



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission for the evaluation
joint educational program
6B03102 Clinical psychology
Aktobe Regional University named after K. Zhubanov
for compliance with standards and guidelines for international
primary specialized (program) accreditation
joint educational program of higher and (or) postgraduate
education (based on ESG, the European approach to quality assurance
joint programs, 2015) (EXANTE)

Date of on-line visit using hybrid model:
from 23 to 25 November 2022

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

*Addressed to
Accreditation
Council of the IAAR*



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November 25, 2022 Aktobe

Composition of the WEC IAAR:

Chairman of the Commission - Tabishev Timur Arsenovich Candidate of Pedagogical Sciences, Associate Professor, Head of the Education Quality Department of the Federal State Budgetary Educational Institution of Higher Education "Kabardino-Balkarian State University named after I.I. HM. Berbekov". Online participation

1. Foreign Expert IAAR –Mamedova Valida Honored Art Worker, Candidate of Art History, Azerbaijan State University of Culture and Art (Baku, Azerbaijan). Online participation
2. Foreign Expert IAAR - Boyko Svetlana Leonidovna, Candidate of Medical Sciences, Associate Professor, Dean of the Faculty, Grodno State Medical University Online participation
3. Expert IAAR-Burbekova Saule Zhorabekovna Candidate of Philology, Associate Professor, Astana IT University (Astana) On-line participation
4. IAAR expert – Mirzoeva Leyla Yurievna Doctor of Philology, Professor, Suleyman Demirel University (Almaty); Online participation
5. IAAR Expert -Adilova Almagul Sovetovna Doctor of Philology, Associate Professor Karaganda State University. E.A. Buketova (Karaganda). Off-line participation
6. IAAR Expert -Mamyrkhanova Zhamilya Temirgalievna Doctor PhD Taraz State University. M.Kh. Dulati (Taraz) On-line participation
7. IAAR Expert -Kaliakbarova Lyailya Taitoleuovna Candidate of Pedagogical Sciences, PHD, MBA, Professor Kazakh National Conservatory named after Kurmangazy (Almaty); Off-line participation
8. IAAR Expert -Toleubayeva Aknur Mukhitovna Doctor PhD Eurasian National University. L.N. Gumilyov On-line participation
9. IAAR expert - Bobrova Valentina Vladimirovna Candidate of Pedagogical Sciences, Associate Professor Karaganda State University. E.A.Buketova (Karaganda). Off-line participation
10. IAAR Expert - Employer -Burumbaev Azamat Serikovich Chamber of Entrepreneurs "Atameken" Aktobe region (Aktobe); Off-line participation
11. IAAR Expert - Employer -Dzhagiparova Gulmira Zeinulovna Head of Commercial Unit, KT Cloud lab; Online participation
12. IAAR expert - Student - Gavrilenko Irina 2nd year doctoral student, member of the anti-corruption club "Sanaly Urpak" of the Kazakh National Conservatory named after Kurmangazy; Online participation
13. IAAR Expert - Student AkhmetovaAsylzhan 4th year undergraduate, member of the trade union organization of students "senim" Eurasian National University. L. N. Gumilev (Astana); Online participation
14. IAAR Expert - Student Omarova Adel Zhanatovna, member of the Alliance of Students of Kazakhstan, Kazakh Agrotechnical University named after S.Seifullin (Astana); Online participation
15. IAAR Expert - Student Sisenova Zhannur, Eurasian National University. Gumilyov MK "Zhas Otan" (Astana); Online participation
16. IAAR Expert -Zhakenova Rabiga 2nd year undergraduate "Russian language and literature" Kazakh National Pedagogical University named after Abay; Online participation

17. IAAR Expert - Student Almkhanov Ablaykhan 2nd year undergraduate Member of the ASC of Kokshetau University named after Sh.Ualikhanov (Kokshetau); Online participation

DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for primary accreditation of the joint educational program 6B03102 Clinical Psychology with ZKMU Ospanov from November 23 to November 25, 2022 in on-line mode using a hybrid model. In order to coordinate the work of the EEC on November 22, 2022, a kick-off meeting was held, during which powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of the joint educational program and the entire infrastructure of the university, to clarify the content of the self-assessment reports, online meetings were held, interviews with vice-rectors for areas of activity, heads of structural divisions, deans of faculties, heads of departments of the ARU named after K. Zhubanov, as well as with a representative ZKMU named after M. Ospanov, teachers and students of ARU named after K. Zhubanov.

In total, 55 representatives of educational partner organizations took part in the meetings (Table 1).

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

Participant category	Quantity
Vice-rectors	5
Heads of structural divisions	16
Dean	1
Heads of departments	3
teachers	9
students	19
Employers	2
Total:	55

In accordance with the accreditation procedure, 18 teachers and 19 students were surveyed according to the assessed SOP.

COMPLIANCE WITH INTERNATIONAL STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE OF A JOINT EDUCATIONAL PROGRAM

Eligibility (ELIGIBILITY)

1.1. Status

ARU named after K. Zhubanov was established in accordance with the Decree of the Government of the Republic of Kazakhstan dated October 11, 2019 No. 752 "On some issues of higher educational institutions of the Ministry of Education and Science of the Republic of Kazakhstan" and is developing as a classical institution of higher education, combining the humanities and technical sciences.

ARU named after K. Zhubanov operates on the basis of a state license for the right to conduct educational activities No. KZ79LAA00018567 dated 10.08.2020, without expiration date. ZKMU named after M. Ospanov has a state license for the right to conduct educational activities No. KZ26LAA00016029 dated 05/04/2019. d., without expiration date.

1.2. Joint development and implementation

ARU named after K. Zhubanov regularly develops and updates documents that define the development strategy and quality assurance policy, reflecting the institutional vision and strategy related to the strategic management of the university.

The design of an accredited SOP takes place on the basis of evidence-based approaches to planning, methodological support and teaching technologies. The implementation of the SOP complies with the legislation of the Republic of Kazakhstan in the field of education, and is also determined by the mission, vision, development strategy of the ARU named after K. Zhubanov.

The goals of the SOP determine the priorities for the formation of a graduate model that meets the requirements of modern society and the demands of employers, for the formation of a specialist with in-demand skills in the field of clinical psychology.

The SOP was developed taking into account the analysis of the educational services market, the interests of consumers, global and local trends in world education, and the system of competencies of highly qualified personnel. As well as an analysis of their relevance, the possibility of developing and operating new EPs that ensure the readiness of graduates to work in the domestic and foreign labor markets.

The collegiality and transparency of the formation of plans for the development of educational programs is confirmed by the participation of the teaching staff, students and employers in the field of psychology. The university management involves representatives of different groups of stakeholders in determining the directions for the development of educational programs and their management.

1.3. Cooperation Agreement

The conditions for the development and implementation of the SOP are set out in the agreement dated February 5, 2021 on the implementation of a joint educational program between the ARU named after K. Zhubanov and WKMU named after M. Ospanov.

