



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
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 compliance with the standards of specialized accreditation of educational programs

6B01101 Pedagogy and Psychology

6B01601 History

6B01201 Preschool Education and Upbringing

6B01301 Pedagogy and Methodology of Elementary Education

6B02304 Applied philology

SDU University

during the period from May 27 to May 29, 2024

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

Addressed to
IAAR
Accreditation Council



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(I) LIST OF NOTATIONS AND ABBREVIATIONS

SMSE - State Mandatory Standards of Education
ICT - Information and Communication Technologies
IEP - Individualized Education Plan
ELC - Elective Component
CED - Catalog of Elective Disciplines
MES RK - Ministry of Education and Science of the Republic of Kazakhstan
RW - Research work
RWS - Research work of students
EP - Educational Programs
Faculty - teaching staff
PTF - program-targeted financing
RIEL - Republican Interuniversity Electronic Library
RK - Republic of Kazakhstan
LO - learning outcomes
REMS - Republican Educational and Methodical Council
WC - Working curriculum
WTP - working training program
QMS - Quality Management System
IWS - Independent work of students
IWSGT - Independent work of students under the guidance of a teacher
TMC - Teaching and Methodical Complex
TMCD - Teaching and Methodical Complex of Discipline
TMC - Teaching and Methodical Council



(II) INTRODUCTION

In accordance with the order № 92-24-OD dated 1.03.2024 of the Independent Accreditation and Rating Agency from May 27 to 29, 2024. the external expert commission conducted an evaluation of compliance of the educational programs 6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Upbringing and Education, 6B01301 Pedagogy and Methodology of Elementary Education, 6B02304 Applied Philology SDU University to the standards of primary specialized accreditation of the IAAR (from "25" May 2018 №68-18/1-OD, edition one).

The report of the External Expert Commission (EEC) contains the evaluation of the submitted educational programs to the IAAR criteria, EEC recommendations for further improvement of educational programs and parameters of the profile of educational programs.

Members of the EEC:

1. Chairman of the IAAR Commission - Vladimir Kosov, Doctor of Physics and Mathematics, Professor, Kazakh National Pedagogical University named after Abay, member of the IAAR Expert Council on Higher Education, expert of I category (Almaty, Republic of Kazakhstan);

2. IAAR Expert - Lachin Mustafayev, Professor, Azerbaijan State Pedagogical University, Senior Researcher of the National Museum of History of Azerbaijan (Baku, Azerbaijan Republic);

3. IAAR Expert - Larisa Arnoldovna Shkutina, Doctor of Pedagogical Sciences, Professor, Academician E.A. Buketov Karaganda University (Karaganda, Republic of Kazakhstan);

4. IAAR Expert - Klara Umirzakova Kunakova, Doctor of Pedagogical Sciences, Professor, Kazakh University of International Relations and World Languages named after Abylai Khan (Almaty);

5. IAAR Expert - Larisa Lebedeva, Candidate of Pedagogical Sciences, Professor, Kazakh National Pedagogical University named after Abylai Khan (Almaty). Abay (Almaty, Republic of Kazakhstan);

6. IAAR Expert - Beisenkulov Ayazbi Akhbergenovich, Candidate of Philological Sciences, Associate Professor, International University of Information Technologies (Almaty, Republic of Kazakhstan);

7. IAAR Expert - Lola Furkatovna Tatarinova, Candidate of Legal Sciences, Associate Professor, K. Sagadiev University of International Business (Almaty, Republic of Kazakhstan);

8. IAAR Expert - Galiakbarova Guzal Gazinurovna, PhD, L.N.Gumilev Eurasian National University (Almaty, Republic of Kazakhstan). L.N.Gumilev Eurasian National University (Astana, Republic of Kazakhstan);

9. Expert-employer IAAR - Rakhimova Nurbike Altaiqyzy, leading expert on the development of regional priorities of the Chamber of Representatives of Almaty (Almaty, Republic of Kazakhstan);

10. IAAR Expert-Student - Diana Anetovna Sadueva, Master's student of EP Jurisprudence, K.Sagadiev University of International Business (Almaty, Republic of Kazakhstan);

11. IAAR Expert-Student - Firuza Rakhimzhanovna Mizhitova, student of EP 6B01610-History-Social Science, Kazakh National Pedagogical University named after K.Sagadiev (Almaty, Republic of Kazakhstan). Abay (Almaty, Republic of Kazakhstan);

12. IAAR Coordinator - Islam Akbota Sheralkhankyzy, IAAR International Cooperation Project Manager (Astana, Republic of Kazakhstan);

13. IAAR Coordinator - Kanapyanov Timur Erbolatovich Kanapyanov, PhD, Deputy Director General for International Cooperation of IAAR (Astana, Republic of Kazakhstan).

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The institution "SDU University" was established in 1996 by the Founders: International Public Foundation "Bilim Orda" (BIN 970740000114) and Public Foundation "SDU Foundation" (BIN 171040005660). Currently the location of the University is located at the address: Almaty region, Karasai district, 040900, Kaskelen city, Abylai khan street, 1/1.

The University trains specialists in 61 educational programs, including 29 bachelor's degree programs, 25 master's degree programs, 7 PhD educational programs.

The contingent of students is 8452 people: bachelor's degree - 7984 people, master's degree - 399 people, doctoral degree - 69 people, as well as young specialists. For five years the contingent in the bachelor's program has increased (from 5531 to 7984 people); the contingent in the master's program has increased (from 315 to 399 people); the contingent of doctoral studies has increased (from 53 to 69 people).

There are 428 teaching staff working at the University, 20% of them are candidates of science, 36% have doctoral degrees.

International cooperation is carried out with 70 universities from 26 countries on academic mobility and exchange of experience. There are 156 foreign students.

SDU participates in the international rankings Times Higher Education Impact Ranking 2023 (Rank: 1001+), QS Asia University Rankings 2023: Asia (Rank: 500+), where it shows good results.

The scientific library collection consists of 411,107 copies, of which 118,943 copies (29%) in the state language, 32,427 copies (7.8%) in Russian, 259,737 copies (63.2%) in foreign languages, including 257,122 copies in English, 2,615 copies in other languages.

EP 6B02304 - Applied Philology undergoes primary specialized accreditation, the date of EP registration in the EPHE No. 6B02300148 from 07 06 2021, EP update from 19 01 2024.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational programs 6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Elementary Education, 6B02304 Applied Philology are accredited by the IAAR for the first time.

(V) DESCRIPTION OF EEC VISIT

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for specialized accreditation of educational programs of SDU University in the period from 27 to 29 May 2024.

In order to coordinate the work of the EEC on 25.05.2024 there was held an on-line introductory meeting, during which the powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of methods of expertise.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-evaluation reports, meetings were held with the rector, vice-rectors of the university in the areas of activity, heads of structural units, heads of departments, teachers, students, graduates, employers. A total of 116 representatives took part in the meetings (Table 1).

Table 1 - Information on staff and students who participated in meetings with the IAAR EEC

Category of participants	Number
Rector	1

Vice-rector corps	5
Heads of structural subdivisions	25
Deans	2
Heads of departments+ coordinators of the EP	4+9
Teachers	28
Students, masters, doctoral students	30
Graduates	0
Employers	12
Total	116

During the visual inspection the EEC members got acquainted with the state of the material and technical base, visited the scientific library, Atrium, forensic laboratory, Student Service Center, MOOC recording studio, Technopark, medical center, other laboratories, sports and cultural center, dormitory.

The meetings of the IAAR EEC with the university's target groups were used to clarify the mechanisms of implementation of the university's policies and to specify certain data presented in the university's self-evaluation report.

EEC members visited the practice bases of accredited programs: for EP "6B01301 Pedagogy and Methodology of Primary Education" the private school "International Kazakh-British School" was visited.

According to the program of the visit according to the approved schedule classes on accredited EP were not held.

In accordance with the accreditation procedure there was conducted a survey of 54 teachers, 149 students, including junior and senior students.

In order to confirm the information presented in the self-evaluation report, external experts requested and analyzed the working documentation of the university. At the same time, the experts studied the internet positioning of the university through the official website of the university <https://sdu.edu.kz/language/ru/>.

Within the framework of the planned program, the recommendations for the improvement of accredited educational programs of SDU University, developed by the EEC based on the results of the examination, were presented at the meeting with the management on 29.05.2024.

(VI) COMPLIANCE WITH THE STANDARDS OF PRIMARY SPECIALIZED ACCREDITATION

6.1. Standard "Educational Program Management"

- ✓ An institution of higher and/or postgraduate education should have a published quality assurance policy. The quality assurance policy should reflect the link between research, teaching and learning.
- ✓ The higher and/or postgraduate education institution should demonstrate the development of a culture of quality assurance, including by EP.
 - ✓ Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint/double degree education and academic mobility.
 - ✓ The EP management demonstrates readiness to ensure transparency in the development of the EP development plan based on the analysis of its functioning, the real positioning of the EP and the orientation of its activities to meet the needs of the state, employers, learners and other stakeholders. The plan should contain the terms of the beginning of the implementation of the educational program.
 - ✓ EP management demonstrates the mechanisms of formation and regular revision of the EP development plan and monitoring of its implementation, assessment of the achievement of learning objectives, compliance with the needs of learners, employers and society, decision-making aimed at continuous improvement of the EP.
 - ✓ EP management should involve representatives of stakeholder groups, including employers, students and faculty in the formation of the EP development plan.
 - ✓ The EP management should demonstrate the individuality and uniqueness of the EP development plan, its alignment with national priorities and the development strategy of the higher and/or postgraduate education organization.
 - ✓ The organization of higher and (or) postgraduate education should demonstrate clear definition of those responsible for business processes within the EP, unambiguous distribution of staff job responsibilities, delineation of functions of collegial bodies.
 - ✓ EP management must provide evidence of transparency of the educational program management system.
 - ✓ The EP management must demonstrate the existence of an internal system of EP quality assurance, including its design, management and monitoring, their improvement, evidence-based decision-making.
 - ✓ The management of the EP should perform risk management, including within the EP undergoing initial accreditation, as well as demonstrate a system of measures aimed at risk mitigation.
 - ✓ EP management should ensure the participation of representatives of employers, teaching staff, students and other stakeholders in the composition of collegial management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program.
 - ✓ The EP should demonstrate the management of innovation within the EP, including the analysis and implementation of innovative proposals.
 - ✓ EP management should demonstrate evidence of willingness to be open and accessible to learners, faculty, employers and other stakeholders.
 - ✓ EP management should be trained in educational management programs

Evidential part

SDU University has a published strategic development plan for 2023-2028, available on the homepage of the website <https://drive.google.com/file/d/1BADQhVsDPkf1RLvfpA6GtH0D3urf1Bfj/view> .

The commitment of the university to quality assurance is defined by the Statute of the university, which is available on the website <https://drive.google.com/file/d/1Bfbz55dSgpqmiEQGEnTg08LXg7zZYmwc/view> .

The Quality Assurance Policy is approved on 05.06.2023 https://drive.google.com/file/d/1NUKncBSqEbjMH9NcO_1FOIB4aBZf6od/view. It is also reflected in the mission, vision, values, which are published on the website <https://sdu.edu.kz/language/ru/o-nas/> .

The basic regulations and rules of work on planning, management of educational activities and effective organization of the educational process and improvement of the quality of education are reflected in the Regulations on Academic Policy of the Institution "SDU University".

EEC notes that the University has established a "Quality Assurance Committee", functioning within the framework of the University Quality Assurance Policy (approved on 25.09.2023). The Committee is a collegial body of the University, along with the permanent members of the Committee, representatives of students, internal and external stakeholders participate in its work in accordance with the issues under consideration and the agenda. These data were confirmed in the course of interviews with various focus groups (employers, university management, EP management).

EEC notes that the heads of departments of accredited EPs have developed and approved EP development plans (approved by the deans of faculties on 05.09.2023). These plans include several priority areas: Teaching and learning, academic development of teaching staff, international activities, research activities, work with students, marketing and interaction with stakeholders. These areas are developed taking into account the strategic goals and objectives,

the mission of the university, based on the social expectations of society to the intellectual, personal, professional competencies of the graduate. However, during the visit, in the process of conversations with different groups of respondents, based on the analysis of the website, the availability of familiarization with EP development plans of accredited EPs was not confirmed. EP development plans of EP "6B01101 Pedagogy and Psychology", "6B01601 History", "6B01301 Pedagogy and Methodology of Primary Education", "6B02304 Applied Philology" are not published in free access.

During the visit, it was also not fully confirmed that the development of EPs and EP development plans is based on monitoring the needs of the educational services market, requests of potential consumers, taking into account regional needs in the educational services market.

In conversations and interviews with different categories of respondents (heads of EPs, teaching staff, employers) it was not fully confirmed that there is a mechanism of formation and regular revision of EP development plans. The participation of employers and other stakeholders in the development of EP development plans was not fully confirmed.

The questionnaire survey of the teaching staff, conducted during the IAAR EEC visit, showed that the involvement of the teaching staff in the process of making managerial and strategic decisions is "very good" and "good" - 61.1% (33 persons) and 29.6% (16 persons) respectively, as well as "relatively bad" - 5.6% (3 persons) and "very bad" 3.7% (2 persons).

The uniqueness of EP development plans of accredited EPs is not clearly expressed. These plans do not reflect what competitive advantages accredited EPs have in comparison with other HEIs.

The University has developed a procedure "Risk and Opportunity Management" (approved on 20.11.2017). https://drive.google.com/file/d/1vNGNMO--Ev3X_-QUmVr1kHrOCTdEq1k/view. In conversations with the members of the EEC, the university management and heads of EPs repeatedly noted that there are objective risks of implementation of accredited EPs, for example, an insignificant number of advantages of EPs in comparison with other universities implementing similar programs, insufficient information about these programs, the location of the university campus in the city of Kaskelen, high payment for the university dormitory and insufficient number of places. The management representatives voiced these risks, but did not demonstrate a certain developed system of measures (work plan) to prevent and mitigate the risks.

Analytical part

There are approved EP development plans for all accredited EPs "6B01101 Pedagogy and Psychology", "6B01601 History", "6B01201 Preschool Education and Upbringing", "6B01301 Pedagogy and Methodology of Primary Education", "6B02304 Applied Philology", which are aimed at the implementation of the strategic plan of the university including.

Based on the meetings, discussions, interviews with the rector, vice-rectors, heads of structural units, students, teaching staff, as well as on the basis of familiarization of experts with information resources, the EEC notes that not all stakeholders are aware of the mechanisms of formation of the EP development plan. Experts note that the absence of EP development plans "6B01101 Pedagogy and Psychology", "6B01601 History", "6B01301 Pedagogy and Methodology of Elementary Education", "6B02304 Applied Philology" in free access on the website indicates that not all stakeholders have the opportunity to familiarize themselves with this document, to make suggestions on it, among other things.

EP management has not fully demonstrated the discussability of EP development plans of educational programs, as well as the existence of existing mechanisms for their revision and improvement. Stakeholders' participation in the activities of the university collegial bodies has not been fully confirmed.

The experts were convinced that the management of the university and accredited EPs are aware of possible risks, but have not fully demonstrated how the risks identified within the EPs are analyzed, monitored and managed.

EEC notes that EP development plans for each of the EPs should reflect the uniqueness of the EP itself and include evaluation indicators, taking into account the individuality of a particular EP.

One of the risks of EP 6B02304 - Applied Philology is the substitution and confusion of learning objectives and learning outcomes, which leads to an insufficiently clear graduate model. The very name of the EP contradicts the common sense of philology as a classical science, which is not clearly oriented to the applied aspect. The learning objectives of the EP, formulated as (in the author's wording) "The main direction of the educational program 6B02304 - "Applied Philology" is the training of specialists capable of working professionally with texts in various spheres of society, including publishing, management, advertising, information agencies, government and commercial organizations. educational program 6B02304 - "Applied Philology" is aimed at training a creative specialist, capable of applying professional qualifications and competencies in different spheres of life. - https://epvo.kz/#/register/education_program/application/52728 relate more to the field of practical linguistics. In this regard, there is a contradiction in the design process, as a result of which the logical chain of the expected results of the EP is not clear enough. The same contradiction affects the identification of individuality and uniqueness of the EP, as the developers try to maintain a balance between the theoretical and practical part of the educational content, clearly leading to a decrease in the quality of learning, which goes against the national priorities of higher education development. In addition, the EP development plan does not observe measures to identify its uniqueness, as well as formalization of indicators for its improvement.

According to the Report on self-evaluation of EP on p.46 it is indicated that the employers of EP are "Institute of Linguistics named after A. Baitursynov" and "Institute of Literature and Art named after M. Auezov", which is in contradiction with the established purpose of the EP, as these organizations are specialized research institutes where scientific activities are carried out. A. Baitursynov" and "Institute of Literature and Art named after M. Auezov", which is in contradiction with the established purpose of EP, as these organizations are profile research institutes, where scientific activity is based on classical philological basis with a certain direction of applied nature.

Strengths/best practices in EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Primary Education, 6B02304 Applied Philology":

Not identified.

Recommendations for EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Primary Education, 6B02304 Applied Philology":

- EP management to adjust the development plans of accredited EPs to specify their individuality and uniqueness taking into account the main priorities of the region and country development, to define indicative indicators of EP development in quantitative and percentage ratio by 01.12.2024.

- The management of EPs to develop a mechanism for monitoring the implementation of EP development plan, evaluation of the achievement of learning objectives in accredited EPs, aimed at continuous improvement of EPs by 01.12.2024.

- The EP management should analyze similar EPs implemented by other educational organizations, on this basis to formulate the uniqueness of EP development plans of accredited EPs in time till 01.12.2024.

- EP management to develop a risk management plan, indicating measures aimed at reducing the degree of risk within the term till 01.10.2024.

EP 6B02304 - Applied Philology:

- The management of EI should decide on the name of EP, which will allow to remove contradictions in the design of EP, as well as to eliminate deficiencies in the content of education and formulation of learning outcomes by 13.12.2024.

EEC conclusions on the criteria:

According to the standard "Educational Program Management" educational programs 6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Primary Education, 6B02304 Applied Philology have positions: 0 strong, 11 satisfactory, 4 - suggesting improvement.



6.2. Standard "Information Management and Reporting"

✓ The EP shall demonstrate that it has a system for collecting, analyzing and managing information through the use of modern information and communication technologies and software tools and that it uses a variety of methods to collect and analyze information in the context of the EP.

✓ EP management shall demonstrate a mechanism for systematically using processed, relevant information to improve the internal quality assurance system

✓ EP management must demonstrate evidence-based decision-making

✓ The EP should have a system of regular reporting reflecting all levels of the structure, including assessment of the performance and effectiveness of units and departments, research

✓ The EP should establish periodicity, forms and methods of evaluation of EP management, activities of collegial bodies and structural units, top management, implementation of scientific projects

✓ GS should demonstrate the definition of the procedure and ensuring the protection of information, including the identification of responsible persons for the reliability and timeliness of the analysis of information and the provision of data

✓ An important factor is the existence of mechanisms for involving students, employees and faculty in the processes of collecting and analyzing information, as well as decision-making on their basis

✓ EP management must demonstrate that there is a mechanism for communication with learners, staff and other stakeholders, as well as mechanisms for conflict resolution

✓ The EP must demonstrate that mechanisms are in place to measure the satisfaction of the needs of faculty, staff and students within the EP.

✓ The EP should provide for the evaluation of performance and effectiveness of activities, including in the context of the EP.

✓ Information to be collected and analyzed within the EP should take into account:

key performance indicators

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

level of academic performance, students' achievements and dropouts

satisfaction of students with the implementation of EP and the quality of learning at the university

accessibility of educational resources and support systems for students

EP should confirm the implementation of procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent.

Evidential part

SDU University" institution has developed and operates "Information and Communication Policy of SDU University" institution (approved on October 31, 2022). The document reflects the principles of information exchange and interaction. The channels of information dissemination in the university are the official website of the university, Uniport portal of the university, Enroll (online registration), SIS (Student Information System), SR (Student Registration), social networks (Personal account of the university, faculty, EP in Instagram and Telegram channel) and mass media.

Information on the website is placed in 3 languages: Kazakh, Russian, English. The website contains the University Strategy, its Mission, information of scientific and educational nature - the structure, history and achievements of the University, information about university and postgraduate training, international programs and others. There is a possibility of feedback, which can be used by faculty, students and other interested parties. There is also an electronic library <https://library.sdu.edu.kz/>.

Information about the students is produced with the help of the online Enroll registration platform, where all information is entered. Data is available to the group supervisor, program coordinator, department head and other interested parties. The Online Enrollment Platform allows to automate the processes of registration and accounting of applicants. The UniPort portal <https://pms.sdu.edu.kz>, where information about each stage of the learning process of a student is focused, is functioning to manage the learning process. The internal portal hosts the academic calendar, class schedule, registration for disciplines, where students can track grades and attendance. Through the portal, students have access to the reporting department, student service center (SSC) and information related to library activities.

The university has demonstrated learner engagement in information gathering. In conversations with students confirmed the fact of regular surveys conducted by the Department of Quality Monitoring at the university level, in order to assess the quality of services provided and develop feedback. The EP management confirmed the receipt of the necessary processed results of the surveys.

EEC notes as a good practice the effective functioning of the University's information systems protection tools and the information stored in them. The University has identified those responsible for the reliability of information and functioning of these systems: departments "Automation" and "Marketing" of the University. The Commission was convinced that the system of information security, availability of information is fully automated. Timely provision

of important information to the faculty or students is the responsibility of the coordinator of the EP. The coordinator of the EP also provides information on the preparation and amendments to the curriculum of the EP through the portal pms.sdu.edu.kz tracks changes. Students and faculty can track information about the schedule, educational trajectory, attendance rates, etc. on this portal. All student information is fully covered by the pms.sdu.edu.kz portal and is protected by password and personal login. Advisors and coordinators of the EP are interested in keeping confidential personal information of learners. This requirement is clearly stated in the job description. To comply with the rules of business and general ethics, the normative documents "Honor Code of students" and "Honor Code of teachers" are taken as a basis.

The Student Service Center (SSC) provides each student with an individual e-mail with the ID number of the student through a request to Helpdesk, through which the students get access to <https://my.sdu.edu.kz> access to the personal account, on the educational portal <https://moodle.sdu.edu.kz/>, in the office <https://sdu.webex.com/> access to the online platform, access to Wi-Fi and the ID of the student is offered card. Students have access to a personal page <https://moodle.sdu.edu.kz/>, which contains all interactive resources, learning materials, assignments. When registering in the personal account <https://my.sdu.edu.kz>, learners are automatically registered for the subject opened by the teacher on the platform <https://moodle.sdu.edu.kz>.

There is a password-protected Wi-Fi coverage zone throughout the campus.

During the visit of the EEC, conversations with students confirmed that students are familiar with conflict resolution mechanisms, know how to protect their rights, how to use the right to appeal. Students are aware of the possibility to leave their suggestions, demands or complaints through the "Rector's Blog" on the official website of the University. Students are aware, for example, that on Tuesday from 16:00 to 17:00 within the special event "Tea with Dean" they have the opportunity to meet with the Dean of the Faculty of Pedagogy and Humanities Duysebekova Zh.

Periodicity, forms and methods of evaluation of EP management, as well as the ways, forms and structure of reports are prescribed in the regulations on structural units and collegial bodies. The decision on the results of reports is made at the level of the university, faculty and EP depending on the level of reports and information received. The Commission did not find full confirmation of decision-making on the EPs being implemented (in the format of analysis, protocols on the results of discussion and adoption of relevant decisions).

EEC notes that for EP "6B01201 Preschool Education and Upbringing", "6B01301 Pedagogy and Methodology of Elementary Education" the performance indicators are not fully taken into account when assessing the performance. In the main documents - educational programs and plans of their development these indicators are not specified, which reduces the effectiveness of evaluation.

On the basis of conversations with the heads of EPs and faculty, EEC found that the data obtained through surveys include the satisfaction of stakeholders (based on the results of annual sociological surveys), as well as the study of teaching quality (to determine the competitiveness and improvement of EPs).

