REPORT

On the results of the work of the external expert
commission for the evaluation
of compliance with the standards of specialized
accreditation of educational programs
6B01702 FOREIGN LANGUAGE: TWO FOREIGN LANGUAGES
7M01702 FOREIGN LANGUAGE: TWO FOREIGN LANGUAGES
8D01702 FOREIGN LANGUAGE: TWO FOREIGN LANGUAGES

OF "SULEIMAN DEMIREL UNIVERSITY" INSTITUTION
Date of on-line visit using the hybrid model:
December "13" to December "15" 2021

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

Addressed to
IAAR
Accreditation Council

АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ
НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА
INDEPENDENT AGENCY FOR
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Kaskelen   **"15" December 2021**

CONTENTS

(I)   LIST OF SYMBOLS AND ABBREVIATIONS

DB - Basic Disciplines
HEI - higher educational institution
EEC - external expert commission
SAC - State Attestation Commission
SCSE RK - State Compulsory Standards of Education of the Republic of Kazakhstan
SEDP - State Education Development Program
UNT - Unified National Test
FGA - Final State Attestation
FC - Final Control
ICT - Information and Communication Technologies
IT - Information Technologies
IEP - Individual Educational Plan
CCSES - Committee for Control in the Sphere of Education and Science
CTA - Comprehensive tests of applicants
CTE - Credit Technology of Education
CED - Catalogue of elective disciplines
MC - Intercultural Competence
MES RK - Ministry of Education and Science of the Republic of Kazakhstan
MOOCs - Massive open online courses
MEP - Modular Educational Programs
MC - Modular Curriculum
IAAR - Independent Accreditation and Rating Agency
NLA - regulatory legal acts
NQF - National Qualifications Framework
RP - Research paper
NIRO - scientific research work of the learner
NRS - Student Research Paper
NSC - National Qualification System
NTS - Scientific and Technical Council
GER - General education disciplines
OP - Educational programs
AP - Major disciplines
PC - Professional Competence
PPS - Teaching Personnel
GEP - General Educational Plan
SDU - Suleyman Demirel University
IWM - Independent work of Master students
IWS - Independent work of students
DBMS - Database Management System
MEP - Model educational plan
EMB - Educational and Methodical Bureau
EMC - Educational and Methodical Council
ECTS - European Credit Transfer System
ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area
QF-EHEA - Qualifications Framework for the European Higher Education Area
PhD - Doctor of Philosophy
SWOT - Strengths and Weaknesses Analysis

(II) INTRODUCTION

In accordance with the order № 175-21-од from 15.11.2021 of the General Director of the Independent Agency of Accreditation and Rating, from December 13, 2021 to December 15, 2021 (inclusive) the external expert commission conducted evaluation of the institution "Suleyman Demirel University" for compliance with standards of specialized accreditation of educational programs of higher and postgraduate education of the IAAR on the following educational programs: 6B01702 Foreign language: two foreign languages; 7M01702 Foreign language: two foreign languages; 8D01702 Foreign language: two foreign languages.

The report of the External Expert Commission (EEC) contains the evaluation of the activities of the Institution "Suleyman Demirel University" on the presented educational programs in the framework of specialized accreditation to the IAAR standards criteria, EEC recommendations for further improvement of educational programs and parameters of the profile of educational programs.

Members of EEC of IAAR:

Chairman of EEC - Palkin Evgeny Alekseyevich, CoS in Physics and Mathematics, Professor, Laureate of the USSR State Prize, Vice-Rector for Science of the Russian New University, (Moscow, Russian Federation).

Foreign expert - Li Chong Ku, CoS in Economics, Associate Professor at Yanka Kupala State University of Grodno (Grodno, Republic of Belarus) Evaluation of EP 6B04105 Digital Marketing.

Foreign expert - Belousov Alexander Valeryevich, CoS in technologies, Deputy Head of Educational and Methodological Department, Gubkin Russian State University of Oil and Gas (National Research University) (Moscow, Russian Federation). Evaluation of EP 6B06101 Information Systems.

IAAR expert - Lushchik Alexander Cheslavovich, Ph.D. in Physics and Mathematics, Professor, Head of Ion Crystal Physics Laboratory, Institute of Physics, University of Tartu (Tartu, Estonia). Evaluation of EP 8D01501 Mathematics.

IAAR expert - Shunkeyev Kuanyshbek Shunkeyevich, Ph.D. in Physics and Mathematics, professor of Aktobe Regional University named after K. Zhubanov (Aktobe, Republic of Kazakhstan). Evaluation of EP 6B01503 Physics-Informatics.

IAAR expert - Akibayeva Gulvira Sovbekovna, CoS in Economy., Category I IAAR expert (Karaganda, Republic of Kazakhstan). Evaluation of EP 6B04104 Finance, 6B04103 Accounting and Audit.

IAAR expert - Beisenkulov Ayazbi Akhbergenovich, professor of Media-communication department, International University of Information Technologies (Almaty, the Republic of Kazakhstan). Evaluation of EP 6B03201 Journalism (TV and Multimedia).

IAAR expert - Yensebayeva Marzhan ZaitovnaCoS in Economy, Associate Professor, Director of Corporate Development at K.I. Satpayev Kazakh National Research Technical University (Almaty, Republic of Kazakhstan). Evaluation of EP 6B05401 Mathematics, 7M05401 Mathematics.

IAAR expert - Kushebina Gulnara Malikovna, CoS in Economics, Vice-Rector for Academic Development of Kostanai Engineering and Economic University named after M. Dulatov (Kostanai, Kazaskhatan Republic). Evaluation of EP 6B04101 Economics.

IAAR expert - Karimova Gulmira Sarsemkhanovna, PhD, Senior Lecturer, Department of the Kazakh language and literature, Kazakh National Pedagogical University named after Abay (Almaty, Republic of Kazakhstan). 6B01701 Kazakh Language and Literature, 7M01701 Kazakh Language and Literature.

IAAR expert - Kulakhmetova Mergul Sabitovna, CoS in Philology, Associate Professor, Pavlodar Pedagogical University (Pavlodar, Republic of Kazakhstan). Evaluation of EP 6B02302 Translation Studies.

IAAR expert - Kulzhumieva Aiman Amangeldievna, CoS in Physics and Mathematics, Associate Professor of Mathematics Department, West Kazakhstan University named after M. Utemisov (Uralsk, Republic of Kazakhstan). EP 6B01501 Mathematics, 7M01501 Mathematics.

IAAR expert - Kusanova Bibigul Khakimovna, Ph.D. in Philology, professor of L.N. Gumilev Eurasian National University (Nur-Sultan, Republic of Kazakhstan). Evaluation of EP 8D01702 Foreign Language: Two Foreign Languages.

IAAR expert - Mustafina Akkyz Kurakovna, CoS in technologies, Associate Professor, Vice-Rector for Academic and Educational Activities of the International University of Information Technologies (Almaty, Republic of Kazakhstan). Evaluation of EP 6B06102 Computer Science, 7M06102 Computer Science.

National Expert - Arzaeva Maya Zhetkergenna, CoS in economy., Associate Professor of Academy of Logistics and Transport (Almaty, Republic of Kazakhstan) Evaluation of EP 6B04102 Management, 7M04102 Management.

IAAR expert - Ordabaeva Maigul Aitkazievna, PhD, Head of Economics and Management Department of S. Amanzholov East Kazakhstan University (Ust-Kamenogorsk, Republic of Kazakhstan). Evaluation of EP 8D04101 Management.

IAAR expert - Safarov Ruslan Zairovich, Candidate of Chemical Sciences, Associate Professor at L.N. Gumilev Eurasian National University (Nur-Sultan, Republic of Kazakhstan). Evaluation of EP 6B01502 Chemistry-Biology.

IAAR expert - Tatarinova Lola Furkatovna, CoS in Law, Associate Professor at UIB International Business University (Almaty, Republic of Kazakhstan). Evaluation of EP 6B042001 Applied Law.

IAAR expert - Tuyakbaev Gabit Aneshovich, CoS in Philology, Korkyt Ata Kyzylorda University (Kyzylorda, Republic of Kazakhstan). Evaluation of EP 8D01701 Kazakh language and literature.

IAAR expert - Urmashev Baidaulet Amantayevich, CoS in Physics and Mathematics, Associate Professor at Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan). Evaluation of EP 8D06102 Computer Science.

IAAR expert - Shevyakova Tatiana Vasilyevna, CoS in Philology, professor of International communications Department of Kazakh University of International Relations and World Languages named after Abylai Khan (Almaty, Republic of Kazakhstan). Evaluation of EP 6B01702 Foreign language: two foreign languages, 7M01702 Foreign language: two foreign languages.

IAAR expert - Chukubaev Ermek Samarovich, Head of the Department of International Relations and World Economy, Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan). Evaluation of EP 6B03101 International Relations, 6B04202 International Law.

IAAR expert, employer - Safullin Yeldos Nabiullievich, Deputy Director for Educational and Methodological Work of the Institute of Professional Development of Pedagogical Workers of the NCPK "Ɵrleu" in West Kazakhstan region (Uralsk, Republic of Kazakhstan).

IAAR expert, employer - Pitrakov Vladimir Yurievich, director of Pavlodar regional branch of JSC "ENPF" (Pavlodar, Republic of Kazakhstan).

IAAR expert, student - Sarabek Nazerke Erikkyzy, 3rd year student of elementary school teacher of Humanitarian college (Aktobe, Republic of Kazakhstan). Evaluation of EP 6B05401 Mathematics.

IAAR expert, student - Batyrova Akmaral Meirkhankyzy, 2nd year student of Educational Program 6B04132 State and Local Administration at K. Zhubanov Aktobe Regional University (Aktobe, Republic of Kazakhstan). EP 6B04102 Management, 7M04102 Management.

IAAR expert, student - Yegizbaeva Asylzat Erkinkyzy, 1st year student of EP 7M06149 Information Systems at Korkyt Ata Kyzylorda University (Kyzylorda, Republic of Kazakhstan). OP 6B06102 Computer Science, 7M06102 Computer Science.
IAAR expert, student - Ersayyn Saya Zhastalapkyzy, 3rd year student of EP 6B03201 Journalism, Turan University, member of the Alliance of Students of Kazakhstan (Almaty, Republic of Kazakhstan). Evaluation of EP 6B03201 Journalism (TV and Multimedia).
IAAR expert, student - Kendengulova Sholpan Erbulatovna, 1st year student of EP 6B01702 Foreign language: two foreign languages of K. Zhubanov Aktobe Regional University (Aktobe, Republic of Kazakhstan). On-line participation
IAAR expert, student - Oktyabr Akiyk, 3rd year student of educational program 6B01513 Physics-Informatics of S. Amanzholov East Kazakhstan University (Ust-Kamenogorsk, Republic of Kazakhstan). Evaluation of EP 6B01503 Physics-Informatics.
Expert IAAR, student - Sailaubekova Alina Zharkynkyzy, 2nd year student of educational program 7M01701 Kazakh language and literature of Shakarim University in Semey (Semey, Republic of Kazakhstan). 6B01701 Kazakh Language and Literature, 7M01701 Kazakh Language and Literature.
IAAR expert, student - Seyit Rabiya Kalmakhankyzy, 4-year student of the educational program 6B06101 Information Systems of S. Amanzholov East Kazakhstan University (Ust-Kamenogorsk, Republic of Kazakhstan). Evaluation of OP 6B06101 Information Systems.
IAAR Coordinator - Niyazova Guliyash Balkenovna, Project Manager on institutional and specialized accreditation of universities (Nur-Sultan, Republic of Kazakhstan).

(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION

Suleyman Demirel University was established in 1996. Currently, the educational activities of the University are carried out on the basis of the relevant license (№ KZ68LAA00003730, issued by the CCSON MES RK, 02.12.2014) within the national educational system in accordance with the legislation of the Republic of Kazakhstan.
The structure of the University includes: Rectorate, 3 faculties, 1 business school, Center for Multidisciplinary Education, 8 departments, 12 research laboratories, 22 departments and structural subdivisions.
Currently, the university has 55 educational programs, namely 28 undergraduate programs, 20 master's programs and 7 doctoral programs. The SDU has a trilingual education system, under which 62% of its educational programs are taught in English, 20% are taught in Kazakh, and 18% are available in English, Kazakh, or Russian. The university currently provides student-centered learning and teaching through a supportive academic environment and student support services.
The contingent of students at the beginning of the academic year 2021-2022 is 7356 people, including 6706 students on Bachelor's degree programs, 583 students on Master's degree programs, 67 students on Doctoral degree programs.
Faculty members are professionals who graduated from prestigious educational institutions of the country and abroad. The total number of teachers is 325, including 42 PhDs, 13 Doctors of Sciences, 50 PhDs.
One of the priorities of the development strategy of Suleyman Demirel University is considered to be strengthening and expanding international relations: participation in various international educational programs, implementation of joint projects, etc. Within the framework of international exchange programs professors and students of the university study and undertake internship in universities of Russia, Kazakhstan, Belarus, Italy, Spain, Czech Republic, Poland, South Korea, etc. Cooperation agreements have been signed with 56 universities in 26 countries and joint projects on academic mobility and experience exchange are being implemented. In addition, the university is working on ERASMUS projects in pedagogy and engineering.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The previous institutional accreditation at Suleyman Demirel University was conducted on June 15-17, 2015 on the basis of IAAR Order No. 17-15-OD of June 12, 2015.

The Accreditation Board of the IAAR decided in June 2015: to accredit within the framework of institutional accreditation for a period of 5 years the educational programs of Suleyman Demirel University: 5B011900 Foreign Language: two foreign languages - No. AB0632 dated 01.07.2015; 6M011900 Foreign Language: two foreign languages - No. AB0632 dated 01.07.2015.

The IAAR External Expert Commission (EEC) assessed the compliance of the implementation of the educational program 5B011900- "Foreign Language: two foreign languages", 6M011900- "Foreign Language: two foreign languages" of Suleyman Demirel University with IAAR criteria, and gave recommendations for further improvement of educational programs. Five recommendations were made. To date, 4 recommendations have been implemented, 1 recommendation is in execution.

In order to improve the quality of the educational activities, the SDU, in accordance with the action plan for the specialized accreditation of the educational programs 5B011900- "Foreign Language: Two Foreign Languages", 6M011900- "Foreign Language: Two Foreign Languages", conducted comprehensive measures to implement the recommendations of the EEC.

EEC Recommendations:

On the Educational Program Management standard:

1. Expand cooperation with domestic institutions of higher education that implement similar educational programs.

To implement the EEC recommendation, a set of effective measures were taken to expand cooperation with domestic universities implementing similar educational programs. Memorandums of Understanding and cooperation agreements were signed with a number of leading national universities of the Republic of Kazakhstan such as Al-Farabi Kazakh National University, Almaty (2015), L. Gumilev ENU, Astana (2015), KazGosZhenPU, Almaty (2016), Almaty Management University (2016), "Bolashak" Academy, Karaganda (2016). Cooperation with the A. Baitursynov Institute of Linguistics continues.

In order to expand cooperation with domestic universities and other educational institutions implementing similar educational programs, as well as establishing contacts for the exchange of experience during the reporting period, a number of scientific and practical, scientific-theoretical conferences, scientific and methodological, methodological seminars for teachers of English of schools, colleges, lyceums, gymnasiums with the invitation of leading teachers and lecturers from leading universities of Kazakhstan were held.

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

2. In the development of EP to study the experience of foreign universities and make joint educational programs with foreign universities, as well as with Kazakhstan's research and educational organizations.

To harmonize the educational program "Foreign language: two foreign languages" with Kazakhstani research and educational organizations and with foreign universities a comprehensive work was carried out: joint seminars, round tables, certified (72 hours) "Spring School" and others.