Evidence

The members of the EEC were convinced that the ARU named after K. Zhubanov has developed a policy in the field of quality assurance, aimed at continuous improvement of all aspects of activity. According to the agreement "On the implementation of a joint educational program", the universities have appointed responsible coordinators for each of the universities:

vice rector for academic issues of ARU named after K. Zhubanov and vice-rector for educational work of WKMU named after M. Ospanov. Training in SOP 6B03102-Clinical Psychology in the 1st year is conducted on the basis of the ARU named after K. Zhubanov, starting from the 2nd year, training is conducted on the basis of a partner university. The ratio of disciplines is 60:40. The results of the current, midterm and final control are available to students on the educational portal of the university. Upon completion of the EP, graduates of SOP 6B03102-Clinical Psychology are awarded the qualification "Bachelor of Psychology in the educational program" 6B03102-Clinical Psychology", which corresponds to the NQF.

ARU named after K. Zhubanov, within the framework of internal academic mobility, concluded an agreement with the following partner universities: Eurasian National University named after L.N. Gumilyov, Kazakh National University named after al-Farabi, Kazakh National Pedagogical University named after. Abay, Kazakh National Women's Pedagogical University,

West-Kazakhstan University. M. Utemisova, etc., the list of strategic partners is posted on the university website - <http://zhubanov.edu.kz/ru/pages/universitet/universitettin-damuy/damuzhospariy.php>

Analytical part

During the EEC visit, the experts conducted a thorough analysis of the compliance of the SOP with the requirements of modern education, the effective implementation of the SOP, focused on students and all stakeholders. The university provided the Development Plan SOP 6B03102 Clinical Psychology for 2021 - 2025. The agreement on cooperation between educational organizations - partners specifically and clearly sets out the conditions for the development and implementation of the SOP.

The departments implementing the SOP maintain close scientific ties with leading universities and research centers in Kazakhstan, as well as near and far abroad. ARU named after K: Zhubanov provides an opportunity for students to participate in external and internal academic mobility. Recognition of periods of study and credits for academic mobility is carried out by comparing the content and labor intensity of academic disciplines and practices by structural units based on conversion factors (ECTS). Academic mobility of students SOP 6B03102 Clinical Psychology was not carried out during the two years of the existence of the SOP, but is planned for 2023.

Strengths/best practice

The conditions for the development and implementation of the SOP are clearly stated in the agreement on cooperation between educational organizations - partners, the SOP is subject to implementation with the involvement of all partner educational organizations. Students and employers take part in the development of the SOP.

WEC recommendations

Provide options for academic mobility for students and teachers, taking into account specialized subjects for the implementation of the SOP.

Deadline: 2022-2023 academic year

VEC conclusions:

According to the standard “Eligibility (Eligibility)”, 10 criteria are disclosed, of which 1 have a strong position, 8 have a satisfactory position, 1 is subject to improvement.

2. LEARNING OUTCOMES

2.1. The level of education

Derived from SOP 6B03102 Clinical Psychology, it corresponds to Level 6 of the National Qualifications Framework for Higher Education and therefore the Framework of Qualifications in the European Higher Education Area (FQ-EHEA). Learning outcomes are the basis for the choice of methods and technologies that are used in the teaching process. The solution of the set of scientific and applied problems makes it possible to organize the training of pedagogical personnel capable of providing training for the younger generations, adequate to the level of development of a modern dynamic society.

2.2. Disciplines

The cycle of general education disciplines is aimed at developing the general intellectual level of students. The cycles of basic and major disciplines are aimed at the formation of subject, professional competencies, the development of creative potential, increasing the level of competitiveness of graduates, skills, and personal qualities for the successful implementation of their professional functions. The purpose of SOP 6D03102-Clinical Psychology is to train highly

qualified specialists with theoretical knowledge in the field of psychology, psychiatry, medical psychology, psychotherapy, who have the skills of practical psychology, however, the study of psychiatry is fragmented in the plans and does not fully reflect the level of development of this science, which reduces the quality of specialist training in accordance with the goal. SOP

2.3. Achievement

Learning outcomes are formed through competencies formed on the basis of the State Educational Standards (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated July 20, 2022 No. 2). The necessary integrity of the SOP is ensured through an integrated approach in the formation of the entire list of disciplines, their internal relationship and logical sequence in teaching, and the achievement of the planned learning outcomes (knowledge, skills and competencies) are located in a logical sequence, which makes it possible to evaluate their provision from general to clinical psychology .

All modules present academic disciplines, the content of which is disclosed in the passport of the EP, which are linked to the learning outcomes. The disciplines of SOP 6B03102 Clinical Psychology ensure the achievement of the planned learning outcomes, including knowledge, skills and competencies in the direction of "Clinical Psychology".

SOP 6B03102 Clinical Psychology is developed in accordance with state educational standards. Teaching languages - Kazakh, Russian.

2.4. Regulated Professions

Employability, possible career paths:

- 1) Consultant psychologist;
- 2) Clinical psychologist;
- 3) Neuropsychologist.

Evidence

ARU named after K: Zhubanov has demonstrated the compliance of its actions with the Lisbon Recognition Convention. SOP 6B03102 Clinical Psychology takes into account the minimum agreed conditions of training, in accordance with the general framework of training and the established Directive. The mission of the university and the Quality Policy are posted on the websites of partner educational organizations. The policy of ARU named after K: Zhubanov reflects the relationship between research, teaching and learning. The WEC members became convinced of the desire of the SOP leadership to ensure the connection between scientific research and the content of the SOP, including in the field of medicine.

Training is carried out on a full-time basis. In accordance with the requests of students, the requirements of employers and the labor market, the content of the SOP will be adjusted annually through the catalog of elective disciplines (QED) and updating the work programs of academic disciplines.

Analytical part

The management of partner educational institutions has proven that the qualification obtained as a result of mastering SOP 6B03102 Clinical Psychology corresponds to level 6 of the national qualifications framework for higher education and, therefore, the framework of qualifications in the European Higher Education Area (FQ-EHEA).

The introduced elective disciplines take into account the latest changes in the labor market and reflect the interests of students, employers and other stakeholders (for example, at the initiative of students in the 2022-2023 academic year, a new discipline "Psychology of Stress Resistance" was introduced). The terms of training and all the conditions created by the developed SOP ensure the achievement of the planned learning outcomes by each student.

The Commission draws attention to the fact that the SOP disciplines should ensure the achievement of the planned learning outcomes, including knowledge, skills and competencies in

the field of clinical psychology, and the program includes disciplines in psychotherapy, psychosomatics, neuropsychology, however, the cycle of disciplines in psychiatry covers only a few sections of mental and behavioral disorders, a number of mental illnesses are not studied and not taken into account in the SOP.

Strengths/best practice

The SOP takes into account the minimum harmonized learning conditions specified in the European Union Directive 2005/36/EC.

WEC recommendations

Develop disciplines that include training in the basics of psychiatry and psychological counseling skills in a mental and behavioral disorders clinic, or make changes and additions to existing programs.

Deadline: 2022-2023 academic year

VEC conclusions:

According to the standard "Learning Outcomes", 5 criteria are disclosed, of which 3 have a satisfactory position, 2 suggest improvement.

3. DEVELOPMENT AND APPROVAL OF THE PROGRAM

3.1 Joint educational program

On the basis of the order of NCE RK "Atameken" dated 10.22.2018 No. 285 Professional standard "Specialist in the field of healthcare", the Ministry of Labor and Social Protection of the Population of the Republic of Kazakhstan dated 05.30.2019 No. 292 Professional standard "Psychological and social work" based on ARU named after K. Zhubanov, together with WKMU named after M. Ospanov, SOP 6V031-Clinical Psychology was opened. In 2020, SOP 6B03102-Clinical Psychology passed the corresponding procedure and was included in the list of the Register of Educational Programs of Higher Education. The structure and content of SOP 6B03102 Clinical Psychology are defined and developed on the basis of a student-centered approach to learning that ensures the achievement of planned results. The system of student-centered learning is based on the fact that the student is an active "subject" of the educational process.

