on the principles of transparency and collegiality. The program is posted on the official website of the university <https://www.ksu.edu.kz/educational-activity/obrazovatelnye-programmy/> , the teaching and methodological kits of disciplines are available in the digital ecosystem "Moodl 1" <https://md.ksu.edu.kz/login/index.php> online lectures of the KRU through the YouTube video channel https://www.youtube.com/channel/UCLZHwe3Wm_INLkJxFPSkR3Q , the learning outcomes are presented in the AIS "Platonus" <https://platonus.ksu.edu.kz/> and are available to each student in real time.

The University has developed the Regulation on the organization of personnel policy P 004-2024 Personnel policy <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd> The university creates competitive and certification commissions, the procedure and activities of which are determined by internal regulations P 003-2024 Competitive replacement of teaching staff positions of the NLC KRU named after A. Baitursynuly <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd>

The university regularly conducts advanced training for employees on issues of management in education P 028-2024 Advanced training (<https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd> <https://idl.ksu.edu.kz/>). Courses on distance learning technologies are regularly organized : "Methodology and technology of conducting webinars and video conferences", "Sandyk bilim beru resurstataryn azirleu adistemesi", "Coaching in the work of a teacher" , "Psychological and pedagogical support for inclusive education at a university", "Preparation for KazTest" (<https://idl.ksu.edu.kz/professional-development/povysheniye-kvalifikacii/> All supporting documents for advanced training are posted in the AIS "Platonus" <https://platonus.ksu.edu.kz/>

The management of accredited educational institutions carries out risk management through its identification, analysis and subsequent assessment, selection and implementation of risk management methods, monitoring of results and improvement of the risk management system.

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

- involvement of the teaching staff in the process of making management and strategic decisions – “very good” - 25.4% (17 peEPl), “good” - 68.7% (46 peEPl) of respondents;
- to what extent can teachers use their own educational innovations in the teaching process – “very good” - 68.7% (46 peEPl), “good” - 31.3% (21 peEPl) of respondents;
- assessment of the accessibility of the manual for students and teaching staff: “very good” - 70.1% (47 peEPl), “good” - 28.4% (19 peEPl) of respondents;
- encouragement of innovative activities of the teaching staff – “very good” - 41.8% (28 peEPl), “good” - 55.2% (37 peEPl) of respondents;
- the level of feedback from the teaching staff with the management – “very good” - 49.3% (33 peEPl), “good” - 47.8% (32 peEPl) of respondents;
- participation of teaching staff in making management decisions – “ completely satisfied” - 65.7% (44 peEPl), “partially satisfied” - 32.8% (22 peEPl) respondents.

Analytical part

The University positions itself as a regional university with a modern management system, providing high-quality educational services based on innovative technologies and integration of education, science and production. The implementation of the Policy and goals in the field of quality and the ongoing changes related to the implementation of tasks and goals in the field of quality have a positive effect on the image of the University and the EP, which primarily affected the EPness and accessibility of consumers of the educational services market. These aspects are confirmed by the data of the survey of students and teaching staff, as well as the high level of feedback between all participants in educational relations. Plans for the development of educational programs have been developed for the accredited EPs ; experienced teachers and subjects of educational interaction were involved in the formation of the EP plan.

At the same time, the analysis of the components posted on the website, accredited educational programs, shows an insufficient level of ensuring the uniqueness and individuality of the educational program development plan , its consistency with national development priorities and the development strategy of the educational organization; analysis of the risks of implementing educational programs declared for accreditation in order to develop and implement methods for preventing unfavorable factors.

The EEC notes the need to develop a methodology for analyzing and defining mechanisms to ensure the implementation of innovative proposals within the educational program, taking into account the principles of change management, since the development and implementation of innovative proposals help to integrate new educational technologies, methods and approaches, which contributes to the improvement of the educational process within the framework of the educational program.

Strengths/Best Practices:

- The management of the EP demonstrates its EPness and accessibility to students, teaching staff, employers and other interested parties.

Recommendations of the EEC on EP 6B01101 - Pedagogy and Psychology, 6B01902 - Special Pedagogy , 6B01201 - Pre-school Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education :

- the leadership of the educational institution, by 01.05.2025, shall develop an action plan aimed at ensuring the uniqueness and individuality of the educational institution's development plan , its consistency with national development priorities and the development strategy of the educational organization;

- the management of the EP, by 01.05.2025, shall carry out an analysis of the risks of implementing the EPs declared for accreditation, assess the possibilities of managing them, develop and implement methods for preventing unfavorable factors;

- university until 05/01/2025 develop a methodology for analysis and determine mechanisms to ensure the implementation of innovative proposals within the framework of the EP, taking into account the principles of change management .

Conclusions of the EEC:

According to the standard "Educational Program Management":

- EP " 6B01101 - Pedagogy and Psychology, 6B01902 - Special Pedagogy , 6B01201 - Pre-school Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education disclosed 17 criteria, of which 1 have a strong position, 13 are satisfactory and 3 suggest improvement.

6.2. Standard "Information Management and Reporting"

- ✓ *The university must ensure the functioning of a 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 reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the activities of divisions and departments, and scientific research.*
- ✓ *The university must establish the frequency, forms and methods of assessing the management of the educational institution, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.*
- ✓ *The university must demonstrate that it has defined procedures and ensured the protection of information, including identifying persons responsible for the accuracy and timeliness of information analysis 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 it.*
- ✓ *The management of the educational institution must demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, including the existence of mechanisms for conflict resolution.*
- ✓ *The university must ensure that the degree of satisfaction of the needs of the teaching staff, personnel and students within the framework of the EP is measured and demonstrate evidence of the elimination of identified deficiencies.*
- ✓ *The university must evaluate the effectiveness and efficiency of its activities, including in the context of the educational program.*
- ✓ *The information collected and analyzed by the university within the framework of the EP must take into account:*
 - ✓ *key performance indicators;*
 - ✓ *dynamics of the student contingent in terms of forms and types;*
 - ✓ *academic performance, student achievement and drEPout;*
 - ✓ *satisfaction of students with the implementation of the educational program and the quality of education at the university;*
 - ✓ *availability of educational resources and support systems for learners;*
 - ✓ *employment and career growth of graduates.*
- ✓ *Students, employees and teaching staff must provide documented consent to the processing of personal data.*
- ✓ *The management of the EP should facilitate the provision of all necessary information in the relevant fields of science.*

Evidential part

The functioning of the system of collection, analysis and management of information at the university is carried out through modern information and communication technologies and software of the university (automated information system for managing the educational process "Platonus 6.0" <https://platonus.ksu.edu.kz/> ; educational electronic course management system Moodle <https://md.ksu.edu.kz/> ; electronic document management system "ARTASynergy" <https://docs.ksu.edu.kz> ; official website of the university ksu.edu.kz and other web resources of the university; accounting and tax accounting automation system 1C: Accounting 8.1; automated library systems Kabis, Irbis, as well as a repository <https://repo.kspi.kz/> ; information system "Paragraph". The use of the system provides access to a wide range of practical, explanatory and scientific information, the experience of leading experts and specialists in the field of law.

General requirements for information, information security and rules for the use of corporate resources are regulated by the provision P 057-2022 Information security and rules for the use of corporate resources (section <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd>

The source codes and databases of information systems (IS) are stored on the university servers. The head of the software development and maintenance department (hereinafter referred to as OD&MS) is responsible for the safety of the IS Database. OD&MS monitors automated information systems and issues authorization data to university users.

Assessment of students' academic performance, including collection and analysis of information on students' academic performance after certification; analysis of midterm and final

certification results; consideration of academic performance results at department meetings, collegial bodies; analysis of the quality of students' training within the framework of the work of the AC are prescribed in Regulation P 039 - 2024 Educational programs section <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd>

To assess the quality assurance system of education, the university organizes regular collection and analysis of information regulated in the regulation P 016-2024 Internal quality assurance system (Chapter 12. Information management) (section <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd>)

The university has implemented and uses the automated information system "Platonus" (<https://platonus.ksu.edu.kz/>), designed to plan and automate the educational process in accordance with the standards of credit technology of education. The modules implemented in the AIS "Platonus" allow recording the results of the educational process of students, generating reports on the number of students, teaching staff, movement of the contingent, etc. AIS "Platonus" is a multifunctional complex of capabilities for all participants in the educational process.

To automate the process of creating schedules, additional modules for the AIS "Platonus" were purchased: Module "Distribution of teaching staff disciplines", Module "Distribution of academic workload and creation of schedules".

The distance learning system at the university is built on the widely used Moodle platform. This platform provides opportunities for managing educational content; using Moodle, a teacher can create courses, filling them with content in the form of texts, auxiliary files, presentations, video files, questionnaires, etc. Based on the results of students' assignments, the teacher can give grades and comments. Moodle is also the center for creating educational material and ensuring interactive interaction between participants in the educational process. Any type of report can be uploaded to Moodle. For conducting lectures and seminars remotely, a video conferencing system is used, implemented on the basis of freely distributed BigBlueButton software, and licenses for organizing Zoom video conferences are also purchased annually.

The PERCo access control and management system is designed to protect against unauthorized persons from entering the university territory, ensure labor discipline, and automate the accounting of working hours. The access control and management system (ACMS) is built on the basis of a network of controllers and computers, the connection between which is carried out via the Ethernet interface. Contactless cards are used as identifiers, and turnstiles are used as actuators.

To maintain academic integrity and academic freedom, protect against any kind of intolerance and discrimination against students, teachers or staff, the university uses the StrikePlagiarism.com program - a software product for checking publications, manuals, theses and other works of the teaching staff and students, master's students, doctoral students for plagiarism. (contract No. 4 dated 2023-12-25, Link to the public procurement agreement: <https://goszakup.gov.kz/ru/egzcontract/cpublic/contract/19028912>).

The automated library system IRBIS 64 has a wide range of capabilities and is a typical integrated solution in the field of library technology automation. The library catalog of the system operates in real time, provides a fast and comprehensive search for books, articles from periodicals, dissertations. Cataloging tools allow processing and describing any types of publications.

AIS "Platonus" has a centralized database, which reflects all real events and processes of the university, integrated with other external systems: IS EHEA (Unified Platform of Higher Education): automatic data replication; Information subsystem "Register of educational programs" based on IS EHEA; the system of the National Testing Center, the information system "Accounting and monitoring of repayment of state educational and student loans, guarantee obligations for educational loans" of JSC "Financial Center".

A variety of forms of processing, evaluation and analysis of information are used to improve the internal quality assurance system and have a number of advantages, including providing users with uninterrupted round-the-clock access to data, online reports, high speed of processing

requests and data, full compliance of processes with regulatory legal acts in the field of higher and postgraduate education, maintaining a single register of university infrastructure information, accounting for research activities, prompt data search, orderliness of users' personal data, a flexible designer for generating and printing documents on completion of education for university graduates, integration with third-party information systems, a high level of data security. The university's information systems can significantly facilitate the daily routine work of university employees, thanks to the automation of all educational processes, including student administration, support for credit technology of education, distance learning, as well as an electronic document management system.

The University has implemented the Arta Sinergy electronic document management system, designed to work with corporate documents presented in electronic form throughout their entire life cycle: creation, modification, approval, signing, registration, storage, search, classification, etc., which allows increasing the efficiency of the University's departments, improving the discipline and quality of work of the University's employees. The platform contains a single content repository, a knowledge base, fast semantic search for information and many other features. That is, everything necessary to support interaction between employees working together to solve common problems.

The system EPerates around the clock, the user can work and have access to their virtual space at any time and from any place with the availability of communication facilities, and also work locally within the corporate network of the university

In order to establish the procedure for collecting, processing, storing and using personal data of students, regulation P 041-2022 Collection, processing and protection of personal data of students was developed (section <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd> Personal information of students is generated upon admission to the Platonus program in the Student's Personal Card file. It includes the following personal data: information from the identity card, education, contact information, orders on the student's movement, employment information, etc.

To protect information in the applied information systems of the university, equipment and software are used (Synology DS416 data storage system - a comprehensive NAS device designed for convenient management, protection and backup of IS databases; virtualization system: VMWare ESXi - Protection of the ESXi management interface to prevent unauthorized access to software products and its unauthorized use; for the AIS "Platonus 6.0" (<https://platonus.ksu.edu.kz/>), a server is used on which the GNU Linux Gentoo OS is installed, in the docker subsystem (containerization of applications), access to most of the internal subsystems of the IS is available only from within container applications, or from a local server. Access to the Platonus IS itself is carried out through the nginx reverse proxy server and only on allowed ports; for the Moodle educational electronic course management system (<https://md.ksu.edu.kz/>), a server is used on which the OS is installed Ubuntu 20.04; for the electronic document management system "ARTASynergy" (<https://docs.ksu.edu.kz/>) a server with GNU Linux Debian installed is used; for the official website of the university ksu.edu.kz and other web resources of the university a server with GNU Linux CentOS installed is used; access to all servers is carried out via the SSH protocol with authorization by key, in addition, the fail2ban service is configured on each server to block IP addresses from which erroneous authorization attempts are made via the SSH protocol; from the global Internet all connections are organized through a software firewall - Mikrotik OS v6 with configured protection against port scanning, prohibiting access to closed ports; a complex with a built-in centralized management system for anti-virus protection of workstations and file servers Dr.Web Server Security Suite).

Measures to protect the archiving system: the procedure for backing up, storing and restoring software products and information systems is determined. The system has a centralized database that reflects all real events and processes of the university, integration with other external systems is implemented: IS EHEA (Unified Platform of Higher Education): automatic data replication; Information subsystem "Register of Educational Programs" based on the IS EHEA; the system of

the National Testing Center, the information system "Accounting and monitoring of repayment of state educational and student loans, guarantee obligations for educational loans" of JSC "Financial Center". The EHEA has automated the process of collecting and processing information to form a risk assessment and management system (hereinafter referred to as RMS). Up-to-date information on the contingent of students, graduates, faculty, educational programs and other information in the AIS "Platonus" is automatically transferred to the IS EHEA through integration interaction. The results of information processing are available to the regulatory government agency.

On the internal portal (<https://portal.ksu.edu.kz/>) there are links to laws, rules, regulations, instructions of the Republic of Kazakhstan; organizational and legal documents, plans and reports of the KRU, materials of internal collegial governing bodies of the university, ratings, announcements are posted, which are updated in a timely manner.

Information about the university is posted on the university website <https://ksu.edu.kz/> and includes information on corporate governance (<https://ksu.edu.kz/about/corporate-governance/>), all university offices (<https://ksu.edu.kz/about/main-offices/>), accreditation (<https://ksu.edu.kz/about/akkreditaciya/>), audited financial statements (<https://ksu.edu.kz/about/audirovannaya-finansovaya-otchetnost/>), achievements (<https://ksu.edu.kz/about/dostizheniya/>), information for employers (<https://ksu.edu.kz/educational-activity/centr-karery-i-trudoustrojstva-kru/centr-karery-i-trudoustrojstva-kru/>), graduates, students (employment) and applicants, etc.

The University has developed processes that ensure academic freedom (up-to-date information is posted on the website of the KRU named after A. Baitursynuly (<https://ksu.edu.kz/>) in the "Education" section, enshrined in the Academic Policy), preventing intolerance of any kind and discrimination against students in educational programs through the possibility of appeals to the official blog of the rector (<https://ksu.edu.kz/ru/rectors-blog/>), the presence of a box for anonymous complaints and suggestions in each academic building), teaching staff and employees (P 003-2024 Competitive replacement of teaching staff positions of the NLC Kostanay Regional University named after A. Baitursynuly, P 004-2021 Disciplinary Commission, etc.) <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd>

The university constantly conducts surveys of students (<https://platonus.ksu.edu.kz/template>) to identify instances of corruption, "Satisfaction with the quality of teaching the discipline", "The teacher through the eyes of students", including a comparison of the results of the "Clean Session" campaign. Viewing the survey results is also available (<https://platonus.ksu.edu.kz/template>). Thus, together with MK "Zhas Otan", the project office of the Department of the Anti-Corruption Agency of the Kostanay region "Kostanay - Adaldykalany" an anonymous sociological survey of students was conducted to identify corruption violations (<https://ksu.edu.kz/newlist/all-news/my-protiv-korrupcii/>), in September 2023 a new project of the Anti-Corruption Agency of the Republic of Kazakhstan was launched - "Anti-Corruption Volunteering", which involves students, including university students ([Anti-Corruption Compliance Service \(ksu.edu.kz\)](https://ksu.edu.kz/anti-corruption-compliance-service)), an anti-corruption compliance service operates (link to events and web resources <https://acportal.ksu.edu.kz/>)

By decision of the management, a survey of the teaching staff is being conducted (<https://platonus.ksu.edu.kz/template>). The survey form reflects the evaluation criteria in various areas: organization of the educational process; organization of scientific activity; assessment of the state of the material and technical and social base; assessment of satisfaction with wages, etc.

Analytical part

The University systematically collects, accumulates and analyses information in all areas of activity, including assessing its strengths and weaknesses. The heads of educational programs make decisions based on complete and reliable information about the contingent, level of academic performance and achievements of students, satisfaction of students with the content and method

of implementation of educational programs, employment of graduates and the need for personnel, employers' requirements for the quality of personnel training.

The official presentation of information, a holistic positive image of the university on the Internet is provided by the official website of the university (ksu.edu.kz), including promptly familiarizing users with various aspects of its activities, increasing the effectiveness of interaction between departments and the target audience, solving educational, upbringing and scientific tasks using modern information technologies.

The university Internet resources are created at various levels of hierarchy: from personal websites and department pages to university-wide information repositories and are available to students and teachers both in the university's internal network and in the international global Internet. In addition to providing users with access to the university's and departments' information resources, the university's corporate website serves to develop scientific and educational ties with universities and potential partners, develop academic mobility for students and teachers, and enhance the university's competitiveness and investment attractiveness .

Strengths/Best Practices:

-No

Recommendations of the EEC on EP 6B01101 - Pedagogy and Psychology, 6B01902 - Special Pedagogy , 6B01201 - Pre-school Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education :

No

Conclusions of the EEC:

According to the Information Management and Reporting standard:

- EP 6B01101 - Pedagogy and Psychology, 6B01902 - Special Pedagogy , 6B01201 - Pre-school Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education 17 criteria are revealed , of which 0 have a strong position, 17 are satisfactory and 0 suggest improvement

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

- ✓ The university must define and document the procedures for developing the EP and their approval at the institutional level.
- ✓ The management of the EP must ensure that the developed EPs correspond to the established objectives, including the expected learning outcomes.
- ✓ The management of the educational program must ensure the availability of developed models of the educational program graduate, describing the learning outcomes and personal qualities.
- ✓ The management of the EP must demonstrate that external examinations of the EP have been carried out.
- ✓ The qualification obtained upon completion of the EP must be clearly defined, explained and correspond to a certain level of the NQF.
- ✓ The leadership of the educational institution must determine the influence of disciplines and professional practices on the formation of learning outcomes.
- ✓ An important factor is the ability to prepare students for professional certification.
- ✓ The management of the educational program must provide evidence of the participation of students, faculty and other stakeholders in the development of the educational program and ensuring its quality.
- ✓ The workload of the EP must be clearly defined in Kazakhstani credits and ECTS.
- ✓ The management of the educational institution must ensure the content of academic disciplines and learning outcomes for the level of study (bachelor's, master's, doctoral).
- ✓ The structure of the EP should provide for various types of activities that correspond to the learning outcomes.
- ✓ An important factor is the presence of joint educational programs with foreign educational organizations.

Evidential part

The educational program "6B01101 Pedagogy and Psychology", "6B01902 - Special Pedagogy", "6B01201 - Pre-school Education and Upbringing", "6B01301 - Pedagogy and Methodology of Primary Education" have been developed in accordance with the State Standard of Higher and Postgraduate Education, approved by the order of the Minister of Science and

Higher Education of the Republic of Kazakhstan dated July 20, 2022 No. 2 (with amendments and additions dated February 20, 2023), the National Qualifications Framework approved by the protocol dated March 16, 2016 of the Republican Tripartite Commission on Social Partnership and Regulation of Social and Labor Relations, the Sectoral Qualifications Framework in the Sphere of "Education" (Approved by protocol No. 3 dated November 27, 2019, the Sectoral Commission on Social Partnership and regulation of social and labor relations in the field of education and science), the Professional Standard for Teachers (Faculty) of Higher and (or) Postgraduate Education Organizations (Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated November 20, 2023 No. 591), the Professional Standard "Teacher" (approved by the order of the Acting Minister of Education of the Republic of Kazakhstan dated December 15, 2022 No. 500), the internal regulatory document of the university "[Regulation 039-2024-Educational Programs](#)", as well as based on the labor market analysis and stakeholder recommendations. Educational programs are designed on a modular basis and are aimed at achieving learning outcomes.

The algorithm for developing and approving educational programs is regulated [by the Regulation. Educational programs](#) and consists of the following stages:

1. Based on the analysis of the labour market, employers' requirements for graduates, and taking into account the National Qualifications Framework, professional standards, and Dublin descriptors, a Graduate Model is being developed.
2. The content of the educational program is developed on the basis of the graduate's competency model. The volume and content of modules and disciplines of the educational program are determined.
3. The relationship between competencies, learning outcomes and assessment criteria is determined.
4. At the level of developing the Working Curricula of disciplines, methods, technologies of training and teaching, and means of assessing the achievement of learning outcomes by students are determined.

The developed educational program is discussed at a department meeting and adjusted if necessary. The modular educational program is reviewed at a meeting of the faculty's methodological council and agreed upon with the employer(s). Ready-made educational programs are reviewed at the university's academic council and, based on its decision, approved at a meeting of the Board.

The accredited educational programs are compiled in accordance with the mission and vision of the university, reviewed and approved at a meeting of the Academic Council. The design and implementation of educational programs are regulated by the regulation [P 039-2024 Educational programs](#).

When developing the EP, the developers were guided by the professional standard for teachers (teaching staff) of higher and (or) postgraduate education organizations and the standard "Teacher", the card of professions "Teacher-psychologist", 6th level of qualification according to the ORK - bachelor's degree.

The structure of the main document "Educational program": educational program passport; graduate model; correlation of learning outcomes under the educational program with the professional standard (if any); content of the educational program. Educational programs consist of a main program and an additional program (Minor). If necessary, micro-qualification programs can be built into the main and additional educational programs.

The elective component disciplines are presented in the Catalogues of Elective Disciplines, which are developed annually. The content of elective disciplines is reviewed annually for their relevance. New disciplines are added to the catalogue based on suggestions from faculty, employers, and students.

To improve the process of implementing the educational program, a development plan is developed. The process of forming the development plan of the educational program involves the teaching staff, employers, and students. At the end of the academic year, the department reviews

the implementation of the plan; if necessary, adjustments and additions can be made to the plan.

