



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

on the results of the work of the external expert commission for the  
evaluation of educational programs

6B01101 PEDAGOGY AND PSYCHOLOGY

6B01301 PEDAGOGY AND METHODOLOGY OF PRIMARY EDUCATION

6B01201 PRESCHOOL EDUCATION AND EDUCATION

6B01705 FOREIGN LANGUAGE: TWO FOREIGN LANGUAGES

6B01704 KAZAKH LANGUAGE AND LITERATURE (6B01701 TRAINING OF  
TEACHER OF KAZAKH LANGUAGE AND LITERATURE), 6B01702 TRAINING OF  
TEACHER OF RUSSIAN LANGUAGE AND LITERATURE

“CENTRAL ASIAN INNOVATIVE UNIVERSITY” LLP

for compliance with the standards of specialized accreditation of the educational  
program of higher and (or) postgraduate education

Date of on-line visit using hybrid model: from "12" to "14" October 2021

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**

***External expert commission***

***Addressed to  
Accreditation  
Council of the IAAR***



## **REPORT**

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**Shymkent**

**October 14, 2021**

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**(I) LIST OF SYMBOLS AND ABBREVIATIONS**

**AC** – Academic calendar  
**AC** – Accreditation Council  
**BD** – Basic disciplines  
**EEEEA** – External evaluation of educational achievements  
**SAC** – State Attestation Commission  
**SOSE** – State obligatory standard of education  
**DET** – Distance educational technologies  
**UNT** – Unified National Testing  
**ECTAS** – European Credit Transfer and Accumulation System  
**ICT** – Information and communication technologies  
**ISP** – Individual study plan  
**OC** – Optional component  
**CQAES** – Committee for Quality Assurance in Education and Science  
**CYA** – Committee for Youth Affairs  
**CTT** – Credit training technology  
**CED** – Catalog of elective disciplines  
**MESRK** – Ministry of Education and Science of the Republic of Kazakhstan  
**MEP** – Modular educational programs  
**RW** - Research work  
**RWS/RWU** – Research work of students / undergraduates  
**NQF** – National Qualifications Framework  
**NSQ**– National system of qualifications  
**MA** – Methodical advice  
**MC** – Mandatory component  
**GED** – General education disciplines  
**EP** - Educational programs  
**MD** – Major disciplines  
**TS** – Teaching staff  
**WC** – Working curriculum  
**QMS** - Quality Management System  
**IWS** – Independent work of the student  
**IWS** – Independent work of students  
**IWSU** – Independent work of the student under the guidance of a teacher  
**MC** – Model Curriculum  
**TSS** – Teaching and support staff  
**EMKD** – Educational and methodological complex of the discipline  
**EMKS** – Educational and methodological complex of the specialty

## (II) INTRODUCTION

In accordance with order 113-21-OD of 09/01/2021 of the Independent Agency for Accreditation and Rating from October 12 to 14 2021. an external expert commission assessed the conformity of educational programs 6B01101 - Pedagogy and psychology, 6B01301 - Pedagogy and methods of primary education, 6B01201 - Preschool education and upbringing, 6B01705 - Foreign language: two foreign languages, 6B01704 - Kazakh language and literature (6B01701 - Training of teachers of Kazakh Language and Literature), 6B01702 – Training of teachers of Russian language and literature of LLP "Central Asian Innovative University" to the standards of specialized accreditation of the NAAR (dated June 16, 2020 No. 57-20-OD).

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

### **Composition of the WEC IAAR:**

*Chairman of the WEC* – Tabishev Timur Arsenovich, Ph.D., Associate Professor, Head of the Department for the organization of admission of the FGBOU HE “Kabardino-Balkarian State University named after I.I. HM. Berbekova”, federal expert of Rosobrnadzor and the Guild of Experts of the Russian Federation, expert on the quality of higher education according to international standards ESG (Nalchik, Russian Federation).

*IAAR Expert* – Babajanov Davron Dadojanovich, Doctor of Economics, Professor, Vice-Rector for International Relations of the Tajik State University of Business, Law and Politics (Khujand, Republic of Tajikistan). *EP score 6B04106 Accounting and auditing, 6B04107 Finance.*

*IAAR Expert* – Belykh Yury Eduardovich, Candidate of Physical and Mathematical Sciences, Associate Professor, Vice-Rector for Academic Affairs of Grodno State University. Yanka Kupala (Grodno, Republic of Belarus). *EP score 6B01501 Training of computer science teachers.*

*IAAR Expert* – Filippov Sergey Konstantinovich, Doctor of Science ABO Academy (Turku, Finland). *Evaluation of EP 7M01501 Chemistry (n / a).*

*IAAR Expert* – Abenova Bibigul Seilovna, candidate of historical sciences, associate professor of Aktobe Regional University named after. K. Zhubanova (Aktobe, Republic of Kazakhstan). *Quality assessment for compliance with institutional accreditation standards.*

*IAAR Expert* – Bodeev Marat Turymovich, Ph.D., Associate Professor of Karaganda University. Academician E.A. Buketov (Karaganda, Republic of Kazakhstan). *Evaluation of EP 6B01401 Training of teachers of primary military training, 6B01404 Physical culture and sports.*

*IAAR Expert* – Saule Zhorabekovna Burbekova, PhD in Philology, Associate Professor at Astana IT University (Nur-Sultan, Republic of Kazakhstan). *EP score 6B01705 Foreign language: two foreign languages.*

*IAAR Expert* – Zakirova Dilnara Ikramkhanova, PhD, professor at Turan University (Almaty, Republic of Kazakhstan). *Assessment of EP 6V04132 State and local government, 6V11102 Tourism.*

*IAAR Expert* - Kamkin Viktor Aleksandrovich, Ph.D., Associate Professor of Toraigyrov University (Pavlodar, Republic of Kazakhstan). *Evaluation of EP 7M01502 Biology (n / a).*

*IAAR Expert* – Karimova Gulmira Sarsemkanovna, PhD, Senior Lecturer, Kazakh National Pedagogical University named after. Abay (Almaty, Republic of Kazakhstan). *Evaluation of EP 6B01704 "Kazakh language and literature" (6B01701 Training of teachers of the Kazakh language and literature).*

*IAAR Expert* - Kudabayeva Aigul Kaldybekovna, Ph.D., Associate Professor of Taraz University. M.Kh. Dulati (Taraz, Republic of Kazakhstan). *Assessment of EP 6B02101 Fashion, interior design and industrial design (6B02102 Design).*

*IAAR Expert* - Kainbayeva Zhamila Sovetovna, Ph.D., Senior Lecturer, West-Kazakhstan University. M. Utemisova, member of the Eurasian Union of Designers (Uralsk, Republic of Kazakhstan). *Evaluation of EP 7M02102 Design (n / a).*

*IAAR Expert* – Kuzbakova Gulnara Zhanabergenovna, Ph.D. in art history, musicologist, associate professor of the Kazakh National University of Arts, member of ICTM (International Council of Traditional Music) (Nur-Sultan, Republic of Kazakhstan). *EP score 6B01405 Music education.*

*IAAR Expert* – Kulakhmetova Mergul Sabitovna, Ph.D. in Philology, Associate Professor of Pavlodar Pedagogical University (Pavlodar, Republic of Kazakhstan). *Evaluation of EP 7M01702 Foreign language: two foreign languages (n/a).*

*IAAR Expert*– Lebedeva Larisa Anatolyevna, candidate of pedagogical sciences, associate professor of the Kazakh National Pedagogical University. Abay (Almaty, Republic of Kazakhstan). *EP score 6B01101 Pedagogy and psychology.*

*IAAR Expert* -Mamyrkhanova Zhamilya Temirgalievna, PhD, Associate Professor, Taraz University. Dulati (Taraz, Republic of Kazakhstan). *EP score 7M01701 Kazakh language and literature (n/a).*

*IAAR Expert* -Menlibekova Gulbakhyt Zholdasbekovna, Ph.D., Professor of the Eurasian National University. L.N. Gumilyov (Nur-Sultan, Republic of Kazakhstan). *Evaluation of EP 7M01301 Pedagogy and methods of primary education (n/a).*

*IAAR Expert* – Mirzoeva Leyla Yuryevna, Doctor of Philology, Professor of the University named after Suleyman Demirel (Almaty, Republic of Kazakhstan). *Evaluation of EP 6V01702 Training of teachers of the Russian language and literature.*

*IAAR Expert* - Rakisheva Aigul Kuanyshbaevna, PhD in Economics, Head of the Center for the Study of the Institute of the Family of the Kazakhstan Institute of Social Development "Rukhani Zhangyru" (Nur-Sultan, Republic of Kazakhstan). *Evaluation of EP 6V04105 Economics, 7M04101 Economics (n/a).*

*IAAR Expert*– Safarov Ruslan Zairovich, Ph.D., Associate Professor of the Eurasian National University. L.N. Gumilyov (Nur-Sultan, Republic of Kazakhstan). *Evaluation of EP 6V01502 Chemistry, 6V01503 Biology.*

*IAAR Expert* – Tatarinova Lola Furkatovna, Ph.D. in Law, Associate Professor of the International University of Business UIB (Almaty, Republic of Kazakhstan). *EP score 6B04201 Law (6B04203 Jurisprudence).*

*IAAR Expert*– Turtkarayeva Gulnara Bayanovna, candidate of pedagogical sciences, associate professor of Kokshetau University. Sh. Ualikhanov (Kokshetau, Republic of Kazakhstan). *Evaluation of EP 6V01509 Mathematics.*

*IAAR Expert*– Urmashev Baidaut Amantayevich, Candidate of Physical and Mathematical Sciences, Associate Professor of the Kazakh National University. al-Farabi (Almaty, Republic of Kazakhstan). *Evaluation of EP 6V06103 Computer Science and Software.*

*IAAR Expert*– Shkutina Larisa Arnoldovna, Doctor of Pedagogical Sciences, Professor of Karaganda University. Academician E.A. Buketov (Karaganda, Republic of Kazakhstan). *EP score 6B01301 Pedagogy and methods of primary education, 6B01201 Preschool education and upbringing.*

*IAAR Expert* - Chidunchi Irina Yurievna, PhD, Associate Professor of Toraiyrov University (Pavlodar, Republic of Kazakhstan). *Evaluation of EP 6B07501 Standardization and certification (by industry), 6B05201 Ecology.*

*IAAR Expert* - Pilipenko Yury Alexandrovich, President of the Association of Producers of Goods and Services "Expobest" (Almaty, Republic of Kazakhstan).

*IAAR Expert* – Tursunbekova Madina Tausultanovna, Deputy Director for Social Affairs of the Chamber of Entrepreneurs of the city of Shymkent (Shymkent, Republic of Kazakhstan).

*IAAR expert, student* – Aimurziyeva Aruzhan Kanatovna, a 3rd year student of the educational program 6B02508 Chemistry of the Kazakh National University. al-Farabi (Almaty, Republic of Kazakhstan). *Evaluation of EP 6V01502 Chemistry.*

*IAAR expert, student* - Batyrova Akmaral Meyrkhankyzy, 2nd year student of the educational program 6B04132 State and local government of the Aktobe Regional University named after. K.



Zhubanova (Aktobe, Republic of Kazakhstan). *Evaluation of EP 6V04132 State and local government.*

*IAAR expert, student* – Egizbayeva Asylzat Erkinzyzy, a 1st year student of the educational program 7M06149 Information Systems of the Kyzylorda University. Korkyt Ata (Kyzylorda, Republic of Kazakhstan). *Quality assessment for compliance with institutional accreditation standards.*

*IAAR expert, student* - Sarabek Nazerke Erikkyzy, a 3rd year student of the specialty teacher of the primary classes of the Aktobe Humanitarian College (Aktobe, Republic of Kazakhstan). *EP score 6B01101 Pedagogy and psychology.*

*IAAR expert, student* – Kadirzhan Daurenbek Zhanatuly, 4th year student of the educational program 6B01401 Physical culture and sports of the Arkalyk Pedagogical Institute named after. Y. Altynsarina (Arkalyk, Republic of Kazakhstan). *Evaluation of EP 6B01401 Training of teachers of primary military training, 6B01404 Physical culture and sports.*

*IAAR expert, student* – Kuserbaev Rakhymzhan Nurbolovich, 4th year student of the educational program 5B030100 Jurisprudence of the Kainar Academy (Almaty, Republic of Kazakhstan). *EP score 6B04201 Law (6B04203 Jurisprudence).*

*IAAR expert, student* – Maksatbekkyzy Nazerke, 3rd year student of the educational program 6B01503 Physics-Computer Science, Minister of Student Government of the University. Suleiman Demirel (Kaskelen, Republic of Kazakhstan). *EP score 6B01501 Training of computer science teachers.*

*IAAR Coordinator* – Niyazova Guliyash Balkenovna, project manager for institutional and specialized accreditation of universities (Nur-Sultan, Republic of Kazakhstan).

### **(III) REPRESENTATION OF EDUCATIONAL ORGANIZATION**

The Central Asian Innovative University was established on March 2, 2021 through the merger of the International Humanitarian and Technical University and the M. Saparbayev Institute.

The University operates on the basis of license No. KZ16LAA00025036 dated March 2, 2021, issued by the Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan. Educational activities are carried out in 36 undergraduate educational programs and 7 master's programs.

There are 4 faculties at the university: pedagogical, humanitarian, natural-technical, as well as the faculty of pedagogy and business. There are 14 departments in the structure of these faculties: the department of general pedagogy and psychology, the department of pedagogy and educational technologies, the department of languages and literature, the department of philology, the department of history of Kazakhstan and jurisprudence, the department of chemistry, biology and ecology, the department of law, the department of economics, the department of management and Finance, Department of Technology and Informatization, Department of Information Technology and Design, Department of Art, Department of Basic Military Training and Physical Education, Department of Sports.

The contingent of students is only 8623 people, of which: undergraduate programs - 8038 people, master's programs - 585 people.

The contingent of students of accredited EPs is:

- EP 6B01101 - Pedagogy and psychology - 149 students, including 149 in the state language;

- EP 6V01201 - Preschool education and upbringing - 59 students, including in the state language - 59;

- EP 6V01301 - Pedagogy and methods of primary education - 566 students, including 566 in the state language;

- EP 6B01705 - Foreign language: two foreign languages - 372 students, including in the

state language - 361;

- EP 6B01704 - Kazakh language and literature (6B01701 - Training of teachers of the Kazakh language and literature) - 102 students, including in the state language - 102;

- EP 6V01702 - Training of teachers of the Russian language and literature - 120 students, including in the state language - 0.

Qualitative and quantitative composition of EP teachers:

- in EP 6B01101 - Pedagogy and psychology in 2021-2022, 34 teaching staff work, the percentage of degrees is 44.12%, of which: Ph.D. - 1, Ph.D. - 13, PhD - 1;

- in EP 6B01201 - Preschool education and upbringing in 2021-2022, 13 teaching staff work, the percentage of degrees is 61.54%, of which: Ph.D. - eight;

- in EP 6B01301 - Pedagogy and methodology of primary education in 2021-2022, 60 teaching staff work, the percentage of degrees is 53.33%, of which: Ph.D. - 1, Ph.D. - 30, PhD - 1;

- according to EP 6B01705 - Foreign language: two foreign languages in 2021-2022, 51 teaching staff work, the percentage of degrees is 62.75%, of which Ph.D. - 32;

- in EP 6B01704 - Kazakh language and literature (6B01701 - Training of teachers of the Kazakh language and literature) in 2021-2022, 44 teaching staff work, the percentage of degrees is 59.9%, of which: Ph.D. - 1, Ph.D. - 24, PhD - 1;

- according to EP 6B01702 - Training of teachers of the Russian language and literature in 2021-2022, 44 teaching staff work, the percentage of degrees is 59.9%, of which: Ph.D. - 4, Ph.D. - 22.

Employment of graduates of the last three years on accredited EPs of the cluster:

- EP 6B01101 - Pedagogy and psychology: 2019-2020 - 81%, 2020-2021 - 73%;

- EP 6V01201 - Preschool education and upbringing: 2019-2020 - 86%, 2020-2021 - 77%;

- EP 6V01301 - Pedagogy and methodology of primary education: 2019-2020 - 89%, 2020-2021 - 79%;

- EP 6B01705 - Foreign language: two foreign languages: 2018-2019 - 82%, 2019-2020 - 93%, 2020-2021 - 79%;

- EP 6B01704 - Kazakh language and literature (6B01701 - Training of teachers of the Kazakh language and literature): 2018-2019 - 60%, 2019-2020 - 94%, 2020-2021 - 77%;

- EP 6V01702 - Training of teachers of the Russian language and literature: 2019-2020 - 100%, 2020-2021 - 78%.

