



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

of educational Programmes

6B01401 TRAINING OF TEACHERS OF PRIMARY MILITARY TRAINING,  
6B01404 PHYSICAL EDUCATION AND SPORTS, 6B01502 CHEMISTRY,  
6B01503 BIOLOGY, 6B01405 MUSIC EDUCATION,  
6B01509 MATHEMATICS

«CENTRAL ASIAN INNOVATION UNIVERSITY » LLP

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

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

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

**Addressed to the Accreditation  
Council of IAAR**



## **REPORT**

**on the results of the work of the external expert commission for the evaluation  
of educational Programmes**

**6B01401 TRAINING OF TEACHERS OF PRIMARY MILITARY TRAINING,  
6B01404 PHYSICAL EDUCATION AND SPORTS, 6B01502 CHEMISTRY,  
6B01503 BIOLOGY, 6B01405 MUSIC EDUCATION, 6B01509 MATHEMATICS  
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***Date of the on-line visit using the hybrid model: from "12" to "14" October 2021***

**Shymkent**

**"14" October 2021**

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

The following abbreviations and designations are used in this self-assessment report:

AC	Academic calendar
AIS	Automated information system
BD	Basic disciplines
HEI	Higher education institution
SAC	State Attestation Commission
SE	State exam
DLT	Distance learning technologies
UNT	Unified national testing
FSC	Final state certification
ICT	Information and communication technology
IC	Individual curriculum
YAC	Youth Affairs Committee
CTT	Credit technology of training
CED	Catalog of elective disciplines
MES RK	Ministry of Education and Science of the Republic of Kazakhstan
MEP	Modular educational programs
IFRS	International Financial Reporting Standards
HIP	Research work
SRW	Student's research work
MA	Methodological advice
DMQMSA	Department of Monitoring, Quality Management System and Accreditation
GED	General education disciplines
EP	Educational program
RO	Registrar's Office
PD	Profile disciplines
TS	Teaching staff
WC	Working curriculum
QMS	Quality management system
IWS	Independent work of the student
IWSGT	Independent work of students under the guidance of a teacher
SC	Standard curriculum
TSS	Training and support staff
EMCD	Educational and methodical complex of the discipline
EMCS	Educational and methodical complex of the specialty

## (II) INTRODUCTION

In accordance with Order No. 113-21-OD dated 01.09.2021 of the Independent Accreditation and Rating Agency, from October 12 to 14, 2021, an external expert commission assessed the compliance of educational programs 6B01401 Training of teachers of primary military training, 6B01404 Physical Culture and Sports, 6B01502 Chemistry, 6B01503 Biology, 6B01405 Music Education, 6B01509 Mathematics of the Central Asian Innovation University (Shymkent) with the standards of specialized accreditation of IAAR (No. 57-20-OD dated June 16, 2020 G.).

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

### **The composition of the EEC IAAR:**

*Chairman of the EEC* – Tabishev Timur Arsenovich, c.p.s, Associate Professor, Head of the Admission Commission of the Kabardino-Balkarian State University named after H.M. Berbekov, federal expert of Rosobrnadzor and the Guild of Experts of the Russian Federation, expert of the quality of higher education according to international ESG standards (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 (Khujant city, Republic of Tajikistan).

*IAAR Expert* – Belykh Yuri Eduardovich, Candidate of Physical and Mathematical Sciences, Associate Professor, Vice-Rector for Academic Affairs of Grodno State University named after Yanki Kupala (Grodno, Republic of Belarus).

*IAAR Expert* – Filippov Sergey Konstantinovich, Doctor of Sciences ABO Academy (city. Turku, Finland).

*IAAR Expert* – Abenova Bibigul Seilovna, Candidate of Pedagogical Sciences, associate professor of Aktobe Regional University named after K. Zhubanov (Aktobe city, Republic of Kazakhstan).

*IAAR Expert* – Bodeev Marat Turymovich, Candidate of Biological Sciences, Associate professor of the Karaganda University named after Academician E.A. Buketov (Karaganda city, Republic of Kazakhstan).

*IAAR Expert* – Burbekova Saule Zhorabekovna, Candidate of Philological Sciences, Associate Professor, Astana IT University (Nur-Sultan city, Republic of Kazakhstan).

*IAAR Expert* – Zakirova Dilnara Ikramkhanova, PhD, Professor at Turan University (Almaty, Republic of Kazakhstan).

*IAAR Expert* – Камкин Виктор Александрович, кандидат биологических наук., ассоциированный профессор Торайгыров Университета (город Павлодар, Республика Казахстан).

*IAAR Expert* – Каримова Гульмира Сарсемхановна, PhD, старший преподаватель Казахского национального педагогического университета им. Абая (город Алматы, Республика Казахстан).

*IAAR Expert* – Кудабаяева Айгуль Калдыбековна, кандидат технических наук, доцент Таразского университета им. М.Х. Дулати (город Тараз, Республика Казахстан).

*IAAR Expert* – Кайнбаева Жамила Советовна, к.п.н., старший преподаватель Западно-Казахстанского университета им. М. Утемисова, член Евразийского союза дизайнеров (город Уральск, Республика Казахстан).

*IAAR Expert* – Кузбакова Гульнара Жанабергеновна, кандидат искусствоведения, музыковед, доцент Казахского национального университета искусств, член ICTM (International Council of Traditional Music) (город Нур-Султан, Республика Казахстан).

*IAAR Expert* – Kulakhmetova Mergul Sabitovna, Candidate of Philological Sciences, Associate Professor of Pavlodar Pedagogical University (Pavlodar city, Republic of Kazakhstan).

*IAAR Expert* – Lebedeva Larisa Anatolyevna, Candidate of Pedagogical Sciences, Associate professor of the Kazakh National Pedagogical University named after Abai (Almaty, Republic of Kazakhstan).

*IAAR Expert* – Mamyrkhanova Jamilya Temirgalievna, PhD, Associate professor of the Dulati Taraz University (Taraz city, Republic of Kazakhstan).

*IAAR Expert* – Gulbakhyt Zholdasbekovna Menlibekova, Doctor of Pedagogical Sciences, Professor of L.N. Gumilyov Eurasian National University (Nur-Sultan city, Republic of Kazakhstan).

*IAAR Expert* – Mirzoeva Leyla Yurievna, Doctor of Philology, Professor of the University named after Suleiman Demirel (Almaty, Republic of Kazakhstan).

*IAAR Expert* – Rakisheva Aigul Kuanyshbaevna, Candidate of Economic Sciences, Head of the Center for the Study of the Family Institute of the Kazakhstan Institute of Social Development "Rukhani Zhandyru" (Nur-Sultan city, Republic of Kazakhstan).

*IAAR Expert* – Safarov Ruslan Zairovich, Candidate of Chemical Sciences, Associate Professor of the L.N. Gumilyov Eurasian National University (Nur-Sultan, Republic of Kazakhstan).

*IAAR Expert* – Tatarinova Lola Furkatovna, PhD in Law, Associate Professor of the International University of Business UIB (Almaty, Republic of Kazakhstan).

*IAAR Expert* – Turtkarayeva Gulnara Bayanovna, Candidate of Pedagogical Sciences, associate professor of Kokshetau University named after Sh. Ualikhanov (city of Kokshetau, Republic of Kazakhstan).

*IAAR Expert* – Urmashiev Baydaulet Amantayevich, Candidate of Physical and Mathematical Sciences, Associate Professor of Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan).

*IAAR Expert* – Shkutina Larisa Arnoldovna, Doctor of Pedagogical Sciences, Professor of the Karaganda University named after Academician E.A. Buketov (Karaganda city, Republic of Kazakhstan).

*IAAR Expert* – Irina Chidunchi, PhD, Associate Professor of Toraigyrov University (Pavlodar city, Republic of Kazakhstan).

*IAAR Expert* – Yuri A. Pilipenko, President of the Association of Manufacturers 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 Shymkent (Shymkent city, Republic of Kazakhstan).

*IAAR Expert, student* – Aimurzieva Aruzhan Kanatovna, a 3rd-year student of the educational program 6B02508 Chemistry of the Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan).

*IAAR Expert, student* – Batyrova Akmaral Meyrkhankyzy, a 2nd-year student of the educational program 6B04132 State and Local Administration of Aktobe Regional University named after K. Zhubanov (Aktobe city, Republic of Kazakhstan).

*IAAR Expert, student* – Egizbaeva Asylzat Yerkinzyzy, a student of the 1st year of the educational program 7M06149 Information Systems of the Korkyt Ata Kyzylorda University (Kyzylorda city, Republic of Kazakhstan).

*IAAR Expert, student* – Sarabek Nazerke Yerikkyzy, a 3rd-year student of the specialty primary school teacher of Aktobe Humanitarian College (Aktobe city, Republic of Kazakhstan).

*IAAR Expert, student* – Kadirzhan Daurenbek Zhanatuly, a 4th-year student of the educational program 6B01401 Physical culture and Sports of the Arkalyk Pedagogical Institute named after Y. Altynsarina (Arkalyk city, Republic of Kazakhstan).



*IAAR Expert, student* – Kuserbayev Rakhymzhan Nurbolovich, a 4th-year student of the educational program 5B030100 Jurisprudence of the Kainar Academy (Almaty city, the Republic of Kazakhstan).

*IAAR Expert, student* – Maksatbekkyzy Nazerke, 3rd year student of the educational program 6B01503 Physics and Computer Science, Minister of the Student government of Suleiman Demirel University (Kaskelen city, Republic of Kazakhstan).

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

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

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

The University carries out its activities on the basis of license No. KZ16LAA00025036 dated 02.03.2021, issued by the Committee for Quality Assurance in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan. Educational activities are conducted in 36 bachelor's degree programs and 7 master's degree programs.

The university has 4 faculties: 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, the Department of Technology and Informatization, the Department of Information Technology and Design, the Department of Art, the Department of Initial Military Training and Physical Culture, the Department of Sports.

The contingent of students is only 8623 people, of which: 8038 people in bachelor's degree programs, 585 people in master's degree programs.

Employment of graduates of the last three years according to accredited OP cluster:

EP 6B01509 Mathematics in 2020-2021 - 50%.

According to EP 6B01401 Training of primary military training teachers - 53.5%, 6B01404 Physical culture and sports -62.8%, 6B01502 Chemistry -57% , 6B01503 Biology -20, 6B01405 Music education -83% for 2019-2020.

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

Educational programs 6B01401 Training of teachers of primary military training, 6B01404 Physical culture and sports, 6B01405 Music education, 6B01502 Chemistry, 6B01503 Biology, 6B01509 Mathematics LLP "Central Asian Innovation University" external assessment on compliance with the standards of specialized accreditation are the first.

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

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 in the period from October 12 to 14, 2021 in online mode using a hybrid model.

In order to coordinate the work of the EEC on 08.10.2021, an introductory meeting was held, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and an 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 74 representatives took part in the meetings (table 1).

