



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

the results of the work of the external expert commission on evaluation
compliance with the requirements of the standards of specialized accreditation of
educational programs

SPECIALITY: 01010000-Preschool education and training,

0101013- Preschool education institution

SPECIALITY: 01050000-First education,

0105013- Primary education teacher,

0105033 Teacher of a foreign language of primary education

0105061- Babysitting.

College Arystanbab LLP
from March 18 to 20, 2009.

INDEPENDENT ACCREDITATION AND RATING AGENCY
External expert commission

*Addressed to...
Accreditation
NAAR council.*



Independent agency for
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LIST OF SYMBOLS AND ABBREVIATIONS

- IAAR - Independent Rating and Accreditation Agency;
- EP - educational programs
- KZ - Republic of Kazakhstan
- MES RK-Ministry of Education and Science of the Republic of Kazakhstan;
- SGCE- Standard of General Compulsory Education;
- TTP- typical training program
- EI-education institution;
- EEC- external expert commission;
- ST - safety technique
- TMT - technical means of training;
- TaPE - technical and professional education;
- RK NLA - normative and legal acts of the Republic of Kazakhstan;



II. INTRODUCTION

In accordance with the order of NU "Independent Agency for Accreditation and Rating" № 16-19-OD from 07.01.2019, LLP College "Arystanbab" conducted specialized accreditation of educational programs: 01010000- Preschool education and training, 0101013 - Teacher of preschool organizations, 01050000-Beginning education, 0105013 - Teacher of primary education, 0105033 - Teacher of foreign language of primary education, 0105061 Nanny. The external evaluation was based on the IAAR standard.

The EEC report contains the assessment of compliance of the submitted educational programs of the organization of education with the criteria of the National Academy of Education, the EEC recommendation on further improvement of educational programs and parameters of the profile of educational programs in the College "Arystanbab" LLP.

Composition of the EEC:

1. **Chairman of the Commission** - Marzhan Sabyrovna Malikova, Deputy Director for UMO of Almaty State Polytechnic College (Almaty);
2. **Foreign expert** - Ovcharenko Olga Grigoryevna, Deputy Director of the branch for training and methodological work of the Omsk branch of the Federal State Budgetary Educational Institution "Russian Academy of National Economy and Public Administration under the President of the Russian Federation (Omsk, Russian Federation);
Expert - Aliya Suleimenova, Deputy Director for Education at Zhezkazgan College of Business and Transport (Zhezkazgan);
4. **Observer from the Agency** - Dinara Bekenova, Head of the Project on Accreditation of Organisations of the National Academy of Railways (Astana);
5. **Employer** - Alimbetova Sandugash Buribekovna, Director of the kindergarten "Nurjausyn" (Saryagash);
6. **Student** - Yusakhmetova Mokhina Tokhirkyzy, 3rd year student, specialty 0101000 "Pre-school education and training" of Saryagash multidisciplinary college (Saryagash).

III. INTRODUCTION TO THE EDUCATIONAL ORGANIZATION

Arystanbab college was opened on September 9, 2003.

The College carries out educational activity on the basis of the state license № 0038290 from 19.10.2006, issued by the Department of Control in the field of education of South Kazakhstan region of the Committee for Control in the field of education and science of the Ministry of Education and Science of the Republic of Kazakhstan on specialties with full-time, full-time education: 0101000 "Pre-school education and training", 0105000 - "Primary education", Annexes to the license from 31.03.2015, 24.08.2017.

The founder, director of the college is Asanov Arslan Arynovich, Candidate of Biological Sciences, Doctor of Agricultural Sciences, teacher of the highest category.

The College was awarded the honorary title "Leader in Education - 2017".

The College has a certificate of compliance with the requirements of ST RK ISO 9001-2016 "Quality Management Systems. Requirements" № kz 7500207.07.03.00283 from 05.04.2018 to 05.04.2021

The share of regular teachers from the total number, the share of teachers with the highest, first category and masters corresponds to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated June 17, 2015 № 391 "On approval of qualification requirements for educational activities, and the list of documents confirming compliance with them" with the changes and additions of 16.11.2018

According to the EP: 0101000 "Pre-school education and training", 010101 3 - Teacher of preschool organizations "the number of teaching staff in the 2018-2019 academic year is - 31 people, including regular teachers - 29 people. Among them there are full-time teachers: with the highest category -7 persons, with the first category -5 persons, with the second category -8 persons, without the category -9 persons, master -6 persons.