The procedures for developing curricula, educational programs, and CED are described in the Regulation "Educational Programs". For each discipline of the educational program, a Moodle Curriculum is developed, which consists of electronic resources for educational purposes containing organizational and systematized theoretical, practical, and control materials. The requirements for the Moodle course are described in Regulation P 067-2023 Academic Policy. On the Moodle distance learning pages, each student has access to educational courses for disciplines, practices, and final certification programs under an individual login. Before the start of the academic semester, a Moodle Curriculum is filled out for each discipline, which consists of electronic resources for educational purposes containing organizational and systematized theoretical, practical, and control materials. The methodological block of the course contains the working curriculum of the discipline (Syllabus), a map of the educational and methodological support of the discipline, methodological instructions for the discipline, a lecture complex, materials for practical and laboratory classes, methodological instructions for the course work (if available in the course), questions for preparing for the exam.

Additionally, the Academic Affairs Department annually develops Recommendations for planning the educational process for higher and postgraduate education programs.

The "Graduate Model" describes the main characteristics of a graduate of a given educational program, who and where he will be able to work, while describing positions, enterprises, labor functions, learning outcomes. This model is based on an analysis of the labor market, employer requirements through a survey, meetings with partners, a review of job sites and, if available, professional standards are used.

The purpose of the EP and the planned learning outcomes are achieved through the content of the educational program, relevance, demand and compliance with professional activities. This is achieved by involving stakeholders, students, and faculty in the procedure discussions of the content of the educational program in the form of methodological seminars, round tables, and department meetings. One of such events, held by the Department of Pedagogy, Psychology and Special Education, was attended by educational psychologists of educational institutions not only in the city of Kostanay, but also in the Kostanay region (<https://ksu.edu.kz/newslist/university-life/integraciya-sub-ektov-obrazovatel-nogo-processa/>), representatives of the State Institution "Education Department of the Akimat of Kostanay Region" (certified by the head Ibraeva A.E.) <https://ksu.edu.kz/newslist/university-life/integraciya-sub-ektov-obrazovatel-nogo-processa/>, representatives of the "Regional Center for Psychological Support and Additional Education" of the Education Department of the Akimat of Kostanay Region (Director Petrenko E.A.), Youth Resource Center of Kostanay Region (Director Duisikov A.Kh.), graduates of the educational program 6B01101-Pedagogy and psychology (Sharkemelova M.K. (graduate 2018) Tulepova D.M. (graduate 2014)), master's students EP 7M01101-Pedagogy and psychology NJSC "KRU named after. A. Baitursynuly" (Khakimova V. - 2020, Seitkenova M.T. - 2021, Shamitdinov A.M. - 22), teachers of the department of pedagogy and psychology (Demisenova Sh.S., Smagliy T.I., Utegenova B.M., Nazmudtdinov R.A., Toyimbetova D.S., Useмбаeva A.Kh., Makanova A.Zh., etc.).

At the stage of approval of the educational program, the procedure of coordinating educational programs with employers is carried out. Thus, for EP 6B01301-"Pedagogy and Methodology of Primary Education", the procedure of coordinating with employers is carried out annually. Then, after agreement with employers, the EPs are reviewed by the University Academic Council and approved by the Board.

The examination of educational programs is carried out with enterprises that are leaders in the industry or foreign partner universities. The examination of educational programs is carried out for new educational programs, educational programs developed or updated within the framework of international projects (Erasmus), as well as to increase the recognition and popularity of the educational program. The procedure for the examination of educational programs is prescribed in [the Regulation Internal Quality Assurance System \(P. 016-2024\)](#) in the chapter

"Development and approval of programs".

The qualification obtained as a result of mastering the educational program is clearly defined in accordance with the level of the National Qualifications Framework and, consequently, the framework of qualifications in the European Higher Education Area: qualification level 6 - bachelor's degree; qualification level 7 - master's degree; qualification level 8 - doctoral studies PhD. The University awards degrees to graduates in accordance with the State Educational Standard of Higher Professional Education and the Classifier of Personnel Training Areas. Every year, the Member of the Board - Vice-Rector for Academic Affairs approves a document on awarding academic degrees in the context of the educational program.

The expected learning outcomes are defined based on the Dublin descriptors and expressed through competencies. The learning outcomes are formulated both at the level of the entire program and at the level of a separate discipline. Key and professional competencies are formed at the level of the entire educational program. Professional competencies are developed based on professional standards (if any) taking into account the requirements of employers and the social demand of society. RO are prescribed for each educational program in the document "Educational Program". For example, learning outcomes of EP 6B01101 Pedagogy and Psychology for the 2023-2024 academic year (<https://pis.ksu.edu.kz/files/educational-program/modular/bachelor/ep-6b01101-2023.pdf>) (RO 2) - the ability to use fundamental, applied and interdisciplinary knowledge of modern pedagogical concepts and psychological theories when designing psychological and pedagogical support for subjects of the educational process, in accordance with the current tasks of the national education system is achieved through teaching such academic disciplines as "Age and Educational Psychology", "Theory and Methods of Educational Work", "Pedagogical Management"; (RO3) - the ability to apply methods of collecting and interpreting information from the results of psychological and pedagogical observations, diagnostics and systemic organization of psychological and pedagogical assistance at all levels of the educational process; plan and conduct psychological and pedagogical research using such disciplines as "Psychological and pedagogical diagnostics of personality", "Methodology and methods of psychological and pedagogical research"; (PO5) - skills in conducting classes on pedagogy and psychology, psychological education, individual and group consultations, trainings for students, teachers and parents using innovative technologies and formats of training and education; creation of digital educational resources as a result of mastering the academic disciplines "Methodology of teaching pedagogy and psychology", "Fundamentals of media pedagogy", "Modern educational technologies".

The organization and implementation of professional practices of the bachelor's degree educational programs in the field of "Pedagogical Sciences" is implemented in accordance with the Order of the Ministry of Education and Science of the Republic of Kazakhstan dated March 27, 2023 No. 125 "On approval of Methodological recommendations for the organization and implementation of pedagogical practice for students in the field of education "Pedagogical Sciences".

Internship programs are agreed with employers, these may be representatives of enterprises - internship bases and/or department branches. Organizations whose statutory activities correspond to the profile of training specialists and the requirements of the educational program, having qualified personnel to manage professional internship and a material and technical base are determined as the base for conducting professional internship of students. The referral of students to all types of internships is formalized by the order of the Chairman of the Board - Rector of the University indicating the terms, internship base, place of passage and manager (managers). The internship is conducted on the basis of contracts concluded with organizations defined as internship bases, as well as on the basis of individual contracts.

There were 194 agreements between Akhmet Baitursynuly Kostanay Regional University and enterprises and organizations designated as internship bases, which is 73.2% higher than the previous academic year. The university has long-term agreements with internship bases.

The specific base of research practice for EP 6B01101-Pedagogy and Psychology is the KSU

"School-Lyceum No. 1 of the Education Department of the City of Kostanay", IP psychological center "Empathy", PF "Association of Practicing Psychologists of the Kostanay Region", KSU "Youth Resource Center of the Kostanay Region" of the Public Development Department of the Akimat of the Kostanay Region, KSU "Kostanay Special Complex "Kindergarten-Boarding School" for Children with Special Educational Needs No. 2" of the Education Department of the Akimat of the Kostanay Region <https://ksu.edu.kz/newslist/university-life/letnij-lager-armandastar-otkryt/>.

In order to obtain not only theoretical knowledge, but also practical skills and experience of working in a work collective according to EP 6B01301-Pedagogy and methodology of primary education, a practice-oriented training model has been developed:

- in the 1st year: excursions to the school, *educational practice are held*; (<https://www.instagram.com/p/Cm89F6dtNfQ/?igsh=MWM3aTF4bnEyeGZqaw> ==);
- in the 2nd year: *psychological and pedagogical practice*; (<https://www.instagram.com/reel/CpMRaGHIEjP/?igsh=b3k4a2E3NDQ1emN5>)
- in the 3rd year: formation and consolidation of professional skills through *teaching practice*; (<https://www.instagram.com/reel/C2fDspwNx2D/?igsh=MW10eHEXdm9mbHozdw> =), (<https://www.instagram.com/p/Cooc5nAN--U/?igsh=MTA0OHNrMWkzOGM5cg> ==)
- in the 4th year: *industrial and pre-graduation practices*, completion of diploma theses. (<https://www.instagram.com/p/C8boHcBASnp/?igsh=emxwMnFmOGY4bG1q>)

The practice bases are educational organizations of Kostanay city, Kostanay region and other regions. Introductory, final conferences, practice defenses are held. (<https://ksu.edu.kz/newslist/education/otchitalis-po-praktike/>). Letters of gratitude from employers testify to the effectiveness of the practice organization. Thus, in 2023, letters were received from the administration of Secondary School No. 17, Aigerim-Ai LLP, in 2024, letters of gratitude from the heads of kindergartens No. 44, No. 15. (Appendix 3.3). More details on interaction with practice bases are presented in Standard 6 "Students".

The surveys "Satisfaction of Internship Supervisors" and "Satisfaction with Internship of Students" are conducted. Every year, the Career and Employment Center conducts [a survey of employers](#). In 2023, 84% of respondents rated the quality of graduate training as "high" and "average". ((<https://ksu.edu.kz/educational-activity/trudoustrojstvo-i-professional-naya-praktika/anketa-rukovoditelya-praktiki>)). The survey results become the subject of discussions at Coordination Councils, Faculty Quality Councils, Educational and Methodological Councils, department meetings, etc. Based on these data, additions and changes are made to educational programs.

The result of pre-graduation practice is a fully developed practical part of the diploma thesis. Upon completion of pre-graduation practice, the procedure of pre-defense of the diploma thesis takes place. The result of the diploma thesis is acts of implementation in production of educational institutions and scientific articles in collections of republican conferences (<https://press.ksu.edu.kz/files/vestnik/2022-2.pdf>), (https://journal-academic.com/f/mezhdunarodnyj_nauchnyj_zhurnal_akademik_0506_chast_2_4.pdf),

In order to train qualified personnel taking into account the real needs of the economic sectors, the university introduces elements of the dual education system, plans and organizes educational activities based on a combination of theoretical training with practical training in production. To implement practice-oriented training at the university, classes are held at the bases of professional practices and in the branches of the department. For example, according to EP 6B01101-Pedagogy and Psychology, practical classes on the discipline "Practical Psychology in the Education System" are regularly held at the branch of the department of KSU "School-Lyceum No. 1 of the Education Department of Kostanay" and at the IP psychological center "Empathy" <https://ksu.edu.kz/newslist/education/rasshireny-filialy-kafedry-i-bazy-praktiki-dlya-pedagogov-psihologov>. On the basis of the branch of KSU "School-Lyceum No. 1 of the Education Department of the City of Kostanay" individual practical classes were held on the disciplines "Technology of social and psychological training", "Work of a teacher-psychologist in educational

Unofficial Translation

institutions", "Psychological counseling of subjects of the educational process" <https://www.instagram.com/1shlyceum.kst/>. A specific base for research practice for EP 6B01101-Pedagogy and Psychology is the PF "Association of Practicing Psychologists of the Kostanay Region". Organization of a summer camp for children "Armandastar" as part of the pedagogical practice of students of EP 6B01101-Pedagogy and Psychology <https://ksu.edu.kz/newlist/university-life/letnij-lager-armandastar-otkryt/>.

The university has developed a system for acquiring practical skills along with theoretical knowledge, and this is the basis for the employment of graduates.

The university carries out activities to prepare students for professional certification in regulated professions. In 2021, out of 689 graduates: 670 (97.0%) successfully passed the NCT.

During the training process, students of accredited educational programs are provided with conditions for further study in the Master's program. Thus, graduates of the EP 6B01101-Pedagogy and Psychology successfully continue their studies in the Master's program (Monko A.N. 2019, Glushkova A.A. 2019, Pitkanina A.A. 2020, Seitkenova M.T. 2020, Mukasheva G.K. 2019).

The Institute of Continuous Education offers the following language courses: Kazakh (beginner, continuing), English (Beginner, Elementary, Intermediate, Pre-intermediate), French, Russian (beginner, continuing), office work in Kazakh <https://idl.ksu.edu.kz/ru/professional-development/yazykovye-kursy/>; preparation for KazTest (<https://idl.ksu.edu.kz/ru/professional-development/programmy-kurosov-povysheniya-kvalifikacii/>). Conditions are also created for passing the state language exam (KAZTEST) and the exam confirming proficiency in a foreign language <https://ksu.edu.kz/coEPeration/toefl/>, <https://ksu.edu.kz/coEPeration/toefl/>.

Students annually create their individual curriculum. The registration procedure for studying disciplines is organized by the registration department. Registration for academic disciplines is carried out for first-year students during the organizational week, for other students - in accordance with the academic calendar (<https://ksu.edu.kz/educational-activity/akademicheskije-kalendar/>).

The procedure for the examination of educational programs is prescribed in [the Regulation on the Internal Quality Assurance System \(P. 016-2024\)](#) in the chapter "Development and approval of programs". In addition, EP 6B01101 Pedagogy and Psychology undergoes annual examination by domestic and foreign experts: Dubcik University in Trencin, Slovakia (Eva Smetanova, Doctor of Pedagogical Sciences (PaedDr.), Master of Humanities (Mgr.), Doctor of Philosophy (PhD), FNBOU VO "Omsk State Pedagogical University". Russia (Lorenz V.V., Candidate of Pedagogical Sciences, Associate Professor of the Department of Pedagogy); Turan-Astana University, Kazakhstan (Nagymzhanova K.M., Doctor of Pedagogical Sciences, Professor); Nazarbayev Intellectual School of Physics and Mathematics in Kostanay (Mirmanova I.M., Isirgepova A.B., educational psychologists), Bilim-Innovation Boarding Lyceum for Gifted Children (Perzentbaeva S., educational psychologist); KSU "Comprehensive School No. 20 named after Mariam Khakimzhanova of the Department of Education of the city of Kostanay" (Galymgazy Ə. F. educational psychologist), etc.

On the national educational market, accredited educational programs undergo examination using the methodology used by NCE Atameken. The quality of **educational program 6B01101-Pedagogy and Psychology** was reflected in the results of the examination conducted by NCE Atameken. 2020 - 10th place, 2021 - 3rd place, 2022 - 8th place, 2023 - 4th place (https://atameken.kz/ru/university_ratings). The quality of educational program **6B01902-Special Pedagogy** was reflected in the results of the examination conducted by NCE Atameken: 2020 - 7th place, 2021 - 9th place, 2022 - 4th place, 2023 - 2nd place. **The educational program "Pedagogy and Methodology of Primary Education"** is annually presented in the ranking of educational programs of universities of the Republic of Kazakhstan, which is conducted by the National Chamber of Entrepreneurs "Atameken". EP 6B01301-Pedagogy and Methodology of Primary Education and EP 6B01201-Pre-school Education and Upbringing have been consistently in the TEP-5 since 2020: EP 6B01301-Pedagogy and Methodology of Primary Education:

2nd place out of 37 educational programs of the Republic of Kazakhstan; in 2021 , 3rd place out of 31 universities; in 2022 , 23 out of 33 educational programs of the Republic of Kazakhstan; in 2023 , 2 out of 32; **EP 6B01201-Pre-school Education and Upbringing**: 2020 - 5th place out of 22; 2021 - 5th place out of 19; 2022 – 17th place out of 27; 2023 – 2nd place out of 22,

(
https://atameken.kz/ru/university_ratings?year=2023&ut=Kostanayskiy+regionalnyy+universitet+imen+imen+Akhmet+Baytursynuly&epg=260&speciality=253®ion=&sort=epg_asc&profile=) which shows the competitiveness of the educational program in the educational services market.

Accredited educational programs in EPVO are approved by experts, the percentage of achievement of learning outcomes is more than 85%.

Based on the recommendations of stakeholders, educational programs are updated (<https://docs.google.com/spreadsheets/d/1RWEPmmerghNpKtHvxmLHVrVEqYgpp9wRxQtkgRbmN4A/edit?gid=0#gid=0>). Every year, a survey of stakeholders is conducted on improving the educational program at the department level (https://docs.google.com/forms/d/e/1FAIpQLScqWbu60tgy115y7zxvUSIIJpnYCdsyFcCHSypLmPfKcD2kw/viewform?usp=sf_link), a survey of students on satisfaction with the educational program through Platonus (<https://platonus.ksu.edu.kz/template.html#/welcome>), as well as through a survey of employers, graduates, and practice supervisors on satisfaction with the quality of training of graduates of the educational program on the university website (<https://ksu.edu.kz/educational-activity/trudoustrojstvo-i-professional-naya-praktika/anketa-rukovoditelya-praktiki>). The evaluation of educational programs is carried out periodically in accordance with the stages of development and improvement of the educational program. Thus, in In 2023, the discipline "Fundamentals of Financial Literacy" was added to the EP6B01101-Pedagogy and Psychology educational program (protocol decision of the RUMS of the MNVO RK dated December 20, 2023); the discipline "Artificial Intelligence in Education" was included (protocol decision of the RUMS of the MNVO RK dated December 20, 2023 and in connection with the adoption of the Interuniversity Standard for the Application of Artificial Intelligence in Higher and Postgraduate Education of the Republic of Kazakhstan (protocol decision of the UMO SUE "ICT and IB" dated March 15, 2024).

Since 2020, the Department of Pedagogy, Psychology and Special Education has been cooperating with the State Humanitarian and Technological University of the Moscow Region and the Ural State Pedagogical University, Yekaterinburg. The cooperation involves virtual academic mobility for master's students. This type of cooperation provided bachelor's students with the opportunity to study at the State Humanitarian and Technological University in Orekhovo-Zuyevo, Russia, as part of academic mobility.

Joint cooperation programs also concern holding international events, for example, in 2021, the foresight seminar “Efficiency of Innovations in the Educational Practice of Schools and Pedagogical Universities” <https://ksu.edu.kz/newslist/education/effektivnost-innovacij-v-obrazovatel-noj-praktike-shkol-i-pedvuza/>, in 2022, the international scientific and practical conference uniting universities of Kazakhstan, Uzbekistan, Russia on organizing psychological and pedagogical assistance to participants in the educational process <https://ksu.edu.kz/newslist/education/konferenciya-pedagogov-psihologov-v-almaty/>, where the developers of EP 6B01101-Pedagogy and Psychology acted as experts. In the future, the implementation of key ideas of cooperation was broadcast through the republican round table “Modern technologies and formats for the prevention of out-destructive behavior among minors”, which was included in the cycle of zonal events planned by the Ministry of Education and Science of the Republic of Kazakhstan within the framework of the “Year of the Child” and aimed at increasing the effectiveness of psychological and pedagogical support for students <https://ksu.edu.kz/ru/newslist/education/respublikanskij-kruglyj-stol-dlya-pedagogov-psihologov>

In 2022, within the framework of the International Scientific and Educational Forum "Modern Teacher - a Look into the Future", the teaching staff and students of the special pedagogy

program took part in the round table "Russia - Central Asia: coEPeration in the field of education in the context of the 30th anniversary of diplomatic relations".
<https://www.facebook.com/100087733376425/posts/pfbid0pxv1YdqyQuAYpHrxY5pHgupsJGGXyWw27DtJw3GSRwd6qxaLDMNGJWFCQvaPczp5l/?app=fbl>

The development and approval of the EP at the University is carried out in accordance with the provisions of regulatory legal acts in the field of higher and postgraduate education, as well as in accordance with the documentation developed at the university. Accredited EPs are provided with educational and methodological documentation, there is a catalog of elective disciplines, educational work plans, educational and methodological complexes of disciplines.

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

- the needs of the teaching staff for the content of the educational program – “very good” - 65.7% (44 peEPle), “good” - 34.3% (23 peEPle) of respondents ;
- attention paid by the management of the educational institution to the content of the educational program – “very good” - 56.7% (38 peEPle), “good” - 43.3% (29 peEPle) of respondents;
- compliance of students’ knowledge obtained at this university with the realities of the requirements of the modern labor market – “very good” - 44.8% (30 peEPle), “good” - 55.2% (37 peEPle);
- the formation of educational programs for the organization of education among students, the ability and skills to analyze situations and make forecasts - “very good” - 35.8% (24 peEPle), “good” - 62.7% (42 peEPle);

Students rated the extent to which they agreed that the material taught was relevant: 77.1% (84 peEPle) - full agreement, 22% (24 peEPle) - agree, 0.9% (1 person) - I partially agree.

Analytical part

The goals of educational programs are formulated by the Academic Committees in accordance with the mission of the university and the requests of potential consumers of the program. As part of the implementation of educational programs at all levels, the university ensures that students undergo professional internships, the organization of which at the university is regulated by the Academic Policy.

Educational programs are developed by Academic Committees, the composition, functions, areas of activity, rights and responsibilities of which are regulated by the Regulation "P 001-2023 Academic Committee". In addition to academic staff of the university, the Committees include employers (competent employees of enterprises and organizations, communication with whom allows promptly taking into account the requirements of the labor market, implementing the principle of practice-oriented training), students (activists interested in the educational process, able to express their point of view) and / or graduates of the university of previous years. The composition of the academic committees for accredited educational programs is annually reviewed at a meeting of the educational and methodological council and approved by the Chairman of the Board - Rector. The composition is publicly available.

The EEC notes that the development of international coEPeration is a strategic priority of the university, which allows strengthening the international reputation of the university. In this regard, there is a need to develop and implement joint and (or) dual-degree programs with domestic and (or) foreign universities, since the process of developing and implementing joint and dual-degree programs involves a comprehensive approach, including coEPeration between universities, coordinating curricula, as well as organizing the practical implementation of such programs, taking into account the specifics of educational systems.

Strengths/Best Practices:

- No

Recommendations of the on the educational programs “ 6B01101 – Pedagogy and

Psychology, 6B01902 – Special Pedagogy, 6B01201 – Pre-school Education and Upbringing, 6B01301 – Pedagogy and Methodology of Primary Education :

- the university must develop a roadmap for the development and implementation of joint and (or) double-degree programs with domestic and (or) foreign universities by 01.05.2025 .

Conclusions of the EEC:

*According to the standard “Development and approval of the educational program”:
EP 6B01101 - Pedagogy and Psychology, 6B01902 - Special Pedagogy, 6B01201 - Pre-school Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education disclose 12 criteria, of which 0 has a strong position, 11 - satisfactory and 1 suggests improvement.*

6.4. Standard “Continuous monitoring and periodic evaluation of educational programs”

- ✓ *The university must monitor and periodically evaluate the EP to ensure that the goal is achieved and that it meets the needs of students and society. The results of these processes are aimed at continuously improving the EP.*
- ✓ *Monitoring and periodic evaluation of the EP should consider:*
- ✓ *The content of the programs in light of the latest scientific achievements in a particular discipline to ensure the relevance of the discipline taught;*
- ✓ *Changes in the needs of society and the professional environment;*
- ✓ *Workload, academic performance and graduation of students;*
- ✓ *Effectiveness of student assessment procedures;*
- ✓ *Expectations, needs and satisfaction of learners;*
- ✓ *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 interested parties must be informed of any planned or undertaken actions in relation to the EP. All changes made to the EP must be published.*
- ✓ *The management of the EP must ensure a revision of the content and structure of the EP taking into account changes in the labor market, the requirements of employers and the social demands of society.*

Evidential part

The University has defined the procedure for monitoring, analyzing and revising educational programs in Regulation [P016-2024 Internal Quality Assurance System](https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd) (Chapter 14) <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchety-kru/nsd> . The basis for revising educational programs are: changes in regulatory documents of the Ministry of Health and Higher Education of the Republic of Kazakhstan.