Table 1 - Information about participants of meetings with the IAAR CENTURY:

Category of participants	Quantity
Rector	1
Vice –Rectors	7
Heads of structural divisions	19
Deans	4
Heads of departments, heads of OP	14
Teachers	29
Students	56
Graduates	26
Employers	32
Total	74

\* register the actual participation, or calculate from the visit program exactly according to your cluster

At the online meeting of the IAR EC with target groups, the mechanisms for implementing the university's policy were clarified and the individual 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 in Educational program 6B04132 State and local Administration, 6B11102 Tourism, 6B01501 Training of computer science teachers: an assembly hall, a conference hall, an Arman training camp, a test center, a library, reading rooms, gyms, a gym, a swimming pool, a football field, a student canteen, a dormitory, computer classes, laboratories, as well as specialized offices, including hotel business and computer science.

During the accreditation period, distance classes were attended:

The members of the EEC viewed video recordings from the practice bases:

- akimat of the Enbekshinsky district of Shymkent;
- CANVAS Hotel.

In accordance with the accreditation procedure, 140 teachers and 134 students were interviewed.

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

As part of the planned program, recommendations for improving accredited educational programs of the university, developed by the EEC based on the results of the examination, were presented at an online meeting with the management on 14.10.2021.



## (VI) COMPLIANCE WITH THE SPECIALIZED ACCREDITATION STANDARDS

### 6.1. Standard "Management of the educational programme"

- ✓ *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 the 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 review of the EP development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers and society, making decisions aimed at continuous improvement of the EP.*
- ✓ *The EP management should involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of the EP development plan.*
- ✓ *The 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.*
- ✓ *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.*
- ✓ *Руководство 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.*

#### ***The evidentiary part***

The educational activities of the university are carried out in accordance with the regulatory legal acts of the Republic of Kazakhstan in the field of higher and postgraduate education. During the planned meetings of the EEC members with the leadership of the university and the staff, the consistency of the accredited educational programs with the strategy, mission and vision was established. The strategic plan for the development of the university, approved by the Academic Council of the university (protocol No. 1 dated March 26, 2021).

Preparation at the university for accredited educational programs is carried out in full-time and with the use of DOT in accordance with the State License for Educational Activities No. KZ16LAA00025036, issued by the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan on 03/02/2021.

The university has a policy in the field of education quality, approved by the Academic Council (protocol No. 1 dated March 26, 2021).

To support the main business processes at the university, a set of internal regulatory documentation has been developed that regulates the implementation of the EP.

When developing the EP, they are guided by the documented procedure DP-04-21

"Development of an educational program", approved by the Academic Council on March 26, 2021, Protocol No. 1.

The development plan for 2019-2023 and the Graduate Model of accredited EPs, approved by the RS (Minutes No. 1 dated March 26, 2021), are drawn up according to a single format adopted for all EPs. Experts note the need to make adjustments to both the Development Plan and the Graduate Model, focusing on the specific features of accredited EPs. The management of the EP involves representatives of employers and experienced teachers in the development of the EP, some of which are members of collegiate bodies. So, according to the EP "6B01509-Mathematics", the following took part in the development of the EP: the director of the general secondary school No. 87 named after A. Nazarbekov Kapparova A.S.; director of school-lyceum No. 52 Bimyrzaeva A.Zh., director of lyceum No. 24 named after S. Yerubaeva Nysanbaev Zh.T.

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.

Conversations with students of accredited EPs, teaching staff of the graduating department, and acquaintance with internal documentation at the department made it possible to verify the functioning of the internal quality management system.

The management of the educational program was trained in the programs "Management in Education" (Certificate No. 0078, issued on 06/21/2019).

### *Analytical part*

At the same time, some issues related to this standard are not fully reflected in the self-report and were not confirmed during the EEC visit.

Experts note that the uniqueness and advantage of the EP submitted for evaluation over similar educational programs of other universities has not been sufficiently confirmed, this opinion was confirmed both during the interviews of the EP leaders and in the analysis of the submitted documentation.

Not enough attention is paid to ensuring the quality of activities performed by partners, in particular, in the implementation of academic mobility. Thus, it was not possible to track the monitoring of students traveling to other universities, who were trained through online consultations, correspondence with host universities, etc.

The development plans of accredited EPs analyzed by experts: 6B01401 Training of teachers of primary military training, 6B01404 Physical culture and sports, 6B01502 Chemistry, 6B01503 Biology, 6B01405 Music education, 6B01509 Mathematics do not contain an analysis of the external, internal environment, positioning of the EP. The work on risk management of the EP implementation has not been systematized. The experts could not verify the existence of records showing how the analysis of the classroom fund is carried out, the sufficiency of computer classes, the necessary software, etc. to train a new contingent of students and to develop new educational programs.

In the course of studying the materials of the self-assessment report, conversations with the management of the EP and the heads of structural divisions, it was not documented that the university analyzes and practically implements innovative proposals, and ensures the connection of research work with the implementation of the EP.

The Commission notes that for the accredited EP, some work has been done to strengthen the documentation of all the main business processes governing the implementation of the EP, an analysis of information on the implementation of the EP has been carried out by considering these issues at meetings of the department, the educational and methodological council and the Academic Council. But when implementing the main business processes, the requirements of internal regulatory documents are not taken into account.

At the same time, the graduating department should more clearly monitor the effectiveness of ongoing processes by using target indicators that allow tracking the effectiveness and efficiency of EP management.

According to the results of the survey, 91.8% of students are fully satisfied with the level of accessibility, 6.7% of students are “partially not satisfied”.

***Strengths/best practice***

- training in education management programs of the leadership of the EP

***Recommendations of the EEC:***

1. Ensure the quality of activities performed by partners in the implementation of academic mobility of students and teaching staff.

2. Taking into account changes in the factors of the external, internal environment and positioning of the EP, carry out corrective and preventive actions aimed at continuous improvement of the EP, including by introducing changes and additions to the EP Development Plan.

3. The leadership of the EP to carry out comprehensive work to determine and formulate the individuality, uniqueness of educational programs in accordance with the main priorities for the development of the economy of the region and the country. Deadline - until 2022-2013 year.

4. Systematically analyze risk management, training methods and course content with subsequent application of its results in the development of the EP development plan.

5. Provide innovation management within the EP, including the analysis and implementation of innovative proposals. Deadline - 2023

***Conclusions of the EEC according to the criteria:***

*According to the standard "Management of the educational program", 17 criteria are disclosed, of which 1 has a strong position, 10 - satisfactory and 6 - suggests improvements.*

***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 Guide 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 the 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 EP management must demonstrate the existence of communication mechanisms 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 dropout;*

*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*

### ***The evidentiary part***

Central Asian Innovative University has an official website ([www.caiu.edu.kz](http://www.caiu.edu.kz)), which represents a certain amount of information. The university also uses автоматизированная utomated information system for managing the educational process "Platonus", an information system for the complex automation of libraries KABIS, into which electronic textbooks and teaching aids are loaded. Portals are available from various devices (phone, laptop, etc.).

The university has implemented processes for collecting and analyzing information, and for information management, the educational portal of the university is used, where the regulatory documents of the university are located.

Assessment of the dynamics of the contingent of students and their performance are discussed at meetings of the University's Educational and Methodological Council and reports are heard on the implementation of the main activities to develop and improve the quality of the educational process.

To improve the quality of teaching, the department of UMO and IE held seminars (<https://caiu.edu.kz/seminars-and-master-classes-ru/>).

During the interview, the university management reported that at the meetings of the Educational and Methodological Council, plans and reports of research work, the state of the level of students' preparation, the results of the analysis of examination sessions and other issues related to evaluating the effectiveness and efficiency of departments are considered.

The university assesses the rating of teaching staff and the assessment affects the calculation of wages for the next academic year.

During interviews with teaching staff and students, it turned out that the survey "Satisfaction with the quality of education" is carried out 1 time at the end of the academic year. In the course of acquaintance with the website of the university, it was revealed that, in general, the satisfaction of students with the quality of education is high. It was also revealed that students are satisfied with the quality of library and information services.

A survey of students about satisfaction with educational resources showed the following: to the question "Are you satisfied with the material and technical condition, the quality of food in the canteen and the conditions in the student dormitory" in the 2018-2019 academic year, 65% of respondents answered positively, and in the 2019-2020 academic year this figure was more than 80%.

The AIS Platonus operates at the University, which contains all educational materials in the EMCD section, namely curricula, syllabuses, lecture notes, guidelines, teaching aids, questions, video lectures.

During the conversation with the teaching staff and students, it was found that, based on the results of the survey of teaching staff and employees, a proposal was received to increase wages. This proposal was considered at the Council of Founders and by order of the President in the 2020-2021 academic year, the salary of teaching staff and employees was increased by 10-25%. The scholarship named after Mardan Saparbayev is approved annually, and the presidential scholarship is also distributed.

The procedure for issuing consent to the processing of personal data is available in Regulations PD-28-21 on the official website. The university ensures the protection of the rights and freedoms of subjects when processing their personal data using automation tools. Internal regulations have been developed to regulate the protection of personal data of teaching staff and employees. The security of personal data during their processing in the information systems of the university is ensured using the information security system.

In general, the teaching staff is satisfied with the attitude of the management towards themselves and believe that this university has great potential for further development

***Analytical part***

The university has a system for collecting, analyzing and managing information on undergraduate educational programs, which consists in regular monitoring of educational programs, analysis of the achievement of target indicators, conducting surveys of employers, graduates, teaching staff and students and analyzing the results of the survey.

The report states that all departments draw up work plans for the academic year, which are considered and approved at meetings of the Academic Council or the Educational and Methodological Council. However, in the course of familiarization with the work plans of the departments, it was revealed that they are drawn up formally. Responsible departments and persons do not check the strategic plans of the departments.

When reviewing the self-report and visiting the university website, as well as interviewing employers and students, the EEC revealed that interested persons are not members of the collegiate bodies, and did not find the composition of the collegiate bodies on the university website.

The self-report provided information that in most cases all conflicts are resolved at the level of the head of the department or the dean of the faculty. -student → dean's office. In this case, written applications from students and teachers are registered with the dean's office and considered at the dean's level; -student → rector.

However, in the course of familiarization with the university website and during interviews with the university administration, students and graduates, it was revealed that the rector's block practically does not work, and information about the decisions made by the administration of the university and the teaching staff of the university is not provided at the proper level.

When reviewing the documentation of the university and the self-report of the EP, it was revealed that the figures given for the contingent of students do not match the actual data, and distort information about the programs.

***Strengths/best practice***

Not identified

***EEC recommendations for OP 6B01401-Training of teachers of primary military training, 6B01404-Physical culture and sports, 6B01405-Music education, 6B01503-Biology, 6B01502-Chemistry, 6B01509-Mathematics***

- implement communication mechanisms with students, employees and other stakeholders through feedback through social networks and available communication channels until January 1, 2022.