The documents of the departments did not reflect the proposals of the teaching staff, students and staff and decisions on them.

Analytical part

When studying the compliance with the criteria of the standard "Information and Reporting Management" for accredited EPs, the Commission states that the university has a system of information collection, analysis and management based on the use of ICT and software. These systems provide all aspects of the university activity - administration, educational activity, informing, etc. The document circulation is mainly carried out by the university. Document circulation is mainly electronic; in accordance with the nomenclature, a small part of documents is stored in paper format.

Information is collected and analyzed within the timeframes determined by the university. The information reflects the data on students' progress, contingent and its movement. In the course of discussions with faculty and students it was confirmed that the main source of information is the system of internal communications and the University website. Many students noted the availability of educational resources, availability of necessary literature in electronic format.

EEC notes that all teachers of accredited EPs, concluding an individual labor contract, documented consent to the processing of personal data. This information is stored in specialized departments of the university.

As a positive practice, the Commission notes that the university has an effective mechanism for ensuring information protection. Faculty, students, staff have ID cards, entrance to the territory is restricted, data on portals under logins and passwords, Wi-Fi zone is also protected. A positive practice is also a clear definition of responsible persons for the reliability of information and data provision.

EEC members note the need to develop/clarify the main performance indicators of EPs and methods of their verification for accredited EPs.

The questionnaire survey of students, conducted during the visit of the IAAR EEC, showed that 70.5% (105 persons) are fully satisfied, 18.1% (27 persons) are partially satisfied with the information on courses, educational programs and academic degrees.

At the same time, it is noted that the management of the EP 6B02304 - Applied Philology demonstrated the availability of reviews, minutes of department meetings from employers and students, but their content on the proposed changes to the EP without proper analysis of the real situation show the formality of participation in decision-making based on objective facts.

The management of the EP 6B02304 - Applied Philology showed a low level of understanding of the evaluation of the effectiveness and efficiency of the EP, as the main indicators are considered the contingent of students and their performance, which are subject, in turn, to a certain risk and subjectivity of evaluators.

Strengths/best practices in EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Elementary Education, 6B02304 Applied Philology:

Effective and efficient mechanism to ensure protection of information of different levels: protection of personal data of faculty, students, staff; protection of internal documents, internal communication within professional activity.

Recommendations for EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Primary Education, 6B02304 Applied Philology:

For effective performance assessment of accredited EPs to develop and approve key performance indicators of EP implementation, to include them in EP development plans and to determine methods of their verification by 20.05.2025.

EP 6B02304 - Applied Philology:

EP management needs to constantly work on collecting and analyzing reliable information with elimination of formalism in involving stakeholders in decision-making processes based on objective facts.

EEC conclusions on the criteria:

According to the standard "Information Management and Reporting" educational program:

6B01101 Pedagogy and Psychology, 6B01601 History have positions: 1 strong, 15 - satisfactory;

6B01201 Preschool Education and Upbringing, **6B01301** Pedagogy and Methodology of Elementary Education, **6B02304** - Applied Philology have positions: 1 strong, 13 - satisfactory, 2 - suggesting improvement.



6.3. Standard "Development and Approval of Educational Program"

- ✓ The EP should define and document procedures for the development of EPs and their approval at the institutional level
- ✓ EP management should ensure that the content of the EP is consistent with the established objectives, including the intended learning outcomes
 - ✓ EP management should demonstrate that mechanisms are in place to revise the content and structure of the EP taking into account changes in the labor market, employers' requirements and social demand of the society
 - ✓ EP management must ensure the availability of developed EP graduate models describing learning outcomes and personal qualities
 - ✓ EP management must demonstrate external expertise of the EP content and planned results of its implementation.
 - ✓ The qualification awarded upon completion of EP should be clearly defined and correspond to a certain level of NSC and QF-EHEA.
 - ✓ EP management should determine the impact of disciplines and professional practices on the formation of learning outcomes
 - ✓ An important factor is the possibility of training of students for professional certification
 - ✓ EP management should provide evidence of participation of students, faculty and other stakeholders in the development of the EP, ensuring its quality.
 - ✓ EP management should ensure compliance of the content of academic disciplines and planned results with the level of training (bachelor's, master's, doctoral studies).
 - ✓ The structure of the EP should provide for various types of activities that ensure the achievement of planned learning outcomes by students
 - ✓ An important factor is the correspondence of EP content and learning outcomes of EPs implemented by organizations of higher and (or) postgraduate education in the EHEA.

Evidential part

The University has defined procedures for the development and approval of educational programs. The Guidelines for the development and approval of educational programs (approved on 28.04.2020) SDU БББ әзірлеу бойынша әдістемелік нұсқаулығы.pdf - Google Disk.

The basis for the development of EP (according to the manual) are the following state normative legal acts: the Law of the Republic of Kazakhstan "On Education" (№ 319-III of July 27, 2007), Model rules of educational organizations implementing educational programs of higher and postgraduate education (Order of the Ministry of Education and Science of the Republic of Kazakhstan № 595 of October 30, 2018), , Rules for the organization of educational process on credit technology (Order of the Ministry of Education and Science of the Republic of Kazakhstan № 152 of 20.04.2011, as amended by № 563), other regulations of the Ministry of Science and Higher Education, as well as internal regulations of the Ministry of Education and Science of the Republic of Kazakhstan.

Based on the documents submitted for review, the EEC notes that the EP "6B01201 Preschool Education and Education", "6B01301 Pedagogy and Methodology of Elementary Education" there is a certain inconsistency in the objectives of EP, the content of educational programs, RUP and expected learning outcomes.

The purpose of the educational program 6B01201-"Preschool Education and Upbringing" (according to the information on the website) is: "to provide a high level of professional education in the specialty of "Preschool Education and Training", professional competence in the field of education. Training of highly qualified teachers with business skills and creative thinking". The learning outcomes are not fully harmonized with the goal of the EP, the results do not reflect the business skills stated in the goal. B

RO #2 does not specify the ability to communicate in the language of instruction (state language): "Be able to communicate orally and in writing in Russian, English and Turkish to solve issues of interpersonal, intercultural and professional communication".

In RO No.8 it is stated: "Be able to form linguistic, literary ... musical, worldview knowledge in preschool children", the RUP lacks literary disciplines, as well as disciplines related to the teaching of musical art.

In EP "6B01301 Pedagogy and Methodology of Elementary Education" the goal (according to the information on the website) is: "Training of bachelors in the specialty "Pedagogy and Methodology of Elementary Education" as teachers of a new formation, possessing deep knowledge of the basic content of elementary education, creative thinking, able to comprehensively form the social and personal values of the learner, competitive in accordance with international requirements". The main learning outcomes of EP should characterize the professional and personal qualities of the graduate, the ability to apply theoretical and practical knowledge to solve educational, practical and professional problems in the field of primary education. In the published learning outcomes of the accredited EP the learning outcomes do not

fully reflect the activity of a teacher of primary education. For example, there are no results related to teaching of native language, English language (in the RUP the methodology of teaching Kazakh and English languages is available). On the contrary, the results "Teach mathematics and informatics in elementary school using innovative technologies", "deepens knowledge of music and fine arts, crafts, instilling national and spiritual values in the minds of future generations" are indicated, although the RUPs do not include subjects related to the methodology of informatics and music (and the basics of their study).

On the basis of conversations with employers and representatives of practice bases, EEC found that currently there is a great demand for teachers of preschool and primary education for comprehensive schools and public kindergartens, where teachers in the state and Russian languages of instruction are required. The university management pays much attention to the study of foreign languages when developing EP (which is certainly a competitive advantage of EP graduates), but the RUPs do not fully present professionally significant disciplines related, for example, to the language of instruction: basics of the Kazakh language, literary disciplines (children's literature). Such filling of the RUP is not fully conducive to professional practice.

Insufficient number of professionally significant disciplines reduces the possibility of preparation for professional certification.

The EEC notes that the graduate model is a general description, which does not reflect the specifics of particular EPs Provision on the competence model of the graduate of the Bachelor's degree program SDU.pdf - Google Drive. Does not reflect the characteristics of a graduate capable of performing professional functions and specific duties.

The university demonstrated the participation of external experts in the discussion of educational programs (director of the school "Parasat Almaty" Zhakabaeva Mirash, elementary school teacher "SDCL" Zhanabaevna Saulet, elementary school teacher "General secondary school № 204" Tokhtasyn Idris). Members of the Advisory Board are representatives of kindergartens "Ykili Ymit", "Sabi Land", "Dastur", who proposed to rename one of the disciplines in "Formation of value worldview of preschool children", agreeing it with the learning outcomes of the EP.

In the process of conversations with practice supervisors (school principals, heads of preschool organizations) it was confirmed that practice programs, their goals and content are discussed annually, which gives grounds for their improvement. According to the available documents, all types of practices are conducted in accordance with the schedule of the educational process.

The Commission notes that the system of preparing students for professional certification is not sufficiently developed. The disciplines (and their content), where the main preparation for certification is provided, taking into account the specifics of each educational program, are not clearly defined. Heads of EP and faculty noted that it is within the disciplines taught that quality preparation for certification should be carried out.

The survey of teaching staff showed that the content of educational programs in general meets their scientific and professional interests and needs, 75.9% (41 people) of respondents rated "very good" and 22.2% (12 people) "good". To the question "What attention is paid by the management of the educational institution to the content of the educational program?" 68.5% (37 people) of respondents answered "very good" and 31.5% (17 people) "good". According to the data obtained, it can be concluded that the management intends to improve the accredited EPs.

Analytical part

The EEC notes that the order of development, structure, examination procedure, requirements for the design, coordination, approval of educational programs at the university are regulated by external and internal documents.

The analysis of compliance with the criteria of the standard "Development and approval of educational programs" for accredited EPs has shown some inconsistencies between the objectives established in EPs and the expected learning outcomes. The EP objectives are general

in nature, with little specificity of professional activity, which probably made it difficult to formulate learning outcomes.

The RUPs do not fully take into account the theoretical knowledge that contributes to the formation of professional skills and competencies necessary for practical activity.

This inconsistency also affected the quality of graduate models of accredited EPs, they do not reflect the learning outcomes and specifics of each EP.

On the basis of conversations with EP management and employers, analysis of accredited EPs (content and list of academic disciplines) the EEC notes that in order to improve the quality of students' preparation for professional certification it is necessary to update the content of academic disciplines of accredited EPs, taking into account the current level of development of science and relevant branches of practical professional activity of graduates.

When developing the educational program 6B01601 - History, it is necessary to revise and make adjustments to the content of training to meet the set goals and expected learning outcomes. Thus, in the subject "Ancient History of the World" topics are given not in the form of historical stages of development of human society, social structures, but in the form of archaeological periods. Many of these topics are already included in the archaeology curriculum. The topics should be clearly defined, corresponding to the purpose of the subject, and the stages of historical development and social structures passed by human society should be given in sequence.

It is unsatisfactory to present the history of the Ancient World and the Middle Ages in one academic discipline, since each is a separate subject. In terms of period and historical social structure, the history of the ancient world and the history of the Middle Ages have different character. In addition, in the discipline "History of Kazakhstan in Antiquity and Middle Ages" the main and additional scientific literature, indicated in some teaching materials, does not sufficiently cover the content of the subject.

EP 6B01601 - History offers elective courses in archaeology or ethnology and social anthropology. Each of these subjects is taught only once during the period of study. A student who has made a choice cannot take another subject. It seems that this approach is wrong. Archaeology is the only science that studies the historical path of human history in ancient times. A student who chooses the subjects of ethnology and social anthropology does not study the subject of archaeology. This will lead to a weak basic knowledge of history in students.

EP 6B02304 - Applied Philology was launched in 2021/22 academic year and for 3 years underwent certain changes, as the developers themselves were convinced of their shortcomings in the construction of the logic of modules and academic disciplines. Employers and students were involved in the development of EP, however, the objectivity of the involved persons' judgments without the relevant analysis of the labor market situation is questionable. Certain subjectivism of EP developers due to the lack of professional experience in choosing and selecting the content of disciplines negatively affects the formation of planned competencies of students. In this regard, there is a contradiction between the learning objectives and the direction of EP, which was noted above in the standard "Educational Program Management". Insufficient understanding of the EP graduate model in the competence paradigm influenced the formulation of learning outcomes, where the main emphasis is placed on subject outcomes with some duplication. As a result of this contradiction, there is a weak influence of disciplines on the achievement of objectives and a clear understanding of learning outcomes.

Strengths/best practices in EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Elementary Education, 6B02304 Applied Philology:

Not identified.

Recommendations for EP 6B01101 - Pedagogy and Psychology, EP 6B01601 - History, EP 6B01201 - Preschool Upbringing and Education, 6B01301 - Pedagogy and Methodology of Primary Education, EP 6B02304 - Applied Philology:

The EP management by 01.09.2025 to develop a graduate model, specifying learning outcomes and personal qualities in the competence paradigm and taking into account the specifics of the educational program.

EP "6B01201 Preschool Education and Upbringing", "6B01301 Pedagogy and Methodology of Primary Education":

- EP management should work on improving the objectives, content of accredited EPs, based on the approved normative-legal documents of the MoHE, taking into account the logic of module formation, the connection between modules and blocks of disciplines, the validity of the choice of post- and prerequisites until 01.11.2024;

- EP management to analyze the RUPs to determine the list of disciplines and the number of credits aimed at the formation of theoretical and practical knowledge, competencies for solving practical and professional problems for quality preparation for professional certification by 01.11.2024.

EP 6B01601 - History:

- EP management to make adjustments to the topics presented in the curriculum, which should be defined taking into account the historical chronology by 01/09 / 2024;

- The management of EP to make adjustments in the discipline "History of Kazakhstan in the Ancient and Middle Ages", to present each as a separate subject by 01 09 2024;

- EP management to provide basic and additional scientific literature, specified in some training materials, to cover the content of the subject in time until 01 09 2025;

- To the management of the EP to make corrections in the elective component of the curriculum of the EP and not to put important academic disciplines in the elective, unreasonably creating opportunities to choose important subjects for study, such as archaeology or ethnology and social anthropology, which may lead to weak basic knowledge of history in students by 01.04.2025.

EP 6B02304 - Applied Philology:

- EP management to ensure the revision of EP content taking into account the reasonable requirements of employers and social demand of society by 20.05.2025;

- EP management to specify in the educational and methodical documentation the influence of disciplines and professional practices on the formation of learning outcomes taking into account the developed content by 20.05.2025;

- To the EP management to work on the EP content improvement, based on the logic of modules formation, connection between modules and blocks of disciplines, validity of the list of post- and prerequisites within the term till 13.12.2024;

- To the EP management to bring the EP content and EP results, declared in the EHEA in accordance with the EHEA by 13.12.2025.

Conclusions of the EEC on the criteria:

According to the standard "Development and approval of educational program" educational program:

6B01101 Pedagogy and Psychology has 12 - satisfactory positions;

6B01601 History has the following positions: 10 - satisfactory, 2 - suggesting improvement;

6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Elementary Education has positions: 6 - satisfactory, 6 - suggesting improvement;

6B02304 Applied Philology has positions of 0 strong, 8 - satisfactory, 4 - suggesting improvement.

6.4. Standard "Ongoing monitoring and periodic evaluation of educational programs"

- ✓ *The HEI should demonstrate the existence of a documented procedure for monitoring and periodic assessment of the EP to achieve the goal of the EP. The results of these procedures are aimed at continuous improvement of the EP.*
- ✓ *Monitoring and periodic evaluation of EP should consider:*
 - the content of the programmes in the light of the latest achievements of science and technology in a specific discipline;*
 - changes in the needs of society and the professional environment;*
 - workload, academic performance and graduation;*
 - the effectiveness of student assessment procedures;*
 - needs and satisfaction of students;*
 - the educational environment and support services and their compliance with the objectives of the EP.*
- ✓ *All stakeholders should be informed of any planned or undertaken actions in relation to the EP. All changes made to the EP shall be published.*
- ✓ *Support services should identify the needs of various groups of students and the degree of their satisfaction with the organisation of training, teaching, assessment, mastering the EP in general.*

Evidential part

Requirements to educational programs, determination of effective monitoring formats and systematic program evaluation are carried out at SDU University on the basis of a number of normative documents: Academic Policy; Rules for the organization of the educational process on credit technology of education; - Rules for the development and design of the curriculum of the EP; Regulations on the development, approval and monitoring of the EP. For the purpose of effective management, control, accounting and analysis of educational, research and other processes the internal information and management system <https://oldpms.sdu.edu.kz/> is used.

The results of internal monitoring conducted by structural units are reported at the meeting of collegial bodies and decisions on specific measures are made.

SDU University confidently participates in external monitoring in the form of various kinds of ratings, accreditations, evaluation of experts on employment of graduates, etc. The system of monitoring of learning outcomes is organized under supervision.

The organization of the monitoring system of learning outcomes is carried out under the supervision of academic affairs structures. Every year the departments provide the forms of final control, which are discussed with the teaching staff at the meetings of the departments and faculties with subsequent approval by the UMC.

Monitoring of students' progress is carried out using all types of control: current progress control, interim and final attestation in accordance with the normative documents of the university.

Annually EP and established learning outcomes are revised taking into account the opinions of employers, students and faculty with subsequent formalization in the QED.

To ensure the quality of education at SDU University regularly conducts surveys of students and faculty, where "bottlenecks" are identified, as well as involve partners in quality control of education through questionnaires, examination of EPs, etc. SDU University also conducts regular surveys of students and faculty.

In order to improve the quality of teaching, an automated process is involved according to the document "Reflective Teaching Observation Policy", where the most interesting point is the choice of the type of control by the teaching staff themselves.

Based on interviews with students and teaching staff, EEC notes that not all evaluation procedures are analyzed and revised. Students noted that the syllabus contains generalized norms of evaluation, not always taking into account the peculiarities and specificity of the types of work performed.

EEC notes that according to the results of questioning students objectivity of assessment of knowledge, skills and other learning achievements "partially satisfied" 18 people (12.1%), "not fully satisfied" 4 people (2.7%) and "completely dissatisfied" 2 people (1.3%).

Analytical part

The analysis of the self-evaluation report and the visit to SDU University showed that the

university has built monitoring and periodic evaluation of EP; regular revision of the content and structure of EP taking into account changes in the labor market, employers' opinion and social demand of society.

The questionnaire survey of students, conducted during the IAAR EEC visit, showed that:

- fully satisfied with the quality of teaching - 73.8%, partially satisfied - 19.5%;
- fully satisfied with the objectivity of assessment of students' achievements - 74.5%, partially satisfied - 20.8%.

In general, the activities of EP within the framework of the standard "Continuous monitoring and periodic evaluation of EP" are carried out by the university business processes kept up to date.

At the same time, the IAAR EEC members recommend to pay attention to the following:

For EP "6B01201 Preschool Education and Upbringing", "6B01301 Pedagogy and Methodology of Primary Education" in the provided syllabuses for all studied subjects there is a general evaluation scale reflecting general learning outcomes. There are no criteria and descriptors for each of the specific types of work of students.

EP 6B02304 - Applied Philology functions on the basis of the development of EP "Kazakh Philology", which foresees the teaching of classical disciplines based on the established theoretical concepts of Kazakh linguistics and literary studies. As a consequence, the teaching and methodological documentation presented during the EEC visit includes in its content mostly the theory of Kazakh philological education of the twentieth century, excluding the latest achievements of science, contrary to the stated objectives of the EP at the EHPE. In turn, the attempt to introduce pragmatic tasks in classical disciplines has affected the effectiveness of assessment procedures for students due to its inconsistency with the content of education. Proposed training tasks on SRT in the form of various kinds of presentations, projects are superficial in nature without appropriate criteria and descriptors of evaluation.

The EP management presents full freedom of the teaching staff in determining the timing, choice of forms and types, evaluation of interim certification of students. However, it raises doubts demonstrated during the visit of the experts of the SRO of individual disciplines in the form of various kinds of presentations, projects, essays, etc., the volume of which does not require a long period of performance during the semester, as well as the fixation of their interim assessment in the teacher's own electronic journal in Google forms.

Strengths/best practices in EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Primary Education, 6B02304 Applied Philology":

- not identified

Recommendations for "6B01101 Pedagogy and Psychology, 6B01601 History":

None.

EP "6B01201 Preschool Education and Upbringing", "6B01301 Pedagogy and Methodology of Primary Education":

- EP management should determine the frequency of monitoring of evaluation procedures and include their results in the agenda of departmental meetings during the 2024-2025 academic year;

EP 6B02304 - Applied Philology:

- EP management should make adjustments to the content of programs in the light of the latest scientific achievements in specific disciplines to ensure their relevance by 13.12.2024;
- EP management should introduce a systematic approach to periodic assessment of EP quality by various indicators, in particular, selection of discipline content, determination of the types and expected volume of SRT, as well as the effectiveness of evaluation procedures for students;

- EP management should constantly work on training teachers in modern methods of evaluation of learning outcomes, thus ensuring the validity and reliability of the obtained data on EP quality.

Conclusions of the EEC on the criteria:

According to the standard "Continuous monitoring and periodic evaluation of educational programs" educational program:

6B01101 Pedagogy and Psychology, 6B01601 History have positions 9 - satisfactory, 1 - suggests improvement;

6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Elementary Education have the following positions: 9 - satisfactory, 1 - suggests improvement;

6B02304 Applied Philology has positions: 0 strong, 7 satisfactory, 3 suggests improvement.



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

- ✓ *The EP management should ensure respect and attention to different groups of students and their needs, and provide them with flexible learning paths.*
- ✓ *The management of the EP should ensure that teaching is based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and assessment of learning outcomes that ensure the achievement of the goals of the EP, including competencies, skills in performing scientific work at the required level.*
- ✓ *The management of the EP should determine the mechanisms for distributing the academic load of students between theory and practice in the framework of the EP, ensuring the development of the content and achievement of the goals of the EP by each graduate.*
- ✓ *An important factor is the availability of our own research in the field of methods of teaching EP disciplines*
- ✓ *The university must ensure that the procedures for evaluating learning outcomes are consistent with the planned results and goals of the EP.*
- ✓ *The university should ensure consistency, transparency and objectivity of the mechanism for evaluating the learning outcomes of the EP, publication of evaluation criteria and methods in advance.*
- ✓ *Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly improve their skills in this area.*
- ✓ *The EP management should demonstrate the existence of a feedback system for using various teaching methods and evaluating learning outcomes.*
- ✓ *The EP leadership should demonstrate support for students' autonomy, while providing guidance and assistance from the teacher.*
- ✓ *The EP management should demonstrate that there is a procedure in place to respond to student complaints..*

Evidential part

The university has adopted the Policy of Equality, Diversity and Inclusion of the institution "SDU University", stating its commitment to the principles of inclusive and equal access to learning for all students of the university. SDU University creates equal opportunities for students in the educational trajectory, which is reflected in the EP and individual curricula of the EP, where along with general education, basic disciplines of the mandatory component there are elective disciplines and practices that form professional competencies. Elective courses are chosen by students independently under the guidance of responsible persons.

Academic policy of "SDU University" is aimed at maintaining high standards and quality of academic achievements, which is reflected in the Regulations on Academic Policy of the institution "SDU University". Documentation related to all aspects of the academic process is freely available to students on the portal. Student-centeredness is also manifested in the fact that students have the right to revise the schedule of classes during the add/drop week and transfer to another time, to another teacher or to refuse to register at all, if they do not find effective the way of teaching, subject content, time, etc., attending classes of the selected teacher during one week.

In order to increase the competitiveness of graduates in the labor market, the university introduces English and Turkish language instruction in the curriculum of the EP for all accredited EPs. In case of low level of foreign language skills, additional training is provided in the Continuing Education Center at the University (Continuing Education Center).

SDU University introduces innovative and pedagogical technologies, has a good material and technical base, pays attention to equipping the educational process with new equipment, teaching materials, electronic textbooks, educational and methodical and scientific literature.