In connection with the change in the State Educational Standard of Higher Education , the discipline "Fundamentals of Scientific Research and Academic Writing" (OOD/KV, 5 credits) has been added to the educational programs of higher education. Also, in connection with the change in the number of credits allocated for the final certification, the number of credits for the disciplines of the 7th semester has increased. In addition, the number of credits of the additional educational program has decreased to 15 credits. All this enables academic committees to strengthen basic and professional training in educational programs. In 2022, due to changes in the KVT from secondary, technical and vocational, post-secondary education in 8 educational programs. In 2022, the content of the Professional Standard "Teacher" was significantly changed (order of the MP RK dated 12/15/2022 No. 500). Employers' proposals formed based on the results of a survey or joint events with graduating departments. Every year, the Career and Employment Center conducts [a survey of employers](#) . In 2023, 84% of respondents noted the quality of graduate training as "high" and "average". The survey results become the subject of discussions at the Coordination Councils, Faculty Quality Councils, Educational and Methodological Councils, Faculty Councils, etc. Employers also express their wishes at meetings and round tables. In the period from September to December 2023, a series of dialogue platforms was held to update the educational program in

the field of pedagogical sciences with the invitation of members of the Academic Committee, the Education Department, and leading teachers of schools in the region. At such events, new information is provided for teachers and students, competencies are discussed, recommendations are given, according to which changes are made to educational programs. Working curricula of practice-oriented disciplines are agreed with employers.

held with the involvement of stakeholders. For example, the foresight session "Interaction with Stakeholders: Challenges and Prospects" (<https://ksu.edu.kz/newslit/university-life/panorama-innovacij1/>).

In the 2022 educational program Pedagogy and Psychology, adjustments have been made to the learning outcomes taking into account the main activities of a teacher-psychologist in the education system. The discipline "Psychology of Integral Individuality", "ICT in Teaching Pedagogy and Psychology", "Psychology WorkshEP", "Psychology of Crisis States", "Psychology of Stress" have been introduced; the discipline Psychological and Pedagogical Diagnostics of Personality has replaced the discipline "Fundamentals of Psychodiagnostics". At the request of employers, new disciplines have been introduced: "Technology of social and psychological training", "Ethnic pedagogy and psychology", "Conflictology in education", "Social pedagogy in education", "Psychological and pedagogical support for professional self-determination", "Theory and practice of psychological counseling", "Methodology and methods of psychological and pedagogical research", "Psychological and pedagogical correction", "Pedagogical psychology", "Psychological and pedagogical foundations of giftedness", "Mental health and suicide prevention" (

<https://docs.google.com/spreadsheets/d/1RWEpmmerghNpKtHvxmLHVrVEqYgpp9wRxQtkgRbmN4A/edit?gid=0#gid=0>)

In 2022, due to changes in the KVT from secondary, technical and vocational, after secondary education in 8 educational programs. Introduction of new professional standards. In 2022, the content of the Professional Standard "Teacher" was significantly changed (order of the MP RK dated 12/15/2022 No. 500), a profession card of a teacher-psychologist was added, 6-7 levels according to the ORK, according to Appendix 9 to the order <https://kazast.edu.kz/wp-content/uploads/2020/08/Professional-standard-Pedagog-russ.pdf>.

The structure of the EP includes additional educational programs (Minor), which can be updated annually. The departments of the Institute go through the procedure of presenting their new additional educational programs (Minor). The commission for assessing the relevance of the additional educational programs approves or does not approve them. Thus, in the EP Pedagogy and Psychology in 2022-2023, a new Minor program "Practical Work of an Educational Psychologist" was developed, which included disciplines that meet the current problems of the practice of the psychological service in educational institutions. Disciplines: Organization of career guidance work (5 credits), Psychological counseling of subjects of the educational process (5 credits), Educational environment without bullying (5 credits), Practical psychotechnics in the work of a teacher-psychologist (5 credits). A year later, the discipline "Psychological counseling of subjects of the educational process" under the name "Theory and practice of psychological counseling" was included in the main training program in the module of specialized disciplines. <https://pis.ksu.edu.kz/files/educational-program/modular/bachelor/ep-6b01101-2022.pdf>. page 68.

Student satisfaction is regularly monitored through questionnaires. For example, from December 12 to 18, 2022, from May 23 to June 3, 2023, the EP department conducted a survey on "Satisfaction with the quality of teaching the discipline" in the AIS Platonus system. Also, in December 2021, a survey of students' satisfaction with the state of the university's information and educational environment was conducted in a Google form (<https://forms.gle/9zvX6QQmPBLL8LRv8>).

EP 6B01101-Pedagogy and Psychology is undergoing examination: expert EPinion on the EP from Eva Smetanova, Doctor of Pedagogical Sciences (PaedDr.), Master of Humanities (Mgr.), Doctor of PhilosEPhy (PhD) Dubcik University in Trencin, Slovakia; Lorenz V.V., Candidate of

Pedagogical Sciences, Associate Professor of the Department of Pedagogy of the Federal State Budgetary Educational Institution of Higher Education "Omsk State Pedagogical University" and expert EPinion on the EP from Nagymzhanova K.M., Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Psychology of the Turan-Astana University .

Every year, educational psychologists from educational institutions in the Kostanay region are involved in the development of EP 6B01101-Pedagogy and Psychology <https://ksu.edu.kz/newslit/university-life/integraciya-sub-ektov-obrazovatel-nogo-processa> , <https://pis.ksu.edu.kz/files/educational-program/modular/bachelor/ep-6b01101-2023.pdf>

Discussions of the EP with educational psychologists of educational institutions of the Kostanay region and other interested parties are regularly held. For example, a round table was held to discuss issues of improving the educational process of the educational program 6B01101 Pedagogy and Psychology <https://ksu.edu.kz/newslit/education/bolasha-pedagog-psihologtardy-dayarlanda-y-belsend-integraciya/> At the suggestion of employers, the following disciplines were introduced into the EP 6B01101-pedagogy and psychology: "Work of an educational psychologist with dysfunctional families", "Psychological and pedagogical prevention of addictive behavior", <https://uchus.kz/platonus/esuvo-platonus-kz/> .

Information on any planned or undertaken actions in relation to the accredited educational programs is published on the university website. For more details, see Standard 7 "Teaching Staff": EPening of new educational laboratories (<https://ksu.edu.kz/newslit/all-news/v-chest-dnya-uchitelya/>); giving lectures, training seminars, conducting advanced training courses by Professor E. Smetanova from A. Dubcek University in Trenčín (Slovakia) (<https://ksu.edu.kz/newslit/education/uchenyj-iz-slovakii-prochitaet-lekcii-studentam/>); round table "Relevance of international scientific research" with the participation of Doctor of Pedagogical Sciences, PhD, A. Dubcek Trenčín University. Dubcek in Trencin, Slovakia – E. Smetanova (<https://ksu.edu.kz/newslit/science/kruglyj-stol-smu-s-zarubezhnym-uchenym/>); guest lecture by Professor of the Moscow State Institute of International Relations of the Ministry of Foreign Affairs of Russia E. Berezhnova on the tEPic “Methodological conditions for the transition from science to practice in the structure of applied pedagogical research” (<https://ksu.edu.kz/newslit/education/gostevaya-lekciya2/> a guest lecture on the tEPic "Possibilities of implementing student projects in a university setting" by scientists from the Southern Federal University (Russia), Doctor of Pedagogical Sciences, Professor, Head of the Department of Inclusive Education and Social and Pedagogical Rehabilitation L. Goryunova and Candidate of Pedagogical Sciences, Associate Professor, leading specialist of the Coordination and Analytical Center for Career Development E. Zemlin (<https://ksu.edu.kz/newslit/education/gostlec/>); participation of master's students in the republican pedagogical Olympiad "Talented Teacher - for Gifted Children" (<https://ksu.edu.kz/newslit/education/talantlivyj-uchitel-odarennym-detyam/>); pedagogical conference "From influence to assistance: modern trends in education and the role of the teacher in the implementation of educational programs on a healthy lifestyle and personal development of students" in cooperation with the National Academy of Education named after I. Altynsarin, the UNESCO Office, the Charitable Foundation "Contribution to the Future" (<https://ksu.edu.kz/newslit/science/y-paldan-zh-rdemdesuge-pedagogikaly-konferenciya/>) .

In March 2021 , a methodological seminar was held with the invitation of practical specialists on the tEPic: “Individualization of education of children with special educational needs in an inclusive environment” with the aim of jointly discussing relevant information and disseminating positive experience on the issues of organizing and supporting the educational and correctional developmental process of children with special educational needs . In April On 20-21 , a seminar was held on "Competencies of a defectologist in the process of psychological and pedagogical support for students with special educational needs." https://www.instagram.com/p/CONeyQEAw_j/ . In April 2023 , an International flash seminar was held on "Theory and practice of training specialists in the higher education system to work in a special and inclusive educational environment", within the framework of which a generalization

of theoretical and practical experience in training students - special educators (defectologists) in the higher education system for work in special educational organizations and in inclusive conditions was carried out. https://www.instagram.com/p/CrinI57N1DI/?img_index=1

Analytical part

The university has a system for assessing learning outcomes based on the regulatory and legal acts of the Ministry of Education and Science of the Republic of Kazakhstan and the Academic Policy. Every year, the Department of Educational Programs, together with the Department of Academic Activities, develops recommendations for planning educational programs in accordance with new documents.

In connection with the introduction of the new State Standard of Higher and Postgraduate Education of the Republic of Kazakhstan, the content of 135 higher and postgraduate education programs has been updated. The quality of the educational program is assessed by the main stakeholders through: a survey of students at the end of the semester "Satisfaction with the quality of teaching the discipline"; a survey of graduates "Satisfaction with the quality of the educational program"; a survey of employers "Satisfaction with the quality of training of graduates"; a survey of practice supervisors from production "Satisfaction of the supervisor of industrial practice with university students"; student feedback on the passage of professional practices (in diaries) and at final conferences; annual collection and analysis of employment results, analysis of career growth of graduates.

Discussions of the EP with practical specialists of inclusive and special educational institutions of the city of Kostanay and Kostanay region and other interested parties are held regularly.

In the process of monitoring and periodic evaluation of accredited educational institutions, the latest achievements of psychological science, the needs of society for certain psychological knowledge, as well as the professional requests of employers are taken into account. The heads of accredited educational institutions constantly monitor changes in the external and internal environment, which is reflected in changes in educational institutions and their development plans.

However, the EEC commission notes the need to develop, implement a procedure for monitoring and periodically evaluating the content of programs in the context of the latest achievements in pedagogical science and technology in the academic disciplines of the educational program.

Strengths/Best Practices:

-No

Recommendations of the EEC on the EP " 6B01101 - Pedagogy and Psychology, 6B01902 - Special Pedagogy, 6B01201 - Pre-school Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education

- the management of the educational institution shall, by 01.05.2025, develop, implement and further maintain up-to-date the procedure for monitoring and periodically assessing the content of educational programs in the context of the latest achievements in pedagogical science and technology in the academic disciplines of the educational institution

Conclusions of the EEC:

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

- EP " 6B01101 - Pedagogy and Psychology, 6B01902 - Special Pedagogy, 6B01201 - Pre-school Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education " discloses 10 criteria, of which 0 has a strong position, 9 - satisfactory and 1 - suggests improvement.

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

- ✓ *The leadership of the educational institution must ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths.*
- ✓ *The leadership of the educational institution must ensure the use of various forms and methods of teaching and learning.*
- ✓ *An important factor is the availability of our own research in the field of teaching methods of the educational disciplines of the educational program.*
- ✓ *The leadership of the educational institution must demonstrate the existence of a feedback system on the use of various teaching methods and assessment of learning outcomes.*
- ✓ *The leadership of the EP should demonstrate support for learner autonomy while providing guidance and assistance from the teacher.*
- ✓ *The management of the educational institution must demonstrate that there is a procedure for responding to student complaints.*
- ✓ *The university must ensure consistency, transparency and objectivity of the mechanism for assessing learning outcomes for each EP, including appeals.*
- ✓ *The university must ensure that the procedures for assessing the learning outcomes of students in the EP correspond to the planned learning outcomes and objectives of the program. The criteria and methods for assessing the EP must be published in advance.*
- ✓ *The university must define mechanisms to ensure that each graduate of the educational program masters the learning outcomes and ensure that they are fully formed.*
- ✓ *Evaluators must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area.*

Evidential part

One of the priority areas of the University Development Strategy is the creation of appropriate conditions for student-centered learning, reflected in the academic policy. The University ensures flexibility of learning paths by registering for disciplines and teachers, thereby developing competencies that are in demand in the labor market.

Flexibility of study is achieved through the choice of elective courses and additional educational programs (Minor). For each educational program, a catalog of elective courses is developed for each year in accordance with updated educational programs.

On the website in the Education - Educational programs section, the Catalogues of Elective Disciplines are posted. Acquaintance with the features of educational work begins with the "Reference Guide", which contains general information about the university, information on the credit technology of education, the system of monitoring and assessing students' academic achievements, the rules for transferring and reinstating students, paying for tuition, etc.) <https://ksu.edu.kz/educational-activity/spravochnik-putevoditel/>

The student can get acquainted with the Laws, rules, regulations, instructions of the Republic of Kazakhstan, and local documents of the university concerning the life of the university and its faculty and staff (<https://ksu.edu.kz/educational-activity/obrazovatelnye-programmy/bakalavriat/>), the content of the educational program based on the catalog of elective disciplines, build a learning trajectory (<https://ksu.edu.kz/educational-activity/obrazovatelnye-programmy/bakalavriat/>), having studied the academic calendar, plan an individual training schedule (<https://ksu.edu.kz/educational-activity/akademicheskije-kalendar/>). Support for the autonomy of students is carried out on the basis of the requirements of the credit technology of education and the possibility of building in accordance with the IUP. The main assistant of the student is the adviser, whose work is carried out in accordance with the provisions of P 105-2020 Work of the adviser / <https://portal.ksu.edu.kz/>

On the website in the Education - Educational programs section, the Catalogues of Elective Disciplines are posted. Acquaintance with the features of educational work begins with the "Reference Guide", which contains general information about the university, information on the credit technology of education, the system of monitoring and assessing students' academic

achievements, the rules for transferring and reinstating students, paying for tuition, etc.)
<https://ksu.edu.kz/educational-activity/spravochnik-putevoditel/>

When implementing the educational program of the PIMNO, individual characteristics and needs of students are taken into account in many aspects: when choosing elective courses; additional educational program; when choosing practice bases; when determining the tEPics of diploma projects; when choosing a supervisor of a diploma project; when involving students in research work and other types of work carried out at the department.

Individual characteristics of students are also taken into account when assigning them to study the disciplines "Physical Education", "Foreign Languages" and "Kazakh/Russian Language". Language study groups are formed based on testing their level of proficiency. Physical education classes are held at the "Sunkar" sports club. Students of the main group can choose a specialization in sports: athletics, athletic gymnastics (powerlifting, weightlifting), wrestling (Kazakhsha kures, sambo, judo), basketball, volleyball, mini-football, table tennis, skiing, as well as classes in the gym, fitness room, etc. Students of the special medical group - those with chronic diseases, study separately according to their educational programs in the "Intellectual Games" section.

are spelled out in Regulation P 067-2023 Academic Policy. An example of flexible trajectories is the list of "Minor" programs <https://ksu.edu.kz/educational-activity/obrazovatelnye-programmy/katalog-dEPolnitelnyh-obrazovatelnyh-programm-minor> (Appendix 20).

The Moodle distance learning technology system contains the Work Program of the discipline (syllabus) and other methodological materials in the language of students' instruction. Thus, ensuring equal EPportunities for students is achieved by the completeness of the educational-methodological, organizational-methodological and informational support of the educational process.

The university has an internal information and educational portal <http://portal.ksu.edu.kz/> that is constantly updated on its official website <http://ksu.edu.kz/>. The portal's "Education" section contains the information necessary to meet the individual needs of students. Flexibility of study is achieved through the choice of elective disciplines and additional educational programs (Minor). For each educational program, a catalog of elective disciplines is developed for each year in accordance with the updated educational programs. The site's Education - Educational Programs section contains Catalogs of Elective Disciplines. Acquaintance with the features of educational work begins with the "Guidebook", which contains general information about the university, information on the credit technology of education, the system of monitoring and assessing students' academic achievements, the rules for transferring and reinstating students, paying for tuition, etc.)
<https://ksu.edu.kz/educational-activity/spravochnik-putevoditel/>

Students receive timely and EPenly accessible information about competitions for the award of a vacant educational grant, scholarship of the President of the Republic of Kazakhstan, etc. For example, an announcement of a competition for a scholarship of the President of the Republic of Kazakhstan with attached application templates <https://ksu.edu.kz/granty-stipendii-igoty-po-EPlate/do-10-sentyabrya-2022-goda-vedetsya-priem-dokumentov-na-konkurs-na-poluchenie-stipendii-prezidenta-rk/> an announcement of a competition for the award of vacant grants with attached application templates: <https://ksu.edu.kz/granty-stipendii-igoty-po-EPlate/konkurs-po-prisuzhdeniyu-vakantnyh-obrazovatelnyh-grantov>

When implementing the educational program, individual characteristics and needs of students are taken into account in many aspects: when choosing elective courses; additional educational program; when choosing practice bases; when determining the tEPics of diploma projects, master's dissertations; when choosing a supervisor for a diploma project, master's dissertation; when involving students in research work and other types of work carried out at the department or at the university.

Individual characteristics of students are also taken into account when assigning them to study the disciplines "Physical Education", "Foreign Languages" and "Kazakh/Russian Language". Language study groups are formed based on testing their level of proficiency. Physical

education classes are held at the "Sunkar" sports club. Students of the main group can choose a specialization in sports: athletics, athletic gymnastics (powerlifting, weightlifting), wrestling (Kazakhsha kures, sambo, judo), basketball, volleyball, mini-football, table tennis, skiing, as well as classes in the gym, fitness room, etc. Students of the special medical group - those with chronic diseases, study separately according to their educational programs in the "Intellectual Games" section.

In several educational programs at the university, students can study in multilingual groups. The education of students in multilingual groups is regulated by Chapter 18 "Policy (rules) for the implementation of trilingual education" of the Academic Policy.

To ensure a student-centered approach to EP 6B03101-Psychology, the Department of Psychology has a center for practical psychology, a psychodiagnostics room, and a practical psychology room, which are focused on developing professional skills and competencies in the field of practical psychology, on students mastering the methods of psychodiagnostics, psychological counseling, psychological training and psychocorrection, and various innovative technologies.

The University creates conditions for students to choose an individual educational trajectory. All rules are spelled out in Regulation P 067-2023 Academic Policy. An example of flexible trajectories is the list of "Minor" programs <https://ksu.edu.kz/educational-activity/obrazovatelnye-programmy/katalog-dEPolnitelnyh-obrazovatelnyh-programm-minor>. Thus, for students of the EP 6B01101 Pedagogy and Psychology, an additional educational program "Practical Work of an Educational Psychologist" has been developed, including such disciplines as: Organization of career guidance work (teacher Demisenova Sh.S., PhD), Practical psychotechnics in the work of an educational psychologist (teacher Toimbetova D.S., Master of Pedagogical Sciences), Psychological counseling of subjects of the educational process (teacher Moldakhmetova G.M., Master of Pedagogical Sciences), Educational environment without bullying (teacher Useмбаева A.Kh., Master of Pedagogy and Psychology).

To ensure a student-centered approach to the EP 6B01902-Special Pedagogy, the Department of Pedagogy, Psychology and Special Education has a laboratory for special and inclusive education (room 130, room 629), which is focused on developing professional skills and competencies in the field of special education, which includes a variety of educational software: the educational system "EduQuest", the didactic system "Numicon" and specialized speech therapy equipment. <https://ksu.edu.kz/ru/newslit/education/4-new-laboratories/> Lectures, practical classes and workshops, various trainings and master classes are held in the created laboratory.

For students of EP 6B01101 Pedagogy and Psychology, conditions are created and maintained for the harmonious development of students taking into account their intellectual development and individual characteristics. The main components of ensuring the harmonious development of students are: thorough fundamental training combined with practice-oriented teaching; early involvement of students in research work; targeted orientation of humanitarian disciplines on the general spiritual development of students and the formation of their creative qualities; the opportunity to study additional disciplines that form competencies in psychological and pedagogical activities; the opportunity to actively participate in the social, cultural and sports life of the university; the opportunity for students to participate in various clubs and sections.

Close attention is also paid to students with special educational needs. Students with disabilities are provided with an individual learning path taking into account their health characteristics. Teachers of accredited educational programs participate in various practical and training seminars on working with students with special educational needs.

Teachers of accredited educational institutions apply the skills acquired in advanced training courses during their classes with students. Thus, during practical classes on "Art Therapy", Toimbetova D.S., Master of Pedagogical Sciences, applies modern methods and types of art therapy work, for example, metaphorical cards as a tool for diagnosing and correcting the psycho-emotional state of adolescents. The educational process is mainly implemented in a combination

of traditional and new teaching methods, including interactive methods, mainly focused on activating the educational and cognitive activity of students by building a dialogic contact with the teacher, between classmates, with a computer. Taking into account the specifics of the discipline being studied, teachers implementing the educational program "Pedagogy and Methodology of Primary Education" use a wide range of modern educational technologies: RWST, project-based learning, contextual learning, research method (Li E.D., Bisembaeva Zh.K.), a personality-oriented approach to teaching students using information, interactive technologies, technologies for developing critical thinking through reading and writing, positional learning, game technologies, project-based learning (Baizhanova S.A., Kushmurzina D.Kh., Zhandauova Sh.E. and others), project-based learning, case-study (Kapitanets U.V., Ageeva A.A.).