According to EP: 0105000 "Primary education", 0105013 - "Primary education teacher", 0105033 - "Foreign language teacher of primary education", 0105061 - "Nanny" number of teaching staff in the academic year 2018-2019 - 32 people, including regular teachers - 31 people. Among them there are full-time teachers: with the highest category -7 persons, with the first category -4 persons, with the second category -11 persons, without the category -9 persons, masters -6 persons.

Today, the college trains specialists in the state language.

In order to improve the quality of the educational process and increase the pedagogical skills in a planned manner work pedagogical, scientific and methodical councils, two TSMOs.

The general contingent of students in the context of accredited specialties is presented in the following tables:

Table 1. Contingent of learners over the last 5 years on the EP "Pre-school education and upbringing"

№	Academic year	Total	1 year	2 year	3year	4 year
1	2014-2015	164	61	35	64	
2	2015-2016	171	57	66	48	
3	2016-2017	171	20	33	63	55
4	2017-2018	167	55	50	62	
5	2018-2019	171	50	66	55	

Table 2. on EP "Primary education"

№	Academic year	Total	1 year	2 year	3 year	4 year
1	2014-2015	82		6	28	48
2	2015-2016	49		7	16	26

3	2016-2017	75		42	9	24
4	2017-2018	90	53	28	9	-
5	2018-2019	128	50	60	28	-

Table 3: Number of students in the accredited educational programme

	Number of students	1 year	2 year	3 year	4 year
0101000 "Pre-school education and training"	Students - citizens of the Republic of Kazakhstan	50	66	55	-
0101013 "Pre-school teacher"	International/foreign students				
0105000 "Primary education"	Students - citizens of the Republic of Kazakhstan	25	33	14	-
0105013 "Primary teacher formations"	International/foreign students				
0105000 "Primary education"	Students - citizens of the Republic of Kazakhstan	-	27	4	-
0105033 "Foreign language teacher of primary education"	International/foreign students				
0105000 "Primary education"	Students - citizens of the Republic of Kazakhstan	25	-	-	-
0105061 "Babysitter"	International/foreign students				

Table 4: Number of enrolled students for the first year and the total number of students expelled from the EP

Number of students	2015-2016	2016-2017	2017-2018
First year	95/ -	108/ -	100/ -
with qualification 010101 3 "Teacher of preschool organizations"	53	55	50
with the qualification 0105013 "Teacher of Primary Education"	42	28	25
with qualification 0105033 "Foreign language teacher of primary education"	-	25	-
with the qualification 0105061 " Babysitter"	-	-	25
Basic	246/10	257	299
with the qualification 0101013 "Preschool teacher"	171/4	167/8	171/11
with the qualification 0105013 "Primary education teacher"	75/6	59/16	72/1
with qualification 0105033 "Foreign language teacher of primary education"	-	31	31
Including qualifying 0105061 " Babysitter"	-	-	25

Arystanbab" college is located in its own 2 buildings. The total area of which is 3245 sq.m. There is a gym, an assembly hall, a library with a reading room, a medical station: 9 - laboratories, including 2 modern language laboratories.

Every year, buildings are repaired and heating systems are replaced. By the new academic year, the auditorium is being repaired and prepared. The roof of the college building has been overhauled.

The College is equipped with the necessary computer equipment and is connected to the Internet. The College has 2 special rooms for testing with a large test base. The college has a common local wired network and a WI-FI system, which provides access to the Internet for wireless devices, and an IP video monitoring system, which ensures greater safety for students and staff.

All the conditions for the Internet access are created for the teachers, employees and students of the college. All the computers of the college are connected to the local network and have access to the Internet through a broadband Internet channel at a speed of up to 10MB / s, as well as for wireless access to the Internet there is a separate Internet channel, with the installed system WI-FI for wireless access to information Internet resources.

There is a dormitory for 60 students from other cities. There is a canteen for 60 seats.

In order to optimally fulfill the mission, goals and objectives of the college and its development strategy, the staff schedule and organizational structure of the college are annually reviewed and approved by the college director.

The main social partners of the College are the following organizations:

№	Name	Specialty
1	Aru-Bars Kindergarten LLP	Preschool education and training
2	Akbota Kindergarten LLP	
3	Amangeldi Batyr Kindergarten LLP	
4	Samat-Sundet Kindergarten LLP	
5	Shalkan Kindergarten LLP	
6	Serzhan Kindergarten LLP	
7	Kindergarten "Hanzada men Hanshayim" LLP	
8	Ismailov School	Primary education
9	School named after Yuri Gagarin	
10	School No. 141	
11	School named after M. Auezov	
12	O. Suleimenov School	

IV. A DESCRIPTION OF THE EEC

The visit of the EEC to Arystanbab College LLP was organized in accordance with the program agreed in advance with the College Director and approved by the Director of the NU "Independent Accreditation and Rating Agency".