***Conclusions of the EEC according to the criteria:***

*According to the Information Management and Reporting standard, 17 criteria are disclosed, of which 1 is in a strong position, 15 is satisfactory, and 1 suggests improvement..*

***6.3. Standard «Development and Approval of the Education Programme»***

- ✓ *The university must demonstrate the existence of a documented procedure for the development of the 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.*

- ✓ *The management of the EP should determine the influence of disciplines and professional practices on the formation of learning outcomes.*
  - ✓ *The university demonstrates the presence of a model of a graduate of the EP, describing the 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 NSC, QF-EHEA.*
  - ✓ *The management of the EP should 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*
  - ✓ *The management of the EP should ensure that the content of academic disciplines and learning outcomes correspond to each other and the level of education (bachelor's, master's, doctoral studies).*
  - ✓ *The management of the EP must demonstrate the conduct of external examinations of the EP.*
  - ✓ *The EP management must provide evidence of the participation of students, teaching staff and other stakeholders in the development and quality assurance of the EP.*
  - ✓ *The EP management must demonstrate the uniqueness of the educational program, its positioning in the educational market (regional/national/international).*
- 
- ✓ *An important factor is the possibility of preparing students for professional certification.*
  - ✓ *An important factor is the presence of a joint (-s) and / or double-diploma EP with foreign universities.*

### ***The evidentiary part***

The development and approval of accredited educational programs at the university is carried out in accordance with the provisions of the normative and legal documentation of the university: documented procedure DP-04-21 Development of an educational program (approved by the US on March 26, 2021, protocol No. 1).

The assessment of the quality of educational programs was carried out on the basis of an analysis of curricula, a catalog of elective disciplines, individual plans of students, internal regulations governing the implementation of educational programs, and questioning of students.

The content and structure of the accredited EPs are formed in accordance with the requirements of the Model Rules for the Activities of Organizations of Higher and Postgraduate Education, approved by order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595 (as amended and supplemented on 09.06.2021 No. 282).

The accredited EPs mainly display the sequence of mastering cycles, disciplines, practices, final certification, defense of the thesis, which ensure the formation of general and special competencies.

On the basis of the EP, working curricula, catalogs of elective disciplines (QED) are compiled and approved annually. The QED contains a brief description of the disciplines, indicating the prerequisites and postrequisites of the discipline. QED are available at the departments and on the educational portal.

The graduating department has developed programs for various types of practices. For internships, the University has concluded agreements with institutions and organizations, such as: Secondary School No. S. Nurmagambetova, secondary school named after. K. Baibolova, school №87 named after. A. Nazarbekov, school-lyceum No. 52.

The development of models of graduates and educational programs is carried out with the participation of teaching staff and employers, in particular, employers were involved in the formation of the EP in the person of the director of the general secondary school No. 87 named after A. Nazarbekov A.S. . According to employers, graduates should have communicative competencies, information and communication competencies, research competencies to carry out project activities.

### ***Analytical part***



The results of the studied documents, as well as interviews with students, teaching staff, graduates and employers of accredited EPs, led to the following conclusions:

In the expected results of the implementation of the EP, given in the developed models of graduates for accredited EPs in terms of practical skills and professional competencies that graduates should master, there is a weak correlation between the expected learning outcomes and the content of the disciplines of the cycle of basic and major disciplines.

For example, in the OP Mathematics, the alternative disciplines proposed in the EP do not form the declared competencies, i.e. the first trajectory corresponds to and forms the declared competencies, and the second (alternative) leads to gaps in knowledge. Thus, goal 4 of the OP is not achieved. The declared competencies of BCC5-Information and control competencies are not formed by the indicated disciplines in the EP. There are violations in the sequence of disciplines (post-requisites and pre-requisites). For example, the discipline "Mathematical Analysis" is an alternative to "TFKP". If students choose TFKT, then study it without Math. analysis is almost impossible. A similar situation is with Physics (1 semester), which is studied before Mathematics.

The introduction of a number of disciplines leads to the failure to master a number of school issues. So,

1. Differential equations - an alternative to the Theory of Functions of Many Variables (if students choose TFMT, they will not know the "diffura", the basics of which are included in the school course and, as a result, students will have a gap in the knowledge of the school mathematics course.

2. Number theory - an alternative to the History of Geometry. If students choose History, they will not master the required component of the school section "Number Theory". This is the foundation of the school mathematics course.

3. Probability theory in the EP is generally absent, although there are test questions on TV in the UNT.

4. Analytical geometry was chosen with diffgeometry (Analytical geometry is the basis of school knowledge).

5. Elements of vector algebra is included in the course of analytic geometry, and it is highlighted in a separate course "Elements of vector geometry".

6. There is no theory of polynomials in the EP, and this is the 5-9 class of the SHKM.

In this regard, there is a need to revise the content of the EP, graduate models in terms of practical skills and professional competencies.

The work on the certification of professional achievements of students, which confirms that a graduate has competencies recognized in the professional community as necessary to perform certain professional functions, has not been set.

Students take part in scientific student conferences organized both by the university and other universities, while students are not involved in funded scientific projects, R&D of the department, carried out by the teaching staff. The commission recommended to involve students more widely in the research work of the department within the framework of their graduation theses.

For accredited EPs, there are no joint and double-diploma EPs that are actually implemented with foreign universities.

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

- the level of responsiveness to feedback from teachers regarding the educational process is fully satisfactory - 91.8%; partially - 8.2%, completely satisfied with the quality of teaching - 93.3%, partially - 6%, partially dissatisfied - 0.7%.

***Strengths/best practice***

- documenting the procedure for developing the EP and its approval at the institutional level.

***Recommendations of the EEC:***

1. Update graduate models taking into account the specifics of the trajectories being implemented and more actively involve employers in the development of graduate competencies. Deadline - 2022-2023 year.
2. The leadership of the EP to start purposeful work on organizing the preparation of students for professional certification
3. Ensure the involvement of students in the research work carried out at the department.
4. Consider the possibility of developing and implementing joint educational programs with foreign educational organizations in EP 6V01509-Mathematics, 6V01501-Chemistry, 6V01503-Biology, 6V01405-Music Education. Deadline - 2023-2024.
5. Expand opportunities for internal and external academic mobility of students, as well as assist them in obtaining external grants for study.

***Conclusions of the EEC according to the criteria:***

*According to the standard "Development and approval of an educational program", 12 criteria are disclosed, of which 1 has a strong position, 8 is satisfactory, and 3 suggests improvements.*

***6.4. Standard «On-Going Monitoring and Periodic Review of Educational Programme»***

- ✓ *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 in order to achieve the goal of the EP and continuously improve the EP.*
- ✓ *Monitoring and periodic evaluation of the EP should consider:*
  - ✓ *the content of the program in the context of the latest achievements of science and technology in a particular discipline;*
  - ✓ *changes in the needs of society and the professional environment;*
  - ✓ *workload, academic performance and graduation of students;*
  - ✓ *effectiveness of student assessment procedures;*
  - ✓ *needs and degree of satisfaction of students;*
  - ✓ *compliance of the educational environment and the activities of support services with the goals of the EP.*
- ✓ *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.*
- ✓ *Support services should identify the needs of various groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, mastering the EP in general.*

***The evidentiary part***

The university self-assessment report provides the necessary information on the monitoring of educational programs; information systems regulating the periods of implementation of educational programs, on the main directions of activities, on the evaluation of the development of educational programs.

The procedure for the revised EP at the university is regulated by documented procedures DP-04-21 "Development of an educational program", DP-01-21 "Documented information

management". Educational programs are updated annually by 9-30%, taking into account the interests of the labor market.

The procedure for monitoring and periodically evaluating the EP is documented in the Regulations PD-22-21 "Monitoring the quality of education" (03/26/2021).

To determine the level of satisfaction of internal needs, the university conducts a survey of students, graduates, and employers. So, for two years, satisfaction with the content of the educational program, teaching methods remained at the same level of 78-80%. Professional practices designed to consolidate theoretical knowledge are evaluated by students at a high level (more than 84%).

The EP is being updated in connection with changes in the state compulsory standards of higher education, the introduction of new directions and elective courses. The EP is updated in accordance with the requests of employers, which is reflected in the catalog of elective disciplines for the corresponding academic year and approved by the Academic Council of the university.

For example, QED in OP 6V01509 - Mathematics includes the disciplines "Discrete Mathematics", "Numerical Methods", "Analytical Geometry"; according to OP 6B01503-Biology, the disciplines "Biological experiment at school" are included; according to OP 6B01502-Chemistry - "Chemistry of non-metals", "Methods of laboratory work at school"; according to OP 6B01405 - Musical education, the disciplines "Dauys koyu", "Aspptyk dayyndyk", "Modern musical technologies", "Fundamentals of computer arrangement", "Modern musical culture" are included. The analysis of the conformity of the name and content of the disciplines with the current trends in the development of science is carried out by reviewing educational programs and catalogs of elective disciplines by employers.

The developed EP is adjusted in accordance with changes in the labor market. Analysis of changes in the labor market is carried out on the basis of data on vacancies, job fairs, telephone calls to potential employers, the Internet ([olx.kz](http://olx.kz), [rabota.nur.kz](http://rabota.nur.kz), [shymkent.hh.kz](http://shymkent.hh.kz), [qyzmet.kz](http://qyzmet.kz), [shymkent.mnogo-raboty.kz](http://shymkent.mnogo-raboty.kz), [trudbox.kz](http://trudbox.kz), [joblab.kz/shymkent](http://joblab.kz/shymkent)).

Monitoring (control) of planned activities within the framework of the implementation and evaluation of the EP is carried out at meetings of the department, faculty councils, where the implementation of plans is checked; compliance of the results of the processes with the planned indicators (effectiveness); there is a discussion of performance; an appropriate assessment is given by students in the form of a survey; if necessary, corrective actions are developed to eliminate shortcomings and omissions in the work. All measures for quality control of the educational process carried out at different levels are recorded in the form of records and discussed at department meetings, for example, materials for current, intermediate and final control (department meeting dated 06/15/2020, protocol No. 11).

The management of the EP has demonstrated its openness and accessibility for students, teaching staff and employers.

### ***Analytical part***

The EEC confirms that the university is revising the content and structure of educational programs with the participation of employers. However, the experts were not shown the mechanisms to ensure the revision of the content and structure of the EP, taking into account changes in the labor market, the social demand of society, and the latest achievements of science.

Also, information was not provided on the analysis carried out based on the results of intra-university control, monitoring of employers' satisfaction with the quality of training. The Commission draws attention to the tools used to detect changes in the labor market and recommends that labor market analysis be carried out using modern methods.

Employers take part in the development of the EP by submitting their proposals for new elective disciplines. There are also employers' reviews of individual graduates, but a procedure for regular monitoring of employers' satisfaction with graduates has not been developed, which

would make it possible to determine the strengths and weaknesses of the learning outcomes and content of the EP.

The participation of students in the revision of the EP is limited to monitoring their satisfaction with the quality of the educational process, therefore, the commission recommends taking into account the views of students more widely at the stage of designing and discussing the EP by including them in collegiate bodies.

Informing students, employers about updating, making changes and other actions in relation to the EP is not carried out in full, which was revealed when interviewing students who answered ambiguously questions about the acceptable level of plagiarism based on the results of checking graduation theses for uniqueness. In this connection, the commission recommends timely informing students and employers through various communication channels about all the changes made in the EP and in the organization of the educational process.