The teaching staff of the Department of DiNO carries out systematic work to attract students to R&D within the framework of student scientific communities and participation in scientific events. For example, Khlyupko Yulia, 4th year student of PMNO, 2nd degree diploma in the nomination "Best Research Project 2022"; Ispergenova Zhuldyzai, 4th year student of PMNO, winner of the republican competition "ЖОО үздік студенти -2022"; 2nd place, 4th year student of EP PiMNO Zhanbyrbaeva Aislu Asanovna in the competition "My school lesson (Natural Science)" - VIII All-Russian student Olympiad (with international participation) in the theory and methodology of primary education "Interdisciplinary interaction as a means of achieving planned results in the educational process of primary school" (Appendix 5.3, 5.4, 5.5)

In 2021, Umarov Daniyar won 2nd place at the XII International Competition of Scientific Papers "Socialization, Upbringing, Education" for his work "Experimental Study of Aggression in Adolescence". Igisenov Azamat won 2nd place in the All-Russian Competition of Student Research and Project Works in 2022. Bedevkina Alexandra, a 3rd year student, became the winner in January 2024, taking 1st place in the II International Research Competition "First Step into Big Science", held at the International Center for Scientific Cooperation "Science and Education" in Penza, Russian Federation. Students develop practical skills of a future teacher-psychologist already during their studies. Thus, in 2023, under the guidance of senior lecturers of the Department of Pedagogy, Psychology and Special Education Akhmetbekova Z.D., Kalinichenko O.V., Acting Associate Professor Sh.S. Demisenova, 2nd-year students of the educational program 6B01101- Pedagogy and Psychology held a training dedicated to the International Day of Tolerance. The training was attended by 1st and 2nd-year students of the educational program 6B01101 "Pedagogy and Psychology", 6B01902 "Special Pedagogy", 6B01705 "Foreign Language: Two Foreign Languages", 6B01401 "Physical Education and Sports" (<https://www.instagram.com/p/C0MAxKnN9hJ/?igsh=MXd1ZWQ3Z2Q2dXJsMQ==> <https://www.instagram.com/p/DBLm7g0AYxa/?igsh=N2VjZHptaXpraGs5>)

To date, 2nd and 3rd year students of EP 6B01101 - Pedagogy and Psychology have received 24 certificates. Students mainly gave preference to the course "Time Management for Personal and Professional Productivity", since its content complements the studied disciplines in EP 6B01101 " The Art of Time Management ", " Strategies for the Development of Strong-Willed Behavior ", "Fundamentals of Economics and Entrepreneurship" (<https://docs.google.com/spreadsheets/d/15HIGsd30ntFrqywV2Dv2FyVqMWqKS5/edit?gid=2014516946#gid=2014516946>) (Appendix 5.1).

Thus, the majority of teachers of the PIMNO and DOV EP have attended the courses " Online program for the development of special skills of teaching staff in the conditions of uncertainty of the learning environment" (72 hours), the online course "Coaching technologies in the university" (72 hours), the training seminar "Methodology and technology of conducting webinars and video conferences (Etutorium, BBB)" (36 hours), "Pedagogical knowledge and skills in pedagogical innovation" (72 hours), "Innovative activities in preschool education" (72 hours), "Pedagogical models of education and training" nygaitu" (in the amount of 160 hours). organized by the University's Center for Advanced Studies.

The educational process is innovative due to the integration of various technologies in the classroom, which expands the possibilities for activating cognitive activity, developing creativity

and practical skills, taking into account modern requirements for the quality of education. For example, the discipline "Development of Critical Thinking of Primary School Students", upon completion of the course, students will have an understanding of the technologies of the theory of critical thinking and their classifications, the structure of the lesson in the technology of critical thinking, methods and techniques used in lessons in elementary grades. Baizhanova S.A., PhD, who reads this, uses various educational technologies: information and communication; project method; technology for the development of critical thinking; dialogue technology of teaching; interactive technology of teaching. Depending on the goal and the corresponding tasks for the discipline studied, teachers select various modern methods of teaching and assessing learning outcomes, which is generally aimed at ensuring the achievement of the goals of the OEP. An example of mastering modern methods of assessing learning outcomes by teachers in the educational program is the assessment conducted by Lee E.D., Ph.D., in the course "Methodology of Scientific and Pedagogical Research", where group work with subsequent project defense is planned as part of the midterm control. Another innovative example of assessment is the assignment in the course "Theater Pedagogy" - creative work, "Methodology of Teaching World Knowledge" - at the student's choice, a Project or a short-term lesson plan (STP), (Danilchenko G.I., Ph.D.), "Methodology of Organizing Research and Project Activities in Primary School" - research work (Baizhanova S.A.), "Methodology of Teaching the Kazakh (Russian) Language with WorkshEP", "Methodology of Teaching Literacy to First-Graders" - STP (Zhandauova Sh.E.). Assessment of knowledge during current, intermediate and final control is carried out by means of a fund of assessment tools containing practical assignments, tests, control questions and examination tickets on the studied discipline. Funds of assessment tools are developed and approved by the department.

Equal opportunities for students in mastering the educational program are achieved by the completeness of the educational-methodological, organizational-methodological and information support of the educational process. Based on individual curricula, students are provided with an educational-methodological complex of the discipline (UMKD), active handouts, a lecture complex, demonstration material (presentations, video materials), plans for practical (seminar) classes, test assignments, semester and examination materials, contains a policy for assigning and assessment criteria, which are posted on the MOODLE platform (<https://md.ksu.edu.kz/login/index.php>). Electronic educational publications at the University are developed in accordance with Methodological Instruction [MI 011-2021 Design, examination and publication of educational-methodical literature and educational and electronic educational publications](#). University teachers are actively developing EUI and video lectures. An expert group was formed to examine the development of the electronic teaching aids and video lectures. It included qualified teachers with extensive experience in developing electronic teaching aids. These teachers were the heads of the corporate training courses "Development and Application of Electronic Teaching Aids in the Educational Process", "Development and Application of Video Lectures in the Educational Process". The EG conducts a qualified analysis and assessment of the educational and methodological works of the university's teaching staff and gives an opinion on the compliance of the published work with the requirements. The work of the EG is regulated by the internal [regulation P012-2021 Expert Commission on Educational and Electronic Educational Publications](#). Publications approved by the EMS are required to be posted in the electronic library. To date, the electronic library contains 538 electronic educational publications and 315 video lectures.

The placement of educational and methodological complexes of disciplines (UMCD) in the MOODLE system allows teachers to promptly respond to the satisfaction of the cognitive needs of students and constantly improve the UMKD.

For example, the inclusion of the discipline "Fundamentals of Special Psychology in Education" in the EP 6B01101 Pedagogy and Psychology (developed by Sh.S. Demisenova, candidate of pedagogical sciences, associate professor) made it possible to increase the applied component of training, namely, preparing students for work in inclusion conditions, teaching

students with special educational needs in comprehensive schools, which requires knowledge, skills and abilities in developing diagnostic, correctional and developmental programs for psychological and pedagogical support, taking into account the individual and age characteristics of the subjects of the pedagogical process at different levels of education.

Center for Inclusive Education and Innovative Educational Technologies (<https://ksu.edu.kz/educational-activity/laboratoriya-inovacionnyh-tehnologij/> <https://ksu.edu.kz/newslit/education/v-centre-vnimanija-vEProsy-inklyuzii>) in the period 2020-2022, a bank of innovative teaching and assessment methods was formed. This resource contains information about the innovative technologies used in the educational process by the University's teachers. Innovative teachers Utegenova B.M., Smagliy T.I., Kalimzhanova R.L. and others annually conduct training seminars, master classes, auctions of innovative ideas and other events. Also, to assist teachers, the head of the center Aitkuzhinova S.N. compiled a catalog of Pro-online resources for the formation of information and communication competencies of university teachers.

Every year, the University implements a corporate training program for teaching staff with the aim of developing the psychological and pedagogical competence of university teachers. In the 2022-2023 academic year, 295 teachers underwent corporate training. According to the schedule, last year, 10 teachers from the U. Sultangazin Pedagogical Institute completed courses at the Center for Pedagogical Excellence of the Nazarbayev Intellectual Schools and its branches on the programs "Teaching Methods and Technologies" and "Development of Research Skills".

Conducting methodological meetings within the framework of the "Visiting Professor" project has become an effective practice. Thus, in November 2023, a meeting was held with students of EP 6B01101 - Pedagogy and Psychology with Professor of the A. Dubcek Trenčín University (Slovakia) Eva Smetanová. During the stay of the foreign professor, individual students completed her course "Soft skills of university teachers: development of effective universal skills". In 2024, a number of classes of the psychological cycle were held for students of EP 6B01101 - Pedagogy and Psychology by Professor of Psychology of the A. Dubcek Trenčín University (Slovakia) Andrea Letašová (Baranovský).

In order to implement an individual approach and improve the quality of educational services provided to students, training seminars are held, for example, the international flash seminar "Theory and practice of training specialists in the higher education system to work in a special and inclusive educational environment", which was attended by leading scientists from Kazakhstan and Russian universities, heads and practitioners of special and inclusive educational organizations in Kostanay and Kostanay region, the administration and teaching staff of KRU named after A. Baitursynuly (https://ksu.edu.kz/news_list/education/flash_seminar/). And also exchange of experience in organizing an inclusive approach in the university, for example, participation in the international seminar-workshop "Integration of general and additional education as a mechanism of social and personal development" (Russia-Kazakhstan) <https://ksu.edu.kz/newslit/education/EPyt-rossijskih-vuzov-v-inklyuzivnogo-obrazovaniya>

As part of the implementation of the grant "Student youth with disabilities: legal protection, effective participation in public and state governance, increasing competitiveness in the labor market", funded by the Kazakhstan representative office of the US Department of State in Kazakhstan, from November 29, 2022 to February 17, 2023, a training seminar was organized and successfully held for students, faculty of universities and colleges of the Kostanay region, as well as volunteers on the program "Development of competitive qualities of the personality of students with disabilities for the purpose of their social integration". Participants were issued certificates of the established form.

To discuss the methods and techniques, problems of student-centered learning at the university, the International Scientific and Methodological Conference "Innova" has been held annually for many years http://ksu.edu.kz/news/innova_2019/. The teaching staff and students take part in events within the framework of the Innova conference (<https://ksu.edu.kz/conferences/nauchno-metodicheskaya-konferenciya-innova-2022/>).

<https://ksu.edu.kz/newslist/science/segodnya-v-kru-im-innova-2024/>), where issues of a competence-based approach to multilingual education in the training of specialists, a practice-oriented approach to teaching, student-centered learning, the introduction of textbooks translated into the educational process within the framework of the New Humanitarian Knowledge project are considered. 100 textbooks in the Kazakh language, issues of digitalization of Kazakhstan: IT technologies in education, analyze modern educational technologies, etc.

The international scientific and practical conference Altynsarin Readings is held annually, in which not only teachers, but also students of EP 6B 01101-Pedagogy and Psychology take an active part, presenting the results of scientific research activities. The conference brings together more than 1000 teachers and researchers for dialogue, who present the experience and effective practices of implementing educational programs of various levels, substantiate the need to improve the professionalism of teachers in light of the renewal of the content of education, present innovative technologies and formats of psychological and pedagogical support for the development of the personality of students.

Accredited EPs include educational, psychological and pedagogical, pedagogical (development of competencies in organizing training and education) and industrial practice. Students are provided with practice bases for completing their practice. However, a student can independently determine the basis for industrial practice in the final year at a specific educational institution by concluding an individual tripartite agreement with the practice base.

The UAR Center for Innovative Technologies together with the Center for Pedagogical Excellence of JSC NIS organized training seminars on "Criteria-Based Assessment as a Technology" for teachers of KRU named after Akhmet Baitursynuly on 17.03.22 and 24.03.22. Moderators: Onishchenko E.A., Director of the CPM of JSC NIS and Manager of the CPM of JSC NIS Sagadieva K.B. 45 teachers and methodologists of UAR took part in the seminar.

From June 13 to June 18, 2022, the university organized advanced training courses to study modern approaches to assessing the final learning outcomes. "Criteria-based assessment in the university system" with the participation of a trainer - the head of distance learning at the Egyptian University of Islamic Culture Nur-Mubarak (Almaty) Mendybaev E.S. 50 participants, mainly teachers, OEP methodologists, got acquainted with the modern paradigm of educational technologies for assessing the academic achievements of students.

The university is implementing activities to improve the appeal procedure and respond to complaints from students. In 2020, Regulation P 013-2019 "Organization and conduct of current monitoring of academic performance and midterm assessment of students" was revised in terms of filing and conducting an appeal. Regulation P 067-2023 Academic Policy includes regulations for the procedure for conducting an appeal and responding to complaints from students under EP 6B01101-Pedagogy and Psychology <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plan-y-i-otchet-y-kru/nsd>

During the sessions, the university organizes the campaign "Clean Session", the purpose of which is to ensure transparency of the work of the teaching staff, legal awareness and active civic position of students, intolerance to manifestations of violations of the anti-corruption legislation of the Republic of Kazakhstan, the formation of an atmosphere of intolerance to corruption in each faculty. Helpline services have been created for students to contact about negative facts. The rector's blog is active on the university website, where everyone can write their suggestions, reviews, ask a question to the rector <https://ksu.edu.kz/rectors-blog/>. On the personal pages of the rector and vice-rectors, reception hours for personal questions are indicated: page of the Chairman of the Board-Rector <https://ksu.edu.kz/about/rukovodstvo-universiteta/kuanyshbaev-sejtbek> other members of the board <https://ksu.edu.kz/about/rukovodstvo-universiteta/isakaev-erbol-maratovich/> <https://ksu.edu.kz/about/rukovodstvo-universiteta/zharlygasov-zhenis-bahytbekovich/> <https://ksu.edu.kz/about/rukovodstvo-universiteta/mukanuly-nurlyhan/>

Social networks help to promptly answer questions from students, faculty members on social network pages in the form of comments, and on Instagram there is correspondence in direct

messages. In the university's social networks: Facebook - <https://www.facebook.com/baitursynov.university> Instagram - https://www.instagram.com/baitursynov_university Telegram - https://t.me/ksu_edu

On a regular basis, 3 times a week, the rector holds a personal reception in the public reception offices of the university <https://ksu.edu.kz/newslit/university-life/obwestvennaya-priemnaya-v-dejstvii/> <https://ksu.edu.kz/newslit/university-life/priem-vedet-rector/> meetings of the rector with students are organized <https://ksu.edu.kz/newslit/all-news/dobro-pozhalovat-pervashi/>, <https://ksu.edu.kz/newslit/university-life/vstrecha-pervokursnikov-s-rektorem-vuza/> <https://ksu.edu.kz/newslit/all-news/vstrecha-rektora-so-studentami/>

Analytical part

The university has created and constantly updates an internal information and educational portal on its official website <http://ksu.edu.kz/> <http://portal.ksu.edu.kz/> The portal, in the "Education" section, contains the necessary information to meet the individual needs of students.

The implementation of educational programs is carried out on the basis of educational and methodological support of disciplines and is ensured by free access of each student to the Moodle distance learning system (<https://md.ksu.edu.kz/>), information resources and library collections.

The EEC notes that the university has been providing students with the EPportunity to master the disciplines studied not only within the framework of the educational program, but also through the educational content of the Coursera platform since February 2022. In March 2024, the university received 500 user licenses.

The university systematically implements a corporate training program for the faculty with the aim of deveLEPping the psychological and pedagogical competence of the university teacher. The faculty of the department constantly improves their qualifications in mastering innovative teaching methods that contribute to the formation of motivation, activation of creative thinking, the ability to analyze information, generate ideas and manage the results of research activities.

The university 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 the university with the requirements of consumers of educational services.

The student-centered approach is implemented through the deveLEPment of students' social activity – their participation in the work of department clubs, participation in subject Olympiads, student conferences (senior students), in sports and cultural events of the University and the Institute.

The principle of gender equality applies to students, and equal access to educational, research, and educational activities is ensured.

Strengths/Best Practices:

No

Recommendations of the EEC on the educational programs "6B01101 – Pedagogy and Psychology, 6B01902 – Special Pedagogy, 6B01201 – Pre-school Education and Upbringing, 6B01301 – Pedagogy and Methodology of Primary Education":

No

Conclusions of the EEC:

According to the standard "Student-centred learning, teaching and assessment of academic performance":

- EP «« 6B01101 – Pedagogy and Psychology, 6B01902– Special Pedagogy, 6B01201 – Pre-school Education and Upbringing, 6B01301 – Pedagogy and Methodology of Primary Education » 10 criteria are disclosed, of which 0 has a strong position, 10 – a satisfactory position and 0 – suggests improvement.

6.6. Standard "Students"

- ✓ *The university must demonstrate the policy of forming the contingent of students in the context of the EP from admission to graduation and ensure the transparency of its procedures. The procedures regulating the life cycle of students (from admission to completion) must be defined, approved, and published.*
- ✓ *The leadership of the EP must demonstrate the implementation of special adaptation and support programs for newly admitted and international students.*
- ✓ *The university must demonstrate that its actions comply with the Lisbon Recognition Convention.*
- ✓ *The institution must cooperate with other educational organisations and national centres of the “European Network of National Information Centres on Academic Recognition and Mobility/National Academic Recognition Information Centres” ENIC/NARIC in order to ensure comparable recognition of qualifications.*
- ✓ *The management of the educational institution 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 informal training.*
- ✓ *The university must provide EP opportunities for external and internal mobility of students of the educational program, as well as assist them in obtaining external grants for their studies.*
- ✓ *The management of the educational institution must make every effort to provide students with internship places, facilitate the employment of graduates, and maintain contact with them.*
- ✓ *The university must provide graduates of the EP with documents confirming the qualifications received, including the learning outcomes achieved, as well as the context, content and status of the education received and certificates of its completion.*
- ✓ *An important factor is monitoring the employment and professional activities of graduates of the educational program.*
- ✓ *The leadership of the educational institution must actively encourage students to self-educate and develop outside the main program (extracurricular activities).*
- ✓ *An important factor is the presence of an active alumni association/association.*
- ✓ *An important factor is the presence of a mechanism to support gifted students.*

Evidential part

The policy of forming the contingent of students throughout the entire period of study from admission to graduation is ensured by a system of internal regulatory documents governing all stages of the life cycle of students. The university's regulatory documents are EPen, 24-hour access on the internal information portal.

The contingent of students is formed on the basis of the Standard Rules for Admission to Education in Educational Organizations Implementing Educational Programs of Higher and Postgraduate Education, approved by the order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 and the university standard SO 374-2020 Management of the Applicant Selection Process .

The number of students in accredited educational programs has been stable over the past 4 years and is expected to grow in 2024. At the same time, the number of students has increased both through state educational grants and through their own funding.

In order to improve the quality of admission, the university implements activities for the professional orientation of applicants. They carry out visits to schools in various cities and regions of the country, and hold "EPen Days". Explanatory work is organized, including among schoolchildren, students and graduates of the bachelor's degree program of KSU named after Akhmet Baitursynuly on issues of forming the contingent, the rules for admission to the university, the list of documents, conditions, passing scores, the technology of the entrance exam, etc. The relevant information on admission to study in accredited programs is posted on the university website, in social networks vk.com, in newspapers. For applicants, stands in Kazakh and Russian with the necessary information on admission are prepared. Information on the formation of the contingent can be obtained on the university website <https://ksu.edu.kz/> .

According to the educational programs “6B01101 – Pedagogy and Psychology”, “6B01902 – Special Pedagogy”, “6B01201 – Pre-school Education and Upbringing”, “6B01301 – Pedagogy and Methodology of Primary Education”

Contingent of students

Title of the EP	Total number of students				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6B01101 - Pedagogy and Psychology	103	94	90	123	140
6B01902 - Special Education	240	137	203	158	146
6B01201 - Pre-school education and upbringing	176	100	95	127	140
6B01301 - Pedagogy and methodology of primary education	209	270	246	289	297

The university has organized a comprehensive and consistent work with newly admitted students. Traditionally, all applicants receive a “Student’s Handbook-Guide”, which introduces them to the traditions of the university and the conditions of study. The Handbook-Guide for each academic year is available both on paper and in electronic form on the official website of KRU named after Akhmet Baitursynuly (<http://surl.li/fawnxq>)

The educational process for newly admitted students begins with an orientation week, meetings are held to familiarize them with the university, the mission and objectives of the university, the rules of study, current, midterm, final certification of knowledge, rules for using the library, living in a dormitory, etc. The adaptation program consists of three modules - psychological and pedagogical, content and technology. The university implements various measures to support students, including financial (payment of scholarships), there are student support services involved in the orientation procedure for first-year students, advisers, an office registrar, a Career and Employment Center, an International CoEPeration Department, an Academic Mobility Department, and a Center for Practical Psychology.

Measures to support students

Title of the EP	Total students/Scholarship recipients/Other categories				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6B01101 - Pedagogy and Psychology	103/0/0	94/0/0	90/0/1	123/0/2	140/0/2
6B01902 - Special Education	240/1/7	137/1/6	203/0/7	158/2/1	146/2/2
6B01201 - Pre-school education and upbringing	176/0/1	100/0/0	95/0/0	127/0/0	140/0/0
6B01301 - Pedagogy and methodology of primary education	209/0/0	270/0/0	246/0/0	289/0/0	297/2/2

The self-assessment report of the Akhmet Baitursynuly KRU on the accredited educational programs contains a structured description of the documents issued based on the results of training at the university, confirming the qualification obtained, including the results achieved in the learning process. The Akhmet Baitursynuly KRU recognizes educational documents from countries that have joined the Lisbon Convention. Recognition of educational documents applies to accredited international and foreign educational institutions, branches of foreign educational organizations created and EPerating in the Republic of Kazakhstan on the basis of international treaties and interstate agreements, as well as contracts (agreements) concluded between authorized bodies in the field of education, are recognized in the Republic of Kazakhstan.

A mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and informal education, has been developed and implemented at Akhmet Baitursynuly KRU . Objective recognition of higher education qualifications, periods of study and previous education, including recognition of non-formal and informal learning, at Akhmet Baitursynuly KRU is an integral component of ensuring student success in the learning process and, at the same time, promotes student mobility.

The relevant recognition procedures are based on institutional recognition practices in accordance with the principles of the Lisbon Recognition Convention and coEPeration with other

institutions, quality assurance agencies and ENIC/NARIC national centres in order to ensure harmonised recognition throughout the country. One of the mandatory requirements of the Bologna Process, implemented at Akhmet Baytursynuly KRU, is the issuance of a Diploma Supplement in addition to the main educational document. This supplement is intended to ensure transparency and international recognition of qualifications.

The management of accredited educational institutions pays special attention to issues of organizing and monitoring the completion of internships by students and employment of university graduates.

Thus, in terms of organizing internships, the university is carrying out systematic work. The necessary programs and other documents (syllabuses, internship diaries, report schemes, instructions for working with documents, agreements with internship bases, orders for sending for internship, documents on safety and labor protection) provided for by the curricula of the accredited educational programs have been introduced.

Indicators of provision of educational process with practical training places

Title of the EP	Number of contracts with internship sites				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6B01101 - Pedagogy and Psychology	7	7	7	11	18
6B01902 - Special Education	7	11	10	9	10
6B01201 - Pre-school education and upbringing	3	3	3	3	3
6B01301 - Pedagogy and methodology of primary education	6	6	6	6	6

A special place in the educational process is occupied by research practice of students, which is carried out in the form of conducting research work (projects), participation in the scientific research of the teaching staff of the department, etc. The results of research practice are reflected in the form of scientific developments and publications, essays, reports at scientific conferences.