According to the standard "Faculty and Teaching Effectiveness":

3. Strengthen the work to attract the best national scientists and teachers in the implementation of educational programs.

Since the beginning of the 2016-2017 academic year, the Faculty of Philology and Educational Sciences and the Department of Philology have recruited highly qualified teachers.

According to the standard " Students:

4. a) Expand opportunities for internal and external academic mobility aimed at the acquisition of professional competencies of students, improve the exchange of faculty in Kazakhstan and foreign universities;

b) to create opportunities for continuing education in educational programs of postgraduate and additional education.

In order to implement these recommendations the following work on the external academic mobility of the university teaching staff was carried out: In the period from 15.11.2015 to 29.11.2015 according to the agreement between the partner universities of the "Mevlana" program the Head of the Department "Foreign languages", Doctor of Pedagogical Sciences, Associate Professor Kasymova G.M. was invited to give lectures at the Faculty of "Education" of Anadolu University in Turkey in Eskisehir. Dean of the Faculty of "Philology and Educational Sciences" in 2015, Ph.D., assistant professor Gaipov D.E. in 2016 received a grant under the program "Bolashak" to study at Cambridge University, UK, in the fall semester 2016-17 academic year. Since 2015 the following foreign teachers have been working at the Department of "Foreign Languages": Wang Dong Mei from China, teaching "Second Foreign Language: Chinese", Naci Yıldız from Turkey, "Teaching young learners" on EP "Foreign Language: Two Foreign Languages".

In accordance with the agreement on cooperation signed between SRU and Al-Farabi Kazakh National University, SDU and KazGosZhenPU in the first and second semesters of 2015-2016 academic year the teaching staff of the Department "Foreign languages" conducted classes on (contractual) hourly basis in the leading universities of Almaty - Al-Farabi Kazakh National University, KazGosZhenPU.

It should be noted that the active work on strengthening the academic mobility of students is also conducted at the level of master's degree. Thus, in July 2016, master students of the 1st year of the program "6M011900 Foreign Language: Two Foreign Languages" underwent foreign internships in countries such as Turkey, Poland. Visiting classes at universities, master's students were able to expand and develop additional competencies in the field of methodology of teaching foreign languages.

According to the standard "Resources available to educational programs:

5. Further improvement in the availability of electronic versions of published journals.

At the moment electronic versions of international scientific conferences have been published.

(V) DESCRIPTION OF THE EEC VISIT

The work of EEC was carried out on the basis of the Visit Program using a hybrid model of expert commission on specialized and primary specialized accreditation of educational programs of Suleyman Demirel University in the period from 13 to 15 (inclusive) December 2021.

In order to coordinate the work of the EEC, a kick-off meeting was held on 10.12.2021, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, agreement was reached on the choice of examination methods.

In accordance with the standards the program of the visit included meetings with the Rector, Vice Rector, heads of departments, deans, heads of departments of the University, teachers, students, graduates, employers and employees from various departments, interviewing and questioning teachers and students.

During the tour members of EEC got acquainted with the state of the material and technical base of the university, visited the library, conference areas, dean's office, departments, the office of international relations, classrooms, specialized rooms, computer labs, teaching chemistry, forensics, simultaneous interpretation, Distributingsystems and Computing, Halyk Academy, United Nations.

The activities planned during the visit of EEC IAAR, contributed to the detailed acquaintance of experts with the educational infrastructure of the University, material and technical resources in the context of educational programs

; meetings with the teaching staff, representatives of employers' organizations, students and graduates. A total of 356 people took part in the meetings (table).

1). This allowed the EEC members to independently assess the compliance of the data presented in the self-evaluation reports of the university's educational programs with the criteria of specialized accreditation standards.

Information about the employees and students who participated in the meetings with the EEC of the IAAR:

Category of participants	Number of participants
Rector	1
Vice-Rectors	4
Heads of departments, heads of academic departments, coordinators of educational programs	55
Teachers	65
Students, undergraduates, doctoral candidates	93
Alumni	73
Employers	65
Total	**356**

In accordance with the accreditation procedure, a survey of 145 teachers and 1,083 students was conducted.

In order to confirm the information presented in the self-assessment report, the external experts requested and analyzed the working documentation of the university. At the same time, the experts studied the Internet positioning of the university through the official website of the university www.http://sdu.edu.kz.

All conditions were created for the work of the EEC, access to all necessary information resources was organized. On the part of the SDU team was ensured the presence of all persons specified in the program of the visit, respecting the established time interval.

Within the framework of the planned program the recommendations for improving the activities of the SDU, developed by the EEC on the basis of the results of the expertise, were presented at a meeting with the management on 15.12.2021.

The events planned in the framework of the IAAR EEC visit contributed to the experts' detailed acquaintance with the educational infrastructure of the university, material and technical resources, faculty and staff, students, undergraduates, representatives of employers, graduates. This allowed the members of the EEC of the IAAR to conduct an independent assessment of compliance of the data presented in the reports on self-assessment of the university's educational programs with the criteria of specialized accreditation standards.

(VI) COMPLIANCE WITH STANDARDS OF SPECIALIZED ACCREDITATION

6.1. Standard «Management of Educational Program»

The proving part

Educational programs 6B01702 Foreign Language: two foreign languages, 7M01702 Foreign Language: two foreign languages, 8D01702 Foreign Language: two foreign languages are implemented in accordance with the Annexes to the License to conduct educational activities, issued by the CCSON MES RK.

The main guidelines for the development of areas of training of the university are defined in the Development Strategy and Academic Policy, Strategic Development Plan of the University, vision and mission are available and posted on the website of the university. Academic activities and implementation of EP cluster is carried out on the basis of normative documents of MES RK, internal normative documents and Regulations, which are consistent with the strategic documents: the Mission, Vision, Policy and labor market demands. The University manages educational programs as processes, formalizing the existing procedures within the internal system of quality assurance, which includes the Policy in the field of quality assurance and description of processes in a series of internal documents of the University. The Quality Assurance Policy is published and available to interested parties. The provision of quality educational services at the University, the adequacy of the program to modern requirements are at a sufficient level.

The educational programs 6B01702 Foreign Language: two foreign languages, 7M01702 Foreign Language: two foreign languages, 8D01702 Foreign Language: two foreign languages are in line with the strategy, mission and vision of Suleyman Demirel University where the vision of the university is to become a leading international university of Central Asia, with graduates succeeding in their careers, and excelling in education, innovation, research and discovery. The mission of SDU is to achieve outstanding results in the development and delivery of scientific knowledge; to train skilled professionals, global citizens, whose worldview is shaped by a humanistic education.

Based on the strategic documents formalized at the institutional level, as well as taking into account the results of the analysis of EP functioning, the Plans of development of EP 6B01702 Foreign language: two foreign languages, 7M01702 Foreign language: two foreign languages, 8D01702 Foreign language: two foreign languages were developed.

The EP development plan contains an analysis of the current state (information about students by levels of training, analysis of personnel potential, material and technical base, the state of research work, the results of SWOT-analysis), the basic goals, objectives of EP development, planned indicators.

EP development plans are agreed with employers in the areas of training students within the implemented educational programs. Representatives of all interested groups are involved in the development of EP: the head of the department (head of EP) in the direction of training, experienced teachers, employers and students.

Implementation of educational programs are determined by their objectives and plans for the development of EP and provide for a gradual growth of some indicators of EP based on the mechanism of coordination of the content, forms and solutions of EP with the strategic documents.

Paper and electronic versions of program, planning and internal regulatory documents are kept at the departments and are available to the faculty, staff and students, as well as employers and other interested parties. Copies of documents are recorded in the logbook.

Faculty participation in the management of EP is carried out through the updating of EP, taking into account the requirements of the labor market and advanced achievements of science; planning the volume of credits to study elective disciplines; defining course policy; planning

schedule of test assignments; organization of students' knowledge control; adjusting forms and methods of teaching disciplines, taking into account the results of quality monitoring; updating the topics of graduate works; work in the collegial bodies, state certification commissions; formation of applications for the purchase of the modern litrature

There is a mechanism for correlation of EP with the strategic documents of the university and the content of EP. There is an available educational resource environment for training, including computer equipment, software products - licensed and purchased, websites, computer labs, reading rooms, book fund, etc. Determination of the need for equipment, literature, and software tools is conducted by the head of the department.

To organize and plan the educational process at the university there are structural units, whose functional responsibilities include certain positions. An important component of the effective implementation of educational programs and the consistency of their actions in general with the work of the university is a centralized planning, with the right to independently determine the department development indicators, reflecting the specifics of the implemented EP and resource potential of the department (teaching staff, technologies used, corporate communications) and their content (participation in the educational process, research activities, organization of practice, educational and methodological book supply of EP, sufficient classroom fund, etc.).

Based on feedback from graduates and employers, courses such as Teaching English to Young Learners and Inclusive Education were developed and implemented in EP 6B01702 - Foreign Language: Two Foreign Languages. There has also been an increase in the number of psychology courses and a new course Developmental Psychology has been introduced.

Within the "Research" area for quality research, the EP works purposefully and systematically to improve the research culture of both students and faculty in accordance with recognized modern international standards through the mandatory inclusion of courses in research methodology and academic writing, beginning with the undergraduate program, continuing through the master's program and ending at the doctoral level, increasing the level and complexity of the material. In addition, the program, as well as the university as a whole, positions itself as a center of scientific excellence in the region through the organization of summer and winter schools for all comers, as well as scientific seminars "Graduate seminars" for doctoral students, as a discussion and approbation of the progress, results of scientific research.

Organization of scientific research at the university is at a satisfactory level, students annually participate in scientific conferences, in the Republican and International subject Olympiads, competitions, debates.

The effectiveness and efficiency of EP development is confirmed by the fact that the students of the accredited EP show good results in various competitions, according to the results of professional practices have letters of commendation, positive feedback from employers.

The graduates of the accredited EP are in demand in the labor market, and their employment in the reporting period has indicators from 70% to 100%.

Analytical part.
The EEC of the IAAR having held meetings, talks and interviews with the Rector, Vice-rectors, heads of departments, heads of structural subdivisions, students, teaching staff, representatives of employers' organizations and graduates as well as a survey of teaching staff and students, a detailed study of the University educational infrastructure, material, technical, information and methodological resources and the necessary documents notes that transparency and colleagues This is evidenced by the activities of the Academic Council, Rectorate, Educational and Methodological Council, which provide management of the main processes of the university.

The EEC confirms that the university has a published quality assurance policy, which reflects the relationship between research, teaching and learning. The policy is annually analyzed by the management for compliance with the strategic directions, goals and objectives of the University, external contexts and is updated as necessary. The Policy focuses on the principle of student-centeredness, on creating an educational environment conducive to the active

involvement of students in quality assurance processes. Cooperation with employers, promotion of entrepreneurial spirit and innovative skills among students is designated as an important principle of quality assurance. This is reflected in the educational programs, in the involvement of employers in the educational and research processes, in the development of diploma works. Thus, the EEC notes that the strategic documents of the University consistently reflect the management of educational programs.

Educational programs are in demand both in the domestic market of Kazakhstan and abroad, graduates are in demand in the leading educational institutions of the country, such as Nazarbayev Intellectual Schools, Bilim-Innovation Lyceum, schools for gifted children Daryn, gymnasiums and colleges. The demand for specialties is confirmed by the annual enrollment of students with a tendency of stable annual increase in the contingent.

Experts note that the mechanisms of implementation of business processes, including the management of educational activities are described in detail in the regulatory documents of the university. The effectiveness and efficiency of the development of EP is confirmed by the fact that students show high results in scientific and practical conferences, according to the results of professional practices have letters of appreciation, positive feedback from employers.

The EEC notes the active participation of representatives of the University, including heads of educational programs in the work of collegial bodies that coordinate the management of EP.

The EEC confirms the openness and accessibility of the rector and vice-rectors for students and teaching staff.

At the same time, the EEC recommends continuing the practice of organizing courses on educational management for heads of EPs, in view of the fact that certificates for the passage of the educational management program were not presented, the EP management must be trained in these programs, which is confirmed by the head of the department during the interview.

The EEC confirms that in the management of educational programs the participation of representatives of stakeholders in the collegial bodies is ensured, their representativeness in decision-making on the management of EP is ensured. Doctoral students (Smakova K., Delovarova H., Nurmetov D., Urazalieva U., etc.) participated in department meetings to discuss the PhD curriculum, which is confirmed by department documents. Doctoral students (e.g., Nurmetov D.) participate in the meetings of the Faculty Council to discuss the EP development plan.

One of the goals of EP 8D01702 - Foreign Language: Two Foreign Languages is to establish a dissertation council to receive and defend dissertations in the direction of the EP, prepared according to the latest international requirements in English. EEC recommends continuing the work on opening a dissertation council, as this will increase the contingent of students on this program not only from Kazakhstan but also from neighboring and far abroad countries.

Guarantee of high quality of EP is the orientation of the university on internationalization, reaching an international level, which is realized through the exchange of experiences, attracting foreign experts from leading universities, introduction of innovative teaching methods, improving linguistic skills of students and faculty. The geography of doctoral students' research internships is quite wide. The SDU has signed memoranda with 25 countries, and sent more than 200 students on exchange programs to such countries as the United States, the UK, Poland, Germany, Turkey, Portugal, Korea, China, Malaysia, Lithuania, Latvia, Russia and Sweden. The University actively cooperates with leading domestic universities, such as Nazarbayev University, KIMEP, Al-Farabi Kazakh National University in the implementation of academic mobility of bachelors, masters and doctoral students.

At the same time, the members of the EEC note that the opportunities to organize double-degree education in the accredited EP are not used enough, which would contribute to the development of the quality culture of learning in this EP.

To determine the level of satisfaction of internal needs each academic period a survey of students, teachers and university staff is conducted.

The survey of the teaching staff, conducted during the visit of the EEC of the IAAR, showed that the involvement of the teaching staff in the process of making management and strategic decisions - evaluated as "very good" and "good" - 95.8%, at the same time, 4.1% of the teaching staff are not involved in this process. Satisfaction with the content of the teaching staff is 99%.

The strengths/best practice for EP 6B01702 Foreign language: two foreign languages, 7M01702 Foreign language: two foreign languages, 8D01702 Foreign language: two foreign languages:
- The university ensured the correct distribution of those responsible for the business processes within the EP, staff job responsibilities, delineation of the functions of collegial bodies.
- Management of EP in order to ensure quality education and increase the level of satisfaction with educational services demonstrates its openness and accessibility for students, teaching staff, employers and other stakeholders

EEC recommendations for EP 6B01702 Foreign Language: two foreign languages, 7M01702 Foreign Language: two foreign languages, 8D01702 Foreign Language: two foreign languages:
- Facilitate the practical implementation of dual-degree education, joint educational programs, and academic mobility by demonstrating a commitment to quality assurance of any activities performed by contractors and partners (outsourcing), including in these areas. By 2024.
- The management of the university should organize the work on the passage of the heads of EP courses on education management, by 2023.
- In order to increase the contingent of students of EP 8D01702 Foreign Language: two foreign languages, not only from Kazakhstan but also from neighboring and distant foreign countries, to continue work on opening a dissertation council to defend doctoral dissertations. By 2025.
EEC conclusions on the criteria for EP 6B01702 Foreign Language: two foreign languages, 7M01702 Foreign Language: two foreign languages, 8D01702 Foreign Language: two foreign languages have 2 strong, 14-satisfactory, 1-presumptive improvement positions.

6.2. Standard "Information Management and Reporting"

The proving part
There is a positive dynamics of the process of information management, collection and analysis at the university. In all departments of the university records management is carried out in accordance with the approved nomenclature of files, preservation and archiving of documents is provided, electronic document management is carried out. Operative acquaintance of executors with the information is realized in the electronic form by means of address delivery in the system of electronic documents circulation in the local network.

