REPORT

on the results of the external expert commission's work to assess compliance with the requirements of the standards for specialized accreditation of educational programs
6B01101 Pedagogy and Psychology
6B01201 Preschool Education
6B01302 Pedagogy and Methodology of Primary Education
7M01302 Pedagogy and Methodology of Primary Education
LLP "Central Asian Innovative University"
from November 14 to 16, 2024

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Shymkent   **November 16, 2024**

(I) LIST OF ABBREVIATIONS AND ACRONYMS

AC	Academic Calendar
AIS	Automated Information System
BD	Basic Disciplines
EAAA	External Assessment of Academic Achievements
HEI	Higher Educational Institution
SAC	State Attestation Commission
SE	State Exam
DET	Distance Educational Technologies
UNT	Unified National Testing
FSA	Final State Attestation
ICT	Information and Communication Technology
ISP	Individual Study Plan
CYA	Committee for Youth Affairs
CTE	Credit Technology of Education
CED	Catalog of Elective Disciplines
MES RK	Ministry of Education and Science of the Republic of Kazakhstan
MEP	Modular Educational Programs
RW	Research Work
SRW	Student Research Work
MC	Methodological Council
GED	General Educational Disciplines
EP	Educational Programs
RO	Registrar's Office
PD	Profile Disciplines
FTS	Faculty Teaching Staff
WSP	Working Study Plan
QMS	Quality Management System
ISW	Independent Student Work
SSS	Student Self-Study
ISWIG	Independent Student Work under Instructor Guidance
SSP	Standard Study Plan
ESS	Educational Support Staff
EMCD	Educational and Methodological Complex of the Discipline
EMCS	Educational and Methodological Complex of the Specialty

(II) INTRODUCTION

In accordance with Order No. 154-24-OD dated September 24, 2024, by the General Director of the Independent Agency for Accreditation and Rating, from November 14 to 16, 2024 an external expert commission conducted an evaluation of the compliance of the educational programs 6B01101 Pedagogy and Psychology, 6B01201 Preschool Education, 6B01302 Pedagogy and Methods of Primary Education, and 7M01302 Pedagogy and Methods of Primary Education of the LLP "Central Asian Innovative University" (Shymkent) with the standards of specialized accreditation of educational programs of higher and postgraduate education by IAAR (No. 68-18/1-OD dated May 25, 2018, first edition).

The report of the external expert commission (EEC) contains an evaluation of the presented educational programs according to the IAAR standards, recommendations from the EEC for further improvement of the educational programs, and parameters of the educational program profile.

Composition of the EEC:

Chairman of the External Expert Comission (EEC) – Ualkhanov Baizhan Nurbaevich, Candidate of Technical Sciences, Associate Professor, Professor, Category I Expert of IAAR, Innovative Eurasian University (Pavlodar); Off-line participation.

Foreign Expert of IAAR – Sousana Michailidou, Ph.D., Professor at Webster University in Athens, Vice-President of the Euro-Mediterranean Academy of Arts and Sciences (Greece); On-line participation.

Expert of IAAR – Menlibekova Gulbakhyt Zholdasbekovna, Doctor of Pedagogical Sciences, Professor, Eurasian National University named after L.N. Gumilyov (Astana); On-line participation.

Expert of IAAR – Bobrova Valentina Vladimirovna, Candidate of Pedagogical Sciences, Associate Professor, Karaganda Buketov University (Karaganda, Republic of Kazakhstan); Off-line participation.

Expert of IAAR – Nosiyeva Nazym Kazhimuratovna, Candidate of Philological Sciences, Associate Professor, Academy of Physical Culture and Mass Sports of Astana (Astana); On-line participation.

Expert of IAAR – Kulakhetova Mergul Sabitovna, Candidate of Philological Sciences, Associate Professor of the Foreign Languages Department at Pavlodar Pedagogical University named after Alkey Marghulan (Pavlodar); On-line participation.

Expert of IAAR – Bodeev Marat Turymovich, Candidate of Biological Sciences, Associate Professor, Karaganda University named after Academician E.A. Buketov (Karaganda); Off-line participation.

Expert of IAAR – Abilev Madi Baltabaevich, PhD, Associate Professor, Kazakh National University named after Al-Farabi (Almaty); Off-line participation.

Expert of IAAR – Karuna Oksana Leonidovna, Doctor of Philosophy (PhD), Associate Professor, International Engineering and Technology University (Almaty); Off-line participation.

Expert of IAAR, Employer – Sandybayeva Dinara Aydarovna, Deputy Director for Educational Work, Higher North Kazakhstan Vocational Pedagogical College (Petropavlovsk); On-line participation.

Expert of IAAR, Student – Dildina Polina Andreevna, 3rd-year student of the educational program 6B01802 Social Pedagogy at the North Kazakhstan University named after Manash Kozybaev (Petropavlovsk); On-line participation.

Expert of IAAR, Student – Barlybaev Nurmukhammed Yerzhanuly, 4th-year student of the educational program 6B01508 Mathematics-Physics at Aktobe Regional University named after K. Zhubanova (Aktobe); On-line participation.

Expert of IAAR, Student – Sagynbaev Begzat Bokenbayuly, 4th-year student of the Physical Culture and Sports educational program at Kazakh National Pedagogical University named after Abay (Almaty); On-line participation.

Coordinator of the Expert Council (EEC) IAAR – Bekenova Dinara Kairbekovna, Project Manager of IAAR (Astana); Off-line participation.

(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION

The Central Asian Innovative University was established by merging two universities, the International Humanitarian-Technical University and the University named after M. Saparbaev, on March 2, 2021. The rector of the university is E.Z. Onlasynov, Candidate of Agricultural Sciences. Legal address: 160000, Republic of Kazakhstan, Shymkent, Ynebekshinsky District, A. Sasbukhayev Street, House No. 119. The founders are Zhuryunov Galymljan Muratuly, Saparbaeva Gulshara Sarsengaliyevna, and Saparbaev Marat Mardanovich. The form of ownership is private. Founding documents of the university:

- Charter of LLP "Central Asian Innovative University" approved by the General Meeting of Participants on 08.02.2021 and registered on February 24, 2021;
- BIN 210240037049;
- Certificate of state registration of a legal entity dated February 24, 2021;
- State license No. KZ16LAA00025036

The Central Asian Innovative University positions itself as a competitive university in the Southern region, creating and successfully implementing innovations in education and science, and ensuring high quality of education and personal development. The university provides a modern approach to organizing a quality educational process, has implemented a credit technology of education, utilizes interactive forms and methods of conducting classes, incorporates innovative technologies, uses foreign experience, and attracts well-known scientists and professors. Systematic and coordinated work is carried out to instill a sense of citizenship and high patriotism in students, study folk traditions, enhance students' social activity, and cultivate their self-improvement and self-management, as well as the awareness of the necessity for continuous personal growth.

The university's partners include higher educational institutions from Germany, Kyrgyzstan, Poland, and Russia, such as the International Academy of Management and Technology (Germany); Non-State Educational Institution of Higher Professional Education Legal University (St. Petersburg); Tambov State University named after G.R. Derzhavin (Russia); The University of Mathematics and Informatics, a state educational institution of higher professional education in Moscow, "Moscow City Pedagogical University" (Russia); Minsk Management University (Republic of Belarus); Kyrgyz State University named after I. Arabaev, Jalal-Abad State University named after B. Osmonov (Kyrgyzstan).

Over the past 30 years, more than 20000 highly qualified specialists have been trained for various sectors of the country, who have made and continue to make a significant contribution to the development of the state economy through their selfless labor.

The university has the necessary material and technical conditions for conducting the educational process qualitatively. The material and technical support includes necessary educational and auxiliary spaces for the educational process, sufficient infrastructure, provision of computing and office equipment for the educational process, and an adequate amount of educational materials.

Serious attention is paid to organizing cultural leisure for youth at the university, enriching its content, creating conditions for the creative development of students. The cultural life of the university is rich and diverse. Currently, the university hosts a student youth committee, the Alliance of Students of Kazakhstan, the student organization "Zhasyl El," a KVN team, debate clubs: "Erudite," "Kyran," "Tomiris," "Yerkiti Zhastar," and clubs: "Zhas adebietshiler," "Zhas Economist," a sports club "Mars," and a puppet theater "Zhas dauren." A student council also operates at the university.

Mission of the University: to provide quality education through the development of innovative educational technologies and interaction with employers. Vision: to become one of the best universities by adhering to an effective management system and using advanced methods and technologies in education.

Since March 2020, the university has been operating a quality management system ISO 9001:2015. The implementation of the QMS took place with the support of the European Bank for Reconstruction and Development (Grant Agreement No. GA-KAZ-2019-1773028 dated 09/12/2019) and LLP "ISO Implementation Agency" (Consulting Services Agreement No.: KD-49-19 dated 06/12/2019). As part of the implementation of the Quality Management System (QMS), a diagnosis of the existing management system was conducted, training for employees was provided, a set of organizational and regulatory documentation was developed in accordance with the requirements of international standards, and an internal audit was performed.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

In accordance with Order No. 113-21-OD dated September 1, 2021, from the Independent Agency for Accreditation and Rating from October 12 to 14, 2021, an external expert commission assessed the compliance of the educational programs of the LLP "Central Asian Innovative University" (Shymkent) with the standards of specialized accreditation of IAAR (No. 57-20-OD dated June 16, 2020, sixth edition).

Based on the assessment results, the External Expert Commission (EEC) provided the following recommendations for the educational programs (EP):

1.1 EEC Recommendation: The management of the EP should adjust the development plans of the accredited EPs to specify their individuality and uniqueness, considering the main priorities for the development of the region and the country, and determine indicative development indicators for the EP in quantitative and percentage terms. **(100%).**

1.2 EEC Recommendation: The university management should designate responsible individuals for business processes within the EP. **(100%).**

1.3 EEC Recommendation: Plan and organize professional development for EP leaders in education management programs **(100%).**

2. Standard: Information Management and Reporting

2.1. EEC Recommendation: The university management should develop clear criteria regarding the frequency, forms, and methods for evaluating the management of EPs. **(100%).**

2.2. EEC Recommendation: Include in the work plan of the university's Collegial Bodies issues regarding the effectiveness and efficiency of the implementation of EPs. **(100%).**

3. Standard: Development and Approval of Educational Programs

3.1 EEC Recommendation: EP leaders should establish the work of Academic Committees involving experienced teachers and experts in the relevant profile of the cluster to regularly update the content of the EP. **(100%).**

3.3. EEC Recommendation: The management of the EP should develop and implement an action plan aimed at fostering professional collaboration with Kazakhstani and foreign educational organizations regarding the harmonization of modules for the preparation of joint

EPs. **(100%).**

4. Standard: Continuous Monitoring and Periodic Evaluation of EPs

4.1. EEC Recommendation: Regularly update information about all changes in accredited EPs on the university website. **(100%).**

4.2. EEC Recommendation: Regulate the work of the Academic Committee to monitor and periodically evaluate EPs by January 2022. **(100%).**

4.3. EEC Recommendation: The university management should develop an algorithm for interaction among support services to identify and meet the needs of various student groups. **(100%).**

5. Standard: Student-Centered Learning, Teaching, and Assessment

5.1. EEC Recommendation: Ensure in the Educational Program Development (EPD) the possibilities for establishing flexible learning trajectories, including for various student groups on a regular basis. **(90%).**

5.2. EEC Recommendation: To enhance content accessibility for students, ensure that classes are conducted in both synchronous and asynchronous formats on a specified platform. **(100%).**

5.4 EEC Recommendation: Ensure regular student participation in the formation of the educational program and educational resources of accredited EPs as stakeholders. **(100%).**

6. Standard: Students

6.1. EEC Recommendation: The management of the EP should take measures to provide current information for applicants and students on the website (availability and characteristics of EPs, admission, and study conditions). **(100%).**

6.2. EEC Recommendation: Amend the Student Adaptation Policy, develop a program, and provide support measures for newly admitted students, publishing the policy and program on the website. **(100%).**

6.3 EEC Recommendation: Ensure the participation of the Alumni Association in the development and management of EPs, and in facilitating graduate employment. **(100%).**

6.4. EEC Recommendation: Inform university graduates about the activities of the association and update the relevant section on the website. **(100%).**

7. Standard: Faculty teaching staff

7.1. EEC Recommendation: The management of the EP should ensure the updating of information about the faculty teaching staff and its structured presentation on the university website. **(100%).**

7.2. EEC Recommendation: Regularly demonstrate the effectiveness of faculty teaching staff surveys, provide systematic feedback, and inform about measures taken based on survey results **(100%).**

7.3. EEC Recommendation: Develop and implement a set of measures to introduce teaching methods and techniques in a blended learning environment: online, offline, and distance learning, considering the changing role of the teacher in the context of student-centered learning. **(100%).**

8. Standard: Educational Resources and Student Support Systems

8.1. EEC Recommendation: The management of the EP should ensure the uninterrupted functioning of Wi-Fi on the university campus. **(100%).**

8.2. EEC Recommendation: Specify the list and content of alternative disciplines that define individual educational trajectories in the context of EPs and ensure their actual functioning on a regular basis. **(90%).**

8.3. EEC Recommendation: Ensure the enrichment and updating of educational content with interactive resources, including video lectures, presentations, assignments, etc., in both online and offline learning environments. (100%).

9. Standard: Public Information

9.1. EEC Recommendation: The management of the EP should regularly update information on all activities within the EP and ensure its consistency across languages to provide complete and objective information to all interested parties. **(100%).**

9.2 EEC Recommendation: To inform the public about the availability of professional staff within the accredited EPs throughout the training period, regularly update the personal data of the faculty teaching staff for each EP. **(100%).**

9.3 EEC Recommendation: Publish financial reports on the provision and updating of the material and technical base within the implemented EPs. **(100%).**

(V) DESCRIPTION OF THE VISIT OF THE ACCREDITATION COMMISSION

The work of the External Expert Commission (EEC) was carried out based on the approved Program for the visit of the expert commission for specialized accreditation of educational programs at the LLP "Central Asian Innovative University" (Shymkent) from November 14 to 16, 2024.

To coordinate the work of the EEC, an organizational meeting was held on November 13, 2024, during which the powers were distributed among the commission members, the visit schedule was clarified, and agreement was reached on the methods of expertise.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, meetings were held with the Head of the Board - the Rector, with Board Members - Vice Rectors for various activities, heads of structural divisions, the director of the institute, educational program leaders, teachers, and students. A total of 33 representatives from the university participated in the meetings (Table 1).

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

Category of Participants	Quantity
Head of the Board - Rector	1
Board Members	5
Heads of Structural Divisions	13
Deans	2
Heads of Departments, Educational Program Leaders	12
Teachers	37
Students	68
Total	**138**

During the tour, EEC members familiarized themselves with the condition of the university's material and technical base, they inspected classrooms for lectures, practical, and laboratory work related to the accredited educational programs, the university library, and the locations of support services for educational, scientific, and social processes.

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

EEC experts visited practice bases and conducted an interview with the head of the organization, Kindergarten No. 49 "Zhasulan," Albayev G.A., in Shymkent.

In accordance with the accreditation procedure, an online survey was conducted with 105 teachers, 371 students, and 18 stakeholders.

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 its official website (https://caiu.edu.kz/).

As part of the planned visit program, recommendations for improving the accredited educational programs of the LLP "Central Asian Innovative University" (Shymkent), developed by the EEC following the expertise, were presented at a meeting with the administration on November 14, 2024.

(VI) COMPLIANCE WITH THE STANDARDS OF SPECIALIZED ACCREDITATION

6.1. Standard "Management of the Educational Program"

- ✓ *The university must have a published quality assurance policy.*
- ✓ *The quality assurance policy should reflect the connection between research, teaching, and learning.*
- ✓ *The university must demonstrate the development of a quality assurance culture, including in relation to educational programs.*
- ✓ *Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint/double degree programs and academic mobility.*
- ✓ *The management of the educational program ensures transparency in the development of the educational program's development plan based on an analysis of its functioning, the actual positioning of the university, and its focus on meeting the needs of the state, employers, stakeholders, and students.*
- ✓ *The management of the educational program demonstrates the functioning of mechanisms for the formation and regular review of the educational program's development plan and monitoring its implementation, assessing the achievement of learning objectives, meeting the needs of students, employers, and society, and making decisions aimed at the continuous improvement of the educational program.*
- ✓ *The management of the educational program should involve representatives of stakeholder groups, including employers, students, and faculty teaching staff in the formation of the educatioanal program's development plan.*
- ✓ *The management of the educational program should demonstrate the individuality and uniqueness of the development plan, its alignment with national development priorities and the educational organization's development strategy.*
- ✓ *The university must clearly define those responsible for business processes within the educational program, with unambiguous distribution of staff duties and delineation of functions of collegial bodies.*
- ✓ *The management of the educational program should provide evidence of the transparency of the educational program management system.*
- ✓ *The management of the educational program should demonstrate the successful functioning of the internal quality assurance system for the educational program, including its design, management, monitoring, improvement, and decision-making based on facts.*
- ✓ *The management of the educational program should manage risks.*
- ✓ *The management of the educational program should ensure the participation of representatives of stakeholders (employers, faculty teaching staff, students) in the collegial governing bodies of the educational program, as well as their representation in decision-making on educational program management issues.*
- ✓ *The university must demonstrate innovation management within the educational program, including the analysis and implementation of innovative proposals.*
- ✓ *The management of the educational program should provide evidence of openness and accessibility for students, faculty teaching staff, employers, and other stakeholders.*
- ✓ *The management of the educational program should undergo training in educational management programs.*
- ✓ *The management of the educational program should strive to ensure that progress made since the last external quality assurance procedure is considered in preparation for the next procedure.*

Evidence Part

The university has presented the "Strategic Development Plan of the Central Asian Innovative University for 2021-2025," approved at the meeting of the Scientific Council of CAIU (protocol No. 1, March 26, 2021). https://drive.google.com/file/d/1jfrTh3ejSZaJSal0hFUz5dp6oZUNe2s2/view The strategic directions include the improvement of the university management system; development of the university's human resources to create a climate conducive to enhancing the quality and efficiency of the university's activities; preparation of competitive personnel with practical skills and leadership qualities, forming the personnel foundation for the developing sectors of the economy in Shymkent and the Turkestan region; increasing the effectiveness of scientific research and integration into the international scientific space; updating and improving the system of educational work; developing international cooperation; and developing digital infrastructure and modern material and technical base of the university.

The development plan and objectives of the educational program are developed in accordance with the educational policy of the Republic of Kazakhstan and the university's academic policy. The development plans for the educational programs define the strategy and tactics for improvement based on the targeted implementation of the established goals. The goal of the educational program is to provide quality educational services aimed at meeting the needs of the state, stakeholders, and learners.

The formation of the development plan for the educational program is carried out in accordance with the Bologna principles of education. The Regulation PD-51-22 "Development Plan of the Educational Program" https://drive.google.com/file/d/1-L3i4oowvWAdB8u1Bz6NRQphuJC6uTXg/view is aligned with the university's strategic plan for 2021-2025.

The accredited educational programs have been analyzed for uniqueness and individuality, considering the national priorities of the country, the Turkestan region, and the demands of the modern labor market in the southern region. Indicative development indicators for the accredited educational programs have been defined in quantitative and percentage terms. These indicators are established in accordance with the comprehensive plan for the socio-economic development of the Turkestan region for 2021-2025 and Shymkent. The uniqueness of the accredited educational programs is defined in the development plans for 2022-2025.

https://drive.google.com/file/d/1fsgGFbbP1DF9CyERgo-6PiBTd0vl-ff6/view
https://drive.google.com/file/d/19zcyQKskrzzyuzQvGEzMudWVLi2Q0mkj/view
https://drive.google.com/drive/folders/10PuYhTWzRvHnCqh2mMiiypeXnUBCGhs4

The educational program 7M01301 – Pedagogy and Methods of Primary Education and its description are presented on the university's website (https://drive.google.com/file/d/1zGgCs9yRbhsXaqhaHlM2Wxqf4px3H455/view). The basis for developing the plan is the regulation on the Modular Educational Program (https://drive.google.com//file/d/10sJgPArNxjlkZCV5O4KUb2fu7Kw48J1C/view).