In order to coordinate the work of the EEC, a policy meeting was held in the college, during which the powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the choice of methods of expertise.

Meetings of the EEC with target groups were held in accordance with the specified program of the visit and within the established time frame. The staff of Arystanbab College LLP ensured presence of all persons indicated in the visit program.

During the visit, in addition to working with target groups, discussions were held with college students and teachers in the classrooms, graduates and employers, employees and management of the college.

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

Category of participants	Number
Director	1
Deputy Directors	3
The heads of divisions	1
The heads of the CMOs	2
Teachers	11
Personnel	2
Students	51
Graduates	8
Social partners	8
Parents of students	15
Total	102

In the process of work, the EEC carried out a visual inspection of the infrastructure of the college: classrooms, laboratories, workshops, teaching, computer classes, language laboratories, library, reading room, gym, assembly hall, canteen.

Also, the documentation of the heads of the CMI, the head of the department implementing the accredited educational programs was studied. Accredited program practice bases were visited: Akbota Kindergarten LLP, Aru Bars Kindergarten LLP, Ismayilov KSUOSH № 5, school-gymnasium № 1 named after M.Auezov.

At the time of the visit, social partners familiarized themselves with the activities of the enterprise and the quality of the internship, for example:

1. Kindergarten "Aru Bars" LLP (training and internship agreement No. 376 dd. 05.11.2018) - Director R.S. Abilova conducted a tour of the kindergarten, acquainted with the material and technical basis, Head of Lesbekova G.S. drew the attention of the EEC members to a separate room for student trainees, where they were instructed on practical training, analyzed the classes conducted and individual tasks performed by students, familiarized them with the rules and conditions of practical training of students, with the documents governing the practice. 5 graduates of the College "Arystanbab" LLP work in this team, including R. Azimova's tutors, (2016 issue), Dusebayeva U (2016 issue), Bekzat G (2017 issue).

2. Akbota Kindergarten LLP (contract No. 377 dated 05.11.2018) - Director B.S. Esembekova, Head of Musagulova kindergarten P. Musagulova conducted the excursion, showed the material and technical base. Musagulova P. explained the procedure of training and production practices, focusing the attention of the EEC members on the positive aspects of the implementation of dual training (contract on training specialists in the dual system of training from 01.09.2017 № 189). Musagulova

P. is also a member of the SAC, describing positively the quality of training of graduates, in addition named students Isayev G, Suleimen A. (BSO-16.11k group), who were in production practice in the period from 26.11.2018 to 03.03.2019, as responsible students and ready to perform labor functions, told about the role of the college in the development of kindergarten and showed the work of students and graduates of the college. (Issue 2018).

3.School № 5 named after Ismayilov (contract for training and industrial practice from 05.11.2018 № 385) - Director Niyetalieva Z.T. conducted on the basis of practices, told that training and industrial practices are conducted on the basis of the school. She introduced Kalmuratov G. and Kabyzbekova A., who were responsible for practical training at the school, who evaluated the quality of training of college students: knowledge of software material, ability to interact with students, ability to apply knowledge in practice. This school also has graduates of Arystanbab College LLP D. Zhumataeva. (2017), Alimkulova A. (2016), Masakbayeva L. (2016 issue), Abutalipova G. (issue 2018) and others.

School-gymnasium No.1 named after M.Auezov (agreement on the survey of educational and industrial practice of 05.11.2018 No.394) - head of the primary school department Akpanova G.Zh.acquainted with the documentation on the organization and conduct of industrial practice: work program of the practice, the agreement on the organization of the practice, the schedule of the practice, informed about the results of the internship of students, the quality of training sessions conducted by students.

On all bases of practice there are stands of "Arystanbab" college which reveal features of carrying out of industrial practice.

EEC members attended training sessions on accredited educational programs.

The class of group MDT-16-9k (specialty 0101000 Pre-school education and upbringing) on discipline "Technology and methods of education" on a theme "Kinds of a paper and a cardboard" is attended. The given discipline was conducted by the teacher of the second qualifying category Zhanabayeva L. at a lesson was present 20 students from 20. The training session was logically built, the stages of the session were held, the explanation of the new material was carried out with the help of multimedia presentation. The training session had a practical orientation. The teacher widely used various forms: game form, individual survey, frontal survey. The students actively participated, i.e. answered problematic questions and actively conducted discussions.