When studying the state of affairs on taking into account the results of the analysis of changes in the labor market, the requirements of employers and the social demands of society, letters were provided from employers on the inclusion of new elective disciplines, however, monitoring of the labor market is not carried out on an ongoing basis. Therefore, the commission recommended to conduct ongoing monitoring of the labor market, the influence of environmental factors (competitors, the state of the country's economy, the solvency of consumers, etc.), employers to identify and take into account the expected learning outcomes when developing and updating the content and structure of the EP.

According to the results of the survey, 91.8% of students are completely satisfied with the level of accessibility and responsiveness of the university management, 6.7% of students are partially satisfied. The availability of guidance to teachers was rated as “very good” by 80.7%, “good” by 18.6% of the teaching staff.

***Strengths/best practice***

Not identified

***Recommendations of the EEC***

1. To ensure the participation of students in the procedures for continuous monitoring and periodic evaluation of the EP by including them in the collegiate bodies of the university. Deadlines - 2022-2023 year.

2. Promptly inform employers, students and other interested parties about changes in the EP

3. On an ongoing basis, monitor the labor market, the external environment, employers' requests in the development and updating of the content and structure of the EP.

***Conclusions of the EEC according to the criteria:***

*According to the standard “Continuous monitoring and periodic evaluation of educational programs”, 10 criteria are disclosed, of which 1 has a strong position, 8 is satisfactory, and 1 suggests improvements.*

***6.5. Standard «Student-Centered Learning, Teaching and Performance Evaluation»***

✓ *EP Manual should ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths*

✓ *EP Manual should 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 EP goals, including competencies, skills for performing scientific work at the required level.*



- ✓ *The EP's Manual 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 our 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.*
- ✓ *The EP's Manual 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.*
- ✓ *-The EP's management must demonstrate the existence of a procedure for responding to student complaints.*

#### ***The evidentiary part***

EEC notes that the leadership of educational programs 6B01401-Training of teachers of basic military training, 6B01404-Physical culture and sports, (6B01402- Training of teachers of physical education), 6B01405 - Music education, 6B01502-Chemistry, 6B01503-Biology, 6B01509- Mathematics of the Central Asian an innovative university provides attention to different groups of students and their needs.

The management of the above EP provides the teaching of the relevant disciplines, taking into account the modern achievements of world science and practice in the field of training, the use of various modern teaching methods and the assessment of learning outcomes that ensure the achievement of the EP goals, including competencies, skills for performing scientific work at the required level.

During the visit to CAIU EEC, it was found that the leadership of the educational programs of the cluster determines the mechanisms for distributing the teaching load of students between theory and practice within each educational program of the cluster, 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", which is currently a structural subdivision of CAIU in the specialties 5B010400-Initial military training and 5B010800-Physical culture and sports (<https://caiu.edu.kz/polling -ru />).

EEC confirms the existence of its own research in the field of teaching methods of disciplines OP 6V01401-Training of teachers of initial military training, 6B01404-Physical

culture and sports, (6B01402- Training of teachers of physical culture), 6B01405 - Music education, 6B01502-Chemistry, 6B01503-Biology. Bogdanova ZN, Utesheva A.Zh. Choir class and choir work workshop - Shymkent, 2020; A.Zh. Utesheva Performance and pedagogical analysis of works from the repertoire of primary and secondary education, Almaty, 2010; A.Zh. Utesheva Vocal class. - Shymkent, 2019; Zh.S. Zhanabaeva, P.S. Kuralova Scores for orchestral class. - Shymkent, 2020. A. Zh. Utesheva Choral literature. - Shymkent, 2021; A.Zh. Utesheva Culture of speech - Shymkent, 2021.

The EP data Manual ensures consistency, transparency and objectivity of the learning outcomes assessment mechanism. Assessment criteria and methods are published in advance, in particular in the syllabuses of the taught disciplines.

The teaching staff of the accredited EP in assessing learning outcomes apply modern assessment methods and improve their professional qualifications.

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).

The survey consists of the following questionnaires: "Satisfaction with the university of the teaching staff of the university", "The teacher through the eyes of the student", "Clean session", "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", "Conversance 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. Based on the results of the respondents' answers, 21 diagrams are presented, the results of which are posted on the official website of the university.

The study by members of the EEC of the IAAR of documents, questionnaires of students, and classes OP 6V01401-Training of teachers of initial military training, 6B01404-Physical culture and sports, (6B01402- Training of teachers of physical culture), 6B01405 - Music education, 6B01502-Chemistry, 6B01503-Biology, 6B01509 - Mathematics has shown the existence of autonomy of learning EP data, while teaching staffs lead the learning process.

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.

### ***Analytical part***

In terms of providing students submitted for accreditation by the EP of the Central Asian Innovative University 6B01401-Training of teachers of primary military training, 6B01404-Physical culture and sports, (6B01402- Training of teachers of physical education), 6B01405 - Music education, 6B01502-Chemistry, 6B01503-Biology, 6B01509- Mathematics of flexible learning trajectories 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.

Of the six submitted for accreditation by the EP of the Central Asian Innovation University, information on the questionnaire "teaching staff through the eyes of students" for the 2018-2019 academic year, 2019-2020 academic year. biennium only according to: OP 5V010400 (6B01401) - Initial military training of the teaching staff through the eyes of students 2018-2019; 5B010800 (6B01402) - Physical culture and sports of teaching staff through the eyes of students 2018-2019. showed the general satisfaction of students with the work of teaching EP 6V01401- Training of teachers of primary military training, 6B01404-Physical culture and sports, (6B01402- Training of teachers of physical culture). At the same time, a desire was revealed to increase the accessibility of understanding the materials of the UMKD. The university took measures to strengthen the quality control of the teaching materials, as a result of which the questionnaire survey in the 2019-2020 academic year revealed that student satisfaction according to this criterion increased from 46.71% to 69.16%. There is a direct connection between the growth of this indicator and the growth of a positive assessment of the preparedness of the teaching staff in terms of the 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.). 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, interactive whiteboards, projectors, etc. in the educational process. 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 OP - Music Education, the culture of the region is poorly represented, which is reflected in the lack of uniqueness of the EP. EP syllables are drawn up in the traditional spirit, teaching staff approaches to teaching do not take into account modern educational approaches ("smart cards", SMART technology, project-based approach to teaching, etc.). The repertoire and methods of working with students also require updating. The creation and performance of polyphonic arrangements and arrangements of vocal works by students will significantly increase interest in the disciplines taught and, in our opinion, will increase academic performance. It is necessary to introduce creativity, revise the content of classes, teaching methods. A visit to the base of the practice of the EP showed that the teachers practice an innovative, unique in its essence, method of non-noteless teaching of playing the dombra of the innovator teacher, researcher of the traditional musical culture of the dombra player Abdulkhamit Raimbergenov. However, neither in the report, nor on the website of the university, this practice is not reflected in any way. Meanwhile, placement of the relevant information, according to EEC, will significantly increase the rating of the OP.

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. Attendance at these classes on ZOOM, Webex and other platforms was not provided by EP management and educators for all accredited EPs. So on OP 6V01405-Musical education fragments of classes (short video lectures) were presented. EEC notes that these fragments of lessons on this EP do not give a full picture of the quality of the presented knowledge, teaching methods and the process of the teacher's work with students.

***Strengths / Best Practice***

Not identified

***Recommendations of the EEC:***

For guidance on passing EP accreditation:

- in the period from 2022 to 2024 .. provide evidence of the provision of flexible learning paths to various groups of students and their needs;
  - to develop a set of measures for the introduction into the educational process of modern achievements of world science and practice, such as interactive educational equipment, a projector, personal computers, etc.;
  - in order to use in the educational process modern teaching methods and assessment of learning outcomes that ensure the achievement of EP goals, the EP management during the 2021-2022 academic year to develop a set of measures to study modern teaching practice by April 30, 2022; initiate business trips or online advanced training courses for teaching staff, such as, for example, in JSC NTSPK "Orleu", as well as in other universities with similar educational programs, in the CIS countries and abroad, inviting specialists (during 2021-2022, 2022- 2023 academic year, by June 2022 submit the relevant documents). To this end, come up with a proposal to the leadership of the university to consider signing the relevant memorandums. To the management of the OP 6V01405 - Music education during the 2021-2022 academic year:
    - during the 2021-2022 academic year, to find opportunities for holding master classes by domestic masters of musical culture, both traditional (musicians of the Turan group (KNK named after Kurmangazy), Ersain Basygaraev, KNK named after Kurmangazy) and academic direction (vocalists, accordionists, pianists, etc.).
    - to submit for consideration by the department the possibility of holding a seminar on the theoretical and practical foundations of the innovative methodology of Abdulkhamit Raimbergenov, with the aim of a detailed study and further implementation of it in the educational process on May 30, 2022.
    - during the 2021-2022 academic year, initiate studies of Kazakh folk music - song and instrumental (dombra, kobyz, shankobyz, zhetygen) in accordance with the peculiarities of the southern region of Kazakhstan, of which the OP is to one degree or another.
    - during the 2021-2022 academic year, consider the possibility of dual training with organizations such as the Philharmonic Society, concert departments, theater institutions, television, cultural departments in management organizations, etc.; discuss at the department, make a decision, submit a protocol;
    - to discuss the possibility of creating a small folklore and ethnographic ensemble and to submit for consideration by the CAIU management the possibility of acquiring folklore instruments - zhetygen, saz-cheese, shankobyz, sybyzgy and others to create the ensemble on time from May 30 to June 2022;
- To the management of EP 6V01502- Chemistry, 6V01503 - Biology, 6V01509- Mathematics to provide advanced training for teaching staff in the field of modern methods of assessing learning outcomes in time 30.05. 2022 year.

***Conclusions of the EEC on the criteria:***

According to the standard "Student-centered learning, teaching and assessment of progress", 10 criteria are revealed, of which 0 have strong positions, 9 are satisfactory and 1 suggests improvement.

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

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

- ✓ *EP 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 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 Information Recognition 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 contact 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 in demand in the labor market and that these skills are really relevant.*
- ✓ *EP management must demonstrate the existence of a mechanism for monitoring employment and professional activity of graduates.*
  - ✓ *An important factor is the existence of an active alumni association / association.*

### ***The evidentiary part***

In CAIU, the formation of the contingent of students is carried out on the basis of the current regulatory framework, standard rules for admission to training in an educational organization. All materials reflecting the rules and procedure for admission, characteristics of the proposed educational programs, the content of entrance examinations, the course of admission, the value of the passing score, etc. are posted on the university website in the "Applicant" section.

The procedure for admitting applicants to the University was approved at a meeting of the Academic Council of the Central Asian Innovative University (protocol No. 1 of 03.26.2021). The contingent of students on PO 6V01401-Training of teachers of primary military training, 6V01404-Physical culture and sports has been increasing over the past three years, and according to OP 6V01509-Mathematics, 6V01502-Chemistry, 6V01503-Biology, 6V01405-Music education, a decrease in the contingent is observed. The contingent of students is formed from groups in which training is carried out mainly in the state language.