Особенностью A feature of the accredited educational programs 6B01101 - Pedagogy and Psychology, 6B01301 - Pedagogy and Methods of Primary Education, 6B01201 - Preschool Education, 7M01301 - Pedagogy and Methods of Primary Education and postgraduate education is the inclusion of continuous pedagogical practice throughout the entire period of study, which forms practice-oriented knowledge and skills, including in planning and organizing educational and scientific-pedagogical activities in the fields of Pedagogy and Psychology, Pedagogy and ,Methods of Primary Education, Preschool Education and Upbringing, and the Application of Innovative Teaching Technologies in the educational process, creating a research culture. The formation of the educational program 6B01101 - "Pedagogy and Psychology" involves the faculty teaching staff of the department, representatives of employers from school No. 38 named after Ondasynov, Lyceum School No.

15 named after Mendeleev, Center for the Provision of Special Services No. 5, Laboratory of Distance Education and Post-Course Support "Örleu," who express opinions on its structure, content, and alignment with the development priorities of the Republic of Kazakhstan in this area.

https://drive.google.com/file/d/1XwcBxyqRbWt0Da9JTEP0BETtHq9lVbhd/view

For the educational program 6B01302 – "Pedagogy and Methods of Primary Education," the faculty teaching staff of the "Pedagogy" department, representatives of employers from school No. 17 named after Lermontov, and school No. 14 named after Aibek express opinions on its structure, content, and alignment with the development priorities of the Republic of Kazakhstan in this area.

https://drive.google.com/file/d/13H5joBtJ3Egbc1AoIW62ilaTfNnTXnfm/view

For the educational program 6B01201 "Preschool Education and Upbringing," the faculty teaching staff of the "Pedagogy" department, representatives of employers from the Laboratory of Distance Education and Post-Course Support "Örleu," kindergarten "Ajar Ana-2017," kindergarten "Zhasulan," and kindergarten "Darya-Mars" in Shymkent are involved.

https://drive.google.com/file/d/1lWmSKWbj-BpGnxJo0kcZLjd7go-t_kyM/view

For the educational program 7M01302 – "Pedagogy and Methods of Primary Education," the faculty teaching staff of the department, representatives of South Kazakhstan Pedagogical University named after Ö. Zhanibekov, school No. 14 named after Aibek, "School-Gymnasium No. 64 named after Aimautov," and Torzhan Gymnasium express opinions on its structure, content, and alignment with the development priorities of the Republic of Kazakhstan in this area. All employer proposals are discussed at the department meeting, and decisions are made to make changes to both the educational program and the curricula (syllabi). In developing the goals and strategy for the educational program based on the analysis of external and internal factors, various stakeholders were involved. External and internal factors in the development of the educational program fully characterize all opportunities and prospects for its development. The entire procedure for developing, discussing, updating, and approving the development plan of the educational program is conducted on a collegial basis.

Among employers, surveys are conducted to identify the level of satisfaction of consumers with the quality of educational services, research problems, and achievements in the quality of the educational and upbringing process in the department. https://caiu.edu.kz/polling-ru/

The university implements a policy of integrating the educational process and research activities, developing students through research activities, and forming professional competence and ethical standards among students and master's students by using their own scientific results in teaching according to educational programs agreed upon with employers and strategic partners of the university ("University Development Strategy for 2024-2029"). https://drive.google.com/file/d/1e0X04bDWOw9qiWJYm6eEiqMzOBf1D90w/view

The implementation of research results in the educational process and production allows master's students to receive education based on the latest achievements in science and technology and meeting labor market requirements. For example, in the "Pedagogy" department, the results of the master's thesis «Didactic Conditions for Using Active Teaching Methods in Training Future Primary School Teachers» by master student Abdullayev J. for the educational program 7M01301 - Pedagogy and Methods of Primary Education have been implemented in the educational process of the general education school named after M. Abenov in the Turkestan region, implementation act No. 234, May 22, 2023. The results of the research work «Educating Primary School Students in Morality Through the Subject of Literary Reading» by master student Rakhymbekova M. have been implemented in the educational process of School-Gymnasium No. 17 named after Atatürk in the city of Turkestan.   In classes, teachers use multimedia teaching tools: CDs, audio-visual materials, electronic

textbooks, etc. For example, in the "Pedagogy" department, candidate of pedagogical sciences, senior lecturer Mailybaeva L. developed a video lecture on the methodology of teaching pedagogy, and candidate of pedagogical sciences, senior lecturer Akhmet L. developed a video lecture on the topic: «Teaching in Higher Education Based on the Credit System». https://www.youtube.com/channel/UC04uzJpxNNtfmAG854FLM4A/videos.

Innovative teaching methods are actively used in the educational process. In the 2022-2023 academic year, candidate of pedagogical sciences Muanasheva Zh.B. and master's student Zhanibekova G.O. implemented the "Methodology of Teaching Pedagogy" (educational and methodological manual) in the educational process for students in the educational program 6B01301 – Pedagogy and Methods of Primary Education. The educational manual "Defectology and Speech Therapy" by candidate of psychological sciences Zhugamulova G.Sh. and master's student Yesmuratova U.A. has been included in the educational process of the corresponding discipline for students in the educational program 6B01301 - Pedagogy and Methods of Primary Education. The diploma thesis of student Tasybek A.T. from group PPkv18-1 under the supervision of PhD Shalkharbekova N.A. on the topic "History and Problems of Cognitive Psychology Development Abroad" has been implemented in the educational process of the discipline "Psychology of Human Development" for students in the educational program 6B01101 - "Pedagogy and Psychology." Candidate of pedagogical sciences, professor Kenjebekova R.I., and master's student Igembay Sh. included the results of the research work of the master's thesis on the topic "Ways to Solve Interesting Game Tasks in Primary School Mathematics" for students in the educational program 7M01301 – Pedagogy and Methods of Primary Education in the discipline "Mathematical Logic." Doctor of pedagogical sciences, professor Moldabek K., and master's student Dostanbaeva Sh. teaching in the EP 7M01301 – Pedagogy and Methods of Primary Education included the results of the research work of the master's thesis on the topic " Using Ethnopedagogical Materials in the Language Development of Primary School Students " in the discipline "Ethnopedaogogy."

In the 2023-2024 academic year, the educational manual "Бастауыш сынып оқушыларының танымдық қызығушылығын арттырудағы шығармашылық қабілеттерін дамытудың теориялық негіздері" developed by candidate of psychological sciences Zhumadullaeva A., candidate of pedagogical sciences Munasheva Zh., and master's student Kanseitova S., has been included in the educational process of IT School-Lyceum named after S. Yerubaev; candidate of pedagogical sciences, senior lecturer Sydykova Z.E., and second-year master's student Akylova Zh. «Investigating the Causes of Atypical Behavior in Primary School Students» implemented research results in the educational process of School No. 82 named after K. Kasymuly; candidate of pedagogical sciences, senior lecturer Akhmet L.S., and second-year master's student Ergeshova N. implemented research results on " Pedagogical Opportunities for Enhancing Creative Potential Based on Innovative Teaching Technologies " in the LLP "Torzhan Gymnasium".

Teachers Sultanova U.S. and Tursynbaeva A.Z. actively use presentations and oral and combined questioning in their classes. Master's students Bektursynova D.T. use various training sessions and games, while written assignments are sent via the AIS Platonus. Teachers actively use platforms like Zoom, Webex, and innovative programs like Webex-Kahoot, etc.

According to the rating results from the National Chamber of Entrepreneurs "Atameken," the educational programs in Pedagogy and Psychology and Pedagogy and Methods of Primary Education showed positive results in 2022 and 2023, indicating sufficiently good training. https://caiu.edu.kz/naar-ru/

The quality policy regarding the use of outsourcing is formed in accordance with the requirements of the Law of the Republic of Kazakhstan "On Education" dated July 27, 2007, European standards, and directives on internal quality assurance in higher education

institutions (ENQA), the university charter, and is aimed at implementing the adopted mission of the university. Outsourcing allows the university to focus on its core activities, developing professional and universal competencies among students, while external experts effectively and with guaranteed quality carry out certain types of activities.

To ensure effective informational support for the educational system management processes, as well as to manage the educational process, the university uses the information system "PLATONUS." Outsourced services are provided based on contracts https://caiu.edu.kz/polling-ru/

Requirements for educational organizations regarding academic mobility are documented in the following documents:

-regulation PD-11-21 – "Academic Mobility of Students"; https://drive.google.com/file/d/1r9z8HrE1akXzriMj-5FIAaunwxU4b-Q6/view

- regulation PD-25-21 – "Academic Mobility of Faculty Teaching Staff"; https://drive.google.com/file/d/1FvDH6pjLoGRvYud75-E4S06xggBUeRBY/view

To improve the educational program, the university has agreements on mutual cooperation with other Kazakh and foreign universities, which allows for the organization of academic mobility for students.

https://caiu.edu.kz/contracts/

6B01101 - "Pedagogy and Psychology" is implemented in accordance with state license No. 0137464, issued based on the order of the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan dated February 3, 2010, No. 168

https://drive.google.com/file/d/1fsgGFbbP1DF9CyERgo-6PiBTd0vl-ff6/view

6B01301 – "Pedagogy and Methods of Primary Education" is implemented in accordance with state license No. 0137464, issued based on the order of the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan dated February 3, 2010, No. 168

https://drive.google.com/drive/folders/10PuYhTWzRvHnCqh2mMiiypeXnUBCGhs4

6B01201 "Preschool Education and Upbringing" is implemented in accordance with state license No. 0137464, issued based on the order of the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan dated May 23, 2017, No. 771

https://drive.google.com/file/d/19zcyQKskrzzyuzQvGEzMudWVLi2Q0mkj/view

The license for conducting the educational program series АБ№0137464 is valid indefinitely, issued on February 3, 2010, as an annex to the license issued according to the order of the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan No. 168 dated February 3, 2010.

7M01301 – "Pedagogy and Methods of Primary Education" https://drive.google.com/file/d/1zGgCs9yRbhsXaqhaHlM2Wxqf4px3H455/view

Educational programs are implemented through educational plans (standard, individual, and working) and programs (standard and syllabi). The educational programs in Pedagogy and Psychology, Pedagogy and Methods of Primary Education, Preschool Education and Upbringing aim for deep theoretical and practical training of specialists in specific areas.

For the EP 7B01302 "Pedagogy and Methods of Primary Education" at the postgraduate level, as of 2023, out of a total of 190 master's students, 169 are employed, and 21 graduates are on parental leave. The employment rate of graduates is 100%.

Criteria and indicators are reflected in the Development Plan of the EP "Pedagogy and Psychology" for 2022-2025 https://drive.google.com/file/d/1BfjqcJjZmjE0C3wRz0veZl5C4vkUuOHe/view

Criteria and indicators are reflected in the Development Plan of the EP "Pedagogy and

Methods of Primary Education".
https://drive.google.com/file/d/1BxRoc3YndbT2mHMiW_ib0gf-GivFy8Yv/view

The EP "Preschool Education and Upbringing" for 2022-2025 has been recommended at the department meeting, Protocol No. 5 dated December 25, 2022
https://drive.google.com/file/d/14GHmQrB3tWkvXPI6lYBoS3Q_T1EXdb5O/view

Criteria and indicators are reflected in the Development Plan of EP 7M01301 "Pedagogy and Methods of Primary Education"
https://drive.google.com/file/d/1o1W0WkBEkjQcFM-qn90hHr5bTVdv9h1q/view

The criteria and indicators of the EP are reflected in the Development Plans of EP 7M01301 – Pedagogy and Methods of Primary Education https://drive.google.com/file/d/1o1W0WkBEkjQcFM-qn90hHr5bTVdv9h1q/view.

The variable part of the educational program is indicated in the CED (catalog of elective disciplines), which is updated annually considering the dynamics of all spheres of public life in the state and the global community, as well as the development of science and technology. Annually, the CED is updated by an average of 15% https://drive.google.com/file/d/1N9bL02FP2_amciAA0LSe5SiJEstAo6Pn/view.

The formation of the educational program 6B01101 - "Pedagogy and Psychology" involves the faculty teaching staff of the department, representatives of employers from school No. 38 named after Ondasynov, Lyceum School No. 15 named after Mendeleev, the Center for Provision of Special Services No. 5, the Laboratory of Distance Education and Post-Course Support "Örleu," and students.
https://drive.google.com/file/d/1XwcBxyqRbWt0Da9JTEP0BETtHq9lVbhd/view

For the EP 6B01302 – "Pedagogy and Methods of Primary Education," the faculty teaching staff of the "Pedagogy" department, representatives of employers from school No. 17 named after Lermontov, school No. 14 named after Aibek, and students are involved.
https://drive.google.com/file/d/13H5joBtJ3Egbc1AoIW62ilaTfNnTXnfm/view

For the EP 6B01201 "Preschool Education and Upbringing," the faculty teaching staff of the "Pedagogy" department, representatives of employers from the Laboratory of Distance Education and Post-Course Support "Örleu," kindergarten "Ajar Ana-2017," kindergarten "Zhasulan," and kindergarten "Darya-Mars," as well as students, are involved.
https://drive.google.com/file/d/1lWmSKWbj-BpGnxJo0kcZLjd7go-t_kyM/view

For the EP 7M01302 – "Pedagogy and Methods of Primary Education," the faculty teaching staff of the "Pedagogy" department, representatives of employers from South Kazakhstan Pedagogical University named after Ö. Zhanibekov, "School-Gymnasium No. 64 named after Aimautov," Torzhan Gymnasium, and master's students are involved.

The powers of the collegial bodies are described in the following regulations: PP-21-21 Regulation on the Academic Council, https://drive.google.com/file/d/1jUjM8fVtz9_2FEcdHSmWN-O5PbDkkQgB/view

PP-22-21 Regulation on the Educational and Methodological Council, https://drive.google.com/file/d/1JLv5iC-yQ30h_LDZmjsEKONlZdLV0SLZ/view

PP-05-21 Regulation on the Faculty Council https://drive.google.com/file/d/1QKu8N6XUlj2we-M1tRvT95ll1yOgNmVE/view

For individual decision-making subjects, the distribution of responsibilities for business processes within the management of the EP is clearly outlined in the job descriptions https://caiu.edu.kz/job-descriptions-ru/

Documents confirming the participation of the faculty teaching staff in university management include: PP-21-21 Regulation on the Academic Council, https://drive.google.com/file/d/1JLv5iC-yQ30h_LDZmjsEKONlZdLV0SLZ/view, PP-22-21 Regulation on the Educational and Methodological Council, https://drive.google.com/file/d/1JLv5iC-yQ30h_LDZmjsEKONlZdLV0SLZ/view PP-05-21

Regulation on the Faculty Council. https://drive.google.com/file/d/1QKu8N6XUlj2we-M1tRvT95ll1yOgNmVE/view

The formation of the EP 6B01101 - "Pedagogy and Psychology" involves the faculty teaching staff of the department, representatives of employers from school No. 38 named after Ondasynov, Lyceum School No. 15 named after Mendeleev, the Center for Provision of Special Services No. 5, the Laboratory of Distance Education and Post-Course Support "Örleu," and students.
https://drive.google.com/file/d/1XwcBxyqRbWt0Da9JTEP0BETtHq9lVbhd/view

For the EP 6B01302 – "Pedagogy and Methods of Primary Education," the faculty teaching staff of the "Pedagogy" department, representatives of employers from school No. 17 named after Lermontov, and school No. 14 named after Aibek are involved.
https://drive.google.com/file/d/13H5joBtJ3Egbc1AoIW62ilaTfNnTXnfm/view

For the EP 6B01201 "Preschool Education and Upbringing," the faculty teaching staff of the "Humanities" department, representatives of employers from the Laboratory of Distance Education and Post-Course Support "Örleu," kindergarten "Ajar Ana-2017," kindergarten "Zhasulan," and kindergarten "Darya-Mars," as well as students, are involved.
https://drive.google.com/file/d/1lWmSKWbj-BpGnxJo0kcZLjd7go-t_kyM/view

For the EP 7B01302 – "Pedagogy and Methods of Primary Education," the faculty teaching staff of the department, representatives of employers from South Kazakhstan Pedagogical University named after Ö. Zhanibekov, school No. 14 named after Aibek, "School-Gymnasium No. 64 named after Aimautov," and Torzhan Gymnasium, as well as master's students, are involved.

According to the recommendations of employers: the Methodological Council of school No. 17 named after Lermontov, director Nauryzbaeva N.B., and the Methodological Council of school No. 14 named after Aibek, director Baibosynova G.S., the following disciplines have been introduced into the curricula: "Fundamentals of Artificial Intelligence."

According to the recommendations of employers: the Methodological Council of the kindergarten, head of "Zhasulan" Albaeva G.A., and head of the kindergarten "Darya-Mars" Jumasheva S.T., the following disciplines have been introduced into the curricula: "Developmental Physiology and School Hygiene". To ensure the representativeness of stakeholder groups in the process of developing the EP development plan, the following representatives are necessary: academic department; monitoring department; head of the department implementing the EP; students enrolled in the EP.

Professional development courses on educational management programs have been completed by all heads of the EP. Thus, the head of EP 6B01101 - Pedagogy and Psychology, EP 6B01201 - Preschool Education and Upbringing, Jumagulova G.Sh., completed professional development courses in educational management with a certificate from 14.08.2023 to 25.08.2023, reg. No. 230825-13, Almaty (https://drive.google.com/file/d/1q9_KoRVRDGll1nmGyUWMOK6-y-pLJZGe/view?usp=share_link).

The head of EP 6B01301 - "Pedagogy and Methods of Primary Education," Sydykova Z.E., holds certificate No. 332424 issued on 24.08.2024
https://drive.google.com/drive/folders/1y1Ffohbav2IqZ2QDnn_1jjeSaMBxMzZM

The academic policy has been reviewed and re-approved by the Academic Council of CAIU (protocol No. 3, dated October 27, 2023)https://drive.google.com/file/d/19KZIdCUQc3FOwrj2AhVBU3rIw7hYoa96/view
"Quality Policy for 2019-2021" https://caiu.edu.kz/top-quality-policy-ru/

To ensure the quality of the educational process at the university, quality management system (QMS) procedures have been developed and approved.

Based on the results of surveys of faculty teaching staff and students, the following

responses were obtained to the questions:

- involvement of faculty teaching staff in the process of making management and strategic decisions – "very good" - 69% (49 people), "good" - 31% (22 people) surveyed;

- how well teachers can use their own educational innovations in the learning process – "very good" - 76.1% (54 people), "good" – 29.3% (17 people) surveyed;

- assessment of the accessibility of management for students and faculty teaching staff – "very good" - 80.3% (57 people), "good" - 19.7% (14 people) surveyed;

- encouragement of innovative activities of faculty teaching staff – "very good" - 78.9% (56 people), "good" - 21% (15 people) surveyed;

- level of feedback from faculty teaching staff with management – "very good" - 81.7% (58 people), "good" - 18.3% (13 people) surveyed;

- participation of faculty teaching staff in management decision-making – "completely satisfied" - 91.5% (64 people), "partially satisfied" - 7% (7 people) surveyed.

Analytical Part

The university conducts systematic monitoring and evaluation of the effectiveness of policies regarding the quality assurance of educational programs with the participation of students, staff, and other stakeholders based on the systematic collection, analysis, and management of information.

