



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission for the
evaluation of the Joint Educational Program

6B02110 PEDAGOGICS OF CHOREOGRAPHIC ART (DIPLOMA
PROGRAMME) RSE on the REM "KAZAKH NATIONAL ACADEMY OF
CHOREOGRAPHY" MCS of the RK and FSBEI HE "KAZAN NATIONAL
STATE INSTITUTE OF CULTURE"

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

(based on ESG, European approach to quality assurance of joint programs, 2015)

Date of on-line visit using the hybrid model:

December "07" to "09" 2021

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

*Addressed to
Accreditation
IAAR Council*



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г. Nur-Sultan "09" December 2021

SYMBOLS AND ABBREVIATIONS

Academy, CNA Choreography HAAP, IAAR AIS KazGIK SCC SCSE UNT ICT IS IC CED MES of the RK	RSE on the REM "Kazakh National Academy of Choreography" MCS of the RK «Independent Accreditation and Rating Agency» Automated Information System FSBEI HE "Kazan State Institute of Culture" State Attestation Commission State Compulsory Standard of Education Unified National Testing Information and communication technology Information system Individual curriculum Catalog of elective disciplines Ministry of Education and Science of the Republic of Kazakhstan
SRW RWDS RWMS RWS EP	Scientific-Research Work Research work of doctoral student Research work of Master students Research work of students Educational program
JEP IIIC PLO RK WC Media QMS MC EMCD	Joint educational program Professorial and teaching staff Planned learning outcomes Republic of Kazakhstan Working curriculum Mass media Quality Management System Model curriculum The educational-methodical complex of the discipline
EMCS ED	Educational and methodical complex of the specialty Elective disciplines

INTRODUCTION

In accordance with the order №174-21-OD of 15.11.2021. General Director of "Independent Agency for Accreditation and Rating" from "07" to "09" external expert commission assessed the compliance of the joint educational program 6B02110 Pedagogy of Choreographic Art (dual degree program), developed and implemented by RGP at the PHV "Kazakh National Academy of Choreography" of MKS RK and FGBOU VO "Kazan State Institute of Culture" for compliance with the standards and guidelines for international specialized (program) accreditation of joint educational program of higher and (or) postgraduate education (based on ESG, European approach to quality assurance of joint programs, 2015).

The report of the External Expert Commission (EEC) contains an assessment of the joint educational program 6B02110 Pedagogy of Choreographic Art (double degree program) according to the criteria of the standards and the IAAR guidelines, the EEC recommendations for further improvement of the educational program and parameters of its profile.

IAAR EEC Composition:

Chair of the VEC - Anna Alexandrovna Shtrom, PhD in Art History, Professor at the Federal State Educational Institution of Higher Professional Education (FSBEIHE) "N.A. Rimsky-Korsakov St. Petersburg Conservatory", expert of the Russian Accreditation Agency (St. Petersburg, Russian Federation).

Expert IAAR - Irina Viktorovna Konovalchik, Candidate of Art History, Associate Professor at the Department of Choreography of the Belarusian State University of Culture and Arts (Minsk, Republic of Belarus).

IAAR expert - Dauletkulova Gulzhan Aliakbarovna, associate professor of the chair "Stage plastics and physical education" of the Kazakh National Academy of Arts named after T.K. Zhurgenov (Almaty, Republic of Kazakhstan). Off-line participation

IAAR expert, employer - Lavrova Svetlana Vitalievna, Doctor of Art History, Vice-Rector for scientific work of the Academy of Russian Ballet named after A.Ya. Vaganova Academy (St. Petersburg, Russian Federation).

IAAR expert, student - Imangalieva Lunara Tulegenovna, 4th year student of educational program 5B040900 Choreography at K. Zhubanov Aktobe Regional Academy (Aktobe, Republic of Kazakhstan).

IAAR Coordinator - Niyazova Guliyash Balkenovna, Head of IAAR Project on institutional and specialized accreditation of universities of the Independent Agency for Accreditation and Rating (Nur-Sultan, Republic of Kazakhstan).

EEC VISIT DESCRIPTION

Work of the EEC was carried out on the basis of the approved Program of the visit of the Expert Commission on the initial accreditation of the joint educational program from "07" to "09" December 2021 in online mode with a hybrid model.

In order to coordinate the EEC work, on December "02" December 2021, the kick-off meeting was held, during which the duties between the commission members were distributed, the schedule of the visit was clarified, and an agreement on the choice of examination methods was reached

In order to obtain objective information about the quality of the joint educational program and the entire infrastructure of the university, to clarify the content of self-evaluation reports online meetings, interviews with rectors, vice-rectors on the directions of activities, heads of departments, deans, heads of departments, teachers, students of partner educational organizations RSE on the REM "Kazakh National Academy of Choreography" MCS of the RK and FSBEI HE "Kazan State Institute of Culture" were held. In total 35 representatives of the partner organizations participated in the meetings (Table 1).

Table 1 - Information about participants in IAAR EEC meetings:

Category of participants		Quantity
Rector		2
Vice Rectors		4
Heads of departments		18
Institute director		1
Dean		1
Heads of Departments		2
Teachers		6
Learners		1
Total		35

In accordance with the accreditation procedure 32 teachers were questioned, 23 of them were in Kazakh language (71.9%), 9 - in Russian language (28.1%) and 32 students, 1 of them was studying in assessed SOP.

At the online meeting of EEC IAAR with the target groups the clarification of the mechanisms of implementation of the university policy and specification of some data presented in the self-assessment report was carried out.

During the visual inspection the members of the EEC got acquainted with the state of the material and technical base of the university, providing the organization of the educational process.

Meetings of the EEC with the target groups were held in accordance with the specified program of the visit, in compliance with the established time frame. The team of the Kazakh National Academy of Choreography ensured the presence of all persons specified in the annexes to the program of the visit.

Based on the meetings, conversations and interviews with the vice-rectors in the areas of activity, deans and heads of departments, heads and employees of structural units, faculty, students, the EEC of the NAAR notes the adequate distribution of staff job responsibilities and delineation of functions of collegial bodies involved in the implementation of the JEP.

During the direct online visit of the EEC, it was determined that the evaluated joint educational program 6B02110 Pedagogy of Choreographic Art is compiled at the request of all stakeholders in the implementation of the EP.

During the tour, the members of the EEC got acquainted with the infrastructure and the state of the material and technical facilities of the Kazakh National Academy of Choreography. This allowed the members of the EEC of the NAAR to make an independent assessment of the compliance of the data presented in the reports on self-evaluation of the educational programs of the Academy with the criteria of the standards of specialized accreditation.

As part of the EEC visit, class visits were organized:

6B02101 Pedagogy of Choreographic Art (abbreviated training) discipline - "Music design of choreographic disciplines" Senior Lecturer Jubatchanova S.B. lecture hall 208;

6B02101 Pedagogy of Choreographic Art (full training), 6B02110 Pedagogy of Choreographic Art discipline - "Theory and Methodology of Teaching Classical Dance in Junior Classes" Senior Lecturer Agzamova D.O. Ballet Hall 233;

6B02104 Pedagogy of sport ballroom dance discipline - "Kazakh dance (women's class)" senior teacher Shamshiev A.Sh. ballet hall 101;

6B02104 Pedagogy of Sport Ballroom Dance (5B040900) discipline - "Modern directions of ballroom choreography: sekway, formation" senior teacher Moiseev ES ballet hall 401.

Members of the EEC watched videos from the practice bases, as well as the management organized a visit to the practice base Astana Ballet.

Comfortable conditions were created for the work of the EEC, access to all necessary information resources was organized.

As part of the planned program at a meeting with the leadership on December 9, 2021 recommendations for improving the accredited educational programs were presented.

EDUCATIONAL ORGANIZATION

The Kazakh National Academy of Choreography is the first higher educational institution in Central Asia with full cycle of multilevel professional choreographic education. The Academy structure includes 2 faculties: Faculties of Arts and Choreography, 3 chairs: Art History and Art Management, Pedagogy and Direction, also School-College of Professional Education and Department of Concert-Mastership and Piano.

Professorial and teaching staff includes Honored Artists of the Republic of Kazakhstan and the Russian Federation, Candidates of Arts, Doctors of Sciences, Doctors of Philosophy, Professors, holders of state awards and scholarships. Total number of teaching staff is 42 people, including 24 at the Faculty of Choreography and 23 at the Faculty of Arts. The quality of PTS of the faculties is 53.1%.

The contingent of students in higher and postgraduate education is 147 people, including 120 undergraduate, 22 graduate and 5 doctoral students.

The Academy has 19 contracts, memorandums and agreements on cooperation with universities and research centers of Russia, Belarus, China, Azerbaijan, Kyrgyzstan, Georgia, Italy, France, Japan, Latvia, Estonia, which are aimed at developing cooperation in education, art and science.

Kazan State Institute of Culture was founded in 1969 as a branch of N.K. Krupskaya Leningrad State Institute of Culture. In 1974 it was reorganized into Kazan State Institute of Culture. In 1991 it was renamed as Kazan State Institute of Arts and Culture. In May 1995 it received the status of academy, on July 4, 2002 it received the status of Kazan State University of Culture and Arts, on June 25, 2015 it received the status of Kazan State Institute of Culture.

Today Kazan State Institute of Culture (KazGIK) is a dynamically developing leading regional center of culture, science, education and art, which combines the classical traditions of higher education with the latest educational technologies. The institute is a progressively developing university, adapting to modern socio-economic and socio-political conditions, playing more and more active integrative role in the regional, federal and international educational space.

PREVIOUS ACCREDITATION

Educational program 6B02110 Pedagogy of Choreographic Art (double degree program) of RSE on the REM "Kazakh National Academy of Choreography" RSE on the REM "Kazakh National Academy of Choreography" MCS of the RK and FSBEI HE "Kazan State Institute of Culture" submitted for external evaluation for compliance with standards and guidelines for international specialized (program) accreditation of joint educational program of higher and (or) postgraduate education (based on ESG, European approach to quality assurance)

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

1. ELIGIBILITY (ADMISSIBILITY)

1.1. Status

RSE on the REM "Kazakh National Academy of Choreography" MCS of the RK was created on the basis of NJSC "Kazakh National Academy of Choreography" in accordance with

the Government of the Republic of Kazakhstan from April 9, 2021 № 227 "On the establishment of the Republican State Enterprise on the right of economic management "Kazakh National Academy of Choreography" of the Ministry of Culture and Sports of the Republic of Kazakhstan". (<https://adilet.zan.kz/rus/docs/P2100000227>).

The Academy operates in accordance with a license dated September 2, 2021, № KZ78LAA00031971, issued by the Committee for Control of Education and Science MES RK (Astana).