3.2 Credits

When developing the program, the European Credit Transfer System (ECTS) was taken into account, respectively, the loans are clearly distributed. Taking into account the recommended ratio of credit distribution in ECTS, SOPs are developed for the cycles of general education, basic and major disciplines.

3.3 Study load

General labor intensity SOP 6B03102 Clinical Psychology 240 ECTS credits. Each semester of 1-3 courses is 30 credits. Semester 7 - 36 credits, Semester 8 - 24 credits. 207 credits are allocated for theoretical training, educational practice in the 2nd semester is 1 credit, industrial practice in 4, 6, 8 semesters - 3, 5 and 12 credits, final certification in the 8th semester - 12 credits. The volume of compulsory, elective and elective disciplines (modules) is based on the state educational standard: OOD - 56 credits, BD - 112 credits, PD - 60.

Evidence

On the basis of meetings, conversations and interviews of vice-rectors for areas of activity, deans and heads of departments, faculty and students, EEC IAAR notes that in ARU named after K. Zhubanov, the implementation of the principle of student-centered learning involves a method of designing and organizing the educational process, where the main

emphasis is on the organization of various types of activities of students, which will be carried out in accordance with educational and methodological complexes and internal documents.

Within the framework of student-centered learning, various teaching methods and technologies are used, taking into account the variety of forms of information assimilation. Teaching methods encourage students to take an active role in the learning process. Educational and methodological developments of teachers are included in the electronic catalog of books of the library of the ARU named after K. Zhubanov. Classroom work is a practical class that involves the use of various techniques. Were provided: equipment "Chris" (lie detector) licensed; Wexler's technique for adults and children) licensed; Luscher color test) licensed; metaphorical cards "In Search of Meaning", "Persons") licensed; Rorschach test; Rosenzweig technique; Sondi test) licensed; "The master of fairy tales. 50 plots to help those who think about life, people and themselves. Archetypal maps" (author T.

During the conversation, the 2nd year student confirmed the cases of the response of the SOP management to their wishes and needs when forming the content of the SOP, or thematic planning within the disciplines.

Analytical part

All valid contracts with clinical sites were provided to VEK only at the direct request of an expert. It follows from the information on the site that the qualification obtained upon completion of SOP 6B03102 "Clinical Psychology" is not clearly defined, wider than clinical psychology, for example, on the site in the section for the applicant, information is provided on the possibility of employment after graduation from the bachelor's degree in defense institutions, security institutions and law enforcement bodies, consulting organizations;

At the same time, the EEC notes that there is a question regarding this standard that was not fully reflected in the self-report and was not confirmed during the visit. Despite the presence of own research in the field of teaching methods, which is confirmed by more than 20 acts of implementation, these results were not introduced into the educational process of the disciplines of the accredited SOP.

Strengths/best practice

SOP is provided with a sufficient amount of workload (volume of compulsory, elective and elective disciplines).

The SOP has mechanisms to control the teaching load with the distribution among partner universities of the average time to complete the program.

WEC recommendations

If you have your own research in the field of teaching methods, it is necessary to introduce the results of these scientific studies into the disciplines of SOP 6B03102 Clinical Psychology.

Deadline: 2022-2023 academic year

In addition to the booklet for applicants, publish more information (the educational program itself, the names and summary of disciplines, the route of the student, the features of practices) on the website in the section for students, clarify information for applicants.

Deadline: 1st quarter 2023

VEC conclusions:

According to the standard "Development and approval of the program", 5 criteria are disclosed, of which 2 have a strong position, 3 - a satisfactory position.

4. ADMISSION AND STUDENT ACCESS, RECOGNITION AND CERTIFICATION

4.1. Reception of students

Admission rules are published on the official website of the ARU named after K. Zhubanov in the public domain.

4.2. Confession

Compliance of the actions of the program management with the Lisbon Recognition Convention is confirmed by the procedure for recognition and offset of ECTS credits obtained by the higher education qualification assigned by the partner organization. The procedure for admission of foreign citizens to study at the Academy includes a mandatory procedure for the recognition and nostrification of a document issued by a country in the European Region.

Confirmation of the recognition of qualifications obtained abroad is carried out by the Ministry of Education and Science of the Republic of Kazakhstan.

Evidence

The academic policy reflects the rules and procedures covering all stages of the "life cycle" of the student and provides information support for the student at all stages of education from enrollment to graduation.

Based on the results of the survey conducted within the framework of the work of the EEC IAAR, it was determined that, in general, equal opportunities are provided to all students (68.8% of students rated that they completely agree, 23.7% agree that equal opportunities are provided for everyone for mastering the EP and personal development students).

ARU named after K. Zhubanov pays attention to monitoring employment and direct and feedback from the labor market, which will allow monitoring the compliance of strategic plans with real demand in the educational services market.

As a positive practice, the EEC notes the provision of practice bases for the medical component of the educational process (there are agreements).

Analytical part

In ARU named after K. Zhubanov, the material and technical support of the educational process is presented at a good level. According to the results of surveys of teaching staff and students, it was revealed that students are satisfied with the level of theoretical and practical training (93.4% of students noted that teachers fully master the material taught, 92.9% - that the content is well structured; 95 students are generally satisfied with the quality of teaching .5% of students).

The ARU named after K. Zhubanov clearly defines the approaches to career guidance within the framework of the SOP. The program assumes the possibility of preparing students for professional certification. Professional certification of students according to the SOP is planned for the 2023-2024 academic year, on the basis of the Kuanys Health Clinic, the Anima Personality Development Center (in the direction of Clinical Psychology).

Students will have the opportunity to constantly improve their professional level and improve in their chosen profession in the personal aspect (knowledge, skills) and move from the first stage of higher education (bachelor's degree) to the levels of postgraduate education.

Strengths/best practice

Transparency of procedures for the formation of a contingent of students from admission to graduation has been ensured. The procedures regulating the life cycle of students from admission to completion have been defined and approved. Recognition of qualifications and

periods of study is applied in accordance with the Lisbon Recognition Convention and supporting instruments.

VEC conclusions:

According to the standard "Admission, and progress of students, recognition and certification", 3 criteria are disclosed, of which 2 have a satisfactory position, 1 - a strong position.

5. STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT

5.1 Learning and teaching

SOP 6B03102 "Clinical Psychology" is designed in accordance with the intended learning outcomes, and the applied approaches to learning and teaching are adequate to achieve them. SOP takes into account the diversity of students, their needs, including potentially different cultural characteristics of students. The Code of Academic Integrity of students, teachers and employees of the ARU named after K. Zhubanov was developed and approved on 03/05/2019 in accordance with the Law "On Education", the regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan, the Charter of the ARU named after K. Zhubanov. The Code establishes the principles of academic honesty in the educational process.

5.2 Student assessment

The rules for conducting examinations and the assessment of the achieved learning outcomes correspond to the expected learning outcomes. Examinations and assessment of the results achieved by students are held at the ARU named after K. Zhubanov in accordance with the established rules.