The implementation of the Quality Policy and objectives, along with the changes associated with achieving these quality goals, positively impacts the university's and educational program's image, which has primarily led to increased trust in the university among the public.

Faculty teaching staff and students are involved in the development of EP development plans, as confirmed during interviews with faculty and representatives of the student youth. To confirm the involvement of potential employers in the formation of EP development plans, expert evaluations and acts on educational programs are presented as evidence of participation in the development of these plans.

At the same time, the analysis of the components of accredited educational programs posted on the website shows an insufficient level of information representation regarding the commitment to quality assurance related to any activities performed by contractors and partners (outsourcing), including in the implementation of joint/double degree education and academic mobility.

The External Expert Commission (EEC) notes the need for effective functioning of the innovation management mechanism within the EP based on the integration of innovative proposals through the implementation of new teaching methods and technologies, stimulating an innovative approach among faculty and staff, managing innovative proposals through pilot projects, evaluating, and analyzing the implementation of innovations, and supporting interdisciplinary and international initiatives.

Strengths / Best Practices:

- The university engages representatives of stakeholder groups, including employers, students, and faculty teaching staff, in the formation of educational program development plans;

- The university confirms the completion of training in educational management programs

Recommendations from the EEC for EP 6B01101 - Pedagogy and Psychology, 6B01201 - Preschool Education and Upbringing, 6B01301 - Pedagogy and Methods of Primary Education, 7M01302 - Pedagogy and Methods of Primary Education:

- By May 1, 2025, develop an action plan aimed at ensuring quality regarding activities performed by contractors and partners (outsourcing), including in the implementation of joint/double degree education and academic mobility.

- By May 1, 2025, develop a methodology for analysis and determine mechanisms to ensure the implementation of innovative proposals within the EP, considering change management principles.

EEC Conclusions:

According to the standard "Management of the Educational Program":

- For the EP "6B01101 - Pedagogy and Psychology, 6B01201 - Preschool Education and Upbringing, 6B01301 - Pedagogy and Methods of Primary Education, 7M01302 - Pedagogy and Methods of Primary Education," 17 criteria have been revealed, of which 2 have a strong position, 15 are satisfactory, and 0 indicate a need for 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 application of modern information and communication technologies and software tools.*
- ✓ *The management of the EP must demonstrate systematic use of processed, adequate information to improve the internal quality assurance system.*
- ✓ *There should be a system of regular reporting within the EP that reflects all levels of the structure, including the assessment of the performance and effectiveness of departments, divisions, and research activities.*
- ✓ *The university must establish the frequency, forms, and methods for evaluating the management of the EP, the activities of collegial bodies and structural divisions, senior management, and the implementation of research projects.*
- ✓ *The university must demonstrate the definition of procedures and ensure the protection of information, including the identification of responsible individuals for the accuracy and timeliness of information analysis and data provision.*
- ✓ *An important factor is the involvement of students, staff, and faculty teaching staff in the processes of collecting and analyzing information, as well as decision-making based on this information.*
- ✓ *The management of the EP must demonstrate the existence of a communication mechanism with students, staff, and other stakeholders, including mechanisms for conflict resolution.*
- ✓ *The university must ensure the measurement of the satisfaction of faculty teaching staff, staff, and students' needs within the EP and demonstrate evidence of addressing identified shortcomings.*
- ✓ *The university must evaluate the effectiveness and efficiency of activities, including in the context of the EP.*
- ✓ *The information collected and analyzed by the university within the EP must take into account:*
- ✓ *key performance indicators;*
- ✓ *dynamics of the student body by forms and types;*
- ✓ *academic performance, student achievements, and dropout rates;*
- ✓ *student satisfaction with the implementation of the EP and the quality of education at the university;*
- ✓ *accessibility of educational resources and support systems for students;*
- ✓ *employment and career advancement of graduates.*
- ✓ *Students, staff, and faculty teaching staff must document their consent to the processing of personal data.*
- ✓ *The management of the EP must facilitate the provision of all necessary information in the relevant fields of science.*

Evidence Part

The university has a system for collecting and analyzing external and internal statistical and analytical data and facts to make informed decisions. The document PD-04-22 "Educational Program" includes criteria for the frequency, forms, and methods of evaluating the management of the EP. https://drive.google.com/file/d/1eg4rkcNtNqsUlKXr72LfYD8pLxjCClGe/view

At the end of each academic year, the results of the department's work (indicators of

educational, methodological, and research activities for the academic year) and the fulfillment of the EP development plans are discussed at department meetings and faculty councils (excerpt from the minutes of the "Pedagogy" department meeting No. 11.17.06.2022). https://drive.google.com/file/d/1xgvJhiyer6MjaCLNTgp1E0wKCg-Fvytr/view?usp=share_link

The evaluation of educational program management also occurs based on the results of examination sessions (student performance) and final assessments, which are discussed at Academic Council meetings.

The university operates a system for collecting, analyzing, and managing information regarding bachelor's educational programs, which involves regular monitoring of educational programs, analyzing the achievement of target indicators, and conducting surveys of employers and graduates,

- Process Map KP-01-21 Strategic Planning and Operational Management;
https://drive.google.com/file/d/1TEmcYckmqOOaAl5wROnofLRyABZ04M6z/view
- Process Map KP-02-21 Monitoring and Analysis of the Quality of the Management System;
https://drive.google.com/file/d/1157jv7L187p_ibAJGCr3WM7epkIwEJ1o/view
-Documented Procedure DP-01-21 Management of Documented Information;
https://drive.google.com/file/d/11avFENJTVa-Vjv2Y8pK2qw3JFg1IMAXW/view
- Documented Procedure DP-02-21 Conducting Internal Audits;
https://drive.google.com/file/d/15ohi9fAOZIliKgBBww9NobdO4MFyw9NK/view
-Documented Procedure DP-03-21 Management of Nonconformities and Corrective Actions.https://drive.google.com/file/d/16kRDwojmYg2vvJfJ1Y0joDvj51EB09nZ/view

The university has adopted PD-31-21 Information Management Strategy for 2021-2025, which defines the requirements for information management as a collection of data about the processes occurring inside and outside the university. (Approved by the Academic Council decision, protocol No. 1, dated March 26, 2022). https ://drive.google.com/file/d/1G_1LRJlDbvLz32xbiZKUsKyOexM8gUCi/view

Public information PD-28-22 Regulation on the Official Website defines the procedure for implementing information flows and the responsible persons for the accuracy and timeliness of information analysis and data provision. https://drive.google.com/file/d/1npR0ylEICOe3c3lZqEBYJGQLOve7XBpH/view

To manage current information and provide reporting, the university uses an automated information system (AIS) "Platonus" (https://caiu.edu.kz/platonus-2/), which allows comprehensive automation of the educational process and aims to improve the internal quality assurance system. The system has a centralized database that reflects all real events and processes of the university and is integrated with the unified higher education management system (UHEMS) and the National Educational Database (NED).

University information resources include the official university website https://caiu.edu.kz/, social media accounts: https://www.facebook.com/hgtu.com.kz, https://www.youtube.com/channel/UCCO7OCfNEh69fF4QAtG7Kug/videos, https://vk.com/mgtu.mgtu, about:blank https://caiu.edu.kz/blog-rector-rus/ https://caiu.edu.kz/yashhik-doveriya/

The relevant regulatory documents define the frequency of information collection and analysis: for information on achieving target indicators, surveys, and internal audits – annually; for information on student performance results – twice a year.

The systematic use of processed, adequate information to improve the internal quality assurance system and its continuous improvement is detailed in the following regulatory documents:

- Process Map KP-01-21 Strategic Planning and Operational Management;

https://drive.google.com/file/d/1TEmcYckmqOOaAl5wROnofLRyABZ04M6z/view

 - Process Map KP-02-21 Monitoring and Analysis of the Quality of the Management System;
https://drive.google.com/file/d/1157jv7L187p_ibAJGCr3WM7epkIwEJ1o/view

- Documented Procedure DP-01-21 Management of Documented Information;
https://drive.google.com/file/d/11avFENJTVa-Vjv2Y8pK2qw3JFg1IMAXW/view

- Documented Procedure DP-02-21 Conducting Internal Audits;
https://drive.google.com/file/d/15ohi9fAOZIliKgBBww9NobdO4MFyw9NK/view

- Documented Procedure DP-03-21 Management of Nonconformities and Corrective Actions.
https://drive.google.com/file/d/16kRDwojmYg2vvJfJ1Y0joDvj51EB09nZ/view

The Monitoring and Quality Control Department based on documented procedures DP-02-21https://drive.google.com/file/d/15ohi9fAOZIliKgBBww9NobdO4MFyw9NK/view

Conducts internal audits and DP-03-21 Management of Nonconformities and Corrective Actions annually conducts internal audits of all processes implemented in the university's structural divisions, resulting in corrective actions for identified nonconformities. https://drive.google.com/file/d/16kRDwojmYg2vvJfJ1Y0joDvj51EB09nZ/view

To enhance teaching quality, the Department of Innovative Technologies and the Educational Methodological Department regularly hold seminars for faculty teaching staff. For example, on February 27, 2024, the seminar "Interactive Teaching Methods in Higher Education" was presented by Zhukova T.A. (head of IT department), "List of Modern Methods," presented by Tursynbaeva A.Z. (Department of Pedagogy), and "Creating Interactive Videos in the EdPuzzle Online Service" by Zhukova T.A. Miro online board was also presented by Zhukova T.A. To enhance the quality of teaching, the Department of Innovative Technologies and the Educational and Methodological Department systematically conduct workshops for faculty teaching staff, see the link.
https://caiu.edu.kz/seminars-and-master-classes-ru/

The information obtained is actively used by teachers in their classes. For example, master's students Bektursunova D.T. and Uskenbaeva A.S. use the Webex platform with Kahoot during lectures in the "Psychology" course.

Within the EP, there is a system of regular reporting that reflects all levels of the structure, including the assessment of the performance and effectiveness of departmental activities. For instance, the Educational and Methodological Council hears reports on the main activities for the development and improvement of the quality of the educational process and the enhancement of its methodological support (protocol No. 1 of the UMC meeting dated August 24, 2023) and the organization of students' independent work (protocol No. 2 of the UMC meeting dated October 27, 2023).

At the end of each academic year, the university management, faculties, and structural divisions analyze the results of the evaluation of teacher ratings according to Regulation PD-27-22 on the Assessment of the Faculty teachng staff Rating and hosting the "Best Teacher of the Year" competition.
https://drive.google.com/file/d/1pAtINX3goDQBh7MP75B7EKIpPhv_P3e9/view

Thus, according to the evaluation results for the 2023-2024 academic year in the department 22 teachers - 55% were rated at the average level, and 20 teachers - 45% were rated at the high level according to the rating scale.

Risk assessment and identification of ways to mitigate these risks are based on the joint order of the acting Minister of Education and Science of the Republic of Kazakhstan dated December 31, 2015, No. 719, and the acting Minister of National Economy of the Republic of Kazakhstan dated December 31, 2015, No. 843 "On the Approval of Criteria for Assessing the Degree of Risk and Checklists for Inspections in the Education System."

The specifics of collecting, processing, and protecting personal data are regulated by the Law of the Republic of Kazakhstan dated May 21, 2013, No. 94-V "About Personal Data and

Their Protection."

In accordance with PD-31-20 Information Management Strategy for 2021-2025 https://drive.google.com/file/d/1G_1LRJlDbvLz32xbiZKUsKyOexM8gUCi/view and PD-28-22 Regulation on the Official Website https://drive.google.com/file/d/1npR0ylEICOe3c3lZqEBYJGQLOve7XBpH/view the procedure for ensuring information protection and the responsible persons for the accuracy and timeliness of information analysis and data provision are defined.

Each year, the university approves the scholarship named after M. Saparbaev, as well as distributes the Presidential scholarship.https://drive.google.com/file/d/1aRF5g8e-Eb8YlIFPsPwpTnzWtUcy4rGC/view

For example, based on allocated funds, students from socially needy groups studying on a fee-paying basis at the Central Asian Innovative University were granted discounts on tuition fees for the 2023-2024 academic year due to family poverty and the student's disability, as decided by the faculty, regulated by the following provision https://drive.google.com/file/d/1aRF5g8e-Eb8YlIFPsPwpTnzWtUcy4rGC/view

At CAIU, mechanisms for conflict resolution involving students, staff, and other stakeholders are established and documented. For instance, these mechanisms are described in the following internal documents:

PD-57-22 Policy for Conflict Resolution https://drive.google.com/file/d/1fjfxgp3RTZKDLSMOt0OoQLUI8k-XEVii/view

PD-01-21 Regulation on Internal Order, https://drive.google.com/file/d/11VA9Zq8uhqbfKpCdAe_V-Tec7OnwsoEp/view

KD-01-21 Code of Honor for Faculty teaching staff https://drive.google.com/file/d/10Mm-dPTKK5R_9uffAbBuofme_cERh54J/view

KD-02-21 Code of Honor for Students https://drive.google.com/file/d/1G6GrThqOR-O1wHEy-rO3y4fsB_hgWAxd/view

Several complaints, such as appeals regarding interim control and appeals regarding current (rating) control, are regulated by the Rules PR-02-21 "Current Academic Performance Control, Interim and Final Attestation of Students at the University." Continuous targeted work is conducted to prevent corruption and negative phenomena at the university. Control over the progress of the educational and socio-educational process at the university is carried out in accordance with process maps KP-03-21 https://drive.google.com/file/d/1NtXZwLgv2Uuuz6k3ygsIgIfa9hW8RKtI/view Organization of Educational and Methodological Work and KP-05-21 https://drive.google.com/file/d/1vtQTu0JonTs4AmxkmWJEZu1cE41Oqq0p/view

The university has established suggestion and comments boxes, operates hotlines, as well as a rector's block.

The degree of satisfaction of staff, students, graduates, and employers with the level of services provided by the university and the conditions created for work and study is determined through surveys and sociological research conducted by the Monitoring and Quality Control Department. Разработаны положения ПД-19-21 Regulations PD-19-21 Regulation on Monitoring the Quality of the Educational Process through Surveys, https://drive.google.com/file/d/1ujHLW_6o42cMRxH5rK0oGP5o8_p6LzxV/view

PD-22-21 Regulation on Monitoring the Quality of Education at the University, https://drive.google.com/file/d/11b70WkggMXvWDrN7Kk-ZeTOqrsECH_2D/view

PD-23-21 Regulation on the Internal Quality Assurance System of the University. https://drive.google.com/file/d/1GbuM5X4H3f9FmBEXFUHbJlA-uNN1tJl5/view

To study the external environment, a survey of employers regarding the level of knowledge of university graduates is conducted.

The current system of monitoring and assessing students' knowledge at the university has

been developed in accordance with the Standard Rules for the Activities of Educational Organizations of Corresponding Types, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan No. 595 dated October 30, 2018 (with amendments and additions as of September 25, 2020) based on the internal regulatory document - PR-02-23 Rules for Conducting Current Performance Monitoring, Intermediate and Final Assessment of Students.

https://drive.google.com/file/d/1-q4bM28-6Mvx8tI3ISwasDatY-XKIUNg/view

The faculty teaching staff of the department constantly monitors the professional activities of graduates. For example, master's student Arislanova S.E. works as a primary school teacher at Gymnasium No. 64 named after Zh. Aymauytov in Shymkent, and master's student Qasymov N.A. works as a primary school teacher at Gymnasium No. 3 named after S. Tolybekov.

https://caiu.edu.kz/doska-vipusk/

In the 2023-2024 academic year, for the EP "Pedagogy and Psychology," the developed educational program and catalog of elective courses aimed at updating, improving the quality and content of the taught disciplines were proposed for consideration to employers, where graduates Shalgynbaeva G.A., director of the Republican Center for Psychological and Pedagogical Development LLC "ENERGY," and Otegenova A. - a psychologist at the Employment Center of the Sayram District of South Kazakhstan region were invited (Protocol No. 9 dated May 29, 2024).

In the 2023-2024 academic year, for the EP "Pedagogy and Methods of Primary Education," the developed educational program and catalog of elective courses aimed at updating, improving the quality and content of the taught disciplines were proposed for consideration to employers, represented by the director of School No. 17 named after Lermontov, Nauryzbayeva B.S., and School No. 14 named after Aibek, and graduates Pernebek A.Zh., a primary school teacher at Lyceum No. 24 in Shymkent, and Tolegen Zh.D., deputy for educational and upbringing work at "Zhas-Daryn" school, who were invited to the department meeting (Protocol No. 9 dated May 29, 2024).

For the EP "Preschool Education and Upbringing" in the 2023-2024 academic year, the developed EP and catalog of elective courses aimed at updating, improving the quality and content of the taught disciplines were proposed for consideration to employers, including the "Zhasulan" kindergarten, represented by the head Albaeva G.A., and the head of Darya-Mars, Jumashova S.T., as well as graduates, Zhalgalbayly A., a pedagogical psychologist at kindergarten No. 7 "Erketai," and Tolegen Zh.D., deputy for educational work at "Zhas-Daryn" school, who were invited to the department meeting (Protocol No. 9 dated May 29, 2024).

The internal regulatory documents governing the protection of personal data include PD-31-21 Information Management Strategy for 2021-2025https://drive.google.com/file/d/1G_1LRJlDbvLz32xbiZKUsKyOexM8gUCi/view and PD-28-22 Regulation on the Official Website.https://drive.google.com/file/d/1npR0ylEICOe3c3lZqEBYJGQLOve7XBpH/view

At the university, the information support for scientific research is provided by the Vice-Rector for Research and International Cooperation and the Department of Innovative Technologies, whose main functions today are aimed at implementing scientific and technical programs focused on priority areas of the State Program for Accelerated Industrial-Innovative Development of the Republic of Kazakhstan, actively integrating scientific results into production and the educational process, disseminating knowledge and commercializing technologies, developing a competitive scientific potential involved in solving priority tasks across a wide range of scientific potential participating in solving priority tasks in a wide range of scientific areas, as well as developing an effective mechanism for integrating the university with research organizations of the Ministry of Education and Science of the Republic of

Kazakhstan and other departments in the field of conducting research work.

Students enrolled in accredited EP in accordance with the contract with JSC "National Center for Technical Documentation" (NCTD) No. 206 dated September 26, 2012 have access to electronic full-text resources from the SciVerseScienceDirect database, under an online licensing agreement with Elsevier. Access to this database has enabled the acquisition of foreign resources. Based on agreements, students also have access to the electronic catalog and book collection of the Turkestan branch of the Republican Scientific and Technical Library and the Republican Interuniversity Electronic Library. There is a contract with the "Institute of Legislation and Legal Information of the Republic of Kazakhstan" for information and legal support via the online version of the "Zan" database, as well as the information system "PARAGRAPH-WWW." The electronic library also provides students, master's degree candidates, and teachers with the opportunity to utilize the Kazakhstan database of the Republican Interuniversity Electronic Library (service agreement REMB No. 82 dated January 5, 2016). Additionally, there is an agreement with the Turkestan branch of the Republican Scientific and Technical Library (RSTL), which allows students access to the library's book collection.

Analytical Part

The university creates the necessary conditions for the effective functioning of the system for collecting, analyzing, and managing information by using modern information and communication technologies and software solutions. This includes the implementation of innovative IT platforms and specialized software products that allow for the integration of data from various sources and provide timely access to information. The information collection, analysis, and management system operating at the university contributes to the automation of educational process management, monitoring of students' academic performance, and management of the university's internal operations, thereby increasing the efficiency of the higher educational institution.