The information part of the web-site of Suleyman Demirel University contains information about the University, academic and scientific activities of the chairs, deans and academic departments, events taking place within its walls. The website of the University is based on information-telecommunication infrastructure consisting of information-analytical system, i.e. programs for collection, storage and processing of documents and other information on university activities and the portal, which includes the websites of all departments of the University - https://sdu.edu.kz/. As a tool for collecting and analyzing information, as well as for managing the educational process, the automated information system UniPort is used, the portal of the SDU for employees https://pms.sdu.edu.kz, the portal of the SDU for students - https://my.sdu.edu.kz, the document management system (DMS) - https://dms.sdu.edu.kz.

The main channels for transmitting information on EP 6B01702 - Foreign language: two foreign languages, 7M01702 - Foreign language: two foreign languages, 8D01702 - Foreign language: two foreign languages are the official University website, UniPort University portal, Enroll (online registration), SIS (Student Information System), SR (Student Registration), social

networks (personal Instagram account and Telegram channel of the University) and the media of SDU.

Data is collected through an online portal and begins as soon as students enroll. All information necessary for effective management of the educational process is entered into the portal. The university has developed an online registration system Enroll, which is filled out by applicants upon admission. Online registration allows to automate the processes of registration and accounting of applicants, significantly increasing the efficiency of technical secretaries of the admission committee. The platform is developed in two versions: for foreigners and for citizens of Kazakhstan.

As part of the EP at the university there is a system of regular reporting, reflecting the effectiveness and efficiency of the department.

The university implemented the following mechanisms to collect, store and analyze information on the implementation of EP: the system of monitoring the implementation of plans for the development of EP; various forms of self-evaluation: internal self-evaluation in preparation for audits from the governing units of the university; self-evaluation of EP in preparation for institutional and specialized accreditation; annual self-evaluation of processes that ensure the implementation of EP.

The department has implemented information management processes, including collection and analysis. In the process of EP management, the Department systematically analyzes information on various areas of activity (the number of students and graduates, available resources, staff, teaching and learning, educational, scientific and international activities). According to the results of training semesters and staff of the department make reports: reports of teaching staff on educational, educational, scientific and educational activities (individual reports of teachers), semiannual and annual reports of the department, reports on all types of practices, reports of the State Attestation Commission, etc. All reporting documents in the departments are located in the nomenclature of the departments.

Analytical part

The university has implemented information management processes, including collection and analysis. Maintenance of the mission, goals, objectives and evaluation of their effectiveness is carried out in accordance with existing documented procedures. Work is carried out to ensure procedures for processing personal data with the obligatory consent of students, employees and teaching staff.

The experts note that the minutes of the meetings of the departments reflect the results of the analysis of the achievement of the purpose of the EP, as well as ways to improve the effectiveness of the educational program. Storage of management documents of the departments is carried out in accordance with the requirements of the nomenclature of files.

To improve the internal quality assurance system, the EP management demonstrates the systematic use of processed, adequate information. The internal system of quality assurance is conditioned by the use of a variety of information technologies, mechanisms, developments and processes. It is important to note that the developed internal system of quality assurance helps the university to respond flexibly to the needs of the labor market and the demands of society.

The university systematically analyzes information about the implementation of the educational program and conducts self-diagnostics in all areas to eliminate deficiencies, but the EEC has not demonstrated evidence of eliminating the deficiencies found.

The performance of the collegial bodies and top management is evaluated by the faculty and administrative staff of the university. The Quality Monitoring Department conducts a survey among faculty and other University employees to determine the level of team satisfaction with the work of senior management. The questionnaire includes questions related to staff satisfaction with their salaries, working conditions, workplace (office, office equipment, etc.), organization and equipment of the educational process.

Efficiency is reflected through the indicators of the work done by the University in the form of periodic reporting. The fulfillment of the KPIs listed in the Strategic Plan demonstrates the performance of all University departments. Also, the performance of the EP is tracked through participation in national and international rankings. For example, the University annually participates in the rating of NPP "Atameken", which is aimed at assessing the quality of educational services, employment of graduates and their demand in the modern labor market.

In general, the EEC notes that the university uses modern information systems, information and communication technologies and software to adequately manage information.

The survey of students conducted during the EEC visit to NAAR showed that satisfaction with the usefulness of the organization's website is 68.3%; informing students about the requirements for successfully graduating with this specialty is 67.7%; informing students about the courses, educational programs, and academic degrees is 96%.

Strengths/Best Practice of EP 6B01702 Foreign Language: two foreign languages, 7M01702 Foreign Language: two foreign languages, 8D01702 Foreign Language: two foreign languages

- The university management actively involves the students, teaching staff, and employees of the university in the process of collecting and analyzing information.

EEC recommended for the program 6B01702 Foreign language: two foreign languages, 7M01702 Foreign language: two foreign languages, 8D01702 Foreign language: two foreign languages.

- The university management to implement the practice of ensuring assessment of the effectiveness and efficiency of their activities in the context of the implemented EP until 2023.

The EEC conclusions on the standard "Information Management and Reporting" 6B01702 Foreign language: two foreign languages, 7M01702 Foreign language: two foreign languages, 8D01702 Foreign language: two foreign languages have 0 strong, 17-satisfactory, 0-assuming improvement positions.

6.3. Standard «Development and Approval of the Education Program»
Proving Part

Accredited EP 6B01702 - Foreign language: two foreign languages, 7M01702 - Foreign language: two foreign languages, 8D01702 - Foreign language: two foreign languages are developed and approved on the basis of state regulatory documents, as well as university-wide documents developed by CMCU together with JMC, posted on the University portal (Regulations on the development, approval and monitoring of EP in the SDU, SDU Regulations on the organization of educational process on credit technology of instruction; Rules of development and design of educational programs for students and teachers of foreign languages). The development of working curricula takes place on the basis of the TUP recommended by MES RK, the catalog of elective disciplines CED, developed by the Chair of language education and individual study plans of students. Working curricula for required disciplines (syllabuses), developed on the basis of model curricula approved by the MES RK. In the absence of such, teaching staff independently develop curriculum (syllabuses), based on the internal regulatory document - Rules for development and execution of the curriculum (2018) The Regulations regulates both the development and approval, as well as the rules of the revision, amendment and examination of educational programs of higher and postgraduate education. In general, the development of EP is a methodologically sound, purposeful process, focused on the achievement by the students of the educational results coordinated with the regulatory documents.

The main goal of the realized EP is the formation of professional, corresponding to the qualification framework of bachelor / master / doctorate levels of education competence of graduates, and meeting the needs of the national / regional labor market and employers.

The expected learning outcomes of each program are formulated in the accumulating general and professional competence models of the graduate.

Teaching staff of the department, students and strategic partners - employers, heads of internships participate in the development of EP. By order of the head of the department a working group of leading teachers (coordinators) of educational programs is formed. During the academic year, round tables with the participation of employers are held. The developed EP undergoes internal and external expertise. Internal expertise is carried out with the involvement of the leading teachers of the department, members and heads of the Academic Committee of the Faculty and University, and external expertise - with the representatives of employers.

Thus, there is a review of the content of the EP for the period 2018-2022 in the specialty 5B011900 (6B01702): Foreign Language - two foreign languages from Al-Farabi School for Gifted Children of Almaty region, Suleiman Demirel Boarding College School. There is also feedback on the content of the EP from edLight Education Support Center for the period 2020-2024 for the specialty 6B01702: Foreign Language - Two Foreign Languages. External experts are representatives of professional practice base, representatives of educational and other institutions with which partnership relations are established and contracts are concluded. Updating the content of CED is carried out annually by 30% at the end of the academic year by introducing new courses, new educational trajectories.

The basis for unplanned revision of the EP is the changes, recommendations at the level of the MES RK, as well as changes and challenges in modern society, science and educational institutions, presented in such documents as the State Program of Education and Science Development of the Republic of Kazakhstan for 2020 - 2025 dated December 27, 2019 № 988, the State Program for implementation of language policy in the Republic of Kazakhstan for 2020-2025 dated December 31, 2019 № 1045, the State Program "Digital Kazakhstan" dated December 12, 2017 № 827 and others. For example, due to the recent global changes in the world and education, the content of CED includes such disciplines as 'Pedagogy of Online Language Education', 'Teaching Training for Additional Qualified Certification: CELTA', 'Qualitative & Quantitative Methods in Educational Research' in master's degree program, 'Special Topics in Multilingual Education', 'CLIL Approach and Project-Based Learning in Higher Education' in doctoral studies. At the undergraduate level, new disciplines such as 'Inclusive Education', 'Value-based Education', 'Media Literacy', and 'Diploma/Project Writing' were introduced in the QED. Taking into account the suggestions of external reviewers, the final content of the EP is formed, submitted for consideration by the GMC and approved by the Rector of the University at the meeting of the Academic Council. Responsibility for the quality of the EP is borne by the Department and the UMC on the directions of training of personnel of higher and postgraduate education. On the basis of the TUP specialty and CED all students participate in the formation of individual educational plans (IEPs) under the guidance of advisors.

An important role in the implementation of EP play various types of practices. The organization of all types of practices (educational, pedagogical, industrial, professional) is based on the signed agreements on cooperation. Practical training bases are enterprises, research institutes, institutions and organizations, as well as educational institutions (secondary schools and colleges). Types, terms and content of professional practices are determined by the working curricula of the specialty and training programs.

The order of participation of interested persons (teaching staff, students, employers) in the development of EPs and ensuring their quality is regulated by the University internal Regulation on the Advisory Board, which describes the requirements for the members of this Board, their functional responsibilities, issues brought up for discussion and the timing of meetings, as well as payment for services rendered. The composition of the Accreditation Advisory Board includes all major stakeholders.

Analytical part

Accredited educational programs are developed in accordance with European, national and industry qualifications frameworks, as well as professional standards. Bachelor's degree programs correspond to the 6th qualification level of the Sectoral Qualifications Framework (SQF); Master's degree programs correspond to the 7th level of the SQF; Doctoral programs correspond to the 8th level of the SQF. In developing the content of the EP the developers are based on professional standards.

Training the graduates of the EP 6B01702 - Foreign language: two foreign languages, 7M01702 - Foreign language: two foreign languages, 8D01702 - Foreign language: two foreign languages to solve scientific, pedagogical and practical problems leads to a comprehensive and systematic approach to the educational content through the application of competence-based, student-centered and practice-oriented approaches in the design, implementation and evaluation of learning outcomes. The analysis of the curricula of these programs reflects their relevance, but the interview with the head of the department, as well as the analysis of the submitted documentation shows that the individuality and uniqueness of the accredited EPs are not sufficiently contiguous, including the coordination of EP development plan with the university development strategy.

One of the objectives of the developers of the EP is to help graduates successfully adapt to the rapidly changing labor market and in this regard, the CED includes disciplines aimed at preparing students for professional certification. These disciplines are: CELTA, TESOL, and IELTS for teaching majors. Within the framework of the disciplines aimed at preparing for professional certification the student gets knowledge in order to pass the certification exam, thus getting more opportunities for employment in prestigious educational institutions and companies after graduation. The EEC believes that practical training of students, namely the development of appropriate courses and disciplines, serves as an important factor in preparing students for professional certification. So, for example, getting international certificates: CELTA, TESOL, KET, TKT, YLE test allows students to get a job in prestigious international educational institutions like British School Haileybury, Miraz, Galaxy, BILIM, NICH, etc.

Members of the EEC note the logical process of forming the EP, which includes several stages from the collection and analysis of material to the final approval. The distribution of functions between the structural units responsible for organizing and planning the educational process at the university also contributes to the successful development of EP.

In order to improve the quality of the educational process is carried out harmonization, integration and consistency of RUP for all levels of training. Working curricula are developed for the current academic year. General education disciplines: psychology, sociology, cultural studies and political science, as well as a second foreign language are taught on a modular basis within the framework of the Bachelor's Degree Program. However, the EEC notes that it is recommended that the management of the EP develop and implement a transparent mechanism for the formation of the modular structure of educational programs, as well as to develop criteria for the formation of modules included in the EP.

The extent of employers' involvement in the development of EPs and evaluation of EPs is described in the Regulations of the University on the development, approval and monitoring of EPs

In the structure of the educational program different types of activities are included: theoretical course, professional practice, research work, the content of which contributes to the development of professional competencies of students, taking into account their personal characteristics and planned results. Determination of compliance of the content of academic disciplines and learning outcomes with the level of education (bachelor's, master's, doctoral studies) undergoes internal and external expertise. Internal expertise is conducted by the program coordinator, the head of the department, faculty experts, and the students themselves during the questionnaire on the quality of the course. External expertise of compliance of the content of academic disciplines and learning outcomes with the level of training is carried out with the involvement of representatives of other higher educational institutions, employers at the

meetings of the Advisory Board. Representatives of higher educational institutions, such as Al-Farabi Kazakh National University, KazNPU named after Abay and others were involved in the examination of EP.

However, the EEC considers that an important principle in the development of EPs is their harmonization with the educational programs of foreign partner universities to implement academic mobility programs and research internships. The management of EP is recommended to promote the practical implementation of joint educational programs at both undergraduate and graduate levels, which involves the harmonization of the content of educational programs with the educational programs of the leading Kazakh and foreign universities.

In general, the development of EP is a methodologically well-founded, goal-oriented process, focused on the achievement of students' educational outcomes in accordance with the regulatory documents. The effectiveness of this system is evidenced by the results of the survey of students, who in 81.3% were fully satisfied with the course programs, 87.4% were satisfied with the fact that the content of the courses is well structured.

Strengths/Best Practices for EP 6B01702 Foreign Language: Two Foreign Languages, 7M01702 Foreign Language: Two Foreign Languages, 8D01702 Foreign Language: Two Foreign Languages
- The students of EP 6B01702 Foreign language: two foreign languages, 7M01702 Foreign language: two foreign languages may be prepared for professional certification.

Recommendations of the EEC for EP 6B01702 Foreign language: two foreign languages, 7M01702 Foreign language: two foreign languages, 8D01702 Foreign language: two foreign languages:
- Concretize signs of individuality, and uniqueness of accredited EPs, including the alignment of the EP development plan with the University development strategy (by September 2023).
- Practically implement the work of joint educational programs at both undergraduate and graduate levels, which involves the harmonization of the content of educational programs with the educational programs of the leading Kazakhstani and foreign universities and work on the coordination of MOP, RUP, as well as the components of the graduate model until 2025.
- To develop and implement a transparent mechanism for the formation of the modular structure of educational programs. To develop criteria for the formation of modules included in the EP (major and miner, additional competences and specializations) until 2023.

The conclusions of the EEC on the standard "Development and approval of educational programs": EP 6B01702 Foreign language: two foreign languages, 7M01702 Foreign language: two foreign languages, 8D01702 Foreign language: two foreign languages have 1 strong position, 11-satisfactory position, 0-presuming to improve the position.

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

Proving part
On the basis of internal normative documents of the university, the faculty and departmental levels carry out continuous monitoring of the quality of education in order to identify compliance with the strategic goals of the university, check the degree and completeness of the requirements of educational standards, examination of compliance of the training level of graduates with the labor market demands, as well as assessment of the quality of teaching.

Monitoring and periodic evaluation of the accredited EPs is carried out in order to continuously improve them, as well as to meet the needs of students, employers and society as a whole.

At the university level, monitoring is carried out through the following specialized services: Educational and Methodological Center and the Department of Quality Monitoring.

The Educational and Methodological Center monitors and evaluates EP and the educational and methodical work of the University as a whole by coordinating the activities of EMBs/committees at the faculties. The work of the UMC includes two areas: ensuring the quality of the educational process (implementation of effective procedures and their automation) and supporting teachers in professional development.