Academic mobility according to the EP cluster for the period 2018-2021: outgoing mobility: EP 6B01101 - Pedagogy and psychology: 3, EP 6B01301 - Pedagogy and methods of primary education: 6, EP 6B01705 - Foreign language: two foreign languages: 4, EP 6B01704 - Kazakh language and literature (6V01701 - Training of teachers of the Kazakh language and literature): 5, EP 6V01702 - Training of teachers of the Russian language and literature: 5; incoming mobility: EP 6V01101 - Pedagogy and psychology: 2, EP 6V01301 - Pedagogy and methods of primary education: 2, EP 6V01705 - Foreign language: two foreign languages: 7, EP 6V01704 - Kazakh language and literature (6V01701 - Training of teachers of the Kazakh language and literature): 2, EP 6V01702 - Training of teachers of the Russian language and literature: 2.

The departments conduct scientific research within the framework of initiative scientific topics.

#### **(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

Educational programs 6B01101 Pedagogy and psychology, 6B01301 Pedagogy and methods of primary education, 6B01201 Preschool education and upbringing, 6B01705 Foreign language: two foreign languages, 6B01704 Kazakh language and literature (6B01701 Training of teachers of the Kazakh language and literature), 6B01702 Training of teachers of Russian language and literature pass IAAR accreditation for the first time.



**(V) DESCRIPTION OF THE EEC VISIT**

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission on institutional, specialized and primary specialized accreditation of educational programs at the Central Asian Innovation University from October 12 to October 14, 2021 online using a hybrid model.

In order to coordinate the work of the EEC, on October 08, 2021, a kick-off meeting was held, during which powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, online meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, deans of faculties, heads of departments, teachers, students, graduates, employers. A total of 179 representatives took part in the meetings (Table 1).

**Information about employees and students who took part in meetings with the EEC IAAR:**

| Participant category                        | Quantity |
|---|----------|
| Rector                                      | 1        |
| Vice-Rector, Directors                      | 7        |
| Heads of structural divisions,              | 19       |
| Deans of faculties                          | 4        |
| Heads of departments                        | 14       |
| teachers                                    | 29       |
| Students, undergraduates, doctoral students | 50       |
| Graduates                                   | 24       |
| Employers                                   | 31       |
| Total                                       | 179      |

At the online meeting of the EEC IAAR with the target groups, the mechanisms for implementing the policy of the university were clarified and certain data presented in the self-assessment report were specified.

During the visual inspection, the members of the EEC got acquainted with the state of the material and technical base of the university, which ensures the organization of the educational process for the EP 6V01101 - Pedagogy and psychology, 6V01301 - Pedagogy and methods of primary education, 6V01201 - Preschool education and upbringing, 6V01705 - Foreign language: two foreign languages, 6V01704 - Kazakh language and literature (6V01701 - Training of teachers of the Kazakh language and literature), 6V01702 - Training teachers of Russian language and literature: assembly hall, conference hall, test center, library, reading rooms, sports halls, gym, swimming pool, football field, student canteen, hostel, computer classes, laboratories, specialized rooms.

During the accreditation period, distance learning was attended:

- according to EP 6B01101 - Pedagogy and psychology - an online practical lesson in the discipline "Ethnopsychology" of the teacher Zhumabay M.A. 11.00-11.50;
- according to EP 6B01101 - Pedagogy and psychology - an online lecture on the discipline "Ethnopsychology" by the teacher Ospankhanova S.E. 12.00-12.50;
- according to EP 6V01702 - Training of teachers of the Russian language and literature online lesson in the discipline "Modern Russian language" (Types of phraseological units) teacher Beibitova U. 13.00-13.40;
- EP 6B01705 - Foreign language: two foreign languages - online lecture on the discipline "Theoretical Grammar" (Adverbs and adjectives) teacher Alaydarova S. 12.00-12.50.

The experts visited the practice bases: Secondary School No. 39 named after. M.

Zhumabaeva, No. 24 named after. S. Erubaeva, school-gymnasium No. 25 named after. T. Ryskulova, GKKP "Nursery-garden No. 49 Zhasulan".

In accordance with the accreditation procedure, a survey was conducted of 140 teachers, 134 students, including number of junior and senior students.

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

All conditions were created for the work of the EEC, access to all necessary information resources was organized. On the part of the university staff, the presence of all the persons indicated in the visit program was ensured in compliance with the established time period.

As part of the planned program, recommendations for improving the activities of Central Asian Innovative University LLP, developed by the EEC based on the results of the examination, were presented at a meeting with the management on 10/14/2021.

## **(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS**

### **6.1. Standard "Management of the educational program"**

✓ *The university must demonstrate the development of the goal and development strategy of the EP based on the analysis of external and internal factors with the wide involvement of various stakeholders.*

✓ *The quality assurance policy should reflect the relationship between research, teaching and learning.*

✓ *The university demonstrates the development of a culture of quality assurance.*

✓ *Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint/double-degree education and academic mobility.*

✓ *The management of the EP ensures the transparency of the development plan for the development of the EP based on an analysis of its functioning, the real positioning of the university and the focus of its activities on meeting the needs of students, the state, employers and other stakeholders.*

✓ *The EP management demonstrates the functioning of the mechanisms for the formation and regular revision of the EP development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers and society, making decisions aimed at continuous improvement of the EP.*

✓ *The EP management should involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the EP development plan.*

✓ *The leadership of the EP must demonstrate individuality and uniqueness EP development plan, its consistency with national development priorities and development strategy of the educational organization.*

✓ *The university must demonstrate a clear definition of those responsible for business processes within the EP, the distribution of staff duties, and the delimitation of the functions of collegial bodies.*

✓ *The management of the EP ensures the coordination of the activities of all persons involved in the development and management of the EP, and its continuous implementation, and also involves all interested parties in this process.*

✓ *The EP management must ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and the adoption of appropriate decisions.*

✓ *The management of the EP should carry out risk management.*

✓ *The management of the EP should ensure the participation of representatives of stakeholders (employers, teaching staff, students) in the collegiate management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program.*

✓ *The university must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals.*

✓ *The management of the EP must demonstrate its openness and accessibility for students, teaching staff, employers and other interested parties.*

✓ *The management of the EP confirms the completion of training in education management programs.*

✓ *The management of the EP should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.*

### **Evidence**

CAIU has developed a Quality Policy (<https://drive.google.com/file/d/12ePB-roxNfmPHH35aLy6DsQ3yiClnqMG/view>), Quality Objectives (<https://drive.google.com/file/d/17NZ5dPQ3X1WY8mjBrLJQKM3sfVgNEO3X/view>), which is part of strategic management. Academic policy was developed (Minutes No. 1, March 26, 2021) (Revised and approved by the CAAI Academic Council, Protocol No. 1 of August 31, 2021) [https://drive.google.com/file/d/1\\_chV367-Kx-wT1Avkhn5-Dxdldz119GL/view](https://drive.google.com/file/d/1_chV367-Kx-wT1Avkhn5-Dxdldz119GL/view), which is a document that defines the educational, educational, methodological, scientific and educational work of the faculty, department, structural divisions, teachers and students at the stages of planning, organization, implementation of the educational process in terms of training on credit technology at the Central Asian Innovative University. The internal quality assurance policy has been successfully synchronized with the mission, strategic plan, internal quality assurance standards of the university.

The Quality Policy and Quality Objectives, as well as Regulations PD-23-21 "Internal Quality Assurance System" (<https://drive.google.com/file/d/1GbuM5X4H3f9FmBEXFUHbJIA-uNN1tJl5/view>) define the relationship between scientific research, teaching and learning. An example of the implementation of the interaction between teaching, research and training is the organization and conduct of master classes, participation in scientific conferences, scientific competitions, subject Olympiads, the implementation of research results in the educational process (acts of implementation are presented).

Since March 2020, the quality management system ISO 9001:2015 has been functioning at the university. The implementation of the QMS was supported by the European Bank for Reconstruction and Development (Grant Agreement No. GA-KAZ-2019-1773028 dated 09/12/2019) and ISO Implementation Agency LLP (Consulting Services Agreement No. KD-49-19 dated 06/12/2019). As part of the implementation of the QMS, the diagnostics of the existing management system, employee training, development of a set of organizational and regulatory documentation, in accordance with the requirements of the international standard, and internal audit were carried out.

The university conducts systematic monitoring, evaluation of the effectiveness of the policy in the field of quality assurance of educational programs with the participation of students, employees and other stakeholders based on the systematic collection, analysis and management of information (<https://caiu.edu.kz/polling-ru/>).

The policy in the field of quality in the field of outsourcing was formed in accordance with the requirements of the Law of the Republic of Kazakhstan "On Education" dated July 27, 2007, the European Standard and Directives for Internal Quality Assurance in Universities (ENQA), the Charter of the university and is aimed at implementing the accepted mission of the university.

The following types of activities have been outsourced at the university - catering services (canteen), security services (object security), building maintenance services (heating system), medical services, RMEB services.

Educational programs 6B01101 - Pedagogy and psychology, 6B01301 - Pedagogy and methods of primary education, 6B01201 - Preschool education and upbringing, 6B01705 - Foreign language: two foreign languages, 6B01704 - Kazakh language and literature (6B01701 - Training of teachers of the Kazakh language and literature), 6B01702 – The training of teachers of the Russian language and literature is developed taking into account the strategic goals and objectives of TsAIU, the mission of the university (<https://drive.google.com/file/d/1jfrTh3ejSZaJSal0hFUz5dp6oZUNe2s2/view>). The implementation of accredited EPs is determined by their goals and development plan, academic policy of the university.

In order to fulfill the key requirements of stakeholders, to further improve the educational process, planning for the development of accredited EPs and the allocation of resources for their implementation is carried out (<https://caiu.edu.kz/documentaciya-po-op-ru/>).

According to the submitted documents, employers of accredited EPs are involved in the development of program development plans, for example, according to EP 6V01101 - Pedagogy and Psychology (secondary school No. 39 named after M. Zhumabaev; school-lyceum IT No. 24 named after S. Erubaev), according to EP 6V01301 - Pedagogy and methods of primary education (IT school-lyceum No. 24 named after S. Erubaev, LLP "Tengri International School"), 6B01201 - Preschool education and upbringing (GKKP "Kindergarten No. 49 Zhasulan", LLP "Kindergarten "Daria- Mars"), according to EP 6V01705 - Foreign language: two foreign languages school (OSSH No. 39 named after M. Zhumabaev, OSSh No. 62 named after N. Turekulov) according to EP 6V01704 Kazakh language and literature (6V01701 - Training of teachers of the Kazakh language and literature ) (school-gymnasium No. 38 named after N. Ondasynov, school-gymnasium No. 25 named after T. Rysqulov) according to EP 6B01702 - Training of teachers of the Russian language and literature (school-gymnasium No. 40 named after Alpamys Batyr).

In connection with the increasing requirements of the labor market, the department analyzes the effectiveness of the policy in the field of ensuring the quality of educational programs. When developing EP development plans, the results of sociological surveys are also taken into account (<https://caiu.edu.kz/polling-ru/>).

The EP is managed on the basis of the principle of transparency. All interested persons can familiarize themselves with the content of the accredited EPs on the website (<https://caiu.edu.kz/documentaciya-po-op-ru/>).

The necessary information, personnel, financial and material and technical resources, as well as regulatory and legal documentation that ensure the implementation of educational programs, are available to manage the EP.

The University has developed Regulations PD-23-21 "Risk Management" ([https://drive.google.com/file/d/1oKQHE6pTxAXong\\_SnCpEpqqO0yEAssD/view](https://drive.google.com/file/d/1oKQHE6pTxAXong_SnCpEpqqO0yEAssD/view)), documents Assessment of possible risks (<https://drive.google.com/file/d/1sRoq-Fm2BAO7SahIhDPBNbrVIGi0ewvc/view>), TsAIU Risk Management Plan for 2021-2023. (<https://drive.google.com/file/d/1T08FQMLBmyZuQ1YA9NPiVIBB3auvfNLn/view>), on the basis of which the management of accredited EPs demonstrates the practice of risk analysis and forms ways to overcome them:

In the university, within the framework of the functioning QMS, there is a database of internal regulatory legal acts that regulates all the main business processes within the framework of the EP. The mechanisms for implementing business processes, including the management of educational activities, are described in detail in the regulatory documents (<https://caiu.edu.kz/cmkr-ru/>).

Based on the results of interviews with students, employers and teaching staff of the department, the EEC commission noted the readiness for openness and accessibility of the management of accredited EPs.

### ***Analytical part***

The implementation of educational programs and plans for their development are carried out in accordance with the mission, strategic development plan of the university, academic rules and



regulations. Electronic versions of documents are presented on the website and are available to teaching staff, employees and students, as well as employers and other interested parties.

Analysis of the submitted documents and meetings with focus groups confirmed the participation of employers in the planning and development of accredited EPs. At the same time, it is necessary to work on concretizing individuality and uniqueness. EP development plan within each EP.

After the merger of the two universities, there was no clear distribution of those responsible for business processes within the EP, because, for example, EP 6V01101 - Pedagogy and Psychology, 6V01301 - Pedagogy and Methods of Primary Education, 6V01201 - Preschool Education and Education are being trained at the departments General Pedagogy and Psychology and Pedagogy and Educational Technology; according to EP 6V01705 - Foreign language: two foreign languages, 6V01704 - Kazakh language and literature (6V01701 - Training of teachers of the Kazakh language and literature), 6V01702 - Training of teachers of Russian language and literature at the departments of Philology and Languages and Literature, which is also confirmed by university website (<https://caiu.edu.kz/kaferdra-ru/>).

The management of the EP identifies, analyzes and evaluates potential risks. The Self-Report identifies risks in the implementation of educational programs, solutions to reduce risks.

Head of the Department of General Pedagogy and Psychology, Ph.D. Dzhumagulova G.Sh. passed advanced training courses on the topic: "Management of Education", Head of the Department of Philology Ph.D. Bakirova Sh.A. passed advanced training in the scientific and methodological center "ZIAT", (Scientific and methodological center) Nur-Sultan) on the topic "Management in the system of higher education".

However, the commission of the EEC notes the lack of advanced training in education management programs for the heads of the departments of Pedagogy and educational technology - Ph.D. Iskak B.S. and Languages and Literature - Ph.D. Zhakipbekov B.A.

Questioning of students, conducted during the on-line visit of the EEC IAAR, showed that:

- completely satisfied with the availability from the dean's office - 94.5%, partially satisfied - 6.7%, partially dissatisfied - 0.7; accessibility and responsiveness of the university management - 91.8%; partially satisfied - 6.7% and 1.5% - found it difficult to answer;
- completely satisfied with the availability of counseling on personal problems - 89.6%; partially satisfied - 8.2%, dissatisfied - 0.7%, undecided - 1.5%.

Questioning of the teaching staff, conducted during the on-line visit of the EEC IAAR, showed that:

- the accessibility of management is assessed very well - 80.7%; good - 18.6%; relatively bad - 0.7%;
- the involvement of teaching staff in the process of making managerial and strategic decisions is very well assessed - 65%; good - 33.6%; relatively bad - 0.7%; bad - 0.7%;
- the level of feedback from the teaching staff with the management is very well assessed - 70%; good - 28.6%; relatively bad - 0.7%; bad - 0.7%.

***Strengths/best practice:***

Availability of the Academic Policy published and available to all interested parties, the Policy in the field of quality assurance, which reflects the main approaches, principles and mechanisms for ensuring and developing the quality of the educational services provided.

**WEC recommendations:**

The management of the EP to adjust the development plans of accredited EPs to specify their individuality and uniqueness taking into account the main priorities for the development of the region and the country, determine indicative indicators for the development of the EP in quantitative and percentage terms until January 2022.

The management of the university should determine those responsible for business processes within the framework of the EP by the end of the 2021-2022 academic year.

Plan and organize advanced training of EP managers on education management programs to the end 2023.



**Conclusions of the EEC: according to the standard "Management of the educational program": they have 16 satisfactory positions and 1 position suggests improvement.**

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

✓ The university must ensure the functioning of the system for collecting, analyzing and managing information based on modern information and communication technologies and software.

✓ The EP guidance demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.

✓ The management of the EP demonstrates the presence of a reporting system that reflects the activities of all structural units and departments within the EP, including an assessment of their performance.

✓ The university must determine the frequency, forms and methods for assessing the management of the EP, the activities of collegial bodies and structural divisions, top management.