The quality of information management is assessed based on the analysis of methods and forms for collecting and analyzing information; the analysis of decisions made by collegial bodies and management based on facts; the examination of information systems and software tools used in the educational organization for information management; the assessment of the educational organization's information resources; and interviews and surveys of students, faculty teaching staff, and stakeholders.

The EEC notes that the university has demonstrated the presence and evidence of using a reporting system in the management processes of EP, reflecting the activities of all structural divisions and departments within the EP, including the evaluation of their activities, based on the analysis of methods and forms of information collection, processing, use, and evaluation, decisions made by collegial bodies and management, examination of the university's information resources, and interviews with all market participants in educational services.

The university has developed other communication mechanisms with students, faculty teaching staff, staff, and employers through the educational process, advising and mentoring hours, information stands, the "Platonus" system, the university's website, the educational portal, and the social network "Facebook." Annual "Open Days" and "Job Fairs" are held at the university.

The AIS "Platonus" operates at the university, containing all educational materials in the section for educational-methodological complexes, including educational programs, syllabi, lecture notes, methodological guidelines, textbooks, questions, and video lectures. Additionally, the Library tab contains electronic textbooks for all disciplines. https://lib-caiu.kz/ru/ The university acquired a licensed program for video conferencing, Zoom (October 28, 2020). Two servers are used for the "Platonus" automated information system.

The university processes personal data to carry out its activities, collecting and storing personal data of subjects necessary for providing services, fulfilling agreements and contracts, and meeting obligations to them. The security of personal data during processing in the university's information systems is ensured by an information protection system.

Strengths / Best Practices:
-none

Recommendations from the EEC for EP 6B01101 - Pedagogy and Psychology, 6B01201 - Preschool Education and Upbringing, 6B01301 - Pedagogy and Methods of Primary Education, 7M01302 - Pedagogy and Methods of Primary Education

Conclusions from the EEC:

According to the standard "Information Management and Reporting":

- For the EP 6B01101 - Pedagogy and Psychology, 6B01201 - Preschool Education and Upbringing, 6B01301 - Pedagogy and Methods of Primary Education, 7M01302 - Pedagogy and Methods of Primary Education, 17 criteria have been disclosed, of which 0 have a strong position, 17 are satisfactory, and 0 suggest improvement.

6.3. Standard "Development and Approval of Educational Programs"

- ✓ *The university must define and document the procedures for developing EP and their approval at the institutional level.*
- ✓ *The management of the EP must ensure that the developed EP align with established goals, including intended learning outcomes.*
- ✓ *The management of the EP must ensure the availability of developed models of the EP graduate describing the learning outcomes and personal qualities.*
- ✓ *The management of the EP must demonstrate the conduct of external evaluations of the EP.*
- ✓ *The qualification obtained upon completion of the EP must be clearly defined, explained, and correspond to a specific level of the National Qualification Framework (NQF).*
- ✓ *The management of the EP must determine the impact 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 EP must provide evidence of the involvement of students, faculty teaching staff, and other stakeholders in the development of the EP and ensuring its quality.*
- ✓ *The workload of the EP must be clearly defined in Kazakh credits and ECTS.*
- ✓ *The management of the EP must ensure that the content of academic disciplines and learning outcomes correspond to the level of education (bachelor's, master's, doctoral).*
- ✓ *The structure of the EP should include various types of activities corresponding to the learning outcomes.*
- ✓ *An important factor is the existence of joint EP with foreign educational organizations.*

Evidence Part

The needs of the labor market and the requirements of employers have led to the inclusion of several new disciplines in the 2019 curricula for EP that develop various professional competencies. For example, for the 2023-2024 academic year, the educational program and catalog of elective disciplines for the EP "Pedagogy and Psychology" were proposed for review by employers to update and improve the quality and content of the taught disciplines. Graduates such as Shalgynbaeva G.A., director of LLC Republican Center for Psychological and Pedagogical Development "ENERGY," and Ötegenova Akmerek, a psychologist at the employment center of the Sayram district, were invited to participate (Protocol No. 9 dated 29.05.2024).

For the 2023-2024 academic year in the EP "Pedagogy and Methods of Primary Education," the educational program and catalog of elective disciplines aimed at updating and improving the quality and content of the taught disciplines were also proposed for review by

employers, represented by the director of School No. 17 named after Lermontov, Nauryzbaeva B.S., and School No. 14 named after Aibek. Graduates such as Pernebek Aigerim Zhanabekkyzy, a primary school teacher at Lyceum No. 24 in Shymkent Tolegen J.D., deputy for educational work at the "Zhas-Daryn" school, were invited to the department meeting (Protocol No. 9 dated 29.05.2024).

For the EP "Preschool Education and Upbringing" in the 2023-2024 academic year, the educational program and catalog of elective disciplines aimed at updating and improving the quality and content of the taught disciplines were proposed for review by employers from the "Zhasulan" kindergarten, represented by the head Albaeva G.A., and Dar'ya-Mars, with graduates such as Jagalbayly Assem, a psychologist at kindergarten No. 7 "Erketai," and Tolegen J.D., deputy for educational work at the "Zhas-Daryn" school, who were invited to the department meeting (Protocol No. 9 dated 29.05.2024).

An employee from the specialized boarding school No. 1 for children with hearing impairments in Shymkent, Esmurataova U.A., was invited to give lectures on the following subjects: "Inclusive Education," "Defectology," and "Preschool Inclusive Education." An employee from the "Zhasulan" kindergarten, represented by the head Albaeva G.A., was invited to give lectures on the following subjects: "Basics of Natural Science" and "Theory and Technology of Teaching World Knowledge in Primary School."

The representativeness of involving employers in the design and implementation of EP is evidenced by the sufficient sampling of enterprises and organizations in terms of quantity and profile. The following employers were surveyed regarding the quality of specialist training and the formation of EP: School No. 38 named after Ondasynov, Lyceum No. 15 named after Mendeleev, Center for the Provision of Special Services No. 5, the Distance Learning and Post-Course Support Laboratory "Örleu," employers from School No. 17 named after Lermontov, School No. 14, the Distance Learning and Post-Course Support Laboratory "Örleu," "Ajar Ana-2017" kindergarten, "Zhasulan" kindergarten, "Darya-Mars" kindergarten, "School-Gymnasium No. 64 named after Aymauytov," Gymnasium Torzhan, and others. There are bilateral contractual relationships with these educational institutions regarding joint activities to provide methodological and consultative assistance in writing course and diploma theses, master's works, student research projects, etc., as well as conducting production and pre-diploma practices for students and master's students. The content of the educational program is determined by a list of disciplines across three cycles: general education disciplines (GED), basic disciplines (BD), and specialized disciplines (SD).

After the approval of the catalog of elective disciplines, the educational program is formed, including a description of the specialty, a summary of goals, objectives, learning outcomes, key competencies, and career prospects.

For example, for the EP "Pedagogy and Psychology," there are expert opinions for the 2024-2025 academic year from the employer, the director of IT School-Lyceum No. 24 named after S. Yerubaev, Nysankbaeva Zh.T., and faculty teaching staff, candidate of Pedagogical Sciences Izbasanova A.T., Zhanibekova G.O., Uskembaeva A.S. https://drive.google.com/file/d/1XwcBxyqRbWt0Da9JTEP0BETtHq9lVbhd/view

For the EP "Pedagogy and Methods of Primary Education," the director of the "Torzhan" school, Urkumbaeva G.V., and the director of School-Gymnasium No. 64 named after Aymauytov. https://drive.google.com/file/d/13H5joBtJ3Egbc1AoIW62ilaTfNnTXnfm/view

For the EP "Preschool Education and Upringing," the head of LLC "Ajar Ana - 2017" kindergarten, Elshibaeva Zh.S., and faculty teaching staff, Candidate of Pedagogical Sciences, Associate Professor Sadirmeekova Zh.B., Candidate of Pedagogical Sciences, Associate Professor Mambetaliev T.M., and PhD Totikova G.A.https://drive.google.com/file/d/1lWmSKWbj-BpGnxJo0kcZLjd7go-t_kyM/view

For the EP "Pedagogy and Methods of Primary Education" in postgraduate education,

Sadykbekova A.B., director of the "Zerek" school, Imanalieva K.A., deputy head of educational work at School-Gymnasium No. 64 named after Aymauytov, and Balabekova D.B., head of postgraduate education. https://drive.google.com/file/d/1zGgCs9yRbhsXaqhaHlM2Wxqf4px3H455/view

The procedure for reviewing the goals of the EP is defined in the Documented Procedures. https://caiu.edu.kz/documented-procedures/

Learning outcomes are formed both at the level of the entire higher education program and at the level of individual modules or academic disciplines. At the planning stage, teaching methods and assessment methods for achieving these outcomes are determined. The content of the module is developed by one instructor or a group of instructors. If the module consists of several components, its content is compiled by a group of instructors teaching those subjects. The disciplines of the elective component are specified in the individual study plan of each student and master's student. In the framework of the EP in Pedagogy and Psychology, the following distribution of credits among cycles is established: a total of 240 credits, GED – 56, BD – 112, SD – 60, Final attestation – 12 The goal of the cycle of *general education disciplines* is to provide socio-humanitarian education based on knowledge of the laws of socio-economic development of society, the history of Kazakhstan, modern information technologies, the state language, Russian, and foreign languages as means of interethnic communication.

The formation of professional competencies is primarily directed by such specialized and basic disciplines as: "Management in Psychology," "Practical Psychology," "Pedagogical and Psychological Practicum," "Psychogenetics," "Pathopsychology," "Ethnopsychology," "Pedagogical Psychology," "Media pedagogy," "Methods of Teaching Pedagogy," "Technology of Critical Assessment," "Fundamentals of Natural Science," and "Preschool Pedagogy."

Compliance with the implementation of the EP requirements of the labor market is ensured by a sufficiently high percentage of employment of graduates (on average, for the EP in Pedagogy and Psychology 84.4%, for the EP in Pedagogy and Methods of Primary Education 80%, for the EP in Preschool Education and Upbringing 90%, for the EP in Pedagogy and Methods of Primary Education in postgraduate education 100%), as well as positive feedback from employers, who note that graduates of the educational program possess formed universal and professional competencies.

The practice of students is carried out in accordance with the Rules for the Organization and Conduct of Professional Practice and the Rules for Defining Enterprises (Organizations) as Bases for Practice for Organizations of Technical and Vocational, Post-Secondary Education, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated January 29, 2016, No. 107, with amendments and additions from September 29, 2018, No. 521, and the University Rules "Organization and Conduct of Professional Practice" No. PR-05-21 dated August 31, 2021.https://drive.google.com/file/d/17qD-NLIAIyE1LGOk5CHV0neqc39oSLOt/view

Activities for improving and enhancing the organization of practices are discussed at department meetings and educational-methodological seminars. The department has repeatedly held international online conferences, for example, with Jalal-Abad State University named after B. Osmonov (Kyrgyz Republic) on the topic "Traditional Distance Learning Technologies in Pedagogical Practice: Problems and Advantages."

The construction of the graduate model is regulated by Regulation PD-04-21. https://drive.google.com/file/d/1igyOfXPQN8n82EuDM0bKhzrzrp1-YPok/view, PD-04-24 https://drive.google.com/file/d/1ZGfgqrjOJuIKXP9PzkdhRsLR0lH9xLmq/view

Code and classification of the training direction: 6B011 – Pedagogy and Psychology. Awarded degree: Bachelor of Education in the educational program 6B01101 – "Pedagogy and Psychology"

https://drive.google.com/file/d/1XwcBxyqRbWt0Da9JTEP0BETtHq9lVbhd/view

Code and classification of the training direction: 6B013 – Preparation of Teachers without Subject Specialization. Awarded degree: Bachelor of Education in the educational program 6B01301 – "Pedagogy and Methods of Primary Education" https://drive.google.com/file/d/13H5joBtJ3Egbc1AoIW62ilaTfNnTXnfm/view

Code and classification of the training direction: 6B012 – Pedagogy of Preschool Education and Upringing. Awarded degree: Bachelor of Education in the educational program 6B01201 – "Preschool Education and Upringing"

https://drive.google.com/file/d/1lWmSKWbj-BpGnxJo0kcZLjd7go-t_kyM/view

Program type: bachelor's degree, level 6 NQF/ORC/MESCO. Total number of credits: 240 academic credits / 240 ECTS

7B01301 – "Pedagogy and Methods of Primary Education" in postgraduate education.

Code and classification of the training direction: 7M01 Pedagogical Sciences. Awarded degree: Master of Pedagogical Sciences in the educational program 7M01301 – Pedagogy and Methods of Primary Education.

https://drive.google.com/file/d/1zGgCs9yRbhsXaqhaHlM2Wxqf4px3H455/view

Program type: master's degree, level 7 NQF/ORC/MESCO. 120 academic credits / 120 ECTS.

The university provides for external expertise of the EP, where the assessment of the quality of the main characteristics of education presented in the program (volume, content, planned results), organizational and pedagogical conditions, forms of attestation, curriculum, academic calendar, working programs of academic subjects, disciplines (modules), other components, as well as assessment and methodological materials is considered. The expertise of the EP at the university is implemented in accordance with the Regulation "Expertise of Educational Programs" No. PD-05-21 dated March 26, 2021. https://drive.google.com/file/d/1Rr9g_cwTKfSPkRDadztSuVUplnFnBp-I/view

By the decision of the meeting of the Accreditation Council of the Independent Agency for Accreditation and Rating (IAAR) dated December 23, 2021, the university was recognized as having passed institutional accreditation for a period of 3 years (Certificate No. AA 0222 dated December 23, 2021), and specialized accreditation for the EP "Pedagogy and Psychology," EP "Pedagogy and Methods of Primary Education," EP "Pedagogy of Preschool Education and Upbringing," and EP "Pedagogy and Methods of Primary Education" in postgraduate education. https://caiu.edu.kz/naar-ru/

The procedures for coordinating EP and catalogs of elective disciplines provide for mandatory external expertise. For example, for the EP in Pedagogy and Psychology, there are expert opinions for the 2024-2025 academic year from the employer, the director of IT School-Lyceum No. 24 named after S. Yerubaev, Nysanbaeva Zh.T., and faculty teaching staff, Candidate of Pedagogical Sciences Izbaskhanova A.T., Zhanibekova G.O., Uskenbaeva A.S. https://drive.google.com/file/d/1XwcBxyqRbWt0Da9JTEP0BETtHq9lVbhd/view

For the EP "Pedagogy and Methods of Primary Education," the director of the "Torzhan" school, Urkumbaeva G.V., and the director of School-Gymnasium No. 64 named after Aymauytov. https://drive.google.com/file/d/13H5joBtJ3Egbc1AoIW62ilaTfNnTXnfm/view

For the EP "Preschool Education and Upbringing," the head of LLC "Ajar Ana - 2017" kindergarten, Elshibaeva Zh.S., and faculty teaching staff, Candidate of Pedagogical Sciences, Associate Professor Sadirmekova Zh.B., Candidate of Pedagogical Sciences, Associate Professor Mambetaliev T.M., and PhD Totikova G.A. https://drive.google.com/file/d/1lWmSKWbj-BpGnxJo0kcZLjd7go-t_kyM/view

For the EP "Pedagogy and Methods of Primary Education" in postgraduate education, Sadykbekova A.B., director of the "Zerek" school, Imanalieva K.A., deputy head of educational work at School-Gymnasium No. 64 named after Aymauytov, and Balabekova D.B., head of postgraduate education.

https://drive.google.com/file/d/1zGgCs9yRbhsXaqhaHlM2Wxqf4px3H455/view

The university operates a quality control system for the formation of the educational program. This system is aimed at involving external experts in the assessment of the quality of the educational program, including the chairs of the State Attestation Commission (SAC), reviewers of graduation works, practice supervisors, and interested employers (the director of IT School-Lyceum No. 24 named after S. Yerubaev, Nysanbaeva Zh.T., the director of the "Torzhan" school, Urkumbaeva G.V., the director of School-Gymnasium No. 64 named after Aymauytov, the director of the "Zerek" school, Imanalieva K.A., and the deputy head of educational work at School-Gymnasium No. 64 named after Aymauytov).

According to the 2023 university ranking data from the National Chamber of Entrepreneurs "Atameken," the CAIU EP occupies a respectable position among universities in Shymkent and the Turkestan region.

The content of educational programs is harmonized with educational programs from foreign educational organizations. Within the framework of the cooperation agreement with Jalal-Abad State University (Kyrgyzstan), harmonized working curricla for the EP for the 2023-2024 academic year were developed. Faculty teaching staff, together with their foreign partners, conduct educational, methodological, and scientific work to improve the learning process using interactive teaching methods and implementing international distributed learning.

https://drive.google.com/drive/folders/1Wnc0cm-TW098Hqf932MoPTRtqPQ2I9kp

Active work is being done to harmonize modules to enable the implementation of joint programs and academic mobility for the EP 6B01301 - Pedagogy and Methods of Primary Education, and EP 6B01201 - Preschool Education and Upbringing by the "Pedagogy" department of CAIU and the "Pedagogy, Psychology, and Teaching Technology" department of JASU named after B. Osmonov. Negotiations are underway with Tambov State University named after Derzhavin (Russia) to implement a joint educational program in the field of "Pedagogy and Psychology". https://drive.google.com/file/d/1Jl8k1tXVEaVkmK-_3FN9FETaAjLdmyMi/view?usp=share_link .

Active work is also being done to establish and implement academic mobility for faculty teaching staff and students. As part of the international cooperation program and academic mobility, the "Pedagogy" department invited Professor Sevil Pirieva Karaman from Ankara University (Turkey) to give lectures from May 11, 2022, to June 3, 2022. Lectures were held in groups PMNO-21-1,2, PMNO-20-1,2, PPK-21-1,2, PPK-20-1,2 on the subjects: "Cultural Studies," "Sociology"

https://drive.google.com/drive/folders/13xVBltBk3ib3YjgRf1XrG3nVKrQFRyk5?usp=sharing

https://drive.google.com/drive/folders/1BKwLLU141TSegOZ0Tdn6Jscy6dN4Fq3r

Faculty teaching staff of the "Pedagogy" department: Candidate of Pedagogical Sciences Коvalenко I.V., master's student Tursynbaeva A.Z., master's student Bektursynova D.K. as part of the implementation of the advanced training program, participated in the international seminar on the program "Theory and Practice of Humane Pedagogy by Amonashvili" from June 23 to July 6, 2022, organized by the International Center for Humane Pedagogy of the "Sana" intellectual center. The seminar was attended by the Honorary President of the International Center for Humane Pedagogy, Academician of the Russian Academy of Education, "Knight of Humane Pedagogy" Paata Shalva Amonashvili. The seminar was conducted by Doctor of Psychological Sciences, President of the International Humanistic Center, Knight of Humanistic Pedagogy, Scientific Supervisor of the preschool educational institution "BastiBubu" (Georgia, Tbilisi) Paata Shalvovich Amonashvili. The aforementioned faculty teaching staff received certificates confirming their participation (for 72 hours). https://drive.google.com/drive/folders/1Uv6ntkckLdTRE_sJhv21Jgkh3Ait9H9x

From November 10 to November 13, 2022, as part of international cooperation and academic mobility programs, lectures were delivered and practical classes were conducted for students of the EP 6B01301 Pedagogy and Methods of Primary Education by Doctor of Pedagogical Sciences, Professor Sakiyeva S.S., head of the "Theory and Methods of Primary Education" department at Jalal-Abad State University named after B. Osmonov (Kyrgyz Republic).

https://drive.google.com/drive/folders/13SHM7h94SPJAda75y4LUpFOk0pUwUNaa

For the EP 6B01101 - Pedagogy and Psychology, Candidate of Pedagogical Sciences Nusupova R.S., Associate Professor of the "Theory and Methods of Primary Education" department at Jalal-Abad State University named after B. Osmonov (Kyrgyz Republic). For the EP 6B01201 Preschool Education and Upbringing, Candidate of Pedagogical Sciences Uraimov K.M., Associate Professor of the "Theory and Methods of Primary Education" department at Jalal-Abad State University named after B. Osmonov (Kyrgyz Republic).