The EEC notes that the key role in the continuous improvement of the EP belongs to the teaching staff of the university, as it is the teacher directly interacts with the content of the program and is a guide between the program and the student. This is done through the timely provision of requested information, completion of necessary documentation, and in general, adequate, purposeful, integrated professional activities of each teacher. A significant tool for evaluating performance is the survey administered by the faculty members themselves at the end of their course, at the end of the semester or year. For example, teachers in the Department of Language Education regularly conduct anonymous surveys among EP students, undergraduates and doctoral students to identify difficulties that students' encountered during the course and their attitude toward the subject, as well as suggestions for improving course content. Based on the results of such mini-studies, instructors periodically make some adjustments to the syllabi and content of their courses. (For example, Ph.D., assistant professor Tulepova S. systematically conducts anonymous surveys on "Academic Writing" and "English for Academic Purposes" among EP students and undergraduates. Also PhD Smakova K. conducts a survey on the disciplines "Critical Thinking Strategies", "Introduction to Research in Applied Linguistics", according to the results of which she makes adjustments to their content).

Review of the structure and content of EP 6B01702 Foreign Language: Two Foreign Languages, 7M01702 Foreign Language: Two Foreign Languages, 8D01702 Foreign Language: Two Foreign Languages is conducted taking into account changes in the labor market, employers' requirements and social demand of society once a year.

The institution regularly evaluates EP on the basis of systematic collection and analysis of information with the participation of students, staff, employers and other stakeholders. The methods of collecting information are sociological surveys (questionnaires, interviews) of the participants of the educational process, feedback from external supervisors of practices, opinions of the chairmen of the state certification commissions, analysis of performance indicators, residual knowledge, final state certification, as well as monitoring visits to classes.

Monitoring of the current progress involves evaluation of students' progress. Traditionally, the main indicators of progress for a semester or an academic year are the levels of absolute and qualitative performance. Another practiced type of questionnaire is a survey of satisfaction with objectivity in assessment.

There is a rector's blog on the university website, where students and faculty can express their personal opinions, suggestions and complaints about educational programs and other issues.

Monitoring of satisfaction by the results of practice is carried out by conducting a questionnaire of practice bases. The supervisor of practice of the student, in addition to assessing his/her performance, has the opportunity to make recommendations to adjust the training of a specialist.

The university also practices self-attendance and open training sessions, carried out in accordance with the work plan of the department. The results are collegially discussed; recommendations are drawn up in the form of a journal entry and/or minutes. At the end of each semester there is a general analysis of open classes and self-attendance, effectiveness, efficiency of various methods of teaching and control of students' knowledge. Mutual inspections provide great opportunities for sharing experiences between teachers of the department, for methodological assistance to young professionals, for improving pedagogical and methodological skills, as well as identifying areas and forms of pedagogical research.

The accredited EPs 6B01702 Foreign Language: Two Foreign Languages, 7M01702 Foreign Language: Two Foreign Languages also took part in external quality assurance evaluation procedures and in IAAR agency rankings.

Analytical part

The processes of monitoring and evaluation of EP are characterized largely by consistency and periodicity. Evaluation mechanisms are prescribed in the documentation of the university. Students, teaching staff and employers are involved in the evaluation procedures and, if necessary, changes in the content of EP.

To achieve the objectives of EP at the university different methods of monitoring are used, for example, questioning, open lessons, self-attendance, reflective observation, assisting at exams, administrative control, reviewing. The achievement of EP objectives is also facilitated by inviting leading foreign professors for guest lectures and seminars, organizing and conducting methodological seminars for the professional development of the university teaching staff.

As part of the EP, the achievement of the goals is reflected in the high demand for graduates of the SRU, which is the best indicator of the quality of the EP. At the same time, the increase in the number of students also indicates the competitiveness of the educational programs of all three levels of training.

The results of monitoring and evaluation of EP are considered at the meetings of such collegial bodies as the Faculty Council, Educational and Methodological Council of the University, the Administrative Council of the University, the Rectorate.

Internal monitoring at the university allows for control over the process of development, approval, revision of the program, as well as the learning process itself, which significantly affects the improvement of the quality of the program content.

Taking into account all external and internal normative documents, the university, represented by the developers of EP, pays great attention to the study of modern labor market requirements to the graduates with the help of employers, university graduates and experts from the field, but after interviewing employers, the EEC notes that the management of EP should review the procedure for analyzing changes in the labor market and the mechanism to determine the requirements of employers and social demand of society for graduates EP

The quality of EP is determined, first of all, by its relevance. During the questioning 20,6% of the teaching staff answered "sometimes" with the statement "In time reception of the information on the events", and with the statement "Informing of the students on the courses, educational programs, and academic degrees" 67,6% of the questioned students completely agreed, 23,2% of the questioned participants agreed partially. Taking into account this fact, after analyzing the documentation and interviews with various target groups, the EEC members see the need to consider the possibility of informing about all the changes made in the accredited EP, in the public domain on the university website.

Strengths/Best Practices for EP 6B01702 Foreign Language: Two Foreign Languages, 7M01702 Foreign Language: Two Foreign Languages, 8D01702 Foreign Language: Two Foreign Languages
- not available for this standard

Recommendations of the EEC on EP 6B01702 Foreign language: two foreign languages, 7M01702 Foreign language: two foreign languages, 8D01702 Foreign language: two foreign languages
- To concretize the procedure for analyzing changes in the labor market and the mechanism for determining employers' requirements and society's social demand for graduates of EP. By 2024.
- To consider the possibility of informing about all changes made to the accredited EPs in the public access on the university website.

Conclusions of the EEC on the standard "Continuous monitoring and periodic evaluation of educational programs":

EP 6B01702 Foreign Language: two foreign languages, 7M01702 Foreign Language: two foreign languages, 8D01702 Foreign Language: two foreign languages have 0-strong positions, 9-satisfactory positions, 1-presumptive position improvement.

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

Proving part

SDU provides academic freedom for students, pays special attention to student-centered learning, which corresponds to the mission, goals and policy in the field of quality education.

The management of EP provides equal opportunities for students regardless of the language of instruction, social status for the formation of an individual educational program aimed at the formation of professional competence, which is confirmed by the results of the survey of students: 91,7% of students agree or fully agree with the fact that the university provides equal opportunities.

As noted by the learners during the conversation, the leadership of the EP with respect and attention to different groups of learners. The University systematically identifies the students of the following groups: students from large families, students whose parents were divorced, students from single-parent families, orphans, students with disabilities, international students. The university identifies target groups to take into account their specific needs, social coordinators of faculties work, advisers for students are appointed.

The system of measures, rules and procedures for the planning and management of educational activities and the effective organization of the educational process aimed at the implementation of student-centered learning and improving the quality of education is presented in the Academic Policy of the SDU.

The teaching staff that implements the accredited programs, uses modern methods and technologies of education in order to activate and motivate students. Most teachers (about 80%) in the process of teaching use innovative and information technologies using computers equipped with the necessary software: Webex, Zoom, Quizlet, Quizizz, Kahoot, Flipgrid, Onlinetestpad, turnitin, Examus. Teachers of the Faculty of Pedagogy and Humanities widely use "Flipped Classroom".   A feature of this method is a learner-centered model that focuses on active learning, self-regulation, and differentiated student preferences.   Content is usually presented in the form of video lessons prepared by the teacher, digital slide shows, collaborative online discussions, reading and analyzing scientific articles or any research work that precedes the class and is provided by the educational platforms Moodle, Google Classroom, etc.

For example, teacher Dmitry Cherkasov while teaching Major Foreign Language ENGLISH-1 (A2-B1) uses such innovative technologies as video learning, gamification, social networks. Within the discipline TFL 451 - Teaching Technologies and Materials Development (teacher Didar Zhakanbaev) students were offered to create a personal website with developed lesson plans, video and audio materials. During the study of the discipline TFL 625 - Research in Multilingual Education (EP 7M01702 and 8D01702 Foreign Language: two foreign languages, teacher - Gaipov D.) master and doctoral students carried out an analysis of scientific articles on the research topic, the results of which were presented by them in the form of posters.

In accordance with the University's mission and its goal of science-integrated learning, EP 6B01702, 7M01702, and 8D01702 Foreign Language: Two Foreign Languages uses a research-based teaching model and offers a variety of courses that reflect the faculty's research interests. For example, in EP 6B017002 Foreign Language: Two Foreign Languages, TFL 366 - Introduction to Research in Applied Linguistics, TFL 458 - Writing a Thesis; TFL 545 - Research Methodology in Foreign Language Education, TFL 543 - Master's Research in TEFL 1 (Research Design), TFL 731 - Research Methods in TESOL and Applied Linguistics, TFL 811 - Seminars for Doctoral Students are included in EP 7M01702 and 8D01702: Research Paper Presentations - 1. Graduate students and doctoral students may publish their articles in SDU journals for free.

In order to meet the requirements of the SOSE, the management of the university, the international department, accredited EPs worked out a system of external and internal academic work. The department, which implements EP, has approved plans for academic mobility, research internships of undergraduates and doctoral students, which are confirmed by documents, as well as agreements on internships and academic mobility. So, for example, the undergraduate student 7M01702 Foreign Language: Two Foreign Languages Aigerim Omarova studied on an international exchange at the University of Vytautas the Great (Lithuania, 2021, spring semester).

The SDU has a comprehensive system of quality control, recognized by the international community. The university regularly conducts student-level monitoring to determine satisfaction with the quality of educational services offered. "Course Evaluation and Teaching" is a questionnaire that students fill out at the end of each semester. Such monitoring is conducted centrally by the Department of Quality Monitoring in the form of a brief anonymous questionnaire for each discipline and teaching methods.

Monitoring and evaluation of students' learning achievements is carried out in accordance with the Regulation on assessment of students' knowledge. Assessment of academic achievements of students is the sum of the weighted average scores for each type of control and is entered in a summary of the final statement, as well as in the transcript of the students. The level of academic achievements of students for each module (discipline) is determined by the final assessment, formed from the assessment of the intermediate rating and assessment of the final control. Information about the evaluation system is provided in the guides, which are available to students. Additional information about the grading system is presented in the personal accounts of students on the university portal.

In accordance with one of the principles of the Academic Integrity League, of which SDU is a member, evaluation of students' knowledge is carried out in writing. Thus, at the Faculty of Pedagogy and Humanities, on EP 6B01702, 7M01702 and 8D01702 Foreign Language: two foreign languages 90% of the assessment is done in writing. In accordance with the principles of student-centered learning, pre-final exams provide students with opportunities to demonstrate their skills and creativity through project work, written assignments, and case studies. One of the forms of assessment of the level of achievement of the planned learning outcome of doctoral students of EP 8D01702 Foreign Language: Two Foreign Languages while mastering the discipline TFL912 and TFL736 - Seminars for doctoral students is Presentation of scientific articles and conducting seminars for fellow students, professors and all interested persons on the topic of their dissertation work. The evaluation criteria are presented on the Moodle platform.

The procedure for organizing and conducting current monitoring of students' progress is determined by the Faculty independently on the basis of the rules for assessing students' knowledge, as set out in the Academic Policy of the SDU. The academic achievements of students are carried out exclusively through the forms of control and attestation specified in the syllabus. The form, timing, quantity and order of control shall be determined by the methods of assessing achievements, which are reflected in the syllabus of the discipline. Students have access to information about achievements in the interim certification, the estimates are put in the portal and in Moodle.

Assessment of educational achievements of students on all types of control (current control, interim and final assessment) is evaluated by the letter point-rating system of assessment of knowledge according to the Regulations. The student who does not agree with the final control assessment, within 1 working day after the final assessment on the portal can write an application for appeal. After receiving the application for appeal, the faculty creates an appeal committee of teachers, whose qualifications correspond to the profile of the discipline. The Appeals Commission within 3 working days to re-examine the examination responses of the student who submitted the application and make a decision.

The final state attestation is the final stage of the educational program of the students and is held in order to determine their professional competence.

Evaluators are well acquainted with modern methods of assessing learning outcomes and regularly improve their qualifications in this area. Thus, in December 2018, visiting specialist Sophia Butt held a seminar on "Assessment of student work in student-centered learning". As a result of the workshop, teachers of EP 6B017002-Foreign Language: Two Foreign Languages made adjustments to the 'student learning outcome' when compiling the syllabus in accordance with the ECTS goals. In October 2018, Sez Agbo, at the invitation of the Ministry of Education and Science of the Republic of Kazakhstan, as a guest lecturer, conducted professional development seminars for SDU teachers, undergraduates and doctoral students. At the choice of undergraduates and doctoral students, he gave a course of lectures "Research and Publications," which certainly helped the staff, master's and doctoral students to master the methodology of research and publications in international peer-reviewed journals.

The university has successfully operated an institute of Advising for individual student assistance. Advisors conduct advisory and methodological work with students regarding the choice of educational trajectory, disciplines and instructors one month before enrollment. The educational process in SDU is organized on the basis of credit technology, which provides students with an alternative choice of elective academic disciplines to create individual educational trajectories in accordance with the Regulations on credit technology and the Academic Policy. Each year a catalog of elective disciplines (CED) is developed, reflecting a systematic brief list of all elective disciplines, including a brief description of the discipline with the purpose, brief content (main sections) and expected learning outcomes (knowledge, skills and abilities received by students).

There is a Student Service Center (SSC), which aims to provide quick and high-quality services for the educational process based on the "one-stop-shop" principle and service standards. The main principles of the Center are student-centeredness, standardization of services, objectivity in resolving issues, confidentiality of the information received. The Student Service Center (SSC) provides each student with a personal email with a student ID number through a Helpdesk request, through which the student has access to a personal account in the student portal https://my.sdu.edu.kz, educational portal https://moodle.sdu.edu.kz/, access to the account on the online platform https://onlinesdu.webex.com/, access to Wi-Fi, and a student ID-card is provided.

A system of review of student complaints by the management of the university is formed in the SDU. The complaints procedure is implemented according to the scheme: editors → department → dean's office → vice-rector for GR → rector. Each student has the right to guaranteed support in case of a problem or questions. When considering a complaint, equal rights and impartiality to the participants are ensured, and the decision is made after a thorough examination/investigation of the complaint within a specified time frame.

The results of the survey of students showed that students, undergraduates and doctoral candidates of the accredited programs are fully or mostly satisfied with

General quality of curricula - 94,3 %,

overall teaching methods - 92,2%.

responsiveness to feedback from teachers regarding the learning process - 91%,

the quality of teaching - 95%,

fairness of exams and evaluations - 94.9%,

the tests and examinations conducted - 92.6%.

Analytical part

SDU implements student-centered learning processes in educational programs: ensures the development of flexible learning paths; creates conditions for increasing student motivation and engagement in the learning process; ensures consistency and objectivity of assessment of learning outcomes.

The processes and criteria for assessing knowledge in the University are transparent. Transparency and objectivity is achieved by informing students about the criteria for assessing their knowledge and skills. This information is contained in the syllabuses available to students.

The Commission notes that the performance of EP 6B01702 - Foreign Language: Two Foreign Languages students from 2018-2021 increased from 78 points to 80 points, while the performance of EP 7B01702 - Foreign Language: Two Foreign Languages undergraduates, in contrast, decreased from 73 points to 70 points on average. The progress of doctoral students of the EP 8B01702 - Foreign Language: Two Foreign Languages also decreased from 88 points to 79. Thus, we can state that the dynamics of students' performance of the accredited EPs in general is negative. The management of EPs should analyze the situation and take the necessary measures to correct it.