According to the Order of the Ministry of Education and Science of Russia from 12.09.2013 № 1061 "On approval of lists of specialties and areas of higher education" KazSUC conducts educational activities in areas of training specified in the license for educational activities, in accordance with the Order of the Ministry of Education and Science of Russia from 18.11.2013 № 1245 "On establishing compliance with areas of higher education - bachelor degree, areas of higher education - master degree, higher education - specialist degree, the list of which is approved by the Ministry of Education and Science of Russia. No. 1061, areas of higher professional education confirmed by awarding qualifications (degrees) "Bachelor" and "Master", the lists of which are approved by Order of the Ministry of Education and Science of the Russian Federation of 17.09.2009 № 337, areas of training (specialties) of higher professional education confirmed by awarding qualifications (degrees) "Specialist", the list of which is approved by the Russian Federation Government Decree of 30.12.2009 № 1136".

1.2 Joint development and implementation

The Kazakh National Academy of Choreography regularly develops and updates documents that define the development strategy and quality assurance policy, reflecting the institutional vision and strategy associated with the strategic management of the university.

The design of the accredited JEP takes place on the basis of evidence-based approaches to planning, methodological support and training technologies. The implementation of the JEP complies with the legislation of RK in the field of education, as well as is determined by the mission, vision, development strategy of the Kazakh National Academy of Choreography.

The mission of KNAH: to implement the educational process in the field of choreography and culture at the level of world standards and to provide graduates with the skills for successful self-realization in a rapidly changing world.

The goals of the accredited joint educational program reflect the institutional Vision of the Academy.

The vision of the HEI: The Kazakh National Academy of Choreography - an international educational scientific and creative hub, combining the classical and national heritage of choreographic art of Kazakhstan and the creative diversity of art and culture of the near and far abroad countries.

The objectives of JEP define the priorities of formation of a graduate model that meets the requirements of modern society and the needs of employers, to form a specialist with the in-demand skills of the XXI century.

The JEP is developed taking into account the analysis of educational services market, consumers' interests, global and local trends in world education, system of high-skilled personnel competences. As well as the analysis of their demand, the possibility of development and functioning of new educational programs, ensuring the readiness of graduates to work in the domestic and foreign labor markets.

Conditions of development, implementation of double diploma educational program are stated in agreement № 27-64 from 02.09.2021 on implementation of double diploma program between RSE on the REM "Kazakh National Academy of Choreography" MCS of the RK (Nur-Sultan, Republic of Kazakhstan) and FSBEI HE "Kazan State Institute of Culture". (Kazan, Republic of Tatarstan).

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 culture and art. The university management involves representatives of different stakeholder groups in determining the directions of educational programs development and their management.

1.3 Cooperation Agreement Evidentiary part

Management of partner universities provided agreement № 42 from 27.07.2021 on cooperation in the field of education and science between RSE on the REM "Kazakh National Academy of Choreography" MCS of the RK (Nur-Sultan city, Republic of Kazakhstan) and FSBEI HE "Kazan State Institute of Culture". (Kazan, Republic of Tatarstan), and the agreement on scientific cooperation № 43 from 27.07.2021.

The educational program 6B02110 - Pedagogy of Choreographic Art was developed in accordance with the National Qualifications Framework (Level 6 - Bachelor) corresponding to the European Qualifications Framework of Higher Education (cycle 1 - Bachelor), and national regulations.

The members of the EEC made sure that the Kazakh National Academy of Choreography has developed a quality assurance policy aimed at continuous improvement of all aspects of activities. The university conducts internal audits through monitoring the implementation of work plans of structural units, planned surveys, studies of the quality of students' knowledge.

All conditions for the implementation of the double degree educational program 6B02110 - Pedagogy of Choreographic Art are reflected in the contract № 27-64 from 02.09.2021 for the implementation of a double diploma program between RSE on the REM "Kazakh National Academy of Choreography" MCS of the RK (Nur-Sultan, Republic of Kazakhstan) and FSBEI HE "Kazan State Institute of Culture" (Kazan, Republic of Kazakhstan). (Kazan, Republic of Tatarstan).

Analytical part

During the EEC visit, the experts conducted a thorough analysis on the compliance of the accredited EP with the requirements of modern education, effective implementation of the joint educational program, focused on students and all stakeholders. The university provided a general Plan of EP development for 2021 - 2027:

The Commission notes that the development plan of the JEP should reflect the uniqueness of the double-degree educational program itself and include the assessment indicators, taking into account the individuality of the JEP, rather than having a general characteristic with other accredited EPs.

Planning the educational process is represented by a set of interrelated documents, consisting of various types of educational and methodological documentation. The structure and content of the EMCD need to be finalized.

The cooperation agreement between partner educational organizations specifically and clearly outlines the conditions for the development and implementation of a joint educational program. However, the formulation of uniqueness and individuality of the EP development plan is not detailed enough.

During the conversation with students, it turned out that students were not involved in the development of educational programs. The EEC recommends taking into account and documenting the opinions and needs of the learners in the design of accredited EPs.

Noting the low number of learners in the double-degree program, the EEC also recommends to carefully consider the potential risks in the implementation of this accredited JEP. The awarded qualification Bachelor of Arts, corresponds to the national qualifications of the countries where the educational organizations are located.

The university regularly conducts systematic monitoring, evaluation of the effectiveness, revision of policies to ensure the quality of educational programs, allowing to stimulate the aspirations of the PTS to achieve high results in educational, scientific, methodological and educational activities.

The department maintains close scientific ties with leading universities and research centers of Kazakhstan, as well as neighboring and foreign countries. For the purpose of cooperation the Academy signed agreements on academic mobility.

Strengths/best practices

Educational organizations planning to implement a joint educational program are recognized by the relevant authorities of the country in which they are located.

Participation in the implementation of a joint educational program, awarding of a joint academic degree are in accordance with national regulations.

The terms of development and implementation of a joint educational program are stated in the agreement on cooperation between the educational organizations - partners.

Recommendations of the EEC

1. Introduce the practice of involving students in the revision of the joint educational program.

2. To develop a plan for the development of the JEP with an indication of its competitive advantages in comparison to similar JEPs by 01.05.2022.

3. In order to prevent potential risks, develop "Regulations on Risk Management" by 01.09.2022.

EEC Conclusions:

For the Eligibility (Eligibility) standard, 10 criteria were disclosed, of which 3 had a strong position and 7 had a satisfactory position.

2. LEARNING OUTCOMES

2.1 Level of education

The qualification obtained as a result of mastering the joint educational program 6B02110 Pedagogy of Choreographic Art, corresponds to level 6 of the national qualification framework in higher education and, consequently, to the qualification framework in the European Higher Education Area (FQ-EHEA).

2.2 Disciplines

The cycle of general education disciplines is aimed at the development of the general intellectual level of students. Cycles of basic and major disciplines are aimed at the formation of subject, professional competencies, development of creative potential, increasing the level of competitiveness of graduates, skills and abilities, and personal qualities for the successful implementation of their professional functions.

2.3 Achievement

The disciplines of the two-degree educational program 6B02110 Pedagogy of Choreographic Art ensure the achievement of the planned learning outcomes, which include knowledge, skills and competencies according to the code and classification of the training direction "6B021 - Art". The joint educational program is developed in accordance with the state obligatory standards of education. The languages of instruction are Kazakh, Russian.

2.4 Regulated professions

Employment opportunities, possible career paths:

- 1) Teacher of choreographic disciplines of secondary vocational schools;
- 2) Tutor-teacher of state ballet and drama theaters;
- 3) Tutor-teacher in state professional dance ensembles and concert organizations;
- 4) The teacher-instructor;
- 5) Tutor in stage movement and dance;
- 6) Teacher of additional education;
- 7) Head (head) of the artistic and staging unit;
- 8) Artist of the ensemble (dance group);
- 9) The inspector of the dance / ballet company;
- 10) Manager of dance groups;
- 11) Employee of the department and departments of culture and sports;
- 12) Fitness instructor;
- 13) Trainer-choreographer in the institutions of art sports;
- 14) Teacher-organizer in recreation centers, etc.

Objects of professional activity:

- Educational institutions (choreographic colleges, schools);
- cultural and sports institutions (ballet, musical and drama theaters; creative centers, palaces and houses of culture, studios, clubs, schools, sports schools, sports clubs, associations and sports federations, sports palaces, circus, children's institutions, etc.)
- Leisure and health centers (resorts, boarding houses, vacation homes, fitness centers, etc.)

Evidence

Partner educational organizations have demonstrated their compliance with the Lisbon Recognition Convention. The double-degree educational program takes into account the minimum agreed conditions of study, in accordance with the general framework of study and the established Directive. The compliance of the JEP management's actions with the Lisbon Recognition Convention is confirmed by the procedure of recognition and crediting of ECTS credits obtained by the country of the European Region. Confirmation of the recognition of the qualification obtained is carried out by the responsible body of the partner countries of the partner education organizations.

Learning outcomes are the basis for the choice of methods and technologies used in the teaching process. The solution of a set of set scientific and applied problems makes it possible to organize the training of teaching staff, capable of providing training for the younger generations, adequate to the level of development of modern dynamic society.

The expected learning outcomes, which are aimed at improving the educational process and developed in accordance with the established goals and objectives of the joint educational program 6B02110 Pedagogy of Choreographic Art.

The precisely formulated goals and objectives of the JEP correspond to the institutional visions and missions of the partner educational organizations, the needs of the labor market in the field of choreography and culture. The quality policies of the partner educational organizations reflect the connection between research, teaching, and learning. The members of

the EEC verified the commitment of the SOP leadership to ensure the connection between research and the content of the SOP.

The mission of the university and the Quality Policies are posted on the websites of the partner educational organizations.

Training is conducted on a full-time basis. In accordance with the requests of students, the requirements of employers and the labor market the content of JEP will be adjusted annually through the catalog of elective disciplines (CED) and updating the work programs of academic disciplines. Introduced elective disciplines take into account the latest changes in the labor market and reflect the interests of students, employers and other stakeholders. The terms of training and all created conditions of the developed two-diploma educational program ensure the achievement of the planned learning outcomes by each student.

The management of the partner educational institutions has proven that the qualification resulting from the joint educational program 6B02110 Pedagogy of Choreographic Art corresponds to Level 6 of the national qualification framework in higher education and, therefore, to the qualification framework of the European Higher Education Area (FQ-EHEA).

Analytical part

As part of the EEC visit, the advantages of learning outcomes (in comparison with the prescribed goals and objectives as the results of the curriculum), the problems of experience in the development and implementation, as well as the prospects of designing JEPs based on learning outcomes (competencies), and their importance in ensuring the quality of learning have been identified.