The contingent of students on EP 6V01401-Training of teachers of primary military training, 6V01404-Physical culture and sports, 6V01509- Mathematics, 6V01502- Chemistry, 6V01503- Biology, 6V01405-Music education:

EP name	2019 year	2020 year	2021 year
6B01401- Basic military teacher training	37	117	73
6B01404- Physical Culture and sport	281	873	1276
6B01502- Chemistry	3	2	-
6B01503- Biology	7	5	-
6B01405- Musical education	23	48	36
6B01509- Mathematics	3	17	-

Within the framework of academic mobility for the reporting period, 3 students of EP 6V01405-Music Education; 4 students EP 5V010900- Mathematics; 1 student 6B01401-Preparation of teachers of primary military training; 3 students of EP 6V01404-Physical Culture and Sports were trained in internal academic mobility at universities in Shymkent.

The university has a sports club "Mars", a military-patriotic circle "Kyran", a student scientific circle (SNK) "Young mathematician", "Young biologist", "Young chemist". The sports club on a regular basis holds various competitions among students, teachers and university staff.

Scholarships of various levels are awarded to talented students. Excellence students and activists can get a discount in payment from 10 to 50 percent. For instance; for the reporting period 11 students of the EP 6V01405-Music Education, 42 students of the EP 6V01404-Physical Culture and Sports, 1 student of the EP 6V01401-Preparation of teachers of primary military training, 14 students of the EP 6V01503- Biology, 34 students of the EP 6V01502-Chemistry and 1 student of the EP 6V01509 - Mathematicians received discounts from 10 to 50% on tuition fees.

To undergo industrial and pre-diploma practice, CAIU concluded contracts with practice bases in accordance with the form of a standard contract for professional practice: school No. 6, school No. 7 named after Spataeva, secondary school No. 17 named after M. Lermontov, school №20, school №22 named. Korkyt ata, school-lyceum №24 named after B. Sattarkhanov, secondary school № 31 named. Tereshkova, secondary school No. 39 named after M. Zhumabaev, school-gymnasium №40 named. Alpamyzs Batyr, secondary school №43, school-lyceum №46, secondary school №54, school-gymnasium №75, secondary school №79, IT school-lyceum №80, secondary school №87, technical college, college "Parasat" etc.

An analysis of the employment of graduates, based on the documents of the graduating departments for 2020 and interviewing graduates, indicates a sufficient level of their employment in the following EP: OP 6V01503-Biology - 57%, 6V01509-Mathematics - 57%, 6V01401-Training of teachers of initial military training - 53, 3%, 6B01404-Physical culture and sports - 62.8%. During interviews, students note an active social life before the pandemic, which is expressed by participation in the social and cultural life of the university and the city as a whole.

During the quarantine, the university organized the reception of documents and online consultations at a high level.

### *Analytical part*

The policy of forming a contingent of students is to admit people who have knowledge in the volume of secondary school (gymnasium, lyceum), confirmed by the required number of points according to the results of the UNT, on a grant and on a paid basis, as well as an internal grant from the University.

The Commission notes that the university demonstrates the recognition of the Lisbon Convention. There are regulations on academic mobility and agreements with partner universities, but there is no external academic mobility in all educational programs of the cluster.

In the course of reviewing the documentation of the department and conducting interviews with the teachers of the departments, it was revealed that the leadership of the EP



concluded agreements with the Kuban State University of Physical Culture and Sports, Riga Technical University, University of Management and Science Malaysia, Azerbaijan University of Languages, Moscow University named after S.Yu. Witte, St. Petersburg State Technological University (Technical University), Jalal-Abad State University, Budapest Capital University, Ural Federal University, Minsk Institute of Management, etc. However, the university website has several cooperation agreements and a list of foreign universities. During online meetings with alumni, it was not possible to obtain complete and reliable information about the activities of the Alumni Association. The university website has a "Board of Alumni" and "Association of Alumni". However, in the alumni board there are several photos with their regalia, and in the alumni section, the regulation on the Alumni Association and the work plan of alumni for the 2018-2019 and for the 2019-2020 academic year. During interviews with alumni, they noted that they had not heard or knew about the alumni association.

**Strengths / Best Practice**

- missing

***Recommendations of the EEC for OP 6V01401-Training of teachers of primary military training, 6V01404-Physical culture and sports, 6V01405-Music education, 6V01503-Biology, 6V01502-Chemistry, 6V01509- Mathematics:***

- revise the Regulations and update the work plan of the Alumni Association for the effectiveness of the Alumni Association until January 1, 2022;
- within the framework of external academic mobility, send 2 students to study at foreign partner universities until September 2023 according to EP 6B01404-Physical Culture and Sports, 6B01405-Music Education, 6B01503-Biology, 6B01502-Chemistry, 6B01509- Mathematics.

***Conclusions of the EEC on the criteria:***

According to the "Students" standard, 12 criteria are disclosed, of which 1 has a strong position, 7 - satisfactory and 4 - suggests improvement.

***6.7. Standard "Teaching staff"***

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

***The evidentiary part***

The visit of the EEC IAAR showed that CAIU is pursuing an objective personnel policy. So, 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 the positions of teaching staff 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/>).

During the meeting of the competition committee, an interview is held 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 internal document "Competence model of teaching staff" ([https://msi-edu.kz/images/pdf\\_file/documentaciy/vnuternniy/021.pdf](https://msi-edu.kz/images/pdf_file/documentaciy/vnuternniy/021.pdf)).

Accredited EP are implemented through teaching staff with a basic education corresponding to the profile of the taught discipline, and systematically engaged in scientific and scientific-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 or experience in the relevant professional field.

EP, undergoing accreditation, are implemented through teaching staff with basic education corresponding to the profile of the taught discipline, and systematically engaged in scientific and scientific-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 or experience in the relevant professional field.

Thus, the degree of teaching staff (2018-2019, 2019-2020, 2020-2021) meets the qualification requirements and amounts to 6B01401-Training of teachers of primary military training, 6B01404-Physical culture and sports, (6B01402 - Training of teachers of physical culture) is 54.14%, 6B01502-Chemistry 50%, 6B01503-Biology - 52.38%, 6B1509 Mathematics - 50%. According to 6B01405 - Musical education, the degree is 56.52%; The title of Honored Worker of the Republic of Kazakhstan has 5 teachers, one teacher has the title of Honorary Sports Worker of the Republic of Kazakhstan. The data is given in the following tables:

7.1. Quantitative and qualitative composition of teaching staff according to EP 6B01401-Training of teachers of primary military training

Indicator	2018-2019	2019-2020	2020-2021
Total teaching staff, people	12	11	31
Including full-time faculty	11	9	31
of these:			
With a Doctor of Science degree	-	-	-
With a PhD degree	5	4	18
With a master's degree	4	5	11
Settling down	45	44	58

Quantitative and qualitative composition The teaching staff of the educational program 6B01404-Physical culture and sports (6B01402-Training of physical culture teachers) is presented in Table 7.2.

Table 7.2. Quantitative and qualitative composition of the teaching staff according to the educational program 5B010800 / 6B01404-Physical culture and sports



Indicator	2018-2019	2019-2020	2020-2021
Total teaching staff, people	8	11	26
Including full-time faculty	7	8	23
of these:			
With a Doctor of Science degree	-		
With a PhD degree	3	3	10
With a master's degree	4	5	8
Settling down	42	37,5	38

Table 7.3. Quantitative and qualitative composition of the teaching staff according to the educational program 6B01405-Music education

Indicator	2018-2019	2019-2020	2020-2021
Total teaching staff, people	7	10	8
Including full-time faculty	7	9	8
of these:			
With a Doctor of Science degree	-	-	-
With a PhD degree	3	7	4
With a master's degree	2	2	-
Settling down	43	70	50

Table 7.4. Quantitative and qualitative composition of the teaching staff according to the educational program 6B01502-Chemistry, 6B01503-Biology

Indicator	2018-2019	2019-2020	2020-2021
Total teaching staff, people	23	18	17
Including full-time faculty	22	8	15
of these:			
With a Doctor of Science degree	-	1	1
With a PhD degree	10	12	8
With a master's degree	13	5	7
Settling down	43,46	72,20	52,7

Table 7.5. Quantitative and qualitative composition of the teaching staff according to the

educational program 6B01509- Mathematics

Indicator	2018-2019	2019-2020	2020-2021
Total teaching staff, people	23	18	15
Including full-time faculty	22	8	15
of these:			
With a Doctor of Science degree	-	1	-
With a PhD degree	10	12	11
With a master's degree	13	5	2
Settling down	43,47	72,22	73,33

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 Provision "Academic load and teaching work" (Approved at the meeting of the Academic Council, Protocol No. 1 of 26.03.2021), where the ratio of classroom and independent work of a full-time student is prescribed (1:2), the ratio of independent work of a student under the guidance of a teacher and independent work of a student (1:1). At the same time, it was noted that the IWSP 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 IWS by the 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; attending 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 teaching staff is presented in the Regulation "Remuneration and material incentives" Reg. No PD-26-21 (bonus) (<https://drive.google.com/file/d/1s3zrEB0QISXc6dS4ZFIP1GcKpMoXX3DT/view>), Section 1, paragraph 10 (2) refers to "incentive and incentive payments for the proper performance by employees of labor functions performed in excess of wages in accordance with this Provision."

So, there is a division of PPP by category, while the tariff grid 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 achieving certain indicators for all types of activities (for example, for educational and methodological work, this is the introduction of innovative teaching methods (the use of video lectures, virtual laboratory work, case studies, electronic textbooks); for research work, this is the preparation of doctoral, PhD, PhD, master's theses; obtaining documents for the protection of intellectual property and copyright; publication of articles in international journals included in the databases of Thomson Reuters, Ssrís, 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 institute), transparency (the amount of one-time (one-time) bonuses is established by an order (decree) of the University's management, depending on the performance of each employee.

In the field of practice-oriented training in CAIU, the Regulation on attracting practitioners has been developed (Reg.No. PD-49-21, it was approved at a meeting of the Academic Council, Protocol No. 1 of 03/26/2021 and defines the goals, objectives, procedure for organizing and functioning of the UNPC at the enterprise (organization, institution), as well as the organization of dual training (<https://drive.google.com/file/d/1L3yVoMlcTUIJvo65Q6J3S5LC579OJNwjf/view?pli=1>). It describes the algorithm for the creation and functioning of the UNPC. There are also agreements on the bases for dual training (for example, according to OP 6V01703); Thus, it can be argued that, to a certain extent, practitioners are involved in the educational process of the university on a systematic basis, but it is not clear what exactly are the criteria for choosing practitioners.

Within the framework of the EP, undergoing accreditation, 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>). The mechanism for measuring the satisfaction of the teaching staff by means of questionnaires is also prescribed here, which also involves taking into account the opinion of the teaching staff and performs 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 teachers is presented in the Regulation Reg. PD-27-21. The assessment of the rating of the teaching staff and the holding of the competition "The best teacher of the year" contains the resource - [https://drive.google.com/file/d/1pAtINX3goDQBh7MP75B7EKIpPhv\\_P3e9/view](https://drive.google.com/file/d/1pAtINX3goDQBh7MP75B7EKIpPhv_P3e9/view).