Various forms and methods of teaching are used in the educational process - lecture-conference, problem lecture, case-study, project methods, psychological trainings and other interactive methods.

The documents "Academic Policy" and "Rules of SDU University students' progress control" contain information on the assessment of students' knowledge. Rating system of students' knowledge assessment provides intensification of the educational process, control of students' mastering of academic disciplines, which increases the academic motivation of students and teachers. The final assessment of knowledge, skills and professional competencies is accepted by an independent commission consisting of experienced teachers.

During the implementation of EP the independent work of students is monitored, a mechanism of adequate assessment of its results is created.

EP students are given the opportunity to appeal the assessment results through the appeal procedure. A student who does not agree with the results of the final control, submits an appeal not later than the next working day after the assessment on the portal my.sdu.edu.kz.

EEC notes that the EP "6B01301 Pedagogy and Methodology of Elementary Education"

does not sufficiently implement the results of research in teaching practice. There is one textbook of Iskakova L.M. "Bastauysh synypta әdebyettik okytu әdistymesі. Oku kuraly, 2023 11,25 b.t.", she also prepared for publication a monograph "Criterialdy zhuye negizinde bastauysh synyp okushylarynyң bagalau derbestigin kalyptastiru", recommended by the RS from 23.05.2024, Minutes № 13.

EP "6B01201 Preschool Education and Upbringing" there is only one textbook (electronic) Asylbek Aizhan "Zattyk keistiktiktik ortada mektep jasyna deyingi balalardyң sensory damu processin diagnostikalyk suyemeldeuge arnalgaan electronnyk oku-adistemelik kural" (there is a registered certificate of copyright from 20.05.2022). This indicates the insufficiency of research and educational and methodological developments to implement them in the practice of teaching.

Analytical part

During the visit, the EEC members were convinced that the organization of the educational process is aimed at ensuring the quality of services provided. The students are provided with comfortable conditions and equal opportunities to form an individual educational program aimed at the formation of professional competencies.

EP teaching staff participates in the introduction of innovations, techniques and methods of student-centered learning in accordance with their abilities and capabilities.

Questioning of students during the visit of the VEC NAAR showed that:

- fully satisfied with teaching methods - 63.1%, partially satisfied - 26.2%, partially dissatisfied - 8.7%;

- fully satisfied with the objectivity of assessment of knowledge, skills and other learning achievements - 59.1%, partially satisfied - 12.1%.

At the same time, the IAAR EEC members recommend to pay attention to the following:

EP "6B01301 Pedagogy and Methodology of Elementary Education" and "6B01201 Preschool Education and Upbringing" there is an insufficient number of teaching and learning materials based on their own research.

Demonstrated assessment material of individual disciplines on EP 6B02304 - Applied Philology is very abstract and generalized without formal parameters and qualitative indicators at the level of subject knowledge and skills, not to mention the expected learning outcomes of the EP. During the EEC visit the fund of assessment materials on the portals my.sdu.edu.kz and pms.sdu.edu.kz for 2022-23 academic year was not presented for technical reasons, and hard copies of materials of interim certification are not stored due to the electronic document management of the university.

Strengths/best practices in EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Early Childhood Care and Education, 6B01301 Pedagogy and Methodology of Elementary Education, 6B02304 Applied Philology":

Not identified.

Recommendations for "6B01101 Pedagogy and Psychology, 6B01601 History":

None.

EP "6B01201 Preschool Education and Upbringing", "6B01301 Pedagogy and Methodology of Primary Education":

- EP management should increase the number of its own teaching and learning aids for the disciplines taught by 01.09.2026.

- EP management should determine the evaluation criteria for each type of work, reflect and publish them in the syllabus for the effectiveness of evaluation procedures for students by 01.09.2024.

- EP management should provide professional development courses for teaching staff on modern methods of assessment of learning outcomes by 01.09.2025.

EP 6B02304 - Applied Philology:

- EP management should develop adequate evaluation tools with the appropriate criterion-parameter scale, taking into account the planned results to ensure consistency, transparency and objectivity of the mechanism of evaluation of learning outcomes for specific disciplines of EP in time until 01.09.2025;

- EP management should ensure the timely publication and familiarization of students with the content of assessment tools with the corresponding criterion-parameter scale by 01.09.2025;

- EP management should constantly monitor the professional development of teaching staff in the field of pedagogical measurements on the quality of education.

Conclusions of the EEC on the criteria:

According to the standard "Student-centered learning, teaching and learning evaluation" educational program:

6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Upbringing and Education, 6B01301 Pedagogy and Methodology of Elementary Education have positions 7 - satisfactory, 3 - suggest improvement;

6B02304 Applied Philology have positions 0 - strong, 6 - satisfactory, 4 - suggest improvement.



6.6. Standard " Students"

- ✓ The OE must demonstrate the existence of a policy of formation of the contingent of students in the context of the EP, to ensure transparency and publication of its procedures governing the life cycle of students (from admission to completion)
- ✓ EP management should determine the procedure for the formation of the contingent of students based on:
 - minimum requirements for applicants
 - maximum group size for seminars, practical, laboratory and studio classes
 - forecasting the number of state grants
 - analyzing the available material and technical, information resources, personnel potential
 - analysis of potential social conditions for students, including provision of dormitory places.
- ✓ EP management must demonstrate readiness to conduct special adaptation and support programs for newcomers and international students
 - ✓ The OE should demonstrate compliance of its actions with the Lisbon Recognition Convention, the existence of a mechanism to recognize the results of academic mobility of students, as well as the results of additional, formal and non-formal learning.
 - ✓ The OE shall cooperate with other educational organizations and national centers of the "European Network of National Information Centres for Academic Recognition and Mobility/National Academic Recognition Information Centres" ENIC/NARIC in order to ensure comparable recognition of qualifications
 - ✓ The OE should enable external and internal mobility of EP learners and be prepared to assist them in obtaining external study grants
 - ✓ The management of the EP should demonstrate a willingness to provide trainees with internship placements, to facilitate the employment of graduates, and to keep in touch with them
 - ✓ The OE should provide for the possibility to provide EP graduates with documents confirming the obtained qualification, including the achieved learning outcomes, as well as the context, content and status of the obtained education and evidence of its completion.

Evidential part

SDU University conducts the policy of forming the contingent of students according to the legislation of the Republic of Kazakhstan and is based on the principle of choice of university and educational program by applicants. Admission of applicants is carried out on the basis of the Regulation of admission of students. Informing students about the requirements of programs and the specifics of their implementation before admission is provided through social networks, portal and the official website of the university.

Special adaptation and support programs are held annually for students enrolled in the university. International students also undergo their own adaptation program.

SDU University regularly holds in April with the participation of more than 8000 schoolchildren the national Olympiad SPT (SDU Proficiency Test), where the main goal is to help current year applicants in choosing a profession in the future, as well as providing grants and benefits of various levels.

Accredited EPs from 2021 accept full-time students. The term of study is 4 years. The dynamics of growth in the number of students in these EPs in 2021-2023 can be seen in the table below.

Title of EP	Contingent growth dynamics		
	2021-2022	2022-2023	2023-2024
"6B01101 - Pedagogy and Psychology"	3	21	33
"6B01601-History"	12	16	49
"6B01201-Preschool Education and Upbringing"	8	11	-
"6B01301-Pedagogy and Methodology of Elementary Education".	4	14	16
"6B02304 - Applied Philology.	7	15	19

Students have the opportunity to participate in the process of external and internal academic mobility on all EPs, which is carried out on the basis of the "Rules for the implementation of the academic mobility program". Currently, the 2nd year student of EP "Pedagogy and Psychology" Sadyrkhan Janerke passes a semester in Management and Science University in Malaysia. EP "6B01301 Pedagogy and Methodology of Primary Education" 2nd year student Askarbek Janel was sent to Debrecen University, Hungary in the spring semester of the academic year 2023-2024. Student Kuanyshova Botagoz on EP "6B02304 -Applied Philology" studied in the spring semester of 2022-2023 academic year at the Eastern Mediterranean University (Doğu Akdeniz Üniversitesi) in the city of Famagusta in the Turkish

state of Northern Cyprus, specializing in "Turkish language teacher".

Since the university building is located outside the city, efforts are made by the management of the OE so that the students can utilize their free time effectively. Creative clubs are of great importance for self-development and increase of communication activity of students. In the course of mastering the EP, students have the opportunity to participate as members and leaders of various clubs, to act as members of the EDU Team, an organizational team created at the faculty, to create clubs for individual interests, to participate in scientific conferences and seminars, sports and art competitions. The intellectual club "Sana", which develops intellectual abilities of students, the club "Shapaghat", which organizes charity events, clubs "Dombra", "Music", aimed at the development of artistic art, are actively working.

Students depending on their successful achievements in scientific work, extracurricular activities and academic performance are granted certain benefits and discounts in tuition fees by the management of OE.

Analytical part

The university conducts a consistent policy of forming the contingent of students on the basis of transparent policies and mechanisms in the context of EP, regulation of all types of practices, support and adaptation of students. The university website has enough information for incoming applicants about the required documents, description of EP with the relevant qualification.

Questioning of students during the visit of the IAAR VEC showed that 70.5% of students are fully satisfied with the information about the courses, educational programs and the academic degree received.

EP management on the basis of the regulation on student adaptation demonstrates the implementation of special support programs for EP students through a system of discounts and benefits for the results of academic performance, winners of national competitions and contests, low-income families, persons with disabilities and others.

Accredited EPs are provided with practice bases in their profile on the basis of agreements with them.

The university has created conditions for the academic mobility of students, signed agreements on cooperation with universities of near and far abroad.

At the same time, the IAAR EEC members recommend to pay attention to the following:

EP 6B02304 - Applied Philology is engaged in teaching in the Kazakh language in Kazakh philology, it seems that it would be effective to establish mobility of students with domestic partner universities that have a strong scientific school and traditions in this direction. The effectiveness of mobility of student Kuanysheva Botagoz in the specialty "Teacher of Turkish language" is questionable.

Strengths/best practices in EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Early Childhood Care and Education, 6B01301 Pedagogy and Methodology of Elementary Education, 6B02304 Applied Philology":

Not identified.

Recommendations for "6B01101 Pedagogy and Psychology, 6B01601 History":

None.

EP "6B01201 Preschool Education and Upbringing", "6B01301 Pedagogy and Methodology of Primary Education":

None.

EP 6B02304 - Applied Philology:

Management of EP should provide the possibility of academic mobility of students with domestic partner universities on similar EP until 01.09.2025.

Conclusions of the EEC on the criteria:

According to the standard " Students" educational program 6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Upbringing and Education, 6B01301 Pedagogy and Methodology of Elementary Education, 6B02304 Applied Philology" have 0 strong, 12 satisfactory positions.



6.7. Standard "Faculty"

- ✓ The university should have an objective and transparent policy in the context of EP, including hiring (including invited teaching staff), professional growth and development of personnel, ensuring the professional competence of the entire staff
- ✓ OE should demonstrate that the human resource capacity of the teaching staff corresponds to the specifics of the EP
- ✓ EP management should demonstrate responsibility for its employees and ensure favorable working conditions for them
- ✓ EP management must demonstrate a change in the role of the lecturer in connection with the transition to student-centered learning
- ✓ OE should identify the contribution of EP faculty to the implementation of the EP development strategy, and other strategic documents
- ✓ OE should provide career and professional development opportunities for EP faculty members
- ✓ EP management should demonstrate willingness to attract practitioners from relevant industries to teach.
- ✓ OE should demonstrate motivation for professional and personal development of EP teachers, including encouragement for integration of research and education, application of innovative teaching methods. An important factor is readiness to develop academic mobility within the EP, to attract the best foreign and domestic teachers

Evidential part

The University has an objective and transparent personnel policy, including recruitment, professional growth and development of staff, ensuring professional competence of the entire staff. The University has developed a number of regulatory and legal documents, such as, "Rules for hiring SDU University employees", "Regulations on remuneration of SDU University employees", "Regulations on training and professional development of SDU University employees", "Regulations on probation and adaptation of SDU University", "Internal labor regulations of SDU University", "Regulations on the rules of personnel procedures".

All the aforementioned rules are posted on the electronic portal PMS (Personal information system) and are available to every employee of the University.

The University has a competition committee to consider candidates for vacant positions of the teaching staff in accordance with the "Regulations on qualification characteristics of the teaching staff of the institution SDU University". Information about the competition and the availability of vacant positions of teaching staff and researchers is placed in periodic printed publications of the Republic of Kazakhstan and on the official website of the University not less than thirty calendar days before the deadline for receipt of documents.

The process of reviewing applications for vacant positions is conducted by a competitive commission consisting of administrative and management staff and faculty members. Based on the results of the commission's work, a submission is made to the Rector of the University on the possibility of concluding an employment contract. The activity in this direction is regulated by the Regulation on qualification characteristics of the teaching staff of the institution "SDU University".

According to his/her needs, the head of the department sends his/her request to the HR department through the internal document management system BPM.

The hired and full faculty members in the department are annually set KPIs by the faculty, self-evaluation sheet is filled at the end of the year and internal appraisal is conducted. In the course of internal appraisal and setting KPIs, each faculty member is given direction for development, professional development. In addition, various professional development seminars are organized annually in the faculty by the specialist in charge of Teaching and Learning Committee, winter and summer schools, etc. On the part of HR will also be laid down some budget, which will allow training, professional development of the faculty members.

Experts note that in order to form the teaching staff of EP, the university implements a training program for young specialists "Zhas Maman". Candidates who passed the competition in accordance with the provisions of this program are provided with an internal grant for training in master's and doctoral studies with subsequent employment in the university SDU. As a result, in May 2022 Nurmanova G.N. and Otarbayeva G.N. defended PhD thesis and received confirmation (Annex 7.2.1 (11)).

The model of competencies of a university teacher is based on the "Standard qualification characteristics of positions of pedagogical workers and persons equated to them", as well as the rules presented in the system "Teaching Position, Teaching and Research Position".

In accordance with the University strategy, the "Performance Management and Professional Development System" (PMDS - Performance Management Development system) has been implemented. Each manager holds personal meetings with his/her staff at least once a

year in order to discuss and plan his/her professional development. The whole PMDS process is recorded in special forms, providing clear control during the year and preventing misunderstandings between manager and employee.

The workload of teaching staff varies depending on the degree of academic or Teacher researcher (T+R) work. Qualification requirements for teaching staff are defined in job descriptions, rules, documented internal procedures.

In connection with the transition to student-centered learning and teaching, the university faculty actively introduces into practice the technologies of personality-oriented learning, project-based learning (analytical projects, creative projects, scientific projects), interactive teaching methods. The work of the teaching staff in the direction of development and implementation of innovative teaching methods, preparation of own open educational courses (MOOCs) is included in the EP development plan. In accordance with the plan for EP 6B02304 - Applied Philology, Ph. Phil, Professor of SDU University Abnasyrova R. published open general training courses (MOOCs) on the topic "Interdisciplinary Research Center" (Annex 7.2.1 (15)); in the academic year 2023-2024 Master, Senior Lecturer Abiir A. offered open training courses (MOOCs) on "Methods of teaching world literature to school teachers" and PhD, assistant professor Nurmanova G. on "Digital transformation in modern education" (Annex 7.2.1 (16)).

In order to improve the professional skills of the teaching staff of accredited EPs, they regularly participate in professional development courses and seminars; they approve and publish the results of their scientific research at scientific and practical conferences of various levels, in scientific journals, including highly rated ones, monographs, educational and teaching aids

(<https://docs.google.com/spreadsheets/d/1CXxpd2n99yhHoPbaAuabWueYdjJgLnj9cFK96fzXypM/edit#gid=445865934>,

<https://docs.google.com/spreadsheets/d/1xEdWVzubrqseHleJMOIYv8m2V07lhsq/edit#gid=1727368481>, [ПОҚ-тың Scopus импакт-факторлы журналдардағы жарияланымдары.docx - Google Документы](#)); have copyright certificates for intellectual property objects (Annex 7.2.1 (9)).

Faculty members of accredited EPs are actively involved in the implementation of fundamental research funded by the Ministry of Education and Science of the Republic of Kazakhstan: PGF IRN BR18574199 "Integration of children with autism spectrum disorder into socio-educational environment on the basis of comprehensive support: challenges and advantages", supervisor Koshbaeva L.K. (https://drive.google.com/drive/u/0/folders/13jgkxK_rg53Gst2LRTPywQ_e5fxIukVz), GF IRN AR 19677903 "Scientific and methodological foundations of using an open educational platform in teaching Kazakh as a foreign language", executor Abnasyrova R. (7.2.1 (6)). Appendix 7.2.1 (6)); Project of the Republican Center of Expertise of Scientific and Practical Education Content and SDU University on "Psycholinguistic requirements for language, textual and out-of-text apparatus of educational literature", executor Duysebekova J. (Appendix 7.2.1 (7)); as well as intra-university funded startup projects: "History or methods of effective teaching the history of Kazakhstan to foreign students" (Annex 7.2.1 (3)), "Digital competence of the teacher: identification, development and result" (Annex 7.2.1 (4)), "Scientific and methodological basis for learning Kazakh as a foreign language through a website and mobile application" (Annex 7.2.1 (5)).

Specialists of relevant industries with professional competencies that meet the requirements of the EP are involved in teaching. For example, for EP 6B01301 - Pedagogy and Methodology of Elementary Education teacher of elementary classes of secondary school Altyn Auy Tasbulatova Nazerke on the terms of hourly payment implemented the course "Design in teaching: planning, evaluation and curriculum of the EP" (Annex 7. 2.1 (12)); as a practitioner EP 6B02304 - Applied Philology invited translator working in the field of literary translation in the discipline "Theory and Practice of Artistic Translation", the author of modern bestsellers B. Salykhova (Annex 7.2.1 (13)).

Leading scientists of Kazakhstan are invited to give guest lectures, for example, EP 6B01301 - Pedagogy and Methodology of Elementary Education: Dr. of Pedagogical Sciences, Professor Zhumabaeva A.E. (KazNPU named after Abai); Dr. of Pedagogical Sciences, Professor Amirova A.S. (Abai KazNPU); senior lecturer Danabaeva M.A. (KazNPU); for EP 6B02304 - Applied Philology: Ph, Associate Professor S.K. Kulmanov (A. Baitursynov Institute of Linguistics); Doctor of Philosophy, Professor J.A. Mankeeva (Abai KazNPU); Doctor of Philosophy, Professor Dandaya Iskakuly (Abai KazNPU) and others.

According to the curriculum of the EP 6B02304 - Applied Philology, Ph.D. in Philology, Professor M. Zholshayeva underwent academic mobility on language teaching at the Faculty of Neophilology of the Institute of Oriental Studies of the Central Asian Department of Adam Mickiewicz University from May 10 to May 22, 2022-2023 academic year (Annex 7.2.1 (14)). On internal academic mobility 2023-2024 academic year from 26.03.2024 to 7.04.2024 teachers of one of the leading universities of Kazakhstan - Caspian University of Technology and Engineering named after Sh. Yessenov (Yessenov university) Koshimova B.A. and Abisheva Sh. S. on the program of internal exchange lectured on subjects "Kazakh folklore", "Lexicology and lexicography of the Kazakh language".

The university pays special attention to the development of corporate culture and corporate spirit. In this regard, an important place is occupied by the participation of teaching staff in all socially important events held in the university, city and region

Analytical part

The University has demonstrated an objective and transparent personnel policy, particularly in the context of the organization of scientific research. Recruitment processes, including visiting scholars in accordance with professional competencies, lead to the planned learning outcomes.

The EP management has demonstrated the level of compliance of the quality composition with the established qualification requirements of the university strategy and development. Teachers have the necessary qualifications and experience related to the accredited educational programs, which guarantees a high level of teaching quality.

The management of educational programs has demonstrated awareness and change in the role of the teacher towards student-centered learning and teaching. Teachers actively interact with students, stimulate their active participation in the learning process, develop their creative skills.

The University provides professional development opportunities for faculty members, including young faculty members. The availability of support and training that provide professional development and development of their professional development programs.

The University attracts to teaching specialists with practical work experience, relevant to educational programs to improve the quality of teaching and formation of professional skills of doctoral students.

The teaching staff evaluated as good and very good the opportunities provided by the university for professional development (96.3%); opportunities provided by the university for career development (94.4); the degree of academic freedom of the teaching staff (98.2); opportunities to use their own teaching strategies (100%); use of various educational innovations (100%); attention of the institution's management to the content of the educational program (100%); openness and accessibility of the management to the teaching staff (96.3%); work of the university's management on the professional development of the teaching staff (94.4%); stimulation of the teaching staff (94.4%).

At the same time, the individual work plans presented during the visit of the IAAR EEC showed weak correlation with the university development strategy.

Strengths/best practices in EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Early Childhood Care and Education, 6B01301 Pedagogy and Methodology of

Elementary Education, 6B02304 Applied Philology":

Not identified.

EP "6B01201 Preschool Education and Upbringing", "6B01301 Pedagogy and Methodology of Primary Education":

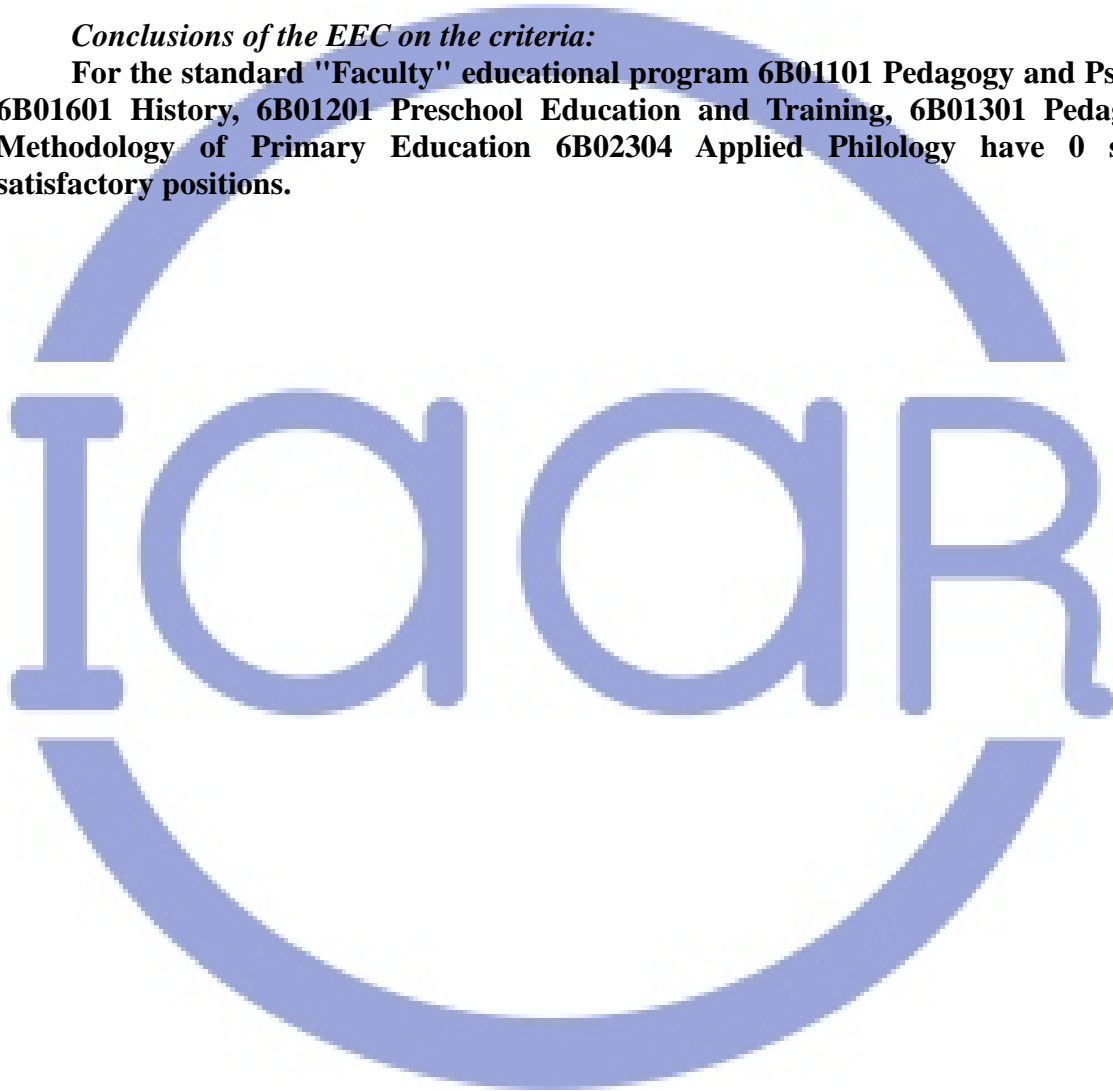
None.