Evidence 5.1

The agreement on the implementation of the SOP stipulates that the parties are obliged to appoint coordinators who will provide consulting support to students in the preparation of an individual curriculum, control the conduct of educational consultations and academic performance, and participate in joint decision-making on emerging issues.

Persons who have a document on secondary general education or a document on technical and vocational education (secondary vocational education) or a document on higher education and qualifications (including a document of a foreign state on education or on education and qualifications, if specified in education is recognized in the Republic of Kazakhstan at the level of the corresponding education).

Evidence 5.2

Assessment of learning outcomes is carried out on the basis of consistency, transparency and objectivity, including appeal. There are appeal procedures that are clearly defined and form part of the regulations for the organization of the educational process.

The EEC got acquainted with the Regulations on the ongoing monitoring of progress, intermediate and final certification of students at the ARU named after K. Zhubanov. The appeal mechanism is spelled out in detail, with deadlines.

To assess students' knowledge, a point-rating system is used, consisting of three types of control - current, intermediate and final. Control is carried out in the form of testing the knowledge, skills and abilities of students through various forms of control: this is an oral survey, a practical demonstration, testing, tests, individual homework assignments, discussions, trainings, round tables, etc. 76.7% of students are completely satisfied with the objectivity of assessing knowledge, skills and other educational achievements (data from the EEC survey). Reception of intermediate, current and final control of students' knowledge is carried out according to the schedule.

In educational institutions, the system of internal monitoring of the quality of knowledge and learning outcomes of students is effectively functioning, carried out by structural divisions of various levels. The system includes mandatory discussion of analytical reports and reports at meetings of collegial bodies.

Analytical part

The results of the survey show students' satisfaction with the quality of teaching. Students note the availability of the rules and the goals of the educational program, the objectivity and fairness of teachers. A student who disagrees with the result of the final control, due to a biased assessment or an incorrectly formulated question, has the right to file an appeal. In general, both the student and the teaching staff expressed positive opinions about the implementation of the SOP. To assess the compliance of the content of the EP with the planned learning outcomes, the programs of disciplines were compared with the Graduate Model SOP 6B03102-Clinical Psychology (approved on August 31, 2021) and a fragmentary study of psychiatry as a medical science was established, the curriculum "Personal Disorders" included topics on various mental disorders

Based on the results of interviews, study of documentation, familiarization with the material and technical base and information and methodological resources of the ARU named after K. Zhubanov, the commission draws the attention of the management to taking into account the provision of academic mobility of teaching staff and students when developing a SOP development plan. In addition, the development plan should take into account the increase in the coverage of students with educational activities.

Strengths/best practice

Supporting learner autonomy while providing proper guidance and assistance from the teaching staff.

Availability of a feedback mechanism on the use of various teaching methods and evaluation of learning outcomes.

Ensuring consistency, transparency and objectivity of the mechanism for assessing learning outcomes in SOPs.

WEC recommendations

Make changes and additions to the curricula of disciplines to match the planned learning outcomes (psychiatry).

Deadline: 2022-2023 academic year

VEC conclusions:

According to the standard "Student-centered learning, teaching and assessment" 5 criteria are disclosed, of which 4 have a satisfactory position, and 1 criterion suggests improvement.

6. STUDENT SUPPORT

Partner universities should ensure the functioning of appropriate student support services that contribute to the achievement of planned learning outcomes. Student support services should contribute to the achievement of planned learning outcomes. Student support services should take into account possible specific problems of mobile learners. Support services should, in allocating, planning and providing educational resources, take into account the needs of different groups of learners (mobile learners, adults, working, distance learners, and learners with disabilities) and take into account the principles of a student-centered approach to learning and teaching.

Evidence

Students of SOP 6B03102 Clinical Psychology have the opportunity to meet their personal needs by participating in the work of the Student Senate, clubs, projects organized on the basis of the university: for example, a student of SOP 6B03102 Clinical Psychology Aldiyarova Adina are members of the Student Senate. Students have the opportunity to study Chinese at the Confucius Institute at the university. In addition, in order to organize academic mobility, language training is carried out in Polish, Korean, and Turkish.

All students receive an individual login and password and have unhindered access to the website and portal of the university. For students from socially vulnerable families, it is possible to register in the computer classes of the university, and all students of the university through the Smart-ARSU application have access to the sections: training, payments, TsOS "Temirkazyk", student clinic (VEE notes the average rating of the Smart-ARSU application as 2.5 out of 5).

Students have the opportunity to receive support from the administration by directly contacting the heads of structural units (deans, heads of departments, heads of educational support units), but the declared "rector's blog" does not function. In all buildings of the university, including building No. 1, there is a "Confidence Box", where students can send their complaints and wishes, which are considered and discussed at the Faculty Council.

A student who disagrees with the result of the final control, no later than the next working day after the exam, can write an application in the prescribed form for an appeal to the dean's office where he is studying.

Analytical part

EEC confirms the existence of a student support system, which includes not only the availability of modern and well-equipped material and technical equipment, where the buildings and facilities of the university comply with current sanitary standards and fire safety requirements, but also the provision of psychological and advisory support.

Based on the results of interviews, familiarization with various documentation, material and technical base and information and methodological resources of the ARU named after K. Zhubanov, the EEC IAAR notes the effectiveness of the functioning of the student support system, including for vulnerable groups, so, in 2021 on the basis of the multidisciplinary training center Damu Innovation "Zhogary okuoryndarynda inclusive bilim take", a conference "Psychological and pedagogical aspects of inclusive education" was organized with a presentation of the inclusive education cabinet. Problems have been identified in establishing remote contact between students and leaders - the "rector's blog" does not function, the links on the site are invalid, some phone numbers are not connected or no one answers. During the focus group interviews, it was revealed that,

Strengths/best practice

Partner educational organizations are provided with scientific, educational and methodical literature in accordance with the requirements of the legislation in the field of education with a high degree of student satisfaction. Functioning in educational organizations-partners of student support services.

WEC recommendations

1. Ensure at least 45% (according to the development plan SOP 6B03102 Clinical Psychology) of students' involvement in educational activities.

Deadline: 2022-2023 academic year

2. Update links on the site for the prompt appeal of students, incl. to social networks.

Deadline: 2022-2023 academic year

VEC conclusions:
According to the "Support for students" standard, 4 criteria are disclosed, of which 4 have a satisfactory position.

7. RESOURCES

7.1 Teaching staff

The teaching staff is the main resource for ensuring the mission, goals and objectives of the strategic directions of development. The personnel policy of the ARU named after K. Zhubanov is implemented in accordance with the legislation of the Republic of Kazakhstan, internal documents of partner educational organizations and the Agreement between them.

7.2 Conditions

The personnel policy of the ARU named after K. Zhubanov determines the policy in the field of human resource management. A key aspect of the policy in the field of training and development of personnel is the strategy for the professional development of teaching staff. A component of the personnel policy is to provide the necessary number of personnel with the proper qualifications and motivation to work. The formation of an intellectual community is formed through a careful consideration and selection process of teachers. Recruitment is carried out on the basis of an analysis of the needs of the educational program, based on the results of which a competition is announced for filling vacant positions. The competition for filling vacant positions of teaching staff and scientists is held in accordance with the current legislation of the Republic of Kazakhstan.

The educational equipment and software used for the development of the program are similar to those used in similar educational institutions.