✓ The university must demonstrate a mechanism for ensuring the protection of information, including the identification of persons responsible for the reliability and timeliness of the analysis of information and the provision of data.

✓ The university demonstrates the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.

✓ The management of the EP must demonstrate the existence of mechanisms for communication with students, employees and other stakeholders, including conflict resolution.

✓ The university must ensure the measurement of the degree of satisfaction with the needs of students, teaching staff and staff within the framework of the EP and demonstrate evidence of the elimination of identified shortcomings.

✓ The university should evaluate the effectiveness and efficiency of activities in the context of the EP.

✓ The information collected and analyzed by the university within the framework of the EP should take into account:

key performance indicators;

the dynamics of the contingent of students in the context of forms and types;

academic performance, student achievement and dropouts;

satisfaction of students with the implementation of the EP and the quality of education at the university;

availability of educational resources and support systems for students;

employment and career growth of graduates.

✓ Students, teaching staff and staff must document their consent to the processing of personal data.

✓ The management of the EP should contribute to the provision of the necessary information in the relevant fields of science.

**Evidence**

CAIU has a system for collecting, analyzing and reporting external and internal statistical and analytical data and facts for making informed decisions in the management of the EP (Regulation No. PD-31-21 "Information Management Strategy" [https://drive.google.com/file/d/1G\\_1LRJIDbvLz32xbiZKUsKyOexM8gUCi/view](https://drive.google.com/file/d/1G_1LRJIDbvLz32xbiZKUsKyOexM8gUCi/view)). The university collects and analyzes information within the framework of information systems: the official website of the university (<https://caiu.edu.kz>); automated educational process management system Platonus (<https://platonus.caiu.edu.kz/>); e-library (<http://lib-hgtu.kz/ru/>), as well as such information resources as WhatsApp - +77023805556; Instagram - @caiu.edu.kz (<https://www.instagram.com/caiu.edu.kz/>), fb-oaiu.edu (<https://www.facebook.com/oaiu.edu>), VK-caiuedu (<https://vk.com/caiuedu>).

Management of up-to-date information and reporting at the university is carried out through AIS "Platonus" (<https://platonus.caiu.edu.kz/>), which will allow integrative automation of the educational and information process and improve the internal quality management system of

the educational program. 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 (ESUVO), the National Education Database (NOBD). A personal account is provided, where, using a personal login and password, complete information about each student and employee is provided, which allows them to manage their basic data and all information subsystems remotely - personal data, QED, IEP, history of educational achievements, transcript, GPA, are placed orders, announcements, guidebook, academic calendar, various questionnaires, announcements.

All directions of the academic process of the university are systematized on the basis of informatization and reporting of Platonus data, for example, registration of students for disciplines and teachers; formation of training and individual plans; formation of academic streams; compiling academic calendars, personal files of students, educational records, etc.

To support educational programs at the university, the resources of the library complex are successfully functioning: the module of the electronic library of the AIS "Platonus", into which electronic textbooks and teaching aids are loaded; information system of complex automation of libraries KABIS. On the basis of agreements, there is access to the electronic catalog and book fund of the Turkestan branch of the Republican Scientific and Technical Library, as well as access to the Republican Interuniversity Electronic Library.

University teachers are provided with unlimited access to a licensed service for organizing video conferences, communications and webinars - ZOOM. For accounting, AIS "1C Accounting" is used. A Student Service Center (SSC) was opened, operating on the principle of a "single window".

To obtain objective information about the activities of the university on various aspects, there are "mailboxes", Internet forums and the rector's blog on the university website (<https://caiu.edu.kz/blog-rector-rus/>), where interested parties, namely parents, employers, guests, stakeholders can ask their questions, wishes or complaints or make suggestions on the development of the structure, functionality and content of the site. There is an opportunity to meet with the rector on personal matters during office hours according to the schedule.

The relevant regulatory documents determine the frequency of collection and analysis of information: for information on the achievement of target indicators, questionnaires, internal audit - annually, for information on the results of students' progress - 2 times a year.

Experts confirm that the teaching staff of the university, employees and all students in accordance with the Law of the Republic of Kazakhstan "On personal data and their protection" (dated May 21, 2013 No. 94-V), Regulation PD 36-21 "Collection, processing, storage and protection of personal data of employees and university students ([https://drive.google.com/file/d/1huTuPlziiQcUanuzAPoQTR\\_1vQFvW1rf/view](https://drive.google.com/file/d/1huTuPlziiQcUanuzAPoQTR_1vQFvW1rf/view)) sign an agreement to process their personal data, which confirms the legitimacy of activities in the information sphere. Every year, in accordance with the map "Criteria for assessing the activities of the teaching staff of the university", the university conducts an assessment of the qualities of the teaching staff, which is an important and necessary condition for the further development and effectiveness of the EP.

In order to assess the satisfaction with the activities of the accredited EP, stakeholders annually participate in a survey on satisfaction with the quality of educational services (<https://caiu.edu.kz/polling-ru/>). The survey data are processed by the Department for Monitoring and Quality of Education and are used to improve the quality of educational services provided, and are also taken into account when calculating the allowances for teaching staff.

### ***Analytical part***

The members of the EEC, after analyzing the materials on the accredited EP for compliance with the requirements of the "Information Management and Reporting" standard, note that the CAIU operates an information and reporting management system. The systems of technical support of the educational process used make it possible to automate all parts of the

educational process, greatly simplifying the collection, analysis and storage of the necessary information on all processes that a student goes through during professional training.

At the same time, there are a number of issues related to this standard, which have not been fully confirmed in the course of work of the EEC. Databases collected within the framework of the university's activities contribute to the formation of a variety of reports, regular surveys of students and employers are carried out, but measures and measures to eliminate the identified deficiencies are not reflected. Due the proper attention is not paid to the systematic review of the effectiveness of decisions made and monitoring of the activities of departments and programs.

***Strengths / Best Practice***

Not identified.

***EEC recommendations***

The management of the university should to develop clear criteria for the frequency, forms and methods of assessing EP management, until the end of the 2021-2022 academic year. Introduce questions about the effectiveness and efficiency of EP implementation in the work plan of the collegial bodies of the university (annually).

***Conclusions of the EEC on the criteria: according to the "Information Management and Reporting" standard, the accredited educational programs have 17 satisfactory positions.***

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

- ✓ *The university must demonstrate the existence of a documented procedure for the development of EP and its approval at the institutional level.*
- ✓ *The university must demonstrate the compliance of the developed EP with the established goals and planned learning outcomes.*
- ✓ *EP management must determine the impact of disciplines and professional practices on the formation of learning outcomes.*
- ✓ *The university demonstrates the presence of a model of an EP graduate, describing learning outcomes and personal qualities.*
- ✓ *The qualification awarded upon completion of the EP must be clearly defined, explained and correspond to a certain level of the HCK, QF-EHEA.*
- ✓ *The EP's management must demonstrate the modular structure of the program based on ECTS, ensure that the structure of the EP's content corresponds to the goals set with a focus on achieving the planned learning outcomes by each graduate.*
- ✓ *EP management must ensure that the content of academic disciplines and learning outcomes are consistent with each other and the level of education (bachelor's, master's, doctoral studies).*
- ✓ *The EP's management must demonstrate the conduct of external examinations of the EP.*
- ✓ *The EP's management must provide evidence of the participation of students, teaching staff and other stakeholders in the development and quality assurance of the EP.*
- ✓ *EP management must demonstrate the uniqueness of the educational program, its positioning in the educational market (regional / national / international).*
- ✓ *An important factor is the ability to prepare students for professional certification.*
- ✓ *An important factor is the presence of a joint and / or double-degree EP with foreign universities.*

***Proof part***

The process of developing the EP of a cluster is regulated by the Documented procedure of the QMS (CMK)No. DP-04-21 "Development of a modular educational program", which establishes the structure, procedure for the development, registration, coordination, approval, implementation, change, revision, updating of the EP and is carried out in accordance with the



provisions regulatory legal acts in the field of higher and postgraduate education, as well as in accordance with the documentation developed at the university and necessary for the effective functioning of the educational process: PD-04-21 Regulations on the modular educational program and PD-05-21 Regulations on the examination of modular educational program.

Educational programs 6B01101 - Pedagogy and psychology, 6B01201 - Preschool education and upbringing, 6B01301 - Pedagogy and methods of primary education, 6B01705 - Foreign language: two foreign languages, 6B01704 - Kazakh language and literature (6B01701 - Training of teachers 6B0170), 6B0170 - The training of teachers of the Russian language and literature is developed in accordance with the NQF( HPK), professional standards, as well as scientific, theoretical and practice-oriented requirements for the professional and social competencies of the EP students.

In the process of the implementing the EP, it is widely practiced to involve representatives of NGOs (OO) from Shymkent and the Turkestan region in the formation of the curriculum, reviewing and examination of the content of the EP; external assessment of the quality of knowledge of graduates through participation in the work of the certification commission; evaluating the results of practical training, as well as determining the areas in demand and requirements for training bachelors on a regular basis. Members of the EEC (БЭК) note the representativeness of employers involved in the design and examination of the OP of the cluster represented by representatives of various NGOs (OO) in Shymkent and the Turkestan region.

During the reporting period, in order to update, improve the quality of the content and implement the EP, employers were involved in the 2018-2019, 2019-2020 academic years according to EP 6B01101 - Pedagogy and Psychology, EP 6B01301 - Pedagogy and methods of primary education represented by the director of the school-lyceum №7 Zh. Alshynbaev , named after K. Spataev O., director of the school №39 named after M. Zhumabaev, Beise M.A. (Minutes No. 8, dated 03/05/2019), the director of the school-lyceum No. 24 named after S. Erubaev , U.Esim (Minutes No. 8, dated 13.03.2020), in the 2020-2021 academic year. President of the RPO "Kazakh Psychological Society" Ph.D., prof. Perlenbetova M.A., director of the communal state institution "Methodological Center of the Human Development Department of the Turkestan Region" A.Z. Tursynbayev, director of the school-lyceum No. 24 named after S. Erubaev, Zh.Nysanbaev, from the director of the school-lyceum No. 39 named after M. Zhumabaeva, Alzhanova Zh.T. (Minutes No. 8, dated 03/15/2021); according to EP 6B01705 - Foreign language: two foreign languages represented by the deputy for educational work of school No. 62 N. Turekulov P., Asilbekova and the director of the school of the Lyceum No. 24 named after S. Erubaeva, Esim U.A. and graduates Izbasar M., Meyirbekov B., Kalmenova K., Nuraly A., Abutulip N; according to EP 6B01704 - Kazakh language and literature (6B01701 - Training of teachers of the Kazakh language and literature) represented by the director of the school-gymnasium №25 named after T. Ryskulova, Zhanabaeva R.U. and graduates B. Adraimov, M. Malbek, A. Zhonzakova, E. Sapparuli; according to EP 6B01702 - Training of teachers of the Russian language and literature in the person of the director of the school-gymnasium № 38 named after N. Ondasynov A.S. and 3rd year students (ПЯ-18-1) Abdikhalyk S., Mizambay N., Lapaeva E., Chinkarova E., Abdusattarova K., Intykbai G., Abdullaeva G., Imankulova N. According to EP 6B01201 - Preschool education and upbringing there are expert opinions for the 2020-2021 account from the head of the kindergarten of LLP "Azhar Ana-2017" Elshibaev Zh. S. and the head of the kindergarten of LLP "Daria Mars" Kydyrbaev B.S.

The PA(OO) demonstrates the practice of conducting an internal examination of the content of the EP cluster, however, members of the EEC (БЭК) found that the developers of the EP themselves are members of the internal expert group, for example, the chairman of the expert commission for EP 6B01705 - Foreign language: two foreign languages and 6B01701 - Training of teachers of the Kazakh language and literature of the Department of Philology is the head of the department Bakirova Sh. A. (Protocol No. 3 of 28.10.2019; Protocol No. 10 of 27.05.2019).

The passage by students of EP of types of practice is regulated by the Rules of the PA "Organization and Conduct of Professional Practice" No. PR-05-21 of 01/29/2020 and is carried

out in schools, educational institutions, centers and preschool organizations whose activities correspond to the profile of the EP. The bases of practice EP 6B01101 - Pedagogy and psychology, 6B01201 - Preschool education and upbringing, 6B01301 - Pedagogy and methods of primary education, 6B01705 - Foreign language: two foreign languages, 6B01704 - Kazakh language and literature (6B01701 - Training of teachers, Kazakh language and literature) 6B01702 - Training of teachers of Russian language and literature are public institutions and private companies such as Gymnasium School No. 38 named after N. Ondasynov, School No. 39 named after M. Zhumabaev, IT Lyceum School No. 24 named after S. Erubaev, Lyceum School No. 80, Lyceum school №41 named after A.S. Makarenko, Secondary School No. 4 named after Kh. Dosmaganbetov, KMM "Psychological and Correctional Center", LLP "Tengri International School", Nursery Garden "Azhar Ana-2017", Nursery Garden "Kazyna2" and others.

Members of the EEC (БЭК) note that the implementation of the EP is aimed at forming the professional competence of future graduates, corresponding to the qualification framework of the bachelor, and the model of the EP graduate, which is a combination of key and general professional and professional competencies, is aimed at meeting the needs of the labor market. The qualifications obtained upon completion of the EP of the cluster are clearly defined and correspond to the level of the NQF (HCK), the types, areas and objects of professional activity are described, a list of possible positions is given.

For the implementation of the EP, catalogs of elective disciplines are annually developed, which describe the disciplines of the optional component with an indication of a brief content, pre- and post-requisites. Disciplines recommended by employers according to EP 6B01301 - Pedagogy and methods of primary education, for example, "Media Pedagogy" (Minutes No. 8 of 03/15/2020) were included in the catalog of elective disciplines; 6B01201 - Preschool education and upbringing, for example, "Preschool pedagogy" (Minutes No. 8 dated 03/15/2020); 6B01705 Foreign language: two foreign languages in the 2020-2021 academic year. "Political and Social Vocabulary", "Country Studies and Culture: Great Britain and the USA", "Working with Unadapted Text and Translation"; according to EP 6B01702 - Training of teachers of the Russian language and literature: "Orthoepic norms of the Russian language", "Propedeutical course of literature", "Derivatology", "Comparative grammar of the Russian and Kazakh languages", "Syntax of a simple sentence".

The heads of the EP are involved in conducting training sessions of practice according to the profile. For example, according to EP 6B01101 - Pedagogy and psychology, 6B01201 - Preschool education and upbringing, 6B01301 - Pedagogy and methods of primary education, she was invited to lecture on the disciplines "Practical psychology", "Experimental psychology", "Educational psychology" Malushina L.I. Medical Center "Almamedicus"; employee of the specialized boarding school №1 for children with hearing impairments in the city of Shymkent Yesmuratova U.A. for lecturing on the disciplines "Inclusive learning" "Defectology" and "Preschool inclusive education"; employee of the nursery-kindergarten LLP "Azhar Ana-2017" Elshibaeva Zh.S. was invited to read a lecture on the disciplines "Fundamentals of Natural Science", "Theory and technology of teaching the knowledge of the world in elementary school", etc. As part of the implementation of the EP, it is also widely practiced to attract employers and representatives of NGOs (ОО) as chairmen of the SEC (ГЭК), reviewers of graduation works, heads of practices (school No. 39 named after M. Zhumabaev, school No. 24 named after S. Erubaev, school No. 62 named after N. Turekulov, school - gymnasium №25 named after T. Ryskulov, school-gymnasium №38 named after N. Ondasynov, secondary school №29 named after K. Tlenshinai, PA "Association of English teachers in Shymkent (TESH), etc.).

The EP management demonstrates the possibility of professional certification of knowledge in the field of foreign language proficiency: IELTS (International English Language Testing System), TOEFL (Test of English as a Foreign Language), so students of EP 6B01705 - Foreign language: two foreign languages Mamyr Umit and Tulekova Danel passed HSK test level 3, Dinara Khaitmetova passed the IELTS test, etc.



The EEC Commission notes the contribution to the uniqueness of the EP through the scientific and educational-methodical work of the teaching staff, for example, in the 2020-2021 academic year, Ph.D. Munashova Zh.B., Ph.D. Dzhumagulova G.Sh. released a textbook "Pedagogical mastery ", Ph.D. Dzhumagulova G.Sh., master Yesmuratova U. released the textbook "Defectology for speech therapy basis", the textbook "The methods of the Pedagogical teaching", the authors of the teaching staff of the department Ph.D. Munashova Zh.B., masters, Zhanibeknova G. A.S. and etc.