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

- the needs of faculty teaching staff regarding the content of the EP – "very good" - 85.9% (60 people), "good" - 14.1% (11 people);

- attention from the management of the educational institution to the content of the EP – "very good" - 80.3% (57 people), "good" - 19.7% (14 people);

- the correspondence of students' knowledge gained at this university to the realities of modern labor market requirements – "very good" - 64.8% (46 people), "good" - 35.2% (25 people);

- the formation of educational programs in the organization of education for students' ability and skills to analyze situations and make forecasts – "very good" - 69% (48 people), "good" - 31% (23 people);

Students assessed how much they agree that the material taught is relevant: 77.3% (157 people) – full agreement, 20.7% (42 people) – agree, 2% (4 people) – partially agree.

Analytical Part

The development of working academic plans is described in the Documented Procedure of the Quality Management System No. DP-05-21https://drive.google.com/file/d/1Rr9g_cwTKfSPkRDadztSuVUplnFnBp-I/view

In the development of the EP, the following principles were used: integrative approach (consideration of interdisciplinary connections), interaction of theory with practice, a developmental nature of education, unification and rational use, adaptability, and others. The content of the EP for the mandatory component of the curriculum complies with the requirements of the Standard Curriculum and the State Mandatory Educational Standards of the Republic of Kazakhstan (SMED) dated October 31, 2018, No. 604, with amendments and additions dated September 1, 2020.

The EP undergoes an examination by the Ministry of Education and Science of the Republic of Kazakhstan for inclusion in the Register of Educational Programs. National agencies are involved in conducting external examinations of the EP, which assess the quality of educational programs (IAAR, National Ranking of Demand for Universities in Kazakhstan).

At the program design stage, the graduating departments determine the models of graduates. The model represents a combination of knowledge, skills, and experience in practical application, integrated into professional and universal competencies that graduates should possess upon completion of the program. The models of the accredited EP include key, general professional, and professional competencies. Key and professional competencies are common for this EP, while professional competencies have specific characteristics and reflect

the outcomes of the EP. The graduate model of the educational program was developed by a working group and discussed with employers and at departmental meetings.

The implementation of EPs at the appropriate levels of education is aimed at forming key competencies for future specialists and meeting labor market needs. The EPs provide for the possibility of constructing individual educational trajectories, considering the personal needs and opportunities of students. The university has clearly defined procedures for the development and approval of EPs.

According to the developed EPs, which allow for the construction of individual educational trajectories, considering personal needs and opportunities of students, there are graduate models that include a combination of knowledge, skills, and experience in practical application, integrated into professional and universal competencies that graduates should possess upon completion of the program. The models of the accredited EP include key, general professional, and professional competencies. Key and professional competencies are common for this EP, while professional competencies have specific characteristics and reflect the outcomes of the EP.

Strengths / Best Practices: - none

Recommendations from the External Expert Commission (EEC) for EPs "6B01101 - Pedagogy and Psychology, 6B01201 - Preschool Education and Upbringing, 6B01301 - Pedagogy and Methods of Primary Education, 7M01302 - Pedagogy and Methods of Primary Education":
None

Conclusions of the EEC:
According to the standard "Development and Approval of the Educational Program":
- The EPs "6B01101 - Pedagogy and Psychology, 6B01201 - Preschool Education and Upbringing, 6B01301 - Pedagogy and Methods of Primary Education, 7M01302 - Pedagogy and Methods of Primary Education" *covered 12 criteria, of which 0 have a strong position, 12 are satisfactory, and 0 suggest improvement.*

6.4. Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs"

✓ *The university must conduct monitoring and periodic evaluation of the EP to ensure the achievement of its goals and to meet the needs of students and society. The results of these processes are aimed at the continuous improvement of the EP.*
✓ *Monitoring and periodic evaluation of the EP should consider:*
✓ *The content of the programs in light of the latest scientific advancements in specific disciplines to ensure the relevance of the subject being taught;*
✓ *Changes in the needs of society and the professional environment;*
✓ *The workload, academic performance, and graduation rates of students;*
✓ *The effectiveness of student assessment procedures;*
✓ *The expectations, needs, and satisfaction of students;*
✓ *The educational environment and support services, and their alignment with the goals of the EP.*
✓ *The university and the management of the EP must provide evidence of the involvement of students, employers, and other stakeholders in the review of the EP.*
✓ *All stakeholders must be informed about any planned or undertaken actions regarding the EP. All changes made to the EP must be published.*
✓ *The management of the EP must ensure the review of the content and structure of the EP, considering changes in the labor market, employer requirements, and societal demands.*

Evidence Part

The university has defined and consistently applies procedures for monitoring, periodic evaluation, and revision of the EP to ensure that they achieve their goals and meet the needs of students and society.

The university conducts monitoring and periodic evaluation of the EP to ensure the achievement of its goals and to respond to the needs of students and society.

The procedure for revising the EP at the university is regulated by Regulation No. DP-01-21 "Management of Documented Information" https://drive.google.com/file/d/11avFENJTVa-Vjv2Y8pK2qw3JFg1IMAXW/view

The EP is updated annually in terms of: the composition of disciplines (in accordance with the curriculum), and/or the content of academic programs for disciplines, practices, and assessments that ensure the implementation of the relevant EP; resource provision of the EP; the EP is updated considering: the development of science, technology, culture, economics, technologies, and the social sphere; requests from associations of specialists and employers in the relevant field of professional activity; changes (updates) in all types of provisions for the EP; requests from the faculty teaching staff responsible for the development, implementation, and updating of the EP; requests from students mastering the EP and other participants in the educational process, and information-library support of the EP.

Programs for disciplines, practices, and assessments with changes are submitted by teachers to the graduating department and discussed at the department meeting; information about updates is incorporated by the teacher into the academic programs of the disciplines, practices, and assessments (see Appendix 11).

Unscheduled revision of the EP is carried out as necessary, in accordance with the requirements of legislative and regulatory documents of the Republic of Kazakhstan in the field of higher education, and the modern needs of society and the labor market. The results of these processes are aimed at the continuous improvement of the EP. Educational programs are updated annually by 9-30% considering the interests of the labor market. Changes in mandatory disciplines occur due to the introduction of State Standards (SMED RK) and standard curricula, regulatory documents from the Ministry of Education and Science of the Republic of Kazakhstan, and informational letters. To study the interests of employers in the development of educational programs, regular meetings, round tables with employers, and graduate fairs with the participation of interested parties are held throughout the academic year. Additionally, new elective courses are developed at the request of employers, and the content of existing disciplines is adjusted based on relevance; less relevant disciplines are abolished, and those covering narrow topics are merged with related disciplines and consolidated. In the 2022-2023 academic year, disciplines such as "Management in Education," "Experimental Psychology," "Pathopsychology," "Inclusive Education," "Theory and Methodology of Educational Work," "Theory of Labor and Visual Arts Education in Primary School," "Pedagogical Mastery," "Methods of Developing Fine Motor Skills in Preschool Children," "Theory and Technology of Speech Development in Preschool Children," and "Methods of Forming Elementary Mathematical Concepts in Preschoolers" were introduced. In the 2024-2025 academic year, disciplines such as "Basics of Artificial Intelligence" and "Age Physiology and School Hygiene" were introduced.

The procedure for conducting monitoring and periodic evaluation of the EP is documented in Regulation PD-22-21 "Conducting Quality Education Monitoring".
https://drive.google.com/file/d/11b70WkggMXvWDrN7Kk-ZeTOqrsECH_2D/view

Monitoring of the EP is conducted by the Department of Monitoring and Quality Control of Education. The main types of monitoring at the university include monitoring of admission quality, monitoring of current academic performance of students, monitoring of graduation quality, monitoring of the organization of the educational process, monitoring of the quality of teaching disciplines, and monitoring of student satisfaction with the quality of

provided services, employer satisfaction with the level of graduate preparation, and teacher satisfaction with the management system and working conditions.

Monitoring of current academic performance is carried out through the analysis of the results of semester sessions and practical skills of students. The quality assessment of the EP implementation is part of the overall quality education monitoring system, which involves evaluating the management of the EP (level of faculty teaching staff, organization of the educational process, regular assessment of the achievement of program goals, demand for graduates); implementation of the EP (curriculum, standard programs for disciplines, methodological and informational support, infrastructure, educational technologies, research work); results of the EP (intermediate attestation, final attestation). The mechanisms for evaluation at the department include control visits to classes (sociological surveys of participants in the educational process, feedback from external supervisors of practices, conclusions from chairpersons of state attestation commissions, reviewers of diploma and master's theses, as well as analysis of performance indicators and residual knowledge). To account for the interests of employers in the development of educational programs and the formation of catalogs of elective disciplines, potential employers and heads of practice bases actively participate.

Employers participate in the design and implementation of the educational program.

To maintain feedback with employers, surveys are conducted, and periodic contact is established. To enhance the orientation of the EP towards clients, the university provides feedback and an information system. Innovative proposals from interested parties for improving the EP can be submitted through communication channels (on the official website www.msi.edu.kz) or in person (during office hours; presentations at the Academic and Advisory Councils of the university, surveys of employers during the graduate fair). The analysis of survey results for the EP showed a high level of student satisfaction with the quality of EP implementation. https://caiu.edu.kz/polling-ru/

The results of the intermediate assessments and exam sessions are discussed at the department meeting. Quality control of student training is conducted through assessments of students' knowledge: according to the approved schedules, 2 current assessments, 1 internal (entry-level assessment), and intermediate certification (session) are conducted in one semester. The materials for current and intermediate assessments are discussed and approved at the department. Various forms and types of knowledge assessments are used, including modern computer technologies.

The results of the EP evaluation are discussed at the Academic Council of the university, department meetings, and faculty councils, which make decisions on measures to ensure the quality of education. The forms of final assessments (oral, written, computer testing) are approved by the Academic Council of the university. All procedures for approving EP documents are conducted in accordance with the regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan.

With the adoption of new program documents (the State Program "Digital Kazakhstan" for 2018-2022, the Strategic Development Plan of the Republic of Kazakhstan until 2025), corresponding changes in the needs of society and the professional environment regarding personnel and specific necessary competencies have occurred. At the university, the effectiveness of student assessment procedures is determined according to the criteria specified in the Regulation, as well as the Rules for Organizing the Educational Process according to the Credit Technology of Education, and the Standard Rules for the Activities of Higher Education Institutions.

Conducted surveys showed a high level of student satisfaction with the education received. According to surveys on the EP, more than 90% of students and employers are satisfied with the quality of training. The university has established and operates academic

support services for students: the Registrar's Office (RO) and the Advising Service. The RO is responsible for registering the entire history of academic achievements of students and master's students, organizing all types of knowledge assessments, and calculating the academic rating of students. The RO performs the following functions: maintains registration and creates an electronic database of all academic achievements of students and master's students; organizes and controls the conduct of intermediate and final assessments of students and master's students; monitors the final state attestation; provides the university administration with information, analysis, and proposals based on the results of all types of knowledge assessments of students and master's students; organizes and conducts the summer semester, registers students for the summer semester; calculates the average GPA of students at the end of the academic period and during transfers from course to course; organizes and controls knowledge assessments of students in the AIS "Platonus."

To realize the advantages of the credit system of education and ensure the diversification of curricula, special academic services are created at the university to assist students in choosing and implementing their educational trajectories and help in mastering academic disciplines. One such service is the Academic Advising Service (mentors) for students. The Advising Service (academic mentors) is established to provide academic support to students in choosing their educational programs.

All changes made to the structure of the EP are published on the university's website. The faculty teaching staff regularly evaluates and reviews programs with the involvement of students, alumni, and employers. Conducting systematic collection, analysis, and management of information allows the EP to remain relevant in a rapidly changing world. This takes into account a variety of indicators (student enrollment, student satisfaction with program implementation, employability of graduates).

Quantitative indicators of educational outcomes show the number of graduates receiving diplomas and diplomas with honors; the level of employability of graduates, including in their specialty, after completing the EP; employer satisfaction with the quality of graduate preparation, etc. An annual job fair is held at the university where graduates present their resumes. About 85% of the total number of graduates are employed, and there are positive reviews from employers. The following collegial bodies participate in the revision of the content and structure of the EP, considering changes in the labor market, employer requirements, and societal demands: the Academic Council of the university, department meetings, and the alumni association of the EP.

Analytical Part

Information about changes in the EP is communicated at all levels of management, during meetings of the EP committee, educational-methodical councils, and the Academic Council of the university.

The management of the EP is focused on ensuring the transparency of the EP management system, conveying all information and management decisions to students, and interested parties. To achieve this, the management of the EP utilizes all communication channels: advising hours, curatorial hours, information stands, the university website, the educational portal of the university, and the social network Facebook.

However, the EEC notes the need to enhance the effectiveness of systematic monitoring and periodic evaluation of program content in the context of the latest achievements in pedagogical science and educational technologies for the academic disciplines of the EP and student assessment procedures, as evaluating students allows teachers to measure the effectiveness of their teaching by linking student performance to specific learning objectives.

Strengths / Best Practices:

-none

Recommendations from the EEC for the EP «6B01101 "6B01101 - Pedagogy and Psychology, 6B01201 - Preschool Education and Upbringing, 6B01301 - Pedagogy and Methods of Primary Education, 7M01302 - Pedagogy and Methods of Primary Education":

1.	The management of the EP should develop, implement, and maintain an up-to-date procedure for monitoring and periodic evaluation of program content in the context of the latest achievements in pedagogical science and technologies for academic disciplines of the EP by May 1, 2025.
2.	The management of the EP should develop an action plan aimed at ensuring the effectiveness of student assessment procedures by May 1, 2025.

Conclusions from the EEC:

According to the standard "Continuous Monitoring and Periodic Evaluation of Educational Programs":

- The EPs "6B01101 - Pedagogy and Psychology, 6B01201 - Preschool Education and Upbringing, 6B01301 - Pedagogy and Methods of Primary Education, 7M01302 - Pedagogy and Methods of Primary Education" cover 10 criteria, of which 0 have a strong position, 8 are satisfactory, and 2 indicate a need for improvement.

6.5. Standard "Student-Centered Learning, Teaching, and Assessment"

✓	*The management of the EP must ensure respect for and attention to the diverse groups of students and their needs, providing them with flexible learning pathways.*
✓	*The management of the EP must ensure the use of various forms and methods of teaching and learning.*
✓	*An important factor is the presence of original research in the field of teaching methodology for the academic disciplines of the EP.*
✓	*The management of the EP must demonstrate the existence of a feedback system regarding the use of various teaching methods and assessment of learning outcomes.*
✓	*The management of the EP must demonstrate support for student autonomy while simultaneously providing guidance and assistance from the instructor.*
✓	*The management of the EP must demonstrate the existence of a procedure for addressing student complaints.*
✓	*The university must ensure consistency, transparency, and objectivity in the assessment mechanism for learning outcomes for each EP, including appeals.*
✓	*The university must ensure that the assessment procedures for student learning outcomes align with the planned learning outcomes and program goals. Criteria and assessment methods within the EP must be published in advance.*
✓	*The university must define mechanisms to ensure that each graduate of the EP achieves the learning outcomes and that their formation is complete.*
✓	*Assessors must be proficient in modern assessment methods for learning outcomes and regularly enhance their qualifications in this area.*

Evidence Part

Student-centered learning plays a crucial role in stimulating students' motivation, self-reflection, and engagement in the educational process at the university. The implementation of student-oriented teaching and learning implies respect for and consideration of the diversity of students and their needs by providing flexible learning pathways; active student participation in the educational process and the opportunity for students to choose what, when, where, and how they will study; flexible use of various pedagogical methods; and regular assessment and adjustment of teaching methods. The university has created a unified, supportive educational environment that ensures not external (distribution into groups and streams), but internal (group

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work with each student) differentiation, based on which students can shape their educational trajectories according to their personal needs.

The selection of disciplines must be made with mandatory consideration of the logical sequence of their study. The main criterion for completing the educational process is for the student to master at least 240 credits. To ensure equal opportunities in forming an individual educational program, instruction is conducted in both the state and Russian languages. Elective disciplines aim to develop modern critical thinking skills in students, positively reflecting on the quality of education. Students acquire not only professional knowledge but also skills and competencies for pedagogical and practical activities. In the 2022-2023 academic year, lecturers, candidate of pedagogical sciences Zh.B. Munashova and senior lecturer A.S. Uskenbaeva, used video quizzes, business games with interactive boards, and testing on the Qizizz platform during an open practical online class on the subjects "Ethnopedagogy," "Pedagogical Mastery," and "Fundamentals of Natural Science." See the additional appendix.

Interactive educational methodologies are practiced by lecturers during current control. Current control is conducted by lecturers during practical, seminar, and laboratory classes in the following forms: oral and combined questioning, written assessments, defense and presentation of homework, discussions, training sessions, business games, round tables, tests, etc.

The experience of implementing the most relevant and effective methodologies becomes a subject of exchange among lecturers through presentations and open classes, which are recorded in mutual visit journals and reflected in departmental plans.

From 2021 to 2024, international scientific-methodological seminars were held on "Problems of Dependence and Risk Factors in the Behavior of the Younger Generation," "Ways of Psychological and Pedagogical Prevention of Bullying Among Schoolchildren and Children with Special Needs in General Education Schools," and "Ways to Solve Psychological and Pedagogical Problems of Inclusive Education for Children with Special Needs." Leading specialists and scientists from G.R. Derzhavin TSU, Russia; Jalal-Abad State University named after Bekmamat Osmonov, Kyrgyzstan; Tashkent State Pedagogical University named after Nizami, Uzbekistan; Ankara University, Istanbul, Turkey; Al-Farabi KazNU, Eurasian National University named after Gumilyov, and Abai KazNPU participated in the seminars.

The specifics of the accredited educational program imply the study of both theoretical and practice-oriented disciplines. In particular, the Catalogues of Elective Disciplines of EP includes theoretical disciplines such as "Introduction to Psychology," "Special Psychology," and several others. Practice-oriented disciplines include "Practical Psychology," "Organization of Psychological Assistance," "Theory and Methodology of Educational Work," "Theory of Labor Education and Visual Arts in Primary School," "Pedagogical Mastery," "Methodology for Developing Fine Motor Skills in Preschool Children," "Theory and Technology of Speech Development in Preschool Children," "Methodology for Forming Elementary Mathematical Representations in Preschoolers," "Theoretical Grammar," "Theoretical Phonetics," "Lexicology," and several others. Practice-oriented disciplines also include "Practice of Written and Oral Speech," "Second Foreign Language B2," and others.

The development of the working educational plan is regulated by the documented procedure No. DP-05-21 "Development of Working Educational Plans". https://drive.google.com/file/d/1Rr9g_cwTKfSPkRDadztSuVUplnFnBp-I/view

The theoretical disciplines are distributed into blocks according to their component type: mandatory component (hereinafter - MC), university component (hereinafter - UC), elective component (hereinafter - EC). Further information about additional types of education (hereinafter - ATE) and the final assessment of students is provided. The working educational plan is compiled annually, considering adjustments in the EP. At the university, when distributing the academic load, the main emphasis is placed on mastering practical skills. For

instance, the distribution of the load for a discipline with a workload of 5 credits is as follows: lecture – 10 hours, practical classes – 40 hours, independent work, and control work – 100 hours.