In the educational process, the teaching staff of the EP to a certain extent uses ICT. Regarding the period of the pandemic, the leadership of the university took measures to organize online training and use the Zoom, Webex platforms (see <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, EEC notes the unregulated use of various platforms for online learning, which reduces the availability and efficiency of the presentation of educational material.

In the Regulation Reg. PD-27-21 Evaluation 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 important factors determining the rating of teachers. 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-jQ6ryEKPCurwMit-/view>). The teaching staff of the EP to one degree or another participate in various mobility / professional development programs.

### *Analytical part*

With regard to the use of ICT within the framework of the EP of the Central Asian Innovative University of Flexible Learning Trajectories, EEC notes the lack of use of innovative methods and techniques. So, interactive whiteboards are not used in the educational process, options for working in small groups are not used - breakout rooms/sessions, etc. During the visit to the EEC of the classes indicated in the Program of the on-line visit of the IAAR to the Central Asian Innovative University, as well as during the survey of students and teaching staff in the educational process, innovative teaching methods in the form of business and role-playing games, simulation trainings were not adequately demonstrated, discussions, brainstorming method, situational tasks, slide show design. Video equipment was not used in the classroom either, which was stated in the University Self-Assessment Report. The role of the teacher did not look convincing in connection with the transition to student-centered learning and teaching. So, the provision of video recordings of lessons on EP 6B01405-Musical education "Kazakstanny Kazirgi zaman tarikhy (pr)", mo. Əsen Z., room 219 (Baitursynova 80) and "Choir class for women khumys isteu praktikum" (pr) Meyirbekova R. Building Darkhan room 102 showed that the principle of student-centeredness is presented rather poorly. It is necessary, according to the EEC, to involve a project-based approach to training in the educational process, to create situations for students that are close to training practice. EP students in the classroom did not ask questions, did not show their own interests. Thus, during the visit of the EEC to CAIU, the teaching staff of the EP did not demonstrate "creating opportunities" for students instead of "informing", and there were no examples of cooperation between students and teachers.

From among the teaching staff of 6 the EP, undergoing accreditation, 48 teachers participated in the questionnaire about the satisfaction of the teaching staff, which is 34.3%. In the questionnaire, the data in the context of EP are not presented accurately, since the respondents indicated the departments, not the EP. For example, chemistry, biology and ecology, as well as the department "Art" instead of the OP "Music Education". The indicators of satisfaction of the teaching staff of the EP according to the results of the questionnaire are quite high. Thus, the opportunity to use innovations in the educational process was assessed positively by 100% of the interviewed teaching staff, the availability of guidance for teaching staff was positively - very good and good - assessed by 98.7% of the respondents, equality of opportunities - 98.5% of the respondents. However, the EP management did not provide a document on the availability of adaptation programs for young teaching staff. For example, there are no documents confirming the existence of the institution of mentoring and coaching. In the program of the visit of the EEC of the IAAR to CAIU, the leadership of the university introduced classes on the schedule on 10/13/2021. However, according to OP 6V01405-Music Education, the videos are fragmentary, which makes it impossible to judge the use of the teaching staff of ICT in the educational process of the EP, as well as the introduction of innovative teaching methods by the teaching staff. The EP management did not present simulation technologies for active learning, as well as problem lectures, seminar-discussion, thematic discussions, round tables, simulation trainings, educational games, group problem solving, etc.

It should also be noted that the scientific publications of the teaching staff OP 6V01401 - Training of teachers of basic military training, 6V01404 Physical culture and sports are presented in republican publications, incl. - in editions recommended by KKSON MES RK - 3, and in the Scopus / Wos database - 3. The teaching staff of the EP has its own scientific research, for example, according to OP 6B01401 - Training of teachers of initial military training, 6B01404 Physical culture and sports - monograph by Aldabergenov N.A. Concept of teaching informatics with elements of modeling real situations in the economy, 7.25 pp., published in 2019, Esaliev A.A., Asambaeva L.K. Scientific basis of the harmful effects of anthropogenic pollution of water sources on the territory of the South Kazakhstan region on the health of the local population and visiting oralmans, 9.25 pages, Published in 2018.



On the official website of the University there is no information about the teaching staff of the the EP, undergoing accreditation, which is a significant drawback in terms of the criteria of the IAAR standards.

**Strengths/Best practices**

Not identified

***Recommendations of the EEC:***

Management of accredited EP:

- post on the official website of the university information about the teaching staff by 31.01.2022.

-to present an action plan to change the teacher's function in teaching with a student-centered approach to teaching. As necessary, conduct an educational and methodological seminar / conference on the relevant issues with the invitation of specialists (JSC NTSPK "Orleu", etc.). by May 2021-2022 academic year;

- submit a plan for the implementation of external and internal academic mobility of the teaching staff by 31.01.2022;

- together with the leadership of the university, discuss and negotiate with reputable foreign and domestic teachers on the subject of academic mobility of teaching staff online (if possible offline). In the report for the specified academic year, provide evidence of academic mobility of teaching staff;

- to develop step-by-step measures to improve the efficiency of scientific activities of the teaching staff in terms of conducting research work within the department, university, in the republic during the 2021-2022 academic year.

To the management of EP 6V01502-Chemistry, 6V01503-Biology, 6V01509 Mathematics, 6V01405 - Music education, by 31.08.2022, develop a set of measures and a plan to attract specialists from relevant industries with the necessary professional competencies to teaching.

The management of EP 6B01502-Chemistry, 6B01503-Biology in the period up to 08/31/2022 it is necessary to adjust the distribution of the staff of the teaching staff in the context of OP 6B01502-Chemistry, 6B01503-Biology and adjust the qualitative compliance of the teaching staff with the specifics of the implemented EP.

**Conclusions of the EEC by criteria:**

According to the "Teaching Staff" standard, 10 criteria are disclosed, of which 0 have strong positions, 7 – satisfactory and 3 - suggest improvements.

**6.8. The standard "Educational resources and Student Support systems"**

- ✓ *The university must ensure that the infrastructure, educational resources, including material and technical, meet the objectives of the educational program.*
- ✓ *The management of the EP must demonstrate the sufficiency of classrooms, laboratories and other facilities equipped with modern equipment that ensures the achievement of the goals of the EP.*
- ✓ *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 of 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 scientific research, integration of science and education, publication of 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.*
- ✓ *EP management must demonstrate the existence of support procedures for various groups of students, including information and counseling.*
- ✓ *EP management must show the existence of conditions for the student's advancement along an individual educational trajectory.*
- ✓ *The university should 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.*

***The evidentiary part***

The university has created conditions to meet the social, personal and everyday needs of students. To do this, there is an infrastructure that ensures the organization of both the educational process and extracurricular activities and includes: 15 educational buildings with a total area of more than 55463 square meters, 3 dormitories (2787 m<sup>2</sup>) for 360 seats, 8 canteens for 800 seats, 2 sports complexes with a total area of 5590 , 2 m<sup>2</sup> with a swimming pool (462.1 m<sup>2</sup>), 4 gyms (2026.1 m<sup>2</sup>), a fitness room (261 m<sup>2</sup>), equipped with the appropriate equipment. In addition, there are 6 medical centers for students in different buildings with a total area of 156.6 m<sup>2</sup>, 5 libraries with seven reading rooms (total area 803.3 m<sup>2</sup>), 3 testing centers (673 m<sup>2</sup>), 4 stadiums (5352.7 m<sup>2</sup>) in different buildings, tennis court (641.2 m<sup>2</sup>). The material and technical base of the university provides for all types of practical training and research work of students, provided for by the educational programs of the university and corresponding to the current sanitary-epidemiological and fire-prevention norms and rules. Educational programs are equipped with a classroom fund, educational laboratories (table 1), 20 computer labs (238 computers), gyms, testing centers (215 computers). Students have access to computers connected to the Internet. For the use of ICT in the learning process at the university, multimedia tools are used: video projectors (46 pcs.) And interactive whiteboards (39 pcs.).



Table 1 - Information about the laboratory fund EP - 6B01503-Biology and 6B01502-Chemistry

Lecture hall №	Cabinet name	Total area
106	«General Chemistry» Laboratory	36,6
101	Laboratory of Human Anatomy and Physiology	36,6
103	Laboratory of Zoology	36,6
127	Laboratory "Methods of teaching chemistry"	36,6
306	Botany Laboratory	36,3

The library is a structural subdivision of the University. The library provides: students' access to electronic scientific and educational resources; the formation of the library fund in accordance with the applications of the departments, which reflects the profile of academic disciplines and filling out the card index of the book supply of the educational process. The unified collection of the library consists of documents in various media and is differentiated according to educational programs. In addition, an agreement was concluded for information and library services with the South Kazakhstan branch of the Republican Scientific and Technical Library. The educational fund of the library is formed in accordance with the curricula and standards of book availability. In accordance with the agreement with the National Center for Technical Documentation JSC (NCSTI) No. 206 dated September 26, 2012, there is access to the electronic full-text resources of the SciVerse ScienceDirect database, in accordance with the license agreement with Elsevier in on-line mode. The electronic library also provides students and teachers with the opportunity to use the Kazakhstani database of the Republican Interuniversity Electronic Library. The fund of educational, methodological and scientific literature for EP, undergoing accreditation is shown in Table 2.

Table 2 - Availability of educational, methodical and scientific literature

<b>EP "Music education"</b>						
Type of resource	Number of titles			Number of instances		
	KZ	Ru /Eng	Total	KZ	Ru /Eng	Total
Educational, methodical and scientific literature on General education discipline	126	47/11	184	3435	631/100	4166
Educational, methodical and scientific literature on Basic disciplines and Specialized disciplines	90	5	95	1112	18	1130

Total	216	52/11	279	4547	649/100	5296
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**EP "Mathematics"**

Type of resource	Number of titles			Number of instances		
	KZ	Ru /Eng	Total	KZ	Ru /Eng	Total
Educational, methodical and scientific literature on General education discipline	126	47/10	183	3435	633/132	4200
Educational, methodical and scientific literature on Basic disciplines and Specialized disciplines	70	13	83	623	61	684
Total	196	60/10	266	4058	694/132	4884

**EP "Biology"**

Type of resource	Number of titles			Number of instances		
	KZ	Ru /Eng	Total	KZ	Ru /Eng	Total
Educational, methodical and scientific literature on General education discipline	126	47/17	190	3435	631/174	4240
Educational, methodical and scientific literature on Basic disciplines and Specialized disciplines	163	5/7	175	2585	8/45	2638
Total	289	52/24	365	6020	639/219	6878

**EP "Chemistry"**

Type of resource	Number of titles			Number of instances		
	KZ	Ru /Eng	Total	KZ	Ru /Eng	Total
Educational, methodical and scientific literature on General education discipline	126	48/15	189	3435	631/168	4234
Educational, methodical and	65	4/6	75	635	6/85	726

scientific literature on Basic disciplines and Specialized disciplines						
Total	191	52/21	264	4070	637/253	4960
<b>EP "Physical culture and sports"</b>						
Type of resource	Number of titles			Number of instances		
	KZ	Ru /Eng	Total	KZ	Ru /Eng	Total
Educational, methodical and scientific literature on General education discipline	126	45/9	180	3435	626/76	4137
Educational, methodical and scientific literature on Basic disciplines and Specialized disciplines	137	13/1	151	2145	41/3	2189
Total	263	58/10	331	5580	667/79	6326

During the meeting with the heads of the structural divisions of the university and students, the mechanisms of examination of the results of research work, graduation theses and theses for plagiarism were demonstrated. This process is regulated by the regulation PD-30-21 Checking works for uniqueness. Examination of the results of students' research and development is entrusted to scientific advisors. The university uses the "Anti-Plagiarism Internet System" (StrikePlagiarism.com).