In order to implement the strategic development of the university for 2018-2023, in order to implement the policy in the field of quality assurance, the management of the university and accredited EP systematically carries out analysis of feedback, the results of the survey of students, feedback, through the organization of feedback from students. Feedback is provided through direct access to the management: Rector of the university, departments, dean's office; through the website of the university. All accredited EPs provide equal opportunities for students to form an individual educational trajectory, taking into account their needs and capabilities. The results of a consistent study of the effectiveness of elective courses allow us to judge about the steady positive dynamics in the assimilation of the developed program content, focused on the formation of professional competencies of students.

The emphasis in the educational process is shifted from teaching to learning as an active educational activity of students, which is the basis of student-centered learning. In the course of meetings with the teaching staff of the accredited cluster and attending classes, the Commission was convinced that the teachers of the department create the most favorable conditions for students to master the EP disciplines and obtain their academic degree.

The EEC notes that a variety of modern methods and technologies (including innovative information technologies) are used in the educational process of the accredited EPs, but the teaching staff's own innovative research in the field of teaching methods of academic disciplines of the accredited EPs in the context of student-centered learning is insufficiently presented. Despite the achievements in this area, the management of EP needs to pay special attention to the development of their own innovative methods aimed at improving the effectiveness of teaching.

Analysis of the materials provided and the visit of the EEC showed that student-centered learning and objectivity of knowledge assessment processes in SDU are based on: analysis of curricula, catalog of elective disciplines, schedules, individual plans of students; internal regulatory documents governing the implementation of the educational program; analysis of teaching methods and organization of students' independent work; analysis of expected learning outcomes; analysis of methods and technologies used to assess learning outcomes; analysis

During the interviewing of students and teachers of the EP 8D01702 Foreign Language: Two Foreign Languages it was revealed that doctoral students have some difficulties in publishing the results of their research in highly ranked publications, primarily in the journals included in the Scopus database, which negatively affects the timing of the PhD dissertations. In this regard, it seems advisable to provide a mechanism to support the publications of doctoral students, to reflect the possibility of presenting the thesis work in the form of a monograph in the relevant documents if necessary.

Strengths/best practices
- None available under this standard

Recommendations of the EEC

- To the management of EP to disseminate the existing positive experience of research and methodological activities in the context of the university, partner universities, the higher education system of the country. By 2025.
- To continue the development of own innovative research of teaching staff in the field of teaching methods of academic disciplines of the accredited EP in the context of student-centered learning. By 2025.
- To provide a mechanism to support the publications of doctoral students, to reflect the possibility of presenting the dissertation work in the form of a monograph in the relevant documents if necessary. By 2023.

The EEC conclusions on the criteria for EP 6B01702 Foreign Language: two foreign languages, 7M01702 Foreign Language: two foreign languages, 8D01702 Foreign Language: two foreign languages: strong - 0, satisfactory - 9, suggesting improvement - 1, unsatisfactory - 0.

6.6. Standard «Students»

Proving part
SDU has organized systematic work in the field of career guidance and subsequent support of students' interest in improving and expanding their competencies. The Commission made sure that all elements of lifelong learning are implemented in the university.
Policy of formation of the contingent of students is to admit to the number of students who are most prepared to study at the university, who deliberately chose EP, who collected the required number of points by the results of testing (UNT and CTA). Formation of a contingent of students, undergraduates and doctoral students of the SDU is carried out by placing a state educational order for the training of scientific and teaching staff, as well as tuition at the expense of citizens' own funds and other sources.
Vocational work and the formation of the contingent of students is based on a sound system of forms, methods and means of influence, the professional selection of applicants for EP and areas of training of the faculty. In order to form a contingent, the University holds an annual internal Olympiad SPT on the basis of developed rules among students in the final years of high school. It should be noted that in accordance with the rules of the university applicants with UNT score not lower than 95 are admitted to the Bachelor's degree program, which ensures a high level of basic training of students.
The required scores for admission to the University are set forth in the Regulations for Admission of Students dated June 25, 2021 (Revision 4). In addition to the UNT threshold scores, the University conducts the English Entrance Exam organized by the Center for Continuing Education. The exam consists of two stages: a grammar exam and an interview in online or offline formats. For applicants who wish to eliminate problems with their foreign language skills, the university offers intensive English language courses before the start of the academic year or a preparatory course in the Center for Continuing Education (CCE) with a period of one year of study.
The enrollment process for the accredited EPs in general has a positive dynamics, as evidenced by the following data:

EP	Academic year	Total number of students	Grant students	Students on a paid basis
EP 6B01702 - «Foreign Language: two foreign languages»	2021-2022	873	563 State grants + 1 SDU grant	309
	2020-2021	911	483 State grants + 1 SDU grant	427

	2019–2020	575	293 State grants	282
	2018-2019	502	267 State grants	235
EP 7M01702 - Foreign Language: two foreign languages	2021-2022	128	120 State grants	8
	2020-2021	113	113 State grants	-
	2019–2020	59	55 State grants	4
	2018-2019	34	17 State grants	17
EP 8D01702 - Foreign Language: two foreign languages	2021-2022	3	3	-
	2020-2021	2	2	-
	2019–2020	-	-	-
	2018-2019	5	5	-

Movement of the contingent is reflected in monthly reports within the university and in the statistical forms 3 - NK and 1 - NK, approved by the MES RK, as well as in the daily report UMSHE (Unified Management System for Higher Education) MES RK and NEDB (National Educational Database). The entire contingent of students and information on the movement of students during the school year is entered and processed on the UniPort portal.

The principles of forming a contingent of students at the University, their admission, accounting, movement in the process of training and ensuring graduation are determined by the Regulations on the Admissions Committee, the University Academic Policy, the Regulations on Academic Integrity, the Regulations on the organization of the educational process by credit technology, the Rules of accounting for the achievements of students, the Regulations on tuition fees, the Regulations on transfer and restoration of students, the Regulations on Academic Leave. These Regulations and Rules are available to students in the portal MYSDU. For all issues related to expulsion, transfer, reinstatement, the learner can get advice in the Center of service for learners. On issues of academic mobility the learner can apply to the faculty coordinator and/or the Department of International Relations.

Admission of applicants to the contingent of students on educational programs of Master and Doctoral studies in the SDU is carried out on the basis of the Standard rules of admission to study in educational organizations implementing educational programs of higher and postgraduate education (approved by Order of the Minister of Education and Science of Kazakhstan from October 31, 2018 № 600, registered in the Ministry of Justice of Kazakhstan on October 31, 2018 № 17650, in the edition of the Order of the Minister of Education and Science of Kazakhstan from 08.06.2020 № 237) by order of the rector of the Suleyman D.A. University

Applicants for Master's and Doctoral studies provide international certificates confirming foreign language proficiency in accordance with the Common European Framework of Reference (standards) for foreign language skills: Test of English as a Foreign Language Institutional Testing Program (TOEFL ITP - at least 460 points); Test of English as a Foreign Language Institutional Testing Program Internet-based Test (TOEFL IBT, threshold score - at least 46 points); Test of English as a Foreign Language Paper-based testing (TOEFL PBT, threshold score - at least 453); International English Language Tests System (IELTS (Academic), threshold score - at least 5. 5); Duo lingo English Test (threshold score - not less than 85); CEFR (Common European Framework of Reference, threshold score - B2).

In order to adapt and support newcomer students, an orientation week is held to familiarize students with the university campus, the different student clubs and the activities that take place

at the university. Students are also provided with print and video materials to better orient them to both social life and the academic process. International students receive support from the International Relations Department. In addition, each freshman class is assigned an Advisor who provides comprehensive assistance and support to incoming students. In 2020, the Induction Program was completely transformed, meeting with students via Instagram, Webex, and live YouTube streaming. The orientation program was designed and delivered in two languages (English and Kazakh), which is important for international students.

The Department of International Relations provides support to foreign students on migration issues in accordance with the University Regulation on Migration Policy (invitation, registration, issuance/renewal of visas), as well as provides advisory services on the procedures of nostrification and recognition of educational documents regulated by the Bologna Process and Academic Mobility Center.

41 international students are currently enrolled in the EP 6B017002 - Foreign Language: Two Foreign Languages, including 7 students from the People's Republic of China, 13 - from Turkey, 5 - from Uzbekistan, 4 - from Mongolia, 2 - from Kyrgyzstan, 2 - from Russia, 1 - from Kenya, 2 - from Turkmenistan, 2 - from Tajikistan. 1 foreign student from Turkey (Zulfikar Arabaci) studies at EP 7M01702 - "Foreign Language: Two Foreign Languages".

In accordance with the Lisbon Convention in the university is working on the recognition of mastered by students training courses and credits in the academic mobility. Recognition of prior achievements of students is spelled out in the following Regulations: Learning by credit technology, Admission of students and in the Academic policy. Since 2016, the university issues to graduates a European Diploma Supplement in three languages (Kazakh, Russian and English), which corresponds to the recommendations of the Council of Europe and UNESCO on the standard of the Bologna Process. In the diploma supplement all passed graduate credits are calculated in ECTS automatically in the university portal SIS (student information systems).

Students who take part in the academic mobility program are given consultation by program coordinators on the choice of subjects to match the number of credits and the content of the disciplines at the foreign university.

Applications for participation in the academic mobility program at a foreign university are accepted in accordance with the Regulations on the implementation of academic mobility programs at SDU, approved by the Rector of SDU on March 3, 2020.

Students have the opportunity to study at foreign universities on two types of grant programs: funding from the MES RK and the European Union program for the exchange of students and teachers (Erasmus+). SDU has agreements on academic cooperation with the following foreign universities: Malaya University (Malaysia); Hankuk University of Foreign Studies, Gachon University, Sookmyung Women's university (Korea); Eastern Mediterranean University (North Cyprus); Leicester University (GB); North American University, Oklahoma State University (USA); Uzbek State World Languages University (Uzbekistan), Adam Mickiewicz University (Poland). Currently, the program of double degree program 7M01702 Foreign Language: Two Foreign Languages together with North American University is developed, realization of which is planned to be started in 2022-2023 academic year.

Internal academic mobility is carried out with KIMEP University and Nazarbayev University. Thus, from 2018 to 2021, 72 undergraduate students traveled abroad under the external academic mobility program, and 3 students traveled abroad under the internal mobility program. Unlike undergraduate students, master's students, having identical opportunities, use them less often. This is due to the fact that most master's students are recipients of a state grant that involves a foreign internship. So, in the 2019-2020 academic year only Umarova Aigerim went to Vytautas Magnus University (Poland) on exchange for a period of 6 months.

EP 8D01702 Foreign Language: Two Foreign Languages assumes a mandatory foreign internship for doctoral students, so in the individual plans of all doctoral students are planned internships of this kind. Thus, doctoral student Smakova K.M. had an academic internship at Dalarna University (Falun, Sweden); doctoral student Surmen O. - at the Russian International

Academy of Tourism (Moscow, Russia), doctoral student Delovarova H. - at Cambridge University (Cambridge, UK); doctoral students Nurmetov D. and Raikhanova D. - at the University of Pristina (Kosovska Mitrovica, Serbia).

The University actively supports the development of students in order to encourage students to self-education and development outside the main program during extracurricular time. To achieve this goal, the University has a number of student organizations/interest clubs, including the Charity Club "Shapagat", Debate Club, Vision, King's Speech, Dombara, which unite students and graduate students of the "Foreign Language: Two Foreign Languages" specialty. There are also city branches of community organizations at the national level, such as Red Crescent, The League of Volunteers, and Enactus. Doctoral students attend various sports sections: volleyball, table tennis, chess, for example, doctoral students Nurmetov Diyar, Ergalieva Aida, Urazalieva Ulzhan, Raikhanova Danara are active players in the university volleyball team.

Support for gifted students is provided through activities such as the SPT (General Subjects Test among 10th and 11th graders). The GPA has developed 84 special discount programs, which provide 100% tuition for winners of Olympiads and 15%, 30%, 50% tuition discounts for SPT scholarship winners. There is also a 50% discount for the top students with the highest GPA and for professional athletes with a license. Orphans and students with parents/guardians with Group 1 or 2 disabilities receive a 40% tuition discount. In addition, the university supports graduates of the college named after Suleiman Demirel and Innovative and Technical College named after Zhambyl, providing a 20% discount, and graduates of educational centers, such as "Educon" (Dostyk, Arai, Sana), "Edtech", "Secom", providing a 10% discount (Order №1.1-02/42 of the Rector from 09.06.2021).

Professional practice is of particular importance in the successful implementation of EP. There are three types of internships within the Bachelor's degree program: academic, industrial and pre-graduation. Educational practice for second-year students takes place on-the-job in separate disciplines under the guidance of leading teachers with visits to the practice bases. Industrial practice is carried out at the practice bases, with which the Contracts are signed, and coordinated by the graduating department together with the Department of Graduate and Career Development. The internship takes place before writing the graduation thesis (project) under the guidance of the supervisor or at the production, company or institution, where the results of the graduation thesis (project) are being approbated. For each type of practice, a Practicum Program and Guidelines have been developed. For the EP 6B01702 Foreign Language: Two Foreign Languages there is also Edu Career program that allows students, having concluded a trilateral agreement between the educational institution, student and university, to start working in the educational institution in the seventh semester and to count the received professional competences for educational credits within their educational program.

There are two types of practice in Master's and PhD students: research and pedagogical practice, the organization of which is based on the internal regulatory documents - the Regulations on the research practice of Master's and PhD students and Methodological instructions on all types of practice approved at the Faculty.

Pedagogical practice of Master and PhD students is carried out at Suleyman Demirel University. Each student is assigned a mentor from among the faculty members. The program coordinator and mentor coordinate the process and monitor the practice.

Research internships for master's and doctoral students are supervised by supervisors and aim to write a master's or doctoral dissertation. The connection of educational process with research organizations and production enterprises is carried out during the period of research practice of master and doctoral students, as well as during the survey and questionnaire among employers. Research internships are conducted in scientific and educational institutions. The choice of 85 organizations for research internships is carried out depending on the subjects of master's or doctoral thesis, the scientific interests of master's and doctoral students and the prospects for

their future activities. So, in 2018 the master's students had research practice on a paid basis in the Academy of Pedagogical Sciences (APN).

The employment of graduates is one of the main criteria for the quality of training specialists. University services and heads of EP pay special attention to the monitoring of annual employment of direct and feedback from the labor market, which allows to control the compliance of strategic plans with the real demand in the labor market. Under the conditions of labor market functioning the main criterion in evaluation of university graduates is their real professional qualification and competence, providing competitiveness and professional mobility of a specialist. Monitoring of students' employment is carried out by collecting information about students before their graduation from the University. An electronic questionnaire is used for this purpose, which is updated within 3-4 months after graduation through emails, questionnaire forms and phone calls to graduates. It is then monitored through the SDU Connect mobile app.

The employment rate of graduates of EP 6B01702 Foreign Language: Two Foreign Languages is on average 70%, EP 7M01702 Foreign Language: Two Foreign Languages is 80%, EP 8D01702 Foreign Language: Two Foreign Languages is 100%.

During the reporting period 2016-2021 in the Dissertation Council at Karaganda University named after Academician E.A. Buketov specialty 6D011900 (8D01702) was successfully defended one thesis - doctoral student Smakova K.M., who studied in PhD doctoral program in the period from 2016 to 2019. The competences of the graduate of the educational program meet the requirements of the labor market and are confirmed by the employment of PhD doctors. So a graduate of the PhD program in Foreign Language: two foreign languages Smakova Kymbat since 2021 is an assistant professor at the University named after Suleyman Demirel. Suleyman Demirel.

The university provides graduates with documents, confirming the qualification obtained, including the achieved results of training in the form of a diploma and a transcript to it. The diploma of higher professional education is issued to a graduate of the university, who passed in the prescribed manner the final state attestation. The basis for issuing the diploma is the decision of the State Attestation Commission. On request of the graduates the University provides an attachment to the diploma and the EUROPASS.