Learning outcomes of the JEP are measurable in content and in time of mastering. To measure the content of the results a description of the levels of their achievement (from simple to complex) is created, which becomes a criterial basis for evaluation. The disciplines of the two-degree educational program are aimed at achieving the planned learning outcomes, which include knowledge, skills and competencies according to the code and classification of the training direction "6B021 - Art". However, during the study of the submitted EMCD for familiarization of the EEC, there were a number of comments. Namely:

- in EMCD for the discipline "Theory and methodology of teaching folk dance" the distribution of hours in the thematic plan does not coincide with the declared in the WSP hours;
- EMCD for the discipline "Methodological Foundations of Teaching Oriental Dance" (5 credits) for 15 weeks planned only 5 topics, although there is a very large material to study;
- EMCD for the discipline "Sport- ballroom dance performance technique" (3 credits) for 15 weeks planned only 5 topics;
- EMCD for the discipline "Legacy of World Choreography" (4 credits) for 15 weeks planned only 10 topics;
- EMCD for the discipline "Scientific-Research Work" (4 credits) for 15 weeks is planned only 9 topics. And so on.

The structure and content of the joint educational program are defined and developed on the basis of "nurturing" the personal potential of the student, the formation of his ability to competence activities in the upcoming life subject and social situations. This competence approach is implemented in the learning process by:

1. orienting the learning process to planned learning outcomes;
2. Presenting learning outcomes in the format of competencies;
3. Transition to student-centered learning;
4. Improving the quality of education, creating a methodology and methodologies for assessing the quality of education.

Strengths/Best Practices

The joint educational program is designed to meet established goals, including intended learning outcomes.

EEC Recommendations

1. Develop a system for calculating hours to plan weekly PTS workloads through the beginning of the 2022-2023 academic year.
2. To take measures to strengthen the development of educational-methodical complexes of disciplines in the context of the accredited JEP in accordance with the requirements of the parties of partner educational organizations before the beginning of the second semester 2021-2022 academic year:
 - check the ratio of hours according to the WC;
 - to revise the thematic plans of disciplines (for 15 academic weeks there should be at least 15 topics regardless of the number of credits allocated).
3. Perform an internal audit to assess the quality of teaching and methodological documentation of the PTS until 01.06.2022.
4. to update the risk management.

Conclusions of the EEC:

The standard "Learning outcomes" revealed 5 criteria of which 1 has a strong position, 4 - a satisfactory position.

3. PROGRAMME DEVELOPMENT AND APPROVAL

3.1 Joint educational programme

The structure and content of the joint educational program are defined and developed on the basis of student-centered approach to learning, ensuring the achievement of the 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

In developing the program took into account the European Credit Transfer System (ECTS), respectively, the credits are distributed clearly. Taking into account the recommended ratio of credits in ECTS JEPs are developed on cycles of general education, basic and major disciplines.

3.3 Study load

The total workload of the joint educational program 6B02110 Pedagogy of Choreographic Art 240 ECTS credits.

Evidence-based part

Based on meetings, conversations and interviews with vice-rectors in the areas of activity, deans and heads of departments, faculty and students, the EEC of the NAAR notes that in partner educational organizations the implementation of the principle of student-centered learning involves a way of designing and organizing the educational process, where the main emphasis is on the organization of various activities of students, which will be carried out according to educational and methodological complexes and internal documents.

Within the framework of student-centered learning different teaching methods and technologies are used, taking into account the diversity of forms of information assimilation. Teaching methods in the Department of Choreography encourage students to play an active role

in the learning process. Classroom work is a hands-on class, which involves the use of various techniques.

During the conversation, the student confirmed the cases of responding to their wishes and needs in the formation of the content of CED, or thematic planning within the disciplines.

An important factor is the availability of own research in the field of teaching methods of academic disciplines of JEP Orientation to the needs of JEP students allowed to develop the author's methods of teaching disciplines based on research and creative activities of the PTS, which have been successfully implemented in the educational process:

- Saitova G.Y. Theory and Methodology of Oriental Dance / Shygys bininin teoriiasy menədisteri;

- Kulbekova A.K., Izim T.O. Theory and Methodology of Teaching Kazakh Dance;

- Izim T.O., Kulbekova A.K. Kazak bin okytudyń teoriyası menədistemesi. Okulik;

- Alisheva A.T. Training manual "Fundamentals of direction of folk and stage dance" / "Halyktyk-sakhnalyk bi directed by the director";

- Kulbekova A.K. Pedagogy of professional choreographic education.

- Tati A.A. Kazakh dance methodical manual / Qazaq bii panyı boyynsha ədistemelik kural.

Educational and methodical developments of teachers are included in the electronic book catalog of the Academy library.

When developing the JEP, its focus on preparing a highly qualified staff, corresponding to the following main modern requirements: competitiveness, functional literacy, competence (subject, professional, informational, etc.) is taken into account.

The two-degree educational program has mechanisms for controlling the study load and the average term for completing the program.

The service of the organization and planning of the educational process provides the following types of control of knowledge of students: current control of progress, interim certification, the final certification and/or state examination.

In order to continuously monitor the quality of educational and methodological support of the educational process, the introduction of various methods of teaching in the educational process, improving methods of evaluation of educational achievements of students, there are commissions on the educational process of the Methodological Council, which consider educational programs, curricula, forms and methods of teaching, control knowledge, quality management of education, review of educational and methodological literature, etc.

Analytical part

At the same time, the Commission notes that the following issues on this standard are not fully reflected in the self-report and were not confirmed during the EEC visit.

The design and organization of the educational process, where the main emphasis is on the organization of various types of activities of students, is based on the regulatory and legal documentation ensuring the implementation of educational programs. All documentation within the educational program is discussed, approved at the meeting of the department and signed by the head of the department, the dean of the faculty, and the EMC. Nevertheless, in the minutes of the scientific and methodological seminar the way of designing, organizing and implementing the educational process under the JEP is not fixed on the discussion agenda.

The self-report states that in order to improve the quality, the external expertise of the program is carried out with the involvement of employers in the field of culture and art. Expert opinions and reviewing were developed jointly with the employers:

- Seytbekov R.S., teacher-rehearser of the ballet company of the State Opera and Ballet Theatre "Astana Opera";

- Artistic Director of the ensemble "Shalkyma" of the State Academic Philharmonic of Nur-Sultan city Akimat Esekeyev A.N;

- Artistic Director of Theatre "Astana Ballet" Kanetov N.I. According to the results of the interview, familiarization with various documentation, there were identified difficulties in giving specific examples of participation of students and other stakeholders in the discussion, development and implementation of JEP, therefore, joint training with them on accredited JEP was not carried out. During the conversation with the PTS, the Commission noted difficulties regarding the issue of planning activities within the framework of a two-diploma educational program. In addition, the individuality and uniqueness of the JEP development plan is poorly reflected.

To ensure compliance with this standard, in particular in the formation of the quality system, educational organizations must define the goals and intended results, including the identification of possible risks.

The Commission notes that the report does not sufficiently provide facts on innovation management in the accredited JEP. It is advisable to take into account the innovations introduced in the partner educational organizations when managing the innovations.

The degree of involvement of the PTS in the management and strategic decision-making process: 14 people (43.8%) noted very well, while 18 (56.3%) people noted good.

When considering the development of JEP, it is advisable to include in the academic councils of students in the double degree program 6B02110 Pedagogy of Choreographic Art. Since the accredited joint educational program 6B02110 Pedagogy of Choreographic Art is only at the initial stage of implementation, given the small number of students in the JEP, the members of the EEC recommend this work should be intensified.

Strengths/Best Practices

Availability of in-house research on teaching methods for the disciplines of an accredited JEP.

The joint educational program provides coverage of the required workload.

The joint educational program has mechanisms for controlling course load and the average time to complete the program.

Recommendations of the EEC

1. Specify the signs of individuality and uniqueness of the JEP.
2. Expand opportunities and ways to inform stakeholders of any actions planned or taken with respect to the JEP.
3. Develop a plan and implement activities aimed at ensuring the participation of JEP students in the university's academic councils by 10/01/2022.
4. Publish JEP on the website in the section for students.

EEC Conclusions:

On the standard "Program Development and Approval" 5 criteria are disclosed, of which 2 have a strong position, 3 have a satisfactory position.

4. ADMISSION, AND THE PROGRESS OF STUDENTS, RECOGNITION AND CERTIFICATION

4.1 Admission of Trainees

According to the regulations of admission commissions, admission rules for academic year 2022-2023 and other documents will be published on the website of the Academy in April 2022 at <https://balletacademy.edu.kz/ru/higher-education-ru/>

Admission rules of KazSIC's partner organization are published on the official website in the public domain <https://kazgik.ru/Abitur/pravila-priema/>

4.2 Recognition

The compliance of the program management actions with the Lisbon Recognition Convention is confirmed by the procedure of recognition and crediting of ECTS credits obtained by the higher education qualification awarded by the partner organization. The procedure for admission of

foreign citizens to study at the Academy includes a mandatory procedure of recognition and nostrification of the document issued by the country of the European region. Confirmation of the recognition of the qualifications obtained abroad is carried out by the Ministry of Education and Science of the Republic of Kazakhstan.

Evidence-based part

Admission of students to the partner organizations of education is carried out in accordance with the regulatory legal documents of the authorized bodies of the countries where they are located and internal documents developed on their basis.

Every year, in order to ensure the quantitative and qualitative enrollment of applicants, career guidance work is carried out, a special commission for the selection of applicants is organized, visits to the regions of the country are carried out, information stand in two languages (state, Russian) is designed, work on public awareness through the media, including through social networks Instagram, Facebook is carried out.

For the adaptation of students an orientation week is held, where deans, heads of departments conduct introductory sessions on the rules of education, the rules of credit technology, knowledge assessment system, the rules of transfer and calculation (GPA), familiarization with the departments, rules of order and Statutes of partner educational organizations, the Rules of residence in the dormitory, with the corporate culture of partner organizations, student self-government organizations, the mode of operation of libraries, reading rooms, electronic search system and the system of information.

Academic policies of partner organizations reflect 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 admission to graduation.

According to the results of the questionnaire conducted as part of the work of the EEC of the NAAR it was determined that in general, equal opportunities are provided to all students.

Partner educational organizations pay attention to the monitoring of employment and direct and feedback with the labor market, which will allow to control the compliance of strategic plans with the real demand in the market of educational services.

As a positive practice the EEC notes 100% provision of practice bases, as well as the implementation of scientific research at practice bases (there are contracts and memoranda).

Analytical part

The policy of formation of the contingent is regulated and reflected in the policy of partner educational organizations. The principles of creating an educational environment for students to achieve the required professional level, methods of feedback and informing students are presented.

Approaches to career guidance activities within the JEP are clearly defined in the partner educational organizations. For example, the Academy has established an active career guidance work, for which working groups are created to travel to schools and colleges of the city and region.

At this stage, 1 student is enrolled in the joint educational program 6B02110 Pedagogy of Choreographic Art.