The adaptation of existing innovations, methodologies, and teaching methods occurs through educational-methodological seminars organized by the department. The following faculty teaching staff have copyright certificates:

1. No. 37105, June 13, 2023, Kaldygul Baitemirovna Balginbekova, Kazyna Amanbaikyzy «Main Types of Methods and Classes Conducted During the Literacy Development Stage»

2. No. 37185, June 15, 2023, Kaldygul Baitemirovna Balginbekova, Diana Sabyrzhankyzy «Preschool Pedagogy»

3. No. 35615, May 12, 2023, Karakoz Saparkhanovna Nishanova, Nurgul Balkhybekova «Teaching Language Literacy in Primary School»

4. No. 36924, Asel Alisherovna Nurmakhametova, Zhanna Sadikovna Adieva, Kanshayim Zharkynbekqyzy Usen «Approaches to Working with Challenging Children»

The implementation of innovative teaching methodologies positively impacts the quality of the educational process, as confirmed by the results of current and final assessments.

In the process of implementing various teaching and learning methodologies, scientific-methodological and educational materials, teaching aids, educational-methodological complexes of disciplines, and multimedia educational complexes are developed and created. These represent completed, unique, and in-demand products that imply flexibility, adaptability, and variability in the content of tasks and educational technologies.

Procedures for assessing the knowledge, skills, and qualities acquired by students during their studies are reflected in the following documents: No. PR-07-22, Rules for Organizing and Conducting Current Control of Academic Performance and Intermediate Certification of Students, PR-02-23 Rules for Organizing and Conducting Final Certification dated August 31, 2023.

https://drive.google.com/file/d/1YieRNQ8QQxIOhQGtGzIxC32d18qmgS2D/view
https://drive.google.com/file/d/1-q4bM28-6Mvx8tI3ISwasDatY-XKIUNg/view

The appeals procedure is documented in the Rules PR-07-21 "Current Control of Academic Performance, Intermediate and Final Attestation of Students in the University". https://drive.google.com/file/d/16lNm4mGDRa_vYRUBb1AcpEA3lUdtsLB3/view

In the 2022-2023 academic year, an appeal commission was approved by the rector's order, consisting of PhD N.A. Shalkarbekov, candidate of Pedagogical Sciences Zh.B. Munashova, PhD G.A. Totikova, lecturer G.O. Zhanibekova, and U.A. Esmuratova.

Students receive information about the current grading system at the university in their first year during meetings with the dean, head of the graduating department, and advisor (mentor). The main provisions for assessing knowledge are also presented in the guidebook. (https://caiu.edu.kz/putevoditel-ru/).

The qualification enhancement of assessors is conducted in internal training seminars. The organizer of these courses is the educational-methodological department and the department of innovative technologies. To improve the quality of teaching, the Department of Innovative Technologies and the Educational-Methodological Department systematically conduct seminars for faculty teaching staff. For example, on February 27, 2024: "Interactive Teaching Methods at the University," Speaker: T.A. Zhukova (head of IT), "Заманауи әдістер тізбесі," Speaker: A.Z. Tursynbaeva (Department of Pedagogy), Creation of Interactive Videos in the Online Service EdPuzzle – Speaker: T.A. Zhukova (head of IT), Miro Online Board - Speaker: T.A. Zhukova.

To improve the quality of teaching, the Department of Innovative Technologies and the Educational-Methodological Department systematically conduct seminars for faculty teaching staff. See the link

https://caiu.edu.kz/seminars-and-master-classes-ru/

The information obtained is actively used by lecturers during classes. For example, master's students D.T. Bektursunova and A.S. Uskenbaeva use the Webex platform with Kahoot during lectures on the subject "Psychology."

The faculty teaching staff undergo annual qualification enhancement at the national and international levels. The qualification enhancement of faculty teaching staff occurs according to the main areas of the department's activities, which include conducting scientific research and teaching disciplines in the field of Psychology, Pedagogy, and Methodology of Primary Education, Preschool Education and Upbringing.

The grade for independent work is entered into the electronic journal according to the instructions for working in the AIS PLATONUS. The mechanism for conducting and assessing students' independent work is described in Regulation No. PD-16-21 "Organization of Students' Independent Work".
https://drive.google.com/file/d/1hX9dO5RpEJ8preCuvNtFACWze5eVf1yR/view

The department ensures support for students' sense of autonomy while providing appropriate guidance and assistance from the instructor. The department supervises students throughout their entire period of study. An advisor is appointed by the rector's order for the department's EP, who assists students in adapting to the educational process at the university, in developing an individual study plan, and monitors the entire process of students' academic and scientific achievements.

Assignments for independent work are included in the educational-methodological complex of disciplines, which are in turn placed in the AIS Platonus and are accessible to students. Requirements for independent work are defined by the university's regulatory documents – Regulation No. PD-33-22 "Educational-Methodological Complex of the Discipline."
https://drive.google.com/file/d/1mvmev4TLXjKt8dTsOs8nba_sjcjwKS4F/view

The list of types of independent work and control includes mandatory elements (preparation for all types of classes, independent study of specific topics in the program, preparation for control activities) and a variable part, which provides for the completion of various assignments.

In the internal management system, mechanisms for resolving conflicts involving students, staff, and other interested parties are established and documented. For example, these mechanisms are described in the following internal documents: No. PD-01-21 dated March 26, 2021.
https://drive.google.com/file/d/11VA9Zq8uhqbfKpCdAe_V-Tec7OnwsoEp/view

"Regulations on Internal Order," KD No. 01-21 "Code of Honor for Faculty Teaching Staff",
https://drive.google.com/file/d/10Mm-dPTKK5R_9uffAbBuofme_cERh54J/view

KD No. 02-21 "Code of Honor for Students". https://drive.google.com/file/d/1G6GrThqOR-O1wHEy-rO3y4fsB_hgWAxd/view

In accordance with these documents, students and staff have the right to file complaints to resolve various emerging issues. The university has established a system for addressing student complaints by the university administration.
https://drive.google.com/file/d/1YieRNQ8QQxIOhQGtGzIxC32d18qmgS2D/view

There is ongoing targeted work to prevent corruption offenses and negative phenomena at the university. Control is exercised over the educational process in accordance with Regulation No. PD-02-21 dated March 26, 2021.

"Curator of the Academic Group,"
https://drive.google.com/file/d/1xa816tBK9o2aOCLQCe3H9595i_pJRDYA/view

Process Map No. KP-05-21 dated March 26, 2021. "Organization of Educational and Social Work". https://drive.google.com/file/d/1vtQTu0JonTs4AmxkmWJEZu1cE41Oqq0p/view

The university has developed other communication mechanisms with students, faculty teaching staff, staff, and employers through the educational process, advising and mentoring hours, information stands, the "Platonus" system, the university's website, the educational portal, social network "Facebook," etc. Every year, the university hosts Open Days and Job Fairs.

Analytical Part

The university conducts systematic work on monitoring the academic achievements of students, as the assessment of learning outcomes is a procedure for determining the compliance of individual educational achievements of students and graduates with the requirements of educational service consumers.

Department lecturers employ various methods for assessing knowledge: Knowledge Assessment at the Familiarization Level (this is done using appropriate diagnostic materials and methods that reveal readiness for reproductive activities; Knowledge Assessment at the Reproduction Level (this involves tasks whose completion indicates readiness for reconstructive activities).

The evaluation of the effectiveness and quality of teaching disciplines is carried out through the qualitative organization of the peer evaluation procedure of faculty teaching staff competence during mutual visits and the use of mechanisms to inform lecturers about the results; aligning the goal of assessing faculty teaching staff competence with the goal of sharing advanced innovative educational technologies during open and demonstrative classes, and competitive commissions; the functioning of an internal departmental procedure for assessing faculty teaching staff competence during control visits by the department head; and utilizing student feedback mechanisms to assess the effectiveness and quality of teaching through surveys.

The EEC emphasizes the necessity for regular professional development for those involved in assessing learning outcomes, as the ultimate goal of evaluating learning results is the continuous improvement of student learning based on actual data reviews.

Strengths / Best Practices:
none

EEC Recommendations for EP: "6B01101 - Pedagogy and Psychology, 6B01201 - Preschool Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education, 7M01302 - Pedagogy and Methodology of Primary Education":
1. By May 1, 2025, develop a training seminar program on modern methods for assessing student outcomes and organize a professional development course for evaluators within the EP.

EEC Conclusions:

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

- The EPs "6B01101 - Pedagogy and Psychology, 6B01201 - Preschool Education and Upbringing, 6B01301 - Pedagogy and Methodology of Primary Education, 7M01302 - Pedagogy and Methodology of Primary Education" have revealed 10 criteria, of which 0 have a strong position, 9 have a satisfactory position, and 1 suggests improvement.

6.6. Standard "Students"

- ✓ *The university must demonstrate a policy for forming the student body in the context of EP from admission to graduation and ensure the transparency of its procedures. Procedures governing the lifecycle of students (from admission to completion) must be defined, approved, and published.*
- ✓ *The EP management must demonstrate the implementation of special adaptation and support programs for newly admitted and foreign students.*
- ✓ *The university must demonstrate that its actions comply with the Lisbon Recognition Convention.*
- ✓ *The university should collaborate with other educational organizations and national centers of the "European Network of Information Centers in the European Region for Academic Recognition and Mobility/National Academic Recognition Information Centers" (ENIC/NARIC) to ensure comparable recognition of qualifications.*
- ✓ *The EP management must demonstrate the existence and application of a mechanism for recognizing the outcomes of academic mobility for students, as well as results from additional, formal, and informal learning.*
- ✓ *The university must provide opportunities for external and internal mobility for students in the EP and assist them in obtaining external grants for studies.*
- ✓ *The EP management should make every effort to secure internship placements for students, assist in the employment of graduates, and maintain contact with them.*
- ✓ *The university must provide graduates of the EP with documents confirming the qualifications obtained, including the achieved learning outcomes, as well as the context, content, and status of the education received and certificates of its completion.*
- ✓ *An important factor is the monitoring of employment and professional activities of graduates from the EP.*
- ✓ *The EP management should actively encourage students to engage in self-education and development outside the main curriculum (extracurricular activities).*
- ✓ *The existence of an active alumni association/organization is an important factor.*
- ✓ *The presence of a support mechanism for gifted students is also an important factor.*

Evidence part

To improve the quality of admissions, the university implements activities for the professional orientation of prospective students. This includes visits to schools in various cities and regions of the country, as well as hosting Open Days. Informational work is organized, targeting schoolchildren, students, and graduates of the bachelor's EP at the Central Asian Innovative University regarding the formation of the student body, admission rules, required documents, conditions, passing scores, and the technology of conducting entrance examinations, etc. Relevant information about admission to accredited EP is published on the university's website, social media platforms such as vk.com, and in newspapers. Information stands in Kazakh and Russian are set up for prospective students, providing essential information about the admission process. Details regarding the formation of the student body can be found on the university's website: https://drive.google.com/file/d/1aE1mK83w5Bttkmf-oPgKKhIF9JB5nizT/view

1. Student Body (by each accredited EP separately)

EP Name	Total Students		
	2021-2022	2022-2023	2023-2024
6B01101 Pedagogy and Psychology	281	237	205
6B01301 Pedagogy and Methodology of Primary Education	110	277	298
6B01301 Педагогика и методика начального обучения	1641	1960	1868
7M01302 Pedagogy and Methodology of Primary Education	356	462	226

The university has organized a comprehensive and systematic approach to working with newly admitted students. Traditionally, all incoming students receive a "Student Guidebook," which introduces them to the university's traditions and learning conditions. The guidebook is available in both printed and electronic formats for each academic year on the official website of the Central Asian Innovative University: (https://caiu.edu.kz/putevoditel-ru/).

To assist students (including foreign citizens) in their adaptation, an internal regulatory document, PG-01-21 "Support and Adaptation Program for Students," has been developed and approved.

https://drive.google.com/file/d/1TPk4Rq689bMQUEeK6Je7nEVZsTCuRiIf/view

The university implements various support measures for students, including financial assistance (scholarship payments). Support services are actively involved in the orientation process for first-year students, including: mentorship institute, advisors, registrar's office, directorate of the Institute of Pedagogy and Psychology, career center, International Cooperation Department, academic mobility sector, psychological assistance office.

Support Measures for Students

EP Name	Total Students/ Scholarship Holders/ Other Categories		
	2021-2022	2022-2023	2023-2024
6B01101 Pedagogy and Psychology	3	2	2
6B01201 Preschool Education and Upbringing	-	1	-
6B01301 Pedagogy and Methodology of Primary Education	10	11	9
7M01302 Pedagogy and Methodology of Primary Education	-	-	-

The self-assessment report of the Central Asian Innovative University regarding accredited EP contains a structured description of the documents issued based on the results of education at the university, confirming the qualifications obtained, including the learning outcomes achieved during the educational process. The Central Asian Innovative University recognizes educational documents from countries that have joined the Lisbon Convention. The recognition of educational documents extends to accredited international and foreign educational institutions, branches of foreign educational organizations established and operating in the Republic of Kazakhstan based on international treaties and intergovernmental agreements, as well as contracts (agreements) concluded between authorized bodies in the field of education, which are recognized in the Republic of Kazakhstan.

The Central Asian Innovative University has developed and implemented a mechanism for recognizing the results of students' academic mobility, as well as the outcomes of additional, formal, and informal education. Objective recognition at the Central Asian Innovative University of higher education qualifications, periods of study, and prior education—including the recognition of unofficial and informal learning—is an integral component of ensuring student performance during their studies and simultaneously promotes student mobility.

Incoming and Outgoing Student Mobility

EP Name	Incoming / Outgoing		
	2022	2023	2024
6B01101 Pedagogy and Psychology	2/2	2/6	1/2

6B01201 Preschool Education and Upbringing	2	1	1/2
6B01301 Pedagogy and Methodology of Primary Education	5/4	9/5	6/2
7M01302 Pedagogy and Methodology of Primary Education	-	1	1

The university is systematically working on organizing practical training. Necessary programs and other documents (syllabi, practice diaries, reporting schemes, instructions for working with documents, agreements with practice bases, orders for internship placements, safety, and labor protection documents) have been implemented as required by the curricula of accredited educational programs.

Indicators of Providing Educational Process with Practice Places

EP Name	Number of Contracts with Practice Places		
	2021-2022	2022-2023	2023-2024
6B01101 Pedagogy and Psychology	42	56	66
6B01201 Preschool Education and Upbringing	8	15	18
6B01301 Pedagogy and Methodology of Primary Education	45	63	66
7M01302 Pedagogy and Methodology of Primary Education	9	12	14

A special place in the educational process is held by the research practice of students, which is conducted in the form of scientific research projects, participation in research and development activities of the department, etc. The results of the research practice are reflected in the form of scientific developments and publications, essays, and reports at scientific conferences.

Student Participation in Research and Projects

EP Name	In Research Activities of the Discipline / In Research and Development of the Department		
	2022	2023	2024
6B01101 Pedagogy and Psychology	3	11	-
6B01201 Preschool Education and Upbringing	6	6	-
6B01301 Pedagogy and Methodology of Primary Education	3	12	-
7M01302 Pedagogy and Methodology of Primary Education	2	5	-

Within the university, the Career Center addresses issues related to the employment of graduates and interaction with employers.

Трудоустройство выпускников

EP Name	Total Graduates / Employed		
	2021-2022	2022-2023	2023-2024
6B01101 Pedagogy and Psychology	173/114	81/54	141/102
6B01201 Preschool Education and Upbringing	136/115	99/78	155/112

6B01301 Pedagogy and Methodology of Primary Education	639/437	531/398	910/584
7M01302 Pedagogy and Methodology of Primary Education	325/283	322/284	219/194

The EEC notes a high employment rate for graduates from accredited EP and positive feedback from employer representatives who participated in interviews with EEC members. These facts suggest that graduates from the programs proposed for accreditation possess in-demand knowledge and skills in the labor market.

The survey showed that students positively evaluate (completely and partially satisfied) the following aspects:
- overall quality of the educational program – 91,1%;
- quality of the study programs in the EP – 91,5%;
- teaching methods overall – 91,6%;
- responsiveness to feedback from instructors regarding the educational process – 92,4%;
- overall quality of teaching – 92,6%;
- academic workload/requirements for students – 90,4%;
- requirements of the faculty teaching staff for students – 91,9%;
- objectivity in assessing knowledge, skills, and other academic achievements – 92,6%.

Analytical Part

The policy for forming the student body is documented and published on the university's official website, based on the principles of transparency and openness. It involves the admission of individuals most prepared for education and is carried out according to the Standard Rules for Admission to Educational Organizations implementing postgraduate educational programs, approved by the Government of the Republic of Kazakhstan by order No. 600 dated October 31, 2018.

The relevant recognition procedures are based on institutional practices in accordance with the principles of the Lisbon Convention on Recognition and cooperation with other institutions, quality assurance agencies, and national ENIC/NARIC centers to ensure consistent recognition across the country. One of the mandatory requirements of the Bologna Process, implemented at Abai KazNPU, 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 EP pays special attention to organizing and monitoring students' internships and the employment of university graduates.

At the LLP "Central Asian Innovative University", conditions have been created for both external and internal mobility of students in the EP. To enhance interaction between internal and external mobility, memorandums and contracts have been established with partner universities. After signing a contract with a university, an academic mobility coordinator is appointed to provide advisory assistance to students in determining the list of subjects for study and preparing applications.

However, the self-assessment report for accredited EP, conducted by the EEC during interviews with the EP management and students, showed that in 2023-2024, the implementation of outbound academic mobility programs for students is, in some cases, sporadic and episodic, with a complete absence of inbound academic mobility for students.

Strengths / Best Practices:
-

Recommendations from the EEC for Programs 6B01101 "Pedagogy and Psychology", 6B01201 "Preschool Education", 6B01302 "Pedagogy and Methodology of Primary Education", 7M01302 "Pedagogy and Methodology of Primary Education":

1. By April 30, 2025, develop and from September 1, 2025 implement alternative models for organizing outbound internal academic mobility for students in the accredited EP, taking into account their actual opportunities for studying in other educational organizations in the country. For example, by applying a combination of various forms: online learning at partner universities, distance educational technologies, in-person attendance, summer trimesters, and other technologies compliant with current legislation.

Conclusions from the EEC:
According to the standard "Students":

- EPs 6B01101 "Pedagogy and Psychology", 6B01201 "Preschool Education", 6B01302 "Pedagogy and Methodology of Primary Education", 7M01302 "Pedagogy and Methodology of Primary Education": *have 11 satisfactory positions and 1 position indicating the need for improvement.*

6.7. Standard "Faculty teaching staff"

- ✓ *The university must have an objective and transparent personnel policy, including in the context of EP, encompassing recruitment, professional growth, and staff development, ensuring the professional competence of the entire staff.*
- ✓ *The university must demonstrate that the faculty teaching staff's potential aligns with the university's development strategy and the specifics of the EP.*
- ✓ *The management of the EP must show awareness of their responsibility for their employees and provide favorable working conditions for them.*
- ✓ *The management of the EP must demonstrate the changing role of the instructor in connection with the transition to student-centered learning.*
- ✓ *The university must define the contribution of the faculty teaching staff of the EP to the implementation of the university's development strategy and other strategic documents.*
- ✓ *The university must provide opportunities for career growth and professional development for the faculty teaching staff of the EP.*
- ✓ *The management of the EP must involve practitioners from relevant industries in teaching.*
- ✓ *The management of the EP must ensure targeted actions for the development of young faculty members.*
- ✓ *The university must demonstrate motivation for the professional and personal development of the faculty of the EP, including encouraging the integration of research activities and education, as well as the application of innovative teaching methods.*
- ✓ *An important factor is the active use of information and communication technologies by the faculty teaching staff of the EP in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.).*
- ✓ *An important factor is the development of academic mobility within the EP, attracting the best foreign and domestic instructors.*
- ✓ *An important factor is the involvement of the faculty teaching staff of the EP in community life (the role of faculty teaching staff in the education system, in the development of science, the region, creating a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).*

Evidence part

The university's personnel policy, including the process of selecting and hiring staff, is based on the Labor Code of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan "On Education," and several internal documents of the Central Asian Innovative University. The personnel policy (https://drive.google.com/file/d/1FNOIU-vEYYMjwPpd0nQaWRFDniY4T9JL/view) is implemented in accordance with the Strategic Development Plan of the Central Asian Innovative University and is an integral part of the

university's policy, encompassing a holistic and objectively justified strategy for working with personnel.