### *Analytical part*

Development and approval of the content of the EP 6B01101 - Pedagogy and psychology, 6B01201 - Preschool education and upbringing, 6B01301 - Pedagogy and methods of primary education, 6B01705 - Foreign language: two foreign languages, 6B01704 - Kazakh language and literature (6B01701 - Training of teachers of the Kazakh language and literature ), 6B01702 Training of teachers of the Russian language and literature is carried out in accordance with the internal procedures of the university. Analysis of the documents submitted, the results of the survey of teaching staff and employers, as well as students, demonstrates the fact of attracting a wide range of interested parties to the design of the EP.

The content of academic disciplines within the framework of educational programs takes into account the situation on the labor market, the requirements of employers and the demands of consumers of the educational process within the EP cluster. Development and updating of the content of the EP of the cluster is carried out on a regular basis. The EP is being considered at a meeting of the Educational and Methodological Council with an external expert opinion for subsequent approval by the Academic Council of the University. The content of the EP is annually updated by 20-30% due to the introduction of new elective courses of the basic and specialized cycles in accordance with the goals and objectives of the disciplines, indicating the learning outcomes of the modules, their volume and duration is determined by the university in cooperation and interaction with employers, heads of practice bases, graduates and students of EP in the form of reviews, examinations and survey results.

In order to ensure quality, the university is improving the EP through the mechanism of internal and external quality assessment of the EP. Internal expertise is carried out by involving experienced teachers and heads of structural divisions; invited experts, representatives of business communities, as well as employers, if they have qualifications, participate in the external expertise procedure. The system of control over the quality of EP formation is focused on attracting external experts to the assessment of the quality of educational programs in the person of the chairmen of the SJSC ( ГАР ), reviewers of graduate works, heads of practices, interested employers, etc.

However, the heads of the EP did not demonstrate the real functioning of the Academic Committees, consisting of experienced teachers and experts in the EP profile and students, demonstrating systematic work on the quality of modular educational programs. Members of the EEC ( БЭК ) consider it expedient to establish a mechanism for the functioning of the Academic Committees, as a tool for continuous improvement of the content and conditions for the implementation of EP with the involvement of specialists from the relevant fields.

The introduction of modern research into the EP is realized through the inclusion of specific disciplines in the EP, updating the disciplines and their content, as well as through the publication of educational, educational and methodological literature and the publication of scientific articles. Disciplines included in the curriculum within the framework of the EP cluster as "Media Pedagogy", "Practical Psychology", "Preschool Pedagogy", "Country Studies and Culture: Great Britain and the USA", "History and Linguistic Features of the Country of the Learned Language", "Orthoepic Norms of the Russian Language ", " Propedeutical course of literature ", " Derivatology ", " Comparative grammar of the Russian and Kazakh languages ", " Syntax of a simple sentence "and others are aimed at the formation of knowledge of the conceptual foundations of pedagogy, psychology, teaching methods and linguistics, communication processes in interpersonal, social , political, economic, cultural, educational and scientific spheres, techniques and technologies of mass, business and professional communications.

The university has a practice of external examination of educational programs, the expert opinion contains an assessment of the EP's compliance with the professional standard, employers' requests, the level of development of real production sectors, proposals aimed at improving the educational program. As a rule, the expertise of educational programs is carried out by leading employees or heads of organizations, enterprises, corresponding to the profile of training specialists. However, EEC (БЭК) experts note that the internal expertise is formal: the content of the conclusions in 2019 and 2020 is duplicated, the expertise does not contain a more detailed conclusion on the content of the EP, and the inclusion of the developers themselves in the expert group contradicts the objectivity of assessing the quality of the content of the EP.

EEC (БЭК) members pay special attention to the need to create conditions and expand opportunities for training EP students for professional certification within the EP disciplines of the cluster. These activities should be aimed at increasing the professional competence of students, taking into account the profile of the EP cluster and provide sufficient conditions for the possibility of professional certification on a regular basis. Preparation of EP students for professional certification can be provided by reading special EP disciplines or by introducing separate modules into the content of existing disciplines in the direction of professional specialization.

During the implementation of the EP, the (OO) demonstrates the presence of cooperation with educational organizations such as the Jalal-Abad State University (ZHAGU), Tambov State University named after G.R. Derzhavin, Azerbaijan University of Languages (Baku), Kainar Academy (Almaty). Within the EP cluster, work is underway to harmonize the content with the educational programs of foreign educational institutions, so within the framework of the agreement on Cooperation with Jalal-Abad State University (Kyrgyzstan), harmonized RUEs(РУПЫ) were developed for the EP cluster for the 2020-2021 academic year. At the same time, the EEC(БЭК) members note that the EP management did not demonstrate the existence of an operating double-diploma program and only preparatory measures were taken and the opportunities for creating joint EPs were insufficiently used.

The quality assessment of the EP was carried out on the basis of an analysis of curricula, a catalog of elective disciplines, teaching materials, meetings with students, teaching staff, attending classes, a video tour to a scientific library, a gym, a hostel. During the meetings with the teaching staff, employers and EP students, it was found that they have a clear idea of the ways and forms of inclusion in the work on the development of educational programs.

A survey of students conducted during the visit of the IAAR EEC (БЭК HAAP) showed that:

- the level of accessibility and responsiveness of the university management is assessed as high - 91.8%;

- accessibility for academic consulting is assessed as high - 89.6%.

### ***Strengths / Best Practice***

Representativeness of stakeholders during external examinations of EP.

### ***EEC recommendations***

The heads of the EP should to establish the work of the Academic Committees with the involvement of experienced teachers and experts in the profile of the EP cluster in order to update the EP content on a regular basis until the end of 2021-2022 academic year of the year.

Conduct an analysis of the RUE (PYII) EP to determine the list of disciplines in preparation for professional certification of students EP Foreign language: two foreign languages, EP Training of teachers of the Russian language and literature by the end of the 2021-2022 academic year.

The EP management should to develop and implement an action plan aimed at developing professional cooperation with Kazakhstani and foreign educational organizations for EP for the harmonization of modules in order to prepare joint EP by 2024.

***Conclusions of the EEC (БЭК): according to the standard "Development and approval of the educational program": they have 1 strong position, 9 satisfactory positions and 2 positions suggest improvement.***

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

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

✓ *The university must demonstrate the existence of a documented procedure for monitoring and periodic evaluation to achieve the goal of the EP and continuous improvement of the EP.*

✓ *Monitoring and periodic evaluation of the EP should consider:  
the content of the program in the context of the latest advances in science and technology in a specific discipline;*

*changes in the needs of society and the professional environment;*

*workload, academic performance and graduation of students;*

*the effectiveness of student assessment procedures;*

*the needs and satisfaction of students;*

*correspondence of the educational environment and the activities of support services to the goals of the EP.*

✓ *The EP's management must publish information about changes to the EP, inform interested parties about any planned or taken actions within the EP.*

✓ *Support services should identify the needs of various groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, mastering the EP as a whole.*

**Proof part**

Experts note that the university has determined the procedure for monitoring, analyzing, revising and periodically evaluating the implementation of the EP.

All processes are provided with the necessary external and internal regulatory documents based on the QMS(CMK). The procedure for monitoring and periodic evaluation of EP at the university is regulated by the Regulations No. PD-22-21 "Monitoring the quality of education" ([https://drive.google.com/file/d/11b70WkggMXvWDrN7Kk-ZeTOqrsECH\\_2D/view](https://drive.google.com/file/d/11b70WkggMXvWDrN7Kk-ZeTOqrsECH_2D/view)), PD 23-21 quality assurance system " (<https://drive.google.com/file/d/1GbuM5X4H3f9FmBEXFUHbJIA-uNN1tJl5/view>).

EP monitoring is carried out by the department for monitoring and control of the quality of education. The main types of monitoring at the university are monitoring the quality of admission, monitoring the current progress of students, monitoring the quality of graduation of students, monitoring the quality of the organization of the educational process, monitoring the quality of teaching disciplines, monitoring the satisfaction of students with the quality of services provided, employers with the level of training of graduates, teachers with the management system and working conditions. Responsible for the processes of monitoring, evaluating and improving educational programs, according to the Regulation "Intra-university quality assurance system", are deans and heads of graduating departments.

In the process of monitoring and periodic evaluation of the EP, the results of the current progress of students, intermediate and final control, certification of all types of practices are used.

**Student performance indicates**

| Course                                       | Absolute average performance |                     |                  |                     |
|--|------------------------------|---------------------|------------------|---------------------|
|  | 2019-2020 уч. г.             |                     | 2020-2021 уч. г. |                     |
|  | Average                      | Quality indicates % | Average          | Quality indicates % |
| 6B01201 – Preschool education and upbringing |                              |                     |                  |                     |
| 1 course                                     | 82,3                         | 67                  | -                | -                   |

|  |      |      |      |      |
|--|------|------|------|------|
| 2 course   | -    | -    | 87,2 | 83,5 |
| 3 course   | 89   | 81   | -    |      |
| 4 course   | -    | -    | 100  | 82,7 |
| 6B01302 – Pedagogy and methodology of primary education  |      |      |      |      |
| 1 course   | 79   | 51,1 | 75,7 | 72,8 |
| 2 course   | 83,4 | 59   | 73,2 | 68,6 |
| 3 course   | 84,2 | 79,5 | 74,2 | 70,9 |
| 4 course   | 97   | 79,8 | 97,2 | 79   |
| 6B01101 – Pedagogy and psychology  |      |      |      |      |
| 1 course   | 91,4 | 54,2 | 98,8 | 65,5 |
| 2 course   | 78   | 56,2 | 80,8 | 76,7 |
| 3 course   | 97,1 | 91,4 | 79,5 | 73,4 |
| 4 course   | 92,6 | 85,6 | 100  | 80,3 |
| 6B011900 – Foreign language: two foreign languages   |      |      |      |      |
| 1 course   | 94,8 | 93,8 | 84,7 | 82,7 |
| 2 course   | 92,3 | 89,4 | 86   | 81,5 |
| 3 course   | 90,6 | 84,9 | 88,7 | 78,9 |
| 4 course   | 94,3 | 86,2 | 93,5 | 84,2 |
| 6B011700 – Kazakh language and literature (6B01701 - Training of teachers of the Kazakh language and literature) |      |      |      |      |
| 1 course   | 85,8 | 57,2 | 71,5 | 59,7 |
| 2 course   | 79,5 | 63,2 | 77,4 | 70,2 |
| 3 course   | 81,4 | 73,1 | 78,8 | 68,3 |
| 4 course   | 97,5 | 78,5 | 100  | 79   |
| 6B01702 – Training of teachers of the Russian language and literature  |      |      |      |      |
| 1 course   | 70,2 | 56,3 | 73,8 | 69   |
| 2 course   | -    | -    | 82   | 63,4 |
| 3 course   | -    | -    | -    | -    |
| 4 course   | -    | -    | -    | -    |

Monitoring of the implementation of the educational program is carried out through mutual visits, holding open classes both on the part of the heads, the teaching staff of the department, and on the part of the heads of structural divisions. For example, in the department of Philology, mutual visits for the second half of the year were discussed at online meetings of the department (minutes No. 8 of 03/25/2020; minutes No. 9 of 04/27/2020); at the Department of General Pedagogy and Psychology (protocol No. 6 dated January 27, 2020, protocol No. 11 dated June 25, 2021).

The analysis of the effectiveness of the results of the implementation of accredited EP is carried out by monitoring the employment of graduates, analyzing their achievements and the quality of professional activity based on feedback from employers, which was confirmed in the process of interviewing teaching staff, employers, visiting practice bases.

#### Graduate employment rates

| EP  | 2019-2020 уч. г. |            | 2020-2021 уч. г. |            |
|---|------------------|------------|------------------|------------|
|   | Amount           | Employed % | Amount           | Employed % |
| Preschool education and upbringing            | 19               | 86%        | 26               | 77%        |
| Pedagogy and methodology of primary education | 92               | 89%        | 164              | 79%        |
| Pedagogy and psychology                       | 46               | 81%        | 30               | 73%        |



|   |    |      |    |       |
|---|----|------|----|-------|
| Foreign language: two foreign languages   | 35 | 82 % | 88 | 93 %  |
| Kazakh language and literature (Training of teachers of the Kazakh language and literature) | 15 | 60 % | 18 | 94 %  |
| Russian language and literature, (Training of teachers of Russian language and literature)  | -  | -    | 8  | 100 % |

The external control system for evaluating the effectiveness of EP includes the results of the State Attestation Commission, the review of theses, to which practitioners are involved (secondary school № 39 named after M. Zhumabaev, secondary school № 24 named after S. Erubaev, secondary school № 62 named after N. Turekulov, gymnasium school № 25 named after T. Ryskulov, school-gymnasium №38 named after N. Ondasynov, secondary school № 29 named after K. Tlenshin and others), as well as participation in meetings held by the IAAR and NPP RK "Atameken". For example, according to the rating "Atameken" educational programs occupy the following places: in 2020. EP 6B01101 - Pedagogy and Psychology and Foreign 6B01705 - Foreign language: two foreign languages 32 out of 52; EP 6B01301 - Pedagogy and methods of primary education 33 out of 37; EP 6B01704 - Kazakh language and literature (6B01701 - Training of teachers of the Kazakh language and literature) 38 out of 43.

In order to determine the level of satisfaction with the quality of educational services, a survey of students, teachers, employers and university graduates and employees is carried out. Questionnaires used for the survey: "A teacher through the eyes of a student", "Assessment of the quality of the educational program by graduates", "Clean session", "Satisfaction of employers with the quality of graduate training", etc. (<https://caiu.edu.kz/polling-ru/>).

#### ***Analytical part***

The analysis of the self-assessment report and a visit to the university showed that monitoring and evaluation of the accredited EP is being carried out; regular revision of the content and structure of the EP, taking into account changes in the labor market, the opinion of employers and the social demand of society.

Demonstrated supporting documents on the participation of students, employers and other stakeholders in the revision and updating of the EP (expert opinions, reviews of the EP, minutes of the meeting of departments). In order to evaluate educational programs at the university, external and internal mechanisms are used.

It should be noted the need to publish the changes made to the EP in order to fully inform all interested parties. Currently, no publication of these changes on the university website has been noted.

Despite the presence of a large number of questionnaires, the university website presents the results only for 2018, 2019, 2020, which indicates the irregularity of the monitoring, its analysis and insufficient elaboration of identifying the needs of various groups of students and the degree of their satisfaction with the organization of training.

A survey of students conducted during the visit of the IAAR EEC showed that:

- completely satisfied with the quality of teaching - 93.4%; partially satisfied - 6%, partially dissatisfied - 0.7%;
- completely satisfied with the overall quality of educational programs - 91.8; partially satisfied - 8.2%;
- completely satisfied with the objectivity and fairness of teachers - 93.3%; partially satisfied - 5.2%, found it difficult to answer - 1.5%.

#### ***Strengths / Best Practice***

Not identified

#### ***EEC recommendations***

Regularly update information about all changes in accredited EP on the university website.

Regulate the work of the Academic Committee in order to monitor and periodically evaluate the EP until January 2022.



The university management should develop an algorithm for interaction of support services to identify and meet the needs of various groups of students.

***Conclusions of the EEC on the criteria: according to the standard "Continuous monitoring and periodic evaluation of educational programs": have 8 satisfactory positions and 2 positions suggest improvement.***

#### ***6.5. Standard "Student-centered learning, teaching and assessment of progress"***

✓ *EP management must ensure respect and attention to various groups of students and their needs, providing them with flexible learning paths.*

✓ *The EP's management must ensure teaching based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and assessment of learning outcomes that ensure the achievement of the EP's goals, including competencies, skills for performing scientific work at the required level.*

✓ *The EP's management must determine the mechanisms for distributing the teaching load of students between theory and practice within the EP, ensuring the mastering of the content and achieving the goals of the EP by each graduate.*

✓ *An important factor is the availability of own research in the field of teaching methods of EP disciplines.*

✓ *The university must ensure that the procedures for assessing learning outcomes are consistent with the planned results and objectives of the EP.*

✓ *The university must ensure the consistency, transparency and objectivity of the mechanism for assessing the learning outcomes of the EP, the publication of the criteria and assessment methods in advance.*

✓ *Evaluators should be familiar with modern methods of assessing learning outcomes and regularly improve their qualifications in this area.*

✓ *EP management must demonstrate the presence of a feedback system on the use of various teaching methods and assessment of learning outcomes.*

✓ *EP management must demonstrate support for the autonomy of students, while providing guidance and assistance from the teacher.*

✓ *EP management must demonstrate the existence of a procedure for responding to student complaints.*

#### ***Proof part***

EEC notes that the leadership of educational programs 6B01101 - Pedagogy and psychology, 6B01301 - Pedagogy and methods of primary education, 6B01201 - Preschool education and upbringing, 6B01705 - Foreign language: two foreign languages, 6B01704 - Kazakh language and literature (6B01701 - Training of teachers of the Kazakh language and literature), 6B01702 - Training of teachers of the Russian language and literature at the Central Asian Innovation University is taking certain measures to comply with the interests of various groups of students and their needs. In general, the teaching of EP disciplines is based on the achievements of modern teaching methods and practice in the field of EP; The teaching staff of the EP uses the methods of assessing the learning outcomes that ensure the achievement of the objectives of the EP, and the acquisition of competencies by students and the achievement of the learning outcomes expected by the EP. During the combined visit to the CAIU EEC, it was found that within each of the accredited educational programs of the cluster, the principles of distributing the teaching load of students, between theory and practice within each educational program of the cluster, were determined, thus ensuring the development of the content and achievement of EP goals by graduates.