The JEP provides the opportunity to prepare students for professional certification. Trainees will have the opportunity to constantly improve their professional level and improve in the chosen profession in the personal aspect (knowledge, abilities and skills) and advance from the first stage of higher education (bachelor's degree) to the levels of postgraduate education.

In the partner educational organizations the material and technical support of the educational process is presented at a sufficiently good level.

According to the results of surveys of PTS and student, it was found that the student shows a sufficient level of theoretical and practical training.

Strengths/Best Practice

Transparency of procedures for the formation of the contingent of students from admission to graduation was ensured.

Procedures regulating the life cycle of students from admission to graduation are defined and approved.

Partner educational organizations make maximum efforts to provide internships and promote the employment of graduates.

Recommendations of the EEC

1. Take into account and document the opinions and needs of students in the design, making appropriate decisions in the implementation of JEP, reflect in the annual reports and minutes of meetings of the departments of partner organizations of education.

EEC Conclusions:

For the standard "Admission, and Student Performance, Recognition, and Certification" 3 criteria are disclosed, of which 2 have a satisfactory position, 1 position suggests improvement.

5. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT**5.1 Learning and teaching**

The joint educational program must be developed in accordance with the planned learning outcomes. Approaches to learning and teaching must be adequate to achieve their intended learning outcomes. Joint educational program must respect and take into account the diversity of learners, their needs, including potentially different cultural characteristics of learners.

5.2 Assessment of learners Правила проведения экзаменов и оценка достигнутых результатов обучения должны соответствовать предполагаемым результатам обучения. Экзамены и оценка достигнутых результатов обучающимися должны проводиться организациями образования-партнерами в соответствии с установленными правилами.

Evidence Part 5.1

This program was developed by two parties (RSE on the REM "Kazakh National Academy of Choreography" MCS of the RK and FSBEI HE "Kazan State Institute of Culture", in accordance with state educational standards of higher education of RK and RF, based on licensed programs, accredited according to international standards of higher educational space.

The academic policies of the two Parties, as presented in the standard, assume a quality dual-degree education, and as a consequence provides instruction in both Kazakh and Russian languages. The approach to learning and teaching is characterized by logical and transparent requirements for both the level of academic achievement and control procedures.

The basic principles of student-centered learning (SCO) involve a close collaboration between students and faculty, which was reflected in the student survey responses (fully satisfied with the student-teacher relationship). It is important that students and staff from the two Parties collaborate on a shared understanding of the issues that arise in the learning process. This partnership is central to the SCO philosophy. In addition, one of the fundamental principles of SCO requires a continuous process of reflection (self-reflection, self-evaluation), whereby teachers and students of both Parties analyze their teaching and learning methods, to improve student learning and stimulate critical thinking of students.

In the implementation of SCO parties take into account the peculiarities of the education systems of the Republic of Kazakhstan and the Russian Federation, make efforts to establish compliance with educational programs and agree the schedule of training in the framework of academic mobility.

In the agreement on implementation of double diploma program (№ 27-64 of 02.09.2021) it is stipulated that the parties are obliged to appoint coordinators who will provide advisory support to students in drawing up an individual educational plan, monitor the training consultations and progress, participate in joint decision making on emerging issues. It is also the responsibility of the coordinators to familiarize students with the current regulations of the host institution in advance in order to facilitate their move from one institution to another.

In the organization of training sessions the capabilities of such methods and forms as solving professionally oriented tasks of different levels of complexity, the flipped classroom, modeling situations of psychological and pedagogical examination, social and psychological training, role and business games, creative collective thought activity, training discussion and training conference, etc. are widely used, as students told us during the conversation. (For example, in the classes of Alisheva A.T. "Methodological foundations of teaching folk and stage dance" the methodology of the inverted class allows to activate pedagogical orientation as the main principle of teaching. Kulbekova A.K., Sadykova A.A. and Izim T.O. turn to creative collective thinking activity that allows involving all students in the disciplines "Fundamentals of Choreographic Pedagogy", "History of Foreign and Domestic Choreography" during the academic discussion. Moiseev E.S. simulates different situations of psychological and pedagogical content, uses elements of game technology when studying disciplines of ballroom dance. D. Agzamova at the lessons "Theory and Methodology of Classical Dance Teaching" refers to socio-psychological trainings that reveal techniques of work of a teacher with different age features of students).

Partner educational organizations do not discriminate on racial, national, ethnic, religious, gender, social status, sexual orientation, marital status, age or other subjective criteria.

Participation in the Program is voluntary. Persons with a document of secondary general education or a document of technical and vocational education (secondary vocational education) or a document of higher education and qualification (including a foreign state document of education or education and qualification, if the education indicated in it is recognized in the Republic of Kazakhstan and the Republic of Tatarstan at the level of the relevant education) are allowed to study in both Educational Institutions.

Inclusion of the student in the JEP is carried out on the basis of his personal application and in accordance with the concluded tripartite agreement between the parties and the student (legal representative).

During the entire period of study, students are simultaneously students of both partner organizations of education, observing the rules of their internal regulations.

All requirements are prescribed in the agreement on the implementation of the double diploma program (№ 27-64 of 02.09.2021).

Evidence 5.2

Assessment of learning outcomes is carried out according to the principle of consistency, transparency and objectivity, including appeal. There are appeal procedures that are clearly defined and are part of the regulations of the procedures of the educational process.

The EEC is familiar with the Regulations on the current control of progress, interim and final attestation of students of the Academy". However, it should be noted that there is no clearly defined deadline for appeal and response to it documented and not established. The mechanism is prescribed in detail, but the terms are not specified.

The knowledge assessment system is established in accordance with the requirements for professional training, in accordance with the current curricula and programs, taking into account the nature of a particular discipline, as well as the future professional activities of the student.

To assess the knowledge of students a point-rating system is used, which consists of three types of control - current, interim and final. Control is carried out in the form of checking the knowledge, skills and abilities of students through various forms of control: it is an oral

questioning, practical demonstration, testing, control works, colloquiums, individual homework, discussions, trainings, round tables, etc. Acceptance of intermediate, current and final control of students' knowledge is carried out according to the schedule.

The tools to measure learning achievements are surveys, seminar work, written assignments, students' activity in solving practical problems and cases, etc. At the end of the seminars, Independent Work of the Student with the Teacher I(WST) students are given marks. Each teacher has his own criteria for evaluating the knowledge of students.

Educational organizations effectively operate a system of internal monitoring of the quality of knowledge and learning outcomes of students, carried out by the structural units at various levels. The system includes a mandatory discussion of analytical reports and reports at meetings of collegial bodies. Analysis of learning outcomes (progress) is provided by levels: faculty, educational trajectory, course, disciplines.

Examinations and evaluation of the results achieved by students are conducted in accordance with the established rules of the Academy and KazSIC.

To conduct the exam, as well as checking written examination papers are appointed examiners from among the leading professors, associate professors with qualifications corresponding to the profile of the academic discipline, and, as a rule, did not conduct training sessions in this academic group (stream). Taking exam session on an individual schedule is allowed in the case of providing a supporting certificate: illness, in connection with the birth of a child, the death of close relatives, in connection with the official or educational business trip. Students who have completed the program of discipline in full, who did not appear at the exam for a valid reason shall be approved an individual schedule of exams.

In order to ensure the development of each graduate's learning outcomes, a final attestation commission (hereinafter - the IAC) for each educational program shall be created. Experienced specialists and heads of productions of the relevant profile (heads of theaters, choreographic groups), including both states, which represent partner educational organizations, are appointed as IAC chairpersons.

Analytical part

Despite the fact that one student is enrolled in the two-degree educational program, the results of the survey show student satisfaction with the level of quality of teaching. The student noted the accessibility of the rules and purpose of the educational program, objectivity and fairness of the teachers.

The Commission notes that the Academy and Kazan State Institute of Culture will evaluate the academic achievements of the students according to the clear anti-corruption policy.

In general, both students and PTS expressed positive opinions about the implementation of JEP

However, it should be noted that both in the Academy and in the partner education organization within the JEP there is a need to develop and implement their own new research of teaching methods in order to ensure student-centered learning, which is confirmed by the questionnaires of the PTS in which the level of research undertakings of the PTS as "very good" shows 18 people (56.3%), and "good" - 14 people (43.8%).

Based on the results of interviews, study of documentation, familiarization with the material and technical base and information and methodological resources of partner organizations of education, the Commission draws the attention of management to ensure the academic mobility of PTS and students in the development plan of JEP. In addition, the development plan should take into account measures to assess the effectiveness of the JEP, the effectiveness of approaches to the organization of the educational process, the use of innovative forms and methods of training under the JEP and discussion of the results of the effectiveness and efficiency assessment at the meetings of the collegial bodies of the partner organizations of education, as well as jointly held meetings.

Strengths/Best Practices

Supporting learner autonomy while receiving appropriate guidance and assistance from PTS.

Availability of a feedback mechanism on the use of different teaching methodologies and assessment of learning outcomes.

Ensuring consistency, transparency and objectivity of the evaluation mechanism of the learning outcomes of the joint educational program by the partner educational organizations

Recommendations of the EEC

Analyze and implement the available opportunities for double-degree education and strengthen the internal and external academic mobility of PTS and students, which involves the harmonization of the content of the educational program with the educational programs of leading universities that provide training in this area of study.

When designing the development plan, to take into account the measures to assess the effectiveness of the JEP, the effectiveness of approaches to the organization of the educational process, the use of innovative forms and methods of learning in the framework of the JEP.

EEC Conclusions:

For the Student Centered Learning, Teaching, and Assessment of Academic Performance standard, 5 criteria are disclosed, of which 1 has a strong position and 4 have a satisfactory position.

6. SUPPORT FOR LEARNERS

Partner universities must provide appropriate student support services that support the achievement of planned learning outcomes. Learner support services should contribute to the achievement of planned learning outcomes. Learner support services should be responsive to the specific concerns of mobile learners. Support services should consider the needs of different groups of learners (mobile learners, adults, working, distance learners, and learners with disabilities) in the allocation, planning, and provision of educational resources and take into account the principles of student-centered learning and teaching.

Evidence

Partner educational organizations have sufficient material and technical resources. Teaching, research, creative and educational processes are carried out in modern buildings, equipped with special equipment, simulators, information and communication technology, equipment, corresponding to the specifics of JEP. The complex of buildings provides everything necessary to create a barrier-free environment - there are ramps, elevators.

Access to the Academy building is by ASHYQ system, with non-contact body temperature measurement. There are traffic markings to comply with the social distance, and 51 recirculators are installed. In the classrooms, canteen, elevators and the perimeter of the ballet, residential and educational buildings antiseptics are installed.

Cleaning services for the Academy building and the surrounding area are provided by the cleaning company "KlinChin" LLP.