EP 6B02304 Applied Philology:

The management of higher education institutions should carry out explanatory work on cascading the strategic goals of university development to individual work plans of teaching staff with formalization of indicators.

Conclusions of the EEC on the criteria:

For the standard "Faculty" educational program 6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Education and Training, 6B01301 Pedagogy and Methodology of Primary Education 6B02304 Applied Philology have 0 strong, 9 satisfactory positions.



6.8. Standard "Educational Resources and Student Support Systems"

✓ The OE must ensure that there are sufficient learning resources and learner support services to support the achievement of the EP objective.

✓ The OE must demonstrate the adequacy of logistical resources and infrastructure to meet the needs of different groups of learners in the EP (adult, working, international, and disabled learners).

✓ EP management must demonstrate that procedures are in place to support different groups of learners, including information and counseling.

✓ EP management must demonstrate that information resources are appropriate to the specific EP, including:
 technological support for students and faculty (e.g., online learning, modeling, databases, data analysis programs)
 library resources, including the fund of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases

expert examination of the results of research, graduate works, theses and dissertations for plagiarism

access to educational Internet resources

functioning of WI-FI on the territory of the educational organization

✓ The OE demonstrates planning to provide EP with training equipment and software similar to those used in relevant industries.

Evidential part

During the inspection, EEC verified that the university infrastructure meets modern requirements and ensures the implementation of a student-centered approach to learning. The learning environment, including material and technical, library and information resources, corresponds to the mission of the university, goals and objectives of educational programs, takes into account the development of scientific and technological progress, the possibility of advanced training.

The total area of the building is 39 652 m². The teaching and laboratory facilities and classroom fund correspond to the contingent of students, implemented educational programs, sanitary and epidemiological norms and requirements. In October 2023 a new building of sports and culture for students - SDU Life was opened, the premises of which are also used for educational purposes. The center has 2 sports halls, a canteen, premises for cultural events and an assembly hall of 300 square meters.

Realization of accredited EPs takes place in the educational building of Kaskelen campus, where there are 58 classrooms for practical classes in various disciplines. Each classroom is equipped with the necessary technical equipment - computer, electronic blackboard, projector, etc. For example, 6B02304 - Applied Philology E302, 6B01301 - Pedagogy and Methodology of Elementary Education E201, equipped with visual aids developed by teachers, 6B01201 - Preschool Education and Upbringing E202, equipped with sand therapy equipment, ART pedagogy tools 6B01101 - Pedagogy and Psychology E103, 6B01601 - History E104, equipped with a map of the world, stone images, etc., 6B0101 - History E104, equipped with a map of the world, etc. The improvement of the technical base of the university is systematically established. Webex, Moodle, Examus portals are used in the online learning process

There is a dormitory on the campus - Students' House, which consists of 4 blocks. Blocks A and B are for girls, blocks C and D are for boys. The house of students is designed for 1280 places, on each floor there are 20 rooms, each room has no more than 4 people. On the second floor of Block A there is a guest house of the University, capacity - 35 people. The total area of the hostel is -19560,6 m². Each block is equipped with a sports room, leisure and study rooms, there are laundry rooms.

In the campus on the first floor there is a student canteen for 324 seats, on the second floor there is a canteen for employees for 200 seats, there are also 2 VIP-halls for 40 seats, designed to receive guests. The University also has 2 cafeterias, 1 café on the 3rd floor and a summer terrace with 186 seats in total. Cafeterias are also available in the House of Students.

Auditoriums are equipped with specialized equipment and visual aids. Decorative islands with upholstered furniture are built on the first floor for students' leisure. The second floor also has soft armchairs and tables for rest. All classrooms are equipped with computers, projectors and TV sets. Educational and technical equipment is regularly checked for operability and compliance with safety requirements.

Full conditions have been created for teaching staff in the extracurricular time of scientific and educational-methodical work. The teaching office has a separate workplace for each teacher and a personal computer, Wi-Fi, Internet, universal MFP for printing, located in the center of the

faculty. Management systems of the educational process related to the various streams of work of teaching staff and with the departments of the university administration Rms.sdu.edu.kz and bpm.sdu.edu.kz is carried out through a system of portals. During the transition to distance learning, the teaching staff was provided with laptops, headphones with microphone, video cameras and digital boards.

The University has designed a Studio Classroom equipped with a video camera, a chroma key, a computer with a camera set up for video editing, and additional lighting to allow faculty to record their video lectures.

For those requiring special facilities, a roadmap of logistical resources and infrastructure has been developed in accordance with the university's regulations. In addition, the university continues to work on improving the accessibility of infrastructure. Thus, elevators have been installed in study blocks D and H, equipped toilets for users with disabilities are available on each floor of the study blocks. The SDU life cultural and sports center has special ramps, elevators, guardrails, equipped showers and toilets for groups with locomotor disorders. The dormitories have ramps and adapted toilets for students with special needs.

The University has adopted and implemented the Equality, Diversity and Inclusion Policy since 2022. Since 2023, the university has accepted a specialist of inclusive education in the Training and Methodological Center, which provides resource support and consults students with special educational needs, as well as systematically organizes seminars, trainings, training courses for teachers, administration staff, aimed at modern initiatives and changes in the education system, creating equal conditions for the education of students with different needs.

SDU Scientific Library actively implements progressive technologies of information production and dissemination, allowing to provide users with information in the volume and format that meet their needs. In order to provide information support for education and science, the SDU Science Library has developed an online portal. This online portal integrates an online catalog, the EBSCO Discovery Service system of electronic resources, which consists of databases (DB) in the state, Russian and foreign languages. The library has access and widgets Springshare, which will allow readers to search for necessary materials remotely. The library fund is formed in accordance with the working programs of academic disciplines for EP implemented at the university.

For online information resources, the SDU Science Library provides access to the EBSCOhost electronic database. E-books, Elsevier (<https://www.elsevier.com/>), Thomson Reuters (<https://www.thomsonreuters.com/en.html>), SpringerLink (Home - Springer) resources are available through national subscriptions. In addition to the available electronic materials, requests are regularly collected from faculty members to purchase trial and permanent subscriptions to databases in the major areas of the university's departments.

By national subscription e-books Scopus and Web Of Science resources are available, also signed a memorandum of cooperation with the library of Nazarbayev University, based on which students, doctoral students and master's students of SDU can visit the library of Nazarbayev University.

During the visit of EEC found that the EP "6B01201 Preschool Education and Upbringing", "6B01301 Pedagogy and Methodology of Elementary Education" is insufficient provision of textbooks and teaching aids, operating in modern preschool institutions and oschelagogical schools. Students noted that the library has textbooks of "Mathematics" for 1-4 grades, for other disciplines school textbooks are not available in the library. The library also lacks manuals on pre-primary education and development of children in preschools. There is a deficit of methodical literature.

Research papers, thesis/dissertation works of the student are checked for plagiarism through the Turnitin anti-plagiarism system (www.turnitin.com).

The scientific journal "Bulletin of SDU University" annually publishes research articles by faculty, students, masters and doctoral students of EP. The electronic version of the journal is

published on the website of the university in the section Science (Journals and articles - SDU University).

The institution "SDU University" has a Learner Service Center (LSC), focused on fast and quality service of the educational process, based on the principle of "one-stop-shop" and service standards, also the learners of the university can use the HelpDesk consulting table.

The teaching staff on very well and well assessed the sufficiency and availability of necessary scientific and educational literature in the library (96.3%).

The students are fully and partially satisfied with the level of availability of library resources (90.6%); the quality of services provided in libraries and reading rooms (92.6%); existing educational resources of the university (95.3%); availability and quality of Internet resources (89.2%); occupational health and safety (96.3%).

Analytical part

The University has an infrastructure of educational resources, including material and technical, corresponding to the objectives of educational programs. There is a sufficient classroom fund, equipped with modern equipment, ensuring the achievement of EP goals. Infrastructure, scientific library resources and information and communication technologies used in the university create the necessary conditions for preparation for academic classes, independent study and research work of students and faculty.

The Commission notes that the university has sufficient infrastructure for the successful functioning of the educational process, the dynamics of its development is positive.

University students note the high level of technological support of educational activities, it concerns the digitalization of the educational process, effective functioning of support services, availability of Internet resources, technical equipment with computers.

As a result of visual inspection of the facilities, the members of the EEC were convinced that the university has the necessary educational and material assets to ensure the educational process and research of the accredited educational programs. The buildings and facilities of the university comply with the current sanitary norms and fire safety requirements.

The quality of the material base, including IT infrastructure, library fund, financing of scientific activities of teaching staff, availability of scientific topics, patents, the degree of satisfaction with the support of innovative activities of teachers by the management indicates the creation of conditions for conducting scientific research, integration of science and education, organization and implementation of quality educational process.

At the same time, EEC notes that for EP 6B01601 History the historical and archaeological laboratory and some resources important for the history specialty are not observed. It is necessary to effectively use historical and military topographical maps in lectures and trainings, as students should be taught the professional skill of working with historical maps.

For EP "6B01201 Preschool Education and Upbringing", "6B01301 Pedagogy and Methodology of Elementary Education" there are no complete preschool and elementary class teaching materials.

EP 6B02304 - Applied Philology demonstrated to EEC members the use of educational literature of very outdated literature on EP disciplines. In the lists of recommended literature included in the syllabus, references are given to classical editions on Kazakh philology of 50 years ago, which requires early updating in order to improve the quality of training of students. Due to the fact that some disciplines, for example, "Innovation processes", "Public relations and networking", "Mass and non-fiction literature", introduced to the challenges of the day, there is no educational literature at all, teachers use Internet sources, collecting the necessary teaching materials in bits and pieces

Strengths/best practices in EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Early Childhood Care and Education, 6B01301 Pedagogy and Methodology of Elementary Education, 6B02304 Applied Philology":

High level of material and technical base that meets modern requirements.

Recommendations for EP "6B01101 Pedagogy and Psychology:

None.

EP "6B01201 Preschool Education and Upbringing", "6B01301 Pedagogy and Methodology of Primary Education":

To EP management should submit an application for purchase of educational and educational-methodical literature; it is possible to subscribe to available online platforms in school UMCs of the Republic of Kazakhstan, in time till 01.01.2025.

EP 6B01601 History:

EP management should create an electronic database of historical maps by 01 09 2025.

EP 6B02304 - Applied Philology:

EP management should bring the list of literature for each discipline in line with the textbooks recommended by the REMC in the List of textbooks for students of higher education institutions by 13.12.2024;

The management of OE should take measures to provide compulsory textbooks for profile disciplines of EP by 01.09.2025.

The management of OE should develop educational literature on new disciplines after approbation in the educational process with subsequent approval at the profile REMC by 01.09.2025.

Conclusions of the EEC on the criteria:

According to the standard "Educational Resources and Student Support Systems" educational program:

6B01101 Pedagogy and Psychology has positions 2 - strong, 7 - satisfactory;

6B01601 History, 6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Elementary Education, 6B02304 - Applied Philology have positions: 2 - strong, 6 - satisfactory, 1 - suggests improvement.

6.9. Standard "Public Information"

- ✓ *OE should publish reliable, objective, up-to-date information about the educational program and its specifics, which should include: expected learning outcomes of the educational program being implemented*
- ✓ *qualification and (or) qualifications to be awarded upon completion of the educational program*
- ✓ *teaching and learning approaches, as well as the system (procedures, methods and forms) of evaluation*
- ✓ *information about passing scores and learning opportunities provided to students*
- ✓ *information about employment opportunities for graduates*
- ✓ *EP management should provide for a variety of ways to disseminate information, including mass media, information networks to inform the general public and stakeholders*
- ✓ *Public information should support and explain the national development programs of the country and the system of higher and postgraduate education.*
- ✓ *Higher education institution should demonstrate the reflection on the web resource of information describing it in general and in the context of educational programs.*
- ✓ *An important factor is the availability of adequate and objective information about the EP faculty.*
- ✓ *An important factor is informing the public about cooperation and interaction with partners within the EP.*

Evidential part

Based on the study of the self-evaluation report, the university website, publications in the media and social networks, EEC experts note that the university has a certain strategy to promote the university in the market of educational services. "SDU University" informs the public on the basis of such fundamental principles as reliability, openness and accessibility, efficiency, security, transparency, dynamism, effectiveness.

The process of informing the public is regulated by several internal documents: the Information and Communication Policy and the SDU Brandbook.

SDU University openly publishes information about goals, objectives and mission. The University's mission, vision and values are presented on the home page of the official website (About Us - SDU University). The tab "University" presents the Strategic Plan for 2023-2028, the management, Academic Council, the composition of the Rectorate, the Charter, information about the staff, etc. The section "Admission" provides all the necessary information regarding the admission process (Admissions Office - SDU University). The section "Faculties" contains information on each faculty, contact details of department heads and coordinator, as well as a detailed description of the EP 6B02304 - Applied Philology, 6B01301 - Pedagogy and Methodology of Primary Education, 6B01201 - Preschool Education and Upbringing, 6B01101 - Pedagogy and Psychology, 6B01601 - History (Faculty of Pedagogy and Humanities - SDU University). Information regarding students is available in the section "Students". Information about active departments is given in the section "Departments".

The University website provides the following information related to EP 6B02304 - Applied Philology, 6B01301 - Pedagogy and Methodology of Elementary Education, 6B01201 - Preschool Education and Upbringing, 6B01101 - Pedagogy and Psychology, 6B01601 - History: description of educational programs and EP development plan; learning outcomes; compulsory and optional modules; information about employment of graduates who completed the program and others.

Information about training, training and evaluation procedures, control of students' progress is presented on the website my.sdu.edu.kz Student Information System in the section "Rules and Regulations" (Rules and Regulations) and is regularly updated. The Rules and Regulations section contains all rules related to employees and students. Also in the internal informatization system are available syllabuses of disciplines of accredited EPs. In the electronic journal Student Information System on the portal my.sdu.edu.kz reflects information about academic progress, as well as students can view detailed information about the assessment of subjects through the Moodle platform.

Information about educational grants, selection criteria and applicants is displayed on the official website in the section "Student Service Center" (Student Service Center - SDU University), in the news on the main page of the website, published in social networks.

Information presented in Kazakh, Russian and English languages is disseminated on the official website of the University, in official accounts in social networks Instagram, Facebook, VKontakte, Telegram, Youtube, as well as to external contacts via email. For example, in the

network Instagram the dean of the faculty, heads of departments create information messages about the features of educational programs, answer interesting questions of students in the section Questions and Answers. Heads of departments and coordinators of the EP conduct an information broadcast among applicants about the main features and advantages of the educational program.

Compliance of all information for the public and all interested parties on the University website, social networks, mass media with the requirements is controlled by the Marketing Department. The work of the Marketing Department is aimed at forming the image of the university, realization of the concept and strategy of the educational institution, increasing its competitiveness, public relations, providing services of branded products.

SDU University publishes scientific journals "SDU Bulletin" and "Advances in Interdisciplinary Sciences". The teaching staff, EP students regularly publish articles in these journals.

Corporate business partnership plays an important role in the development of SDU University. The Corporate Department aims to develop SDU University as a leading university in Central Asia. The department supports the university's relations with external stakeholders: communities, institutions, private sector, all areas of government. Ensures cooperation with the media to increase the recognition of the university as a strategic partner for both public and private sectors. SDU University works closely with corporate, academic and international, media partners. The Corporate Development Department is responsible for protecting, promoting and enhancing its image both internally and externally based on the mission and orientation of "SDU University".

Within the structure of the Department of Corporate Development within the development of social partnership "SDU University" was opened fundraising office (About us - SDU University) to improve the academic environment and sustainable development of scientific and educational potential of the university.

The results of external evaluation of the university are published on the official website in the section "About Us", in the subsection "Accreditation, Certification and Ratings" (Accreditation and Certification - SDU University) the results of institutional accreditation, program accreditation, professional certification, ratings are presented.

Analytical part

EEC confirms that the HEI management has demonstrated its openness and accessibility for students, faculty, employers: the hours of reception for personal issues are determined, meetings with the management are held on a systematic basis.

The analysis of information presented on the university website has shown that the results of the university's activity on the implementation of accredited EPs are sufficiently reflected on the university website and in social networks, information and links to external resources on the results of external evaluation procedures are placed both on the university website and in various social networks. Information about the implemented educational programs is placed in special sections of the website.

The results of the questionnaire survey of students showed that fully and partially satisfied with the content and information content of the website of educational organizations in general and faculties - 92.6.8% of respondents, informing the requirements for successfully completing a given educational program - 87.9%, informing students about courses, educational programs and the degree received - 88.6%.

Strengths/best practices in EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Early Childhood Care and Education, 6B01301 Pedagogy and Methodology of Elementary Education, 6B02304 Applied Philology":

Not identified.

Recommendations of the EEC for EP "6B01101 Pedagogy and Psychology, 6B01601 History, "6B01201 Preschool Education and Upbringing", 6B01301 Pedagogy and Methodology of Primary Education, 6B02304 Applied Philology":

None.

Conclusions of the EEC on the criteria:

According to the standard "Public Awareness" educational program 6B01101 Pedagogy and Psychology, 6B01601 History, "6B01201 Preschool Education and Upbringing", 6B01301 Pedagogy and Methodology of Primary Education, 6B02304 - Applied Philology have 0 - strong, 10 - satisfactory positions.



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

Standard "Educational Program Management":

- Not identified.

Standard "Information Management and Reporting":

Strengths/best practices in EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Elementary Education, 6B02304 Applied Philology":

Effective and efficient mechanism to ensure protection of information of different levels: protection of personal data of faculty, students, staff; protection of internal documents, internal communication within professional activity.

Standard "Development and Approval of Educational Program"

- Not identified.

Standard "Ongoing monitoring and periodic evaluation of educational programs"

- Not identified.

Standard "Student-Centered Learning, Teaching, and Performance Evaluation":

Not identified.

Standard "Students":

- Not identified.

Standard "Faculty":

- Not identified.

Standard "Educational Resources and Student Support Systems":

Strengths/best practices in EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Early Childhood Care and Education, 6B01301 Pedagogy and Methodology of Elementary Education, 6B02304 Applied Philology":

High level of material and technical base that meets modern requirements.

Standard "Public Information":

- Not identified.

(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

Recommendations for EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Primary Education, 6B02304 Applied Philology":

- EP management to adjust the development plans of accredited EPs to specify their individuality and uniqueness taking into account the main priorities of the region and country development, to define indicative indicators of EP development in quantitative and percentage ratio by 01.12.2024.

- The management of EPs to develop a mechanism for monitoring the implementation of EP development plan, evaluation of the achievement of learning objectives in accredited EPs, aimed at continuous improvement of EPs by 01.12.2024.

- The EP management should analyze similar EPs implemented by other educational organizations, on this basis to formulate the uniqueness of EP development plans of accredited EPs in time till 01.12.2024.

- EP management to develop a risk management plan, indicating measures aimed at reducing the degree of risk within the term till 01.10.2024.

EP 6B02304 - Applied Philology:

- The management of EI should decide on the name of EP, which will allow to remove contradictions in the design of EP, as well as to eliminate deficiencies in the content of education and formulation of learning outcomes by 13.12.2024.

Standard "Information Management and Reporting"

Recommendations for EP "6B01101 Pedagogy and Psychology, 6B01601 History, 6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Primary Education, 6B02304 Applied Philology:

For effective performance assessment of accredited EPs to develop and approve key performance indicators of EP implementation, to include them in EP development plans and to determine methods of their verification by 20.05.2025.

EP 6B02304 - Applied Philology:

EP management needs to constantly work on collecting and analyzing reliable information with elimination of formalism in involving stakeholders in decision-making processes based on objective facts.

Standard "Development and Approval of Educational Program"

Recommendations for EP 6B01101 - Pedagogy and Psychology, EP 6B01601 - History, EP 6B01201 - Preschool Upbringing and Education, 6B01301 - Pedagogy and Methodology of Primary Education, EP 6B02304 - Applied Philology:

The EP management by 01.09.2025 to develop a graduate model, specifying learning outcomes and personal qualities in the competence paradigm and taking into account the specifics of the educational program.

EP "6B01201 Preschool Education and Upbringing", "6B01301 Pedagogy and Methodology of Primary Education":

- EP management should work on improving the objectives, content of accredited EPs, based on the approved normative-legal documents of the MoHE, taking into account the logic of module formation, the connection between modules and blocks of disciplines, the validity of the choice of post- and prerequisites until 01.11.2024;

- EP management to analyze the RUPs to determine the list of disciplines and the number of credits aimed at the formation of theoretical and practical knowledge, competencies for

solving practical and professional problems for quality preparation for professional certification by 01.11.2024.

EP 6B01601 - History:

- EP management to make adjustments to the topics presented in the curriculum, which should be defined taking into account the historical chronology by 01/09 / 2024;
- The management of EP to make adjustments in the discipline "History of Kazakhstan in the Ancient and Middle Ages", to present each as a separate subject by 01 09 2024;
- EP management to provide basic and additional scientific literature, specified in some training materials, to cover the content of the subject in time until 01 09 2025;
- To the management of the EP to make corrections in the elective component of the curriculum of the EP and not to put important academic disciplines in the elective, unreasonably creating opportunities to choose important subjects for study, such as archaeology or ethnology and social anthropology, which may lead to weak basic knowledge of history in students by 01.04.2025.

EP 6B02304 - Applied Philology:

- EP management to ensure the revision of EP content taking into account the reasonable requirements of employers and social demand of society by 20.05.2025;
- EP management to specify in the educational and methodical documentation the influence of disciplines and professional practices on the formation of learning outcomes taking into account the developed content by 20.05.2025;
- To the EP management to work on the EP content improvement, based on the logic of modules formation, connection between modules and blocks of disciplines, validity of the list of post- and prerequisites within the term till 13.12.2024;
- To the EP management to bring the EP content and EP results, declared in the EHEA in accordance with the EHEA by 13.12.2025.

Standard "Ongoing monitoring and periodic evaluation of educational programs"

Recommendations for "6B01101 Pedagogy and Psychology, 6B01601 History":

None.

EP "6B01201 Preschool Education and Upbringing", "6B01301 Pedagogy and Methodology of Primary Education":

- EP management should determine the frequency of monitoring of evaluation procedures and include their results in the agenda of departmental meetings during the 2024-2025 academic year;

EP 6B02304 - Applied Philology:

- EP management should make adjustments to the content of programs in the light of the latest scientific achievements in specific disciplines to ensure their relevance by 13.12.2024;
- EP management should introduce a systematic approach to periodic assessment of EP quality by various indicators, in particular, selection of discipline content, determination of the types and expected volume of SRT, as well as the effectiveness of evaluation procedures for students;
- EP management should constantly work on training teachers in modern methods of evaluation of learning outcomes, thus ensuring the validity and reliability of the obtained data on EP quality.

Standard "Student-Centered Learning, Teaching, and Performance Evaluation"

Recommendations for “6B01101 Pedagogy and Psychology, 6B01601 History”:

None.

EP “6B01201 Preschool Education and Upbringing”, “6B01301 Pedagogy and Methodology of Primary Education”:

- EP management should increase the number of its own teaching and learning aids for the disciplines taught by 01.09.2026.