There is a University Alumni Association in SDU, which is supported by the Department of Alumni Relations, as it was confirmed by the interviews of graduates and employers.

Analytical part

The information presented in the self-evaluation report in the context of this standard was mostly confirmed during the EEC visit. On the whole, the management of the accredited SPs demonstrates full transparency of the contingent formation procedures from admission to graduation. Procedures related to the regulation of students' lifecycle are documented and procedural, available to all interested parties. EP management organizes special adaptation and support programs for newly enrolled and international students; before admission and enrollment in the educational program an introductory course is held that informs about the organization of education and the specifics of EP. Mastering the introductory course program allows students to integrate harmoniously into the educational process, as a formal acquaintance with the administration and teachers of the university gives a fuller understanding of the principles, goals and requirements of the university. Thanks to a tour of the university, master classes and an introduction to the main departments, students get a general idea of the university. Cultural and entertainment program creates an atmosphere of coziness, comfort and good mood of students. It is important to emphasize that the content of the Adaptation Program is updated annually due to changes in external conditions, structure, teaching methods and other academic processes. 89.3% of the students in the questionnaire indicated that they were fully or mostly satisfied with the explanation before admission of the rules and strategy of the educational program (specialty), which indicates the proper level of career guidance and adaptation programs for first-year students.

The university demonstrates compliance with the Lisbon Recognition Convention. The university cooperates with other educational organizations and national ENIC/NARIC centers to ensure comparable recognition of qualifications. The management of the EP demonstrates the existence and application of a mechanism for the recognition of the results of academic mobility of students, as well as the results of additional, formal and informal learning. Each graduate is provided with standardized documents, which include evidence of acquired qualifications. Management of EP applies mechanisms for the recognition of the results of academic mobility of students. The Diploma Supplement to the European Diploma (Diploma Supplement), issued by the SDU, provides international transparency and objective academic and professional recognition of qualifications (diplomas, degrees, certificates of the Kazakhstani sample), confirms the comparability of educational programs.

The university actively stimulates the desire of students to self-education and development outside the basic program (in extracurricular activities). According to the results of the survey, more than 77% of students noted that the organization of education provides sufficient opportunity for sports and other leisure activities.

Gifted students are supported. A flexible system of discounts on tuition fees increases the motivation of students, their interest in achieving high results in learning and social life of the university.

The management of EP provides students with internships, promotes the employment of graduates, maintains contact with them, monitors the employment and professional activities of graduates of EP.

The university has the possibility of external and internal mobility for students, as well as receiving education under the double diploma program, but the number of students and active partner universities at the moment has significantly decreased. Of course, this is largely due to objective factors, epidemiological constraints associated with the Covid-19 pandemic. However, the management of HEIs and accredited EPs should resume active work in this direction and expand the available range of external and internal academic mobility, including online format, as well as assist students in obtaining external study grants.

The Commission states the positive dynamics of employment rates of graduates of the accredited EPs, which indicates a sufficiently high professional training and demand in the modern labor market.

Strengths/Best Practices
- Conducting special adaptation and support programs for incoming and international students. Admission and enrollment in an educational program are accompanied by an introductory course that contains information on the organization of education and the specifics of the educational program.
- The HEI stimulates students to self-education and development outside academic activities, which results in high motivation and student satisfaction.

Recommendations of the EEC
- management of HEIs and EPs should expand the existing range of external and internal academic mobility, including online format (until 2024), to the management of HEIs and EPs under accreditation.
- University management should seek assistance in obtaining external grants for study in the context of accredited educational programs (until 2025).

The EEC conclusions on the criteria for EP 6B01702 Foreign language: two foreign languages, 7M01702 Foreign language: two foreign languages, 8D01702 Foreign language: two foreign languages: strong - 2, satisfactory - 10, supposed to improve - 0, unsatisfactory - 0.

Proving part

The teaching staff of the accredited educational programs is manned in accordance with the legislation of RK and the Rules of competitive recruitment of scientific and pedagogical staff of higher education institutions.

The personnel policy of SDU is built on the system and is regulated by VND. They are "Regulation on Hiring SDU Employees", "Regulation on Salaries of the SDU Employees", "Regulation on Training and Professional Development of the SDU Employees", "Regulation on Probation and Adaptation of the SDU Employees", "Internal Labor Rules of the SDU", "Methodology of Job Grading in SDU", "Regulation on the Rules of Staff Procedures of the SDU", "Performance Management and Professional Development System (PMDS) of the SDU". The personnel policy of the SDU is aimed at establishing transparent and objective criteria for faculty hiring, appointment, promotion, and dismissal, and follows them in its activities. Teaching staff is hired on a competitive basis, based on the results of the competition individual contracts are concluded. Personnel policies are reflected in a documented procedure on the main SDU website (link). All of the above policies are freely available on the electronic portal PMS (Personnel information system), where every employee of the University has access.

The qualitative composition of the teaching staff is formed on the basis of the work of the competition committee at whose meeting basic education, teaching experience, the availability of a degree or title, as well as advanced training in a relevant area are taken into account. The qualifications of teachers of the Department of "Language Education", their quantitative composition corresponds to the directions of training bachelors, masters and doctoral students (PhD) and meet the licensing requirements. Qualification requirements for teaching staff are defined in job descriptions, regulations and documented internal procedures.

In order to improve the quality of teaching, to ensure a close relationship with industry, the university invites domestic and foreign doctors and candidates of science, professors and experts in relevant industries.

The EP management demonstrates the application of the university staffing policy for the teaching staff involved in the implementation of the accredited EPs. Staff selection is based on the analysis of the needs of educational programs, according to the results of which a competition to fill vacant positions is announced. The competition to fill vacant positions of teaching and research staff at SDU is held in accordance with the current legislation.

The basic education of all faculty members corresponds to the profile of the graduating department.

The teaching staff of the EP 6B01702 Foreign Language: Two Foreign Languages for the academic year 2021-2022 includes 38 units: 1 Doctor of Philological Sciences, 10 Candidates of Philological Sciences, 6 PhDs. The number of teaching staff for this program is 44.74%. The teaching staff of the programs 7M01702 and 8D01702 Foreign Language: two foreign languages in general meets the staff policy indicators according to the required criteria: all teachers of MA and PhD programs have basic higher and postgraduate education in the specialty; sufficient work experience in the specialty and scientific publications in high-ranking scientific journals and magazines recommended by the CCAS. At the given EP work 10 teachers: 1 doctor of sciences, 4 candidates of sciences, 2 PhD and 3 Master's students. During the reporting period, the tenure of these teaching staff ranged from 70% to 100%. Five teachers (Aizat Nurshataeva, Gulnara Kasymova, Kymbat Smakova, Gaipov Davronzhon, Shayakhmetova Dana) have publications included in the database Scopus and Web of Science. Among the teaching staff there are holders of international qualification certificates, such as CELTA (Cherkasov D., Mirzoeva L.), TKT (Argynbaev A., Smakova K.), and TESOL (Agaidarova Sh.). 30% of the teachers of the Department of Language Education were educated abroad - at universities such as the University of Warwick, University of Pittsburgh, Pennsylvania State University, University of Nottingham,

University of Bristol, Lancaster University. All this allows us to speak about a rather high scientific and pedagogical level of the department.

The SDU has a system of professional development of teaching staff, material and moral incentives (high salaries, opportunities for career development), exchange of experience in the field of educational technology, which ensures the development of human resources.

The data provided to EEC shows that from 2018 to 2021 all teachers have undergone some form of professional development:

Level	2018–2019	2019–2020	2020–2021
RK	14	16	15
CIS countries	-	3	-
Foreign countries	2	5	15

In order to improve teaching skills and develop student-centered approaches to teaching the faculty, the SDU Educational and Methodological Center holds methodological seminars twice a year, in August and January, before the beginning of the academic semester. For example, in August 2020 there was a seminar "August Webinar 2020: "Reimagining Online Education: How to make Virtual Learning work?", in October 2021 - a seminar "Professional Development Event for Pedagogical Faculty". In connection with the transition to student-centered learning, EP leadership supports the change in the role of the teacher. Specific features of the change in the role of the instructor are that the instructor motivates students to play an active role in the co-creation of the learning process. The instructor's task is to provide the environment and facilitate learning. The student-centered approach allows for different ways of organizing learning. Instructors review and improve their courses and teaching methods and receive constructive feedback from the students involved. The student-centered approach provides teachers with greater freedom in choosing how to teach. The instructor becomes an assistant facilitator where responsibility for learning is shared and the learning process is discussed; learners are treated as individuals - their experiences, characteristics, perceptual abilities, interests, and needs are taken into account; learners "construct" their own content through active learning, reflection, and through research and discovery. According to the results of the survey 94.3% of the students are completely or mostly satisfied with the relationship between the student and the teacher.

The management of the university and EP pays great attention to the training of their own staff under the program "Training of young specialists ("Zhas maman dayarlau" badgdarlamasy)", which aims to stimulate and train graduates of SDU and other universities. Candidates who have passed the competition on the program "Training of young specialists, ("Zhas maman dayarlau" badgdarlamasy), are provided with internal grants for training in master's and doctoral studies with an obligatory further work in accordance with the rules of the program. During the survey of teaching staff, it was found that 98.7% of respondents assessed the level of stimulation and involvement of young professionals in the educational process as "very good" and "good".

The systematic assessment of the teachers' competence, evaluation of the effectiveness of the teaching quality for disclosure of the content of training courses and formation of knowledge, skills and competencies necessary for students, graduates and doctoral candidates to achieve the learning outcomes envisaged by the program objectives is realized through internal evaluation (visiting classes by the program coordinator, open classes, mutual attendance, supervisory visits of the head of the department, checking classes by the quality assurance department of the educational process, participation of the teachers in the educational process). The teaching staff of the department constantly works on improvement of knowledge through participation in seminars, trainings and courses for qualification improvement.

Teaching at EP 6D01702, 7M01702, 8D01702 Foreign Language: Two Foreign Languages is conducted in English. In this regard, an important criterion in the selection of teachers is the appropriate level of their knowledge of English. Since 2020, according to the Administrative Council Decision №6 from 07.10.2019, the university has officially regulated the minimum requirements for the level of English language proficiency for each position, both academic and administrative. According to the regulations on the part of the HR Department there is a permanent record of the availability of certificates confirming the level of English language proficiency (IELTS, TOEFL). The level of foreign language proficiency can also be confirmed by taking a test at the Center for Continuing Education at SDU. To encourage teachers to continuously improve the level of English language skills the policy of the university provides an allowance to the salary from 15000 to 900000 tenge.

In order to implement the EP, the management uses the method of attracting foreign and domestic specialists. So, during the reporting period, different courses and modules of the OP Foreign Language: two foreign languages were carried out by PhD Yahya Polat, PhD Song Jeho, PhD Yakup Doganai, PhD Maria Myers, PhD Sophia Bath, PhD Adam Andrew Saligman and others.

In order to improve the quality of teaching and to ensure a close relationship with industry, experts with experience in relevant industries are involved in the educational process. Among them, for example, Nurlan Imangaliev is the Academic Director at Ustaz Professional Learning Center.

Teachers of EP 6B01702, 7M01702, 8D01702 - Foreign language: two foreign languages are regularly invited to different universities and educational institutions of Kazakhstan in the frame of academic mobility. So, they delivered courses of lectures in Al-Farabi Kazakh National University, Kazakh National Women Pedagogical University, Al-Farabi Specialized Gymnasium for gifted children with training in three languages. Faculty members of the Department have international internships in leading universities around the world (e.g., Great Britain, France, Sweden).

The management of the department motivates the teaching staff to develop and apply various innovative methods in the educational process. The teaching staff of the department uses modern methods and teaching technologies in conducting classes on fundamental and specialized courses: round tables, debates, debates, conferences, role-playing games, audio and video materials, online lessons, small group work, interactive lectures, case studies, discussions. There is a register of interactive methods of teaching professional disciplines (Moodle platform, Webex) for all accredited EPs, which form a base of innovative methods with methodological recommendations for their use in the learning process, taking into account the specifics of teaching special disciplines.

 EP management ensures the completeness and adequacy of individual planning of the teaching staff for all types of activities, monitoring the effectiveness and efficiency of individual plans. Evidence of teachers' fulfillment of all types of planned workload is demonstrated

EP management demonstrates support of research activities of the teaching staff, ensuring the connection between research and teaching. During the reporting period, teachers of the Department of "Language Education" were published: 1 monograph, 1 textbook and 52 scientific articles (including 9 in the RSCI journals, 8 in editions recommended by the CCES of the MES), 9 articles in scientific journals included in the database Scopus and Web of Science.

The teaching staff of the Department participates in joint research projects with foreign and local partner universities. For example, teachers of the department Anay A., Nurmetov D., Cherkasov D., Karimsattar S., Ergalieva A, U. Urazalieva work on scientific project 609952-ERR-1-2019-1-RS-JP " Оқытушылардың әлеуетін арттыру арқылы Болон процессиің қағидаттарын іске асырумен сәйкес ЖОО және ТжКО альянсын құру ", starting in 2020 with Erasmus+ program support of 88000 euro. Doctor PhD, assistant professor Zhunusova Gulnisa participates in two research projects, one of which is foreign: 1) "Strengthening Initial Teacher Education in Kazakhstan" funded by the World Bank and

administered by HAMK university (Finland) and Nazarbayev University; 2) Collaborative project between NU & SDU "Graduate students' challenges with academic reading and writing in English 100 medium universities in Kazakhstan. The head of the department "Language Education" assistant professor, PhD Nogaybayeva A. participates in the research project of the grant funding of the information-analytical center of the university for 2021-202 "The concept of functional literacy of teachers of universities".

During the interview and survey, the vast majority of students (about 90%) agreed with the statements that the teacher presents the material in an understandable and interesting form and satisfies the requirements of personal development and professional formation. Sufficiently strong interest in learning is provided by the efforts of the teaching staff of the graduating department and the quality of the educational process.

The results of the questionnaire survey of the teaching staff showed that in the SDU teachers can use their own strategies, methods and innovations in the learning process. Almost 100% of respondents rated this opportunity as "very good" and "good". 96.7% of the survey participants rated the faculty involvement in the management and strategic decision making process, thus demonstrating the involvement of each faculty member in promoting a culture of quality and academic integrity in the university

Analytical Part

In general it can be concluded that the activities of the department meet the criteria of the standard. Faculty members are aware of the change in their role in connection with the transition to student-centered learning. The teaching staff serving the accredited EPs makes a significant contribution to the implementation of the university development strategy. The possibility for career growth and professional development of the teaching staff is created, active purposeful actions are taken to attract young teachers to the educational process and professional development.

The university encourages the integration of research and education and the use of innovative teaching methods by the teaching staff. At the same time, the publication activity of the teaching staff is low, only some teachers take part in the development of research projects. The EP management should consider the possibility of participation of teachers in various types of funded, grant and initiative projects, and implementation of their results in the educational process.

Important factors are: active use of information and communication technologies in the educational process; involvement of the best foreign and domestic teachers; involvement of teaching staff in society (the role of teaching staff in the education system, in the development of science in the region, the creation of cultural environment, etc.).

During the EEC visit, interviewing and questioning the teaching staff, analysis of documents and self-report materials it was confirmed that an objective and transparent personnel policy is implemented in SRU, including recruitment, professional growth and development of staff, providing professional competence of the whole staff; conditions for professional development of the teaching staff are created. According to the results of the questionnaire on the question "Assess how much equal opportunities are given to all teaching staff" - 96.2% of the interviewed teachers answered "very good" and "good".

It has been demonstrated that the OP leadership is taking deliberate action to develop young faculty through doctoral programs, grant internships, and mentoring of experienced departmental scholars. Currently, as a result of the program "Zhas maman dayarlau" the following graduates of the Department of "Language Education" work at the department: Ayazbay Torgyn, Netalieva Gulnara, Amangeldiev Sungat, Jorabekova Aruzhan, Abilda Akniet.