Evidence

The graduating department of SOP 6B03102-Clinical Psychology is the Department of Psychological, Pedagogical and Special Education of the ARU named after K. Zhubanov. At the Department of Psychological, Pedagogical and Special Education of the ARU named after K. Zhubanov, the educational process SOP 6B03102-Clinical Psychology serves the teaching staff in the amount of 14 full-time teachers. Including: 1 doctor of science, 5 candidates of science, 2 PhD, 7 masters. The degree is 67% of the ARU named after K. Zhubanov. At the Department of Psychology of ZKMU named after M. Ospanov SOP 6B03102 - Clinical psychology serves the teaching staff in the amount of 8 full-time teachers. Including: 3 candidates of sciences, 1 PhD, 4 masters. The degree is 50%.

The material and technical base of the university includes 6 educational buildings, the Palace of Students for 800 seats, the House of Students, a sports hall, a sports complex, sports facilities, a clinic. A three-storey laboratory building (technopark) was opened. The total area of buildings and structures is 113,970.3 m². The library is located in all educational buildings, in the House of Students and at the Confucius Institute. The total area of the university library is 4186.99 m². The area of the reading rooms is 1728.82 m², the total number of seats is 728. The number of seats in the library's reading rooms is 31.8% of the total number of visitors. In order to conduct special classes affecting the disciplines of practical psychology and diagnostics in the 2018-2019 academic year, specialized rooms and centers were opened, such as: the Senim Socialization Center,

In the 2019-2020 academic year, a specialized room for Inclusive Education and an Applied Psychology Laboratory were opened. In the 2019-2020 academic year, psychodiagnostic methods were purchased for the laboratory of applied psychology aimed at studying the emotional, cognitive and personal spheres, identifying intellectual impairments and

mental abnormalities, minimal brain dysfunctions, literature on clinical psychology: "Kris" equipment, Veksler's Methods for adults and for children, Luscher color test, metaphorical cards "In search of meaning", "Faces", Rorschach test, Rosenzweig method, Szondi test, "Master of fairy tales. 50 stories to help those who think about life, people and themselves. Archetypal maps" (author T. Zinkevich-Estigneeva).

Analytical part

EEC members got acquainted with the qualitative and quantitative composition of the teaching staff SOP 6B03102 Clinical psychology, teaching staff workload planning, the method of assessing the satisfaction of teaching staff and students, and the policy of forming the teaching staff of the teaching staff. Indicators for the qualitative and quantitative composition of the teaching staff confirm the availability of human resources necessary for the implementation of the SOP. The educational process SOP 6B03102-Clinical Psychology is provided by the Department of Psychological, Pedagogical and Special Education of the Faculty of Pedagogy of the ARU named after K. Zhubanov and the Department of Psychology of the ZKMU named after M. Ospanov.

According to the results of the survey of teaching staff, it was revealed that 63.9% of participants rated the opportunities provided by the university for the professional development of teaching staff as "very good", 34.4% - "good", and 1.6% indicated - "relatively bad".

The results of scientific research of the teaching staff SOP 6B03102 Clinical psychology are reflected in scientific articles, published journals, speeches at scientific conferences at various levels. The Commission was provided with supporting certificates and scans of publications. According to the results of the survey, the teaching staff assess the support of the university and its leadership in the research initiatives of the teaching staff as "very good" - 67.2%, "good" - 30.3%.

The incentive system for teachers is supported by the "Regulations on the introduction of the qualification "Teacher-Researcher", "Regulations on the procedure for conferring the title "Honored Worker of the ARU named after K. Zhubanov", Regulations on the procedure for awarding annual university awards to the best teachers and students of the ARU named after K. Zhubanov", decisions of the Board , Academic Council, editorial board of the newspaper "ZhubanovUniversity".

Strengths/best practice

ARU named after K. Zhubanov has a qualified teaching staff for professional training in the field of clinical psychology. The material and technical base, as well as the fund of educational, educational, methodological, scientific literature and periodicals of the department meets the regulatory requirements and meets the needs of students.

VEC conclusions:

According to the "Resources" standard, 7 criteria are disclosed, of which 7 have a satisfactory position.

8. TRANSPARENCY OF DOCUMENTATION

Relevant SOP information should be documented and published, taking into account the specific needs of mobile learners. SOP information should take into account admission requirements and procedures, course/discipline catalogue, examination and assessment procedures, etc. Educational partner organizations must have and implement mechanisms for collecting and analyzing information about their activities, about the activities of a partner within the framework of a joint educational program and use the information received in the work of the

internal quality assurance system. The OO should ensure the involvement of students and employees in the collection, analysis of information and planning of subsequent procedures.

When collecting information, the TOE should consider the following:

- key performance indicators;
- information about the contingent of students;
- level of academic achievement, student achievement and dropout;
- satisfaction of students with the quality of implementation of joint educational program;
- availability of educational resources and student support services;
- employment of graduates.

Evidence

The university management uses a variety of ways to disseminate information - the official website of the university (<http://zhubanov.edu.kz/ru/>), media, information networks, web resources (official pages on Instagram, Facebook, Vkontakte, YouTube channel Zhubanov-universit), etc. The university newspaper Zhubanov Universiteti is published monthly (<http://zhubanov.edu.kz/ru/pages/universitet/universitetin-damuy/damu-zhospary.php>). The journal “Khabarshysy University” is published with a frequency of 1 time per quarter (<http://arsu.kz/media-files/ru/main/zhurnal-ru.pdf>).

To inform the public about its activities, conditions and features of the implementation of educational programs, the leadership of the University holds briefings, open days, job fairs on the basis of the university, large-scale image work in the media and social networks.

Analytical part

When examining compliance with the criteria of the “Transparency of Documentation” standard for the accredited SOP, the commission notes that the university’s web resource contains information characterizing both the university as a whole and the implementation of educational programs, information on the possibility of awarding qualifications at the end of SOP 6B03102 Clinical Psychology. The website of the university contains the following functional elements: "University", "Education", "International Relations", "Science", "Student Life", "Career", "Applicants", "Students", "Graduates", "Our Projects", Rector's Blog, Media.

The EEC notes that all teachers of SOP 6B03102 Clinical Psychology, by concluding an individual employment contract, documented their consent to the processing of personal data.

Given the fact that relevant information about SOPs should be documented and published, taking into account the specific needs of students, including mobile ones, and timely informing potential SOP users about admission procedures, examinations and assessment, etc. contributes to the formation of the contingent, the commission draws attention to the fact that the information on the site is presented in fragments, for example, it is difficult to imagine the employment prospects of a graduate of SOP 6B03102 Clinical psychology, because in addition to the booklet for applicants, it is possible to find information on the website about the positioning of SOP in the educational services market, about future employment is not possible, the same applies to information about the admission procedures for studying on SOP, the procedure for exams and assessing the educational achievements of students.

Strengths/best practice

To inform the public about its activities, conditions and features of the implementation of educational programs, the leadership of the University holds briefings, open days, job fairs on the basis of the university, large-scale image work in the media and social networks.

WEC recommendations

Guide SOP 6B03102 Clinical Psychology to publish relevant information about the SOP, about the procedures for admission, examinations and assessment of educational achievements of students, etc. on the websites of educational partner organizations until May 1, 2023.

Conclusions of the EEC: According to the standard "Transparency and Documentation", 10 criteria are disclosed, of which 9 have a satisfactory position, 1 - a position suggesting improvement.