Students have the opportunity to develop practical knowledge, abilities and skills, and most importantly to hone their skills in their chosen profession in ballet halls, training and creative classrooms and laboratories. The Faculty of Choreography has a training theater where students present their productions, performances and creative projects. In addition, students have the opportunity to play sports, music, learn acting, and study foreign languages during the

academic year, including vacation periods. The comprehensive educational process at the Academy is organized taking into account the specifics of creative education.

The designed capacity of the boarding school is a dormitory for 410 students. The living quarters for students are designed as blocks of two rooms with a common bathroom, bath and dressing room. Pupils are accommodated in rooms of 18m², students in twos. The floors of the building have lounges for relaxation and collective study, rooms for the service staff, and amenity rooms. The rooms are arranged in a line around the courtyard, so that the windows of the dormitories overlook the esplanade and the streets inside the building. The residential building has all the conditions for the comfortable accommodation of the pupils of the school-college, students, undergraduates, doctoral students, and their preparation for the academic studies.

Technological support for students is provided by the engineering and technical department, which is responsible for the qualitative functioning of the entire automated information system. There is a corporate computer network in the Academy, the speed of connection to the Internet is 450 MB/s. There are 11 Wi-Fi points. There is an official website, where the necessary information for students and teachers is placed.

On the library website (<http://lib.balletacademy.kz/>) there is an electronic library (E-BOOK) with digitized rare and fundamental publications. There are more than 1,200 full-text textbooks in the library on electronic media. Electronic textbooks are available to all readers of the library.

Contracts and agreements for mutual information and library services to users for 5 years were concluded: "Eurasian National University named after L.N. Gumilev" No. 17-230 from 02.09.2021, Republican State Institution (RSI) "Kazakh National Academy of Arts named after T.K. Zhurgenov MKS RK № 17-229 of 03.08.2021, with State Enterprise "A. Seleznev Almaty Choreographic School" MCS of the RK № 17-231 of 02.09.2021, RSI "Kazakh National Conservatory named after Kurmangazy" № 17-29 of 26.07.2021

The library uses barcoding in the processing of literature for the operative book issue. The number of attendance and book issue allows to conclude that the provision of the educational base concerning library and information resources of the library meets the normative instructions of MES RK and contributes to improving the quality of educational and scientific activities of the Academy. In September 2021 the main page of the library web-site was updated. The library website <http://lib.balletacademy.kz/> displays the electronic library (E-BOOK) with digitized rare and fundamental publications. E-Books are available to all library readers. The library annually subscribes to domestic and foreign periodicals and issues more than 60 titles of Kazakhstani and foreign newspapers and magazines on the profile of the Academy, which are in great demand among readers: "Ballet", "Pointe", "ACADEMIA: Dance. Music. Theater.", "Bulletin of the Vaganova Academy of Russian Ballet", "Bulletin of the Moscow State University of Culture and Art", "Musical Life", "Theater. Painting. Cinema. Music. Almanac," "Teatron. Scientific Almanac of the Russian State Institute for the Performing Arts, etc.

There is free access to the use of abstract databases Web of Science, Springer, Scopus. Librarians are constantly advising on how to work with full-text databases: "Scopus", "Web of Science", "Springer", "Kazneb".

Information about support services for students is given, which stimulate them to show initiative, support a variety of its manifestations and forms, promote adaptation, support psychologically and provide assistance, within the individual educational trajectory carry out explanatory work on the results of training, competencies, which is aimed at one or another discipline. The indicators of the material and technical equipment of KazSIC demonstrate its high potential and guarantee its sustainability. Teaching, research, creative and educational processes are carried out in modern buildings, equipped with special equipment, simulators, computers, equipment, instruments, technical training aids, spare parts, repair kits and other technical equipment.

Student homework, as well as teacher homework, often involves a dance performance, which is why the developers have improved the AIS "Platonus" program by adding a "window" for student and teacher feedback. Homework can be sent through this information resource, thus maintaining student-centeredness and transparency in the learning process.

In order to support the autonomy of students, the educator mentors students to develop confidence in their abilities, the ability to act independently, independently and responsibly. When choosing academic disciplines (the formation of individual educational trajectories), advisers consult students, provide assistance, within the framework of the individual educational trajectory conduct explanatory work on learning outcomes, competencies, which is aimed at one or another discipline.

Educational resources and other mechanisms of the student support system are freely available and meet the needs of students.

The complaints procedure is implemented according to the scheme: curators/academic advisors → chair → dean's office → director → vice-rector → rector. Curators/academic advisors report students' complaints and suggestions to the head of the department, the dean of the faculty, and the director in the relevant area.

Procedures for supporting students, including informing and advising, meeting the career needs of students are carried out by various departments: service of organization and planning of the educational process, department of science, postgraduate education and accreditation, department of social and educational work, department of international cooperation and press service and other educational and auxiliary units.

The necessary conditions for training both for citizens of the countries and for foreign students are created.

For nonresident and/or international students accommodation is provided in the residential building (Academy), dormitory (KazSIC), equipped with modern infrastructure.

There is a medical station and other auxiliary units in the Academy's residential building.

Students have the opportunity to receive support from the administration through direct contact with the heads of structural units (deans, heads of departments, heads of educational and auxiliary units, directors).

The educational organizations have defined admission schedules for individuals and legal entities, including students, functioning "rector's blog".

Providing continuous support to students in the disciplines of the department, in addition to the main contact hours, during which students can communicate directly with the instructor on the discipline, there are consulting hours (IWST and IWMST), during which students can ask questions or discuss controversial issues to develop their own solutions.

Analytical part

The EEC confirms the presence of a support system for students, which includes not only the availability of modern and perfectly 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 on-line and off-line psychological and advisory support.

During interviews with focus groups, it was revealed that the developed electronic educational resources, including syllabuses, teaching materials are fully represented in the AIS "Platonus". The quality of services in libraries and reading rooms satisfies both students and teachers.

According to the JEP training of students with special educational needs is not provided, but in the case of injuries in special disciplines, there are conditions for medical care.

According to the results of interviews, familiarization with various documentation, material and technical base and information and methodological resources of partner organizations of education, questioning of students and PTS, the EEC NAAR notes the following:

Strengths/best practices

Partner educational organizations are sufficiently stocked with scientific, educational, and methodological literature as required by education law.

The Academy has a unique modern campus complex specially designed for professional training in the field of choreography.

The functioning of the student support services in the partner educational organizations.

Recommendations of the EEC

1. In developing the JEP development plan, consider activities aimed at creating an alumni association/association by December 31, 2022.

Conclusions of the EEC:

There are 4 criteria disclosed for the Student Support standard, of which 2 have a strong position, 2 have a satisfactory position.

7. RESOURCES

7.1 Teaching staff

Teaching staff is the main resource for ensuring the mission, goals and objectives of the strategic directions of development. Personnel policy is implemented in accordance with the legislation of the Republic of Kazakhstan and the Russian Federation, internal documents of partner educational organizations and the Agreement between them.

7.2 Conditions

Personnel policy determines the policy in the field of human resource management. A key aspect of the policy in the field of training and staff development is a strategy for professional development of the PTS

A component of personnel policy is to provide the necessary number of staff with the proper qualifications and motivation to work. Formation of an intellectual community is formed through careful consideration and process of faculty selection. Recruitment is based on an analysis of the needs of the educational program, according to the results of which a competition to fill vacant positions is announced. Competition to fill vacant positions of PTS and research staff is held in accordance with the current legislation of the Republic of Kazakhstan, the Russian Federation.

The training equipment and software tools used to master the program are similar to those used in other creative educational institutions. Planning of providing the program with training equipment, software tools is provided in the strategic plan (Academy) and development program (Kazan State Institute of Culture).

Evidence part

Personnel Policy of RSE on the REM "Kazakh National Academy of Choreography", approved by Order № 12 of 01.09.2021, defines the policy of human resources management and published on the website <https://balletacademy.edu.kz/wp-content/uploads/2021/11/prilozhenie-3.-polozhenie-o-pedagogicheskom-sovete.pdf>, which reflects the required level of competence of the PTS and on the basis of which the competence model of the PTS was created.

PTS and researchers of the university are hired through a competitive recruitment process with the placement of announcements for vacant positions of the university on the Internet resources (www.balletacademy.kz)

The university developed the Rules of competitive filling of positions of teaching staff and researchers of RSE on the REM - "Kazakh National Academy of Choreography", which are published on the website of KNAC https://balletacademy.edu.kz/wp-content/uploads/2021/12/pravila-konkursnogo-zameshhenija-dolzhnostej-pps_compressed.pdf

Persons with higher or postgraduate education that meets the qualification requirements for the positions of PTS shall be admitted to the competition for filling vacant positions of teaching staff of the Academy.

All procedures on recruitment and promotion of personnel, termination of labor contracts of the university employees are carried out in accordance with the norms of the labor legislation of the Republic of Kazakhstan. All working conditions of employees are reflected in the employment contracts.

The indicators on the qualitative and quantitative composition of the PTS confirm the availability of human resources necessary for the implementation of the entire two-diploma educational program and corresponding qualification requirements for the licensing of educational activities. Program 6B02110 - Pedagogy of Choreographic Art" is implemented by the teaching staff with appropriate special education and scientific degrees.

The entire teaching staff takes part in the research activities of the Faculty of Choreography.

Of these in the Department of Pedagogy 11 people (including internal combinator), of which - staff 4 people, 2 external combinator, internal combinator 5.

1 Doctor of Pedagogical Sciences Kulbekova AK (staff), 1 PhD Kenzikeev RV, 1 Honored Worker of the Republic of Kazakhstan Alisheva AT, 9 masters Agzamova DA, Moiseev ES (staff), Kuanyshbekova DM, Shamshiev AS, Ahmadiyev AR (internal part-time) and Jumagalieva KO, Abakaeva AB. (external part-time teachers); 1 senior lecturer Bestembaev A.U. (internal part-time teacher).

The Department of Choreographic Art at Kazan Institute of Culture began its activities as a department of choreography in 1972, as the first educational department in the field of choreographic art in the Republic of Tatarstan. The department was headed by Soviet ballerina, teacher and choreographer Ninel Dautovna Yultyeva, Honored Artist of the TASSR, People's Artist of the RSFSR, Republic of Tatarstan, Republic of Bashkortostan.

The Professorial and teaching staff of the Choreography Department currently possesses vast practical and pedagogical experience and continues the best traditions of their teachers. Each teacher contributes to improvement of the teaching process and development of the department. And today the department aims to develop, increase and modernize its scientific and creative potential.

Head of the department Kaveeva Alfiya Ildarovna, Associate Professor, holder of the badge of the Ministry of Culture of the Republic of Tatarstan "For achievements in culture" (2009), Laureate of International and All-Russian competitions.

5 associate professors - Dilovar Dilovarovich Kalimullin, Candidate of Pedagogical Sciences, Honored Artist of the RT Denis Mochalov, Candidate of Biological Sciences, Honored Teacher of the RT Ziyatdinova Alfiya Iskhakovna; Vladislav Anatolievich Belov, Marina Ilgiziarovna Kasimova, Ninel Vladimirovna Mochalova.