- EP management should determine the evaluation criteria for each type of work, reflect and publish them in the syllabus for the effectiveness of evaluation procedures for students by 01.09.2024.

- EP management should provide professional development courses for teaching staff on modern methods of assessment of learning outcomes by 01.09.2025.

EP 6B02304 - Applied Philology:

- EP management should develop adequate evaluation tools with the appropriate criterion-parameter scale, taking into account the planned results to ensure consistency, transparency and objectivity of the mechanism of evaluation of learning outcomes for specific disciplines of EP in time until 01.09.2025;

- EP management should ensure the timely publication and familiarization of students with the content of assessment tools with the corresponding criterion-parameter scale by 01.09.2025;

- EP management should constantly monitor the professional development of teaching staff in the field of pedagogical measurements on the quality of education.

Standard " Students"

Recommendations for “6B01101 Pedagogy and Psychology, 6B01601 History”:

None.

EP “6B01201 Preschool Education and Upbringing”, “6B01301 Pedagogy and Methodology of Primary Education”:

None.

EP 6B02304 - Applied Philology:

Management of EP should provide the possibility of academic mobility of students with domestic partner universities on similar EP until 01.09.2025.

Standard "Faculty"

EP “6B01201 Preschool Education and Upbringing”, “6B01301 Pedagogy and Methodology of Primary Education”:

None.

EP 6B02304 Applied Philology:

The management of higher education institutions should carry out explanatory work on cascading the strategic goals of university development to individual work plans of teaching staff with formalization of indicators.

Standard "Educational Resources and Student Support Systems"

Recommendations for EP “6B01101 Pedagogy and Psychology:

None.

EP “6B01201 Preschool Education and Upbringing”, “6B01301 Pedagogy and Methodology of Primary Education”:

To EP management should submit an application for purchase of educational and educational-methodical literature; it is possible to subscribe to available online platforms in school UMCs of the Republic of Kazakhstan, in time till 01.01.2025.

EP 6B01601 History:

EP management should create an electronic database of historical maps by 01.09.2025.

EP 6B02304 - Applied Philology:

EP management should bring the list of literature for each discipline in line with the textbooks recommended by the REMC in the List of textbooks for students of higher education institutions by 13.12.2024;

The management of OE should take measures to provide compulsory textbooks for profile disciplines of EP by 01.09.2025.

The management of OE should develop educational literature on new disciplines after approbation in the educational process with subsequent approval at the profile REMC by 01.09.2025.

Standard "Public Information"

Recommendations of the EEC for EP "6B01101 Pedagogy and Psychology, 6B01601 History, "6B01201 Preschool Education and Upbringing", 6B01301 Pedagogy and Methodology of Primary Education, 6B02304 Applied Philology":

None.

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

List of EEC recommendations related to OE development. These recommendations do not relate to quality improvement measures and compliance with IAAR standards:

EEC recommends the management of EP, OE management and faculty to study more deeply the current regulatory legal documents of the Ministry of Science and Higher Education of the Republic of Kazakhstan and fulfill the requirements prescribed in them in order to qualitatively prepare students for future professional activities.

Annex 1: Evaluation table "Conclusion of the external expert commission" (for EP 6B01101 Pedagogy and Psychology)

№	№	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard "Educational Program Management"						
1	1.	An institution of higher and/or postgraduate education should have a published quality assurance policy. The quality assurance policy should reflect the link between research, teaching and learning.		+		
2	2.	The higher and (or) postgraduate education institution should demonstrate the development of a quality assurance culture, including in the context of the EP.		+		
3	3.	Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint/double degree education and academic mobility.		+		
4	4.	EP management demonstrates readiness to ensure the transparency of EP development plan development based on the analysis of its functioning, the real positioning of the educational institution and the orientation of its activities to meet the needs of the state, employers, students and other stakeholders. The plan should contain the terms of the beginning of the implementation of the educational program.			+	
5	5.	The EP management demonstrates the mechanisms of formation and regular revision of the EP development plan and monitoring of its implementation, assessment of the achievement of learning objectives, compliance with the needs of learners, employers and society, decision-making aimed at continuous improvement of the EP.			+	
6	6.	EP management should involve representatives of stakeholder groups, including employers, students and faculty in the formation of the EP development plan.		+		
7	7.	EP management must demonstrate the individuality and uniqueness of the EP development plan, its consistency with the national priorities and development strategy of the organization of higher and (or) postgraduate education.			+	
8	8.	The organization of higher and (or) postgraduate education must demonstrate a clear definition of those responsible for business processes within the EP, unambiguous distribution of staff job responsibilities, delineation of the functions of collegial bodies.		+		
9	9.	The EP management should provide evidence of transparency of the management system of the educational program.		+		
10	10.	EP management must demonstrate the existence of an internal system of EP quality assurance, including its design, management and monitoring, their improvement, evidence-based decision-making.		+		

11	11.	EP management should carry out risk management, including within the EP undergoing initial accreditation, as well as demonstrate a system of measures aimed at reducing the degree of risk.			+		
12	12.	EP management should ensure the participation of representatives of employers, teaching staff, students and other stakeholders in the composition of collegial management bodies of the educational program, as well as their representativeness in decision-making on the management of the educational program.			+		
13	13.	EP must demonstrate the management of innovation within the EP, including the analysis and implementation of innovative proposals.			+		
14	14.	EP management should demonstrate evidence of readiness for openness and accessibility to learners, faculty, employers and other stakeholders.			+		
15	15.	EP management should be trained in educational management programs.			+		
Total for standard			0	11	4	0	
Standard "Information Management and Reporting"							
16	1.	OE shall demonstrate that it has a system for collecting, analyzing and managing information through the use of modern information and communication technologies and software tools and that it uses a variety of methods to collect and analyze information in the context of the EP.			+		
17	2.	EP management shall demonstrate that there is a mechanism for systematically using processed, relevant information to improve the internal quality assurance system.			+		
18	3.	EP management should demonstrate evidence-based decision making.			+		
19	4.	The EP should have a system of regular reporting, reflecting all levels of the structure, including assessment of the effectiveness and efficiency of subdivisions and departments, scientific research.			+		
20	5.	OE should establish periodicity, forms and methods of evaluation of EP management, activities of collegial bodies and structural units, top management, implementation of scientific projects.			+		
21	6.	OE should demonstrate the definition of the order and ensuring the protection of information, including the identification of responsible persons for the reliability and timeliness of information analysis and data provision.	+				
22	7.	An important factor is the presence of mechanisms for involving students, employees and faculty in the process of collecting and analyzing information, as well as decision-making on their basis.			+		
23	8.	EP management must demonstrate that there is a mechanism for communication with learners, workers and other stakeholders, as well as mechanisms for conflict resolution.			+		
24	9.	OE must demonstrate that mechanisms are in place to measure the satisfaction of the needs of faculty, staff and learners within the EP.			+		
25	10.	OE should provide for the evaluation of performance and effectiveness of activities, including in the context of the EP.			+		
<i>The information intended to be collected and analyzed as part of the EP should take into account:</i>							
26	11.	key performance indicators;			+		

27	12.	dynamics of the contingent of students in the context of forms and types;		+		
28	13.	level of academic performance, students' achievements and expulsion;		+		
29	14.	satisfaction of students with the implementation of EP and the quality of education at the university;		+		
30	15.	accessibility of educational resources and support systems for students		+		
31	16.	OE should confirm the implementation of procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent		+		
Total for standard			1	15	0	0
Standard "Development and Approval of Educational Program"						
32	1.	OE should define and document procedures for the development of EPs and their approval at the institutional level		+		
33	2.	The EP management should ensure that the developed EPs are consistent with the established objectives, including the intended learning outcomes		+		
34	3.	The EP management should demonstrate mechanisms for revision of EP content and structure taking into account changes in the labor market, employers' requirements and social demand of the society.		+		
35	4.	The EP management must ensure that there are developed EP graduate models describing learning outcomes and personal qualities.		+		
36	5.	The EP management must demonstrate external expertise of the EP content and planned results of its implementation.		+		
37	6.	The qualification awarded upon completion of the EP should be clearly defined and correspond to the defined level of the NSC and QF-EHEA.		+		
38	7.	EP management should determine the impact of disciplines and professional practices on the formation of learning outcomes		+		
39	8.	An important factor is the possibility to conduct training of students for professional certification		+		
40	9.	EP management should provide evidence of participation of students, faculty and other stakeholders in the development of EP, ensuring their quality.		+		
41	10.	The EP management should ensure that the content of academic disciplines and planned results correspond to the level of education (bachelor's, master's, doctoral studies).		+		
42	11.	The structure of the EP should provide for various types of activities that ensure the achievement of planned learning outcomes by students		+		
43	12.	An important factor is the correspondence of EP content and learning outcomes of EPs implemented by organizations of higher and (or) postgraduate education in the EHEA		+		
Total for standard			0	12	0	0
Standard "Ongoing monitoring and periodic evaluation of educational programs"						
44	1.	OE should identify mechanisms for monitoring and periodic evaluation of the EP to ensure that the EP is achieving its purpose and meeting the needs of learners, society and show that the mechanisms are focused on continuous improvement of the EP		+		
<i>Monitoring and periodic evaluation of the EP should include:</i>						

45	2.	program content in the context of the latest scientific achievements in a particular discipline to ensure the relevance of the discipline being taught;		+		
46	3.	changes in the needs of society and professional environment;		+		
47	4.	the workload and performance of students;		+		
48	5.	the effectiveness of evaluation procedures for students;			+	
49	6.	expectations, needs and satisfaction of students with EP training;		+		
50	7.	the educational environment and support services, and their relevance to the objectives of the EP		+		
51	8.	EP management should demonstrate a systematic approach to monitoring and periodic evaluation of EP quality.		+		
52	9.	OE, EP management should define a mechanism for informing all stakeholders about any planned or undertaken actions in relation to the EP.		+		
53	10.	All changes made to the EP should be publicized		+		
Total for standard			0	9	1	0
Student-Centered Learning, Teaching, and Performance Evaluation Standard						
54	1.	EP management should ensure respect and attention to different groups of students and their needs, provide them with flexible learning paths.		+		
55	2.	EP management should provide for the use of various forms and methods of teaching and learning.		+		
56	3.	An important factor is the availability of own research in the field of teaching methodology of EP disciplines.			+	
57	4.	EP management must demonstrate that there are feedback mechanisms in place for the use of different teaching methods and assessment of learning outcomes.		+		
58	5.	EP management must demonstrate mechanisms to support learner autonomy with guidance and assistance from the teacher.		+		
59	6.	EP management must demonstrate that there is a procedure for responding to learner complaints.		+		
60	7.	The EP must ensure that the EP's learning outcomes assessment mechanism, including appeals, is consistent, transparent and objective		+		
61	8.	EP must ensure that the procedures for evaluating the learning outcomes of EP students correspond to the planned results and objectives of the program, the publication of criteria and methods of evaluation in advance			+	
62	9.	OE must define mechanisms to ensure that each EP graduate achieves the learning outcomes and ensure the completeness of their formation		+		
63	10.	Evaluators must be familiar with modern methods of assessment of learning outcomes and regularly improve their qualification in this area			+	
Total for standard			0	7	3	0
Standard " Students"						
64	1.	OE should demonstrate the existence of a policy of forming the contingent of students in the context of the EP, to ensure transparency and publication of its procedures regulating the life cycle of students (from admission to graduation)		+		

<i>The management of EP should determine the order of formation of the contingent of students based on:</i>					
65	2.	minimum requirements for applicants;		+	
66	3.	maximizing group size for seminar, practicum, laboratory, and studio classes;		+	
67	4.	forecasting the number of state grants;		+	
68	5.	analyzing the available material and technical, information resources and human resources;		+	
69	6.	analyzing potential social conditions for students, including the provision of places in the hostel.		+	
70	7.	EP management should demonstrate readiness to conduct special adaptation and support programs for newcomers and international students		+	
71	8.	OE should demonstrate compliance of its actions with the Lisbon Recognition Convention, the existence of a mechanism to recognize the results of academic mobility of students, as well as the results of additional, formal and non-formal learning.		+	
72	9.	OE should cooperate with other educational organizations and national centers of the "European Network of National Information Centres for Academic Recognition and Mobility/National Academic Recognition Information Centres" ENIC/NARIC in order to ensure comparable recognition of qualifications.		+	
73	10.	OE should enable external and internal mobility of EP learners and be prepared to assist them in obtaining external study grants		+	
74	11.	The EP management should demonstrate willingness to provide trainees with internship placements, facilitate the employment of graduates, and liaise with them.		+	
75	12.	OE should provide for the possibility to provide EP graduates with documents confirming the obtained qualification, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.		+	
Total for standard			0	12	0
Standard "Faculty"					
76	1.	OE should have an objective and transparent personnel policy, including in the context of the EP, including recruitment, professional growth and development of staff, ensuring professional competence of the entire staff.		+	
77	2.	OE should demonstrate the correspondence of the staff potential of the faculty to the specifics of the EP.		+	
78	3.	EP management should demonstrate responsibility for its employees and ensure favorable working conditions for them.		+	
79	4.	The EP management must demonstrate a change in the role of the faculty member due to the transition to student-centered learning		+	
80	5.	OE should identify the contribution of EP faculty to the implementation of the EP development strategy and other strategic documents.		+	
81	6.	OE should provide career and professional development opportunities for EP faculty members		+	
82	7.	EP management should demonstrate readiness to attract practitioners from relevant industries to teach		+	

83	8.	OE should demonstrate motivation for professional and personal development of EP teachers, including encouragement for integration of research and education, application of innovative teaching methods.		+			
84	9.	An important factor is readiness to develop academic mobility within the EP, to attract the best foreign and domestic teachers		+			
Total for standard			0	9	0	0	
Standard "Educational Resources and Student Support Systems"							
85	1.	OE must ensure that there are sufficient learning resources and learner support services to support the achievement of the EP objective	+				
86	2.	OE must demonstrate the adequacy of logistical resources and infrastructure to meet the needs of different groups of learners in the EP (adult, working, international, and disabled learners).	+				
87	3.	EP management must demonstrate the existence of procedures to support different groups of learners, including information and counseling		+			
<i>EP management must demonstrate the relevance of information resources to the specifics of the EP, which include:</i>							
88	4.	technological support for students and faculty (e.g., online learning, modeling, databases, data analysis programs);		+			
89	5.	library resources, including the fund of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases;		+			
90	6.	examination of the results of research, graduate works, dissertations for plagiarism;		+			
91	7.	access to educational Internet resources;		+			
92	8.	WI-FI functioning on the territory of the educational organization.		+			
93	9.	OE demonstrates planning to provide EP with educational equipment and software similar to those used in the relevant industries		+			
Total for standard			2	7	0	0	
Standard "Public Information"							
<i>OE must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:</i>							
94	1.	expected learning outcomes of the educational program being implemented;		+			
95	2.	qualification and (or) qualifications to be awarded upon completion of the educational program;		+			
96	3.	teaching and learning approaches, as well as the system (procedures, methods and forms) of evaluation;		+			
97	4.	information about passing grades and learning opportunities provided to students;		+			
98	5.	information about employment opportunities for graduates.		+			
99	6.	The EP management should provide a variety of ways to disseminate information, including mass media, information networks to inform the general public and stakeholders.		+			
100	7.	Public awareness should include support and explanation of national development programs of the country and the system of		+			

		higher and postgraduate education.				
101	8.	OE should demonstrate the reflection on the web resource of information characterizing it as a whole and in the context of educational programs.		+		
102	9.	An important factor is the availability of adequate and objective information about the EP faculty.		+		
103	10.	An important factor is to inform the public about cooperation and interaction with partners within the EP.		+		
Total for standard			0	10	0	0
TOTAL			3	92	8	0



Annex 2: Evaluation table "Conclusion of the external expert committee" (for EP 6B01601 History)

№	№	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard "Educational Program Management"						
1	16.	An institution of higher and/or postgraduate education should have a published quality assurance policy. The quality assurance policy should reflect the link between research, teaching and learning.		+		
2	17.	The higher and (or) postgraduate education institution should demonstrate the development of a quality assurance culture, including in the context of the EP.		+		
3	18.	Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint/double degree education and academic mobility.		+		
4	19.	EP management demonstrates readiness to ensure the transparency of EP development plan development based on the analysis of its functioning, the real positioning of the educational institution and the orientation of its activities to meet the needs of the state, employers, students and other stakeholders. The plan should contain the terms of the beginning of the implementation of the educational program.			+	
5	20.	The EP management demonstrates the mechanisms of formation and regular revision of the EP development plan and monitoring of its implementation, assessment of the achievement of learning objectives, compliance with the needs of learners, employers and society, decision-making aimed at continuous improvement of the EP.			+	
6	21.	EP management should involve representatives of stakeholder groups, including employers, students and faculty in the formation of the EP development plan.		+		
7	22.	EP management must demonstrate the individuality and uniqueness of the EP development plan, its consistency with the national priorities and development strategy of the organization of higher and (or) postgraduate education.			+	
8	23.	The organization of higher and (or) postgraduate education must demonstrate a clear definition of those responsible for business processes within the EP, unambiguous distribution of staff job responsibilities, delineation of the functions of collegial bodies.		+		
9	24.	The EP management should provide evidence of transparency of the management system of the educational program.		+		
10	25.	EP management must demonstrate the existence of an internal system of EP quality assurance, including its design, management and monitoring, their improvement, evidence-		+		

		based decision-making.				
11	26.	EP management should carry out risk management, including within the EP undergoing initial accreditation, as well as demonstrate a system of measures aimed at reducing the degree of risk.			+	
12	27.	EP management should ensure the participation of representatives of employers, teaching staff, students and other stakeholders in the composition of collegial management bodies of the educational program, as well as their representativeness in decision-making on the management of the educational program.		+		
13	28.	EP must demonstrate the management of innovation within the EP, including the analysis and implementation of innovative proposals.		+		
14	29.	EP management should demonstrate evidence of readiness for openness and accessibility to learners, faculty, employers and other stakeholders.		+		
15	30.	EP management should be trained in educational management programs.		+		
Total for standard			0	11	4	0
Standard "Information Management and Reporting"						
16	10.	OE shall demonstrate that it has a system for collecting, analyzing and managing information through the use of modern information and communication technologies and software tools and that it uses a variety of methods to collect and analyze information in the context of the EP.		+		
17	11.	EP management shall demonstrate that there is a mechanism for systematically using processed, relevant information to improve the internal quality assurance system.		+		
18	12.	EP management should demonstrate evidence-based decision making.		+		
19	13.	The EP should have a system of regular reporting, reflecting all levels of the structure, including assessment of the effectiveness and efficiency of subdivisions and departments, scientific research.		+		
20	14.	OE should establish periodicity, forms and methods of evaluation of EP management, activities of collegial bodies and structural units, top management, implementation of scientific projects.		+		
21	15.	OE should demonstrate the definition of the order and ensuring the protection of information, including the identification of responsible persons for the reliability and timeliness of information analysis and data provision.	+			
22	16.	An important factor is the presence of mechanisms for involving students, employees and faculty in the process of collecting and analyzing information, as well as decision-making on their basis.		+		
23	17.	EP management must demonstrate that there is a mechanism for communication with learners, workers and other stakeholders, as well as mechanisms for conflict resolution.		+		
24	18.	OE must demonstrate that mechanisms are in place to measure the satisfaction of the needs of faculty, staff and learners within the EP.		+		

25	10.	OE should provide for the evaluation of performance and effectiveness of activities, including in the context of the EP.		+		
<i>The information intended to be collected and analyzed as part of the EP should take into account:</i>						
26	11.	key performance indicators;		+		
27	12.	dynamics of the contingent of students in the context of forms and types;		+		
28	13.	level of academic performance, students' achievements and expulsion;		+		
29	14.	satisfaction of students with the implementation of EP and the quality of education at the university;		+		
30	15.	accessibility of educational resources and support systems for students		+		
31	16.	OE should confirm the implementation of procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent		+		
Total for standard			1	15	0	0
Standard "Development and Approval of Educational Program"						
32	13.	OE should define and document procedures for the development of EPs and their approval at the institutional level		+		
33	14.	The EP management should ensure that the developed EPs are consistent with the established objectives, including the intended learning outcomes			+	
34	15.	The EP management should demonstrate mechanisms for revision of EP content and structure taking into account changes in the labor market, employers' requirements and social demand of the society.		+		
35	16.	The EP management must ensure that there are developed EP graduate models describing learning outcomes and personal qualities.		+		
36	17.	The EP management must demonstrate external expertise of the EP content and planned results of its implementation.		+		
37	18.	The qualification awarded upon completion of the EP should be clearly defined and correspond to the defined level of the NSC and QF-EHEA.		+		
38	19.	EP management should determine the impact of disciplines and professional practices on the formation of learning outcomes		+		
39	20.	An important factor is the possibility to conduct training of students for professional certification		+		
40	21.	EP management should provide evidence of participation of students, faculty and other stakeholders in the development of EP, ensuring their quality.		+		
41	22.	The EP management should ensure that the content of academic disciplines and planned results correspond to the level of education (bachelor's, master's, doctoral studies).			+	
42	23.	The structure of the EP should provide for various types of activities that ensure the achievement of planned learning outcomes by students		+		
43	24.	An important factor is the correspondence of EP content and learning outcomes of EPs implemented by organizations of higher and (or) postgraduate education in the EHEA		+		
Total for standard			0	10	2	0

Standard "Ongoing monitoring and periodic evaluation of educational programs"						
44	11.	OE should identify mechanisms for monitoring and periodic evaluation of the EP to ensure that the EP is achieving its purpose and meeting the needs of learners, society and show that the mechanisms are focused on continuous improvement of the EP		+		
<i>Monitoring and periodic evaluation of the EP should include:</i>						
45	12.	program content in the context of the latest scientific achievements in a particular discipline to ensure the relevance of the discipline being taught;		+		
46	13.	changes in the needs of society and professional environment;		+		
47	14.	the workload and performance of students;		+		
48	15.	the effectiveness of evaluation procedures for students;			+	
49	16.	expectations, needs and satisfaction of students with EP training;		+		
50	17.	the educational environment and support services, and their relevance to the objectives of the EP		+		
51	18.	EP management should demonstrate a systematic approach to monitoring and periodic evaluation of EP quality.		+		
52	19.	OE, EP management should define a mechanism for informing all stakeholders about any planned or undertaken actions in relation to the EP.		+		
53	20.	All changes made to the EP should be publicized	0	9	1	0
Total for standard						
Student-Centered Learning, Teaching, and Performance Evaluation Standard						
54	11.	EP management should ensure respect and attention to different groups of students and their needs, provide them with flexible learning paths.		+		
55	12.	EP management should provide for the use of various forms and methods of teaching and learning.		+		
56	13.	An important factor is the availability of own research in the field of teaching methodology of EP disciplines.			+	
57	14.	EP management must demonstrate that there are feedback mechanisms in place for the use of different teaching methods and assessment of learning outcomes.		+		
58	15.	EP management must demonstrate mechanisms to support learner autonomy with guidance and assistance from the teacher.		+		
59	16.	EP management must demonstrate that there is a procedure for responding to learner complaints.		+		
60	17.	The EP must ensure that the EP's learning outcomes assessment mechanism, including appeals, is consistent, transparent and objective		+		
61	18.	EP must ensure that the procedures for evaluating the learning outcomes of EP students correspond to the planned results and objectives of the program, the publication of criteria and methods of evaluation in advance			+	
62	19.	OE must define mechanisms to ensure that each EP graduate achieves the learning outcomes and ensure the completeness of their formation		+		
63	20.	Evaluators must be familiar with modern methods of assessment of learning outcomes and regularly improve their			+	

		qualification in this area				
Total for standard			0	7	3	0
Standard " Students"						
64	13.	OE should demonstrate the existence of a policy of forming the contingent of students in the context of the EP, to ensure transparency and publication of its procedures regulating the life cycle of students (from admission to graduation)		+		
<i>The management of EP should determine the order of formation of the contingent of students based on:</i>						
65	14.	minimum requirements for applicants;		+		
66	15.	maximizing group size for seminar, practicum, laboratory, and studio classes;		+		
67	16.	forecasting the number of state grants;		+		
68	17.	analyzing the available material and technical, information resources and human resources;		+		
69	18.	analyzing potential social conditions for students, including the provision of places in the hostel.		+		
70	19.	EP management should demonstrate readiness to conduct special adaptation and support programs for newcomers and international students		+		
71	20.	OE should demonstrate compliance of its actions with the Lisbon Recognition Convention, the existence of a mechanism to recognize the results of academic mobility of students, as well as the results of additional, formal and non-formal learning.		+		
72	21.	OE should cooperate with other educational organizations and national centers of the "European Network of National Information Centres for Academic Recognition and Mobility/National Academic Recognition Information Centres" ENIC/NARIC in order to ensure comparable recognition of qualifications.		+		
73	22.	OE should enable external and internal mobility of EP learners and be prepared to assist them in obtaining external study grants		+		
74	23.	The EP management should demonstrate willingness to provide trainees with internship placements, facilitate the employment of graduates, and liaise with them.		+		
75	24.	OE should provide for the possibility to provide EP graduates with documents confirming the obtained qualification, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.		+		
Total for standard			0	12	0	0
Standard "Faculty"						
76	10.	OE should have an objective and transparent personnel policy, including in the context of the EP, including recruitment, professional growth and development of staff, ensuring professional competence of the entire staff.		+		
77	11.	OE should demonstrate the correspondence of the staff potential of the faculty to the specifics of the EP.		+		
78	12.	EP management should demonstrate responsibility for its employees and ensure favorable working conditions for them.		+		