Staff selection is carried out based on an analysis of the needs of the EP, based on which a competition is announced for filling vacant faculty teaching staff positions. The competencies, responsibilities, rights, and opportunities of the faculty teaching staff are defined in internal documents regarding methodological and scientific work, the activities of advisors and tutors, among others. The university has developed job descriptions for all categories of faculty teaching staff, which are updated at the beginning of the academic year and posted on the official website. (https://drive.google.com/file/d/1jy-A5ziGQUzxPLDabVj4sQILqoRf2vk7/view).

The implementation of accredited EP at the Central Asian Innovative University is ensured by teaching staff who possess basic education relevant to the subjects taught and are systematically engaged in scientific and/or methodological activities. Instructors of specialized courses within the EP typically hold academic degrees and/or have experience in the relevant professional field. Practitioners from the real sector of the economy are also involved in the implementation of accredited EP.

Qualification Composition (Degree Holding) of Faculty Teaching Staff

EP Name	Total Faculty Teaching Staff/Degree Holding		
	2021-2022	2022-2023	2023-2024
6B01101 Pedagogy and Psychology	70(56,8%)	69(56%)	71(59,15%)
6B01201 Preschool Education and Upbringing	61(55,5%)	64(57,8%)	68(59%)
6B01301 Pedagogy and Methods of Primary Education	89(52,5%)	91(52%)	95(53%)
7M01302 Pedagogy and Methods of Primary Education	14 (100%)	12(100%)	12(100%)

The EEC notes that the indicators regarding the qualitative and quantitative composition of the faculty teaching staff confirm the presence of the human resources necessary for the implementation of accredited EP and compliance with the qualification requirements for licensing educational activities. The university ensures the completeness and adequacy of individual planning of the faculty teaching staff's work across all types of activities, as well as monitoring the effectiveness and efficiency of these individual plans. The teaching load of the faculty teaching staff includes educational, methodological, research, and educational work, which is planned individually for each academic year.

Within the framework of the EP, the competence of the faculty teaching staff is assessed based on the evaluation of the quality of educational activities through mutual visits to current classes by instructors; conducting open classes; control visits by deans, department heads, and vice-rectors; and student surveys after completing the study of a subject. Thus, the university ensures monitoring of the faculty teaching staff's activities, systematic assessment of faculty competence, and comprehensive evaluation of teaching quality. The faculty and staff are results-oriented, contributing to high performance outcomes for each employee and the university.

To ensure successful mastery of the EP by students, the faculty teaching staff actively employs innovative teaching methods within the framework of student-centered learning. Examples include business and role-playing games, simulation training, discussions,

brainstorming methods, situational games, business project development, slide show presentations, and the use of elements of e-learning (MOOCs) and distance education technologies. The faculty teaching staff successfully practices conducting presentations of academic courses using interactive boards, multimedia projectors, media libraries, electronic stands, and employs language laboratory equipment, audio-video equipment, video projectors, phonovideotheques, video conferencing, and more.

One of the key areas of work for the teaching staff is research activities. The Central Asian Innovative University has created the necessary conditions for this. The faculty teaching staff conducts scientific research, including in the form of grants, participates in scientific and scientific-practical conferences, and publishes works in periodicals, including those included in international databases such as Scopus and Web of Science.

Publication Activity of Faculty Teaching Staff

EP Name	Total Faculty Teaching Staff/Publications in Scopus, WoS			Total Faculty Teaching Staff/Publications in CQASHE (КОКСНВО) and RSCI (РИНЦ)			Total Faculty Teaching Staff/Publications in Conference Proceedings			Total Faculty Teaching Staff/Quantity of Educational and Methodological Works		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
6B01101 Pedagogy and Psychology	2	1	1	4	2	2	96	121	38	11	10	12
6B01201 Preschool Education and Upbringing	1	-	-	2	1	1	63	83	14	3	5	4
6B01301 Pedagogy and Methods of Primary Education	3	2	0	3	2	1	93	133	42	14	16	8
7M01302 Pedagogy and Methods of Primary Education	1	1	0	3	1	0	429	590	278	1	2	2

To establish qualification compliance and promote the development of the faculty teaching staff at the Central Asian Innovative University, a procedure for the attestation of pedagogical workers is implemented to ensure alignment with their positions (professor, associate professor, assistant of professor, lecturer, teaching assistant). To motivate the faculty teaching staff and university staff, a reward system is in place, which includes differentiated salary payments, certificates, and letters of appreciation from the administration, as well as

departmental and university awards. There is also a system of penalties, which includes disciplinary actions, reprimands, and termination of employment contracts.

During interviews with the faculty teaching staff, the EEC found confirmation of the university's provision of opportunities for pedagogical workers in accredited EP to systematically undergo professional development.

Professional Development of Faculty Teaching Staff

EP Name	Total Faculty Teaching Staff/Completed Professional Development			Indicators of Incoming and Outgoing Mobility of Faculty Teaching Staff		
	2022	2023	2024	2022	2023	2024
6B01101 Pedagogy and Psychology	3	21	59	1/1	2/1	1/1
6B01201 Preschool Education and Upbringing	4	12	32	-	1/	-
6B01301 Pedagogy and Methods of Primary Education	2	14	48	1/1	1/	1/1
7M01302 Pedagogy and Methods of Primary Education	1	1	5	-	1/	2/1

An analysis of the official website of the university, media outlets, and social networks, as well as interviews with the faculty teaching staff, revealed that the pedagogical workers of the Central Asian Innovative University, involved in the implementation of accredited EP, actively participate in the life of the community and region, contribute to the creation of a cultural environment, and engage in creative competitions, training sessions, charitable programs, etc.

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

- the level of academic freedom among the faculty teaching staff: very good – 76.1% (54 people); good – 23.9% (17 people);

- the level of motivation and attraction of young specialists to the educational process: very good – 81.7% (58 people); good – 16.9% (12 people);

- the level of opportunities created for professional and personal growth for each teacher and staff member: very good – 71.8% (51 people); good – 28.2% (20 people);

Analytical Part

During interviews, the faculty teaching staff expressed satisfaction with the current

personnel policy at the university, demonstrated awareness of the existing personnel management system, and confirmed that the competition for vacant positions is conducted directly by the university's rector. Young faculty members are also satisfied with their working conditions.

The staffing and qualification level of the faculty teaching staff in the professional training department meet the profile of the accredited EP. The EEC confirmed that the moral and psychological climate within the educational programs department is characterized by stability and a creative approach to fulfilling their functional and professional duties.

The EEC notes that measures are being taken within the accredited EP to develop academic mobility among faculty teaching staff and attract both foreign and domestic educators. This activity is implemented, including through professional development and internships for faculty teaching staff. However, during interviews with university graduates and faculty teaching staff, the EEC identified a lack of satisfaction among these target groups regarding the involvement of foreign educators in the implementation of accredited EP. There is also a need to introduce alternative models for organizing outgoing internal academic mobility for faculty teaching staff, which could include a combination of various forms: virtual internships at partner universities, distance learning technologies for conducting classes, and in-person attendance, in accordance with current legislation.

Strengths / Best Practices:

-

Additional Recommendations from the EEC for EP 6B01101 "Pedagogy and Psychology", 6B01201 "Preschool Education", 6B01302 "Pedagogy and Methods of Primary Education", 7M01302 "Pedagogy and Methods of Primary Education":

1. In the period up to April 30, 2025 develop and by September 1, 2025 implement alternative models for organizing outgoing internal academic mobility for faculty teaching staff within the accredited EP, including through the use of a combination of various forms: virtual internships at partner universities, distance learning technologies for conducting classes, and in-person attendance, in accordance with current legislation.

Conclusions of the EEC:
According to the standard "Faculty Teaching Staff":
- The recommendations from the EEC for EP 6B01101 "Pedagogy and Psychology", 6B01201 "Preschool Education", 6B01302 "Pedagogy and Methods of Primary Education", and 7M01302 "Pedagogy and Methods 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 EP management must demonstrate the existence of support procedures for various groups of learners, including information and counseling.*
✓ *The EP management must demonstrate that the informational resources are aligned with the specifics of the EP, including:*
✓ *technological support for students and faculty teaching staff in accordance with educational programs (e.g., online learning, simulations, databases, data analysis programs);*
✓ *library resources, including collections of educational, methodological, and scientific literature on general, basic, and specialized subjects in both print and electronic formats, periodicals, and access to scientific databases;*
✓ *expertise in the results of research, graduation projects, and dissertations for plagiarism;*

- ✓ *access to educational internet resources;*
- ✓ *functioning Wi-Fi on the premises of the educational organization.*
- ✓ *The university should strive to ensure that the educational equipment and software used for mastering educational programs are like those used in the relevant industries.*
- ✓ *The university must ensure compliance with safety requirements during the learning process.*
- ✓ *The university should aim to consider the needs of various groups of learners within the framework of the EP (adults, working individuals, international students, as well as students with disabilities).*

Evidence part

During the work of the EEC, it was confirmed that the Central Asian Innovative University has established the necessary infrastructure, possessing adequate material and technical resources, informational support, library resources, including electronic resources, which are utilized in the education and upbringing of students and master's degree candidates to achieve the university's goals and objectives. In distributing, planning, and providing educational resources for accredited EP, the university considers the needs of various groups of learners.

A visual inspection of the university's educational base confirmed the presence of classrooms, laboratories, computer rooms, language labs, sports facilities, medical service areas, dining zones, group workspaces, and other facilities equipped with resources that ensure conditions for achieving EP goals. Office spaces are equipped with appropriate computer and office equipment.

The university is systematically working on training personnel for the EP. The organization of inclusive education at the university is based on the provisions of PD-61-23. There is an inclusive education room (Room 118) https://drive.google.com/file/d/1e1u0yLVJFmi1Y-7Q0-74qAhBve7MLNI7/view

The library and informational resources of the Central Asian Innovative University are accessible to students and faculty teaching staff. There is confirmation of regular updates to the collection of educational, methodological, and scientific literature on general, basic, and specialized subjects in both print and electronic formats, as well as periodicals. Students have free internet access from computers located in the library of the educational buildings. This is supported by survey results. The library provides access to electronic resources, including the Kazakhstan National Electronic Library, the Republican Interuniversity Electronic Library (www.rmeb.kz), the scientific electronic libraryELIBRARY.RU, THOMSONREUTERSWEBOFKNOWLEDGE, ELSEVIERPOLPRED.COM.

The university has a system in place to check research and graduation works for plagiarism using a web-based system.

An adequate support system has been developed and implemented for various groups of learners, including information and counseling. This system includes individual assistance and counseling for students regarding the organization of the educational process and providing social support. For educational process inquiries, students and master's candidates can consult with advisors who assist in choosing their learning trajectory (forming an individual study plan). Key information regarding the organization of the educational process is reflected in guides and the academic calendar. Additionally, students can reach out to their group curators or the EP head for educational process inquiries.

The university operates a student service center that assists students with document processing.

Out-of-town students have the opportunity to reside in dormitories that are adequately equipped.

Analytical Part

Based on the results of the visual inspection of the infrastructure and material base by the EEC, it is noted that to ensure the educational process of accredited EP, the university possesses the necessary basic educational and material resources. The classrooms and laboratories, along with the equipment placed in them, correspond to the goals of the EP and create acceptable conditions for learning. The premises designated for educational and supporting purposes meet sanitary and hygienic requirements as well as fire safety regulations.

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

The educational area used in the educational process is sufficient, and the involved material resources create a foundation for the qualitative implementation of the accredited EP. Overall, the material and technical resources, as well as information resources used for organizing the educational and upbringing process, are adequate to fulfill the stated mission, goals, and objectives, and they meet the requirements of the accredited EP.

The university conducts an assessment of the quality of the existing material and technical resources used in the implementation of the EP. This is done through monitoring in the form of surveys of students, master's candidates, faculty teaching staff, and employees.

In accordance with the annual plan for the acquisition of material resources, modernization of computer equipment for accredited EP is carried out.

The EEC confirms the presence of systems for technological support for students, master's candidates, and faculty teaching staff, including access to the university's educational internet resources. The interface of the official website is adapted to meet the needs of visually impaired users. At the same time, during the tour, visual inspection of the educational buildings, and interviews conducted with students, it was revealed that access to the internet via Wi-Fi on the premises of educational buildings and dormitories is not fully provided, and there are difficulties accessing educational internet resources.

The survey showed that students positively (fully and partially satisfied) evaluate the accessibility of library resources: 87.9% (178 people), the quality of services provided in libraries and reading rooms: 88.78% (180 people), satisfaction with existing educational resources of the university: 90.5% (183 people), availability of computer classrooms: 89.5% (181 people), accessibility and quality of internet services: 91.4% (185 people), and classrooms for large groups: 90.9% (184 people).

Strengths / Best Practices:
-

Recommendations from the EEC for EP 6B01101 "Pedagogy and Psychology", 6B01201 "Preschool Education", 6B01302 "Pedagogy and Methods of Primary Education", 7M01302 "Pedagogy and Methods of Primary Education":
1. Develop and implement a plan to improve access to educational internet resources by 31.12.2024.
2. Develop and implement a plan to improve territorial coverage and internet connection speed through existing Wi-Fi networks in the educational buildings by 31.12.2024.

Conclusions of the EEC:
According to the standard "Educational Resources and Student Support Systems":

- The EPs "Pedagogy and Psychology", "6B01201 Preschool Education", 6B01302 "Pedagogy and Methods of Primary Education", 7M01302 "Pedagogy and Methods of Primary Education" have 11 satisfactory positions and 2 positions suggesting improvement.

6.9. Standard "Public Information"

- ✓ *The information published by the university within the framework of the EP must be accurate, objective, relevant, and should include:*
- ✓ *implemented programs, indicating expected learning outcomes;*
- ✓ *information about the possibility of obtaining qualifications upon completion of the EP;*
- ✓ *information about teaching, learning, and assessment procedures;*
- ✓ *details about passing scores and educational opportunities provided to students;*
- ✓ *information about employment opportunities for graduates.*
- ✓ *The management of the EP should use a variety of methods to disseminate information, including mass media and information networks, to inform the general public and interested parties.*
- ✓ *Public information should support and explain national development programs of the country and the higher and postgraduate education system.*
- ✓ *The university should publish audited financial statements on its own web resource, including a breakdown by EP.*
- ✓ *The university should demonstrate information on its web resource that characterizes the institution as a whole and in terms of educational programs.*
- ✓ *An important factor is the availability of adequate and objective information about the faculty teaching staff of the EP, broken down by 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 should provide information and links to external resources regarding the results of external evaluation procedures.*
- ✓ *An important factor is the participation of the university and the implemented EP in various external evaluation procedures.*

Evidence part

The information policy implemented by the Central Asian Innovative University aims to ensure a stable flow of news about significant events and achievements of the university in the mass media. During the visit and based on the review of the self-assessment report, the university's website, publications in the media, and social networks, the EEC notes that the Central Asian Innovative University regularly publishes modern, objective, quantitative, and qualitative information regarding the accredited EP. The information provided to inform the public includes necessary descriptions of the implemented and proposed accredited EP, supports and clarifies national development programs of the country and the higher and postgraduate education system.

The university employs various methods to disseminate information to the public. The main resources for informing the public about the university's activities are its website (https://caiu.edu.kz/) and the official social media accounts:https://www.facebook.com/hgtu.com.kz
https://vk.com/mgtu.mgtu https://www.instagram.com/oaiu.kz/

The key channel for informing the public (prospective students, their parents, current students, graduates, and employers) is the official university website. Information on the official site is available in three languages (Kazakh, Russian, and English). The site contains several key sections: "Rector's Blog," "Quality Policy," "Call Center," "Platonus," "Information and Educational Portals," "For Prospective Students," "For Students," "Science," "Graduates," "National Programs," etc.

There are also sections for structural divisions, as well as information about the faculty

teaching staff. Feedback from students to the administration can be provided through the rector's blog available on the main page, where students can write direct appeals to the university's leadership.

The available information resources and systems, as well as software tools, can adequately ensure the quality implementation of processes for collecting, analyzing, and managing information at all stages of the organization's activities.

Analytical Part

The official website of the "Central Asian Innovative University" (https://caiu.edu.kz/) contains key information about the accredited EP in an easily perceivable format. The information published on the official website objectively reflects the university's activities within the framework of the accredited EP, including details about financial reporting, personal information about leaders and faculty teaching staff, web links, and scanned copies of documents reflecting the results of external quality assessment procedures.

Information about the EP implemented at the university is presented in special sections of the website (bachelor's degree: https://caiu.edu.kz/ru-bachelor/ and master's degree: https://caiu.edu.kz/889-2/). Information about the accredited EP includes descriptions of the EP goals, areas of professional activity, and learning outcomes. It also provides details about the qualifications awarded upon completion of training, the evaluation system for students' academic achievements, data on academic mobility programs, and opportunities for personal and professional competency development and employment.

However, the analysis of the website by the EEC members revealed that some information posted on the site has become outdated (information and evaluation systems for students' academic achievements in educational programs).

Strengths / Best Practices:
-

Recommendations from the EEC for EP 6B01101 "Pedagogy and Psychology", 6B01201 "Preschool Education", 6B01302 "Pedagogy and Methods of Primary Education", 7M01302 "Pedagogy and Methods of Primary Education":

1. The university administration should develop a methodology for analyzing information on the results of students' academic achievements in educational programs. Deadline: by January 1, 2025.

Conclusions of the EEC:
Regarding the standard "Public Information":

- EP 6B01101 "Pedagogy and Psychology", 6B01201 "Preschool Education", 6B01302 "Pedagogy and Methods of Primary Education", 7M01302 "Pedagogy and Methods of Primary Education" have 11 satisfactory positions and 1 position requiring improvement.

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

1. Standard "Management of Educational Program"

- The university engages representatives from stakeholder groups, including employers, students, and faculty teaching staff, in the development of the EP's development plan.