9. QUALITY ASSURANCE

Standard:

Partner Educational Institutions should have a published quality assurance policy as part of their strategic management. A quality assurance policy is more effective if it reflects the relationship between learning, teaching, research and takes into account the national contexts in which partner educational organizations operate.

Internal stakeholders should develop and implement this policy through appropriate structures and processes with the involvement of external stakeholders. Partner educational institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.

The quality assurance policy supports:

- organization of a quality assurance system that provides for joint internal quality assurance processes of educational partner organizations;
- departments, schools, faculties, institutes and other departments, as well as the management of the educational organization, employees and students who perform quality assurance duties;
- academic honesty and freedom, as well as intolerance to manifestations of various kinds of academic dishonesty;
- processes that provide intolerance of any kind or discrimination against students and teachers;
- involvement of external stakeholders in quality assurance.

Evidence

The quality assurance policy is defined as part of the "Strategic Plan of Zhubanov University for 2020-2024" and approved by the decision of the Academic Council (Minutes No. 13 of August 12, 2020). The policy in the field of quality assurance is reflected in the regulatory documents of the ARU named after K. Zhubanov - in the Charter, the academic policy of the ARU named after K. Zhubanov, in the Internal Regulations, the Strategic Plan and other regulatory documents posted in the open information field on the university website.

"Policy in the field of quality assurance" ARU them. K. Zhubanova reflects the relationship between research, teaching and learning. For example, the following studies of the teaching staff of the ARU named after K. Zhubanov were introduced into the educational process: "Coaching as a method of organizational research" (Ph.D., Associate Professor Kusametova G.K.), "Psychological features of effective communication" (PhD .n., associate professor Sautenkova M.Yu.), "Psychotechnologies of self-regulation and stress resistance" (senior teacher, master Kereimaganbetova Zh.N.), "Emotional psychology" (candidate of ps.s., associate professor Sautenkova M.Yu.), etc. The teaching staff of WKMU named after M. Ospanov introduced the following results of scientific research: "Features of e-Learning in the system of studying social responsibility of students `Knisarina M.M., Syzdykbaeva A.D., Baikulova A.M., Makasheva A. M., Zhumalieva G. S.), "Social responsibility:

Analytical part

The experts carried out a detailed analysis of the compliance of the SOP with the requirements of the modern education market. The content and semantic load of the evaluation criteria of the Quality Assurance Standard indicates the presence of measures taken to improve quality in various types of activities. The quality assurance policy of the ARU named after K. Zhubanov is posted and available for review at <http://zhubanov.edu.kz/ru/pages/universitet/universitet-turaly/sapa-salasyndagy-saiyasat.php> ; Policy in the field of quality assurance of the educational process - by link <https://zkmu.kz/wp-content/uploads/2022/10/%D0%90%D0%9A-2022-%D1%80%D1%83%D1%81.pdf>.

All documents regulating the academic activities of the university are included in the collection of provisions and instructions "Academic Policy of the ARU named after K. Zhubanov" (approved by the decision of the Academic Council of the University protocol No. 13 of 08/12/2020), link on the website: <http://zhubanov.edu.kz/ru/pages/bilim/universitettin-akademiyalyk-sayasaty/universitettin-akademiyalyk-sayasaty.php>. The site has access to the Code of Academic Integrity of Students, Teachers and Employees of the ARU named after K. Zhubanov (No. 13 of August 12, 2020) <http://zhubanov.edu.kz/ru/pages/bilim/universitettin-akademiyalyk-sayasaty/akademiyalyk-adaldyk-erezhesi.php>

The Development Plan SOP 6B030102 Clinical Psychology considers not only the purpose of the SOP, but also the priority areas of the goal, objectives, target indicators and expected results. Every year, at a meeting of the department, the issue of fulfilling the target indicators of the EP Development Plan (No. 1 of August 28, 2022) is considered.

Teachers are engaged in scientific, research work, which is introduced into the educational process, which is a quality assurance policy that reflects the relationship between research, teaching and learning.

Strengths/best practice

Identification of those responsible for the processes within the framework of the SOP, unambiguous distribution of job responsibilities of personnel, delineation of functions of collegiate bodies, no duplication.

VEC conclusions:

According to the "Quality Assurance" standard, 9 criteria are disclosed, all 9 criteria have a satisfactory position.

10. CONTINUOUS MONITORING AND PERIODIC EVALUATION OF THE JOINT EDUCATIONAL PROGRAM

Partner Educational Institutions should monitor and periodically evaluate SOPs to achieve their goal and confirm that they meet the needs of learners and society. The results of these processes should lead the TOE to continually improve the SOPs. All stakeholders should be informed of any planned or undertaken actions regarding the SOP.

The SOP should be regularly evaluated and reviewed with the involvement of trainees and other stakeholders.

Evidence

The leadership of the ARU named after K. Zhubanov monitors and periodically evaluates SOP 6B030102 Clinical Psychology with the participation of students, teachers, employees and employers to identify confirmation of compliance with the needs of students and society. The tools for evaluating the program are questionnaires and interviews.

So, in order to determine the level of satisfaction of internal needs in the ARU named after K. Zhubanov, a survey of students, teachers and university staff is conducted every academic period. Questionnaires used to survey students: "Student satisfaction with learning outcomes", "Clean session", "Effectiveness of the curator". "Teacher through the eyes of a

student", "Quality of the educational process", "Satisfaction of university students in providing them with support", "Satisfaction of students of research work at the university", "Internship", "Youth policy", "Strategies of the graduate in the field of employment". Teachers are surveyed "Satisfaction of teaching staff with the university", "Involvement of teachers in research at the university." The analysis of the results of the surveys is presented by the EEC in the form of diagrams and analytical notes, as well as minutes of the meetings of the department, for example,

Analytical part

The results of the survey on issues related to ensuring the quality of the educational process among students of the accredited EP are statistically processed, discussed at meetings of the departments, the Faculty Council and taken into account in the further planning of educational activities. The results of monitoring and periodic evaluation of the EP influence the continuous improvement of the EP in the form of replacing elective disciplines with others proposed by students, employers, teaching staff, which was confirmed by the EEC during interviews. This standard does not fully reflect the issues of informing stakeholders about any planned or taken actions in relation to the SOP.

Strengths/best practice:

Conducting an assessment of SOP 6B030102 Clinical Psychology with the participation of students and employers, changing the content of disciplines after the proposals of interested parties.

WEC recommendations

1. Expand the possibilities and ways of informing interested parties about any planned or taken actions in relation to SOP with the obligatory publication of information on the website of the educational organization.

VEC conclusions:

According to the standard "Continuous monitoring and periodic evaluation of a joint educational program", 4 criteria are disclosed, of which 4 have a satisfactory position.

11. PERIODIC PROCEDURES FOR EXTERNAL QUALITY ASSURANCE

Partner Educational Institutions must undergo external quality assurance procedures in accordance with the European Standards and Guidelines (ESG) on a regular basis. The educational organization should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.

Evidence

ARU named after K. Zhubanov is aimed at the qualitative development of SOP 6B030102 Clinical Psychology, as a result of which we intend to periodically carry out an external assessment of the quality of the program through specialized accreditation, including subsequent scheduled post-accreditation monitoring. The results of internal and external quality assessments will be taken into account in preparation for the next procedure. Partner universities intend to periodically participate in external quality assurance procedures that take into account the requirements of the legislation under which they operate. External quality assurance has various forms, as a result of which the ARU named after K. Zhubanov and the partner university plan to implement periodic procedures for external quality assurance at different organizational levels.