79	13.	The EP management must demonstrate a change in the role of the faculty member due to the transition to student-centered learning		+		
80	14.	OE should identify the contribution of EP faculty to the implementation of the EP development strategy and other strategic documents.		+		
81	15.	OE should provide career and professional development opportunities for EP faculty members		+		
82	16.	EP management should demonstrate readiness to attract practitioners from relevant industries to teach		+		
83	17.	OE should demonstrate motivation for professional and personal development of EP teachers, including encouragement for integration of research and education, application of innovative teaching methods.		+		
84	18.	An important factor is readiness to develop academic mobility within the EP, to attract the best foreign and domestic teachers		+		
Total for standard			0	9	0	0
Standard "Educational Resources and Student Support Systems"						
85	1.	OE must ensure that there are sufficient learning resources and learner support services to support the achievement of the EP objective	+			
86	2.	OE must demonstrate the adequacy of logistical resources and infrastructure to meet the needs of different groups of learners in the EP (adult, working, international, and disabled learners).	+			
87	3.	EP management must demonstrate the existence of procedures to support different groups of learners, including information and counseling		+		
<i>EP management must demonstrate the relevance of information resources to the specifics of the EP, which include:</i>						
88	4.	technological support for students and faculty (e.g., online learning, modeling, databases, data analysis programs);		+		
89	5.	library resources, including the fund of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases;		+		
90	6.	examination of the results of research, graduate works, dissertations for plagiarism;		+		
91	7.	access to educational Internet resources;		+		
92	8.	WI-FI functioning on the territory of the educational organization.		+		
93	9.	OE demonstrates planning to provide EP with educational equipment and software similar to those used in the relevant industries			+	
Total for standard			2	6	1	0
Standard "Public Information"						
<i>OE must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:</i>						
94	1.	ожидаемые результаты обучения реализуемой образовательной программы;		+		
95	2.	квалификацию и (или) квалификации, которая будет присвоена по завершению образовательной программы;		+		
96	3.	подходы преподавания, обучения, а также систему (процедуры,		+		

		методы и формы) оценивания;				
97	4.	сведения о проходных баллах и учебных возможностях, предоставляемых обучающимся;		+		
98	5.	сведения о возможностях трудоустройства выпускников.		+		
99	6.	Руководство ОП должно предусмотреть разнообразные способы распространения информации, в том числе СМИ, информационные сети для информирования широкой общественности и заинтересованных лиц.		+		
100	7.	Информирование общественности должно предусматривать поддержку и разъяснение национальных программ развития страны и системы высшего и послевузовского образования.		+		
101	8.	ОО должна продемонстрировать отражение на веб-ресурсе информации, характеризующей ее в целом и в разрезе образовательных программ.		+		
102	9.	Важным фактором является наличие адекватной и объективной информации о ППС ОП.		+		
103	10.	Важным фактором является информирование общественности о сотрудничестве и взаимодействии с партнерами в рамках ОП.		+		
Total for standard			0	10	0	0
TOTAL			3	89	11	0



Annex 3: Evaluation table "Conclusion of the external expert commission" (for EP 6B01201 Preschool Education and Upbringing, 6B01301 Pedagogy and Methodology of Primary Education).

№	№	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard "Educational Program Management"						
1		An institution of higher and/or postgraduate education should have a published quality assurance policy. The quality assurance policy should reflect the link between research, teaching and learning.		+		
2		The higher and (or) postgraduate education institution should demonstrate the development of a quality assurance culture, including in the context of the EP.		+		
3		Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint/double degree education and academic mobility.		+		
4		EP management demonstrates readiness to ensure the transparency of EP development plan development based on the analysis of its functioning, the real positioning of the educational institution and the orientation of its activities to meet the needs of the state, employers, students and other stakeholders. The plan should contain the terms of the beginning of the implementation of the educational program.			+	
5		The EP management demonstrates the mechanisms of formation and regular revision of the EP development plan and monitoring of its implementation, assessment of the achievement of learning objectives, compliance with the needs of learners, employers and society, decision-making aimed at continuous improvement of the EP.			+	
6		EP management should involve representatives of stakeholder groups, including employers, students and faculty in the formation of the EP development plan.		+		
7		EP management must demonstrate the individuality and uniqueness of the EP development plan, its consistency with the national priorities and development strategy of the organization of higher and (or) postgraduate education.			+	
8		The organization of higher and (or) postgraduate education must demonstrate a clear definition of those responsible for business processes within the EP, unambiguous distribution of staff job responsibilities, delineation of the functions of collegial bodies.		+		
9		The EP management should provide evidence of transparency of the management system of the educational program.		+		

10		EP management must demonstrate the existence of an internal system of EP quality assurance, including its design, management and monitoring, their improvement, evidence-based decision-making.		+		
11		EP management should carry out risk management, including within the EP undergoing initial accreditation, as well as demonstrate a system of measures aimed at reducing the degree of risk.			+	
12		EP management should ensure the participation of representatives of employers, teaching staff, students and other stakeholders in the composition of collegial management bodies of the educational program, as well as their representativeness in decision-making on the management of the educational program.		+		
13		EP must demonstrate the management of innovation within the EP, including the analysis and implementation of innovative proposals.		+		
14		EP management should demonstrate evidence of readiness for openness and accessibility to learners, faculty, employers and other stakeholders.		+		
15		EP management should be trained in educational management programs.		+		
Total for standard			0	11	4	0
Standard "Information Management and Reporting"						
16		OE shall demonstrate that it has a system for collecting, analyzing and managing information through the use of modern information and communication technologies and software tools and that it uses a variety of methods to collect and analyze information in the context of the EP.		+		
17		EP management shall demonstrate that there is a mechanism for systematically using processed, relevant information to improve the internal quality assurance system.		+		
18		EP management should demonstrate evidence-based decision making.		+		
19		The EP should have a system of regular reporting, reflecting all levels of the structure, including assessment of the effectiveness and efficiency of subdivisions and departments, scientific research.		+		
20		OE should establish periodicity, forms and methods of evaluation of EP management, activities of collegial bodies and structural units, top management, implementation of scientific projects.		+		
21		OE should demonstrate the definition of the order and ensuring the protection of information, including the identification of responsible persons for the reliability and timeliness of information analysis and data provision.	+			
22		An important factor is the presence of mechanisms for involving students, employees and faculty in the process of collecting and analyzing information, as well as decision-making on their basis.		+		
23		EP management must demonstrate that there is a mechanism for communication with learners, workers and other stakeholders, as well as mechanisms for conflict resolution.		+		

24		OE must demonstrate that mechanisms are in place to measure the satisfaction of the needs of faculty, staff and learners within the EP.		+		
25	10.	OE should provide for the evaluation of performance and effectiveness of activities, including in the context of the EP.			+	
<i>The information intended to be collected and analyzed as part of the EP should take into account:</i>						
26	11.	key performance indicators;			+	
27	12.	dynamics of the contingent of students in the context of forms and types;		+		
28	13.	level of academic performance, students' achievements and expulsion;		+		
29	14.	satisfaction of students with the implementation of EP and the quality of education at the university;		+		
30	15.	accessibility of educational resources and support systems for students		+		
31	16.	OE should confirm the implementation of procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent		+		
Итого по стандарту			1	13	2	0
Standard "Development and Approval of Educational Program"						
32		OE should define and document procedures for the development of EPs and their approval at the institutional level		+		
33		The EP management should ensure that the developed EPs are consistent with the established objectives, including the intended learning outcomes			+	
34		The EP management should demonstrate mechanisms for revision of EP content and structure taking into account changes in the labor market, employers' requirements and social demand of the society.			+	
35		The EP management must ensure that there are developed EP graduate models describing learning outcomes and personal qualities.			+	
36		The EP management must demonstrate external expertise of the EP content and planned results of its implementation.		+		
37		The qualification awarded upon completion of the EP should be clearly defined and correspond to the defined level of the NSC and QF-EHEA.		+		
38		EP management should determine the impact of disciplines and professional practices on the formation of learning outcomes			+	
39		An important factor is the possibility to conduct training of students for professional certification			+	
40		EP management should provide evidence of participation of students, faculty and other stakeholders in the development of EP, ensuring their quality.		+		
41		The EP management should ensure that the content of academic disciplines and planned results correspond to the level of education (bachelor's, master's, doctoral studies).			+	
42		The structure of the EP should provide for various types of activities that ensure the achievement of planned learning outcomes by students		+		

43		An important factor is the correspondence of EP content and learning outcomes of EPs implemented by organizations of higher and (or) postgraduate education in the EHEA		+		
Total for standard			0	6	6	0
Standard "Ongoing monitoring and periodic evaluation of educational programs"						
44		OE should identify mechanisms for monitoring and periodic evaluation of the EP to ensure that the EP is achieving its purpose and meeting the needs of learners, society and show that the mechanisms are focused on continuous improvement of the EP		+		
<i>Monitoring and periodic evaluation of the EP should include:</i>						
45		program content in the context of the latest scientific achievements in a particular discipline to ensure the relevance of the discipline being taught;		+		
46		changes in the needs of society and professional environment;		+		
47		the workload and performance of students;		+		
48		the effectiveness of evaluation procedures for students;			+	
49		expectations, needs and satisfaction of students with EP training;		+		
50		the educational environment and support services, and their relevance to the objectives of the EP		+		
51		EP management should demonstrate a systematic approach to monitoring and periodic evaluation of EP quality.		+		
52		OE, EP management should define a mechanism for informing all stakeholders about any planned or undertaken actions in relation to the EP.		+		
53		All changes made to the EP should be publicized				
Total for standard			0	9	1	0
Student-Centered Learning, Teaching, and Performance Evaluation Standard						
54		EP management should ensure respect and attention to different groups of students and their needs, provide them with flexible learning paths.		+		
55		EP management should provide for the use of various forms and methods of teaching and learning.		+		
56		An important factor is the availability of own research in the field of teaching methodology of EP disciplines.			+	
57		EP management must demonstrate that there are feedback mechanisms in place for the use of different teaching methods and assessment of learning outcomes.		+		
58		EP management must demonstrate mechanisms to support learner autonomy with guidance and assistance from the teacher.		+		
59		EP management must demonstrate that there is a procedure for responding to learner complaints.		+		
60		The EP must ensure that the EP's learning outcomes assessment mechanism, including appeals, is consistent, transparent and objective		+		
61		EP must ensure that the procedures for evaluating the learning outcomes of EP students correspond to the planned results and objectives of the program, the			+	

		publication of criteria and methods of evaluation in advance				
62		OE must define mechanisms to ensure that each EP graduate achieves the learning outcomes and ensure the completeness of their formation		+		
63		Evaluators must be familiar with modern methods of assessment of learning outcomes and regularly improve their qualification in this area			+	
Total for standard			0	7	3	0
Standard " Students"						
64		OE should demonstrate the existence of a policy of forming the contingent of students in the context of the EP, to ensure transparency and publication of its procedures regulating the life cycle of students (from admission to graduation)		+		
<i>The management of EP should determine the order of formation of the contingent of students based on:</i>						
65		minimum requirements for applicants;		+		
66		maximizing group size for seminar, practicum, laboratory, and studio classes;		+		
67		forecasting the number of state grants;		+		
68		analyzing the available material and technical, information resources and human resources;		+		
69		analyzing potential social conditions for students, including the provision of places in the hostel.		+		
70		EP management should demonstrate readiness to conduct special adaptation and support programs for newcomers and international students		+		
71		OE should demonstrate compliance of its actions with the Lisbon Recognition Convention, the existence of a mechanism to recognize the results of academic mobility of students, as well as the results of additional, formal and non-formal learning.		+		
72		OE should cooperate with other educational organizations and national centers of the "European Network of National Information Centres for Academic Recognition and Mobility/National Academic Recognition Information Centres" ENIC/NARIC in order to ensure comparable recognition of qualifications.		+		
73		OE should enable external and internal mobility of EP learners and be prepared to assist them in obtaining external study grants		+		
74		The EP management should demonstrate willingness to provide trainees with internship placements, facilitate the employment of graduates, and liaise with them.		+		
75		OE should provide for the possibility to provide EP graduates with documents confirming the obtained qualification, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.		+		
Total for standard			0	12	0	0
Standard "Faculty"						
76		OE should have an objective and transparent personnel policy, including in the context of the EP, including recruitment, professional growth and development of staff, ensuring professional competence of the entire staff.		+		

77		OE should demonstrate the correspondence of the staff potential of the faculty to the specifics of the EP.		+		
78		EP management should demonstrate responsibility for its employees and ensure favorable working conditions for them.		+		
79		The EP management must demonstrate a change in the role of the faculty member due to the transition to student-centered learning		+		
80		OE should identify the contribution of EP faculty to the implementation of the EP development strategy and other strategic documents.		+		
81		OE should provide career and professional development opportunities for EP faculty members		+		
82		EP management should demonstrate readiness to attract practitioners from relevant industries to teach		+		
83		OE should demonstrate motivation for professional and personal development of EP teachers, including encouragement for integration of research and education, application of innovative teaching methods.		+		
84		An important factor is readiness to develop academic mobility within the EP, to attract the best foreign and domestic teachers		+		
Total for standard			0	9	0	0
Standard "Educational Resources and Student Support Systems"						
85	1.	OE must ensure that there are sufficient learning resources and learner support services to support the achievement of the EP objective	+			
86	2.	OE must demonstrate the adequacy of logistical resources and infrastructure to meet the needs of different groups of learners in the EP (adult, working, international, and disabled learners).	+			
87	3.	EP management must demonstrate the existence of procedures to support different groups of learners, including information and counseling		+		
<i>EP management must demonstrate the relevance of information resources to the specifics of the EP, which include:</i>						
88	4.	technological support for students and faculty (e.g., online learning, modeling, databases, data analysis programs);		+		
89	5.	library resources, including the fund of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases;			+	
90	6.	examination of the results of research, graduate works, dissertations for plagiarism;		+		
91	7.	access to educational Internet resources;		+		
92	8.	WI-FI functioning on the territory of the educational organization.		+		
93	9.	OE demonstrates planning to provide EP with educational equipment and software similar to those used in the relevant industries		+		
Total for standard			2	6	1	0
Standard "Public Information"						

<i>OE must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:</i>						
94	1.	expected learning outcomes of the educational program being implemented;		+		
95	2.	qualification and (or) qualifications to be awarded upon completion of the educational program;		+		
96	3.	teaching and learning approaches, as well as the system (procedures, methods and forms) of evaluation;		+		
97	4.	information about passing grades and learning opportunities provided to students;		+		
98	5.	information about employment opportunities for graduates.		+		
99	6.	The EP management should provide a variety of ways to disseminate information, including mass media, information networks to inform the general public and stakeholders.		+		
100	7.	Public awareness should include support and explanation of national development programs of the country and the system of higher and postgraduate education.		+		
101	8.	OE should demonstrate the reflection on the web resource of information characterizing it as a whole and in the context of educational programs.		+		
102	9.	An important factor is the availability of adequate and objective information about the EP faculty.		+		
103	10.	An important factor is to inform the public about cooperation and interaction with partners within the EP.		+		
Total for standard			0	10	0	0
TOTAL			3	83	17	0

Annex 4: Evaluation table "Conclusion of the external expert committee" (for EP 6B02304 - Applied Philology)

№	№	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard "Educational Program Management"						
1		An institution of higher and/or postgraduate education should have a published quality assurance policy. The quality assurance policy should reflect the link between research, teaching and learning.		+		
2		The higher and (or) postgraduate education institution should demonstrate the development of a quality assurance culture, including in the context of the EP.		+		
3		Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint/double degree education and academic mobility.		+		
4		EP management demonstrates readiness to ensure the transparency of EP development plan development based on the analysis of its functioning, the real positioning of the educational institution and the orientation of its activities to meet the needs of the state, employers, students and other stakeholders. The plan should contain the terms of the beginning of the implementation of the educational program.		+		
5		The EP management demonstrates the mechanisms of formation and regular revision of the EP development plan and monitoring of its implementation, assessment of the achievement of learning objectives, compliance with the needs of learners, employers and society, decision-making aimed at continuous improvement of the EP.			+	
6		EP management should involve representatives of stakeholder groups, including employers, students and faculty in the formation of the EP development plan.		+		
7		EP management must demonstrate the individuality and uniqueness of the EP development plan, its consistency with the national priorities and development strategy of the organization of higher and (or) postgraduate education.			+	
8		The organization of higher and (or) postgraduate education must demonstrate a clear definition of those responsible for business processes within the EP, unambiguous distribution of staff job responsibilities, delineation of the functions of collegial bodies.		+		
9		The EP management should provide evidence of transparency of the management system of the educational program.		+		
10		EP management must demonstrate the existence of an internal system of EP quality assurance, including its design, management and monitoring, their improvement, evidence-based decision-making.			+	
11		EP management should carry out risk management, including			+	

		within the EP undergoing initial accreditation, as well as demonstrate a system of measures aimed at reducing the degree of risk.				
12		EP management should ensure the participation of representatives of employers, teaching staff, students and other stakeholders in the composition of collegial management bodies of the educational program, as well as their representativeness in decision-making on the management of the educational program.		+		
13		EP must demonstrate the management of innovation within the EP, including the analysis and implementation of innovative proposals.		+		
14		EP management should demonstrate evidence of readiness for openness and accessibility to learners, faculty, employers and other stakeholders.		+		
15		EP management should be trained in educational management programs.		+		
Total for standard			0	11	4	
Standard "Information Management and Reporting"						
16		OE shall demonstrate that it has a system for collecting, analyzing and managing information through the use of modern information and communication technologies and software tools and that it uses a variety of methods to collect and analyze information in the context of the EP.		+		
17		EP management shall demonstrate that there is a mechanism for systematically using processed, relevant information to improve the internal quality assurance system.		+		
18		EP management should demonstrate evidence-based decision making.		+		
19		The EP should have a system of regular reporting, reflecting all levels of the structure, including assessment of the effectiveness and efficiency of subdivisions and departments, scientific research.		+		
20		OE should establish periodicity, forms and methods of evaluation of EP management, activities of collegial bodies and structural units, top management, implementation of scientific projects.		+		
21		OE should demonstrate the definition of the order and ensuring the protection of information, including the identification of responsible persons for the reliability and timeliness of information analysis and data provision.	+			
22		An important factor is the presence of mechanisms for involving students, employees and faculty in the process of collecting and analyzing information, as well as decision-making on their basis.		+		
23		EP management must demonstrate that there is a mechanism for communication with learners, workers and other stakeholders, as well as mechanisms for conflict resolution.		+		
24		OE must demonstrate that mechanisms are in place to measure the satisfaction of the needs of faculty, staff and learners within the EP.		+		
25	10.	OE should provide for the evaluation of performance and effectiveness of activities, including in the context of the EP.			+	
<i>The information intended to be collected and analyzed as part of the EP should take into account:</i>						
26	11.	key performance indicators;			+	
27	12.	dynamics of the contingent of students in the context of forms		+		

		and types;				
28	13.	level of academic performance, students' achievements and expulsion;		+		
29	14.	satisfaction of students with the implementation of EP and the quality of education at the university;		+		
30	15.	accessibility of educational resources and support systems for students		+		
31	16.	OE should confirm the implementation of procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent		+		
Total for standard			1	13	2	
Standard "Development and Approval of Educational Program"						
32		OE should define and document procedures for the development of EPs and their approval at the institutional level		+		
33		The EP management should ensure that the developed EPs are consistent with the established objectives, including the intended learning outcomes			+	
34		The EP management should demonstrate mechanisms for revision of EP content and structure taking into account changes in the labor market, employers' requirements and social demand of the society.		+		
35		The EP management must ensure that there are developed EP graduate models describing learning outcomes and personal qualities.		+		
36		The EP management must demonstrate external expertise of the EP content and planned results of its implementation.		+		
37		The qualification awarded upon completion of the EP should be clearly defined and correspond to the defined level of the NSC and QF-EHEA.		+		
38		EP management should determine the impact of disciplines and professional practices on the formation of learning outcomes			+	
39		An important factor is the possibility to conduct training of students for professional certification		+		
40		EP management should provide evidence of participation of students, faculty and other stakeholders in the development of EP, ensuring their quality.		+		
41		The EP management should ensure that the content of academic disciplines and planned results correspond to the level of education (bachelor's, master's, doctoral studies).			+	
42		The structure of the EP should provide for various types of activities that ensure the achievement of planned learning outcomes by students		+		
43		An important factor is the correspondence of EP content and learning outcomes of EPs implemented by organizations of higher and (or) postgraduate education in the EHEA			+	
Total for standard			0	8	4	
Standard "Ongoing monitoring and periodic evaluation of educational programs"						
44		OE should identify mechanisms for monitoring and periodic evaluation of the EP to ensure that the EP is achieving its purpose and meeting the needs of learners, society and show that the mechanisms are focused on continuous improvement of the EP		+		
<i>Monitoring and periodic evaluation of the EP should include:</i>						
45		program content in the context of the latest scientific achievements in a particular discipline to ensure the relevance of the discipline being taught;			+	