- The university confirms completion of training in education management programs

2. Standard "Information Management and Reporting"

3. Standard "Development and Approval of Educational Program"

4. Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs"

5. Standard "Student-Centered Learning, Teaching, and Assessment"
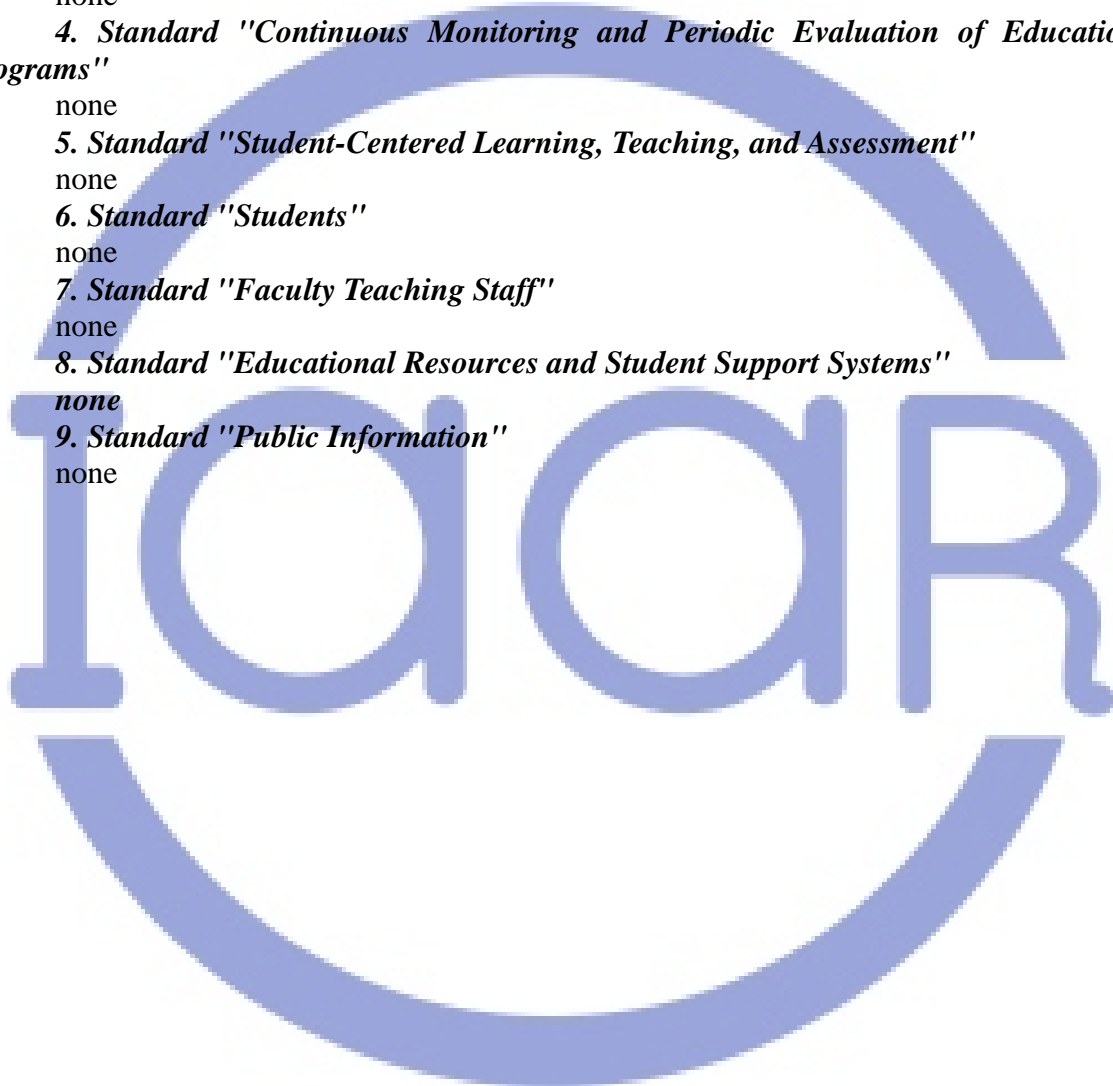
6. Standard "Students"

7. Standard "Faculty Teaching Staff"

8. Standard "Educational Resources and Student Support Systems"

none

9. Standard "Public Information"

(VIII) REVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT FOR EACH STANDARD

1. Standard "Management of Educational Program"
- By May 1, 2025, develop an action plan aimed at ensuring quality regarding activities performed by contractors and partners (outsourcing), including in the implementation of joint/double degree programs and academic mobility.
- By May 1, 2025, develop a methodology for analysis and determine mechanisms to implement innovative proposals within the framework of the EP, considering change management principles.

2. Standard "Information Management and Reporting"
none
3. Standard "Development and Approval of Educational Program"
none

4. Standard "Continuous Monitoring and Periodic Evaluation of Educational Programs"

- by May 1, 2025, the management of the EP should develop, implement, and maintain an up-to-date procedure for monitoring and periodically evaluating the content of programs considering the latest achievements in pedagogical science and technology related to the EP's disciplines.
- by May 1, 2025, the management of the EP should develop an action plan aimed at ensuring the effectiveness of student assessment procedures.

5. Standard "Student-Centered Learning, Teaching, and Assessment"

- By May 1, 2025, develop a training seminar program on modern methods for assessing student outcomes and organize a professional development course for evaluators within the EP.

6. Standard "Students"

By April 30, 2025, develop and starting from September 1, 2025 implement alternative models for organizing outgoing internal academic mobility of students in the educational process for accredited EP, taking into account their actual opportunities for studying at other educational institutions in the country.

7. Standard "Faculty Teaching Staff"

By April 30, 2025, develop and starting from September 1, 2025 implement into practice the organization of the educational process for accredited EP alternative models for organizing outgoing internal academic mobility of faculty teaching staff, including through the use of a combination of various forms: virtual internships at partner universities, distance educational technologies for conducting classes, and in-person attendance, in accordance with current legislation.

8. Standard "Educational Resources and Student Support Systems"

1) By December 31, 2024, develop and implement a plan to improve access to educational Internet resources.

2) By December 31, 2024, develop and implement a plan to enhance territorial coverage and connection speed to the information and telecommunications network through existing Wi-Fi networks in the educational buildings.

9. Standard "Public Information"

The university management should develop a methodology for analyzing information on the results of students' academic achievements in educational programs. Deadline: by January 1, 2025.

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

Recommendations are absent.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The external expert commission has decided to recommend to the Accreditation Council the educational programs 6B01101 Pedagogy and Psychology, 6B01201 Preschool Education, 6B01302 Pedagogy and Methods of Primary Education, and 7M01302 Pedagogy and Methods of Primary Education of the LLP Central Asian Innovative University (Shymkent) for accreditation for a period of 5 (five) years.

Appendix 1. Evaluation Table "Conclusion of the External Expert Commission"

№ п\п	№ п\п	Evaluation Criteria	Position of the Educational Organization			
			Strong	Satisfactory	Needs improvement	Unsatisfactory
Standard "Educational Program Management"						
1	1.	The HEI should demonstrate the development of the objectives and strategy of the EP development based on an analysis of external and internal factors, with the broad involvement of a variety of stakeholders		+		
2	2.	The quality assurance policy should reflect the connection between research, teaching, and learning.		+		
3	3.	The university demonstrates the development of a quality assurance culture.		+		
4	4.	Commitment to quality assurance should extend to all activities performed by contractors and partners (outsourcing), including the implementation of joint/dual degree programs and academic mobility.		+		
5	5.	The leadership of the educational program ensures transparency in the development of the program's development plan based on an analysis of its functioning, the university's actual positioning, and its focus on meeting the needs of the state, employers, stakeholders, and students.		+		
6	6.	The leadership of the educational program demonstrates the functioning of mechanisms for the formation and regular revision of the program development plan, monitoring its implementation, evaluating the achievement of learning objectives, meeting the needs of students, employers, and society, and making decisions aimed at the continuous improvement of the program.		+		
7	7.	The leadership of the educational program must involve representatives of stakeholder groups, including employers, students, and faculty, in the formation of the program development plan.	+			
8	8.	The leadership of the educational program must demonstrate the individuality and uniqueness of the program development plan, as well as its alignment with national development priorities and the educational organization's development strategy.		+		
9	9.	The university must demonstrate a clear definition of those responsible for business processes within the educational program, the distribution of staff duties, and the delineation of functions of collegial bodies.		+		

10	10.	The leadership of the educational program ensures the coordination of activities of all individuals involved in the development and management of the program, its continuous implementation, and engages all stakeholders in this process.		+		
11	11.	The leadership of the educational program must ensure transparency in the management system, the functioning of an internal quality assurance system that includes its design, management, and monitoring, and the making of appropriate decisions.		+		
12	12.	The leadership of the educational program must implement risk management.		+		
13	13.	The leadership of the educational program must ensure the participation of stakeholder representatives (employers, faculty, and students) in the collegial governing bodies of the educational program, as well as their representativeness in decision-making on matters related to the management of the educational program.		+		
14	14.	The university must demonstrate innovation management within the educational program, including the analysis and implementation of innovative proposals.		+		
15	15.	The leadership of the educational program must demonstrate its openness and accessibility to students, faculty, employers, and other stakeholders.		+		
16	16.	The leadership of the educational program confirms participation in training programs on education management.	+			
17	17.	The leadership of the educational program should strive to ensure that progress achieved since the last external quality assurance procedure is taken into account when preparing for the next procedure.		+		
Overall Summary for the standard			**2**	**15**	**0**	
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 tools.		+		
19	2.	The leadership of the educational program demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
20	3.	The leadership of the educational program demonstrates the existence of a reporting system that reflects the activities of all structural units and departments within the program, including an evaluation of their effectiveness.		+		
21	4.	The university must define the periodicity, forms, and methods for evaluating the management of the educational program, the activities of collegial bodies and structural units, and the senior leadership.		+		
22	5.	The university must demonstrate a mechanism for ensuring information protection, including the identification of responsible individuals for the accuracy and timeliness of		+		

		information analysis and data provision.				
23	6.	The university demonstrates the involvement of students, staff, and faculty in the processes of information collection and analysis, as well as in decision-making based on that information.		+		
24	7.	The leadership of the educational program must demonstrate the existence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution.		+		
25	8.	The university must ensure the measurement of the degree of satisfaction of the needs of faculty, staff, and students within the educational program and demonstrate evidence of addressing identified deficiencies.		+		
26	9.	The university must evaluate the effectiveness and efficiency of its activities, including within the context of the educational program.		+		
		The information collected and analyzed by the university within the framework of the educational program should take into account:				
27	10.	Key performance indicators		+		
28	11.	Dynamics of the student body by form and type		+		
29	12.	Level of academic performance, student achievements, and attrition rates		+		
30	13.	Student satisfaction with the implementation of the educational program and the quality of education at the university		+		
31	14.	Accessibility of educational resources and support systems for students		+		
32	15.	Employment and career growth of graduates		+		
33	16.	Documented consent from students, staff, and faculty for the processing of personal data		+		
34	17.	The leadership of the educational program should facilitate the provision of all necessary information in the relevant fields of study.		+		
Overall Summary for the standard			0	17	0	
Standard "Development and Approval of the Educational Program"						
35	1.	The university must demonstrate the existence of a documented procedure for the development of the educational program and its approval at the institutional level.		+		
36	2.	The university must demonstrate that the developed educational program aligns with the established goals and planned learning outcomes.		+		
37	3.	The leadership of the educational program must determine the impact of courses and professional practices on the formation of learning outcomes.		+		
38	4.	The university can demonstrate the existence of a graduate model for the educational program, describing the learning outcomes and personal qualities.		+		
39	5.	The qualification awarded upon completion of the educational program must be clearly defined, explained, and correspond to		+		

		the specified level of the National Qualifications Framework (NQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA).				
40	6.	The leadership of the educational program must demonstrate a modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS), ensuring that the program and its modules (in terms of content and structure) align with the established goals and are oriented towards achieving the planned learning outcomes		+		
41	7.	The leadership of the educational program must ensure that the content of the courses and the learning outcomes correspond to each other and to the level of study (bachelor's, master's, doctorate).		+		
42	8.	The leadership of the educational program must demonstrate the conduct of external reviews of the program.		+		
43	9.	The leadership of the educational program must provide evidence of the participation of students, faculty, and other stakeholders in the development and quality assurance of the program.		+		
44	10.	The leadership of the educational program must demonstrate the positioning of the program in the educational market (regional, national, international) and its uniqueness.		+		
45	11.	An important factor is the ability to prepare students for professional certification.		+		
46	12.	An important factor is the existence of dual-degree programs and/or joint programs with foreign universities		+		
Overall summary for the standard			**0**	**12**	**0**	
Standard "Ongoing Monitoring and Periodic Evaluation of Educational Programs"						
47	1.	The university must ensure the revision of the content and structure of the educational program, taking into account changes in the labor market, employer requirements, and societal demands.		+		
48	2.	The university must demonstrate the existence of a documented procedure for monitoring and periodically evaluating the educational program to achieve its objectives. The results of these procedures should be directed towards the continuous improvement of the program.		+		
		Monitoring and periodic evaluation of the educational program should consider:				
49	3.	The content of the programs in the context of the latest advancements in science and technology related to the specific discipline.			+	
50	4.	Changes in societal needs and the professional environment.		+		
51	5.	Student workload, academic performance, and graduation rates.		+		
52	6.	The effectiveness of student assessment procedures.			+	
53	7.	The needs and satisfaction levels of students.		+		
54	8.	The alignment of the educational environment and support		+		

		services with the goals of the program				
55	9.	All stakeholders must be informed of any planned or undertaken actions concerning the educational program. All changes made to the program must be published.			+	
56	10.	Support services should identify the needs of various student groups and their satisfaction with the organization of learning, teaching, assessment, and the overall educational program.		+		
Overall summary for the standard			**0**	**8**	**2**	
Standard "Student-Centered Learning, Teaching, and Assessment"						
57	1.	The leadership of the educational program must ensure respect and attention to the diverse groups of students and their needs, providing them with flexible learning pathways.		+		
58	2.	The leadership of the educational program must ensure that teaching is based on the latest global advancements in science and practice within the field of study. They should utilize various modern teaching methods and assessment techniques that ensure the achievement of the program's objectives, including the development of competencies and skills required for performing scientific work at the requisite level.		+		
59	3.	The leadership of the educational program must establish mechanisms for distributing students' academic workload between theory and practice within the program, ensuring that each graduate masters the content and achieves the program's objectives.		+		
60	4.	An important factor is the presence of proprietary research in the field of teaching methodologies for the program's disciplines.	+			
61	5.	The university must ensure that the procedures for assessing learning outcomes align with the planned outcomes and objectives of the educational program.		+		
62	6.	The university must ensure the consistency, transparency, and objectivity of the mechanism for assessing the learning outcomes of the educational program. The criteria and methods for evaluating learning outcomes must be published in advance.		+		
63	7.	Assessors must be proficient in modern methods of evaluating learning outcomes and regularly update their qualifications in this area.			+	
64	8.	The leadership of the educational program must demonstrate the existence of a feedback system for the use of various teaching methodologies and assessment techniques.		+		
65	9.	The leadership of the educational program must demonstrate support for student autonomy while providing guidance and assistance from the instructor.		+		
66	10.	The leadership of the educational program must demonstrate the existence of a procedure for responding to student complaints.		+		
Overall summary for the standard			**1**	**8**	**1**	
Standard "Students"						

67	1.	The university must demonstrate a policy for forming the student body and ensure the transparency of its procedures. Procedures regulating the student lifecycle (from admission to graduation) must be defined, approved, and published.		+		
68	2.	The leadership of the educational program must provide for the implementation of special adaptation and support programs for newly admitted and international students.		+		
69	3.	The university must demonstrate compliance with the Lisbon Recognition Convention, including the existence and application of mechanisms for recognizing the results of students' academic mobility, as well as the outcomes of additional, formal, and non-formal learning.		+		
70	4.	The university must ensure opportunities for both external and internal academic mobility for students, as well as assist them in obtaining external grants for their studies.			+	
71	5.	The university must actively encourage students to pursue self-education and development beyond the main program (extracurricular activities).		+		
72	6.	An important factor is the presence of a support mechanism for gifted students.		+		
73	7.	The university must demonstrate cooperation with other educational organizations and national centers of the "European Network of Information Centers in the European Region/ National Academic Recognition Information Centers" (ENIC/NARIC) to ensure comparable recognition of qualifications.		+		
74	8.	The university must provide students with internship opportunities, demonstrate the procedure for assisting graduates with employment, and maintain connections with them.		+		
75	9.	The university must demonstrate the procedure for issuing documents to graduates that confirm the qualification obtained, including the learning outcomes achieved.		+		
76	10.	The leadership of the educational program must demonstrate that graduates possess skills that are in demand in the labor market and that these skills are indeed sought after by employers.		+		
77	11.	The leadership of the educational program must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.		+		
78	12.	An important factor is the existence of an active alumni association.		+		
Overall summary for the standard			0	11	1	
Standard "Faculty"						
79	1.	The university must have an objective and transparent personnel policy for the educational program, including hiring (including invited faculty), professional growth, and staff development, ensuring the professional competence of the entire staff.		+		

80	2.	The university must demonstrate that the quality of its faculty meets established qualification requirements, aligns with the university's strategy, and supports the objectives of the educational program.		+		
81	3.	The leadership of the educational program must demonstrate the changing role of the instructor in connection with the shift to student-centered learning and teaching.		+		
82	4.	The university must provide career growth and professional development opportunities for faculty, including young instructors.		+		
83	5.	The university must engage industry specialists with professional competencies that meet the requirements of the educational program in teaching.		+		
84	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal development of faculty.		+		
85	7.	The university must demonstrate the extensive use of information and communication technologies and software tools by faculty in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.).		+		
86	8.	The university must demonstrate a focus on promoting academic mobility and attracting top foreign and domestic instructors.		+		
87	9.	The university must demonstrate the involvement of each instructor in promoting a culture of quality and academic integrity within the institution, and define the contributions of faculty, including invited instructors, in achieving the objectives of the educational program.		+		
88	10.	An important factor is the involvement of the faculty in the development of the economy, education, science, and culture of the region and the country.		+		
Overall summary for the standard			0	10	0	
Standard "Educational Resources and Student Support Systems"						
89	1.	The university must ensure that educational resources, including material and technical resources, and infrastructure align with the objectives of the educational program.			+	
90	2.	The leadership of the educational program must demonstrate the availability of classrooms, laboratories, and other facilities equipped with modern equipment that ensures the achievement of the program's objectives.			+	
		The university must demonstrate that its information resources meet the needs of the institution and the implemented educational programs, including the following areas:				
91	3.	Technological support for students and faculty in accordance with educational programs (e.g., online learning, simulation, databases, data analysis programs).		+		
92	4.	Library resources, including a collection of educational, methodological, and scientific literature on general education, core, and specialized subjects in both print and electronic		+		

		formats, periodicals, and access to scientific databases.				
93	5.	Expertise on the results of research work, final projects, and dissertations for plagiarism.		+		
94	6.	Access to educational internet resources			+	
95	7.	Functioning Wi-Fi on the university premises			+	
96	8.	The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of 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 corresponding economic sectors.		+		
98	10.	The leadership of the educational program must demonstrate the existence of procedures to support various groups of students, including providing information and counseling.		+		
99	11.	The leadership of the educational program must demonstrate the existence of conditions that allow students to follow individual educational pathways.		+		
100	12.	The university must consider the needs of various groups of students (adults, working students, international students, and students with special educational needs).		+		
101	13.	The university must ensure that its infrastructure meets safety requirements.		+		
Overall summary for the standard			**0**	**11**	**2**	
Standard "Public Information"						
102	1.	The information published by the university must be accurate, objective, up-to-date, and reflect all areas of the university's activities within the framework of the educational program.		+		
103	2.	Public information efforts should include supporting and explaining national development programs and the higher and postgraduate education system.		+		
104	3.	The university leadership must use various methods of disseminating information (including media, web resources, information networks, etc.) to inform the general public and stakeholders.		+		
		The 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 OP, the assigned qualification		+		
106	5.	- The objectives and planned outcomes of the program, and the qualification awarded			+	
107	6.	- Information on the student achievement assessment system		+		
108	7.	- Details about academic mobility programs and other forms of cooperation with partner universities and employers		+		
109	8.	- Information on opportunities for the development of students' personal and professional competencies and employment prospects		+		

110	9.	An important factor is the publication of accurate information about the teaching staff on open resources, detailing individual profiles.		+		
111	10.	The university should publish audited financial reports related to the educational program on its own website.		+		
112	11.	The university should provide information and links to external resources related to the outcomes of external evaluation procedures.		+		
113	12.	An important factor is the availability of information about collaboration and interaction with partners, including scientific/consulting organizations, business partners, social partners, and educational institutions		+		
Overall summary for the standard			0	11	1	
TOTAL			3	103	7	