The procedures for external assessment of quality assurance are carried out through:

- analysis - report on self-evaluation of partner universities by a team of external experts;
- visits to partner universities;
- preparation of the final report and its publication;
- decision (positive or negative) and its announcement;
- continuous internal monitoring by partner universities, regular external monitoring of partner universities by an accredited agency, periodic accreditation based on ESG.

Analytical part

Based on the availability of relevant regulatory documents, and also taking into account the initial period of validity of SOP 6B030102 Clinical Psychology, it can be noted that the SOP meets the criteria of this standard. This program is being externally evaluated for the first time. The results of meetings with the leadership of the ARU named after K. Zhubanov, a representative of the WKMU named after M. Ospanov, feedback from students during the survey, studying the documentation on the implementation of the SOP demonstrated interest and good prospects for the development of this program.

VEC conclusions:

According to the standard "Periodic External Quality Assurance Procedures", 2 criteria are disclosed, of which 2 have a satisfactory position.

OVERVIEW OF STRENGTHS/BEST PRACTICE FOR EACH STANDARD

1. Eligibility (ELIGIBILITY)

Educational organizations planning to implement SOPs are recognized by the relevant authorities of the country in which they are located.

Participation in the implementation of SOPs is in line with national regulations. The conditions for the development and implementation of the SOP are set out in a cooperation agreement between partner educational organizations, the SOP is subject to implementation with the involvement of all partner educational organizations. Students and employers take part in the development of the SOP.

2. LEARNING OUTCOMES

The SOP takes into account the minimum harmonized learning conditions specified in the European Union Directive 2005/36/EC.

3. DEVELOPMENT AND APPROVAL OF THE PROGRAM

SOP is provided with a sufficient amount of workload (volume of compulsory, elective and elective disciplines).

The SOP has mechanisms to control the teaching load with the distribution among partner universities of the average time to complete the program.

4. ADMISSION AND STUDENT ACCESS, RECOGNITION AND CERTIFICATION

Transparency of procedures for the formation of a contingent of students from admission to graduation has been ensured. The procedures regulating the life cycle of students from admission to completion have been defined and approved. Recognition of qualifications and periods of study is applied in accordance with the Lisbon Recognition Convention and supporting instruments.

5. STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT

Supporting learner autonomy while providing proper guidance and assistance from the teaching staff.

Availability of a feedback mechanism on the use of various teaching methods and evaluation of learning outcomes.

Ensuring consistency, transparency and objectivity of the mechanism for assessing learning outcomes in SOPs.

6. STUDENT SUPPORT

Partner educational institutions are adequately provided with scientific, educational and methodological literature in accordance with the requirements of the legislation in the field of education with a high degree of student satisfaction. Functioning in educational organizations-partners of student support services.

7. RESOURCES

ARU named after K. Zhubanov has a qualified teaching staff for professional training in the field of clinical psychology. The material and technical base, as well as the fund of educational, educational, methodological, scientific literature and periodicals of the department meets the regulatory requirements and meets the needs of students.

8. TRANSPARENCY OF DOCUMENTATION

To inform the public about its activities, conditions and features of the implementation of educational programs, the leadership of the University holds briefings, open days, job fairs on the basis of the university, large-scale image work in the media and social networks.

9. QUALITY ASSURANCE

Identification of those responsible for the processes within the framework of the SOP, unambiguous distribution of job responsibilities of personnel, delineation of functions of collegiate bodies, no duplication.

10. CONTINUOUS MONITORING AND PERIODIC EVALUATION OF THE JOINT EDUCATIONAL PROGRAM

Conducting an assessment of SOP 6B030102 Clinical Psychology with the participation of students and employers, changing the content of disciplines after the proposals of interested parties.

11. PERIODIC PROCEDURES FOR EXTERNAL QUALITY ASSURANCE

Not identified.

OVERVIEW OF RECOMMENDATIONS TO IMPROVE QUALITY

1. Eligibility (ELIGIBILITY)

Provide options for academic mobility for students and teachers, taking into account specialized subjects for the implementation of the SOP.

Deadline: 2022-2023 academic year.

2. LEARNING OUTCOMES

Develop disciplines that include training in the basics of psychiatry and psychological counseling skills in a mental and behavioral disorders clinic, or make changes and additions to existing programs.

Deadline: 2022-2023 academic year.

3. DEVELOPMENT AND APPROVAL OF THE PROGRAM

If you have your own research in the field of teaching methods, it is necessary to introduce the results of these scientific studies into the disciplines of SOP 6B03102 Clinical Psychology.

Deadline: 2022-2023 academic year

In addition to the booklet for applicants, publish more information (the educational program itself, the names and summary of disciplines, the route of the student, the features of practices) on the website in the section for students, clarify information for applicants.

Deadline: 1st quarter 2023

4. ADMISSION AND STUDENT ACCESS, RECOGNITION AND CERTIFICATION

None.

5. STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT

Make changes and additions to the curricula of disciplines to match the planned learning outcomes (psychiatry).

Deadline: 2022-2023 academic year.

6. STUDENT SUPPORT

1. Ensure at least 45% (according to the development plan SOP 6B03102 Clinical Psychology) of students' involvement in educational activities.

Deadline: 2022-2023 academic year

2. Update links on the site for the prompt appeal of students, incl. to social networks.

Deadline: 2022-2023 academic year.

7. RESOURCES

None.

8. TRANSPARENCY OF DOCUMENTATION

Guide SOP 6B03102 Clinical Psychology to publish relevant information about the SOP, about the procedures for admission, examinations and assessment of educational achievements of students, etc. on the websites of educational partner organizations until May 1, 2023.

9. QUALITY ASSURANCE

None.

10. CONTINUOUS MONITORING AND PERIODIC EVALUATION OF THE JOINT EDUCATIONAL PROGRAM

Expand the possibilities and ways of informing interested parties about any planned or taken actions in relation to SOP with the obligatory publication of information on the website of the educational organization.

Deadline: 2022-2023 academic year.

11. PERIODIC PROCEDURES FOR EXTERNAL QUALITY ASSURANCE

None.

Evaluation table
"PROGRAM PROFILE SETTINGS"
Conclusion of the external expert commission for assessing the quality of the joint
educational program 6B03102 Clinical psychology,
Aktobe Regional University named after K. Zhubanov

No.	Standards and criteria for international specialized (program) accreditation of a joint educational program of higher and (or) postgraduate education	Position of the joint educational program			
		strong	Satisfactory	Assumes improvement	Unsatisfactory
Standard "Right to participate. Acceptability"					
1.	Educational organizations planning to implement a joint educational program must be recognized by the relevant authorities of the country in which they are located		+		
2.	Participation in the implementation of a joint educational program, the assignment of a joint academic degree must comply with national regulations		+		
3.	The academic degree(s) awarded must(s) be in accordance with the national qualification system of the countries in which the PA is located		+		
4.	A joint educational program should be developed and subject to implementation with the involvement of all partner educational institutions		+		
5.	The conditions for the development, implementation of a joint educational program should be clearly set out in a cooperation agreement between educational organizations - partners		+		
<i>The cooperation document should set out the following:</i>					
6.	information about the academic degree (qualification, degrees) awarded for the development (completion) of the joint educational program		+		
7.	coordination and responsibility of the involved educational institutions-partners in relation to the management and financial organization (including funding, sharing of costs and revenues, etc.)		+		
8.	rules for admission and selection of students		+		
9.	mobility of students and teachers			+	