Participation of students in scientific research and projects

Title of the EP	Within the framework of the discipline's research/Within the framework of the teaching staff's research				
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
6B01101 - Pedagogy and Psychology	1/1	2/0	1/0	0/2	0/0
6B01902 - Special Education	0/0	1/0	1/0	1/0	0/0
6B01201 - Pre-school education and upbringing	0/0	1/0	1/0	1/0	0/0
6B01301 - Pedagogy and methodology of primary education	0/0	0/0	0/0	2/2	1/0

Within the university, the Career and Employment Centre deals with issues of graduate employment and interaction with employers.

Employment of graduates

Title of the EP	Total graduates / Employed				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6B01101 - Pedagogy and Psychology	10/90%	16/87.5%	20/100%	22/100%	17/82.4%
6B01902 - Special Education	92/85%	73/100%	80/86%	76/97.4%	36/91.7%
6B01201 - Pre-school education and upbringing	8/86%	60/80.95%	60/93%	82/100%	46/76.1%
6B01301 - Pedagogy and methodology of primary education	18/100%	65/64.71%	72/96%	93/100%	87/74.7%

The EEC notes the high percentage of graduates' employment in the accredited educational programs and positive feedback from employers' representatives who took part in interviews with the EEC members. These facts suggest that graduates applying for accreditation of educational programs have knowledge and skills that are in demand in the labor market.

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

- the quality of the educational program as a whole – “completely satisfied” – 94.5% (103 peEPlе), “partially satisfied” – 5.5% (6 peEPlе) of respondents ;
- the quality of educational programs in the educational institution – “completely satisfied” – 87.2% (95 peEPlе), “partially satisfied” - 11.9% (13 peEPlе) of respondents;
- teaching methods in general – “completely satisfied” – 85.3% (93 peEPlе), “partially satisfied” – 11.9% (13 peEPlе) of respondents;
- the speed of response to feedback from teachers on issues related to the educational process - “completely satisfied” - 89% (97 peEPlе), “partially satisfied” - 11% (12 peEPlе) of respondents;
- overall quality of teaching – “completely satisfied” – 89% (97 peEPlе), “partially satisfied” – 9.2% (10 peEPlе);
- academic workload/requirements for students – “completely satisfied” – 82.6% (90 peEPlе), “partially satisfied” – 12.8% (14 peEPlе) of respondents ;
- requirements of the teaching staff to the student – “fully satisfied” - 85.3% (93 peEPlе), “partially satisfied” - 11.9% (13 peEPlе) of respondents
- objectivity of assessment of knowledge, skills and other academic achievements – “completely satisfied” - 87.2% (95 peEPlе), “partially satisfied” - 11% (12 peEPlе) of respondents.

Analytical part

In KRU named after Akhmet Baitursynuly, conditions have been created for external and internal mobility of students of the EP. To develop interaction of internal and external mobility, memorandums have been concluded and agreements have been drawn up with partner universities. After concluding an agreement with the university, a coordinator for academic mobility is appointed, who provides advisory assistance to students in determining the list of disciplines for study and filing an application.

The management of the EP understands the importance of organizing support for gifted students; a program for gifted students has been developed that complies with a number of provisions of the laws of the Republic of Kazakhstan “On Local Public Administration in the Republic of Kazakhstan”, “On Education”, “On State Youth Policy in the Republic of Kazakhstan”.

The EEC notes that maintaining relationships with graduates is an important mechanism for organizing feedback with the professional community working in the real sector of the economy. Active involvement of graduates in events held by the university, acceptance of their points of view and experience, and the use of such a powerful resource of loyalty contributes not only to the development of objectivity in assessing the directions of strategic development of the university, but also to the formation of a positive public opinion about the university and its image. However, during the EEC visit, when interviewing graduates of accredited educational programs and representatives of employers, episodic inclusion of the Alumni Association in the process of implementing the educational program was revealed .

Strengths/Best Practices:

1. High level of provision of students with internship places, assistance in employment of graduates, maintaining contact with them .

Recommendations of the EEC on the educational programs “6B01101 – Pedagogy and Psychology”, “6B01902 – Special Pedagogy”, “6B01201 – Pre-school Education and

Upbringing”, “6B01301 – Pedagogy and Methodology” :

1. By 01.02.2025, deveEP and implement a program to increase the involvement of graduates accredited by the EP in events held by the university, with the leading role of the alumni association.

Conclusions of the EEC:

According to the standard "Students":

- EP - " 6B01101 - Pedagogy and Psychology", "6B01902 - Special Pedagogy", "6B01201 - Pre-school Education and Upbringing", "6B01301 - Pedagogy and Methodology of Primary Education" have 1 strong position, 10 satisfactory positions 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 educational program, including hiring, professional growth and deveEPment of personnel, ensuring the professional competence of the entire staff.
- ✓ The university must demonstrate that the teaching staff's human resources correspond to the university's deveEPment strategy and the specifics of the educational program.
- ✓ The management of the EP must demonstrate awareness of responsibility for its employees and providing them with favorable working conditions.
- ✓ The leadership of the EP must demonstrate the changing 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 educational institution to the implementation of the university deveEPment strategy and other strategic documents.
- ✓ The university must provide EPportunities for career growth and professional deveEPment of the teaching staff.
- ✓ The leadership of the educational institution should involve practitioners from relevant fields in teaching.
- ✓ The leadership of the EP must ensure targeted actions to deveEP young teachers.
- ✓ The university must demonstrate motivation for the professional and personal deveEPment of the teachers of the educational program, including encouraging both the integration of research activities 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 educational program in the educational process (for example, on-line learning, e-portfolio, MOOC, etc.).
- ✓ An important factor is the deveEPment 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 deveEPment of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).

Evidential part

The University's personnel policy, including the process of selection and hiring of personnel, 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 Akhmet Baitursynuly KRU . The personnel policy is implemented in accordance with the Strategic DeveEPment Plan of the Akhmet Baitursynuly KRU and is an integral part of the University's policy, which includes a comprehensive and objectively determined strategy for working with personnel.

Based on the analysis of the needs of the educational institution, personnel are selected, after which a competition is announced to fill vacant positions of the teaching staff. The competencies, responsibilities, rights and EPportunities of the teaching staff are defined in internal documents on methodological and scientific work, on the activities of advisers and teaching assistants, etc. The university has deveEPed job descriptions for all categories of teaching staff, which are updated at the beginning of the academic year and posted on the official website <https://ksu.edu.kz/>.

The implementation of accredited educational programs at Akhmet Baitursynuly KRU is ensured by teaching staff who have a basic education corresponding to the profile of the taught

discipline and are systematically engaged in scientific and (or) scientific-methodological activities. Teachers of the disciplines of the profile cycle within the educational program, as a rule, have an academic degree and (or) experience in the relevant professional field.

Qualification structure (degrees) of teaching staff (TPS)

Title of the EP	Total PPP/Degree				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6B01101 - Pedagogy and Psychology	26/20	26/21	29/21	30/22	28/22
6B01902 - Special Education	24/14	22/14	23/14	26/14	22/14
6B01201 - Pre-school education and upbringing	26/13	26/13	26/13	26/13	26/13
6B01301 – Pedagogy and Methodology of Primary Education	28/14	28/14	28/14	28/14	28/14

The EEC notes that the indicators for the qualitative and quantitative composition of the faculty of the departments confirm the presence of human resources necessary for the implementation of the accredited educational programs and corresponding to the qualification requirements for licensing educational activities. The university ensures the completeness and adequacy of individual planning of the work of the faculty for all types of activities, monitoring the effectiveness and efficiency of individual plans. The teaching load of the faculty includes educational, educational and methodological, research, and educational work, which is planned individually for each academic year.

Within the framework of the EP, the competence of the teaching staff is assessed based on the assessment of the quality of classes through: mutual visits to current classes by teachers; holding EPen classes; control visits to classes by deans, heads of departments, vice-rectors; student surveys after completing the course. Consequently, the university ensures monitoring of the activities of the teaching staff, systematic assessment of the competence of teachers, and a comprehensive assessment of the quality of teaching. The teaching staff and employees are focused on performance, which contributes to the achievement of high results by each employee and the university as a whole.

In order for students to successfully master the EP, the teaching staff, within the framework of implementing student-centered learning, actively applies innovative teaching methods. Such examples include business and role-playing games, simulation trainings, discussions, the "brainstorming" method, situational games, business project development, slide show design. The teaching staff successfully practices conducting presentations of training courses using interactive boards, multimedia projectors, media libraries, electronic stands, etc.

Research work is one of the key areas in the work of the teaching staff. The necessary conditions have been created for this at KRU named after Akhmet Baitursynuly . The teaching staff carries out 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 ScEPus and Web of Science.

Involvement of faculty in research work under grants

Title of the EP	Total faculty/ involved. Faculty in R&D under grants				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6B01101 - Pedagogy and Psychology	13/1	16/0	16/2	17/2	15/3
6B01902 - Special Education	11/0	9/0	10/0	13/0	9/0
6B01201 - Pre-school education and upbringing	11/0	11/0	11/0	11/0	11/0
6B01301 - Pedagogy and methodology of primary education	13/0	13/0	13/0	13/1	13/0

The indicators of the involvement of teaching staff in research activities under grants show an insufficient level of participation of teachers in research projects. From 2019 to 2024, only 8 teachers in EP 6B 01101 - Pedagogy and Psychology took part in the projects. No one took part in the projects for EP 6B01902 - Special Pedagogy, 6B01201 - Preschool Education and Upbringing. For the educational program 6B01301 "Pedagogy and Methodology of Primary Education", 1 person took part in the scientific project.

Publication activity of teaching staff (PTS) (for each accredited educational institution separately)

Title of the EP	Total PPP/Number of publications ScEPus , WoS				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6B01101 - Pedagogy and Psychology	13/2	16/2	16/3	17/2	15/2
6B01902 - Special Education	11/1	9/1	10/0	13/0	9/0
6B01201 - Pre-school education and upbringing	11/0	11/0	11/0	11/0	11/0
6B01301 - Pedagogy and methodology of primary education	13/1	13/2	13/1	13/2	13/1

The analysis of the publication activity of the teaching staff shows that the number of publications of scientists in international indexed journals (ScEPus , WoS) is gradually increasing. From 2019 to 2024, 11 articles were published in journals indexed in international scientometric databases under the educational program 6B01101 "Pedagogy and Psychology". During this period, 7 scientific articles were published in international scientific journals under the EP 6B01301 - Pedagogy and Methodology of Primary Education. Under the EP 6B01902 - Special Pedagogy, 2 works were published in the period from 2019 to 2024, and there were no publications under the EP 6B01201 - Preschool Education and Upbringing.

Title of the EP	Total PPS/Number of publications of KOKSNVO				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6B01101 - Pedagogy and Psychology	13/4	16/9	16/5	17/14	15/18
6B01902 - Special Education	11/4	9/2	10/1	13/1	9/2
6B01201 - Pre-school education and upbringing	11/0	11/1	11/1	11/0	11/1
6B01301 - Pedagogy and methodology of primary education	13/2	13/2	13/2	13/0	13/2

Teachers of the EP 6B01101 - Pedagogy and Psychology, 6B01902 - Special Pedagogy, 6B01201 - Pre-school Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education have scientific articles published in journals recommended by the Committee for Quality Assurance in Science and Higher Education. In the period from 2019 to 2024, 50 articles were published under the educational program 6B01101 "Pedagogy and Psychology" in journals included in the list of the KOKSNVO MNVO RK. 8 articles were published on the educational program 6B01301 "Pedagogy and Methodology of Primary Education", 10 articles on the educational program 6B01902 "Special Pedagogy", and 3 articles on the educational program 6B01201 "Preschool Education and Upbringing". The dynamics of the increase in the number of articles of the teaching staff is observed on the educational program 6B01101 "Pedagogy and Psychology".

Title of the EP	Total PPS/Number of publications in conferences and other journals of the Republic of Kazakhstan				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6B01101 - Pedagogy and Psychology	13/42	16/49	16/48	17/49	15/52

6B01902 - Special Education	11/13	9/12	10/13	13/12	9/19
6B01201 - Pre-school education and upbringing	11/10	11/20	11/18	11/12	11/11
6B01301 - Pedagogy and methodology of primary education	11/13	13/31	13/21	13/14	13/18

From 2019 to 2024, the number of publications published in conference proceedings increases. If in 2019, 76 articles were published on EP 6B01101 "Pedagogy and Psychology", 6B01902 "Special Pedagogy", 6B01201 "Preschool Education and Upbringing" and 6B01301 "Pedagogy and Methodology of Primary Education", then in 2024 the total number of articles of the teaching staff was 100. There is a positive dynamics of the publication activity of the teaching staff through participation in scientific and scientific-practical conferences.

Title of the EP	Total teaching staff/Number of publications: teaching aids, workbooks, etc.				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6B01101 - Pedagogy and Psychology	13/8	16/3	16/3	17/6	15/3
6B01902 - Special Education	11/3	9/2	10/4	13/2	9/2
6B01201 - Pre-school education and upbringing	11/2	11/0	11/0	11/0	11/2
6B01301 - Pedagogy and methodology of primary education	13/1	13/1	13/1	13/2	13/2

An analysis of the published teaching and methodological manuals of the teaching staff for the accredited educational programs shows that in the period from 2019 to 2024, 23 teaching aids were published for the educational program 6B01101 "Pedagogy and Psychology", 13 teaching aids for the educational program 6B01902 "Special Pedagogy", 4 teaching aids for the educational program 6B01201 "Preschool Education and Upbringing", and 7 teaching aids for the educational program 6B01301 "Pedagogy and Methodology of Primary Education".

In order to establish the compliance of qualifications and to provide incentives for the development of the teaching staff, the Akhmet Baitursynuly KRU uses a procedure for certifying teaching staff for compliance with the positions they hold (professor, associate professor, assistant professor, lecturer, assistant lecturer). To motivate the teaching staff and university employees, a system of incentives is provided: differentiated wages, certificates and letters of thanks from management, presentation of departmental and university awards, as well as a system of penalties: disciplinary sanctions, reprimands, termination of an employment contract.

During the interview with the teaching staff, the EEC found confirmation of information about the university providing opportunities for teaching staff of accredited educational institutions to undergo advanced training.

Advanced training of teaching staff (ATS)

Title of the EP	Total PPS/Passed advanced training				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6B01101 - Pedagogy and Psychology	29	45	38	36	48
6B01902 - Special Education	9	39	17	15	24
6B01201 - Pre-school education and upbringing	12	13	9	10	4
6B01301 - Pedagogy and methodology of primary education	12	13	10	13	4

The number of teachers of EP 6B01101 - Pedagogy and Psychology who completed advanced training courses in the 2019-2020 academic year was 29 people, in the 2023-2024 academic year - 48; for 6B01902 - Special Pedagogy in 2019 - 9, then in the 2023-2024 academic

year - 24. For EP 6B01201 - Preschool Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education in the 2019-2020 academic year, 12 teachers completed advanced training courses, and in the 2023-2024 academic year - 4.

In the period from 2021 to 2022, 3 teachers completed an internship as part of the mobility: in the educational programs 6B01101 - Pedagogy and Psychology (1 teacher), 6B01201 - Preschool education and upbringing (1 teacher) and 6B01301 - Pedagogy and Methodology of Primary Education (1 teacher).

An analysis of the official website of the university, mass media and social networks, as well as interviews with the teaching staff showed that the teaching staff of the KRU named after Akhmet Baitursynuly, involved in the implementation of the accredited educational programs, actively participate in the life of society, the region, the creation of a cultural environment, participate in creative competitions, trainings, charity programs, etc.

The survey of the teaching staff conducted during the EEC visit showed that:

- the degree of academic freedom of the teaching staff: “very good” – 41.8% (28 peEPlе), “good” – 55.2% (37 peEPlе) of respondents ;
- the level of stimulation and involvement of young specialists in the educational process: “very good” – 55.2% (37 peEPlе) ; “good” – 43.3% (29 peEPlе) of respondents;
- work to improve qualifications: “very good” – 55.2% (37 peEPlе) , “good” – 41.8% (28 peEPlе);
- work on academic mobility: “very good” – 17.9% (12 peEPlе) , “good” – 64.2% (43 peEPlе) .

Analytical part

During the interview, the faculty confirmed the fact that the competition for vacant positions was held directly by the rector of the university, expressed satisfaction with the current personnel policy at the university, and demonstrated awareness of the procedure of the current personnel management system. Young teachers are also satisfied with their working conditions.

The level of qualification and staffing of the teaching staff of the professional training department correspond to the profile of the accredited educational programs. The EEC was convinced that the state of the moral and psychological climate in the educational programs department is characterized by stability, a creative attitude to the performance of their functional and professional duties.

The EEC notes that within the framework of the accredited educational programs, measures are taken to develop academic mobility of the teaching staff, attract foreign and domestic teachers. This activity is implemented, including, in the course of advanced training and internships of the teaching staff. At the same time, during interviews with university graduates and teaching staff, the EEC established insufficient satisfaction of the specified target groups regarding the involvement of foreign teachers in the implementation of the accredited educational programs. At the same time, there is a need to introduce into the practice of organizing the educational process for the accredited educational programs of alternative models of organizing outgoing internal academic mobility of the teaching staff, including through the use of a combination of various forms: virtual internships at a partner university, distance learning technologies for conducting classes, face-to-face presence, in accordance with the current legislation. There is also a need to attract experienced specialists with practical pedagogical experience corresponding to the profile of the direction of training, to give lectures and (or) conduct other types of training.

Strengths/Best Practices:

No

Recommendations of the EEC on the educational programs “6B01101 – Pedagogy and Psychology”, “6B01902 – Special Pedagogy”, “6B01201 – Pre-school Education and Upbringing”, “6B01301 – Pedagogy and Methodology”:

No

Additional recommendations of the EEC for the educational programs “6B01101 – Pedagogy and Psychology”, “6B01902 – Special Pedagogy”, “6B01201 – Pre-school Education and Upbringing”, “6B01301 – Pedagogy and Methodology of Primary Education”

- :
1. By 30.04.2025, deveEP and, from 01.09.2025, implement into practice the organization of the educational process for accredited educational programs 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, in-person attendance, in accordance with current legislation.
 2. From 01.09.2025, introduce into the practice of organizing the educational process for accredited educational programs the involvement of experienced specialists with practical teaching experience corresponding to the profile of the training area , to give lectures and (or) conduct other types of educational classes (0.25 - 0.5 part-time rates) .

Conclusions of the EEC:

According to the standard "Teaching staff":

- EP “ 6B01101 – Pedagogy and Psychology”, “6B01902 – Special Pedagogy”, “6B01201 – Pre-school Education and Upbringing”, “6B01301 – Pedagogy and Methodology of Primary Education” have 10 satisfactory positions.

6.8. Standard "Educational resources and student support systems"

- ✓ *The EP management must demonstrate the adequacy of material and technical resources and infrastructure.*
- ✓ *The leadership of the EP should demonstrate that there are procedures in place to support different groups of students, including information and consultation.*
- ✓ *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 faculty in accordance with educational programs (e.g. online learning, modeling, databases, data analysis programs);*
- ✓ *library resources, including a collection of educational, methodological and scientific literature on general educational, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases;*
- ✓ *examination of research results, graduation theses, 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 mastering educational programs are similar to those used in the relevant industries.*
- ✓ *The university must ensure compliance with safety requirements during the educational process.*
- ✓ *The university should strive to take into account the needs of various groups of students in the context of the educational program (adults, working students, foreign students, as well as students with disabilities).*

Evidential part

During its work, the EEC made sure that the necessary infrastructure has been created in KRU named after Akhmet Baitursynuly , the university has sufficient material and technical, information support, library, electronic resources. The university takes into account the needs of various groups of students when distributing, planning and providing educational resources to accredited educational programs.

During the visual inspection of the university's educational facilities, information was confirmed about the presence of classrooms, educational laboratories, computer rooms, language laboratories, sports facilities, medical care facilities, food areas, group work rooms and other facilities equipped with equipment and providing conditions for achieving the goals of the EP. Office premises are equipped with the appropriate computer and office equipment.

In the educational process (during the period of pedagogical and industrial practice), the software of the laboratory of "Special and Inclusive Education" is used: the educational system "EduQuest", the didactic system "Numicon" and specialized speech therapy equipment "Delfa".

Library and information resources of the KRU named after Akhmet Baitursynuly are available for students and teaching staff. Information about regular replenishment of the fund of educational, methodological and scientific literature on general educational, basic and specialized disciplines both on paper and electronic media, periodicals was confirmed. Students have free access to the Internet from computers installed in the library of educational buildings. This is confirmed by the results of questionnaires and surveys. The library provides access to electronic resources: domestic databases KazNEB, RMEB, Elslantar.kz, Epigraph and foreign databases Thomson, Springer, electronic library systems of the Elsevier publishing house, EBSCO, IPR-books, Oxford Scholarship Online, Onlinelibrary.wiley.com, Polpred . com .

In the 2019-2020 academic year, according to the educational program 6B01101 - Pedagogy and Psychology, the number of electronic library systems and paper publications, including scientific ones, amounted to 6897 units in the state language, 5369 in Russian and 558 in English, in the 2023-2024 academic year this figure was 7219 units in the state language, 5654 units in Russian, in English - 646.

In the 2019-2020 academic year, according to the educational program 6B01902 - Special Pedagogy, the number of electronic library systems and paper publications, including scientific ones, amounted to 3205 units in the state language, 2562 in Russian and 117 in English, and in the 2023-2024 academic year, this figure was 3455 units in the state language, 2798 units in Russian, in English - 132 .

In the 2019-2020 academic year, according to the educational program 6B01201 - Preschool education and upbringing , the number of electronic library systems and paper publications, including scientific ones, amounted to 3492 units in the state language, 3558 in Russian and 104 in English, and in the 2023-2024 academic year, this figure was 3730 units in the state language, 3789 units in Russian, in English - 121.

In the 2019-2020 academic year, according to the educational program 6B01301 - Pedagogy and Methodology of Primary Education, the number of electronic library systems and paper publications, including scientific ones, amounted to 3551 units in the state language, 2604 in Russian and 190 in English, and in the 2023-2024 academic year, this figure was 3806 units in the state language, 2857 units in Russian, in English - 210.

There is a positive trend in the provision of library resources, including collections of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media in the state, Russian and English languages.

The scientific community of the university has access to the following electronic information resources: works of its own generation: electronic library "Works of the faculty of KRU named after Akhmet Baitursynuly", within the framework of the ABIS "IRBIS 64"; institutional repository: works of the faculty of the university, "KMPI Zharshysy", collections and materials of conferences, publications of the faculty in foreign periodicals; domestic RMEB, KazNEB, neighboring " EAPATIS", world information resources: " SpringerLink ", " WebofScience ", " ScEPus ", " ScienceDirekt " .

The university has a web-based system for checking research and graduation papers for plagiarism.