On the website of the university there is information about the "Assessment of the quality of the educational program by the graduates of the Mardan Saparbayev Institute", currently integrated into the CAIU, according to EP 5B010100 - Pedagogy and methodology of primary education, 6B01102 Pedagogy and methodology of primary education, / 5B010200 - Preschool education and upbringing, 6B01201 Preschool education and upbringing (EP codes are presented at the time of the survey), as well as the questionnaire Teacher through the eyes of a student (<https://caiu.edu.kz/polling-ru/>). Unfortunately, the results of the questionnaire survey on OP 6B01101 - Pedagogy and Psychology, 6B01705 - Foreign language: two foreign languages, 6B01704 - Kazakh language and literature (6B01701 - Training of teachers of the Kazakh language and literature), 6B01702 - Training of teachers of the Russian language and literature are not presented.

The transition to student-centered learning is evidenced by the fact that the mechanism for assessing learning outcomes is spelled out in syllabuses, this information is available to students.

The management and teaching staff of the accredited EP, when assessing learning outcomes, use modern assessment methods and improve their professional qualifications. So, for example, Ph.D. Dzhumagulova G.Sh. completed an advanced training course under the program "Management in Education" (AL'KA Training Center, 2020, 72 hours), Zh.B. Munashova. completed advanced training in the framework of the specialty "Pedagogy and methods of primary education" (MKTU named after Yassau, 2020, 72 hours)

(<https://drive.google.com/drive/folders/19nElJEaTpa8Vg2IKi8efKhksOKBnGz-J>), Ph.D. ... Alieva G.A. in 2019, she completed advanced training courses at the Al-Farabi Kazakh National University in the online format; subject - "Modern educational technologies of teaching the Russian language" (72 hours); teacher Mamirova Sh.K. - under the program "Education. Innovation. Languages" (2019, KazNU named after Al-Farabi, 72 hours); teacher Zakirova G.F. - under the program "Use of information technologies in the educational process" (2019, KazNU named after Al-Farabi, 72 hours) (<https://drive.google.com/drive/folders/1wBuHsEzebJbxMlrljqLKihPnnhlwPgb>)

EEC confirms the existence of a feedback system in CAIU on the use of teaching methods and assessment of learning outcomes of students accredited by the EP.

So, on the official website of the university there are the results of the questionnaire "Teacher through the eyes of students", conducted annually by the university, for the 2018-2019 academic year (92 respondents from among the students participated), and 2019-2020 academic year (114 respondents participated). The survey presents such questionnaires as "Satisfaction with the university of the teaching staff of the university", "Teacher through the eyes of a student", "Clean session"

([https://drive.google.com/file/d/1sgqQFetBIasmOZkuP\\_DxLCDqsi3glS8j/view](https://drive.google.com/file/d/1sgqQFetBIasmOZkuP_DxLCDqsi3glS8j/view)) "A student's questionnaire based on the results of professional practice", "A questionnaire to study the opinions of students about the state of corruption at the university", "Employers' satisfaction questionnaire with the quality of training of graduates of the Central Asian Innovation University", "Questionnaire for students on distance learning", "Assessment of the quality of the educational program graduates", "Awareness of the teaching staff of the quality policy of CAIU", "Adaptation to the educational process" for freshmen.

Based on the results of the analysis of compliance with the criteria of this EEC IAAR standard, it was established that the university administration conducted a questionnaire "Teacher through the eyes of students" for 2018-2019, 2019-2020. According to the results of the analysis of the answers of the respondents, 21 diagrams are presented on the university website, reflecting the results of the survey.

### ***Analytical part***

The study by the members of the EEC of the IAAR of documents, the results of the questionnaire survey of students, as well as attending classes for accredited EP showed the presence of a certain autonomy of the EP's learning data. Analysis by IAAR experts of the documents of the OP of the cluster, the official website of the university, the results of interviews

and questionnaires of students, as well as those initiated by the university media (pages of the popular social network <https://instagram.com>), revealed the existence of a procedure for responding to complaints from students on the part of the management of the EP and the university.

In terms of providing students with accredited EP of the Central Asian Innovative University 6B01101 - Pedagogy and Psychology, 6B01301 - Pedagogy and methods of primary education, 6B01201 - Preschool education and upbringing, 6B01705 - Foreign language: two foreign languages, 6B01704 - 6B017 - Training of teachers of the Kazakh language and literature), 6B01702 - Training of teachers of the Russian language and literature for flexible learning paths EEC notes its presence only in documentary form. Meanwhile, students with disabilities, as well as gifted ones, or those receiving a second education at a university have special needs in obtaining educational services. At the same time, at the time of accreditation, as was confirmed by interviews with students, they are not involved in the process of forming **RUP and CED EP** as stakeholders.

In the course of a survey of students, a desire was revealed to increase the accessibility of understanding the materials of the UMKD. The EEC notes that the university took measures to strengthen the quality control of the UMKD, as a result of which the survey in the 2019-2020 academic year showed an increase in student satisfaction according to this criterion (from 46.71% to 69.16%.) There is a direct relationship between the growth of this indicator and the growth of a positive assessment of the preparedness of teaching staff in terms of presentation of the material; assessment of the various teaching methods used (round tables, mini-groups, cases, etc.); used modern technical means when presenting the material (computers, interactive whiteboards, projectors, etc.). It is important to note that the teaching staff of the accredited EP regularly enough passes advanced training, including on assessment problems

([https://drive.google.com/drive/folders/1arGdWrgCCuZNHSzpNhROrZC\\_ZLzSxZXc](https://drive.google.com/drive/folders/1arGdWrgCCuZNHSzpNhROrZC_ZLzSxZXc))

One of the important characteristics of student-centered learning is instilling in students the skills of independent critical thinking, which is possible, in particular, within the framework of scientific research work. Analysis of the documents showed that some work on the accredited EP is underway (see Documents provided by the links

<https://docs.google.com/document/d/1EXdPP7MHGGCgrD3iKe9G5tpcByBCX9JT/edit>

(participation in creative contests) and <https://drive.google.com/drive/folders/1N8tM5X7ti5jSUGeZWJHeaUi-Lk2Jy2F0>; at the same time, it should be noted that the results of research work in the vast majority of cases are presented only at the regional or intra-university level.

A survey of students by experts from the Independent Agency for Accreditation and Rating showed that there is a shortage of modern educational equipment and technology in the educational process, students also noted a number of problems that arose during online learning. At the same time, within the framework of the interview, it was noted that the university has taken measures to support students in a pandemic. As an example, the organization of passing the current and final control was given (students who had problems with access to the Internet were given the opportunity to take it in specially equipped classrooms at the university in compliance with all sanitary requirements).

An important factor of the standard is the availability of our own research in the field of teaching methods of EP disciplines. In this regard, it should be noted that in the list of works of the teaching staff of the EP, there are practically no publications of a methodological nature in the journals included in the Scopus / WoS databases.

EP syllables contain all the necessary components and, to a certain extent, are student-oriented (they present the predicted learning outcomes, indicate the requirements for students, etc.). At the same time, they did not reflect modern educational technologies ("smart cards", SMART technology, a project-based approach to learning, etc.).

Analysis of contracts with bases of practices showed that within the framework of the EP, work is underway to expand the bases of practices; thus, a number of agreements concluded in the



current year are presented. At the same time, EP 6B01703 - Training of teachers of the Russian language and literature in the national school, and not 6B01702 - Training of teachers of the Russian language and literature, which indicates the absence of a clear distinction between the specifics of different EPs, is spelled out in the contract on dual education. Video from practice bases lasts less than 1 minute, although with such a format for presenting the results of students' work, it would be possible to demonstrate the practical skills they received, which would show the strengths of the accredited EP.

In the program of the visit of the EEC of the IAAR to the CAIU, the leadership of the university introduced classes on the schedule of 10/13/2021. However, links to attending these classes on ZOOM, Webex and other platforms were not provided by the EP's guide and teachers in full. So, from the analysis of the program of the visit of the EEC, it is clear that there are no references to classes in EP

6V01702 - Training of teachers of the Russian language and literature.

***Strengths / Best Practice***

Not identified.

***EEC recommendations***

Provide in CED opportunities to ensure the construction of flexible learning paths, including for various groups of students on a regular basis until the end of the 2021-2022 academic year.

To enhance the accessibility of content to students, ensure that classes are conducted in a synchronous and asynchronous format on a specific platform by the end of the 2021-2022 academic year.

The EP management 6B01705 - Foreign language: two foreign languages, 6B 01702 - Training of teachers of the Russian language and literature should to increase the share of our own developments in the field of teaching methods of academic disciplines and ensure its consideration by the collegial bodies of the public organization on a regular basis until September 2024.

Ensure regular participation of students in the formation of RUP and CED of accredited EP as stakeholders by the end of the 2021-2022 academic year.

***Conclusions of the EEC on the criteria: according to the standard "Student-centered learning, teaching and assessment of progress": have 8 satisfactory positions and 2 positions suggest improvement.***

***6.6. Standard "Students"***

✓ *The university must demonstrate the policy of forming a contingent of students and ensure transparency, publication of procedures that regulate the life cycle of students (from admission to completion).*

✓ *The EP's management should provide for special adaptation and support programs for newly admitted and foreign students.*

✓ *The university must demonstrate the compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.*

✓ *The university must provide an opportunity for external and internal academic mobility of students, as well as assist them in obtaining external grants for training.*

✓ *The university should stimulate students to self-education and development outside the main program (extracurricular activities).*

✓ *An important factor is the availability of a support mechanism for gifted students.*

✓ *The university must demonstrate cooperation with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers" ENIC / NARIC in order to ensure comparable recognition of qualifications.*



✓ *The university must provide students with places of practice, demonstrate the procedure for promoting the employment of graduates, maintaining communication with them.*

✓ *The university must demonstrate the procedure for issuing documents to graduates confirming the acquired qualifications, including the achieved learning outcomes.*

✓ *The EP's management must demonstrate that the graduates of the program have skills that are in demand in the labor market and that these skills are really relevant.*

✓ *EP management must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.*

✓ *An important factor is the presence of an active alumni association / association.*

#### **Proof part**

The procedure for admitting applicants to the University is carried out on the basis of the order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 (with amendments and additions, Order 237 dated 06/08/2020 and on the basis of the Rules for the admission of an applicant, approved on 03/26/2021 and posted on the website University (<https://caiu.edu.kz/normatinye-document-po-org-uchebno-process-ru/>).

As a positive experience, the commission notes the availability of online acceptance of documents.

Procedures regulating the life cycle - the procedure for admission, transfer from course to course, transfer from other universities, transfer of credits mastered in other universities, the procedure for assessing current, intermediate and final controls, the procedure for expulsion and restoration, the procedure for passing the internship. All these procedures are described in internal regulations. Students obtain from a guidebook. Placed on the website, in the student's bookmark "Student's Guide" <https://caiu.edu.kz/putevoditel-ru/>. Based on conversations with students, it was concluded that the work of advisers and curators was set up at the university. Attention is paid to work with students in all areas, including student adaptation. The university has developed and approved an internal regulatory document PG-01-21 Program for support and adaptation of foreign students (<https://drive.google.com/file/d/1TPk4Rq689bMQUEeK6Je7nEVZsTCuRiIf/view>) However, it should be noted that it only applies to foreign citizens. This program regulates the work of the adviser, curator, dean's office staff, general issues of organizing the educational process, planning by students of the IEP, acquaintance of students with the guidebook, CED on EP, etc.

We have found confirmation of information on the compliance of the actions of the university with the Lisbon Recognition Convention. In 2018-2020, students of EP 6B01101 / 5B010300 - Pedagogy and Psychology, 6B01704 - Kazakh language and literature, 6B01705 - Foreign language: two foreign languages, 6B01702 - Training of teachers of Russian language and literature on internal outgoing mobility were trained at Miras University , as well as at Shymkent University. There are supporting documents

([https://drive.google.com/drive/folders/1tJHOD9aaz9JXJ1ELFgGpp0M676\\_3EWiU](https://drive.google.com/drive/folders/1tJHOD9aaz9JXJ1ELFgGpp0M676_3EWiU)) indicating inbound and outbound internal mobility.

The management of the accredited EP demonstrated the participation of students in extracurricular activities. Students take part in the work of the circles "Teachers' school (Мұғалімдер мектебі)" (head of the candidate of pedagogical sciences Munashova Zh., Seydulla GD). Smart Students, Polyglot.

The result of this activity is the productive participation of students in competitions. In 2019, the 2nd year student of EP 6B01704 - Kazakh language and literature Abilkasym A. took part in the regional competition of masters of expressive reading and took the third place. In 2019, a 4th year student of EP 6V01704 - Kazakh language and literature Қабай U. participated in the international essay competition, which was held in Astana, took II place. In 2020, a 2nd year student of EP 6B01704 - Kazakh language and literature Burkhanbek A. took part in the competition of masters of expressive reading "Өлең сөздің патшасы ...(The poem is the king of the word)" dedicated to the 175th anniversary of Abai Kunanbayev, won the Grand Prix.

EP students take part in research work. This is confirmed by the publications of students in various international and republican conferences.

Information about the publications of students in the context of the EP

| Educational program   | 2019-2020 | 2020-2021 | 2021-2022 |
|---|-----------|-----------|-----------|
| Foreign language: two foreign languages   | 66        | 104       | 142       |
| Kazakh language and literature (Training of teachers of the Kazakh language and literature) | 34        | 45        | 36        |
| Training of teachers of the Russian language and literature                                 | 28        | 41        | 46        |
| Total   | 110       | 190       | 244       |
| Preschool education and upbringing  | 3         | 23        |           |
| Pedagogy and methodology of primary education   | 48        | 143       |           |
| Pedagogy and psychology   | 69        | 58        |           |

A survey of students, conducted during the on-line visit of the EEC IAAR, showed that 92.5% of students were completely satisfied with informing students about courses, educational programs, and academic degrees.

Students of EP 6B01301 - Pedagogy and methodology of primary education participate in the implementation of research work on a contractual basis. In 2020-2021, economic contracts were concluded for the performance of research work with the participation of students as performers, contracts and acts of work performed were presented to the commission.

On the basis of the submitted documents (agreements with practice bases), as well as on the basis of conversations with employers and heads of practice in production, the commission came to the conclusion that for the accredited EP, the university is fully provided with practice bases. Representatives of schools and preschool institutions gave quite high marks to students and graduates. In addition, representatives of the practice bases and employers noted that their proposals for improving the EP are considered at the meetings of the departments, are introduced into the EP. This approach has a positive effect on the educational process as a whole. On the recommendation of employers, current disciplines were included in the CED. For example, according to EP 6B01301 - Pedagogy and methods of primary education - "Media pedagogy" (Minutes No. 8 dated 03/15/2020); according to EP 6B01201 - Preschool education and upbringing - "Preschool pedagogy" (Minutes No. 8 dated 03/15/2020); according to EP 6B01705 Foreign language: two foreign languages "Political and social vocabulary", "Country studies and culture: Great Britain and the USA", "Working with unadapted text and translation" (Minutes No. 8 of 03/25/2020); according to EP 6B01702 - Training of teachers of the Russian language and literature: "Orthoepic norms of the Russian language", "Propedeutical course of literature", "Derivatology", "Comparative grammar of the Russian and Kazakh languages", "Syntax of a simple sentence" (Minutes No. 8 of 03/25/2020).