A lesson in the group of MDT-18-11k (specialty 0101000 Pre-school education and upbringing) on the subject "The method of forming a simple mathematical concept" was attended. There were 23 students out of 25 present. The teacher of the second category Zhanabayeva L. conducted the first lesson in the academic year on the theme "The separation of geometric shapes, the development of design skills, the development of intellectual operations and logical thinking". The lesson was conducted with the use of modern technical means and practical orientation. Various methods and techniques of training were used.

Attendance in the group BSO-17.11k (specialty 0105000 Primary education) in the discipline "Methods of teaching sociology and self-knowledge". The lesson was conducted by the teacher of the first qualification category BaikutovaA.22 students out of 25 were present at the lesson. The form of the lesson was a lecture. Methods of organization and realization of educational and cognitive activity were used: verbal, inductive, deductive. At all stages of the lesson the teacher activated the thinking activity of students, the lesson's efficiency was quite high. Planned studies fully corresponded to the calendar-thematic plan and content of the program.

The analysis of the attendance of the classes shows the quality of the teaching staff and compliance of the content of the classes with the requirements of the educational program. The teachers use modern technologies of teaching during the classes. Analysis of the activities of the

teaching staff of the college indicates the desire of the staff to improve the quality of development of the college.

The cluster's educational programs meet the licensing and qualification requirements. The standards prescribed by law and described in the college self-evaluation report are confirmed during the visit to the EEC. The content of educational programs and educational technologies comply with the standards, are adapted to the needs of the population and employers, and are periodically updated in accordance with changing conditions.

V COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

5.1 Standard "Educational Programme Management"

- TaPE demonstrates the development of the EP plan and its focus on meeting the needs of the government, interested persons and learners.
- TaPE should ensure that the EP development plan is adequate to the available resources, the needs of the labour market and the education policy of the Republic of Kazakhstan.
- TaPE should involve representatives of stakeholder groups, including students, the teaching staff and employers, in the development of the EP plan.
- TaPE organization demonstrates transparency of the processes of formation of the development plan for EP. TaPE ensures that stakeholders are informed about the content of the EP Development Plan and the processes of its formation.

The TaPE organization should determine the mechanisms of formation and regular revision of the plan of development of EP and monitoring of its implementation.

- TaPE organization systematically collects, accumulates and analyzes information about the implementation of the EP and conducts self-reviews in all directions, develops and revises the EP development plan.
- The WoN development plan is discussed publicly with representatives of all stakeholders, on the basis of which the authorized collegial body of the TaPE organization makes changes to the project.
- The TaPE organization demonstrates the degree of implementation of the principles of sustainability, efficiency, effectiveness, priority, transparency, responsibility, delegation of authority, delineation and independence of the funding system.
- EP management should include:
 - Management of activities through processes;
 - Mechanisms for planning, development and continuous improvement;
 - monitoring, including the establishment of reporting processes to determine the dynamics in the activities and implementation of plans;
 - analysis of the effectiveness of changes;
 - Assessment of efficiency and effectiveness of activities and divisions and their interaction".
- All the main business processes regulating the implementation of the EP should be documented in the TaPE organization.
- TaPE organization should demonstrate a clear definition of those responsible for business processes, unambiguous distribution of job duties of the personnel, division of functions of the collegial bodies involved in the implementation of the EP.
- TaPE organization should demonstrate the procedure of approval, periodic review (revision) and monitoring of educational programs and documents regulating this process.
- The organization of TaPE should ensure the existence and effective functioning of a system of information and feedback aimed at students, employees and stakeholders.
- The management of the EP should demonstrate the successful functioning of the quality assurance system of the EP, including its design, management and monitoring, its improvement and evidence-based decision-making.
- The management of the EP should provide evidence of the transparency of the educational programme management system.
- The organization of the TaPE should demonstrate the existence and evidence of intensive use of

the statistical collection and analysis system in the management processes of the EP.

- The management of the EP should ensure that the needs of the teaching staff, staff and learners are measured in terms of satisfaction, and demonstrate evidence of deficiencies in the measurement process.
- The EP manual should demonstrate evidence of openness and accessibility to learners, staff and parents.