2 Honored Worker of Culture of the Republic of Tatarstan - concertmasters Gennady Vladimirovich Volkov, Rinat Sabirovich Mukhutdinov.

Teaching load of PTS of the accredited EP is formed in accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan of March 25, 2021 № 122 "On the definition of the recommended teaching load and the minimum wage of teaching staff in the institutions of higher and (or) postgraduate education of MES RK", which defines the recommended teaching load of full-time teaching staff of higher and postgraduate educational organizations in the volume of one academic year not more than 680 teaching hours. At the same time, the amount of classroom work is not less than 50% of the total teaching load.

The Code of Corporate Honor and Ethics of teachers and employees of the Kazakh National Academy of Choreography, considered at a meeting of the Academic Council and approved by order of the rector № 12 n / k from 01.09.2021 and published on the website <https://balletacademy.edu.kz/wp-content/uploads/2021/11/pravila-pedagogicheskoy-jetiki.pdf>

Analytical part.

Members of the EEC became familiar with the qualitative and quantitative composition of the PTS JEP, planning the workload of the PTS, the method of evaluating the satisfaction of the PTS and students and the policy of formation of the PTS Control over the implementation of the planned load of the tPTS in various sectors of work (teaching, methodological, scientific, educational) is the responsibility of the management of the EP.

The capacity of partner educational organizations ensures the completeness and adequacy of individual planning of the work of PTS in all types of activities, monitoring the effectiveness and efficiency of individual plans. Calculation of the workload is based on the working curricula of the educational program of specialties, according to the Rules of the educational process on the credit technology of education.

According to the results of the questionnaire of the PTS it was found that 56.3% of the participants of the possibility of continuous development of the teacher noted "very good" 13 people. 40.6% - "good", and 3.1% indicates "relatively poor".

The results of scientific research of the PTS JEP reflected in scientific articles, published in journals, speeches at scientific conferences at various levels.

According to the results of the survey, the PTS evaluated the support of the university and its management in the research initiatives of the PTS as "very good" - 18 people. (56.3%), "good" - 14 people. (43,8%).

In general, we can state the fact that the JEP is staffed by qualified teachers. To ensure the interrelation with production, the involvement of practitioners is planned in the educational process. Selection of practicing teachers is based on qualification requirements, job descriptions and approved staff schedule, taking into account extensive experience in the relevant area of activity.

A survey of the PTS showed that:

- The teaching staff satisfies the content of the educational program with "very good" - 19 people. (59.4%), "good" - 13 people. (40,6%);
- The level of feedback from the teaching staff to the management satisfies "very good" - 15 people. (46,9%), "good" - 17 people. (53,1%);
- To what extent can teachers use their own innovations in the learning process by "very good" - 23 persons (71,9%), "good" - 17 persons (53,1%)? (71,9%), "good" - 9 people. (28,1%);
- How the work on the professional development of the teaching staff is delivered - "very good" - 19 persons. (59,4%), "good" - 13 people. (40,6%);
- How the work on academic mobility is delivered on "very good" - 16 people (50%) - "good" - 13 people (40,6%); How the work on academic mobility is delivered on "very good" - 16 people (50%) - "good" - 13 people (40,6%). (50%), "good" - 14 people. (43,8%); "relatively bad" - 2 people. (6,3%);
- Involvement of the teaching staff in the process of making management and strategic decisions - "very good" - 14 people (43.8%); "good" - 2 people (6.3%); "relatively bad" - 2 people (6.6%). (43.8%), "good" - 18 people. (56,3%).

Strengths/Best Practices

Partner educational organizations have qualified faculty for professional training in choreography.

EEC Recommendations:

Absent.

EEC Conclusions:

There are 7 criteria disclosed for the Resources standard, of which 3 have a strong position, 4 have a satisfactory position.

8. TRANSPARENCY OF DOCUMENTATION

Relevant information about the joint educational program must be documented and published to meet the specific needs of mobile learners. Information about the joint educational programme should include admission requirements and procedures, course/discipline catalog, examination and assessment procedures, etc.

Partner educational organizations must have and implement mechanisms for collecting and analyzing information on their activities, on the activities of the partner in the joint educational program and use the information obtained in the work of the internal system of quality assurance. EO must ensure the involvement of students and staff in the collection, analysis of information and planning of follow-up procedures.

The EO should consider the following when collecting information:

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

Evidence-based part

On the official website of the RSE on the REM "Kazakh National Academy of Choreography" MCS RK <https://balletacademy.edu.kz/ru/documents-ru/#1529059477409-0efb4e38-e745> internal regulatory documents of the university are freely accessible (Strategic Development Plan, Anti-Corruption Policy, etc.). In all departments of the university records management is carried out in accordance with the approved nomenclature of cases, preservation and archiving of documents is provided, work on the transition to electronic document management is carried out. Structural departments, electronic resource rooms of the university are connected to the Internet.

Partner educational organizations provide free access to the Internet and Wi-Fi throughout the university for teachers and students.

The means of information and communication (personal appointments, e-mail, social networks, blog of the rector, call center (helpline)) and contacts of the Faculty of Choreography are available <https://balletacademy.edu.kz/ru/presidents-blog-ru/>

The normative documents of the partner university KazSIC are also freely available on the official website of the institute <https://kazgik.ru/sveden/document/>

Information about the two-diploma educational program is posted on the Academy website in the section of the Choreography Department <https://balletacademy.edu.kz/ru/choreography-faculty-rus/>

Information on the organization of the educational process is also available for public access at <https://balletacademy.edu.kz/ru/edu-undergraduate-rus/>.

Information about the two-degree educational program takes into account admission requirements and procedures, course/discipline catalogs, examination and evaluation procedures, etc.

The evaluation of the effectiveness and efficiency of the department's activities in the context of the JEP is based on the analysis of reports, information, materials obtained as a result of internal and external inspections. The Academic Council of the university, the Institute Council, the Academic Council, the PTS of the department take part in the evaluation of the

effectiveness and efficiency of the department activities in the context of the implementation of EP..

A mandatory process is the analysis of the level of learning achievements of students, which is carried out during the year in the period of rating control and at the end of the session. In the partner educational organizations there are established and active mechanisms of communication with students, PTS and other stakeholders, including a mechanism for conflict resolution, which employs competent persons who are able to competently determine the ways out of the existing conflict situation.

There is a system of information and feedback focused on students, employees and stakeholders who are involved in the processes of collecting and analyzing information and making decisions based on them.

Analytical part

When examining the compliance with the criteria of the standard "Transparency of Documentation" for the accredited JEP, the Commission notes the collection and analysis of data is carried out in accordance with the existing documented procedures and decisions of collegial bodies, which assess the performance of EP, determine the degree of implementation of mission, goals and objectives, identify changes and opportunities to improve the educational services provided.

The EEC notes that all JEP teachers, concluding an individual employment contract, document their consent to the processing of personal data. This information is stored in specialized departments of the university.

Resolution of conflicts between teachers and students is carried out in accordance with the Regulations.

Implemented automated information systems to manage the learning process: Platonus (university) (<http://95.141.137.21/>), also the system of electronic library Kabis (<http://lib.balletacademy.kz/ru>).

At the same time, there are a number of issues relating to this standard, not fully confirmed in the process of the EEC.

Considering the fact that the relevant information about the joint educational program should be documented and published taking into account the specific needs of students, including mobile. Timely informing potential JEP consumers about admission procedures, exams and assessments, etc. contributes to the formation of the contingent. However, the website of the Academy does not contain relevant information about the implemented program, while the website of Kazan State Institute of Culture published the JEP

The EEC notes that not fully demonstrated documents confirming the existence of processes of information management, determination of procedures and ensuring the protection of information, responsibility for their functioning, reliability and systematic use of adequate information to improve the internal system of quality assurance.

In addition, the analysis of submitted documents, interviews with focus groups allows to draw the attention of educational organizations to ensure the quality functioning of mechanisms for collecting and analyzing information about their activities, about the activities of the partner within the joint educational program, taking into account:

- key performance indicators of the JEP;
- information about the contingent of students (projected contingent);
- the level of achievement, achievements of students and dropouts;
- satisfaction of students with the quality of implementation of the joint educational program;
- employment of graduates.

Strengths/Best Practices

- *Not identified.*

Recommendations of the EEC

The JEP leadership should publish relevant information about the joint educational program, admission procedures, exams, and assessment of students' educational achievements, etc. on the websites of partner educational organizations by March 1, 2022.

Ensure the development of mechanisms for collecting and analyzing information about their activities, about the activities of the partner in the joint educational program, taking into account:

- key performance indicators of JEP;
- information about the contingent of students (projected contingent);
- the level of academic performance, achievements of students and dropout rates;
- satisfaction of students with the quality of implementation of the joint educational program;
- availability of educational resources and student support services;
- employment of graduates. Deadline for the development of mechanisms, taking into account indicators until the beginning of 2022-2023 academic year.

Provide information about the development (revision) of a joint educational program, including PTS according to the language policy of the country on an ongoing basis.

Conclusions of the EEC: According to the standard "Transparency and documentation" 10 criteria are disclosed, of which 8 have a strong position, 2 - positions suggesting improvements.

9. QUALITY ASSURANCE

Standard:

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

Internal stakeholders should develop and implement these policies through appropriate structures and processes with the involvement of external stakeholders. Partner educational organizations should apply joint internal processes of quality assurance in accordance with Part I of the ESG.

- The quality assurance policy supports:
 - The organization of a quality assurance system with collaborative internal quality assurance processes of the partner educational organizations;
 - Departments, schools, faculties, institutes and other units, as well as the leadership of the educational organization, employees and learners with quality assurance responsibilities;
 - academic honesty and freedom and intolerance of any kind of academic dishonesty;
 - processes that provide intolerance of any kind or discrimination against learners and faculty;
 - participation of external stakeholders in quality assurance.

Evidence

Quality Policy of RSE on the REM "Kazakh National Academy of Choreography" MCS RK developed in accordance with the mission, vision, key values aimed at ensuring the quality of the main directions of the educational institution and contribute to the implementation of national programs of innovation, socio-economic development of the state. The quality policy is

available to all visitors of the site <http://balletacademy.edu.kz/wp-content/uploads/2021/11/politika-v-oblasti-kachestva-rgp.pdf>

The main priorities of the program are aimed at improving the multilevel educational model, integration of the program into the global community.

As part of the implementation of the program the job descriptions of structural units and delineated the functions of collegial bodies:

Selection of the partner university - the service of the organization and planning of the educational process, the Department of Pedagogy with the Department of International Cooperation of the Academy. Relations with partner organizations are fixed in bilateral agreements.