46		changes in the needs of society and professional environment;		+		
47		the workload and performance of students;		+		
48		the effectiveness of evaluation procedures for students;			+	
49		expectations, needs and satisfaction of students with EP training;		+		
50		the educational environment and support services, and their relevance to the objectives of the EP		+		
51		EP management should demonstrate a systematic approach to monitoring and periodic evaluation of EP quality.			+	
52		OE, EP management should define a mechanism for informing all stakeholders about any planned or undertaken actions in relation to the EP.		+		
53		All changes made to the EP should be publicized		+		
Total for standard			0	7	3	
Student-Centered Learning, Teaching, and Performance Evaluation Standard						
54		EP management should ensure respect and attention to different groups of students and their needs, provide them with flexible learning paths.		+		
55		EP management should provide for the use of various forms and methods of teaching and learning.		+		
56		An important factor is the availability of own research in the field of teaching methodology of EP disciplines.			+	
57		EP management must demonstrate that there are feedback mechanisms in place for the use of different teaching methods and assessment of learning outcomes.		+		
58		EP management must demonstrate mechanisms to support learner autonomy with guidance and assistance from the teacher.		+		
59		EP management must demonstrate that there is a procedure for responding to learner complaints.		+		
60		The EP must ensure that the EP's learning outcomes assessment mechanism, including appeals, is consistent, transparent and objective			+	
61		EP must ensure that the procedures for evaluating the learning outcomes of EP students correspond to the planned results and objectives of the program, the publication of criteria and methods of evaluation in advance			+	
62		OE must define mechanisms to ensure that each EP graduate achieves the learning outcomes and ensure the completeness of their formation		+		
63		Evaluators must be familiar with modern methods of assessment of learning outcomes and regularly improve their qualification in this area			+	
Total for standard			0	6	4	
Standard " Students"						
64		OE should demonstrate the existence of a policy of forming the contingent of students in the context of the EP, to ensure transparency and publication of its procedures regulating the life cycle of students (from admission to graduation)		+		
<i>The management of EP should determine the order of formation of the contingent of students based on:</i>						
65		minimum requirements for applicants;		+		
66		maximizing group size for seminar, practicum, laboratory, and		+		

		studio classes;				
67		forecasting the number of state grants;		+		
68		analyzing the available material and technical, information resources and human resources;		+		
69		analyzing potential social conditions for students, including the provision of places in the hostel.		+		
70		EP management should demonstrate readiness to conduct special adaptation and support programs for newcomers and international students		+		
71		OE should demonstrate compliance of its actions with the Lisbon Recognition Convention, the existence of a mechanism to recognize the results of academic mobility of students, as well as the results of additional, formal and non-formal learning.		+		
72		OE should cooperate with other educational organizations and national centers of the "European Network of National Information Centres for Academic Recognition and Mobility/National Academic Recognition Information Centres" ENIC/NARIC in order to ensure comparable recognition of qualifications.		+		
73		OE should enable external and internal mobility of EP learners and be prepared to assist them in obtaining external study grants		+		
74		The EP management should demonstrate willingness to provide trainees with internship placements, facilitate the employment of graduates, and liaise with them.		+		
75		OE should provide for the possibility to provide EP graduates with documents confirming the obtained qualification, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.		+		
Total for standard			0	12	0	
Standard "Faculty"						
76		OE should have an objective and transparent personnel policy, including in the context of the EP, including recruitment, professional growth and development of staff, ensuring professional competence of the entire staff.		+		
77		OE should demonstrate the correspondence of the staff potential of the faculty to the specifics of the EP.		+		
78		EP management should demonstrate responsibility for its employees and ensure favorable working conditions for them.		+		
79		The EP management must demonstrate a change in the role of the faculty member due to the transition to student-centered learning		+		
80		OE should identify the contribution of EP faculty to the implementation of the EP development strategy and other strategic documents.		+		
81		OE should provide career and professional development opportunities for EP faculty members		+		
82		EP management should demonstrate readiness to attract practitioners from relevant industries to teach		+		
83		OE should demonstrate motivation for professional and personal development of EP teachers, including encouragement for integration of research and education, application of innovative teaching methods.		+		

84		An important factor is readiness to develop academic mobility within the EP, to attract the best foreign and domestic teachers		+			
Total for standard			0	9	0		
Standard "Educational Resources and Student Support Systems"							
85	1.	OE must ensure that there are sufficient learning resources and learner support services to support the achievement of the EP objective		+			
86	2.	OE must demonstrate the adequacy of logistical resources and infrastructure to meet the needs of different groups of learners in the EP (adult, working, international, and disabled learners).		+			
87	3.	EP management must demonstrate the existence of procedures to support different groups of learners, including information and counseling			+		
<i>EP management must demonstrate the relevance of information resources to the specifics of the EP, which include:</i>							
88	4.	technological support for students and faculty (e.g., online learning, modeling, databases, data analysis programs);			+		
89	5.	library resources, including the fund of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases;				+	
90	6.	examination of the results of research, graduate works, dissertations for plagiarism;			+		
91	7.	access to educational Internet resources;			+		
92	8.	WI-FI functioning on the territory of the educational organization.			+		
93	9.	OE demonstrates planning to provide EP with educational equipment and software similar to those used in the relevant industries			+		
Total for standard			2	6	1		
Standard "Public Information"							
<i>OE must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:</i>							
94	1.	expected learning outcomes of the educational program being implemented;			+		
95	2.	qualification and (or) qualifications to be awarded upon completion of the educational program;			+		
96	3.	teaching and learning approaches, as well as the system (procedures, methods and forms) of evaluation;			+		
97	4.	information about passing grades and learning opportunities provided to students;			+		
98	5.	information about employment opportunities for graduates.			+		
99	6.	The EP management should provide a variety of ways to disseminate information, including mass media, information networks to inform the general public and stakeholders.			+		
100	7.	Public awareness should include support and explanation of national development programs of the country and the system of higher and postgraduate education.			+		
101	8.	OE should demonstrate the reflection on the web resource of information characterizing it as a whole and in the context of educational programs.			+		
102	9.	An important factor is the availability of adequate and objective information about the EP faculty.			+		
103	10.	An important factor is to inform the public about cooperation			+		

	and interaction with partners within the EP.				
	Total for standard	0	10	0	
	TOTAL	3	82	18	



Annex 5. PROGRAMME OF THE VISIT TO THE EDUCATIONAL ORGANIZATION

APPROVED
Rector
SDU University
_____ **Igenbaev A.B.**
« _____ » _____ **2024**

APPROVED
Director General
NU "Independent Agency
Accreditation and Rating Agency _____ **Zhumagulova A.B.**
« _____ » _____ **2024**

PROGRAMME
VISIT OF THE EXTERNAL EXPERT COMMISSION OF THE INDEPENDENT ACCREDITATION AND RATING
AGENCY (IAAR) TO SDU UNIVERSITY (INTERNATIONAL PROGRAM ACCREDITATION)
(international program accreditation)

Date of the hybrid visit: May 27-29, 2024

Cluster 1 (primary accreditation)	1) 6B01101 Pedagogy and Psychology; 2) 6B01601 History; 3) 6B01201 Preschool Upbringing and Education; 4) 6B01301 Pedagogy and Methodology of Elementary Education; 5) 6B02304 Applied philology;
Cluster 2 (specialized accreditation)	6) 7M04201 Private Law 7) 7M03201 Media Studies and Journalism; 8) 7M04202 Law of Information Technology; 9) 8D04201 Applied Law

Date and time (Astana time, GMT+6)	EEC work with target groups	Surname, first name, patronymic and position of target group participants	Location
May 24, 2024			
16.00-17.00 <i>(time to be confirmed)</i>	Preliminary meeting of the VEC (discussion of key issues and visit program)	<i>IAAR external experts</i>	Connect to the Zoom conference https://us02web.zoom.us/j/7172395837 Conference ID: 7172395837
Day 1: May 27 2024			
10.00-10.30	Allocation of experts' responsibilities, solution of organizational issues	<i>IAAR external experts</i>	B 207
10.30-11.00	Meeting with the Rector	Rector - Igenbayev Alimzhan Bekezhovich	Senate Hall
11.00-11.15	Technical break	<i>IAAR external experts</i>	
11.15-12.00	Meeting with Vice-Rectors	<ul style="list-style-type: none"> • - Vice-rector for academic work - Bogdanchikov Andrey Vladimirovich, • - Vice-rector for science - Kalybek Maksat Kalybekuly, • - Vice-rector for social development - Ibragimov 	Senate Hall

		<p>Mukhammadali Bakhodirovich,</p> <ul style="list-style-type: none"> • - Vice-rector for administrative affairs - Kochak Ali, • - Vice-rector for Finance - Almat Anargalievich Zhailaubayev 	
12.00-12.15	Technical break	<i>IAAR external experts</i>	
12.15-13.00	Meeting with heads of structural subdivisions	<ul style="list-style-type: none"> • - Head of the Rector's Office - Mr. Dias Zhumadilov • - Director of the Center for Multidisciplinary Education - Kuanyshbaeva Asem • - Director of the Department of Finance and Budget Planning - Orazaliev Abzal • - Chief Specialist of the Training and Methodological Center - Zhanar Kosbarmakova • - Director of Quality Monitoring Department - Toguzbaeva Gulnaz • - Chief Specialist of International Relations Department - Aydana Akhmedova • - Acting Director of Corporate Development 	Senate Hall

		<p>Department - Karlygash Karamanova</p> <ul style="list-style-type: none">• - Acting Director of HR <p>Department - Alina Armanova</p> <ul style="list-style-type: none">• - Acting Director of Marketing Department - Didenko Kristina• - Director of Scientific Library - Aloviddin Bakhovadinov• - Chief Specialist of Science Department - Baimurzinova Bota• - Director of Student Service Center - Maulet Arystanbek• - Director of the Office of Recruitment and Admission of Students - Maksut Gatiat• - Director of the Department of Social Activities - Marat Ylykpanov• - Director of the Department of Alumni Relations and Career Development - Khamidullin Askhat• - Director of the Psychological Support Center - Gulnur Eszhanova• - Director of SDU Extension school - Nurbavliev Omarbek	
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		<ul style="list-style-type: none"> • - Acting Director of Legal Department - Kalieva Lunara • - Director of Automation Department - Elvin Nagiyev • - Director of the Department of Information and Technical Support - Mehdiyev Yasin • - Director of Dormitory Department - Koktal Elaman • - Director of Administrative and Economic Department - Shotanbayev Shokan • - Alumni Coordinator of the Faculty of Pedagogy and Humanities - Abbas Bodaubekov • - Alumni Coordinator of the Faculty of Law and Social Sciences - Baubek Sagyndykov • - Leading Specialist on Inclusive Education - Kamila Rollan 	
13.00-14.00	Lunch break	<i>IAAR external experts</i>	Dining Room SDU (VIP 1)
14.00-14.10	EEC work	<i>IAAR external experts</i>	Senate Hall
14.10-14.50	Meeting with deans of accredited EPs (offline)	<ul style="list-style-type: none"> • - Dean of the Faculty of Pedagogy and Humanities - Duysebekova Zhainagul 	Senate Hall

		<p>Muratkyzy,</p> <ul style="list-style-type: none"> - Dean of the Faculty of Law and Social Sciences - Saudbayev Madiyar Khudaibergenovich 	
14.50-15.00	Technical break	<i>IAAR external experts</i>	
15.00-15.50	Meeting with heads of departments and/or heads of EPs (offline)	<p>Cluster 1:</p> <ul style="list-style-type: none"> - Head of the chair "Humanities" - Moldabaeva Dana Zhandullaevna; - Head of the Department "Language Education" - Nogaybaeva Akmarzhan Almurzaevna; - Coordinator of educational program 6B01101 "Pedagogy and Psychology" - Ertargynkyzy Dinara; - Coordinator of educational program 6B01301 "Pedagogy and Methodology of Primary Education" - Myshbaeva Gulmira; - Coordinator of educational program 6B01601 "History" - Kali Azat; - Coordinator of educational program 6B02304 "Applied philology" - Otarbayeva Gaziza <p>Cluster 2:</p> <ul style="list-style-type: none"> - Head of the chair "Social Sciences" - Aisulu Shaikenova; 	Senate Hall

		<ul style="list-style-type: none"> - Head of the Department "Jurisprudence" - Aizhan Kopbaeva; - Director of Master's programs - Aruzhan Seitmagambet; - Coordinator of educational program 7M04201 "Private Law" - Oserbai Aidana; - Coordinator of educational program 7M03201 "Media Studies and Journalism" - Nurumov Bakhtiyar; - Coordinator of educational program 7M04202 "Law of Information Technologies" - Oserbai Aidana; <ul style="list-style-type: none"> • - Coordinator of educational program 8D04201 "Applied Law" - Aigul Kasenova. 	
15.50-16.00	Technical break	<i>IAAR external experts</i>	
16.00-16.40	Meeting with faculty (offline)	<p><i>Cluster 1 (Appendix #1 List of faculty to be interviewed) (Senate Hall, Session Hall zoom 1)</i></p> <p><i>Cluster 2 (Annex No. 2 List of faculty members to be interviewed) (D209, Zoom 2 Session Hall)</i></p>	<p>1 cluster - Senate Hall</p> <p>2 cluster - D209</p>
16.40-17.40	Questionnaire survey of faculty (parallel)	Appendix #3 (list with valid e-mail addresses)	<i>The link is sent to the faculty member's email personally 5 min before the questionnaire is administered</i>

16.40-16.50	Technical break	IAAR external experts	
16.50-18.00	Visual inspection of the GS	Appendix #4 (Itinerary by clusters with responsible persons)	<i>Along the route</i>
18.00-18.30	EEC work (discussion of results and summarizing of 1 day)	<i>IAAR external experts</i>	Senate Hall
18.30-19.30	<i>Dinner</i>	<i>IAAR external experts</i>	Almaty
2 день: 28 мая 2024			
10.00-10.30	EEC work (discussion of organizational issues)	<i>IAAR external experts</i>	Senate Hall
10.30-11.10	Meeting with students (offline)	<i>Cluster 1 (Appendix #5 List of trainees to be interviewed) (Senate Hall, Zoom 1 Session Hall)</i> <i>2 cluster (Appendix #6 List of trainees to be interviewed) (D209, session hall zoom 2)</i>	1 Cluster - Senate Hall 2 Cluster - D209
11.10-12.10	Questioning of students (in parallel)	<i>Appendix #7 (list with valid e-mail addresses)</i>	<i>The link is sent to the faculty member's email personally 5 min before the questionnaire is administered</i>
11.10-11.25	Technical break	<i>IAAR external experts</i>	

11.25-13.00	<p>Work with departmental documents (documents should be uploaded to the cloud by clusters in advance, if necessary, department heads will be invited to the Zoom online room) and attendance of faculty members' classes according to the schedule (Appendix No. 8)</p>	<p>Cluster 1:</p> <ul style="list-style-type: none"> - Head of the chair "Humanities" - Moldabaeva Dana Zhandullaevna; - Head of Department "Language Education" - Nogaybaeva Akmarzhan Almurzaevna; - Coordinator of educational program 6B01201 "Preschool Education and Upbringing" - Asylbek Aizhan; - Coordinator of educational program 6B01101 "Pedagogy and Psychology" - Ertargynkyzy Dinara; - Coordinator of educational program 6B01301 "Pedagogy and Methodology of Primary Education" - Myshbaeva Gulmira; - Coordinator of educational program 6B01601 "History" - Kali Azat; - Coordinator of educational program 6B02304 "Applied philology" - Otarbayeva Gaziza <p>Cluster 2:</p> <ul style="list-style-type: none"> - Head of the chair "Social Sciences" - Aisulu Shaikenova; - Head of the Department "Jurisprudence" - Aizhan Kopbaeva; - Director of Master's programs - Aruzhan Seitmagambet; 	<p>Senate Hall</p> <p>Connect to the Zoom conference https://us02web.zoom.us/j/7172395837 Conference ID: 7172395837</p>
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		<ul style="list-style-type: none"> - Coordinator of educational program 7M04201 "Private Law" - Əserbai Aidana; - Coordinator of educational program 7M03201 "Media Studies and Journalism" - Nurumov Bakhtiyar; - Coordinator of educational program 7M04202 "Law of Information Technologies" - Əserbai Aidana; <ul style="list-style-type: none"> • - Coordinator of educational program 8D04201 "Applied Law" - Aigul Kasenova. 	
13.00-14.00	Lunch break	<i>IAAR external experts</i>	SDU Dining Room (VIP 1)
14.00-16.00	Visit to EP practice bases (parallel by clusters)	<i>Annex No. 9 (route by cluster)</i>	Along the route
16.00-16.10	Technical break	<i>IAAR external experts</i>	
16.10-16.50	Meeting with EP employers (offline)	<i>Annex No. 10 (route by cluster)</i>	Senate Hall Connect to the Zoom conference https://us02web.zoom.us/j/7172395837 Conference ID: 7172395837
16.50-17.00	Technical break	<i>IAAR external experts</i>	
17.00-17.45	Meeting with graduates (offline)	<i>Annex No. 11 (route by cluster)</i>	Connect to the Zoom conference https://us02web.zoom.us/j/7172395837 Conference ID: 7172395837
17.45-18.00	Technical break	<i>IAAR external experts</i>	

18.00-20.00	EEC work, discussion of the results of the second day and parameters of the profiles (recording is in progress)	<i>IAAR external experts</i>	Senate Hall Connect to the Zoom conference https://us02web.zoom.us/j/7172395837 Conference ID: 7172395837
20.00-21.00	Ужин	<i>IAAR external experts</i>	SDU Dining Room (VIP 1)
Day 3 April 29 2022			
10.00-11.30	Work of the EEC (development and discussion of recommendations) (recorded)	<i>IAAR external experts</i>	Senate Hall Connect to the Zoom conference https://us02web.zoom.us/j/7172395837 Conference ID: 7172395837
11.30-11.40	Technical break	<i>IAAR external experts</i>	Senate Hall
11.40-13.00	EEC work, development and discussion of recommendations	<i>IAAR external experts</i>	Senate Hall (Individual work of the expert offline)
13.00-14.00	Lunch break	<i>IAAR external experts</i>	SDU Dining Room (VIP 1)
14.00-16.15	EEC work, discussion, decision-making by voting	<i>IAAR external experts</i>	Senate Hall Connect to the Zoom conference https://us02web.zoom.us/j/7172395837 Conference ID: 7172395837
16.15-16.30	(recorded)	<i>IAAR external experts</i>	Senate Hall
16.30-17.00	Technical break	<i>Heads of the university and structural subdivisions</i>	Senate Hall
18.00-19.00	Final meeting of EEC with the university administration	<i>IAAR external experts</i>	Almaty

Note: The program was developed on the basis of the Guidelines for organizing and conducting external evaluation procedure in the process of accreditation of educational organization and (or) educational program (IAAR Director's Order No. 42-17-OD dated June 30, 2017), Guidelines for organizing and conducting on-line visit of external expert commission (including the visit of the expert group on post-accreditation monitoring) for the period of restrictive measures in connection with the pandemic COVID-19 (IAAR Director General's Order No. 58-20-OD dated July 01, 2020).

Abbreviations

IAAR - Independent Accreditation and Rating Agency

EEC - IAAR External Review Board

EO - educational organization

EP - educational program

Faculty - teaching staff



Annex 6. FACULTY SURVEY RESULTS

1. Total number of questionnaires: 54

2. Your department:

Chair "Humanities"	14 people.	25,9%
Chair "Language Education"	13 people..	24,1%
Chair "Social Sciences"	5 people.	9,3 %
Chair "Jurisprudence"	10 people.	18,5 %
Chair "MDE center / Center for Multidisciplinary Education"	12 people.	22,2%

3. Position

Professor	7 people	13%
Docent	10 people.	18,5%
Senior Lecturer	20 people.	37%
Lecturer	11 people.	20,4%
Assistant Professor	5 people.	9,2%
Associate Professor	1 people.	1,9%

4. Academic degree, academic title

Honored Worker of the Republic of Kazakhstan	0 people.	0%
Doctor of Sciences	1 people.	1,9%
Candidate of Sciences	11 people.	20,4%
Master	27 people.	50%
PhD	14 people.	25,9%
Professor	1 people.	1,9%
Associate Professor	5 people.	9,3%
Others (Psychology Koldau Ortalygy Directors)	1 people.	1,9%

5. Work experience

Less than 1 year	7 people.	13%
1 year - 5 years	18 people.	33,3%
Over 5 years	29 people.	53,7%

№	Questions	Very good	Good	Relatively bad	Bad	Very bad	No answer
6	To what extent does the content of the educational program meet your scientific and professional interests and needs?	41 чел. (75,9%)	12 чел. (22,2%)	0 чел. (0%)	1 чел. (1,9%)	0 чел. (0%)	-
7	How do you assess the opportunities provided by the University for the professional development of the teaching staff?	39 чел. (72,2%)	13 чел. (24,1%)	2 чел. (3,7%)	0 чел. (0%)	0 чел. (0%)	-
8	How do you assess the opportunities provided by the University for career	33 чел. (61,1%)	18 чел. (33,3%)	1 чел. (1,9%)	1 чел. (1,9%)	1 чел. (1,9%)	-

	development of the faculty?						
9	How do you assess the degree of academic freedom of the faculty?	42 чел. (77,8%)	11 чел. (20,4%)	1 чел. (1,9%)	0 чел. (0%)	0 чел. (0%)	-
	The extent to which teachers can be using their own						
10	• - Teaching strategies	46 чел. (85,2%)	8 чел. (14,8%)	0 чел. (0%)	1 чел. (1,4%)	0 чел. (0%)	-
11	• - Teaching methods	49 чел. (90,7%)	4 чел. (7,4%)	1 чел. (1,9%)	0 чел. (0%)	0 чел. (0%)	-
12	• - Innovations in the teaching process	46 чел. (85,2%)	8 чел. (14,8%)	0 чел. (0%)	0 чел. (0%)	0 чел. (0%)	-
13	How do you evaluate the work on organization of medical care and disease prevention in the university?	23 чел. (42,6%)	26 чел. (48,1%)	4 чел. (7,4%)	1 чел. (1,9%)	0 чел. (0%)	-
14	How much attention is paid by the management of the educational institution to the content of the educational program?	37 чел. (68,5%)	17 чел. (31,5%)	0 чел. (0%)	0 чел. (0%)	0 чел. (0%)	-
15	How do you assess the sufficiency and availability of necessary scientific and educational literature in the library?	31 чел. (57,4%)	21 чел. (38,9%)	2 чел. (3,7%)	0 чел. (0%)	0 чел. (0%)	-
16	Evaluate the level of created conditions, taking into account the needs of different groups of students?	27 чел. (50%)	26 чел. (48,1%)	1 чел. (1,9%)	0 чел. (0%)	0 чел. (0%)	-
	Assess the accessibility of the management						
17	• - Students	44 чел. (81,5%)	9 чел. (16,7%)	1 чел. (1,9%)	0 чел. (0%)	0 чел. (0%)	-
18	• - Teachers	42 чел. (77,8%)	10 чел. (18,5%)	1 чел. (1,9%)	1 чел. (1,9%)	0 чел. (0%)	-
19	Assess faculty involvement in managerial and strategic decision making process	33 чел. (61,1%)	16 чел. (29,6%)	3 чел. (5,6%)	2 чел. (3,7%)	0 чел. (0%)	-
20	How are faculty members encouraged to be innovative?	33 чел. (61,1%)	16 чел. (29,6%)	5 чел. (9,3%)	0 чел. (0%)	0 чел. (0%)	-
21	Evaluate the level of feedback from the faculty to the management.	39 чел. (72,2%)	12 чел. (22,2%)	1 чел. (1,9%)	1 чел. (1,9%)	1 чел. (1,9%)	-
22	What is the level of stimulation and involvement of young specialists in the educational process?	42 чел. (77,8%)	10 чел. (18,5%)	1 чел. (1,9%)	1 чел. (1,9%)	0 чел. (0%)	-
23	Evaluate the opportunities created for professional and personal growth for each faculty and staff member.	34 чел. (63%)	17 чел. (31,5%)	2 чел. (3,7%)	1 чел. (1,9%)	0 чел. (0%)	-
24	Assess the adequacy of recognition of teachers'	32 чел. (59,3%)	20 чел. (37%)	2 чел. (3,7%)	0 чел. (0%)	0 чел. (0%)	-

	potential and abilities						
	How the work is organized						
25	• - On academic mobility	23 чел. (42,6%)	27 чел. (50%)	4 чел. (7,4%)	0 чел. (0%)	0 чел. (0%)	-
26	• - On professional development of the teaching staff	35 чел. (64,8%)	16 чел. (29,6%)	1 чел. (1,9%)	2 чел. (3,7%)	0 чел. (0%)	-
	Evaluate the support of the university and its management						
27	• - Research endeavors of the faculty	35 чел. (64,8%)	14 чел. (25,9%)	5 чел. (9,3%)	0 чел. (0%)	0 чел. (0%)	-
28	• - Development of new educational programs/curricula/teaching disciplines/methods	34 чел. (63%)	18 чел. (33,3%)	2 чел. (3,7%)	0 чел. (0%)	0 чел. (0%)	-
	Evaluate the level of ability of faculty to combine teaching						
29	• - With scientific research	28 чел. (51,9%)	20 чел. (37%)	6 чел. (11,1%)	0 чел. (0%)	0 чел. (0%)	-
30	• - With practical activity	28 чел. (51,9%)	24 чел. (44,4%)	2 чел. (3,7%)	0 чел. (0%)	0 чел. (0%)	-
31	Evaluate how well the knowledge of students received at this university corresponds to the realities of the requirements of the modern labor market.	40 чел. (74,1%)	13 чел. (24,1%)	1 чел. (1,9%)	0 чел. (0%)	0 чел. (0%)	-
32	How do the management and administration of the university perceive criticism?	29 чел. (53,7%)	18 чел. (33,3%)	5 чел. (9,3%)	2 чел. (3,7%)	0 чел. (0%)	-
33	Evaluate to what extent your study load corresponds to your expectations and possibilities.	28 чел. (51,9%)	20 чел. (37%)	5 чел. (9,3%)	1 чел. (1,9%)	0 чел. (0%)	-
34	Evaluate the orientation of educational programs/curricula on the formation of students' skills and abilities to analyze the situation and make forecasts.	35 чел. (64,8%)	19 чел. (35,2%)	0 чел. (0%)	0 чел. (0%)	0 чел. (0%)	-
35	Assess the extent to which the content and quality of the educational program meets the expectations of the labor market and employers.	38 чел. (70,4%)	16 чел. (29,6%)	0 чел. (0%)	0 чел. (0%)	0 чел. (0%)	-