From the beginning of the 2019-2020 academic year, elements of distance learning began to be introduced, which have gained predominant importance in connection with the coronavirus pandemic. Conducting classes in a distance and online format, using AIS Platonus for posting educational materials, completing assignments by students and scoring, organizing chats, etc. allow integrating all students into the educational process, providing equal opportunities, including adults and working students, as well as students with special educational needs.

Inspection of the material and technical base of the university showed that the premises in which the EP is being implemented comply with the current sanitary standards and fire safety requirements. In order to ensure the safety of students and employees, all educational buildings of the university are equipped with fire alarm systems and fire extinguishing equipment.

**Analytical part**

As a result of a visual inspection by members of the EEC of the facilities of the material base, it is noted that the university has all the necessary educational and material assets to ensure the educational process of undergoing accreditation educational programs. At the same time, the EEC notes the need to expand the laboratory base for OP 6B01503-Biology for the organization of the educational process in the disciplines:

- within the framework of the module "Cell and plant module": Cytology and histology, Histology, Anatomy and morphology of plants, Plant Systematics, Systematics of higher plants;
- within the framework of the module "Module of the world of living organisms": Invertebrate Zoology, Animal Taxonomy, Vertebrate Zoology, Ornithology, Herpetology;
- within the module "Module of the basics of biology and chemistry": Microbiology and

Virology, Virology, Biochemistry;

- within the module "Human and Animal Biology Module": Human Anatomy, Human Biology, Human and animal Physiology, Physiology of the central nervous system, Physiology of Endocrine systems, Endocrinology;

- within the module "Module of Applied Biology and plant varieties": Soil science and applied biology, Plant Physiology, Medicinal plants;

- within the framework of the module "Biology module of visual aids": Production of visual aids in biology, Production of botany models, Methods of herbarium production.

It is also necessary to expand the laboratory base for OP 6B01502-Chemistry for the organization of the educational process in the disciplines:

- within the framework of the module "Fundamentals of Inorganic and Organic Chemistry Module": Theoretical foundations of inorganic chemistry, Classes of inorganic compounds, Chemistry of Elements, Chemistry of Rare Elements, Theoretical foundations of Organic Chemistry, Organic Chemistry of aliphatic compounds, Synthesis of Organic Chemistry;

- within the module "Module of physico-chemical technology": Physical chemistry, Chemical thermodynamics, Colloidal chemistry, Surface phenomena, Chemical Technology, Fertilizer Chemistry;

- within the module "Module of methods of conducting chemical experiments in the school of surfactants": Chemistry of high-molecular compounds, Surfactants, Methods of conducting chemical experiments in school;

- within the module "Module of chemical analysis and household chemistry": Analytical chemistry, Physical methods of chemical research, Chemical analysis, Complex compounds, Household chemicals;

- within the module "Module of Biochemistry and fundamentals of Electrochemistry": Biochemistry, Fundamentals of Electrochemistry;

- within the module "Module of numerical analysis and methods of determination of elements": Quantitative analysis, Methods of determination of elements, Crystal chemistry, Mineralogy, Chemical synthesis of inorganic substances;

- within the module "Module of organic substances and environmental chemistry": Chemical synthesis of organic substances, Chemistry of organic substances, Environmental Chemistry.

It is necessary to develop conditions for the implementation of scientific research. The presence of a functioning scientific and innovative ecosystem will allow the University to contribute to the technical and economic development of the region. It is necessary to develop infrastructure favorable for people with disabilities. There are some elements of inclusivity at the University, but this is not enough. It is necessary to pay attention to the difficulties faced by students with disabilities inside buildings (thresholds, lack of opportunities to climb stairs, etc.). In addition, the university's website, in particular, information in the context of EP undergoing accreditation does not reflect identical information in three languages. Basically, the information is provided only in Russian. Currently, the availability of a functioning wireless Internet access network is a quality standard both "de jure" and "de facto". During the work of the EEC, it was revealed that access to the Internet via Wi-Fi channels is difficult or does not work. The lack of Internet access is noted by 82.1% of the surveyed teachers.

According to the results of the survey, students are fully satisfied with the existing educational resources of the university - 91.8%; classrooms, classrooms for large groups - 90.3%; Availability of computer classes and Internet resources are fully satisfied - 91.8%; providing students with a dormitory - 88.8%.

#### ***Strengths/Best practices***

- missing

#### ***Recommendations of the EEC:***



Taking into account the specifics of EP 6B01502-Chemistry and 6B01503-Biology, it is necessary to create training laboratories equipped with equipment appropriate for the organization of training laboratory classes, at least 2 for EP 6B01502-Chemistry and 1 for EP 6B01503-Biology. Due date: July 1, 2022

- The management of the university to ensure uninterrupted reliable coverage of wireless Wi-Fi zones in academic buildings. Due date: February 1, 2022

- The management of the university should consider the possibility of creating scientific and analytical laboratories of the natural-technical direction, equipped with modern analytical equipment, in order to develop a scientific and innovative ecosystem.

- To provide conditions for teaching students with disabilities, in particular when moving inside buildings. Due date: July 1, 2022

- To develop mechanisms for the formation of an individual educational trajectory of students, in particular students with disabilities. Due date: February 1, 2022

**Conclusions of the EEC by criteria:**

*According to the standard "Educational resources and student support systems", 13 criteria have been disclosed, of which 0 have strong positions, 8 are satisfactory and 5 suggest improvements.*

**6.9. Standard «Public Information»**

✓ *The university guarantees that the published information is accurate, objective, up-to-date and reflects all the activities of the university within the framework of the educational program.*

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

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

✓ *Information about the educational program is objective, up-to-date and should include:*

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

✓ *information and the system for assessing the 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 must post information and links to external resources based on the results of external evaluation procedures.*

✓ *An important factor is the placement of information on cooperation and interaction with partners, including scientific / consulting organizations, business partners, social partners and educational organizations.*

*The evidentiary part*

Following the principles of openness and accessibility to the public, the University openly publishes information about its activities, admission rules for applicants, educational programs, terms and form of study, information about graduate employment opportunities, a guidebook for students, contact and other information useful for applicants and students. The main tool for informing the public is the official website of the university (<https://caiu.edu.kz/>). In particular, the university website contains information on national and state development programs of the country: Message from the President of the Republic of Kazakhstan to the people of Kazakhstan (<https://caiu.edu.kz/poslanie-prezidenta-rk-ru/>), Rouhani Zhangyru Program (<https://caiu.edu.kz/ruhani-jangiru-ru/>),

Year of the Volunteer (<https://caiu.edu.kz/god-volonter-ru/>), Year of Youth (<https://caiu.edu.kz/god-molodej-ru/>). A variety of ways to disseminate information to inform the general public and stakeholders include:

- The official website of the University - <https://caiu.edu.kz/>

- Facebook - <https://www.facebook.com/hgtu.com.kz> Instagram  
<https://www.instagram.com/m.saparbaev/>; <https://www.instagram.com/caiu.edu.kz/>

- VKontakte - <https://vk.com/id563191288>

- YouTube channel

[https://www.youtube.com/channel/UCCO7OCfNEh69fF4QAtG7Kug?view\\_as=subscriber](https://www.youtube.com/channel/UCCO7OCfNEh69fF4QAtG7Kug?view_as=subscriber)

- whatsapp - chats.

The university's website has published undergoing accreditation educational programs 6B01502-Chemistry (<https://drive.google.com/file/d/1CF7XMA-YiNVPU5JEMS7oQVEycb0EDhK/view?usp=sharing>) and 6B01503-Biology (<https://drive.google.com/file/d/16Hs-fC8SjxdxSy1AKhdp6VMpddBD8GEg/view?usp=sharing>). The EP contains a description of the goals and planned results, the qualifications awarded, information about the system for assessing the educational achievements of students. At the same time, other accredited educational programs are not available for download. The university

website provides information on academic mobility programs (<https://caiu.edu.kz/%d0%bc%d0%b5%d0%b6%d0%b4%d1%83%d0%bd%d0%b0%d1%80% d0%be%d0%b4%d0%bd%d1%8b%d0%b5->

<https://caiu.edu.kz/%d0%be%d1%82%d0%bd%d0%be%d1%88%d0%b5%d0%bd%d0%b8%d1%8f-%d0%b8-%d0%b0%d0%ba%d0%b0%d0%b4%d0%b5%d0%bc%d0%b8%d1%87%d0%b5/>)

(<https://caiu.edu.kz/%d0%be%d0%b1%d1%8a%d1%8f%d0%b2%d0%bb%d0%b5%d0%bd%d0%b8%d0%b5/>), link. Information on international and republican partnerships (<https://caiu.edu.kz/contracts/>).

The university website provides information on the passage of external assessment procedures undergoing accreditation by the EP (<https://caiu.edu.kz/naar-ru/>):

6B01401-Training of teachers of basic military training;

6B01404-Physical culture and sports (6B01402- Training of teachers of physical culture).

**Analytical part**

Analysis of the information presented on the university website showed that the results of the university's activities are not fully reflected on the university website. There is a significant difference between the information provided in Russian and information in Kazakh and English.

Thus, the commission notes the need to unify the content of the site in Kazakh, Russian and English. EEC notes that the accredited programs are not published on the university website in the "Educational programs" section (<https://caiu.edu.kz/op/>):

6B01401-Training of teachers of basic military training;

6B01404-Physical culture and sports (6B01402- Training of teachers of physical culture);  
6B01405 - Music education;  
6B01509- Mathematics.

At the same time, the published OP 6V01502-Chemistry and 6V01503-Biology are posted only in Russian and are not updated (the indicated educational organization is the International Humanitarian and Technical University).

The university does not publish audited financial statements on its own web resource. The results of external assessment procedures for OP 6V01405 - Music education, 6V01502-Chemistry, 6V01503-Biology, 6V01509- Mathematics have not been published.

At the same time, a survey of students conducted during the visit of the EEC of the IAAR showed that 91.8% of respondents were fully satisfied with the usefulness of the website of the educational organization in general and the faculty in particular.

### **Strengths / Best Practice**

Not identified

### ***Recommendations of the EEC:***

Recommendations are given for improving the quality of TOE and / or EP based on the conclusions of the analytical part.

- The CAIU management ensure the functioning of the official website of the university, all its sections in the Kazakh, English and Russian languages. Completion date: 31.12.2021

- The management of the university to ensure the publication of complete information on the results of external assessment procedures, including certificates of accreditation in the context of EP, position in the ratings. Completion date: 31.12.2021

- The EP's management must ensure that the site is filled with information from the teaching staff of the EP undergoing accreditation in the context of personalities with the publication of resumes, scientific, academic and social achievements, a list of publications, contact information.