The Academy and KazSIC plan to apply joint internal processes of quality assurance. For example, one of the tools of quality assurance is the monitoring of the degree of students' satisfaction with the organization of educational, creative, scientific and educational work, which is planned to be carried out on a permanent basis.

The quality of education is determined by a set of indicators that characterize various aspects of educational activities of the educational institution: the content of education; forms and methods of learning, material and technical base, staffing, which ensure the development of competencies of students.

Teachers are engaged in scientific, research work, which is approbated and implemented in the educational process - included in lecture courses, educational and methodological developments, contributing to the presentation of educational material, which is a policy of quality assurance, reflecting the relationship between research, teaching and learning.

The leadership has demonstrated the priority of dual-degree education, aligned with national interests and the strategy of development of higher and postgraduate education. In this regard, the development of scientific-methodological center, research laboratory in the Academy is justified.

Analytical part

The experts conducted a detailed analysis on the compliance of the JEPs with the requirements of the modern education market.

Accurately formulated Objectives, and learning outcomes are the starting point and central recommendation for the development of educational programs.

The content and semantic load of the assessment criteria of the Standard "Quality Assurance" indicates the existence of measures taken to improve quality in various activities. The partner educational organizations have a published Quality Assurance Policy, however, the experts did not see the participation of stakeholders in its development.

The main business processes and those responsible for them are described, on the basis of which the design, management and monitoring of improvements, decision-making based on facts should be carried out. However, for the full implementation of this standard, in particular in the formation of a quality system, the university must identify and identify possible risks and predict preventive measures to prevent them.

However, the Commission notes that the following issues relating to this standard are not fully reflected in the self-report and were not confirmed during the visit of the EEC:

- Part of the numerical indicators trace the uniqueness of the JEP development plan;
- The formulation of the uniqueness and individuality of the JEP development plan and is not detailed enough;

EEC NAAR on the basis of meetings, conversations and interviews with deans, heads of departments and PTS committee notes that the question of involving external stakeholders in the development and implementation of the Quality Assurance Policy caused difficulty in answering.

Strengths/best practices

Identification of those responsible for business processes within the JEP, unambiguous allocation of personnel duties, delineation of functions of collegial bodies.

EEC recommendations

To ensure the wide involvement of external stakeholders in the process of implementation and development of the quality assurance policy.

In ensuring the functioning of the quality system, partner educational organizations should identify and identify possible risks and predict preventive measures to prevent them.

Conclusions of the EEC:

The Quality Assurance standard disclosed 9 criteria, of which 3 have a strong position, 6 have a satisfactory position.

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

Partner educational organizations should monitor and periodically evaluate the joint educational program in order to achieve their goal and confirm compliance with the needs of students and society. The results of these processes should lead the EO to continuous improvement of the joint educational program. All stakeholders should be informed of any actions planned or taken with respect to the joint educational program.

The co-curriculum should be regularly evaluated and reviewed, involving students and other stakeholders.

Evidence-based part

Monitoring of the quality of education is considered by the Academy and the partner HEI as the most important, integral part of the modern full-fledged educational process, which is organized to obtain objective and reliable information on the state of education at various educational levels to control, analyze and manage the quality of education.

Partner educational organizations plan to monitor and periodically evaluate the JEP with the participation of students, teachers, staff and employers to identify evidence of compliance with the needs of students and society. Assessment tools of the program are supposed to be questionnaires, interviews, observation, etc. The results of the surveys will be jointly discussed at the department meetings, both the Academy and KazSIC department to make joint decisions.

Participation of students, employers and other stakeholders in assessing the quality of the program is planned to be carried out on the principle of linearity. The internal monitoring system implies a mandatory discussion of analytical reports at the meetings of the Academic Council of the Academy (at least twice a year according to the results of winter and summer sessions), at the meetings of heads of structural units (according to the results of border control and interim certification, which are provided by the service of organization and planning of educational process), at the meetings of departments, faculty councils. To analyze the results and effectiveness it is supposed to involve representatives of employers.

However, the official website of the Academy does not reflect the information on this issue. The information on monitoring does not fully demonstrate an analysis of the procedures for monitoring and periodic evaluation of the program in order to achieve the goal. Taking into account the initial period of implementation of this double-degree educational program, and the intention of the leadership of the two Parties in demonstrating a systematic approach in evaluating the quality of EP, to draw attention to the lack of availability of appropriate documentation on this

The anticipated results of surveys about the quality and problematic points of the two-degree educational program are aimed at its continuous development and improvement in order to be recognized by society. But to date, the results of the survey in this area are not available.

The Academy and KazSIC plan to inform all stakeholders involved in the implementation of the program through e-mail, telephone communication, on-line conferences, publications on the Academy website, business meetings, round tables, meetings and other means of modern communication.

Evaluation of the JEP is planned to be carried out annually with the involvement of students, faculty and employers, as well as support services and departments. The results of the assessment of the program will be discussed collegially at the meetings of the departments, faculties, the Academic Council and the Educational and Methodological Council to make further decisions regarding the program.

Analytical Part

There is no permanent monitoring in such areas as employers' satisfaction with the quality of graduates' training, curricula adjustment, as well as expert evaluation of curricula by potential employers, due to the initial stage of the two-diploma educational program. It should be noted that during the conversation with students and analysis of the provided documentation, the EEC representatives note the absence in practice of mechanisms for participation in the planning, management and monitoring of the double-degree educational program, for the same reason - the initial stage of the program. The standard does not fully reflect the issues of informing stakeholders about any actions planned or taken in relation to the JEP

Strengths/best practices:

- *Not identified.*

VEC Recommendations.

1. Expand opportunities and ways to inform stakeholders about any actions planned or taken in relation to the double-degree educational program with mandatory publication of information on the website of the educational organization

Conclusions of the EEC:

On the standard "Continuous monitoring and periodic evaluation of the two-degree educational program" 4 criteria are disclosed, of which 3 have a satisfactory position, 1 - position suggests improvement.

11. PERIODIC PROCEDURES OF EXTERNAL QUALITY ASSURANCE

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

Evidence-based part

The Academy and the partner organization are focused on the quality development of the program, therefore they intend to periodically perform an external quality assessment of the program through specialized accreditation, including subsequent planned post-accreditation monitoring. The results of internal and external quality assessments will be taken into account in preparation for the next procedure. The partner HEI intend to participate on a periodic basis in external quality assurance procedures, which take into account the requirements of the legislation under which they operate. External quality assurance has various forms, and as a consequence the Academy and the partner HEI plan to implement periodic external quality assurance procedures at different organizational levels.

The procedure of external evaluation of quality assurance is carried out by means of:

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

The Academy and Kazan State Institute of Culture strive to ensure that all the strengths, of the two-degree educational program do not lose their relevance, as evidenced by the conversations with the management and the PTS

The Academy and Kazan State Institute of Culture aim at the quality development of the program, and, therefore, the results of its internal and external quality assessment will be taken into account by all stakeholders.

Analytical part

Based on the availability of relevant normative documents, as well as taking into account the initial period of the program, it can be noted that the two-diploma educational program meets the criteria of this standard. This is the first time this program has been externally evaluated. However, the EPs, on the basis of which the JEP was developed, were externally evaluated for compliance with ESG standards, as evidenced by the data in DEQAR.

The results of meetings with the management of the Academy and the partner organization KazGIK, student feedback during the survey, studying the documentation on the implementation of the program of double degree education demonstrated the interest and good prospects for the development of this program. Due to objective obstacles (epidemiological situation) the program at this stage is not functioning in full, which, however, does not reduce its merits and prospects.

Strengths/best practices

- Development of JEPs based on EPs accredited to ESG standards.

EEC recommendations.

- None.

Conclusions of the EEC:

For the standard "Periodic Procedures for External Quality Assurance" 2 criteria are disclosed, of which 1 has a strong position, 1 has a satisfactory position.

REVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD

1. ELIGIBILITY (ACCEPTABILITY)

The educational institutions planning to implement a joint educational program are recognized by the relevant authorities of the country in which they are located.

Participation in the implementation of a joint educational program, awarding of a joint academic degree corresponds to the national normative acts;

The terms of development and implementation of a joint educational program are outlined in the agreement on cooperation between partner educational organizations

2. LEARNING OUTCOMES

The joint educational program is designed in accordance with the established goals, including the intended learning outcomes.

2. DEVELOPMENT AND APPROVAL OF THE PROGRAM

Availability of own research in the field of teaching methodology of the disciplines of the accredited JEP

The joint educational program provides coverage of the required amount of workload.

The joint educational program has mechanisms for controlling the teaching load and the average time to complete the program.

4. ADMISSION, AND THE PROGRESS OF STUDENTS, RECOGNITION AND CERTIFICATION

Transparency of procedures for the formation of the contingent of students from admission to graduation was ensured.

Procedures regulating the life cycle of students from admission to graduation are defined and approved.

Partner educational organizations make maximum efforts to provide internships and employment assistance for graduates

5. STUDENT-CENTERED LEARNING, TEACHING, AND ASSESSMENT

Supporting learner autonomy while receiving appropriate guidance and assistance from PTS

The existence of a feedback mechanism on the use of different teaching methodologies and assessment of learning outcomes.

Ensuring consistency, transparency and objectivity of the mechanism for assessing the learning outcomes of the joint educational program by the partner educational organizations

6. SUPPORT FOR STUDENTS

Partner educational organizations are sufficiently provided with scientific, educational and methodological literature in accordance with the requirements of the legislation in the field of education.

The Academy has a unique modern complex of campuses, specially designed for professional training in the field of choreography.

Functioning of student support services in partner educational organizations.

7. RESOURCES

Partner Educational Organizations have a qualified teaching staff for professional training in the field of choreography.

8. TRANSPARENCY OF DOCUMENTATION

Not identified.

9. QUALITY ASSURANCE

Identification of those responsible for business processes within the JEP, unambiguous distribution of personnel duties, delineation of functions of collegial bodies.

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

Not identified.

11. PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES

Development of JEP on the basis of EPs accredited in accordance with ESG standards.



REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS

1. ELIGIBILITY (ELIGIBILITY)

1. Implement the practice of involving students in the revision of the joint educational program.
2. Develop a JEP development plan indicating its competitive advantages in comparison to similar JEPs by 01.05.2022.
3. In order to prevent potential risks, develop "Regulations on Risk Management" by 01.09.2022.

2. LEARNING OUTCOMES

1. Develop a system for calculating hours to plan weekly PTS workload through the beginning of the 2022-2023 academic year.
2. To take measures to strengthen the development of educational-methodical complexes of disciplines in the context of the accredited JEP in accordance with the requirements of the parties of partner educational organizations before the beginning of the second semester 2021-2022 academic year:
 - check the ratio of hours according to the WC;
 - to revise the thematic plans of disciplines (for 15 academic weeks there must be at least 15 topics regardless of the number of credits allocated).
3. To carry out an internal audit to assess the quality of educational and methodical documentation of PTS until 01.06.2022.
- 4) To update the risk management.