10.	rules for conducting examinations, methods for assessing the results achieved by students, recognition of ECTS credits and procedures for assigning joint academic degrees		+		
Total by standard		1	8	1	0
Standard "Learning Outcomes"					
1.	The joint educational program should be designed in accordance with the established objectives, including the intended learning outcomes.			+	
2.	Qualifications resulting from the development of a joint educational program should be clearly defined, explained and correspond to a certain level of the national qualifications framework in higher education and, therefore, the framework of qualifications in the European Higher Education Area Education (FQ-EHEA)		+		
3.	The disciplines of the joint educational program should ensure the achievement of the planned learning outcomes, including knowledge, skills and competencies relevant area(s) of education			+	
4.	A joint educational program should ensure the achievement of the planned learning outcomes by each student		+		
5.	The joint educational program, if relevant, should take into account the minimum agreed learning conditions set out in the European Union Directive 2005/36/EC or the relevant common learning framework established in accordance with Directive		+		
Total by standard		0	3	2	0
Standard "Development and approval of the program"					
1.	The structure and content of the joint educational program should be defined and developed on the basis of a student-centered approach to learning to ensure the achievement of the planned results		+		
2.	A joint educational program should be developed with the participation of students and other stakeholders	+			
3.	The European Credit Transfer System (ECTS) must be applied correctly and credit allocation must be clear		+		

4.	The joint educational program provides coverage of the required volume of workload. The undergraduate program is at least 180-240 ECTS credits; a joint master's program is at least 90-120 ECTS credits and must not be less than 60 ECTS credits at the second level of the cycle (credit ranges according to FQ-EHEA); for joint+ programs PhD no credit range specified				
5.	The joint educational program has mechanisms to control the study load and the average time to complete the program		+		
Total by standard		2	3	0	0
Standard "Admission, performance, recognition and certification of students"					
1.	Partner educational institutions must have pre-defined, published and consistently applied admission rules and corresponding requirements for applicants		+		
2.	The selection procedures should be appropriate to the level of the joint educational program and the discipline governing all periods of the "life cycle" of training, i.e. admission, performance, recognition and certification		+		
3.	Recognition of qualifications and periods of study (including recognition of prior learning) should be applied in accordance with the Lisbon Recognition Convention and supporting instruments		+		
Total by standard		1	2	0	0
Student-Centered Learning, Teaching and Assessment Standard					
1.	A joint educational program should be developed in accordance with the planned learning outcomes			+	
2.	Approaches to learning and teaching should be adequate For achievementsplanned learning outcomes		+		
3.	A collaborative educational program should respect and take into account the diversity of students, their needs, including potentially different cultural characteristics of students		+		
4.	The rules for conducting examinations and the assessment of the achieved learning outcomes must be consistent with the intended learning outcomes		+		
5.	Examinations and assessment of the results achieved by students should be conducted by partner educational organizations in accordance with the established rules		+		
Total by standard			4	1	0
Student Support Standard					

1.	Partner universities should ensure the functioning of appropriate student support services that contribute to the achievement of planned learning outcomes		+		
2.	Student support services should contribute to the achievement of planned learning outcomes		+		
3.	Student support services should take into account possible specific problems mobile students		+		
4.	Support services should, in allocating, planning and providing educational resources, take into account the needs of different groups of learners (mobile learners, adults, working, remote learners, and learners with disabilities) and take into account principles of a student-centered approach to learning and teaching		+		
Total by standard			4	0	0
Standard "Resources"					
1.	The teaching staff must be sufficient and adequate (qualifications, professional and international experience) to implement the joint educational program		+		
2.	The conditions provided must be sufficient and adequate, taking into account the intended learning outcomes.		+		
<i>Partner educational organizations are responsible for the quality of their employees and providing favorable conditions for their effective work. Therefore, educational organizations, recognizing the importance of teaching, should:</i>					
3.	develop clear, transparent and objective criteria for hiring employees, appointing them to a position, promotions, dismissals and comply with them in their activities		+		
4.	Provide opportunities for career growth and professional development of teachers		+		
5.	encourage scientific activity to strengthen the link between education and research		+		
6.	encourage the use of innovative methods of learning, teaching and the use of advanced technologies		+		
7.	The OO should strive to ensure that the educational equipment and software used to ensure that students achieve the planned results of the joint educational program are similar in respective industries		+		
Total by standard		0	7	0	0
Transparency and Documentation Standard					

1.	Relevant information about the collaborative educational program should be documented and published taking into account the specific needs of mobile learners.			+	
2.	Information about the joint educational program should take into account the requirements and procedures for admission, catalog of courses / disciplines, examination and assessment procedures etc			+	
3.	Educational partner organizations must have and implement mechanisms for collecting and analyzing information about their activities, about the activities of a partner within the framework of a joint educational program and use the information received in the work of the internal system quality assurance			+	
4.	OO should ensure the involvement of students and employees in the collection, analysis of information and planning subsequent procedures			+	
<i>When collecting information, the TOE should consider the following:</i>					
5.	key performance indicators			+	
6.	information about the contingent of students			+	
7.	academic achievement, student achievement and dropout			+	
8.	satisfaction of students with the quality of implementation joint educational program			+	
9.	availability of educational resources and support services students			+	
10.	employment of graduates			+	
	Total by standard			9	1
Quality Assurance Standard					
1.	Partner Educational Institutions should have a published quality assurance policy as part of their strategic management.			+	
2.	A quality assurance policy is more effective when it reflects the relationship between learning, teaching, research and takes into account national contexts in which functioning educational organizations-partners			+	
3.	Internal stakeholders should develop and implement this policy through appropriate structures and processes with the involvement of external stakeholders			+	
4.	Partner educational institutions should apply joint internal quality assurance processes in accordance with part one of the ESG			+	
<i>Quality assurance policy supports</i>					
5.	organization of a quality assurance system that provides for joint internal processes for quality assurance of educational partner organizations			+	

6.	departments, schools, faculties, institutes and other departments, as well as the management of the educational organization, employees and students who perform quality assurance duties		+		
7.	academic integrity and freedom, and intolerance To manifestations various kind academicdishonesty		+		
8.	processes that provide intolerance of any kind or discrimination against students and teachers		+		
9.	participation of external stakeholders in quality assurance				
Total by standard		0	9	0	0
Standard "Continuous monitoring and periodic evaluation of a joint educational program"					
1.	Partner educational institutions should monitor and periodically evaluate the joint educational program to achieve its goal and confirmation of compliance with the needs of students and society		+		
2.	The results of these processes should lead the OO to continuous improvement of the joint educational program		+		
3.	All stakeholders should be informed of any planned or undertaken actions in relation to the joint educational program		+		
4.	A joint educational program should be regularly evaluated and reviewed with the involvement of students and other stakeholders		+		
Total by standard		0	4	0	0
Standard "Periodic External Quality Assurance Procedures"					
1.	Partner Educational Institutions must undergo external quality assurance procedures in accordance with the European Standards and Guidelines (ESG) for regular basis		+		
2.	The educational organization should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.		+		
Total by standard		0	2	0	0
TOTAL		4	55	5	0