36. Why do you work at this particular university?

- ✓ *Freedom*
- ✓ *Good collective and atmosphere*
- ✓ *Personal growth, good teamwork*
- ✓ *comfortable atmosphere with management and colleagues; 2) high level of students; 3) support from management; 4) well-established opportunities for professional development; 5) salary satisfaction.*
- ✓ *"Good environment. There are many possibilities*

- ✓ *The university offers the opportunity to participate in research as part of the educational program. The university has an open atmosphere that provides the necessary office supplies and classrooms have the necessary technical facilities, provides access to innovative technologies for learning and maintains a friendly atmosphere where teachers are willing to help each other.*
- ✓ *Calm atmosphere for work, comfortable workspace*
- ✓ *The atmosphere is very cozy. I was able to discover myself as a specialist*
- ✓ *Fast developing university, friendly atmosphere, development opportunities*
- ✓ *Comfortable, the conditions for both teachers and students are very good*
- ✓ *Because it meets my expectations and capabilities*
- ✓ *Because of the location and strong educational outreach to students.*
- ✓ *I like this university for its openness, accessibility, readiness to criticism and lack of bureaucracy. The management tries not to interfere in the internal processes of the faculty. This gives an opportunity to grow, experiment and develop. Each faculty member is interested in the quality of his/her classes, as students evaluate the course and the instructor through the portal at the end of each semester before exams. Each department is dedicated to its own business, which allows you to fully focus only on your work.*
- ✓ *- Professional professionals and an environment of ideas; good conditions for search and work; opportunities for professional development; open administration to any opinion, proposal*
- ✓ *I like the freedom, the creative and friendly atmosphere, the creative team*
- ✓ *I was left to work under the "Zhas Maman" program to encourage young professionals in the educational process. In this higher educational institution, I studied master's and doctoral levels of Education. I like the University in all respects.*
- ✓ *- The transfer of freedom in the choice of teaching methodology and direction of training. It is easy to quickly present new initiatives to management and immediately implement them. Good thinking of social support for teachers*
- ✓ *SDU attracts me with its unique favorable atmosphere and condition to work in teaching activities, and the growth of the development of their professional skills, such as professional development, participation in research projects, and in the implementation of their scientific, educational, and creative ideas..*
- ✓ *- Freedom and the embodiment of ideas*
- ✓ *All conditions for a teacher are created. There is an opportunity for career growth.*
- ✓ *Internal atmosphere*
- ✓ *- Good relationship*
- ✓ *- Provides high-quality and modern education*
- ✓ *The ability to develop creatively. Comfortable atmosphere, level of salary and respectful attitude*
- ✓ *Sdu University is an advanced, innovative, modern educational institution that meets the standards of the Republic of Kazakhstan and international standards; a comfortable environment for teachers and students; conditions for professional growth; high wages, etc.*
- ✓ *- More academic freedom and the relationship of collpktiv to each other. You can do science and accompany the teaching activity*
- ✓ *This university meets many of my requirements.*
- ✓ *This is one of the only universities with democracy!*
- ✓ *Assessment of specialists according to their professionalism, a developing environment, social benefits (50% discount on lunch, discount on foreign language courses, transport between Kaskelen and the city, competitive salaries, incentive programs for young scientists and teachers, and most importantly, a psychologically healthy atmosphere*
- ✓ *in addition to teaching, there are many opportunities to engage in scientific work, openness.*
- ✓ *The atmosphere in the educational institution and the ability to combine work with practice are important for me. The University gave the same opportunity. At the same time, students are capricious. In addition, I work at this university for the lack of communication and bureaucracy in the team.*
- ✓ *Academic integrity*
- ✓ *To give lessons in English, to engage in science and image*
- ✓ *This is because the salary is relatively higher than that of other universities, secondly, all conditions for work have been created, and thirdly, special funds are allocated for the International Conference, professional development.*
- ✓ *- Academic integrity and compassion*
- ✓ *At SDU, academic freedom is provided, very good environment to work in, great students.*
- ✓ *Respect for each other by the university staff, a high assessment of morality, a sense of respect for the older. Ability to master English and Turkish. Opportunity for professional growth and development.*
- ✓ *- Transparency of Management, in addition to educational and methodological work, there are opportunities to engage in scientific research. The status of a private teacher is high, digital tools are provided free of charge with A4 paper, which is prepared for each individual teacher.*
- ✓ *Human relationships are well established, there is a high chance of development*
- ✓ *In the absence of corruption, morality is at a very high level*
- ✓ *Convenient to where I live*
- ✓ *Sdu is a modern, private university*
- ✓ *For transparency, academic freedom, a particularly positive relationship between employees, between employees and students.*
- ✓ *Transparency, high quality, sincere support*
- ✓ *academic freedom; possibility to promptly implement requests of practice in the educational process for the needs of students; absence of corruption component.*
- ✓ *- It is effective that it allows me to develop my research direction. I like that the conditions for cooperation, transparency, academic honesty are observed. Cooperation of the team is at a high level. In the field, optimal conditions are created for work at the level of Bachelor's, master's, doctoral programs.*

✓ *Friendly, friendly atmosphere, good students*

37. How often master classes and reading topics with practitioners are organized as part of your course?

very often	18 чел.	33,3%
frequently	24 чел.	44,4%
sometimes	10 чел.	18,5%
very rarely	2 чел.	3,7%
never	0 чел.	0%

38. How often are outside guest lecturers (domestic and foreign) involved in the learning process?

very often	11 чел.	20,4%
frequently	26 чел.	48,1%
sometimes	12 чел.	22,2%
very rarely	4 чел.	7,4%
never	1 чел.	1,9%

39. How often do you face the following problems in your work: (please give the answer in each line)

	Often	Sometimes	Never	No answer
Lack of classrooms	2 чел. (3,7%)	12 чел. (22,2%)	40 чел. (74,1%)	-
Unbalanced teaching load by semesters	0 чел. (0%)	16 чел. (29,6%)	38 чел. (70,4%)	-
Unavailability of necessary literature in the library	3 чел. (5,6%)	23 чел. (42,6%)	28 чел. (51,9%)	-
Overcrowding of study groups (too many students in a group)	6 чел. (11,1%)	11 чел. (20,4%)	37 чел. (68,5%)	-
Uncomfortable timetable	4 чел. (7,4%)	10 чел. (18,5%)	40 чел. (74,1%)	-
Inadequate conditions for classrooms	0 чел. (0%)	11 чел. (20,4%)	43 чел. (79,6%)	-
Lack of Internet access/weak Internet connection	3 чел. (5,6%)	28 чел. (51,9%)	23 чел. (42,6%)	-
Lack of students' interest in learning	0 чел. (0%)	27 чел. (50%)	27 чел. (50%)	-
Late receipt of information about events	1 чел. (1,9%)	6 чел. (11,1%)	47 чел. (87%)	-
Lack of technical facilities in classrooms	0 чел. (0%)	8 чел. (14,8%)	46 чел. (85,2%)	-
Other problems	<ul style="list-style-type: none"> ✓ <i>No</i> ✓ <input type="checkbox"/> <i>Not yet</i> ✓ <i>None</i> ✓ <i>problems that arise are resolved at the level of management or the responsible person</i> ✓ <i>No</i> ✓ <input type="checkbox"/> <i>There was no problem</i> ✓ <input type="checkbox"/> <i>no</i> ✓ <input type="checkbox"/> <i>Mandatory formal attendance at work when there are no classroom sessions. Lack of separate rooms for scientific and methodological work leads to inefficient use of time.</i> ✓ <i>And no other problems were encountered</i> ✓ <input type="checkbox"/> <i>Limited access to some non-profit databases</i> ✓ <i>- Limited access to some scientific bases.</i> ✓ <input type="checkbox"/> <i>No problems so far</i> ✓ <i>There is no problem that cannot be solved</i> ✓ <input type="checkbox"/> <i>the problem does not occur to me</i> ✓ <input type="checkbox"/> <i>Due to unstable networks in Kaskelen, the internet is sometimes weak, especially with mobile networks and wifi. Wired internet is good.</i> ✓ <i>- The university does not provide material assistance to the</i> 			

	<p><i>representative of the teaching staff, who remained in a difficult winter situation.</i></p> <ul style="list-style-type: none"> ✓ <input type="checkbox"/> No ✓ <input type="checkbox"/> No chairs for teachers ✓ <input type="checkbox"/> No serious problem. ✓ <input type="checkbox"/> There is transportation, but it is still not enough, the city republican transport is always overcrowded, which is a problem especially for students. It is necessary to build more dormitories for students (on the territory of the university) or to solve the problem of transportation
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40. There are many different facets and aspects of university life that affect every faculty and staff member in one way or another. Evaluate how satisfied you are:

Question	Completely satisfied	Partially satisfied	Not satisfied	Difficult to answer
Attitude of the university administration towards you	49 чел. (90,7%)	4 чел. (7,4%)	1 чел. (1,9%)	0 чел. (0%)
Relationship with your immediate superiors	47 чел. (87%)	7 чел. (13%)	0 чел. (0%)	0 чел. (0%)
Relationship with colleagues at the department	51 чел. (94,4%)	3 чел. (5,6%)	0 чел. (0%)	0 чел. (0%)
Participation in making managerial decisions	44 чел. (81,5%)	8 чел. (14,8%)	1 чел. (1,9%)	1 чел. (1,9%)
Relationship with students	50 чел. (92,6%)	4 чел. (7,4%)	0 чел. (0%)	0 чел. (0%)
Recognition of your successes and achievements by the administration	47 чел. (87%)	4 чел. (7,4%)	3 чел. (5,6%)	0 чел. (0%)
Support of your suggestions and remarks	44 чел. (81,5%)	8 чел. (14,8%)	2 чел. (3,7%)	0 чел. (0%)
Activity of the university administration	45 чел. (83,3%)	8 чел. (14,8%)	0 чел. (0%)	1 чел. (1,9%)
Conditions of labor remuneration	34 чел. (63%)	14 чел. (25,9%)	5 чел. (9,3%)	1 чел. (1,9%)
Working conditions, list and quality of services provided at the university	44 чел. (81,5%)	10 чел. (18,5%)	0 чел. (0%)	0 чел. (0%)
Labor protection and safety	52 чел. (96,3%)	2 чел. (3,7%)	0 чел. (0%)	0 чел. (0%)
Management of changes in the university activity	48 чел. (88,9%)	4 чел. (7,4%)	1 чел. (1,9%)	1 чел. (1,9%)
Provision of social package: vacation, sanatorium treatment, etc.	14 чел. (25,9%)	14 чел. (25,9%)	18 чел. (33,3%)	8 чел. (14,8%)
Organization and quality of catering at the university	29 чел. (53,7%)	18 чел. (33,3%)	5 чел. (9,3%)	2 чел. (3,7%)
Organization and quality of medical services	30 чел. (55,6%)	18 чел. (33,3%)	5 чел. (9,3%)	1 чел. (1,9%)

Annex 7: RESULTS OF STUDENT SURVEY

Total number of surveys: 149

1. **Your educational program?**

6B01101 Pedagogy and Psychology	34	22,8%
6B01601 History	33	22,1%
6B01201 Preschool Upbringing and Education	14	9,4%
6B01301 Pedagogy and Methodology of Elementary Education	15	10,1%
6B02304 Applied philology	30	20,1%
7M04201 Private Law	2	1,3%
7M03201 Media Studies and Journalism	8	5,4%
7M04202 Information Technology Law	7	4,7%
8D04201 Applied Law	6	4%

2. **Sex**

Male)	28	18,8%
Female	121	81,2%

3. **Evaluate how satisfied you are:**

Questions	Полностью удовлетворен	Частично удовлетворен	Частично не удовлетворён	Не удовлетворен	Затрудняюсь ответить
1. Relationship with the dean's office	102 (68,5%)	38 (25,5%)	4 (2,7%)	2 (1,3%)	3 (2%)
2. The level of accessibility of the dean's office	104 (69,8%)	33 (22,1%)	9 (6%)	1 (0,7%)	2 (1,3%)
3. Level of accessibility and responsiveness of university management	98 (65,8%)	36 (24,2%)	8 (5,4%)	5 (3,4%)	2 (1,3%)
4. Accessibility of academic advising to you	98 (65,8%)	39 (26,2%)	9 (6%)	2 (1,3%)	1 (0,7%)
5. Support with training materials during the training process	104 (69,8%)	33 (22,1%)	8 (5,4%)	1 (0,7%)	3 (2%)
6. Availability of counseling for personal problems	95 (63,8%)	38 (25,5%)	6 (4%)	5 (3,4%)	5 (3,4%)
7. the relationship between the student and the instructor	100 (67,1%)	37 (24,8%)	6 (4%)	3 (2%)	3 (2%)
8. Financial and administrative services of the institution	93 (62,4%)	36 (24,2%)	12 (8,1%)	3 (2%)	5 (3,4%)
9. Accessibility of health care services	93 (62,4%)	38 (25,5%)	9 (6%)	5 (3,4%)	4 (2,7%)
10. Quality of health care services at the institution	92 (61,7%)	29 (19,5%)	15 (10,1%)	6 (4%)	7 (4,7%)
11. The level of accessibility of library resources	98 (65,8%)	37 (24,8%)	9 (6%)	3 (2%)	2 (1,3%)
12. Quality of services in libraries and reading rooms	113 (75,8%)	25 (16,8%)	5 (3,4%)	3 (2%)	3 (2%)
13. Satisfaction with the existing educational resources of the university	112 (75,2%)	30 (20,1%)	6 (4%)	-	1 (0,7%)
14. Availability of computer laboratories	93 (62,4%)	35 (23,5%)	8 (5,4%)	8 (5,4%)	5 (3,4%)
15. Availability and quality of Internet resources	89 (59,7%)	44 (29,5%)	6 (4%)	4 (2,7%)	6 (4%)
16. Content and information content of the website of educational organizations in general and faculties (school) in particular	104 (69,8%)	34 (22,8%)	4 (2,7%)	2 (1,3%)	5 (3,4%)
17. Training rooms, classrooms for large groups	114 (76,5%)	26 (17,4%)	4 (2,7%)	-	5 (3,4%)

Questions	Полностью удовлетворен	Частично удовлетворен	Частично не удовлетворен	Не удовлетворен	Затрудняюсь ответить
18. Recreation rooms for students (if available)	92 (61,7%)	30 (20,1%)	12 (8,1%)	6 (4%)	9 (6%)
19. Clarity of procedure for disciplinary action	101 (67,8%)	34 (22,8%)	6 (4%)	3 (2%)	5 (3,4%)
20. The quality of the educational program as a whole	114 (76,5%)	25 (16,8%)	6 (4%)	2 (1,3%)	2 (1,3%)
21. The quality of curricula in the EP	116 (77,9%)	26 (17,4%)	4 (2,7%)	1 (0,7%)	2 (1,3%)
22. teaching methods in general	103 (69,1%)	34 (22,8%)	7 (4,7%)	1 (0,7%)	4 (2,7%)
23. Responsiveness to feedback from teachers regarding the learning process	91 (61,1%)	45 (30,2%)	5 (3,4%)	5 (3,4%)	3 (2%)
24. Quality of teaching in general	110 (73,8%)	29 (19,5%)	7 (4,7%)	2 (1,3%)	1 (0,7%)
25. Academic load/student requirements	98 (65,8%)	40 (26,8%)	5 (3,4%)	3 (2%)	3 (2%)
26. Faculty requirements for the student	101 (67,8%)	36 (24,2%)	6 (4%)	3 (2%)	3 (2%)
27. Information support and explanation of the rules of admission and the strategy of the educational program (specialty) before entering the university	106 (71,1%)	27 (18,1%)	6 (4%)	8 (5,4%)	2 (1,3%)
28. Informing about the requirements for successful completion of the given educational program (specialty)	107 (71,8%)	24 (16,1%)	8 (5,4%)	7 (4,7%)	3 (2%)
29. Quality of examination materials (tests and examination questions, etc.)	118 (79,2%)	21 (14,1%)	6 (4%)	1 (0,7%)	3 (2%)
30. Objectivity of assessment of knowledge, skills and other learning achievements	111 (74,5%)	31 (20,8%)	3 (2%)	1 (0,7%)	3 (2%)
31. available computer classes	109 (73,2%)	28 (18,8%)	3 (2%)	2 (1,3%)	7 (4,7%)
32. Available scientific laboratories	92 (61,7%)	33 (22,1%)	7 (4,7%)	3 (2%)	14 (9,4%)
33. Objectivity and fairness of teachers	90 (60,4%)	39 (26,2%)	11 (7,4%)	5 (3,4%)	4 (2,7%)
34. Informing students about courses, educational programs, and academic degrees earned	105 (70,5%)	27 (18,1%)	6 (4%)	3 (2%)	8 (5,4%)
35. Providing students with dormitory accommodation	79 (53%)	36 (24,2%)	11 (7,4%)	10 (6,7%)	13 (8,7%)

4. Evaluate how much you agree:

Statement	Fully agree	Agree	Partially agree	Not agree	Fully disagree	No answer
The course syllabus was clearly presented	94 (63,1%)	34 (22,8%)	17 (11,4%)	3 (2%)	1 (0,7%)	-
Course content was well structured	87 (58,4%)	35 (23,5%)	23 (15,4%)	2 (1,3%)	2 (1,3%)	-
Key terms were sufficiently explained	93 (62,4%)	38 (25,5%)	15 (10,1%)	2 (1,3%)	1 (0,7%)	-
The material proposed by the teacher is relevant and reflects the latest achievements of science and practice	90 (60,4%)	42 (28,2%)	13 (8,7%)	4 (2,7%)	-	-
The teacher uses effective teaching methods	94 (63,1%)	39 (26,2%)	13 (8,7%)	3 (2%)	-	-
The teacher knows the material being taught	96 (64,4%)	40 (26,8%)	11 (7,4%)	1 (0,7%)	1 (0,7%)	-

The teacher's presentation is clear	99 (66,4%)	31 (20,8%)	17 (11,4%)	1 (0,7%)	1 (0,7%)	-
The teacher presents the material in an interesting way	86 (57,7%)	38 (25,5%)	19 (12,8%)	4 (2,7%)	2 (1,3%)	-
Objectivity of assessment of knowledge, skills and other learning achievements	88 (59,1%)	37 (24,8%)	18 (12,1%)	4 (2,7%)	2 (1,3%)	-
Timeliness of assessment of students' learning achievements	87 (58,4%)	38 (25,5%)	19 (12,8%)	3 (2%)	2 (1,3%)	-
The teacher satisfies my requirements of personal development and professional formation	88 (59,1%)	42 (28,2%)	14 (9,4%)	4 (2,7%)	1 (0,7%)	-
The instructor stimulates students' activity	92 (61,7%)	38 (25,5%)	12 (8,1%)	6 (4%)	1 (0,7%)	-
The instructor stimulates creative thinking of students	92 (61,7%)	42 (28,2%)	13 (8,7%)	2 (1,3%)	-	-
The instructor's appearance and mannerisms are appropriate	109 (73,2%)	32 (21,5%)	7 (4,7%)	1 (0,7%)	-	-
The instructor displays a positive attitude toward students	99 (66,4%)	33 (22,1%)	13 (8,7%)	3 (2%)	1 (0,7%)	-
The system of assessment of academic achievements (seminars, tests, questionnaires, etc.) reflects the course content	95 (63,8%)	40 (26,8%)	13 (8,7%)	1 (0,7%)	-	-
The evaluation criteria used by the instructor are clear	89 (59,7%)	39 (26,2%)	16 (10,7%)	5 (3,4%)	-	-
The instructor objectively evaluates students' achievements	90 (60,4%)	40 (26,8%)	13 (8,7%)	5 (3,4%)	1 (0,7%)	-
The instructor has a command of professional language	98 (65,8%)	39 (26,2%)	12 (8,1%)	-	-	-
The organization of education provides sufficient opportunity for sports and other leisure activities	102 (68,5%)	35 (23,5%)	7 (4,7%)	4 (2,7%)	1 (0,7%)	-
Facilities and equipment for students are safe, comfortable and modern	109 (73,2%)	34 (22,8%)	5 (3,4%)	-	1 (0,7%)	-
22. The library is well equipped and has a sufficiently good collection of books	102 (68,5%)	29 (19,5%)	13 (8,7%)	4 (2,7%)	1 (0,7%)	-
23. Equal opportunities are provided to all students	106 (71,1%)	30 (20,1%)	9 (6%)	4 (2,7%)	-	-

5. Other concerns regarding the quality of teaching: 49 answers

- ✓ No
- ✓ No
- ✓ No
- ✓ I am completely satisfied with everything
- ✓ All conditions have been created for me and the training process is favorable.
- ✓ and I personally did not see any other problems
- ✓ No
- ✓ Because there are no such problems for me, I am completely satisfied!
- ✓ I haven't seen any other problems.
- ✓ No problems with the quality of training } I am satisfied with the quality of training. I can say that SDU is competitive in this regard And I have no objections to the quality of training. Everyone likes it, everything is fine. } Some teachers do not understand their syllabus and judge by personal communication with the student, the same program and requirements are imposed for the Russian language B2 and C1, which is unfair. Teachers who studied at other universities do not put their materials in mudl, and when asked to send them, they say to look for them themselves (Russian language teacher). In the finals of Turkish Language teachers, there are

topics that we have covered, and some tasks are difficult for A1 level And everyone will be disappointed. I am proud to be educated at this university.

- ✓ *No problem*
- ✓ *None*
- ✓ *No problem*
- ✓ *With no offer*
- ✓ *No*
- ✓ *One particular teacher has a favoritism system and I like it*
- ✓ *No problems*
- ✓ *No problems*
- ✓ *And there are no problems with the quality of training.*
- ✓ *And there are no problems with the quality of training*
- ✓ *I am satisfied*
- ✓ *All the best*
- ✓ *There is no other problem*
- ✓ *No problem*
- ✓ *- Provide detailed information about the additional internship program or provide support to the student in his professional development, making various suggestions*
- ✓ *Excellent teaching staff*
- ✓ *- Teachers do not judge correctly*
- ✓ *There are no other problems. We are pleased with the learning process of our profession!*
- ✓ *No problem. Everything is perfect*
- ✓ *if a place for a psychologist is not empty, but a place for prayer, the zone is closed*
- ✓ *No problems*
- ✓ *The training system of the university is completely disappointing. The teaching approaches are interesting, modern and aimed at maximally stimulating students.*
- ✓ *No problems!*
- ✓ *And everything goes out of my mind. I really like my university.*