The information on the existence of a clear mechanism for monitoring employment was not confirmed. This information is not available on the site, there is only a schematic representation of the dynamics of employment

<https://drive.google.com/drive/folders/113aMZULkCMDHn0FUA9IREmYxBQt1Ssv->

### ***Analytical part***

The management of the university and EP conducts purposeful work on the admission and attraction of applicants. There are a number of tabs on the university website in the "Applicant" section: a list of required documents for admission, as well as a list of educational programs indicating the threshold score. The Commission notes that in the specified section of the site, this list of EP is not active, the content and characteristics of educational programs are not available to the applicant.

There are flaws in the layout of the materials. In the "Rules of admission" tab (<https://caiu.edu.kz/op>) there are other materials that are not related to this issue.

The content of entrance examinations (exam programs) is also not available on the site. There is only a schedule for the creative exams.

EP management has a published statement on student support and adaptation. The Commission notes that this document deals only with foreign citizens.

The data on the work of the Graduates Association was not confirmed. Information about this is located in the tab "Applicant". The site contains outdated work plans of the association for 2018-2019, 2019-2020. Also the regulation on the IMS Graduates Association 2018 is posted. In conversations with the graduates, the confirmation of the active functioning of this organization is not found.

***Strengths / Best Practice***

Not identified.

***EEC recommendations***

The EP's management should take measures to post on the website up-to-date information for applicants and students (availability and characteristics of the EP, conditions for admission and training) until March 2022.

Make changes to the Regulation on the adaptation of students, develop a program and provide for support measures for newly admitted students, publish the regulation and the program on the website until May 2022.

Ensure the participation of the Graduates Association in the development and management of EP, in promoting the employment of graduates until 2024. Inform university graduates about the activities of the association and update the corresponding section on the website until December 2021.

***Conclusions of the EEC: according to the "Students" standard: they have 11 satisfactory positions and 1 position implies improvement.***

**6.7. Standard "Teaching staff"**

✓ The university must have an objective and transparent personnel policy in the context of EP, including recruitment (including invited teaching staff), professional growth and development of personnel, ensuring the professional competence of the entire staff.

✓ The university must demonstrate the compliance of the qualitative composition of the teaching staff with the established qualification requirements, the strategy of the university, the goals of the EP.

✓ EP management must demonstrate the change in the role of the teacher in connection with the transition to student-centered learning and teaching.

✓ The university should provide opportunities for career growth and professional development of teaching staff, including young teachers.

✓ The university should involve in teaching specialists from relevant industries with professional competencies that meet the requirements of the EP.

✓ The university must demonstrate the existence of a mechanism for motivating the professional and personal development of teaching staff.

✓ The university must demonstrate the widespread use of the teaching staff of information and communication technologies and software tools in the educational process (for example, on-line training, e-portfolio, MEPs, etc.).

✓ The university must demonstrate the focus of activities on the development of academic mobility, attracting the best foreign and domestic teachers.

✓ The university must demonstrate the involvement of each teacher in promoting the culture of quality and academic integrity in the university, determine the contribution of the teaching staff, including those invited, to the achievement of the EP goals.



✓ An important factor is the involvement of the teaching staff in the development of the economy, education, science and culture of the region and the country.

**Proof part**

Personnel policy of the university, incl. the process of recruiting and hiring personnel is based on the Labor Code of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan "On Education", Typical qualification characteristics of positions of teachers and persons equated to them, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan and internal documents of the university. The selection of personnel is carried out on the basis of an analysis of the needs of the EP, on the basis of which a competition for filling vacant positions is announced. The competitive selection of teaching staff is carried out on the basis of the applicants' compliance with the qualification characteristics of the positions of scientific and pedagogical workers (reflected in the Regulation PD-50-21 and published on the university website in the "Normative documents" section [https://caiu.edu.kz/normatinye-document-po -org-uchebno-process-ru /](https://caiu.edu.kz/normatinye-document-po-org-uchebno-process-ru/)). During the meeting of the competition committee, an interview is conducted with a candidate for a vacant position to assess the professional and personal qualities of candidates based on typical qualification characteristics. Based on the voting results, the competition committee prepares recommendations for each applicant. The list of teaching staff competencies is defined by the local document "Competence model of teaching staff" ([https://msi-edu.kz/images/pdf file/documentaciy/vnuterniy/021.pdf](https://msi-edu.kz/images/pdf_file/documentaciy/vnuterniy/021.pdf)).

The implementation of the accredited EP is provided by pedagogical personnel who have a basic education corresponding to the profile of the taught discipline, and are systematically engaged in scientific and (or) scientific and methodological activities. Teachers of modules and disciplines of the mainstreaming cycle, as a rule, have an academic degree of candidate, doctor of science, doctor of PhD and (or) experience in the relevant professional field.

The change in the role of the teacher in connection with the transition to student-centered learning and teaching is reflected, in particular, in the Regulation "Study load and teaching work" (Approved at the meeting of the Academic Council, minutes No. 1 of 03/26/2021), which spelled out the ratio of classroom and independent work full-time student (1: 2), the ratio of the student's independent work under the guidance of the teacher and the student's independent work (1: 1). At the same time, it was noted that the IWST is included in the general teaching load of the teacher, which implies both stimulating the independence of students, the development of critical thinking skills, and the need for appropriate developments for the IWST on the part of teachers. Within the EP, a systematic assessment of the competence of the teaching staff is carried out on the basis of assessing the quality of training sessions through: mutual visits of current classes by teachers; conducting open classes; control visits to classes by deans, heads of departments, vice-rectors; questioning students after completing the study of the discipline. The rules for organizing independent work of students along with the planned results, which imply an emphasis on the role of the facilitator, are presented in the Statement of Academic Policy ([https://drive.google.com/file/d/1\\_chV367-Kx-wT1Avkhn5-Dxdldz119GL/view](https://drive.google.com/file/d/1_chV367-Kx-wT1Avkhn5-Dxdldz119GL/view)).

The procedure for stimulating the activities of the teaching staff is presented in the Regulation PD

No. 26-21 "Remuneration and material incentives" (bonuses) (<https://drive.google.com/file/d/1s3zrEB0QISXc6dS4ZFIP1GcKpMoXK3DT/view>), in Section 1, clause 10 ( 2) it is said about "incentive and incentive payments for the proper performance by employees of labor functions performed in excess of wages in accordance with this Regulation." So, there is a subdivision of the staff by category, while the tariff scale for each category is divided into 3 levels, each of which is assigned a corresponding coefficient (Gn-0 high, Gn-1 medium, Gn-2 low). Incentives are provided for the achievement of certain indicators in all types of activities (for example, in educational and methodological work, this is the introduction of innovative teaching methods (the use of video lectures, virtual laboratory works, case studies, electronic textbooks); for research work, this is the preparation of doctoral dissertations, candidate, PhD, master's theses; obtaining documents on the protection of intellectual property and



copyright; publication of articles in international journals included in the databases of Thomson Reuters, Scopus, Springer, in journals with a high impact factor), as well as for achievements in the field of international cooperation and educational work.

EEC notes the collegiality of decision-making on bonuses (the protocol for submitting bonuses is considered by a commission appointed by the president of the university), transparency (the amount of one-time (one-time) bonuses is established by an order (decree) of the university management, depending on the performance of each employee.

In the field of practice-oriented training in the CAIU, the Regulation on the involvement of practitioners has been developed (PD No. 49-21, Approved at a meeting of the Academic Council, protocol No. , institution), as well as the organization of dual training (<https://drive.google.com/file/d/1L3yVoMIcTUVvo65Q6J3S5LC579OJNwjf/view?pli=1>), which describes the algorithm for the creation and operation of the (YHIK) UPC. There are also agreements on the bases for dual training ( for example, according to EP 6B01703); thus, it can be argued that, to a certain extent, practitioners are involved in the educational process of the university on a systematic basis.

Within the framework of the accredited EP, EEC notes the presence of a certain mechanism for motivating the professional and personal development of teaching staff. So, the EP development plans noted the need to develop a motivation system for teaching staff based on an assessment of the teacher's rating, including achievements in the field of education, science, publishing and project activities, educational and vocational guidance work (<https://drive.google.com/file/d/1b3cJXIV9EzJ04wxjLbYEmkT1QmwRVdzy/view?pli=1>). There is also a mechanism for measuring the satisfaction of the teaching staff by questioning, which also involves taking into account the opinion of the teaching staff and fulfills a motivating role. The regulation on research work of teaching staff ([https://drive.google.com/file/d/1ykbSeHV45Em6rvWFp\\_BQcceSOjIRtuM2/view](https://drive.google.com/file/d/1ykbSeHV45Em6rvWFp_BQcceSOjIRtuM2/view)) also contains a motivating component for involving teachers in scientific research (for example, this document sets out the regulatory requirements for teaching staff who apply for certain positions and titles, and the required amount of scientific work performed). The mechanism for determining the rating of teaching staff is presented in the Regulation of the PD No. 27-21 Assessment of the rating of the teaching staff and holding the competition "The best teacher of the year" ([https://drive.google.com/file/d/1pAtINX3goDQBh7MP75B7EKIpPhv\\_P3e9/view](https://drive.google.com/file/d/1pAtINX3goDQBh7MP75B7EKIpPhv_P3e9/view))

In a certain extent, the teaching staff of the EP applies ICT in the educational process (in connection with the pandemic, measures were taken to organize online training and use the Zoom, Webex platforms (<https://caiu.edu.kz/%d0%b8%d0%b4% d0% b5% d0% bd% d1% 82% d0% b8% d1% 84% d0% b8% d0% ba% d0% b0% d1% 86% d0% b8% d0% be% d0% bd% d0% bd% d1% 8b% d0% b5-% d0% bd% d0% be% d0% bc% d0% b5% d1% 80% d0% b0-zoom />) where Zoom ID numbers are indicated). At the same time, there is an unregulated use of various platforms for online learning, which reduces the availability and efficiency of the presentation of educational material.

Within the framework of the EP, measures are being taken to develop academic mobility, to attract the best foreign and domestic teachers. In the Regulation of PD No. 27-21 Assessment of the rating of the teaching staff and holding the competition "The best teacher of the year" ([https://drive.google.com/file/d/1pAtINX3goDQBh7MP75B7EKIpPhv\\_P3e9/view](https://drive.google.com/file/d/1pAtINX3goDQBh7MP75B7EKIpPhv_P3e9/view)) participation in academic mobility programs is noted as one of the most important factors determining the staff rating. In addition, the organization of incoming academic mobility is presented in the Regulations on the procedure for attracting foreign specialists (<https://drive.google.com/file/d/15WnWPY5PnGwQI5-jQ6ryEKPcLurwMit-/view>). The Self-Report provides data on the participation of faculty members in various mobility / promotion programs qualifications, however, this mainly concerns the psychological and pedagogical direction; information on OP 5B01702 - Training of teachers of the Russian language and literature, 6B01704 - Kazakh language and literature (6B01701 - Training of teachers of the

Kazakh language and literature), 6B01705 - Foreign language: two foreign languages are not presented.

The teaching staff of the EP are sufficiently involved in the development of education and culture of the region, as evidenced by a number of letters of thanks and certificates (Elibaeva R.D., Gurbanova A.A., etc.). At the same time, it is necessary to strengthen the contribution to the development of science in the region, since the share of teaching staff publications in rating editions is rather low.

### ***Analytical part***

Regarding the use of ICT within the framework of the accredited EP of the Central Asian Innovative University 6B01702 - Training of teachers of the Russian language and literature for flexible learning paths, the EEC notes the lack of using innovative methods and techniques (for example, interactive whiteboards are not used in the educational process, options for working in small groups - breakout rooms / sessions, etc.)

From among the teaching staff of 4 accredited EP, 32 teachers participated in the questionnaire about the satisfaction of the teaching staff, which, in our opinion, is less than 50%; data in the context of EP are not presented. At the same time, it should be noted that the satisfaction indicators of teaching staff are quite high (for example, the ability to use innovations in the educational process was assessed positively by 100% of the interviewed teaching staff, the availability of guidance for teaching staff is positive - very good and good - 98.7% of respondents opportunities - 98.5% of respondents). At the same time, the documentation does not indicate the presence of any adaptation programs for young teaching staff; for example, there are no documents confirming the existence of the institution of mentoring.

In the program of the visit of the EEC of the IAAR to the CAIU, the leadership of the university introduced classes on the schedule of 10/13/2021. Not all accredited EPs in the program provided links to attend classes on ZOOM / Webex platforms; attendance at the classes was fragmentary, which makes it impossible to judge the use of the teaching staff of the ICT EP in the educational process of the EP, as well as the introduction of innovative teaching methods by the teaching staff.

It should also be noted that publications of the teaching staff of the EP in republican publications, incl. in the publications recommended by the CCSES of MES of RK are sufficiently represented, while the number and nature of publications in the Scopus / Wos database is small.

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

Not identified.

### ***EEC recommendations***

The EP's management should ensure that the information about the teaching staff is updated and the structured presentation of this information on the university website by the end of 2021.

Regularly demonstrate the effectiveness of the questionnaire survey of the teaching staff, systemic feedback and informing about the measures taken as a result of the survey. Deadline: until the end of the 2021-2022 academic year.

To develop and realize a set of measures to introduce methods and techniques of teaching and learning in a blended learning environment: online, offline, distance learning, taking into account the changing role of the teacher in the context of student-centered learning. Deadline: until the end of the 2022-2023 academic year.

To the management of the EP 6B01705 - Foreign language: two foreign languages to strengthen the staff, increasing the proportion of teachers with basic education and advanced degrees, to ensure the teaching of specialized disciplines of the EP until 2024.

***Conclusions of the EEC: according to the "Teaching staff" standard: they have 8 satisfactory positions and 2 positions suggest improvement.***

**6.8. Standard "Educational resources and student support systems"**

- ✓ The university must guarantee the compliance of the infrastructure, educational resources, including material and technical, with the goals of the educational program.
- ✓ The EP's management must demonstrate the sufficiency of classrooms, laboratories and other facilities equipped with modern equipment to ensure the achievement of the EP's goals.
- ✓ The university must demonstrate the compliance of information resources with the needs of the university and implemented EP, including in the following areas:
  - technological support for students and teaching staff in accordance with educational programs (for example, online training, modeling, databases, data analysis programs);
  - library resources, including the fund of educational, methodological and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases;
  - examination of research results, graduation works, dissertations for plagiarism;
  - access to educational Internet resources;
  - functioning of WI-FI on its territory.
- ✓ The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, publishing the results of research work of teaching staff, staff and students.
- ✓ The university should strive to ensure that the educational equipment and software used for the development of educational programs are similar to those used in the relevant sectors of the economy.
- ✓ The EP's management must demonstrate the existence of support procedures for various groups of students, including information and counseling.
- ✓ The EP's management must show the existence of conditions for the advancement of the student along the individual educational trajectory.
- ✓ The university must take into account the needs of various groups of students (adults, working people, foreign students, as well as students with special educational needs).
- ✓ The university must ensure that the infrastructure meets safety requirements.

***Evidentiary part***

The results of an offline and on-line examination of the infrastructure of accredited EPs allow us to conclude that, in general, it meets modern requirements and ensures the implementation of a student-centered approach in teaching. There is an electronic database of the State Compulsory Educational Standard of the Republic of Kazakhstan, EP, WEP, ESC, available to teaching staff and students of EP.

Fund of educational, methodological and scientific literature on general education, basic and major disciplines OP 6B01101 - Pedagogy and psychology, 6B01301 - Pedagogy and methods of primary education, 6B01201 - Preschool education and upbringing, 6B01705 - Foreign language: two foreign languages, 6B01704 - Kazakh literature (6B01701 - Training of teachers of the Kazakh language and literature), 6B01702 - Training of teachers of the Russian language and literature is formed on paper and electronic media. EP students confirmed that they have access to the Kazakhstan National Electronic Library, the Republican Interuniversity Electronic Library ([www.rmeb.kz](http://www.rmeb.kz)), the scientific electronic library eLIBRARY.RU, THOMSONREUTERS, WEBOFKNOWLEDGE, ELSEVIER, POLPRED.COM. However, in conversations with graduates, it was revealed that there is a lack of literary sources in the state language. Also, students of pedagogical specialties noted that they do not always have the opportunity to use current school textbooks.

The results of the audit of the auditorium fund confirmed its sufficiency in quantitative terms, however, auditoriums are equipped mainly with ordinary, marker boards and stands.

The educational buildings have Wi-Fi with free Internet access. During the questionnaire survey, 91% of students noted their satisfaction with the availability of computer classes and



Internet resources, and 90% - with the available computer classes. However, it was found that students with their personal laptops and mobile devices are not always able to successfully connect and use the Internet, the connection is often unstable and the speed is low. This creates difficulties for the organization of online learning, when the teacher conducts classes from the workplace at the university. In addition, in the process of attending online classes during the EEC visit, it was noted that teachers use the free version of ZOOM, which has time limits (40 minutes) and functions.