For the implementation of the program "Foreign language: two foreign languages" of all levels, the department has a qualitative composition of teaching staff, corresponding to the profile of educational programs, staffed in accordance with the legislation of Kazakhstan, "Rules of competitive recruitment of scientific and pedagogical staff of higher educational institutions" and

the annual teaching load. The tenure of the teaching staff of the accredited programs in general meets the established requirements, but this position can be strengthened, including by attracting young professionals trained in doctoral studies at the SDU, who successfully defended their doctoral dissertations on time.

A positive experience is the practice of engaging the teaching staff of the accredited EPs to deliver lectures and conduct classes in various educational institutions of the Republic of Kazakhstan. However, external academic mobility of teachers aimed at the export of Kazakhstani education is not currently implemented. The heads of EPs should more extensively involve the leading teachers of the SDU to read special courses in foreign universities.

The EEC states that for the full professional development and implementation of the creative needs of each category of employees in the SRU created appropriate favorable conditions, as evidenced by the presence of a rating system of remuneration and material incentives based on its results; free access to the library collection and information resources of the university; the opportunity to improve their skills at the expense of the university; the possibility of publishing methodical developments of employees, advanced training for the growth of scientific qualification, as well as the provision of material support to teachers, students, undergraduates, doctoral students and encouragement for achievements in the field of academic, scientific and social activities.

Strengths/Best Practices
- The presence of an objective and transparent personnel policy that includes recruitment, professional development and staff development, ensuring the professional competence of the entire staff.
- EP management provides targeted actions for the development of young faculty through doctoral programs, grant internships, and mentoring of experienced departmental scholars.

EEC Recommendations.
- The management of accredited EPs should systematize the data bank of their own scientific and methodological research in the field of teaching EP disciplines. The deadline is 2024.
- To strengthen the teaching staff with highly qualified personnel, who have publications in highly ranked scientific journals, to increase the percentage of tenure of teaching staff in the departments, providing the implementation of the accredited EP. The deadline is 2025.
- To develop a system of informational and organizational support for teachers - graduates of doctoral programs in order to ensure the timely defense of doctoral dissertations, which will contribute to the qualification and professional level of the teaching staff. The deadline is 2024.

The EEC conclusions on the criteria for EP 6B01702 Foreign Language: two foreign languages, 7M01702 Foreign Language: two foreign languages, 8D01702 Foreign Language: two foreign languages: strong - 1, satisfactory - 9, suggest improvement - 0, unsatisfactory - 0.

6.8. Standard «Education Resources and Student Support Systems»

Proving part
When implementing educational programs, the availability of material and technical facilities and information resources is one of the main factors in the professional training of specialists. The SDU demonstrates the sufficiency of material, financial and human resources. There is a sufficient material and technical base for the implementation of educational programs. The university has all the necessary educational and material assets to implement the goals and objectives facing it. Buildings and facilities of the SDU meet current sanitary standards and fire safety requirements.

All material, technical and informational resources correspond to the activities, mission, vision and strategy of the University. According to the University's strategic planning for 2015-2020 the expansion of the closed area from 60,000 m2 to 100,000 m2, as well as raising the status of the University to the level of a University of higher education in the Republic of Kazakhstan is envisaged.

At present the Educational building of the campus in Kaskelen has 58 classrooms for practical classes in various disciplines: including 14 classrooms for the EP 6B01702, 7M01702, 8D01702 - Foreign language: two foreign languages, 8 lecture halls for theoretical classes and lectures in various disciplines; the number of different laboratories in 4 departments - 21, computer labs - 5. The total area of the building is 39,651.6 m2. The university has canteens for students and staff, cafeterias, recreation rooms, dormitory-house of students, consisting of 4 blocks, medical center, sports facilities.

Electronic textbooks, computer programs, a bank of audio and video materials are always available to students. Lectures and practical classes are held with the use of innovative technologies, audio and video equipment. Fully staffed modern research library and reading room allow optimal organization of both classroom and independent work of students in all areas of training in the framework of EP. ICT in the educational environment improves learning outcomes and the quality of teaching. In the educational process of the university 100% of teachers use ICTs. All auditoriums of SDU are equipped with modern projectors, LCD TVs, and computers with Internet access. Wi-Fi is available throughout the whole territory of the SDU.

In order to effectively implement distance education in the SDU in summer 2020, the university management decided to form a new department - the Distance Education Center. The main functions and responsibilities of the Center is the full technical and educational support of both teaching staff and students. In August 2020, four training seminars for faculty were held. Distance learning is based on such programs as Webex, Moodle, Studio Classroom, Camtasia and others.

On December 30, 2020 the SDU has signed a memorandum of cooperation with the Digitalization Department of Almaty, the Department of Culture of Almaty, and MOST Business Incubator LLP. Alatau Creative HUB will be the main base for the implementation of joint projects. In the future, it is planned to conduct training of undergraduates and doctoral students on the basis of Alatau Creative HUB.

During the beginning of the world pandemic, in March 2020, the management of the SDU took a number of measures to actively and effectively continue the educational process, comprehensively supporting teachers: tablets, webcams, headphones for faculty were purchased; faculty were allowed to use University computers, printers and other technical devices to conduct online lessons from home; faculty who did not have access to the Internet at home were compensated for the installation costs; students who were not able to fully study due to a weak Internet Each student is provided with individual unlimited access to the following personalized information educational resources during the whole period of study: official website of the University, scientific library including electronic library, Information-analytical complex for educational process management, e-Learning distance learning system. All resources are available during and out of class time and include learning materials. The e-Learning system allows for self-assessment of knowledge (testing remotely).

The scientific library of SDU operates from 9:00 to 18:00 without lunch break. During the testing and exam period, if necessary and at the request of students, additional library hours are provided. The library's electronic resources are available through the intranet throughout the campus. The SDU Scientific Library online portal has now been developed to provide information support for education and science. This online portal integrates an online catalog, the EBSCO Discovery Service electronic resource system, which consists of state, Russian, and foreign language databases (DBs). The Library has access and Springshare widgets that allow readers to search for the necessary materials remotely. Library collection is formed in accordance with the working programs of academic disciplines on EP implemented in the university.

E-books, resources of Elsevier (https://www.elsevier.com/), Thomson Reuters (https://www.thomsonreuters.com/en.html), Springer Link (Home - Springer) are available as part of national subscription. The SDU scientific library has access to international databases: Springer; Elsevier DOAJ; DOAB; EBSCO Host Academic Collection (trial); World Public Library.

The library stock is universal and amounts to 407548 copies, of which: in state language - 118214 copies; in Russian - 29%. Of them: in state language - 118214 copies (29%), in Russian - 32001 copies (7 9%), in English - 2981 copies (12%). The number of copies in Russian is 32,001 (7.9%) and in English is 257,256 (63.2%). (63.2 percent), in other languages - 2,572 copies (0.6 percent). (0,63). To organize the independent work of students, the university forms and maintains an electronic library, which contains methodological developments of teachers of SDU (educational-methodical complex of disciplines, videos, electronic textbooks, electronic publications), the literature of high demand, literature for multilingual education.

The SDU has a Student Service Center (SSC) as well as a student portal, https://my.sdu.edu.kz, which contains information about courses offered, transcripts, online applications, account status, schedules and notifications, etc. The University's PMS (Personal Management System) portal https://pms.sdu.edu.kz is designed to maintain academic processes such as grading, registering students for courses (for faculty) and receiving reports (for administration).

The management of the university and accredited EPs provides support for various groups of students, including information and counseling. The university' s special benefit programs for trainees, which provide tuition discounts ranging from 10% to 100%, are particularly important.

For the efficiency of research and professional activities, the management of SDU annually announces a competition for financial incentives for scientific publications in various journals of national and international status, journals with an impact factor; for the publication of monographs, textbooks and manuals; for participation in television programs and publications in the media on behalf of the SDU. For example, assistant professor Smakova K. received a fee of 260000 tenge for publishing an article in the Scopus journal.

Plagiarism checking of the results of research works, graduate works and dissertations of students is carried out through the Turnitin anti-plagiarism system (www.turnitin.com). All graduate works are checked for plagiarism after the completion of the process of writing work by the student according to the terms specified in the academic calendar. According to the results of the check, the persons responsible for the research work of each department issue a certificate indicating the percentage of the text borrowed. Only after this procedure, the work of the student is allowed to defend the supervisor.

The subject of activity and the main objective of the Department of Youth Policy and Social Relations is to create conditions for the comprehensive development and activation of students in various spheres of public life of the university, the organization of leisure time of students, legal education of students. During the reporting period, the Department of Social Activities of Demirel University held a number of events: the celebration of national and state holidays, sports competitions, activities aimed at helping elderly people, veterans of VO, the Donor Day together with the Republican Blood Center, "Week of Mercy" to help orphans in orphanages, Nursery Home, raids and questioning in the hostels in the national social project "How are you doing, student?" and others.

Safety requirements during education are determined by the Law of the Republic of Kazakhstan dated July 13, 1999 number 416 "On counteraction to terrorism".

The University has adopted and approved a pass regime. Access to the University uses ACS (Access Control and Management System). Security is provided by round-the-clock security guards at the facility. Approximately 170 video surveillance cameras are installed on the campus. A radio wave security system Trezor M is installed along the perimeter of the University. Currently, the University is working on the development of a strategy in the sphere of inclusive education in accordance with the principles of the Salamanca Declaration (1994), the Law of the Republic of Kazakhstan No. 39-III 3PK "On Social Protection of Disabled People in the

Republic of Kazakhstan". In order to meet the requirements of students with disabilities, a barrier-free educational environment has been created in the campus: ramps have been installed (a gentle rise, a path to enter, replacing the stairs to move wheelchairs and baby carriages); tactile tiles for students with disabilities have also been installed. There are plans to install 2 elevators (sponsored). Beginning in 2019, a representative of the group of students with special educational needs has been included in the Academic Council of the SDU (Minutes No. 8 of 19.03.2019), which indicates the formation of prospects for working with this group of students and the positive dynamics in the field of inclusive education at the University named after Suleyman Demirel.

Analytical part

According to the self-evaluation of the university and the results of the inspection of the academic buildings by the members of the EEC, there is a positive dynamics of development of the material and technical resources and information support. These issues are included in the Strategic Development Plan of the University, considered by the Academic Council, proposals and adjustments are made in the planning and budget allocation. The efficiency of the use of university resources is confirmed. Auditoriums, specialized rooms, communication and computer equipment of the university meet modern requirements. The structure, composition and quantity of technical resources are determined by the need to fully ensure the quality implementation of the educational process and all other processes in accordance with the state obligatory standards of specialties, working curricula, academic working programs of disciplines, plans of teaching-methodological and research work and other documentation.

The Commission notes that during the implementation of the accredited EPs various information and communication technologies are used quite successfully, but the teaching staff should intensify the development of their own information and communication products, such as electronic teaching aids, online courses, e-portfolio, MEP and others, which will undoubtedly contribute to the quality of training of specialists in these EPs.

The EP management demonstrated the existence of procedures to support various groups of learners, including information and counseling, which was confirmed during the visit of the EEC. According to the description in the self-report and during the visit, it was revealed that the SDU has a fund of educational, methodological and scientific literature on general education, basic and major disciplines in paper and electronic media, periodicals, has access to scientific databases.

All technical resources are involved in the educational process. The SDU shows the compliance of the material resources with the goals and objectives, the stated mission of the university. Technological support for students, teaching staff corresponds to educational programs (online learning, modeling, etc.) and intellectual requests (databases, data analysis programs). During the reporting period there is a strengthening of the material resources of the university through the modernization of the material and technical base. The level of provision of the material and technical base of the university and the resources of infrastructure services are sufficient for the further successful development of the university in all areas of activity. Thus, the Commission states that, in general, the material and technical base of the university meets the modern requirements for the university and provides the ability to conduct the educational process and research work, taking into account the specifics of the implemented EP.

There is work being done in the SDU to meet the needs of students with disabilities, but it is still far from complete. This is confirmed by the results of the questionnaire survey of teaching staff: the level of development of conditions for students with different physical abilities as very good estimated 30.3% of respondents, as good - 55.5%, as relatively poor - 12.3%. The Commission recommends to the management of SDU to continue systematic and consistent activities to improve the infrastructure of the university, taking into account the needs of different groups of students.

The EEC verified that the Internet and Wi-Fi are functioning throughout the university. However, during conversations with faculty and in the process of questioning, many teachers pointed to "weak Wi-Fi, sometimes they turn off the electricity in the area and have to wait for the network to switch to a generator" and "the problem of connecting to the Internet for both the faculty and the students.

In general, the university has created conditions for technological support of students and faculty. This is evidenced by the results of the survey. Thus, students are completely or mostly satisfied with the following indicators:

1.   Existing educational resources of the university - 94,3%
2.   Availability of computer classes and Internet resources - 88.4%
3.   Availability of academic advising - 93.4%
4.   Support of study materials in the process of study - 88.8%
5.   Availability of counseling for personal problems - 87.2%
6.   Availability of health services for students - 89.9%
7.   Quality of student health services - 89.1%
8.   Level of availability of library resources - 89.9%
9.   Quality of services in libraries and reading rooms - 95.6%

According to the results of the survey faculty members rated as "very good" and "good" the availability of necessary scientific and educational literature in the library for teachers 96.1% of teachers. Fully satisfied with the convenience of the work, the services available at the university 88.4% of teachers who participated in the survey, occupational health and safety - 92.9% of respondents.

Strengths/best practices
- Financial support of students (internal grants, discounts, benefits).

Recommendations of the EEC
- Actively apply information and communication technologies of self-development of the teaching staff (electronic manuals, online courses, e-portfolio, MEP, etc.) in the process of implementation of EP (until 2023).
- Management of the university to improve the infrastructure of the university, taking into account the needs of different groups of students, including persons with disabilities until 2024.

The EEC conclusions on the criteria for EP 6B01702 Foreign language: two foreign languages, 7M01702 Foreign language: two foreign languages, 8D01702 Foreign language: two foreign languages: strong - 1, satisfactory - 11, suggesting improvement - 1, unsatisfactory - 0.

6.9. Standard «Public Information»

Proving part
SDU informs the public in accordance with the Information Policy Regulations and in accordance with the Brand Book of Suleiman Demirel University and the principles of legality, coordination, reliability, openness and accessibility, timeliness, security, comprehensibility and effectiveness. The main channels for informing the public and stakeholders (www.sdu.edu.kz, https://pms.sdu.edu.kz) provide information consistent with the goals of the country's strategic development plans, stipulating "a progressive sequence of changes" and "the ability to act ahead of global threats and domestic challenges." (https://primeminister.kz/ru/documents/gosprograms/stratplan-2025).

There is a press-service in the SDU, whose area of responsibility includes directly informational support of the activities of the university and its divisions; formation of a positive public opinion about the university through the media; assistance to various departments of the university in

their work on coverage of their activities and the university as a whole. When informing the public, the press service of Suleyman Demirel University provides support and explanation of national and state development programs of the country and the system of higher and postgraduate education. The press service of Suleyman Demirel University for the period from 2017-2020 has prepared more than 2000 informational publications in the media of the national, regional and international level. Of these, under the programs: "Development of Education and Science", "Ruhani Zhangyru", "Digital Kazakhstan", in the framework of the "Year of Youth" and other projects about 1000 materials were published. All published materials fully reflect the scientific achievements and contribution to the development of national programs of students, faculty, as well as the administration of the University named after Suleyman Demirel.