The university has developed and implemented an adequate system of support for various groups of students, including information and consultation. This system includes individual assistance and consultation of students on issues of organizing the educational process and providing social support. On issues of the educational process, students and postgraduates 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 reference books and guides, the academic calendar. In addition, on issues of the educational process, students have the opportunity to contact the curator of their group, the head of the EP.

The university has a Student Service Center, which provides students with assistance in document management.

Out-of-town students are provided with well-equipped dormitories.

Analytical part

Based on the results of the visual inspection of the infrastructure and facilities of the material base, the EEC notes that the university has the necessary basic educational and material resources to ensure the educational process of the accredited educational programs. The equipment located in the classrooms and laboratories corresponds to the goals of the educational program and creates acceptable conditions for training. The premises for educational and support purposes meet sanitary and hygienic requirements, fire safety requirements.

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

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

The university is assessing the quality of the available information resources and material and technical resources used in the implementation of the EP. For this purpose, monitoring is carried out in the form of a survey of students, postgraduates, faculty and staff.

In pursuance of the annual plan for the acquisition of material resources, the computer equipment is being modernized for the accredited educational programs. At the same time, the EEC notes that the university has modern equipment for students to master the accredited educational programs that meets the needs of real professional activity.

The EEC confirms the availability of technological support systems for students, postgraduates and faculty, including access to the university's educational Internet resources. The interface of the organization's official website has been adapted to meet the needs of visually impaired users. During the tour, visual inspection of the academic buildings and interviews with students, it was revealed that access to the Internet via Wi - Fi is fully provided on the territory of the academic buildings and dormitories.

The survey showed that students positively (fully and partially satisfied) assess the availability of library resources - "fully satisfied" - 92.7% (101 people), "partially satisfied" - 7.3% (8 people), the quality of services provided in libraries and reading rooms - "fully satisfied" - 92.7% (101 people), "partially satisfied" - 7.3% (8 people); satisfaction with the existing educational resources of the university - "fully satisfied" 84.4% (92 people), "partially satisfied" - 14.7% (16 people); accessibility of computer classes - "fully satisfied" - 76.1% (83 people), "partially satisfied" - 16.5% (18 people). availability and quality of Internet resources - "completely satisfied" - 75.2% (82 people), "partially satisfied" - 17.4% (19 people); classrooms and auditoriums for large groups - "completely satisfied" 79.8% (87 people), "partially satisfied" - 20.2% (22 people).

Strengths/Best Practices:

No

Recommendations of the EEC on the educational programs “6B01101 – Pedagogy and Psychology”, “6B01902 – Special Pedagogy”, “6B01201 – Pre-school Education and Upbringing”, “6B01301 – Pedagogy and Methodology” :

No

Conclusions of the EEC:

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

- EP "6B01101 - Pedagogy and Psychology", "6B01902 - Special Pedagogy", "6B01201 - Pre-school Education and Upbringing", "6B01301 - Pedagogy and Methodology of Primary Education" have 13 satisfactory positions.

6.9. Standard "Informing the Public"

- ✓ The information published by the university within the framework of the EP must be accurate, objective, up-to-date and must include:
- ✓ the programs being implemented, indicating the expected learning outcomes;
- ✓ information on the possibility of obtaining a qualification upon completion of the EP;
- ✓ information on teaching, learning, assessment procedures;
- ✓ information on passing scores and educational EPportunities provided to students;
- ✓ information about employment EPportunities for graduates.
- ✓ The EP management should use various means of disseminating information, including the media, information networks to inform the general public and interested parties.
- ✓ Public awareness should include support and clarification of the country's national development programs and the system of higher and postgraduate education.
- ✓ The university must publish audited financial statements on its own web resource, including those broken down by educational program.
- ✓ The university must demonstrate that information is reflected on the web resource that characterizes the university as a whole and in terms of educational programs.
- ✓ An important factor is the availability of adequate and objective information about the PPS EP, in terms of individuals.
- ✓ An important factor is informing the public about cooperation and interaction with partners within the framework of 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 assessment procedures.
- ✓ An important factor is the participation of the university and the educational programs being implemented in various external evaluation procedures.

Evidential part

The information policy implemented by Akhmet Baitursynuly KRU is aimed at ensuring a stable information flow of news about significant events and achievements of the university in the media. During the visit and based on the study of the self-assessment report, the university website, publications in the media and social networks, the EEC experts note that Akhmet Baitursynuly KRU regularly publishes up-to-date, objective, quantitative and qualitative information on the accredited educational programs. The posted information aimed at informing the public provides the necessary description of the educational programs being implemented and declared for accreditation, provides support and clarification of the national development programs of the country and the system of higher and postgraduate education.

The university implements various methods of disseminating information to inform the public. The main resources for informing the public about the activities of the university are the website (<https://ksu.edu.kz/>) and the official accounts of the university on social networks. At the same time, the key channel for informing the public (applicants, their parents, students, graduates and employers) is the official website university. Information on the official website of the organization can be viewed in three languages (Kazakh, Russian, English). The site contains the rector's block, a portal, a personal account and a number of key sections: "Applicant", "Institutes and Faculties", "Education", "Science and Innovation", "Cooperation", "Student Life".

The website contains the following sections: Anti-Corruption Portal <http://surl.li/lgxwtk>; Student Service Center <http://surl.li/lmtrcf>; Scientific Ecosystem <http://surl.li/umkujv>; Schedule

<http://surl.li/ppcjav> ; Online Library <http://surl.li/hucufb> ; Digital Ecosystem <http://surl.li/ygnmqj> ; Career and Employment Center <http://surl.li/mgdbkt> ; Vacancies <http://surl.li/hnyvml> .

The website contains information about the number of educational programs being implemented, the number of students, teaching staff, and teachers with academic degrees and titles.

The website contains sections, content, links to documents, including quality policy and goals, university vision, development strategy and programs, accreditation and ratings, regulatory legal acts of the Republic of Kazakhstan, government procurement, annual reports, etc. Feedback from students to the administration can be carried out, including through the rector's blog on the main page of the website, where students have the opportunity to write a direct appeal to the head of the university, etc.

In addition to informing the public at the university level, each department maintains social networks in the context of its educational programs, where current news, announcements and other information are posted (for example, Talented Teacher - for gifted children <http://surl.li/nbpwcv> , live broadcast of the program "Wake-up call" of the TRK "Alau" with the participation of PhD Li E.D. on the topic "Prosperous childhood" <http://surl.li/gbrmvx> , a round table on issues of professional development of a future special education teacher with the participation of 1st-3rd year students of the Special Pedagogics program <http://surl.li/zejcbp> , International flash seminar "Theory and practice of training specialists in the higher education system for work in a special and inclusive educational environment" <http://surl.li/pqhblr>).

The site contains modern information and communication technologies and software tools of the university such as: "Platonus 6.0" <https://platonus.ksu.edu.kz/> ; Moodle <https://md.ksu.edu.kz/> , "ARTASynergy" <https://docs.ksu.edu.kz> , Kabis, Irbis, repository <https://repo.kspi.kz/> , "Paragraph".

The existing information resources and systems, as well as software, can, to the extent necessary, ensure 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 KRU named after Akhmet Baitursynuly (<https://ksu.edu.kz/>) contains key information about the accredited educational programs in a form that is easy to understand. The information posted on the official website objectively reflects the areas of activity of the university within the framework of the accredited educational programs, including information on financial statements, personal information about the heads and teaching staff, web links and scanned copies of documents reflecting the results of external assessment procedures for the quality of education.

The information published by the university is accurate, objective, relevant and reflects all areas of the university's activities. The requirements are recorded in internal documents, which are located on the internal portal <https://portal.ksu.edu.kz/organizacionno-pravovye-dokumenty-plany-i-otchet-y-kru/pravoustanavlivayushchie-i-lokalnye-dokumenty-vuza-licenzii-sertifikaty-svidetelstva>

Information about the educational programs implemented at the university is posted in special sections of the website (bachelor's and master's degrees: <http://surl.li/agfuix>).

Analysis and monitoring of information about the university's activities is carried out by specialists from the Marketing and Communications Department.

To inform internal and external stakeholders, other interested parties about the activities of the university and the implemented educational programs, official sources of information are used - this is the official website of the university <https://ksu.edu.kz/ru/> and official accounts on social networks

The department pages contain up-to-date information about the department, educational programs, professional practice, research work, and teaching staff (education, work experience, courses taught, advanced training, publications, etc.) in three languages.

The department maintains social networks in the context of its educational programs, where

current news, announcements and other information are posted.

The EEC notes that the university undergoes external quality assurance procedures in accordance with the Standards and Guidelines for Quality Assurance in Higher Education in the EurEPean Higher Education Area (ESG-2015) on a periodic basis. External quality assurance procedures allow the effectiveness of internal university quality assurance processes to be assessed. They are catalysts for the develEPment and implementation of new EPportunities. They also provide the public with information on the quality of the university's activities.

Information about the accredited educational programs is up-to-date and includes a description of the educational program's objectives, area of professional activity, and learning outcomes. The educational program also provides information about the qualifications awarded upon completion of training, a description of the system for assessing students' academic achievements, data on academic mobility programs, EPportunities and areas for develEPing students' personal and professional competencies and employment.

Strengths/Best Practices:

No

Recommendations of the EEC on the educational programs “6B01101 – Pedagogy and Psychology”, “6B01902 – Special Pedagogy”, “6B01201 – Pre-school Education and Upbringing”, “6B01301 – Pedagogy and Methodology” :

No.

Conclusions of the EEC:

According to the “Public Information” standard:

- EP “6B01101 – Pedagogy and Psychology”, “6B01902 – Special Pedagogy”, “6B01201 – Pre-school Education and Upbringing”, “6B01301 – Pedagogy and Methodology of Primary Education” have 12 satisfactory positions.

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

1. Standard " Management of the educational program "

- the management of the educational institution demonstrated its EPeness and accessibility to students, teaching staff, employers and other interested parties;

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

No

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

No

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

No

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

No

6. According to the standard "Students"

The EEC notes the high level of provision of students with internship places and assistance in employment of graduates, and maintaining contact with them.

7. According to the standard "Teaching staff"

No

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

No

9. According to the standard "Informing the public"

No

(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

1. According to the standard "Educational Program Management"

Recommendations of the EEC on EP 6B01101 - Pedagogy and Psychology, 6B01902 - Special Pedagogy, 6B01201 - Pre-school Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education :

- the management of the educational institution, by 01.05.2025, shall develop an action plan aimed at ensuring the uniqueness and individuality of the educational institution's development plan, its consistency with national development priorities and the development strategy of the educational organization;

- the management of the EP, by 01.05.2025, shall carry out an analysis of the risks of implementing the EPs declared for accreditation, assess the possibilities of managing them, develop and implement methods for preventing unfavorable factors

- university until 05/01/2025 develop a methodology for analysis and determine mechanisms to ensure the implementation of innovative proposals within the framework of the EP, taking into account the principles of change management

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

No

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

- the university must develop a roadmap for the development and implementation of joint and (or) double-degree programs with domestic and (or) foreign universities by 01.05.2025 .

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

Recommendations of the EEC on the EP " 6B01101 - Pedagogy and Psychology, 6B01902 - Special Pedagogy , 6B01201 - Pre-school Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education

- the management of the educational institution shall, by 01.05.2025, develop, implement and further maintain up-to-date the procedure for monitoring and periodically assessing the content of programs in the context of the latest achievements in pedagogical science and technology in the academic disciplines of the educational institution

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

No

6. According to the standard "Students"

Recommendations of the EEC for the educational programs " 6B01101 – Pedagogy and Psychology", "6B01902 – Special Pedagogy", "6B01201 – Pre-school Education and Upbringing", "6B01301 – Pedagogy and Methodology of Primary Education" :

- in the period up to 01.02.2025, develop and implement a program to increase the involvement of graduates of accredited educational programs in events held by the university, with the leading role of the alumni association.

7. According to the standard "Teaching staff"

Recommendations of the EEC for the educational programs " 6B01101 – Pedagogy and Psychology", "6B01902 – Special Pedagogy", "6B01201 – Pre-school Education and Upbringing", "6B01301 – Pedagogy and Methodology of Primary Education" :

No

Additional recommendations of the EEC for the educational programs " 6B01101 – Pedagogy and Psychology", "6B01902 – Special Pedagogy", "6B01201 – Pre-school Education and Upbringing", "6B01301 – Pedagogy and Methodology of Primary Education" :

By 30.04.2025, develop and, from 01.09.2025, implement into practice the organization of the educational process for accredited educational programs 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, in-person attendance, in accordance with current legislation.

- 1 From 01.09.2025, introduce into the practice of organizing the educational process for accredited educational programs the involvement of experienced specialists with practical teaching experience corresponding to the profile of the training area, to give lectures and (or) conduct other types of educational classes (0.25 - 0.5 part-time rates) .

8. Standard "Educational resources and student support systems"

Recommendations of the EEC for the educational programs " 6B01101 – Pedagogy and Psychology", "6B01902 – Special Pedagogy", "6B01201 – Pre-school Education and Upbringing", "6B01301 – Pedagogy and Methodology of Primary Education" :

No

9. Standard "Informing the Public"

Recommendations of the EEC for the educational programs “ 6B01101 – Pedagogy and Psychology”, “6B01902 – Special Pedagogy”, “6B01201 – Pre-school Education and Upbringing”, “6B01301 – Pedagogy and Methodology of Primary Education” :

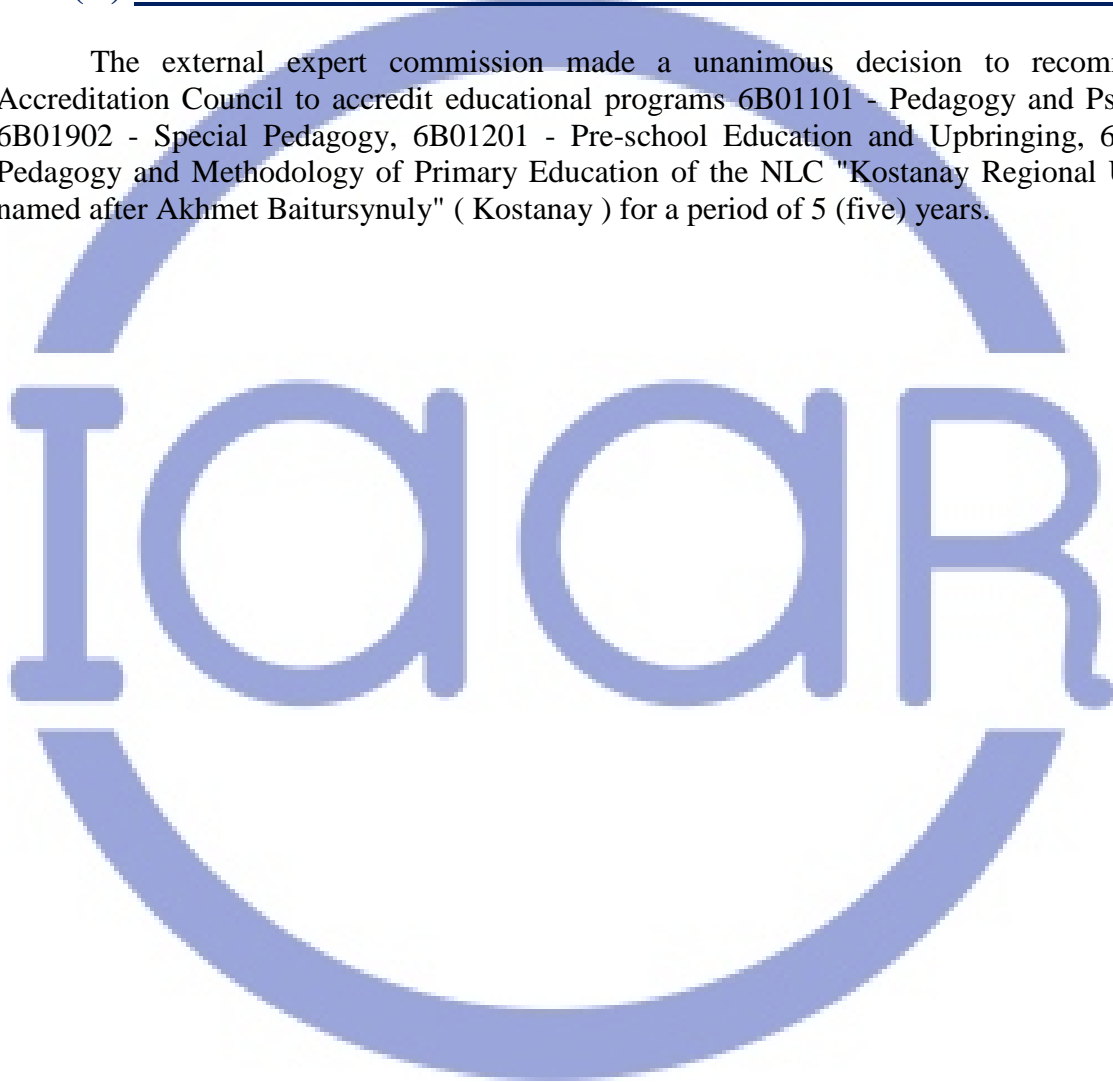
No

(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPEMENT OF EDUCATIONAL ORGANIZATION

No

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The external expert commission made a unanimous decision to recommend the Accreditation Council to accredit educational programs 6B01101 - Pedagogy and Psychology, 6B01902 - Special Pedagogy, 6B01201 - Pre-school Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education of the NLC "Kostanay Regional University named after Akhmet Baitursynuly" (Kostanay) for a period of 5 (five) years.



Appendix 1. Evaluation table "PARAMETERS OF A SPECIALISED PROFILE"**Conclusion of the EECon the evaluation of educational programs**

"6B01101 - Pedagogy and Psychology"

"6B01902 - Special Education"

"6B01201 - Pre-school education and upbringing"

"6B01301 - Pedagogy and Methodology of Primary Education"

Non-profit joint-stock company "Kostanay regional university named after Akhmet Baitursynuly"

№ p/p	No. p/p	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
1. Standard " Management of the educational program "						
1	1.	The university must demonstrate the development of the goal and strategy for the development of the educational program based on the analysis of external and internal factors with the broad involvement of various stakeholders.		+		
2	2.	Quality assurance policies should reflect the relationship between research, teaching and learning		+		
3	3.	The university demonstrates the development of a quality assurance culture		+		
4	4.	Commitment to quality assurance should apply to all activities carried out by contractors and partners (outsourcing), including in the implementation of joint/dual degree education and academic mobility		+		
5	5.	The management of the EP ensures transparency in the development of the EP development plan based on an analysis of its functioning, the actual positioning of the university and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.		+		
6	6.	The management of the educational program demonstrates the functioning of mechanisms for the formation and regular revision of the educational program development plan and monitoring of its implementation, assessment of the achievement of educational goals, compliance with the needs of students, employers and society, and decision-making aimed at continuous improvement of the educational program		+		
7	7.	The management of the educational institution should involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the educational institution development plan.		+		
8	8.	The leadership of the educational institution must demonstrate the individuality and uniqueness of the educational institution's 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 EP, the distribution of job responsibilities of personnel, and the delineation of the functions of collegial bodies.		+		
10	10.	The EP management 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 persons in this process.		+		

11	11.	The management of the EP 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 must implement risk management			+	
13	13.	The management of the educational program must ensure the participation of representatives of interested parties (employers, teaching staff, students) in the collegial bodies managing the educational program, as well as their representativeness in decision-making on issues of managing the educational program.		+		
14	14.	The university must demonstrate innovation management within the framework of the EP, including the analysis and implementation of innovative proposals			+	
15	15.	The leadership of the educational institution must demonstrate its openness and accessibility to the teaching staff, employers and other interested parties.	+			
16	16.	The management of the EP confirms completion of training in educational management programs		+		
17	17.	The management of the EP should 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			1	13	3	
2. Standard "Information Management and Reporting"						
18	1.	The university must ensure the functioning of a system for collecting, analyzing and managing information based on modern information and communication technologies and software		+		
19	2.	The EP management demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system		+		
20	3.	The EP management demonstrates the existence of a reporting system reflecting the activities of all structural divisions and departments within the EP, including an assessment of their performance		+		
21	4.	The university must determine the frequency, forms and methods of assessing the management of the educational institution, the activities of collegial bodies and structural divisions, and senior management.		+		
22	5.	The university must demonstrate a mechanism for ensuring the protection of information, including the identification of persons responsible for the accuracy and timeliness of information analysis and the provision of data.		+		
23	6.	The university demonstrates the involvement of students, employees and faculty in the processes of collecting and analyzing information, as well as making decisions based on it		+		
24	7.	The leadership of the educational institution must demonstrate the existence of mechanisms for communication with students, employees and other stakeholders, including conflict resolution.		+		
25	8.	The university must ensure that the degree of satisfaction of the needs of the teaching staff, personnel and students within the framework of the EP is measured and demonstrate evidence of the elimination of the identified deficiencies.		+		
26	9.	The university must evaluate the effectiveness and efficiency of its activities, including in the context of the educational program		+		
		The information collected and analyzed by the university within the framework of the EP must take into account:				
27	10.	Key performance indicators		+		
28	11.	dynamics of the student contingent in terms of forms and types		+		
29	12.	academic performance, student achievement and dropout		+		
30	13.	satisfaction of students with the implementation of the educational program and the quality of education at the university		+		
31	14.	availability of educational resources and support systems for learners		+		
32	15.	employment and career growth of graduates		+		
33	16.	Students, staff and teaching staff must document their consent to the		+		

		processing of personal data.				
34	17.	The management of the EP should facilitate the provision of all necessary information in the relevant fields of science.		+		
Total by standard			0	17	0	
3. Standard " Development and approval of the educational program "						
35	1.	The university must demonstrate the existence of a documented procedure for developing the EP and its approval at the institutional level.		+		
36	2.	The university must demonstrate the compliance of the developed educational program with the established goals and planned learning outcomes.		+		
37	3.	The leadership of the EP should determine the influence of disciplines and professional practices on the formation of learning outcomes		+		
38	4.	The university can demonstrate the presence of a graduate model of the EP, describing 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 specified level of the NQF, QF - EHEA		+		
40	6.	The management of the EP must demonstrate the modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS), ensure that the EP and its modules (in terms of content and structure) meet the set goals with a focus on achieving the planned learning outcomes		+		
41	7.	The management of the educational institution must ensure that the content of academic disciplines and learning outcomes correspond to each other and to the level of education (bachelor's, master's, doctoral)		+		
42	8.	The management of the EP must demonstrate that external examinations of the EP have been carried out.		+		
43	9.	The management of the educational program must provide evidence of the participation of students, faculty and other stakeholders in the development of the educational program and ensuring its quality.		+		
44	10.	The management of the educational institution must demonstrate the educational institution's positioning in the educational market (regional/national/international), its uniqueness		+		
45	11.	An important factor is the ability to prepare students for professional certification		+		
46	12.	An important factor is the presence of a double-degree program and/or joint programs with foreign universities.			+	
Total by standard			0	11	1	
4. Standard "Continuous monitoring and periodic evaluation of educational programs"						
47	1.	The university must ensure a revision of the content and structure of the educational program, taking into account changes in the labor market, employers' requirements and the social demands of society.		+		
48	2.	The university must demonstrate the existence of a documented procedure for monitoring and periodically evaluating the EP to achieve the EP goal. The results of these procedures are aimed at continuous improvement of the EP		+		
Monitoring and periodic evaluation of the EP should consider:						
49	3.	the content of the programs in the context of the latest achievements of science and technology in a specific discipline			+	
50	4.	changes in the needs of society and the professional environment		+		
51	5.	workload, academic performance and graduation of students		+		
52	6.	the effectiveness of student assessment procedures		+		
53	7.	needs and satisfaction of learners		+		
54	8.	compliance of the educational environment and activities of support services with the objectives of the educational program		+		