Analysis of the IEP of students, conversations with students and alumni showed that the mechanism of the real functioning of individual trajectories is not well established. All accredited EPs have catalogs of elective disciplines (posted on the university website <https://caiu.edu.kz/documentaciya-po-op-ru/>), however, students could not explain their role in the formation of the IEP.

Taking into account the needs of various groups is reflected mainly in the choice of the language of instruction (Russian and state).

***Analytical part***

During the visit of the EEC, experts were convinced that the university has its own infrastructure, which ensures its functioning in many areas. A visual inspection confirmed the sufficiency of material and technical resources and the corresponding infrastructure for the educational programs being implemented.

There is data on the availability of library and information resources. However, these resources are not always updated taking into account changes in school curricula (for pedagogical specialties). This is confirmed by the results of surveys.

University students have access to the necessary resources both on internal sites and on external ones. The speed and stability of the Internet connection does not fully meet modern requirements.

***Strengths / best practices***

Not identified.

***EEC recommendations***

The EP management to ensure the uninterrupted functioning of WI-FI on the territory of the university until December 2021.

Specify the list and content of alternative disciplines that determine individual educational trajectories in the context of EP and ensure their real functioning on a regular basis until January 2024.

Provide the filling and updating of educational content with interactive resources, including video lectures, presentations, assignments, etc. in online and offline learning conditions until September 2022.

***Conclusions of the EEC: according to the standard "Educational resources and student support systems": they have 11 satisfactory positions and 2 positions suggest improvement.***

***6.9. Standard "Public Informion"***

✓ *The university guarantees that the information published is accurate, objective, relevant and reflects all areas of the university's activities within the educational program.*

✓ *Public awareness should include support and explanation of the country's national development programs and the system of higher and postgraduate education.*

✓ *The university management should use a variety of ways to disseminate information (including the media, web resources, information networks, etc.) to inform the general public and stakeholders.*

✓ *Information about the educational program is objective, relevant and must include:*

✓ *the goal and planned results of the EP, the qualification awarded;*

✓ *information and assessment system of educational achievements of students;*



- ✓ *information about academic mobility programs and other forms of cooperation with partner universities, employers;*
- ✓ *information about the opportunities for the development of personal and professional competencies of students and employment;*
- ✓ *data reflecting the positioning of the EP in the educational services market (at the regional, national, international levels).*
- ✓ *An important factor is the publication on open resources of reliable information about teaching staff, in the context of personalities.*
- ✓ *The university must publish the audited financial statements for the EP on its own web resource.*
- ✓ *The university should post information and links to external resources based on the results of external evaluation procedures.*
- ✓ *An important factor is the placement of information about cooperation and interaction with partners, including with scientific / consulting organizations, business partners, social partners and educational organizations.*

### **Evidentiary part**

The University has an official website in Kazakh, Russian, English <https://caiu.edu.kz/>. The university website contributes to the formation of the university's image, provides an information environment for applicants, parents of students, employers, alumni, university employees, openness and accessibility of information for the public on the global Internet. The site contains sections: university, faculties, education, science, news, social activity, press service, applicant.

The site contains operational information in the form of news, links to other Web resources, including sites of government agencies, university partners, information portals, etc. And also, in addition to the official page, the university is present on social networks Facebook, Vkontakte, Instagram and the cluster's OP have accounts on social networks: m. saparbaev / Instagram, M.saparbaev1 / twitter, M.saparbaev / fasebook, m. saparbaev / vk.

Information about the teaching staff of the university in the section - departments, confirms the availability of information about the EP of the cluster <https://caiu.edu.kz/op/>. The site contains the necessary information about the EP, selection criteria, students and available opportunities for training students. Information about the content of educational programs, terms of study; forms of education; a short description of the field of application of knowledge; job prospects; a short description of the skills; a summary of the program, as well as a description of the main competencies, is available on the university website <https://caiu.edu.kz/op/>.

Information support for the activities of the university and its divisions is also provided through the media to form a positive public opinion about the activities of the university.

The section "Admission" provides visitors to the official website of CAIU with information on the general conditions for admission to the university. Information about the interaction of the university with educational organizations, scientific and other organizations is posted on the university website in the "Science" section.

A more detailed description of educational programs is posted on the web pages of departments and faculties: information about professional competencies, qualifications awarded, specialization, the specifics of the profession and the labor market, admission requirements and tuition fees. The web pages of the departments also contain general information about the department, management and teaching staff, international cooperation, research projects and practice bases.

Section "Home" contains academic calendars of the EP cluster, schedule of classes, exams, access to the educational portal "Platonus". The section "Employment of graduates" of the university website contains information about the employment of graduates in the context of faculties, the schedules of the job fair, the needs of the regions in specialists according to the data of NPP "Atameken". In addition, a survey of employers is carried out on the subject of satisfaction with employment and internship by students.

Announcements of internships and vacancies for students and graduates in various organizations are published on an ongoing basis. Information about the participation of students in various conferences, scientific grants, training on exchange programs is posted in the "News" section, etc.

The university publishes an advertising and information booklet containing general information about specialties, the benefits of studying at this faculty, exchange programs for students, teachers, partners, alumni, information on admission, terms and form of study, presentations and videos have been developed for recruiting activities in schools.

In order to make information about teaching staff available to the public, personal pages with brief biographical information and a list of publications in scientific publications [Platonus.caiu.edu.kz](http://Platonus.caiu.edu.kz) are posted on the university website.

### *Analytical part*

The members of the commission note the availability on the university website of objective and relevant information within the EP, including: implemented EP, indicating the expected learning outcomes; information on the possibility of qualifying at the end of the EP; information about the various opportunities provided to students; information on the achievements of the teaching staff of the EP, the rules for admitting applicants, educational programs, terms and form of study, international programs and partnerships of the university, the advantages of the university and each faculty, information on the employment of graduates, reviews of alumni, etc.

The university organized and actually proved the activities of the management of the EP and teaching staff in social networks and the media. The EP's management uses a variety of ways to disseminate information, including the media, information and social networks to inform the general public and stakeholders. To inform the entrants, information boards, posters, stands, banners, etc. are placed in the foyer of the educational buildings of the university. Information on the events held is placed in the "News" section. The rector's blog is a feedback channel for considering complaints and suggestions from interested parties, where control, recording of records, operational preparation and posting of answers to questions is carried out, however, the PA does not demonstrate a prompt response to a request.

The assessment of satisfaction with information about the activities of the university, the specifics and progress of the EP implementation is carried out regularly and systematically through questionnaires, surveys, feedback, as well as through the rector's blog. A survey of students, conducted during the visit of the EEC IAAR, showed that satisfaction with the awareness of students about the courses, EP, and academic degrees are completely satisfied - 92.5%, partially satisfied - 7.5% of students. The usefulness of the website of educational organizations in general and faculties in particular is completely satisfied - 91.8%, partially satisfied - 8.2% of students.

Members of the EEC state that the content of the university website (sections, banners, headings) is not updated regularly, there is a discrepancy between the information presented in the Russian and Kazakh versions.

The EEC members note that the quality of educational services provided by the university is systematically confirmed by the results of external procedures for assessing the quality of the university and educational programs. The university participates on an ongoing basis in the ratings of IAQAE, IAAR and Atameken. The EEC members also state that active participation in external evaluation procedures is systematically reflected on the CAIU web resources.

The mechanism for informing the participants of the educational process at the university is a single corporate information network "Platonus", through which information is collected and monitored on all educational programs, the users of which are only participants in the educational process, since access to the system is carried out through a login and password.

Thus, the EEC members note the need to update, expand and improve the information base of the electronic pages of the accredited EP in order to ensure the availability of the necessary information on all changes in the accredited EP for all interested parties, namely, information letters, announcements of foreign embassies about grants, new educational resources, financial reporting to strengthen the library fund and material and technical base of the OP of the cluster.

***Strengths / best practices***

Not identified.

***EEC recommendations***

The management of the EP on a regular basis to update information on all types of activities within the EP and ensure its identity in the context of languages to provide complete and objective information for all interested parties.

To inform the public about the availability of professional personnel within the accredited EP during the entire period of study, on a regular basis, update the personal data of the teaching staff of the departments in the context of each EP.

Publish financial statements on the provision and updating of the material and technical base in the framework of the implemented EP on a regular basis.

***Conclusions of the EEC: according to the standard "Informing the public": they have 9 satisfactory positions and 3 positions suggest improvement.***

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

***Standard "Management of the educational program"***

Availability of the Academic Policy, the Policy in the field of quality assurance, published and accessible to all interested parties, which reflects the main approaches, principles and mechanisms for ensuring and developing the quality of educational services provided.

***Standard "Information Management and Reporting"***

Not identified

***Standard "Development and approval of educational programs"***

Representativeness of stakeholders when conducting external examinations of the EP.

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

Not identified.

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

Not identified.

***Standard "Students"***

Not identified.

***Standard "Teaching staff"***

Not identified.

***Standard "Educational resources and student support systems"***

Not identified.

***Standard "Public Information"***

Not identified.

**(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVEMENT OF QUALITY**

***Standard "Management of the educational program"***

The management of the EP to adjust the development plans of the accredited EP to concretize their individuality and uniqueness, taking into account the main priorities of the development of the region and the country, to determine the indicative indicators of EP development in quantitative and percentage terms until January 2022.

The university management to determine those responsible for business processes within the EP by the end of the 2021-2022 academic year.

To plan and organize professional development of EP managers under educational management programs until the end of 2023.

**Standard "Information Management and Reporting"**

The management of the university to develop clear criteria for the frequency, forms and methods of assessing EP management, until the end of the 2021-2022 academic year.

Introduce in the work plan of the Collegial Bodies of the University questions about the effectiveness and efficiency of the EP implementation (annually).

**Standard "Development and approval of educational programs"**

The heads of the EP to establish the work of the Academic Committees with the involvement of experienced teachers and experts in the profile of the EP cluster in order to update the EP content on a regular basis until the end of the 2021–2022 academic year. of the year.

Conduct an analysis of the WEP EP to determine the list of disciplines in preparation for professional certification of students EP Foreign language: two foreign languages, EP Training of teachers of the Russian language and literature. by the end of the 2021-2022 academic year.

The EP management to develop and implement an action plan aimed at developing professional cooperation with Kazakhstani and foreign educational organizations for EP for the harmonization of modules in order to prepare joint EP by 2024.

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

Regularly update information about all changes in accredited EP on the university website.

Regulate the work of the Academic Committee in order to monitor and periodically evaluate the EP until January 2022.

The university management should develop an algorithm for interaction of support services to identify and meet the needs of various groups of students.

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

Provide in ESC opportunities to ensure the construction of flexible learning paths, including for various groups of students on a regular basis until the end of the 2021-2022 academic year.

To enhance the accessibility of content to students, ensure that classes are conducted in a synchronous and asynchronous format on a specific platform by the end of the 2021-2022 academic year.

To the EP management 6B01705 - Foreign language: two foreign languages, 6B 01702 - Training of teachers of the Russian language and literature to increase the share of our own developments in the field of teaching methods of academic disciplines and ensure its consideration by the collegial bodies of the public organization on a regular basis until September 2024.

Ensure regular participation of students in the formation of WEP and ESC of accredited EP as stakeholders by the end of the 2021-2022 academic year.

**Standard "Students"**

The EP's management should take measures to post on the website up-to-date information for applicants and students (availability and characteristics of the EP, conditions for admission and training) until March 2022.

Make changes to the Regulation on the adaptation of students, develop a program and provide for support measures for newly admitted students, publish the regulation and the program on the website until May 2022.

Ensure the participation of the Alumni Association in the development and management of EP, in promoting the employment of graduates until 2024. Inform university graduates about the



activities of the association and update the corresponding section on the website until December 2021.

**Standard "Teaching staff"**

The EP's management should ensure that the information on the teaching staff is updated and the structured presentation of this information on the university website by the end of 2021.

Regularly demonstrate the effectiveness of the questionnaire survey of the teaching staff, systemic feedback and informing about the measures taken as a result of the survey. Deadline: until the end of the 2021-2022 academic year.

To develop and implement a set of measures to introduce methods and techniques of teaching and learning in a blended learning environment: online, offline, distance learning, taking into account the changing role of the teacher in the context of student-centered learning. Deadline: until the end of the 2022-2023 academic year.

To the management of the EP 6B01705 - Foreign language: two foreign languages to strengthen the staff, increasing the proportion of teachers with basic education and advanced degrees, to ensure the teaching of specialized disciplines of the EP until 2024.

**Standard "Educational resources and student support systems"**

The EP management to ensure the uninterrupted functioning of WI-FI on the territory of the university until December 2021.

Specify the list and content of alternative disciplines that determine individual educational trajectories in the context of EP and ensure their real functioning on a regular basis until January 2024.

Provide the filling and updating of educational content with interactive resources, including video lectures, presentations, assignments, etc. in online and offline learning conditions until September 2022.

**Standard "Public Information"**

The management of the EP on a regular basis to update information on all types of activities within the EP and ensure its identity in the context of languages to provide complete and objective information for all interested parties.

To inform the public about the availability of professional personnel within the accredited EP during the entire period of study, on a regular basis, update the personal data of the teaching staff of the departments in the context of each EP.

Publish financial statements on the provision and updating of the material and technical base in the framework of the implemented EP on a regular basis.

**(IX) OVERVIEW OF EDUCATIONAL DEVELOPMENT RECOMMENDATIONS**

Absent

**Appendix 1. Evaluation table "SPECIALIZED PROFILE PARAMETERS"**

Conclusion of the external expert commission for assessing the quality of educational programs: 6B01101 Pedagogy and psychology, 6B01301 Pedagogy and methods of primary education, 6B01201 Preschool education and upbringing, 6B01705 Foreign language: two foreign languages, 6B01704 Kazakh language and literature (6B01701 Training), Kazakh language and literature  
6B01702 Training of teachers of Russian language and literature  
LLP "Central Asian Innovative University"

| Item No.  | NNo | Evaluation criteria   | Position of the educational organization |              |                |                |
|---|-----|---|--|--------------|----------------|----------------|
|   |     |   | Strong                                   | Satisfactory | To be improved | Unsatisfactory |
| <b>Standard «Management of Educational Programme»</b> |     |   |  |              |                |                |
| 1   | 1.  | The university must demonstrate the development of the goal and development strategy of the EP based on the analysis of external and internal factors with the wide involvement of various stakeholders   |  | +            |                |                |
| 2   | 2.  | The quality assurance policy should reflect the relationship between research, teaching and learning  |  | +            |                |                |
| 3   | 3.  | The university demonstrates the development of a culture of quality assurance   |  | +            |                |                |
| 4   | 4.  | Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint / double degree education and academic mobility   |  | +            |                |                |
| 5   | 5.  | The management of the EP ensures the transparency of the development plan for the development of the EP based on an analysis of its functioning, the real positioning of the university and the focus of its activities on meeting the needs of students, the state, employers and other stakeholders                               |  | +            |                |                |
| 6   | 6.  | The EP management demonstrates the functioning of the mechanisms for the formation and regular revision of the EP development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers and society, making decisions aimed at continuous improvement of the EP |  | +            |                |                |
| 7   | 7.  | The management of the EP should involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of the EP development plan   |  | +            |                |                |
| 8   | 8.  | The EP management must demonstrate the individuality and uniqueness of the EP development plan, its consistency with national development priorities and the development strategy of the educational organization   |  | +            |                |                |
| 9   | 9.  | The university must demonstrate a clear definition of those responsible for business processes within the EP, the distribution of staff duties, and the delimitation of the functions of collegial bodies   |  |              | +              |                |
| 10  | 10. | The management of the EP ensures the coordination of the activities of all persons involved in the development and management of the EP, and its continuous implementation, and also involves all interested parties in   |  | +            |                |                |