3. PROGRAM DEVELOPMENT AND APPROVAL

1. Specify the attributes of individuality and uniqueness of the JEP.
2. Expand opportunities and ways to inform stakeholders of any actions planned or taken regarding the JEP.
3. Develop a plan and implement activities aimed at ensuring the participation of JEP students in the university's academic councils by 10/01/2022.
- 4 Publish JEP on the website in the section for students.

4. ADMISSION, AND STUDENT PERFORMANCE, RECOGNITION, AND CERTIFICATION

1. Take into account and document the views and needs of students in the design, making appropriate decisions in the implementation of JEP, reflect in the annual reports and minutes of meetings of departments of partner organizations of education.

5. STUDENT-CENTERED LEARNING, TEACHING, AND ASSESSMENT

1. To analyze and implement the available opportunities of two-degree education and strengthening of internal and external academic mobility of PTS and students, which involves the harmonization of the content of educational programs with the educational programs of leading universities that provide training in this area of study.

2. 2. to take into account in the development plan to assess the effectiveness of JEP, the effectiveness of approaches to the organization of the educational process, the use of innovative forms and methods of learning in the framework of JEP.

6. STUDENT SUPPORT

1. Consider activities to establish an alumni association/association by December 31, 2022 when developing the JEP development plan.

7. RESOURCES

None.

8. TRANSPARENCY OF DOCUMENTATION

1. The management of the JEP shall publish relevant information about the joint educational program, procedures for admission, exams and evaluation of students' learning achievements, etc. on the websites of partner educational organizations by March 1, 2022.

2. to ensure the development of mechanisms for the collection and analysis of information about their activities, about the partner's activities under the joint educational program, taking into account

- key performance indicators of JEP;
- information on contingent of students (projected contingent);
- the level of academic performance, achievements of students and dropout rates;
- student satisfaction with the quality of implementation of the joint educational program;
- availability of educational resources and student support services;
- employment of graduates. The period of development of mechanisms with the indicators until the beginning of the 2022-2023 academic year.

Provide information about the development (revision) of the joint educational program, including PTS according to the language policy of the country on an ongoing basis.

Conclusions of the EEC: The standard "Transparency and documentation" disclosed 10 criteria, of which 8 have a strong position, 2 - positions that suggest improvements.

9. QUALITY ASSURANCE

Ensure the broad involvement of external stakeholders in the process of implementing and developing quality assurance policies. 2.

2. In ensuring the functioning of the quality system, partner educational organizations must identify and identify possible risks and predict preventive measures to prevent them.

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

1. Expand opportunities and ways to inform stakeholders about any actions planned or taken in relation to the double-degree educational program with mandatory publication of information on the website of the educational organization.

11. PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES

None.



Evaluation table "PARAMETERS OF THE PROGRAMME PROFILE"
Conclusion of the external expert committee
on the evaluation of the quality of the joint educational program
6B02110 Pedagogy of Choreographic Art (double degree program) RSE on the REM
"Kazakh National Academy of Choreography" MCS RK and FSBEI HE "Kazan State
Institute of Culture"

№	Standards and criteria for international specialized (program) accreditation of a joint educational program of higher and (or) postgraduate education	Позиция совместной образовательной программы			
		Strong	Satisfactory	Assumes improvement	Unsatisfactory
The standard "Eligibility. Eligibility"					
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, awarding a joint academic degree must comply with national regulations		+		
3.	The academic degree(s) conferred must correspond to the national qualifications systems of the countries in which the institutions are located		+		
4.	The joint educational program must be developed and be implemented with the involvement of all partner educational organizations		+		
5.	The terms of the development, implementation of the joint educational program must be clearly stated in the agreement on cooperation between the educational organization-partners	+			
<i>The cooperation document must contain the following:</i>					
6.	information on the conferred academic degree (qualifications, degrees) on mastering (completing) a joint educational program	+			
7.	the coordination and responsibility of the partner educational organizations involved with regard to the management and financial organization (including funding, cost and income sharing, etc.)		+		

8.	the rules for the admission and selection of students		+		
9.	mobility of students and teachers		+		
10.	the rules of the examinations, methods of evaluation of the reached results of students, recognition of the ECTS credits and procedures of awarding the joint academic degrees		+		
Total by standard		3	7	0	0
The Standard "Learning Outcomes"					
1.	The joint educational programme should be designed in accordance with the defined objectives, including the intended learning outcomes	+			
2.	The qualifications resulting from the joint educational programme should be clearly defined, articulated and appropriate to the defined level of the national qualifications framework in higher education and, therefore, to the qualifications framework of the European Higher Education Area (FQ-EHEA)		+		
3.	The disciplines of a joint educational programme should ensure the achievement of the intended learning outcomes, which include knowledge, skills and competencies of the respective field(s) of education		+		
4.	A joint educational program must ensure that each student achieves the intended learning outcomes		+		
5.	The co-educational programme, if relevant, must take account of the minimum harmonised conditions of study set out in European Union Directive 2005/36/EC or the corresponding common framework of study set out in accordance with the Directive		+		
Total for the standard		1	4	0	0
The Standard "Program Development and Approval"					
1.	The structure and content of the joint educational program must be defined and developed on the basis of student-centered approach to learning to ensure the achievement of planned results		+		
2.	The joint educational programme must be designed with the participation of learners and other stakeholders		+		
3.	The European Credit Transfer System (ECTS) must be applied correctly and the allocation of credits must be clear	+			

4.	The joint educational program provides coverage of the required amount of workload. The undergraduate program is at least 180-240 credits ECTS; a joint master's program is at least 90-120 credits ECTS and must not be less than 60 credits ECTS at the second level of the cycle (credit ranges according to FQ-EHEA); for joint PhD programs no credit range is specified	+			
5.	The joint educational program has mechanisms for controlling course load and the average time to complete the program		+		
Total for the standard		2	3	0	0
The standard "Admission, Performance, Recognition, and Certification of Trainees"					
1.	Partner educational organizations should have predetermined, published and consistently applied admission rules and corresponding requirements for applicants			+	
2.	Selection procedures should be appropriate to the level of the joint educational program and discipline governing all periods of the "lifecycle" of learning, 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 documents		+		
Total for the standard		0	2	1	0
The Standard "Student Centered Learning, Teaching, and Assessment"					
1.	The joint educational program must be developed in accordance with the planned learning outcomes		+		
2.	Approaches to learning and teaching must be adequate to achieve their intended learning outcomes		+		
3.	The joint educational program should respect and take into account the diversity of learners, their needs, including potentially different cultural backgrounds of learners		+		
4.	The rules for examinations and assessment of the achieved learning outcomes must be consistent with the intended learning outcomes	+			
5.	Examinations and assessment of the achieved learning outcomes of students must be carried out by partner educational organizations in accordance with established rules		+		

Total according to the standard		1	4	0	0
The Standard "Learner Support"					
1.	partner educational organizations must ensure the functioning of appropriate support services for students, contributing to the achievement of planned learning outcomes	+			
2.	Learner support services must contribute to the achievement of planned learning outcomes	+			
3.	Learner support services should take into account possible specific problems of mobile learners		+		
4.	Support services should consider the needs of different groups of learners (mobile learners, adults, working, distance learners, and learners with disabilities) when allocating, planning, and providing educational resources and take into account the principles of a student-centered approach to learning and teaching		+		
Total for the standard		2	2	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 staff and for providing a supportive environment in which they can work effectively. Therefore, educational organizations recognizing the importance of teaching should:</i>					
3.	Develop clear, transparent, and objective criteria for hiring, assigning, promoting, and firing employees, and follow them in their work	+			
4.	Provide career and professional development opportunities for faculty members		+		
5.	Promote scholarly activities to strengthen the link between education and research		+		
6.	Encourage the use of innovative methods of learning, teaching and the use of advanced technology		+		
7.	The EP 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 the relevant industries	+			
Total by standard		3	4	0	0
The Standard "Transparency and Documentation"					

1.	Appropriate information about the joint educational program should be documented and published to meet the specific needs of mobile learners			+	
2.	The information on the joint educational program should take into account the requirements and procedures of admission, catalog of courses/disciplines, procedures of exams and evaluations, etc.			+	
3.	Partner educational organizations should have and implement mechanisms for collecting and analyzing information about their activities, about the partner's activities within the joint educational program and use the obtained information in the work of the internal system of quality assurance		+		
4.	EO should ensure that students and staff are involved in collecting, analyzing, and planning follow-up procedures		+		
	The EO should consider the following when collecting information:				
5.	key performance indicators		+		
6.	Information about the student body		+		
7.	Level of achievement, achievements and drop-out rates		+		
8.	student satisfaction with the quality of implementation of the joint educational program		+		
9.	availability of educational resources and student support services		+		
10.	employment of graduates		+		
	Total for the standard	0	8	2	0
The Standard "Quality Assurance"					
1.	Partner educational organisations should have a published quality assurance policy as part of their strategic management	+			
2.	Quality policy is more effective if it reflects the link between learning, teaching, research and takes into account the national contexts in which the partner organisations operate		+		
3.	Internal stakeholders should develop and implement this policy through appropriate structures and processes, involving external stakeholders		+		
4.	Partner educational organizations should implement joint internal quality assurance processes in accordance with Part One of the ESG		+		
	The quality assurance policy supports				

5.	the organisation of a quality assurance system with joint internal quality assurance processes of the partner educational organisations		+		
6.	Departments, schools, faculties, institutes and other units, as well as the management of the educational organisation, employees and learners with quality assurance responsibilities		+		
7.	Academic honesty and freedom, and intolerance of all kinds of academic dishonesty	+			
8.	processes that provide intolerance of any kind of discrimination against learners and faculty	+			
9.	Participation of external stakeholders in quality assurance		+		
Total for the standard		3	6	0	0
The Standard "Ongoing Monitoring and Periodic Evaluation of the Cooperative Education Program"					
1.	Partner educational organizations should monitor and periodically evaluate the joint educational program in order to achieve their goal and confirm compliance with the needs of students and society		+		
2.	The results of these processes should lead the EO s to continually improve the joint educational program		+		
3.	All stakeholders should be informed of any actions planned or taken with respect to the joint educational program			+	
4.	The joint educational program should be regularly evaluated and revised, involving students and other stakeholders		+		
Total by standard		0	3	1	0
The Standard "Periodic Procedures for External Quality Assurance"					
1.	Partner educational organisations should undergo external quality assurance procedures in accordance with the European Standards and Guidelines (ESG) on a regular basis	+			
2.	The educational organisation should seek to ensure that the progress made since the last external quality assurance procedure is taken into account in preparing for the next procedure		+		
Total by standard		1	1	0	0
TOTAL		16	44	4	0