55	9.	All interested parties must be informed of any planned or undertaken actions in relation to the EP. All changes made to the EP must be published.		+		
56	10.	Support services should identify the needs of different groups of students and their level of satisfaction with the organization of learning, teaching, assessment, and mastering of the educational program as a whole.		+		
Total by standard			0	9	1	
5. Standard "Student-centered learning, teaching and assessment of academic performance"						
57	1.	The leadership of the educational institution must ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths		+		
58	2.	The management of the educational program must ensure teaching based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and assessment of learning outcomes that ensure the achievement of the educational program goals, including competencies and skills for performing scientific work at the required level.		+		
59	3.	The management of the educational program must determine the mechanisms for distributing the students' academic workload between theory and practice within the educational program, ensuring that each graduate masters the content and achieves the educational program's goals.		+		
60	4.	An important factor is the presence of own research in the field of teaching methods of the EP disciplines		+		
61	5.	The university must ensure that the procedures for assessing learning outcomes correspond to the planned results and objectives of the educational program.		+		
62	6.	The university must ensure consistency, transparency and objectivity of the mechanism for assessing the learning outcomes of the EP. The criteria and methods for assessing learning outcomes must be published in advance.		+		
63	7.	Assessors must be proficient in modern methods of assessing learning outcomes and regularly improve their qualifications in this area.		+		
64	8.	The leadership of the EP must demonstrate the existence of a feedback system on the use of various teaching methods and assessment of learning outcomes		+		
65	9.	The leadership of the EP should demonstrate support for learner autonomy while providing guidance and assistance from the teacher.		+		
66	10.	The management of the educational institution must demonstrate the existence of a procedure for responding to student complaints.		+		
Total by standard			0	10	0	
6. Standard "Students"						
67	1.	The university must demonstrate the policy for forming the contingent of students and ensure transparency of its procedures. The procedures regulating the life cycle of students (from admission to completion) must be defined, approved, published		+		
68	2.	The management of the EP should provide for the implementation of special adaptation and support programs for newly admitted and foreign students.		+		
69	3.	The university must demonstrate that its actions comply 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 informal education.		+		
70	4.	The university must provide EP opportunities for external and internal academic mobility of students, as well as assist them in obtaining external grants for study.		+		
71	5.	The university should actively encourage students to self-educate and develop outside the main program (extracurricular activities)		+		
72	6.	An important factor is the presence of a support mechanism for gifted students		+		

73	7.	The institution must demonstrate coEPeration with other educational organisations and national centres of the “EurEPean Network of National Information Centres on Academic Recognition and Mobility/National Academic Recognition Information Centres” ENIC / NARIC in order to ensure comparable recognition of qualifications		+		
74	8.	The university must provide students with internships, demonstrate the procedure for facilitating the employment of graduates, and maintaining contact with them.	+			
75	9.	The university must demonstrate the procedure for issuing graduates with documents confirming the qualifications they have received, including the learning outcomes they have achieved		+		
76	10.	The management of the EP must demonstrate that graduates of the program have skills that are in demand in the labor market and that these skills are actually in demand in the labor market.		+		
77	11.	The management of the EP must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates		+		
78	12.	An important factor is the presence of an active alumni association/association			+	
Total by standard			1	10	1	
7. Standard " Teaching staff "						
79	1.	The university must have an objective and transparent personnel policy in the context of the educational program, including hiring (including invited faculty), professional growth and development of personnel, ensuring the professional competence of the entire staff.		+		
80	2.	The university must demonstrate that the quality of the teaching staff complies with the established qualification requirements, the university strategy, and the goals of the educational program.		+		
81	3.	The leadership of the EP must demonstrate the changing role of the teacher in connection with the transition to student-centred learning and teaching		+		
82	4.	The university should provide EPportunities for career growth and professional development of teaching staff, including young teachers		+		
83	5.	The university must involve in teaching specialists from relevant fields who possess professional competencies that meet the requirements of the EP		+		
84	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal development of the teaching staff		+		
85	7.	The university must demonstrate the widespread use of teaching staff, information and communication technologies and software in the educational process (for example, on-line learning, e-portfolio, MOOCs, etc.)		+		
86	8.	The university must demonstrate its focus on developing academic mobility and 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 in the university, determine the contribution of the teaching staff, including invited ones, to achieving the goals of the EP		+		
88	10.	An important factor is the involvement of the teaching staff in the development of the economy, education, science and culture of the region and the country.		+		
Total by standard			0	10	0	
8. Standard "Educational resources and student support systems"						
89	1.	The university must ensure that educational resources, including material and technical resources, and infrastructure comply with the goals of the educational program.		+		
90	2.	The management of the EP must demonstrate the availability of classrooms, laboratories and other facilities equipped with modern equipment and ensuring the achievement of the EP's goals.		+		

		The university must demonstrate that information resources meet the needs of the university and the educational programs being implemented, including in the following areas:				
91	3.	technological support for students and teaching staff in accordance with educational programs (e.g. online learning, modeling, databases, data analysis programs)		+		
92	4.	library resources, including a collection of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases		+		
93	5.	examination of research results, graduation papers, dissertations for plagiarism		+		
94	6.	access to educational Internet resources		+		
95	7.	Wi-Fi EPeration on your territory		+		
96	8.	The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of scientific research work by faculty, staff, and students.		+		
97	9.	The university should strive to ensure that the educational equipment and software used for mastering educational programs are similar to those used in the relevant sectors of the economy.		+		
98	10.	The management of the EP should demonstrate that there are procedures in place to support different groups of students, including information and consultation.		+		
99	11.	The management of the educational institution must demonstrate the existence of conditions for the student's advancement along an individual educational trajectory.		+		
100	12.	The university must take into account the needs of different groups of students (adults, working students, international students, as well as students with special educational needs)		+		
101	13	The university must ensure that its infrastructure meets safety requirements		+		
Total by standard			0	13	0	
9. Standard "Informing the Public"						
102	1.	The information published by the university must be accurate, objective, relevant and reflect all areas of the university's activities within the framework of the educational program.		+		
103	2.	Public awareness should include support and clarification of national development programs for the country and the system of higher and postgraduate education		+		
104	3.	The university management should use a variety of methods of disseminating information (including the media, web resources, information networks, etc.) to inform the general public and interested parties.		+		
		Information published by the university about the educational program must be objective and up-to-date and include:				
105	4.	the purpose and planned results of the educational program, the qualification awarded		+		
106	5.	information and the system of assessing the academic achievements of students		+		
107	6.	information on academic mobility programs and other forms of cooperation with partner universities and employers		+		
108	7.	information on opportunities for developing students' personal and professional competencies and employment		+		
109	8.	data reflecting the positioning of the educational institution in the educational services market (at the regional, national, international levels)		+		
110	9.	An important factor is publication on open resources of reliable information about the PPS, broken down by individuals		+		
111	10.	The university must publish audited financial statements for the EP on its own web resource.		+		
112	11.	The university must post information and links to external resources		+		

		based on the results of external assessment procedures.				
1 13	1 2 .	An important factor is the placement of information on coEPeration and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations.		+		
Total by standard			0	12	0	
TOTAL			2	105	6	



Appendix 2. PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION



АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ

НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

AGREED

**Chairman of the Board – Rector
NLC "Kostanay Regional University named
after Akhmet Baitursynuly"**

_____ **Kuanyshbaev S.B.**
« ___ » _____ **2024**

I APPROVE

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

_____ **Zhumagulova A.B.**
« ___ » _____ **2024**

**PROGRAM
VISIT OF THE EXTERNAL EXPERT COMMISSION
INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)
IN NLC KOSTANAY REGIONAL UNIVERSITY NAMED AFTER A. KHMET BAITURSYNULY
(international program accreditation)
Date of the visit: November 26-28, 2024**

Cluster 1 (accreditation)	6B01201 – Pre-school education and training ; 6B01301 – Pedagogy and methodology of primary education ; 6B01101 – Pedagogy and Psychology ; 6B01902 – Special education ;
Cluster 2 (accreditation)	6B01402 – Music education ; 6B01406 – Visual arts, artistic work, graphics and design ; 6B01401 – Physical education and sports; 6B11101 – Tourism;
Cluster 3 (accreditation)	6B01501 – Mathematics ; 6B01502 – Physics ; 6B01504 – Chemistry ; 6B01505 – Biology; 6B01506 – Geography

Cluster 4 (accreditation)	6B01601 – History 6B01701 – Kazakh language and literature 6B01703 – Russian language and literature 6B01705 – Foreign language: two foreign languages
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Date and time	Work of the EEC with target groups	Position and Surname, Name, Patronymic of participants target groups	Contact form
November 25, 2024			
15.00-16.00 <i>(time will be confirmed)</i>	Preliminary meeting of the EEC <i>(discussion of key issues and the program of the visit)</i>	<i>IAAR External Experts</i>	Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
<i>On schedule during the day</i>	Arrival of members of the External Expert Commission		
18.00	Dinner	<i>IAAR External Experts</i>	
Day 1 : November 26, 2024			
09.00-09.30	Distribution of responsibilities of experts, solution of organizational issues	<i>IAAR External Experts</i>	conference hall of the main building Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
09.30-10.00	Meeting with the Chairman of the Board-Rector	Chairman of the Board - Rector Kuanyshbaev Seitbek Bekenovich	conference hall of the main building Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
10.00-10.15	Technical break		
10.15-11.00	Meeting with the Board Members-Vice Rectors	<i>Nauryzbaeva Elmira Kenzhegalievna – Vice-Rector for Academic Affairs;</i> <i>Zharlygasov Zhenis Bakhytbekovich – vice-rector for research, innovation and digitalization;</i> <i>Temirbekov Nurlykhan Mukanaly - Vice-Rector for Social and Educational Work</i>	conference hall of the main building Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
11.00-11.10	Technical break		

<p>11.10-11.50</p>	<p>Meeting with heads of structural divisions of the NGO</p>	<ol style="list-style-type: none"> 1. Koval Andrey Petrovich – Head of the Science and Commercialization Department 2. Rakpanova Diana Bolatovna – Head of the Department of Youth Policy 3. Tankina Altynai Zhitobaevna – Head of the Financial and Economic Service 4. Elena Vasilievna Kniga – Head of Human Resources Department 5. Aidnalieva Aigul Tavyldievna - Head of the Department of Legal Support and Public Procurement 6. Bozhevonnaya Natalya Vitalievna – head of the registrar’s office 7. Manasbaeva Nagima Shotbaevna – Head of the International CoEPeration Department 8. Dik Alexey Petrovich – Head of the Department of Strategy, Accreditation and Quality of Education 9. Vishnichenko Irina Gennadievna – Head of Marketing and Communications Department 10. Belgibaev Darkhan Azamatovich – compliance officer 11. Ordabekova Zhanna Uzakbaevna – Head of the Documentation Department 12. Gridneva Veronika Mikhailovna – Head of Software DevelEPment and Maintenance Department 13. Ismailova Gulnara Sabyrovna – head of the department of educational programs 14. Yesenbekova Zhibek Zhambylbekovna – Head of the Career and Employment Center 15. Erzhanova Zhamilya Sermagambetovna – head of the scientific library 16. Zhakaeva Gulnara Esengalievna – Head of the Department of Additional Education 17. Tastanova Gulden Tulendievna – Head of the Distance Learning Department 	<p>conference hall of the main building Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p>
<p>11.50-12.00</p>	<p>Exchange of views of members of the external expert commission</p>		<p>conference hall of the main building Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p>

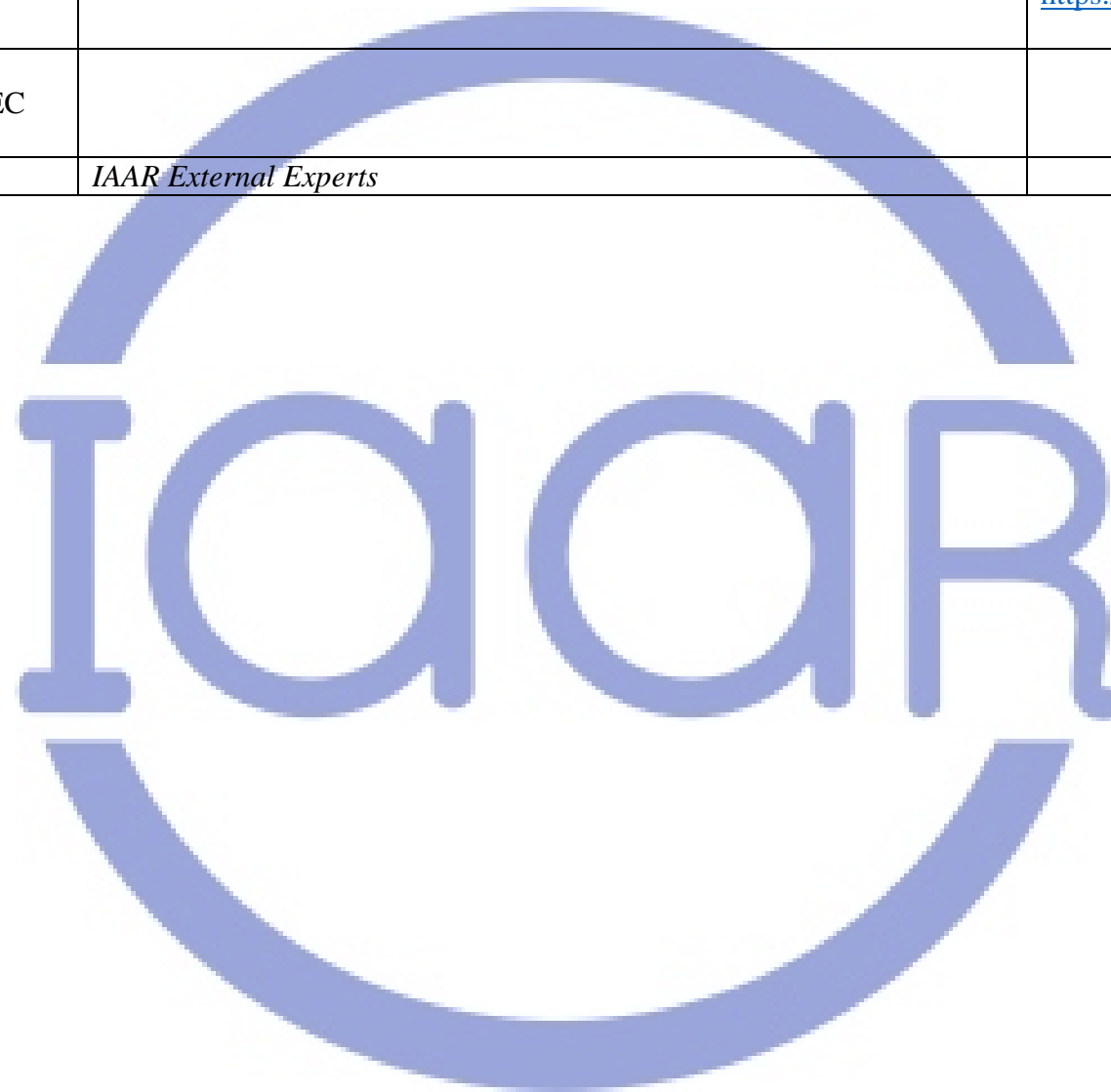
12.00-12.40	Meeting with deans of accredited educational institutions	Esirkepova Kenzhegul Kabylgazinovna – director of the Pedagogical Institute named after U. Sultangazin	conference hall of the main building
12.40-13.00	Work of the EEC	<i>IAAR External Experts</i>	
13.00-14.00	Dinner		
14.00-14.15	Work of the EEC		
14.15-15.00	Meeting with heads of departments and heads of educational programs	<p>Lee Elena Dmitrievna - Head of the Department of DiNO Baizhanova Saule Askarbekovna-assistant professor Zhandaulova Sholpan Erkinovna - senior teacher</p> <p>Kalimzhanova Roza Laikovna – head of the department of PiPSP Toyymbetova Dinara Serikbaevna - senior teacher</p> <p>Aisina Sulushash Temirtaevna – Head of the Arts Department Arkhipova Ksenia Gennadievna - senior teacher Zhusupova Kunsulu Anuarbekovna - senior teacher Zadorozhnaya Svetlana Nikolaevna - senior teacher</p> <p>Gulfiya Nadimovna Safargalieva – head of the department . TPFKiS Ogienko Nadezhda Anatolyevna - acting associate professor</p> <p>Radchenko Tatyana Aleksandrovna – head of the Department of Physics and Technology Alimbayev Alibek Alpysbaevich-i. o.associate.professor Telegina Oksana Stanislavovna - senior teacher</p> <p>Baubekova Gaukhar Konyspaevna – head of the department . UNM Borodulina Olga Viktorovna o.professor Ruchkina Galia Adgamovna - associate professor</p> <p>Baidaly Rauan Zhomartuly – head of the department . history of Kazakhstan</p> <p>Kanapina Saule Galymbekovna – Head of the Department of TYaiL Pchelkina Tatyana Rostislavovna o.associate.professor Konvisarova Lyudmila Aleksandrovna - senior teacher</p> <p>Solovieva Natalia Anatolyevna – Head of the Department of Foreign Languages</p>	<p>conference hall of the main building</p> <p>Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p>
15.00-15.10	Technical break		<p>conference hall of the main building</p> <p>Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p>
15.10–16.00	Meeting with the PPS		Join a Zoom conference

	EP	<p>1-2 cluster (Appendix No. 1) (reading room main building 2nd floor, session room zoom 1)</p> <p>3-4 cluster (Appendix No. 1 (conference hall main building 3rd floor, session hall zoom 3)</p>	<p>https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p>
16.00-17.00	Questioning of teaching staff (in parallel)	Appendix 2	The link is sent to the teacher's e-mail personally
16.00-16.10	Exchange of views of members of the external expert commission		<p>conference hall of the main building Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p>
16.10-17.00	Meeting with students of the EP	<p>Appendix 3 1-2 cluster (Appendix No. 3) (reading room main building 2nd floor, session room zoom 1)</p> <p>3-4 cluster (Appendix No. 3) (conference hall main building 3rd floor, session hall zoom 3)</p>	<p>Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969</p>
17.00-18.00	Survey of students (in parallel)	Appendix 4	The link is sent to the student's personal e-mail
17.00-17.50	Visual inspection of the educational program and the material, technical and educational laboratory base <i>only for objects of the accredited educational programs</i>	<i>* library, classrooms, laboratories, department offices, etc.</i>	<i>On the route</i>
17.50-18.00	Work of the EEC discussion of the results of the first day	<i>IAAR External Experts</i>	<p>conference hall of the main building Join a Zoom conference https://us02web.zoom.us/j/4641732969</p>

			Conference ID: 464 173 2969
18.00-19.00	Dinner	<i>IAAR External Experts</i>	
Day 2: November 27, 2024			
09.00-09.30	Work of the EEC	<i>IAAR External Experts</i>	conference hall of the main building Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
09.30-11.30	Selective visit to the practice bases of the EP	<i>IAAR External Experts as per the itinerary</i> Appendix 6	
11.30-13.00	Working with department documents (<i>documents must be uploaded to the cloud by clusters in advance, if necessary, department heads will be invited to the online Zoom room</i>) and attending faculty classes according to the schedule	Appendix 7	
13.00-14.00	Dinner		
14.00-14.20	Exchange of views of members of the external expert commission	<i>IAAR External Experts</i>	
14.20-15.20	Meeting with stakeholders (representatives of practice bases and employers) (hybrid)	Appendix 8 (<i>conference hall, main building, 3rd floor</i>)	conference hall of the main building Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
15.20-15.30	Work of the EEC		
15.30-16.10	Meeting with graduates	Appendix 9 (<i>conference hall, main building, 3rd floor</i>)	conference hall of the main building

	of the EP (hybrid)		Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.10-16.30	Technical break	<i>IAAR External Experts</i>	
16.30-19.00	Work of the EEC, discussion of the results of the second day and profile parameters (<i>recording is in progress</i>)	<i>IAAR External Experts</i>	
19.00-20.00	Dinner	<i>IAAR External Experts</i>	
Day 3: November 28, 2024			
09.00-11.30	Work of the EEC , develepment and discussion of recommendations	<i>IAAR External Experts</i>	conference hall of the main building Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
11.30-11.40	Technical break		
11.40-12.30	The work of the EEC is the develepment and discussion of recommendations (<i>recording is in progress</i>)	<i>IAAR External Experts</i>	conference hall of the main building Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
12.30-13.00	Work of the EEC	<i>IAAR External Experts</i>	
13.00-14.00	Dinner		
14.00-16.00	Work of the EEC: discussion, decision- making by voting (recording is kept)		conference hall of the main building Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.00-16.30	Work of the VEK, Discussion of the results of the quality assessment	<i>IAAR External Experts</i>	
16.30-17.00	Final meeting of the		conference hall of the main building

	EEC with the university management		Join a Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
17.00-18.00	Work of the EEC. Formation of the EEC report.		
18.00-19.00	Dinner	<i>IAAR External Experts</i>	



Appendix 3. RESULTS OF THE TEACHER STAFF SURVEY

PPS questionnaire
NLC "Kostanay Regional University"
named after Akhmet Baitursynuly"

2. Position, %

Professor	2 (3%)
Associate Professor/Associate Professor	10 (14.9%)
Senior Lecturer	45(67.2%)
Teacher	2(3%)
Head of Department	1 (1.5%)
Other	8 (23.8%)

3. Academic degree, academic title

Honored figure	0
Doctor of Science	1(1.5%)
Candidate of Sciences	20 (29.9%)
Master	34 (50.7%)
PhD	3 (4.5%)
Professor	0
Associate Professor/Associate Professor	5 (7.5%)
No	9 (13.4%)

4. Length of service at this university

Less than 1 year	3 (4.5%)
1 year – 5 years	1 (1.5%)
Over 5 years	63 (94%)