Completion date: 01.12.2021

- Ensure the publication of audited financial statements on the university website. Completion date: 31.12.2021

### ***Conclusions of the EEC on the criteria:***

*According to the "Public information" standard, 12 criteria are disclosed, of which 0 have strong positions, 9 are satisfactory and 3 suggest improvements.*

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

### ***Standard «Management of Educational Programme»***

- training in the programs of management education management EP

- ***Standard «Development and Approval of the Education Programme»***

- documentation of the procedure for the development of the EP and its approval at the institutional level.

## **(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS**

### ***Standard «Management of Educational Programme»***

#### ***Recommendations of the EEC:***

1. To ensure the quality of the activities carried out by partners in the implementation of academic mobility of students and teaching staff.

2. Taking into account changes in the factors of the external, internal environment and positioning of the EP, to carry out corrective and preventive actions aimed at continuous improvement of the EP, including by making changes and additions to the Development Plan of the EP.

3. The management of the EP to carry out comprehensive work on the definition and formulation of individuality, uniqueness of educational programs in accordance with the main priorities of the development of the economy of the region and the country. The deadline is until the 2022-2013 academic year

4. Systematically carry out an analysis of risk management, training methods and course content with the subsequent application of its results in the development of the EP development plan.

5. Provide innovation management within the framework of the EP, including the analysis and implementation of innovative proposals. Due date - 2023 years

***Standard «Information Management and Reporting»***

***Recommendations of the EEC on EP 6B01401-Training of teachers of primary military training, 6B01404-Physical culture and sports, 6B01405-Music education, 6B01503-Biology, 6B01502-Chemistry, 6B01509- Mathematics***

- to introduce communication mechanisms with students, employees and other interested parties through feedback through social networks and available communication channels by January 1, 2022 years.

***Standard «Development and Approval of the Education Programme»***

1. To update graduate models taking into account the specifics of the implemented trajectories and to involve employers more actively in the development of graduate competencies. The deadline is 2022-2023 academic year.

2. The management of the EP should begin purposeful work on organizing the preparation of students for professional certification.

3. To ensure the involvement of students in the research work carried out at the department.

4. Consider the possibility of developing and implementing joint educational programs with foreign educational organizations on EP 6B01509- Mathematics, 6B01501-Chemistry, 6B01503-Biology, 6B01405-Music education. The deadline is 2023-20247

5. To expand opportunities for internal and external academic mobility of students, as well as to assist them in obtaining external grants for training.

***Standard «On-Going Monitoring and Periodic Review of Educational Programme»***

***Recommendations of the EEC:***

1. To ensure the participation of students in the procedures of continuous monitoring and periodic evaluation of EP by including them in the collegial bodies of the university. Deadlines – 2022-2023 academic years.

2. Promptly inform employers, students and other interested persons about changes in the EP.

3. To monitor the labor market, the external environment, and employers' requests on an ongoing basis when developing and updating the content and structure of the EP.

***Standard «Student-Centered Learning, Teaching and Performance Evaluation»***

***Recommendations of the EEC:***

Management of accredited EP - in the period from 2022 to 2024. to provide evidence of the provision of flexible learning paths to different groups of students and their needs; - develop a set of measures to introduce modern achievements of world science and practice into the educational process, such as interactive educational equipment, a projector, personal computers and others;



- in order to use modern teaching methods and evaluation of learning outcomes in the educational process, ensuring the achievement of the goals of the EP, the management of the EP during the 2021-2022 academic year to develop a set of measures for the study of modern teaching practice until 30.04.2022;

-initiate business trips or online refresher courses for teaching staff, such as at "Orleu", as well as at other universities with similar EP, in CIS countries and abroad, inviting specialists (during the 2021-2022, 2022-2023 academic year, submit relevant documents by June 2022) To this end, come out with a proposal to the university management to consider signing relevant memoranda.

To the management of OP 6B01405 - Music education during the 2021-2022 academic year, - during the 2021-2022 academic year, to find opportunities for conducting master classes of domestic masters of musical culture as a traditional one (musicians of the Turan group (Kurmangazy) and others, Ersain Basygaraev, KNK named after. Kurmangazy), and academic direction (vocalists, bayanists, pianists, etc.).

- to submit to the department the possibility of holding a seminar on the theoretical and practical foundations of the innovative methodology of Abdulhamit Raimbergenov, in order to study in detail and further introduce it into the educational process in time for 30.05.2022.

- during the 2021-2022 academic year to initiate research of Kazakh folk music – song and instrumental (dombra, kobyz, shankobyz, zhetygen) in accordance with the peculiarities of the southern region of Kazakhstan, the presenter of which is to one degree or another EP.

- during the 2021-2022 academic year, consider the possibility of dual training with organizations such as the philharmonic society, concert departments, theater institutions, television, cultural departments in management organizations and others; discuss at the department, make a decision, submit a protocol;

- to discuss the possibility of creating a folklore and ethnographic ensemble of small composition and to submit to the CAIU management the possibility of acquiring folklore instruments - zhetygen, saz-syrnaya, shankobyz, sybyzgy, etc. for creation on 30.05.until June 2022.

- The management of EP 6B01502- Chemistry, 6B01503 - Biology, 6B01509- Mathematics to provide advanced training of teaching staff in the field of modern methods of evaluating learning outcomes in the period 30.05. 2022.

#### **Standard «Students»**

**Recommendations of the EEC on OP 6B01401-Training of teachers of primary military training, 6B01404-Physical culture and sports, 6B01405-Music education, 6B01503-Biology, 6B01502-Chemistry, 6B01509- Mathematics:**

- review the Regulations and update the work plan of the Alumni Association for the effectiveness of the Alumni Association until January 1, 2022;

- within the framework of external academic mobility, send 2 students to study at foreign partner universities until September 2023 according to EP 6B01404-Physical Culture and Sports, 6B01405-Music education, 6B01503-Biology, 6B01502-Chemistry, 6B01509- Mathematics.

#### **Standard «Teaching Staff»**

##### **Recommendations of the EEC:**

Management of accredited EP: - post information about the teaching staff on the official website of the university until 31.01.2022 . - to present an action plan to change the teacher's function in teaching with a student-centered approach to teaching. If necessary, conduct an educational and methodological seminar / conference on relevant issues with the invitation of specialists ( "Orleu", etc.). by May 2021-2022 academic year; - submit a plan for the

implementation of external and internal academic mobility of teaching staff by 31.01.2022 ;

- together with the management of the university to discuss and negotiate with reputable foreign and domestic teachers on the subject of academic mobility of teaching staff online (if possible off-line). In the report for the specified academic year, provide evidence of academic mobility of teaching staff;

- to develop step-by-step measures to improve the effectiveness of scientific activities of teaching staff in terms of conducting research within the department, university, in the republic during the 2021-2022 academic year.

The management of EP 6B01502 Chemistry, 6B01503-Biology, 6B01509 Mathematics, 6B01405 - Music education until 08/31/2022 to develop a set of measures and a plan to attract specialists from relevant industries with the necessary professional competencies to teaching.

The management of EP 6B01502-Chemistry, 6B01503-Biology in the period up to 08/31/2022 it is necessary to adjust the distribution of the staff of the teaching staff in the context of EP 6B01502-Chemistry, 6B01503-Biology and adjust the qualitative compliance of the teaching staff with the specifics of the implemented EP.

***Standard «Education Resources and Student Support Systems»***

***Recommendations of the EEC:***

- Taking into account the specifics of EP 6B01502-Chemistry and 6B01503-Biology, it is necessary to create training laboratories equipped with equipment appropriate for the organization of training laboratory classes, at least 2 for OP 6B01502-Chemistry and 1 for EP 6B01503-Biology. Due date: July 1, 2022.

- The management of the university to ensure uninterrupted reliable coverage of wireless Wi-Fi zones in academic buildings. Due date: February 1, 2022.

- The management of the university should consider the possibility of creating scientific and analytical laboratories of the natural-technical direction, equipped with modern analytical equipment, in order to develop a scientific and innovative ecosystem.

- To provide conditions for teaching students with disabilities, in particular when moving inside buildings. Due date: July 1, 2022.

- To develop mechanisms for the formation of an individual educational trajectory of students, in particular students with disabilities. Due date: February 1, 2022.

***Standard «Public Information»***

***Recommendations of the EEC:***

Recommendations are given to improve the quality of OO and/or EP based on the conclusions of the analytical part.

- The CAIU management should ensure the functioning of the official website of the university, all its sections in Kazakh, English and Russian. Due date: 31.12.2021.

- The university management should ensure the publication of complete information on the results of external evaluation procedures, including certificates of accreditation in the context of EP, positions in ratings. Due date: 31.12.2021.

- The management of the EP should ensure that the site is filled with the information of the teaching staff of accredited EP in the context of personalities with the publication of summaries, scientific, academic and social achievements, a list of publications, contact information. Due date: 01.12.2021.

- Ensure the publication of audited financial statements on the university's website. Due date: 31.12.2021.

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

Conclusion of the external expert commission for the evaluation of educational programs 6B01401 Training of teachers of primary military training, 6B01404 Physical culture and sports, 6B01509 Mathematics, 6B01405 Music Education LLP "Central Asian Innovation University"

№ item No.	№ item No.	Evaluation criteria	Position of the educational organization			
			Сильная	Удовлетворительная	Предполагает улучшение	Неудовлетворительная
<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>			1	10	6	0
<b>Standard 2 «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>			1	15	1	0
<b>Standard 3 «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>	1	8	3	0
<b>Standard 4 «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>			2	7	1	0
<b>Standard 5 «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>			0	10	0	0
<b>Standard 6 «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>			0	7	4	0
<b>Standard 7 «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>0</b>	<b>7</b>	<b>3</b>	<b>0</b>
<b>Standard 8 «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>0</b>	<b>9</b>	<b>4</b>	<b>0</b>
<b>Standard 9 «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>			0	9	3	0
<b>TOTAL</b>			<b>6</b>	<b>82</b>	<b>25</b>	<b>0</b>

Appendix 1.1

**Evaluation table "PARAMETERS of a SPECIALIZED PROFILE"**

Conclusion of the external expert commission for the evaluation of educational programs  
6B01502 Chemistry, 6B01503 Biology Central Asian Innovation University LLP

№ item No.	№ item No.	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	To be improved	Unsatisfactory
<b>Standard 1 «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>			0	11	6	0



<b>Standard 2 «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>1</b>	<b>1</b>	<b>1</b>	
<b>Standard 3 «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>6</b>	<b>5</b>	<b>0</b>
<b>Standard 4 «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>			1	8	1	0
<b>Standard 5 «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>			0	9	1	0
<b>Standard 6 «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>1</b>	<b>7</b>	<b>4</b>	<b>0</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>0</b>	<b>6</b>	<b>4</b>	<b>0</b>
<b>Standard 8 «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>			0	8	5	0
<b>Standard 9 «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,</i>				

		<i>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>			0	9	3	0
<b>TOTAL</b>			<b>4</b>	<b>79</b>	<b>30</b>	<b>0</b>