|  |     |  |  |           |          |  |
|--|-----|--|--|-----------|----------|--|
|  |     | this process   |  |           |          |  |
| 11   | 11. | The management of the EP must ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and the adoption of appropriate decisions   |  | +         |          |  |
| 12   | 12. | The management of the EP must carry out risk management  |  | +         |          |  |
| 13   | 13. | The management of the EP should ensure the participation of representatives of interested parties (employers, teaching staff, students) in the collegiate management bodies of the educational programme, as well as their representativeness in making decisions on the management of the educational programme |  | +         |          |  |
| 14   | 14. | The university must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals   |  | +         |          |  |
| 15   | 15. | The management of the EP must demonstrate its openness and accessibility for students, teaching staff, employers and other interested parties  |  | +         |          |  |
| 16   | 16. | The management of the EP confirms the completion of training in education management programmes.   |  | +         |          |  |
| 17   | 17. | The management of the EP should strive to ensure that the progress made since the last external quality assurance procedure is taken into account in preparation for the next procedure  |  | +         |          |  |
| <b>Total on standard</b>                               |     |  |  | <b>16</b> | <b>1</b> |  |
| <b>Standard «Information Management and Reporting»</b> |     |  |  |           |          |  |
| 18   | 1.  | The university must ensure the functioning of the system for collecting, analyzing and managing information based on modern information and communication technologies and software  |  | +         |          |  |
| 19   | 2.  | The EP Guide demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system   |  | +         |          |  |
| 20   | 3.  | The management of the EP demonstrates the existence of a reporting system that reflects the activities of all structural units and departments within the EP, including an assessment of their performance   |  | +         |          |  |
| 21   | 4.  | The university must determine the frequency, forms and methods for assessing the management of the EP, the activities of collegial bodies and structural divisions, top management   |  | +         |          |  |
| 22   | 5.  | The university must demonstrate a mechanism for ensuring the protection of information, including determining the persons responsible for the reliability and timeliness of information analysis and data provision  |  | +         |          |  |
| 23   | 6.  | The university demonstrates the involvement of students, employees and teaching staff in the processes of collecting and analysing information, as well as making decisions  |  | +         |          |  |

|   |     |  |  |           |  |  |
|---|-----|--|--|-----------|--|--|
|   |     | based on them  |  |           |  |  |
| 24  | 7.  | The management of the EP must demonstrate the existence of mechanisms for communication with students, employees and other interested parties, including conflict resolution   |  | +         |  |  |
| 25  | 8.  | The university must ensure the measurement of the degree of satisfaction with the needs of students, teaching staff and staff within the framework of the EP and demonstrate evidence of the elimination of identified shortcomings                      |  | +         |  |  |
| 26  | 9.  | The university must evaluate the effectiveness and efficiency of activities in the context of the EP   |  | +         |  |  |
|   |     | <i>The information collected and analyzed by the university within the framework of the EP should take into account:</i>   |  | +         |  |  |
| 27  | 10. | key performance indicators   |  | +         |  |  |
| 28  | 11. | dynamics of the contingent of students in the context of forms and types;–   |  | +         |  |  |
| 29  | 12. | level of progress, students' achievements and expulsion  |  | +         |  |  |
| 30  | 13. | satisfaction of students with the implementation of the EP and the quality of education at the university  |  | +         |  |  |
| 31  | 14. | availability of educational resources and support systems for students   |  | +         |  |  |
| 32  | 15. | employment and career growth of graduates  |  | +         |  |  |
| 33  | 16. | Students, teaching staff and staff must document their consent to the processing of personal data  |  | +         |  |  |
| 34  | 17. | The management of the EP should contribute to the provision of the necessary information in the relevant fields of science   |  | +         |  |  |
| <b>Total on standard</b>  |     |  |  | <b>17</b> |  |  |
| <b>Standard «Development and Approval of the Education Programme»</b> |     |  |  |           |  |  |
| 35  | 1.  | The HEI must demonstrate the existence of a documented procedure for the development of the EP and its approval at the institutional level   |  | +         |  |  |
| 36  | 2.  | The HEI must demonstrate the compliance of the developed EP with the established goals and planned learning outcomes   |  | +         |  |  |
| 37  | 3.  | The management of the EP should determine the influence of disciplines and professional practices on the formation of learning outcomes  |  | +         |  |  |
| 38  | 4.  | The HEI demonstrates the existence of a EP graduate model that describes learning outcomes and personal qualities  |  | +         |  |  |
| 39  | 5.  | The qualification awarded upon completion of the EP must be clearly defined, explained and correspond to a certain level of the NSC, QF-EHEA   |  | +         |  |  |
| 40  | 6.  | The management of the EP must demonstrate the modular structure of the program based on ECTS, ensure that the structure of the content of the EP corresponds to the goals set, with a focus on achieving the planned learning outcomes for each graduate |  | +         |  |  |



|  |     |  |          |          |          |  |
|--|-----|--|----------|----------|----------|--|
| 41   | 7.  | The management of the EP must ensure that the content of academic disciplines and learning outcomes correspond to each other and the level of education (bachelor's, master's, doctoral studies)   |          | +        |          |  |
| 42   | 8.  | The management of the EP must demonstrate the conduct of external reviews of the EP  | +        |          |          |  |
| 43   | 9.  | The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development and quality assurance of the EP                          |          | +        |          |  |
| 44   | 10. | The EP management must demonstrate the uniqueness of the educational programme, its positioning in the educational market (regional/national/international)  |          |          | +        |  |
| 45   | 11. | An important factor is the possibility of preparing students for professional certification  |          | +        |          |  |
| 46   | 12. | An important factor is the presence of a joint (s) and/or two-degree EP with foreign HEI   |          |          | +        |  |
| <b>Total on standard</b>   |     |  | <b>1</b> | <b>9</b> | <b>2</b> |  |
| <b>Standard «On-Going Monitoring and Periodic Review of Educational Programme»</b> |     |  |          |          |          |  |
| 47   | 1.  | The HEI must ensure the revision of the structure and content of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society           |          | +        |          |  |
| 48   | 2.  | The HEI must demonstrate the existence of a documented procedure for monitoring and periodic evaluation in order to achieve the goal of the EP and continuously improve the EP                     |          | +        |          |  |
|  |     | Monitoring and periodic evaluation of the SP should consider:  |          | +        |          |  |
| 49   | 3.  | the content of the program in the context of the latest achievements of science and technology in a particular discipline  |          | +        |          |  |
| 50   | 4.  | changes in the needs of society and the professional environment   |          | +        |          |  |
| 51   | 5.  | load, progress and graduation of students  |          | +        |          |  |
| 52   | 6.  | effectiveness of student assessment procedures   |          | +        |          |  |
| 53   | 7.  | needs and degree of satisfaction of students   |          | +        |          |  |
| 54   | 8.  | compliance of the educational environment and the activities of support services with the goals of the EP  |          | +        |          |  |
| 55   | 9.  | The management of the EP should publish information about changes to the EP, inform interested parties about any planned or undertaken actions within the EP                                       |          |          | +        |  |
| 56   | 10. | Support services should identify the needs of various groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, mastering the EP as a whole |          |          | +        |  |
| <b>Total on standard</b>   |     |  |          | <b>8</b> | <b>2</b> |  |
| <b>Standard «Student-Centered Learning, Teaching and Performance Evaluation»</b>   |     |  |          |          |          |  |

|                            |     |   |  |  |          |          |
|----------------------------|-----|---|--|--|----------|----------|
| 57                         | 1.  | The management of the EP should ensure respect and attention to various groups of students and their needs, providing them with flexible learning paths   |  |  | +        |          |
| 58                         | 2.  | The management of the EP should ensure teaching based on modern achievements of world science and practice in the field of training, the use of various modern methods of teaching and evaluating learning outcomes that ensure the achievement of the goals of the EP, including competencies, skills to perform scientific work at the required level |  |  | +        |          |
| 59                         | 3.  | The management of the EP should determine the mechanisms for distributing the teaching load of students between theory and practice within the framework of the EP, ensuring the mastery of the content and achievement of the objectives of the EP by each graduate of a procedure for responding to complaints from students.                         |  |  | +        |          |
| 60                         | 4.  | An important factor is the availability of own research in the field of teaching methods for the disciplines of the EP  |  |  | +        |          |
| 61                         | 5.  | The HEI must ensure that the procedures for evaluating learning outcomes are in line with the planned results and goals of the EP   |  |  | +        |          |
| 62                         | 6.  | The HEI must ensure the consistency, transparency and objectivity of the mechanism for assessing the learning outcomes of the EP, the publication of criteria and assessment methods in advance   |  |  | +        |          |
| 63                         | 7.  | Assessors should be proficient in modern methods for assessing learning outcomes and regularly improve their skills in this area  |  |  | +        |          |
| 64                         | 8.  | The EP management must demonstrate the existence of a feedback system on the use of various teaching methods and the assessment of learning outcomes  |  |  | +        |          |
| 65                         | 9.  | The management of the EP must demonstrate support for the autonomy of learners while providing guidance and assistance from the teacher   |  |  | +        |          |
| 66                         | 10. | The management of the EP must demonstrate the existence   |  |  | +        |          |
| <b>Total on standard</b>   |     |   |  |  | <b>8</b> | <b>2</b> |
| <b>Standard «Students»</b> |     |   |  |  |          |          |
| 67                         | 1.  | The HEI must demonstrate the policy of forming a contingent of students and ensure transparency, publicity of the procedures governing the life cycle of students (from admission to completion)  |  |  | +        |          |
| 68                         | 2.  | The management of the EP should provide for special adaptation and support programs for newly enrolled and foreign students   |  |  | +        |          |
| 69                         | 3.  | The HEI must demonstrate the compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education   |  |  | +        |          |
| 70                         | 4.  | The HEI must provide an opportunity for external and internal academic mobility of students, as well as assist them   |  |  | +        |          |

|                                  |     |   |  |           |          |  |
|----------------------------------|-----|---|--|-----------|----------|--|
|                                  |     | in obtaining external grants for study  |  |           |          |  |
| 71                               | 5.  | The university should encourage students to self-education and development outside the main program (extracurricular activities)  |  | +         |          |  |
| 72                               | 6.  | An important factor is the existence of a mechanism to support gifted students  |  | +         |          |  |
| 73                               | 7.  | The HEI must demonstrate cooperation with other educational organizations and national centers of the «European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers» ENIC / NARIC in order to ensure comparable recognition of qualifications |  | +         |          |  |
| 74                               | 8.  | The HEI must provide students with internship places, demonstrate the procedure for facilitating the employment of graduates, maintaining contact with them   |  | +         |          |  |
| 75                               | 9.  | The HEI must demonstrate the procedure for issuing documents to graduates confirming the qualifications received, including the achieved learning outcomes  |  | +         |          |  |
| 76                               | 10. | The EP management must demonstrate that program graduates have skills that are in demand in the labor market and that these skills are really relevant  |  | +         |          |  |
| 77                               | 11. | The management of the EP must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates   |  | +         |          |  |
| 78                               | 12. | An important factor is the presence of an active alumni association/union   |  |           | +        |  |
| <b>Total on standard</b>         |     |   |  | <b>11</b> | <b>1</b> |  |
| <b>Standard «Teaching Staff»</b> |     |   |  |           |          |  |
| 79                               | 1.  | The HEI must have an objective and transparent personnel policy in the context of the EP, including recruitment (including invited teaching staff), professional growth and development of staff, ensuring the professional competence of the entire staff  |  | +         |          |  |
| 80                               | 2.  | The HEI must demonstrate the compliance of the qualitative composition of the teaching staff with the established qualification requirements, the strategy of the university, and the goals of the EP   |  | +         |          |  |
| 81                               | 3.  | The management of the EP should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning and teaching   |  |           | +        |  |
| 82                               | 4.  | The HEI should provide opportunities for career growth and professional development of teaching staff, including young teachers   |  | +         |          |  |
| 83                               | 5.  | The HEI must involve in the teaching of specialists from relevant industries with professional competencies that meet the requirements of the EP  |  | +         |          |  |
| 84                               | 6.  | The HEI must demonstrate the existence of a motivation mechanism for the professional and personal development of teaching staff  |  | +         |          |  |
| 85                               | 7.  | The HEI must demonstrate the widespread use of information and communication technologies and software  |  | +         |          |  |

|   |     |  |  |          |          |   |
|---|-----|--|--|----------|----------|---|
|   |     | in the educational process by the teaching staff (for example, on-line training, e-portfolio, MEPs, etc.)  |  |          |          |   |
| 86  | 8.  | The HEI must demonstrate the focus on the development of academic mobility, attracting the best foreign and domestic teachers  |  |          | +        |   |
| 87  | 9.  | The HEI must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity at the university, determine the contribution of the teaching staff, including those invited, to achieving the goals of the EP |  | +        |          |   |
| 88  | 10. | An important factor is the involvement of teaching staff in the development of the economy, education, science and culture of the region and the country   |  | +        |          |   |
| <b>Total on standard</b>  |     |  |  | <b>8</b> | <b>2</b> |   |
| <b>Standard «Education Resources and Student Support Systems»</b> |     |  |  |          |          |   |
| 89  | 1.  | The HEI must guarantee the compliance of the infrastructure, educational resources, including material and technical, with the goals of the educational programme  |  | +        |          |   |
| 90  | 2.  | The management of the EP must demonstrate the sufficiency of classrooms, laboratories and other facilities equipped with modern equipment to ensure the achievement of the objectives of the EP  |  | +        |          |   |
|   |     | <i>The HEI must demonstrate the compliance of information resources with the needs of the university and the ongoing EP, including in the following areas:</i>   |  | +        |          |   |
| 91  | 3.  | technological support for students and teaching staff in accordance with educational programs (for example, online learning, modeling, databases, data analysis programs)  |  | +        |          |   |
| 92  | 4.  | library resources, including a fund of educational, methodical and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases                            |  | +        |          |   |
| 93  | 5.  | examination of the results of research, final works, dissertations for plagiarism  |  | +        |          |   |
| 94  | 6.  | access to educational Internet resources   |  | +        |          |   |
| 95  | 7.  | functioning of WI-FI on its territory  |  |          |          | + |
| 96  | 8.  | The HEI must demonstrate that it creates conditions for conducting scientific research, integrating science and education, publishing the results of research work of teaching staff, staff and students   |  | +        |          |   |
| 97  | 9.  | The HEI should strive to ensure that the educational equipment and software used for the development of educational programs are similar to those used in the relevant sectors of the economy  |  | +        |          |   |
| 98  | 10. | The management of the EP must demonstrate the existence of procedures for supporting various groups of students, including information and counseling  |  | +        |          |   |
| 99  | 11. | The management of the EP must show the existence of conditions for the advancement of the student along an individual educational trajectory   |  |          |          | + |



|                                      |     |   |          |           |           |  |
|--------------------------------------|-----|---|----------|-----------|-----------|--|
| 100                                  | 12. | The HEI must take into account the needs of different groups of students (adults, working, foreign students, as well as students with special educational needs)  |          | +         |           |  |
| 101                                  | 13  | The HEI must ensure that the infrastructure meets the safety requirements   |          | +         |           |  |
| <b>Total on standard</b>             |     |   |          | <b>11</b> | <b>2</b>  |  |
| <b>Standard «Public Information»</b> |     |   |          |           |           |  |
| 102                                  | 1.  | The HEI guarantees that the published information is accurate, objective, up-to-date and reflects all areas of the university's activities within the framework of the educational programme                          |          |           | +         |  |
| 103                                  | 2.  | Informing the public should include support and explanation of the national development programs of the country and the system of higher and postgraduate education   |          | +         |           |  |
| 104                                  | 3.  | The management of the HEI should use a variety of ways to disseminate information (including the media, web resources, information networks, etc.) to inform the general public and interested parties                |          | +         |           |  |
|                                      |     | <i>Information about the educational program is objective, up-to-date and should include:</i>   |          | +         |           |  |
| 105                                  | 4.  | the purpose and planned results of the EP, the qualifications to be awarded   |          | +         |           |  |
| 106                                  | 5.  | information and evaluation system of educational achievements of students   |          | +         |           |  |
| 107                                  | 6.  | information about academic mobility programs and other forms of cooperation with partner universities, employers  |          | +         |           |  |
| 108                                  | 7.  | information about the opportunities for the development of personal and professional competencies of students and employment  |          | +         |           |  |
| 109                                  | 8.  | data reflecting the positioning of the EP in the market of educational services (at the regional, national, international levels)   |          | +         |           |  |
| 110                                  | 9.  | An important factor is the publication on open resources of reliable information about the teaching staff, in the context of personalities  |          |           | +         |  |
| 111                                  | 10. | The university must publish audited financial statements for the EP on its own web resource   |          |           | +         |  |
| 112                                  | 11. | The university must post information and links to external resources based on the results of external evaluation procedures   |          | +         |           |  |
| 113                                  | 12. | An important factor is the placement of information about cooperation and interaction with partners, including scientific/ consulting organisations, business partners, social partners and educational organisations |          | +         |           |  |
| <b>Total on standard</b>             |     |   |          | <b>9</b>  | <b>3</b>  |  |
| <b>TOTAL</b>                         |     |   | <b>1</b> | <b>89</b> | <b>15</b> |  |