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?	44 (65.7%)	23 (34.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2	How do you rate the EPportunities provided by the University for the professional develEPment of the teaching staff?	30 (44.8%)	36 (53.7%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)
3	How do you rate the EPportunities provided by the University for career growth of the teaching staff?	27 (40.3%)	39 (58.2%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)
4	How do you rate the degree of academic freedom of the teaching staff?	28 (41.8%)	37 (55.2%)	2 (3%)	0 (0%)	0 (0%)	0 (0%)
	To what extent can teachers use their own						
5	• Learning Strategies	41 (61.2%)	26 (38.8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
6	• Teaching methods	46 (68.7%)	21 (31.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
7	• Educational Innovations	46 (68.7%)	21 (31.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
8	How do you rate the work on organizing medical care and disease prevention at the university?	31 (46.3%)	35 (52.2%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)
9	What attention does the educational institution's management pay to the content of the educational program?	38 (56.7%)	29 (43.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

10	How do you rate the sufficiency and availability of necessary scientific and educational literature in the library?	30 (44.8%)	37 (55.2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
11	Assess the level of conditions created that take into account the needs of different groups of students?	28 (41.8%)	39 (58.2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Rate the EPeness and accessibility of the management						
12	• For students	47 (70.1%)	19 (28.4%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)
13	• for teachers	47 (70.1%)	19 (28.4%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)
14	Assess the involvement of the faculty in the process of making management and strategic decisions	17 (25.4%)	46 (68.7%)	4 (6%)	0 (0%)	0 (0%)	0 (0%)
15	How is innovative activity of teaching staff encouraged?	28 (41.8%)	37 (55.2%)	2 (3%)	0 (0%)	0 (0%)	0 (0%)
16	Assess the level of feedback from the teaching staff to the management	33 (49.3%)	32 (47.8%)	2 (3%)	0 (0%)	0 (0%)	0 (0%)
17	What is the level of stimulation and involvement of young specialists in the educational process?	37 (55.2%)	29 (43.3%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)
18	Assess the EPportunities created for professional and personal growth for each faculty member and staff member	34 (50.7%)	32 (47.8%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)
19	Assess the adequacy of the university management's recognition of the potential and abilities of teachers	26 (38.8%)	40 (59.7%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)
	How the work is organized						
20	• On academic mobility	12 (17.9%)	43 (64.2%)	12 (17.9%)	0 (0%)	0 (0%)	0 (0%)
21	• To improve the qualifications of teaching staff	37 (55.2%)	28 (41.8%)	2 (3%)	0 (0%)	0 (0%)	0 (0%)
	Rate the support of the university and its management				0 (0%)	0 (0%)	0 (0%)
22	• Research and develEPment initiatives of the PPS	34 (50.7%)	31 (46.3%)	2 (3%)	0 (0%)	0 (0%)	0 (0%)
23	• DevelEPment of new educational programs/disciplines/teaching methods	39 (58.2%)	28 (41.8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Assess the level of ability of the teaching staff to combine teaching						
24	• with scientific research	21 (31.3%)	42 (62.7%)	4 (6%)	0 (0%)	0 (0%)	0 (0%)
25	• with practical activities	18 (26.9%)	48 (71.6%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)
26	Assess how well the knowledge students receive at the university corresponds to the realities of the requirements of the modern labor market	30 (44.8%)	37 (55.2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
27	How do the university management and administration perceive criticism directed at them?	15 (22.4%)	49 (73.1%)	3 (4.5%)	0 (0%)	0 (0%)	0 (0%)
28	Please rate how well your academic workload matches your expectations and capabilities?	22 (32.8%)	42 (62.7%)	2 (3%)	1 (1.5%)	0 (0%)	0 (0%)
29	Assess the focus of educational programs/curriculums on develEPing students' skills and abilities to analyze situations and make forecasts?	24 (35.8%)	42 (62.7%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)
30	Assess to what extent the educational program in terms of content and quality of implementation meets the expectations of the labor market and employers	40 (59.7%)	26 (38.8%)	0 (0%)	1 (1.5%)	0 (0%)	0 (0%)

Why do you work at this particular university?

I would like to make my professional contribution to the develEPment of research and educational activities.

As usual

The university has a history, traditions, status and name in training specialists in mathematics

This is my university! Where I grew up, studied, and now work! Maybe it's lyricism, but I love the university and our wonderful rector, who respects the work of teachers

The university corresponds to my professional goals and interests. Working at the university allows me to feel that my work makes the world a better place and has meaning. Here I can fully realize my professional potential.

I work at this university because it is known for its strong approach to teaching and student development. There are many opportunities for professional development and interesting colleagues. I like that the university supports research and initiatives, and I can do what is really important to me - helping students learn and develop.

Working at a university meets my professional goals and gives me the opportunity to participate in various events and programs.

Menim os zhogary oku ornyn tandauym, ozim bilgenimdi zhane studenterman zhumys zhasaudy tandadym
Favorable climate in the team, relationships with students, good working conditions

Good working conditions and a close-knit team

Normal microclimate in the team, good working conditions

I like working with students of the pedagogical direction. A close-knit and friendly team

This is my home university, there is a very pleasant atmosphere here, allowing professional and personal development

Mansptyk perspectivalar, emotionaldy zhaylylyk, turaktylyk, kasibi shyndauga mymkindikter

Compared to other universities, KRU has clear instructions, regulated documents, a minimum of paperwork, incentives for work and career growth.

The atmosphere is good in the team, the students are motivated. Mostly, they study on a grant. Children of PPS studying here get a 50% discount

I have been working at this university all my life, since I was 17.

Because it is the leading university in our region.

My working career began at this university.

apparently a calling

Leading university in the region

Info

According to qualification

One of the largest universities in Kazakhstan, there are opportunities for professional and personal growth, good salary, decent friendly team.

One of the best and largest universities in the region

Sapasy, Belim Zhagynan Zhogary University

Because this university employs highly qualified specialists from whom I can learn experience, this university is the best in our field, where I can freely combine teaching with practical activities, as well as develop my professional and personal growth

Wasps zhogary oku ornyn dagy atmosphere zhaksy, uzhyim zhaksy

because I love my university

Uzhymynyn shynaiylygy University, Adilettiligi

I love my job and working with students.

Pedagogical salasynyn mamany bolgandyktan. Sonymen birge bolashak bastaush mektep pedagogataryn dayarlauda ulesimdi kosuymdy mindettimin dep oilaymyn.

Bul ZhOO, assirese os departmental bilimim take bardarlamasy meniñ basalik bilimime žane pedagogikalyk enbek otilimdi ary karai karai pity magneizda yes, bedeldi oku ornı. Bolashak teacher mamandarin dayarlauga ezylesimdi kosu.

I studied at this university, there is an opportunity for career growth

Department of Uzhymy Zhaksy.

I graduated from this university
 I like working with students at this university in my field of education.
 Because I have studied and worked here for many years. The colleagues are good, the managers are adequate.
 I live in Kostanay, I am a graduate of this university
 I am a graduate of this university, I have established myself as a professional in it. Our university is EPen to innovations and creates conditions for self-realization of the individual.
 Meets my requirements
 I like the job
 The largest universities in the region
 Location, excellent conditions
 High level of professional EPportunities
 the working conditions at the university and the current management fully justify the needs for the implementation of professional activities
 I have been working for many years
 comfortable
 Because I am a graduate of this university and I know that the quality of education for students here is high.
 Zhogary mumkindikter bar
 I love my profession and graduated from the university where I work, good microclimate in the team, motivation and high performance
 Explain your thoughts
 Ұнайды
 I like the university
 non-corrupt environment, high professionalism of colleagues, much higher level of applicants and educational potential of students
 My calling!
 in demand in the specialty, non-corrupt educational environment, good working and creative atmosphere in the department
 Osy oku ornynda biraz zhyl enbek etip kelem. Zhogary oku orny ote zhaksy.
 Zholdamamen keldim
 Satisfies all parameters: self-realization, team, management
 Kasibi zhane zheke asuge zhagday zhasalyngan.

32. How often are master classes and sessions with the participation of practicing specialists held as part of your course?

very often	often	Sometimes	very rarely	never
11 (16.7%)	38 (56.7%)	17 (25.4%)	1 (1.5%)	

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

very often	often	Sometimes	very rarely	never
5 (7.5%)	38 (56.7%)	23 (34.3%)	1 (1.5%)	

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

Questions	Often	Sometimes	Never	No answer
Lack of classrooms	0 (0%)	18 (26.9%)	49 (73.1%)	0 (0%)
Unbalanced academic workload across semesters	0 (0%)	24 (35.8%)	43 (64.2%)	0 (0%)
Unavailability of necessary literature in the library	0 (0%)	34 (50.7%)	33 (49.3%)	0 (0%)
Overcrowded study groups (too many students in a group)	2 (3%)	17 (25.4%)	48 (71.6%)	0 (0%)
Inconvenient schedule	1 (1.5%)	15 (22.4%)	51 (76.1%)	0 (0%)
Inadequate conditions for classroom study	0 (0%)	21 (31.8%)	45 (68.2%)	0 (0%)

Unofficial Translation

No internet access/weak internet	6 (9%)	38 (56.7%)	23 (34.3%)	0 (0%)
Lack of interest in learning among students	1 (1.5%)	32 (47.8%)	34 (50.7%)	0 (0%)
Late receipt of information about events	1 (1.5%)	16 (23.9%)	50 (74.6%)	0 (0%)
Lack of technical teaching aids in classrooms	1 (1.5%)	35 (55.2%)	31 (46.3%)	0 (0%)
Other problems	<p>The rector and vice-rectors always solve the problems that arise. That's why I personally DON'T have any Improving the material and technical base for higher-quality practical classes Strengthening the material and technical base for high-quality training In principle, if problems arise, they can be resolved on the spot. Financial motivation for scientific achievements It is advisable to purchase new laptEPs for the departments for the educational process, it is difficult to carry your own to the building in icy or hot weather LaptEP kade jetpaydi department laptEP zhetispeydy, zheke laptEPty kynde ækelip koldanamyz. Manyzdy maseleler zhok, kade tuyndagan maseleler bolsa bashlyk tarapynan sheshilip otyrlady. For some practical classes it is necessary to divide groups into subgroups Barlyk maseleni sheshuge boladas. updating with more modern equipment, in the building of the Pedagogical Institute, the technical equipment is much better than in other buildings. This is due to the fact that the Pedagogical Institute was a separate educational institution for a long time and the technical issue was resolved well. But there is no limit to perfection, so having good, you want the best.</p>			

35. There are many different sides and aspects to the life of a university that affect each teacher and employee in one way or another. Rate how satisfied you are with:

Questions	Completely satisfied (1)	Partially satisfied (2)	Not satisfied (3)	I find it difficult to answer (4)
The attitude of the university management towards you	54 (80.6%)	12 (17.9%)	0 (0%)	1 (1.5%)
Relationships with immediate management	62 (92.5%)	5 (7.5%)	0 (0%)	0 (0%)
Relationships with colleagues in the department	64 (95.5%)	3 (4.5%)	0 (0%)	0 (0%)
The degree of participation in management decision-making	44 (65.7%)	22 (32.8%)	0 (0%)	1 (1.5%)
Relations with students	64 (95.5%)	3 (4.5%)	0 (0%)	0 (0%)
Recognition of your successes and achievements by the administration	52 (77.6%)	14 (20.9%)	1 (1.5%)	0 (0%)
Support for your suggestions and comments	55 (82.1%)	12 (17.9%)	0 (0%)	0 (0%)
Activities of the university administration	58 (86.6%)	9 (13.4%)	0 (0%)	0 (0%)
Terms of remuneration	37 (55.2%)	26 (38.8%)	4 (6%)	
Working conditions, list and quality of services provided at the university	55 (82.1%)	11 (16.4%)	1 (1.5%)	0 (0%)
Occupational health and safety	55 (82.1%)	11 (16.4%)	1 (1.5%)	0 (0%)
Managing changes in the activities of the university	53(79.1%)	12 (17.9%)	0 (0%)	2 (3%)
Provision of a social package: rest, spa treatment, etc.	30 (44.8%)	28 (41.8%)	6 (9%)	3 (4.5%)
Organization and quality of food at the university	36 (53.7%)	26 (38.8%)	3 (4.5%)	2 (3%)
Organization and quality of medical care	52 (77.6%)	11 (16.4%)	1 (1.5%)	3 (4.5%)

Appendix 4. RESULTS OF THE STUDENT SURVEY

*Questionnaire for students
NLC "Kostanay Regional University"
named after Akhmet Baitursynuly"*

Total number of questionnaires: 109

Educational program (specialty):

6B01201 – Pre-school education and upbringing	7(6.4%)
6B01301 – Pedagogy and Methodology of Primary Education	7(6.4%)
6B01101 – Pedagogy and Psychology	8(7.3%)
6B01902 – Special Education	9(8.3%)
6B01402 – Music education	2(1.8%)
6B01406 – Visual arts, artistic work, graphics and design	5(4.6%)
6B01401 – Physical Education and Sports	9(8.3%)
6B11101 – Tourism	6(5.5%)
6B01501 – Mathematics	3(2.8%)
6B01502 – Physics	8(7.3%)
6B01505 – Biology	3(2.8%)
6B01506 – Geography	4(3.7%)
6B01601 – History	7(6.4%)
6B01701 – Kazakh language and literature	7(6.4%)
6B01703 – Russian language and literature	8(7.3%)
6B01705 – Foreign language: two foreign languages	12(11%)
6B01504 - Chemistry	4(3.7%)

Floor:

Male	17(15.6%)
Female	92(84.4%)

Rate how satisfied you are:

Questions	Completely satisfied	Partially satisfied	Partially unsatisfied	Not satisfied	I'm having trouble answer
1. Relations with the dean's office (school, faculty, department)	101 (92.7%)	7 (6.4%)	0 (0%)	1 (0.9%)	0 (0%)
2. Level of accessibility of the dean's office (school, faculty, department)	101 (92, 7%)	7 (6.4%)	1 (0.9%)	0 (0%)	0 (0%)
3. The level of accessibility and responsiveness of the management (university, school, faculty, department)	90 (89.9 %)	10 (9.2%)	0 (0%)	1 (0.9%)	0 (0%)

4. Availability of academic advising	97 (89%)	9 (8.3%)	3 (2.8%)	0 (0%)	0 (0%)
5. Support with educational materials during the learning process	98 (89.9%)	9 (8.3%)	2 (1.8%)	0 (0%)	0 (0%)
6. Availability of consultations on personal problems	91 (83.5%)	16 (14.7%)	1 (0.9%)	0 (0%)	1 (0.9%)
7. Relationships between student and teacher	99 (90.8%)	8 (7.3%)	0 (0%)	0 (0%)	2 (1.8%)
8. Activities of financial and administrative services of the educational institution	90 (82.6%)	15 (13.8%)	1 (0.9%)	0 (0%)	3 (2.8%)
9. Availability of health services	89 (81.7%)	15 (13.8%)	2 (1.8%)	2 (1.8%)	1 (0.9%)
10. Quality of medical care at the university	81 (74.3%)	24 (22%)	3 (2.8%)	0 (0%)	1 (0.9%)
11. The level of availability of library resources	101 (92, 7%)	8 (7.3%)	0 (0%)	0 (0%)	0 (0%)
12. The quality of services provided in libraries and reading rooms	101 (92, 7%)	8 (7.3%)	0 (0%)	0 (0%)	0 (0%)
13. Existing educational resources of the university	92 (84.4%)	16 (14.7%)	1 (0.9%)	0 (0%)	0 (0%)
14. Availability of computer classes	83 (76.1%)	18 (16.5%)	3 (2.8%)	3 (2.8%)	2 (1.8%)
15. Availability and quality of Internet resources	82 (75.2%)	19 (17.4%)	3 (2.8%)	4 (3.7%)	1 (0.9%)
16. The content and informational content of the website of educational organizations in general and faculties (schools) in particular	97 (89%)	12 (11%)	0 (0%)	0 (0%)	0 (0%)
17. Classrooms, auditoriums for large groups	87 (79.8%)	22 (20.2%)	0 (0%)	0 (0%)	0 (0%)
18. Student lounges (if any)	60 (55%)	19 (17.4%)	4 (3.7%)	3 (2.8%)	23 (21.1%)
19. Clarity of procedures for taking disciplinary action	90 (82.6%)	10 (9.2%)	2 (1.8%)	1 (0.9%)	6 (5.5%)
20. The quality of the educational program as a whole	103 (94.5%)	6 (5.5%)	0 (0%)	0 (0%)	0 (0%)
21. The quality of the educational programs in the EP	95 (87.2%)	13 (11.9%)	0 (0%)	0 (0%)	1 (0.9%)
22. Teaching methods in general	93 (85.3%)	13 (11.9%)	2 (1.8%)	0 (0%)	1 (0.9%)
23. Quick response to feedback from teachers on issues related to the educational process	97 (89%)	12 (11%)	0 (0%)	0 (0%)	0 (0%)
24. The quality of teaching in general	97 (89%)	10 (9.2%)	2 (1.8%)	0 (0%)	0 (0%)
25. Academic workload/demands for the student	90 (82.6%)	14 (12.8%)	3 (2.8%)	1 (0.9%)	1 (0.9%)

26. Requirements of the teaching staff for students	93 (85.3%)	13 (11.9%)	1 (0.9%)	1 (0.9%)	1 (0.9%)
27. Information support and explanation of admission rules and strategy of the educational program (specialty) before entering the university	95 (87.2%)	11 (10.1%)	1 (0.9%)	0 (0%)	2 (1.8%)
28. Informing the requirements for successful completion of a given educational program (specialty)	95 (87.2%)	10 (9.2%)	2 (1.8%)	1 (0.9%)	1 (0.9%)
29. The quality of examination materials (tests and examination questions, etc.)	96 (88.1%)	8 (7.3%)	1 (0.9%)	2 (1.8%)	2 (1.8%)
30. Objectivity in assessing knowledge, skills and other academic achievements	95 (87.2%)	12 (11%)	1 (0.9%)	1 (0.9%)	0 (0%)
31. Available computer classes	82 (75.2%)	19 (17.4%)	3 (2.8%)	2 (1.8%)	3 (2.8%)
32. Available scientific laboratories	82 (75.2%)	12 (11%)	2 (1.8%)	1 (0.9%)	12 (11%)
33. Objectivity and fairness of teachers	95 (87.2%)	9 (8.3%)	2 (1.8%)	2 (1.8%)	1 (0.9%)
34. Informing students about courses, educational programs and the academic degree they receive	97 (89%)	10 (9.2%)	0 (0%)	1 (0.9%)	1 (0.9%)
35. Providing students with dormitory accommodation	86 (78.9%)	13 (11.9%)	1 (0.9%)	1 (0.9%)	8 (7.3%)

Rate how much you agree:

Statement	Full agreement	Agree	I partially agree	I disagree	Complete disagreement	Didn't answer
36. The course program was clearly presented.	82 (75.2%)	23 (21.1%)	3 (2.8%)	1 (0.9%)	0 (0%)	
37. The course content is well structured.	88 (80.7%)	19 (17.4%)	2 (1.8%)	0 (0%)	0 (0%)	
38. Key terms are explained well enough	90 (82.6%)	14 (12.8%)	5 (4.6%)	0 (0%)	0 (0%)	
39. The material offered by the teacher is relevant and reflects the latest achievements of science and practice.	84 (77.1%)	24 (22%)	1 (0.9%)	0 (0%)	0 (0%)	
40. The teacher uses effective teaching methods	84 (77.1%)	21 (19.3%)	4 (3.7%)	0 (0%)	0 (0%)	
41. The teacher is proficient in the material being taught	91 (83.5%)	15 (13.8%)	2 (1.8%)	0 (0%)	1 (0.9%)	
42. The teacher's presentation is clear	88 (80.7%)	17 (15.6%)	4 (3.7%)	0 (0%)	0 (0%)	

43. The teacher presents the material in an interesting way.	81 (74.3%)	20 (18.3%)	6 (5.5%)	2 (1.8%)	0 (0%)	
44. Objectivity in assessing knowledge, skills and other academic achievements	86 (78.9%)	21 (19.3%)	2 (1.8%)	0 (0%)	0 (0%)	
45. Timeliness of assessment of students' academic achievements	87 (79.8%)	19 (17.4%)	3 (2.8%)	0 (0%)	0 (0%)	
46. The teacher meets your requirements and expectations for professional and personal development	84 (77.1%)	21 (19.3%)	4 (3.7%)	0 (0%)	0 (0%)	
47. The teacher stimulates students' activity	81 (74.3%)	19 (17.4%)	7 (6.4%)	2 (1.8%)	0 (0%)	
48. The teacher stimulates students' creative thinking	87 (79.8%)	16 (14.7%)	3 (2.8%)	3 (2.8%)	0 (0%)	
49. The teacher's appearance and manners are adequate	94 (86.2%)	14 (12.8%)	1 (0.9%)	0 (0%)	0 (0%)	
50. The teacher shows a positive attitude towards students	92 (84.4%)	16 (14.7%)	1 (0.9%)	0 (0%)	0 (0%)	
51. The system of assessment of academic achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	88 (80.7%)	20 (18.3%)	1 (0.9%)	0 (0%)	0 (0%)	
52. The assessment criteria used by the teacher are clear and accessible.	87 (79.8%)	18 (16.5%)	4 (3.7%)	0 (0%)	0 (0%)	
53. The teacher objectively evaluates the students' achievements	81 (74.3%)	25 (22.9%)	2 (1.8%)	1 (0.9%)	0 (0%)	
54. The teacher speaks professional language	90 (82.6%)	16 (14.7%)	3 (2.8%)	0 (0%)	0 (0%)	
55. The organization of education provides sufficient opportunities for sports and other leisure activities	87 (79.8%)	16 (14.7%)	5 (4.6%)	1 (0.9%)	0 (0%)	
56. Facilities and equipment for students are safe, comfortable and modern.	85 (78%)	18 (16.5%)	5 (4.6%)	1 (0.9%)	0 (0%)	
57. The library is well equipped and has a sufficient collection of scientific, educational and methodological literature.	88 (80.7%)	19 (17.4%)	2 (1.8%)	0 (0%)	0 (0%)	
58. Equal opportunities for mastering the educational program and personal development are provided to all students.	86 (78.9%)	22 (20.2%)	1 (0.9%)	0 (0%)	0 (0%)	

Other issues regarding the quality of teaching:

There are no problems

Bilim sapasynda eshkanday kedergiler zhok, mugalimderdin biliktiligizdi қаңағатудиради.

I don't see any obvious problems. Yes, situations do happen, but usually the students themselves are to blame.

Barlygyna konilim tolady. This University shamal technical equipment

Please be aware of this, please contact us!

I am completely satisfied with the quality of teaching, everything is accessible and understandable.

Everything is tEP notch!

Yeshkanday мәsele zhok, әrbir okytushy өз aldyna alar orny bar. Okytushylar oz zhumystaryn zhaksy dengeyde atkaryp zhatyr.

Okytu sapasyn katysty esh kemsilik zhok, mugalimderdin oqytu adistemii, biliktigigiñбң нғбғийі гогары

I am satisfied with everything. I am happy with the quality of teaching.

Please take care of the situation.

The Department of Pedagogy, Psychology and Special Education has classrooms for practical classes, equipped accordingly for working with children with special educational needs.

Menin oyimsha zhok