In order to inform the general public, as well as to promote and strengthen the image of the Faculty of Foreign Language Education, the Press Service uses different types of tools in the information field, the media at the regional, national and international levels. When informing the general public, the Press Service is guided by the Statute of the Information Policy of Suleyman Demirel University.

The Department of "Language Education" of Suleyman Demirel University uses several external and internal communication channels, among them are the Official University Website - https://sdu.edu.kz/; the Information System for the Management of the Educational Process - the SDU Portal for employees - https://pms.sdu.edu.kz; for students - https://my.sdu.edu.kz; SDU pages in social networks - http://vk.com/sdukz, https://www.facebook.com/sdu.edu.kz, https://www.youtube.com/channel/UCcNKcO02Ob8tg3s5amHBQoSg/feed, https://twitter.com/sdukz/,http://instagram.com/sdu_kz/, https://t.me/sdukz , as well as e-mail distribution to external contacts.

The official website of the University is used to inform wide target groups, it is the main communication channel of the university. The information on the site is conditionally divided into two parts: static information and news feed. Static information includes profiles of employees, permanent information about faculties, specialties, sections "About Us", "Coming", "Faculties", "Science", "Students", "Departments", "Contacts" and part of the available information on the home page. In the above sections the information is updated as necessary, when innovations, changes and additions are introduced. The "News" and "Media About Us" sections belong to the category of news feed, the information in which is updated daily and weekly, as well as archived on the website.

The website contains basic information about the activities of the EP 6B01702,7M01702,8D01702 - Foreign Language: two foreign languages, the University strategic development plan for 2018-2023 reflects the main goals and objectives of these EPs. Information about the programs is also reflected in the official SDU booklets. Every year during the admission process, information about the programs of study is given through social media. The expected learning outcomes are presented in the description of each program. Information about the qualifications are given in all channels of the program description: on the Suleyman Demirel University website in the OP 6B01702, 7M01702, 8D01702 - Foreign Language: Two Foreign Languages, on the annually updated Admissions Office page, and in the graduation papers. Detailed information about the teaching, learning process and assessment procedures is reflected in the Academic Policies, Handbook and explained in the educational program profile, individual videos that are published on social media, and publicly available syllabuses on the internal notification system. Information about passing grades and learning opportunities are indicated on the page of the Admissions Committee, as well as in publications in social media.

Students and faculty of EP 6B01702, 7M01702, 8D01702 - Foreign Language: Two Foreign Languages can find information on academic mobility programs in the Department of International Relations and its page on the website. Seminars on the procedure for submitting documents for academic mobility are held annually. Additionally, group supervisors provide students with information on cooperation with industry employers, and live broadcasts are

organized on this topic. Information about employment opportunities for graduates of accredited EPs is also given on the website www.sdu.edu.kz in the specialty section.

The Department of Graduate and Career Development of SDU conducts planned activities for the purpose of early employment of graduates: informational meetings and workshops with potential employers (during the 2019-2020 academic year 13 meetings were held, which were attended by 34 employers and 441 students of SDU); workshops, webinars and master classes for students on the proper composition of the resume, on preparation for an interview, on networking; job fairs for students and graduates. An annual Career Day event is held, which attracts more than 24 employers and 200 job seekers.

Students and alumni actively use the SDU Connect mobile application, where successfully employed alumni post their company's vacancies. Currently, 200 students and 1,764 alumni use the app. Information on the app is updated weekly.

A variety of social media communication channels are used to keep the public informed in a timely and broad manner. The corporate social media of the Department of Language Education at Suleiman Demirel University adheres to the corporate style and does not contradict the brand representation. The use of the logo, color scheme and communication principles is mandatory for all social media mentioning the name of Suleyman Demirel University and the Department of Language Education. The languages of communication in social media are Kazakh, Russian and English. Social media include the official SDU video hosting account on Youtube (2,200+ regular viewers), the Faculty's official Facebook account, the Faculty's official Instagram channel, which attracts an audience of potential applicants and students, followed by 1,810 followers.

SDU pays special attention to the transparency and relevance of information for all types of audiences and stakeholders. The official web resource (website) of SDU, along with the faculty's social media pages, undergoes a quarterly monitoring process with the participation of the university's management, heads of departments and deans of faculties. The Department of Foreign Language Education has the ability to make necessary changes and additions to the website, by passing the information on to a designated competent person. Each year the university website is audited by a web designer for compliance with the rule of visual web presentation.

A description of the mission, vision of the university, is displayed on the home page of the official website. The "About the University" section contains the SDU Development Strategy, the composition of the Rectorate, Academic and Administrative Council, as well as information about the staff. The "Applicants" section contains all the necessary information regarding the admission process. The "Faculties" section contains information about each department, contact information for department heads and coordinators, as well as a detailed description of each undergraduate, graduate and doctoral degree program. Questions concerning current students are displayed in the "Students" section. And information on existing Departments is listed in the "Departments" tab. Information about employees is displayed in the tab "About University" and is one of the important components of the corporate web resource. The "Management" section contains resumes of representatives of the SDU management. The "Employees" section provides a brief biography and achievements of each employee in the form of a personal profile. Profiles of faculty members can also be found on professional social networks - Linkedin, Researchgate, Google Scholar, and Academia.com.

The website also has information on SDU's collaboration with Kazakhstani and international organizations.

The audited financial statements for EP 6B01702, 7M01702, 8D01702 - Foreign Language: Two Foreign Languages is reflected in the annually updated operational plan of the Department of Language Education, but is not published on its own web resource with open access

Information on the results of external evaluation procedures is sent to the Ministry of Education and Science of RK and posted on the university website.

Analytical part

Information about the activities of the SDU and the implementation of accredited educational programs is covered on the university website https://sdu.edu.kz/; in the information system for managing the educational process - SDU Portal for employees https://pms.sdu.edu.kz; and for students - https://my.sdu.edu.kz; on the pages of the SDU in social networks VKontakte, Facebook, Instagram, as well as in local and national media. However, publications in the media are mostly initiated by the University Press Service, while the teaching staff is not actively involved in this process.

Information management of the university, informing the public about all aspects of the activities of the SDU and for all structural divisions in general is carried out at the proper level.

The content of the official website of the university reflects the main activities of the university in general and the EP in particular, it is regularly updated. Members of the Commission note the placement on the website of the University of objective and relevant information, including: a detailed description of the implemented EP, indicating the expected learning outcomes; information about the possibility of awarding a qualification at the end of the EP; information about the passing scores and learning opportunities provided to students; information about the achievements of the teaching staff of the EP, etc. When preparing information about the submitted educational programs for publication, it is checked for reliability.

Thus, according to the results of the survey of students usefulness of the website of the educational organization in general and faculties in particular, 92.2% of respondents are fully and mostly satisfied.

The employment of graduates is under the control of the management of EP. EP management continuously maintains feedback with graduates, monitors information about employment, attracts them to participate in scientific events. Monitoring of EP between graduates and potential employers in the labor market in the form of interviews, questionnaires, roundtable discussions, a special application is carried out. The university takes measures for professional orientation and competitiveness of graduates in the labor market.

Well-presented and actually proven information on traditional events, is representing activities both within the university and in the external environment. For example, the university website contains information on the 25th anniversary of the SDU, the university rector's meeting with representatives of the media, visits of various delegations to the SDU, scientific conferences, cultural events, etc.

At the same time, the EEC has to admit that the site is not well and clearly structured by section, the information sought is not fully systematized, and therefore not always easy to find. Often the information is presented in fragments (for example, on academic mobility) or placed on different pages of the site (for example, this applies to information on cooperation and interaction with partners and educational organizations), which significantly complicates the navigation through the site.

These circumstances, according to the EEC, explain the insufficient informing of students, partners, stakeholders and all interested persons about the changes and revision of EP, as detailed information about EP is placed both on external and internal resources of the university, access to which is limited to external users.

The audited financial statements on EP are not published on its own web-resource.

Strengths/best practices

- Not found according to this standard

Recommendations of the EEC

- The management of the university and EP to ensure a systematic approach to inform students, partners, stakeholders and all stakeholders about the changes and revision of the EP. By 2023.
- Increase the publication activity of teaching staff in the media of RK, which will contribute to the formation of an attractive image of EP and the university as a whole.

- To carry out work on the systematization of materials posted on the university website (including information about academic mobility programs and other forms of cooperation with partner universities, employers); continue to improve the navigation of the SRU site in order to create the most user-friendly interface by 2024.
- The management of HEIs and EPs should publish audited financial statements for EPs on their own web resource

EEC conclusions on criteria for EP 6B01702 Foreign Language: two foreign languages, 7M01702 Foreign Language: two foreign languages, 8D01702 Foreign Language: two foreign languages: strong - 0, satisfactory - 10, suggest improvement - 2, unsatisfactory - 0.

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

Standard «Management of Educational Program»
- The university ensured the correct distribution of those responsible for the business processes within the EP, staff job responsibilities, delineation of the functions of collegial bodies.
- Management of EP in order to ensure quality education and increase the level of satisfaction with educational services demonstrates its openness and accessibility for students, teaching staff, employers and other stakeholders

Standard «Information Management and Reporting»
- The university management actively involves the students, teaching staff, and employees of the university in the process of collecting and analyzing information.

Standard «Development and Approval of the Education Program»
- The students of EP 6B01702 Foreign language: two foreign languages, 7M01702 Foreign language: two foreign languages may be prepared for professional certification.

Standard «On-Going Monitoring and Periodic Review of Educational Program»
- not available for this standard

Standard «Student-Centered Learning, Teaching and Performance Evaluation»
- not available for this standard

Standard «Students»
- Conducting special adaptation and support programs for incoming and international students. Admission and enrollment in an educational program are accompanied by an introductory course that contains information on the organization of education and the specifics of the educational program.
- The HEI stimulates students to self-education and development outside academic activities, which results in high motivation and student satisfaction.

Standard «Teaching Staff»
- The presence of an objective and transparent personnel policy that includes recruitment, professional development and staff development, ensuring the professional competence of the entire staff.
- EP management provides targeted actions for the development of young faculty through doctoral programs, grant internships, and mentoring of experienced departmental scholars.

Standard «Education Resources and Student Support Systems»

- Financial support of students (internal grants, discounts, benefits).

Standard «Public Information»
- not available for this standard

(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS

Standard «Management of Educational Program»
- Facilitate the practical implementation of dual-degree education, joint educational programs, and academic mobility by demonstrating a commitment to quality assurance of any activities performed by contractors and partners (outsourcing), including in these areas. By 2024.
- The management of the university should organize the work on the passage of the heads of EP courses on education management, by 2023.
- In order to increase the contingent of students of EP 8D01702 Foreign Language: two foreign languages, not only from Kazakhstan but also from neighboring and distant foreign countries, to continue work on opening a dissertation council to defend doctoral dissertations. By 2025.

Standard «Information Management and Reporting»
- The university management to implement the practice of ensuring assessment of the effectiveness and efficiency of their activities in the context of the implemented EP until 2023.

Standard «Development and Approval of the Education Program»
- Concretize signs of individuality, and uniqueness of accredited EPs, including the alignment of the EP development plan with the University development strategy (by September 2023).
- Practically implement the work of joint educational programs at both undergraduate and graduate levels, which involves the harmonization of the content of educational programs with the educational programs of the leading Kazakhstani and foreign universities and work on the coordination of MOP, RUP, as well as the components of the graduate model until 2025.
- To develop and implement a transparent mechanism for the formation of the modular structure of educational programs. To develop criteria for the formation of modules included in the EP (major and minor, additional competences and specializations) until 2023.

Standard «On-Going Monitoring and Periodic Review of Educational Program»
- To concretize the procedure for analyzing changes in the labor market and the mechanism for determining employers' requirements and society's social demand for graduates of EP. By 2024.
- To consider the possibility of informing about all changes made to the accredited EPs in the public access on the university website.

Standard «Student-Centered Learning, Teaching and Performance Evaluation»
- To the management of EP to disseminate the existing positive experience of research and methodological activities in the context of the university, partner universities, the higher education system of the country. By 2025.
- To continue the development of own innovative research of teaching staff in the field of teaching methods of academic disciplines of the accredited EP in the context of student-centered learning. By 2025.
- To provide a mechanism to support the publications of doctoral students, to reflect the possibility of presenting the dissertation work in the form of a monograph in the relevant documents if necessary. By 2023.

Standard «Students»

- management of HEIs and EPs should expand the existing range of external and internal academic mobility, including online format (until 2024), to the management of HEIs and EPs under accreditation.
- University management should seek assistance in obtaining external grants for study in the context of accredited educational programs (until 2025).

Standard «Teaching Staff»
- The management of accredited EPs should systematize the data bank of their own scientific and methodological research in the field of teaching EP disciplines. The deadline is 2024.
- To strengthen the teaching staff with highly qualified personnel, who have publications in highly ranked scientific journals, to increase the percentage of tenure of teaching staff in the departments, providing the implementation of the accredited EP. The deadline is 2025.
- To develop a system of informational and organizational support for teachers - graduates of doctoral programs in order to ensure the timely defense of doctoral dissertations, which will contribute to the qualification and professional level of the teaching staff. The deadline is 2024.

Standard «Education Resources and Student Support Systems»
- Actively apply information and communication technologies of self-development of the teaching staff (electronic manuals, online courses, e-portfolio, MEP, etc.) in the process of implementation of EP (until 2023).
- Management of the university to improve the infrastructure of the university, taking into account the needs of different groups of students, including persons with disabilities until 2024.

Standard «Public Information»
- The management of the university and EP to ensure a systematic approach to inform students, partners, stakeholders and all stakeholders about the changes and revision of the EP. By 2023.
- Increase the publication activity of teaching staff in the media of RK, which will contribute to the formation of an attractive image of EP and the university as a whole.
- To carry out work on the systematization of materials posted on the university website (including information about academic mobility programs and other forms of cooperation with partner universities, employers); continue to improve the navigation of the SRU site in order to create the most user-friendly interface by 2024.
- The management of HEIs and EPs should publish audited financial statements for EPs on their own web resource

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

Not identified

Appendix 1: Evaluation table "SPECIALIZED PROFILE PARAMETERS"

Evaluation table "SPECIALIZED PROFILE PARAMETERS"
Conclusion of the external expert commission on quality assessment
of educational programs 6B01702 Foreign language: two foreign languages, 7M01702
Foreign language: two foreign languages, 8D01702 Foreign language: two foreign
languages Institutions "Suleyman Demirel University

item No.	No.	Evaluation criteria	Position of the educational organization			
			Strong	Satis fact ory	To be im pr ov ed	Un sati sfa cto ry
Standard «Management of Educational Programme»						
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		+		
		Total on standard	**2**	**14**	**1**	**0**
Standard «Information Management and Reporting»						
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		+		
		The information collected and analyzed by the university within the framework of the EP should take into account:				
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		+		
		Total on standard	0	17	0	0
Standard «Development and Approval of the Education Programme»						
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		+		
		Total on standard	1	11	0	0
Standard «On-Going Monitoring and Periodic Review of Educational Programme»						
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				
		Total on standard	**0**	**9**	**1**	**0**
Standard «Student-Centered Learning, Teaching and Performance Evaluation»						
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	**0**	**9**	**1**	**0**
		Total on standard				
Standard «Students»						
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		+		
		Total on standard	**2**	**10**	**0**	**0**
Standard «Teaching Staff»						
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		+		
		Total on standard	**1**	**9**	**0**	**0**
Standard «Education Resources and Student Support Systems»						
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		+		
		The HEI must demonstrate the compliance of information resources with the needs of the university and the ongoing EP, including in the following areas:				
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		+		
		Total on standard	**1**	**11**	**1**	**0**
Standard «Public Information»						
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		+		
		Information about the educational program is objective, up-to-date and should include:				
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		+		

Total on standard	0	10	2	0
TOTAL	17	81	16	0