The probative part

Educational programs of specialties 0101000 "Preschool education and upbringing", 0105000 "Primary education" are directed on preparation of experts according to requirements of GOSO RK and TUP. Educational programs include: the working curriculum, working curriculum of disciplines, the calendar-thematic plan, programs of educational and industrial practice, educational-methodical complexes according to the schedule of educational process. All these types of documents were presented to the EEC for revision. The training program is aimed at accomplishing tasks in accordance with the mission and has sufficient resources: personnel potential having basic education, material and technical base (classrooms equipped with necessary equipment, computer classes, TGOs, etc.), contracts with practice bases, etc.

Educational programs 010101000 "Preschool education and training", 0105000 "Primary education" are implemented through the planning system. The following planning mechanisms are used to manage educational programmes:

- Long-term planning is aimed at developing strategic goals for the development of educational programmes;

- Short-term planning includes three levels.

At the college level, short-term planning is represented by the Arystanbab College's Quality Objectives, improvement plans, work plans of advisory bodies, and annual work plans in the areas.

At the level of educational development planning units, the objectives of the branches, the SMC, are reflected in the educational development planning units.

At the individual level, planning is represented by individual teacher plans.

All college procedures and processes are aimed at maintaining and developing the achieved level of education quality. This is evidenced by the stability of students' academic achievements, the recognition of EP graduates and the quality of their professional activities, as well as their career growth.

The following methods are used to monitor all the activities of the College: internal control; analysis of the achievement of quality objectives; survey of students, teachers and employers; assessment of the level of knowledge of students; collection of information for the analysis of processes; and consideration of proposals aimed at improving the activities.

In order to assess the decisions made and to continuously improve the quality of educational services, the College has a consumer monitoring system in place. The following surveys have been organized within the framework of educational programs:

- satisfaction of students and graduates with the quality of educational program implementation;

- Questionnaire "Satisfaction of teachers";

- Employer survey "Employer satisfaction with the quality of training of specialists".

To determine the level of satisfaction of students and graduates with the quality of the educational process in the college, a survey was conducted. A total of 210 (70%) students and 38 (72%) graduates were interviewed.

According to the results of the survey, it was found out:

- Students' satisfaction with the quality of implementation of the educational program (conditions of study, quality of the educational process, quality of learning outcomes) was -4.1 points;

- Graduates' satisfaction with the quality of implementation of the educational program amounted to 4.2 points.

In order to determine the quality and level of teaching of disciplines among the students of the college a questionnaire "The teacher through the eyes of the student" was conducted. According to

the results of the survey of students, the quality and level of teaching of disciplines in the college is assessed positively - 86%.

In order to determine the level of satisfaction of teachers, a survey was conducted among 31 participants.

The results of staff satisfaction with the college are as follows:

Staff participation in OP management - 97.6%;

Employee potential development - 98.4%;

Psychological climate in the team - 100%;

Social issues - 96.2%;

overall image of the organization - 100%.

Overall, staff satisfaction is 98.4%.

Based on the results of the survey, in addition to determining the degree of satisfaction, decisions are made to adjust the plans according to the areas of activity. In addition, the obtained data are taken into account when passing the competition and certification of teachers.

During the visit, 28 students and 5 teachers were surveyed by EEC members. The collected data indicate that all students (97.8%) are fully satisfied with the level of implementation of educational programs and the created conditions for self-realization. The majority of teachers are satisfied with the created conditions for professional development (69.2%), confirm the favorable microclimate in the organization (53.8% good, 46.2% very good).

Information about educational programs and decisions made is brought to the attention of stakeholders through the website, at meetings of management with students, parents, interviews with management in the media, on television.

EEC, having held meetings, talks and interviews with the director, deputy directors, head of the department, heads of CMI, students, teaching staff, representatives of employers' organizations, parents and graduates, and having carried out a survey of students and teachers, notes that the success of the educational program is determined on the basis of a systematic, targeted and effective implementation of the goals and development plan of the educational program.

Analytical part

The organization demonstrates the development and implementation of the college's strategic development plan. This process involves the students, the teaching staff. The information about the decisions made is communicated to parents and employers in a timely manner. On the basis of interviews, conversations and questionnaires, sufficient awareness of the interested parties about the content of the plan and the results of its implementation was revealed.

The website of the college as an information source discloses the educational activities of the teacher on the introduction of innovative technologies and interactive forms of learning.

The survey of teachers conducted during the visit of EEC IAAR showed that the involvement in the process of making managerial and strategic decisions is very good - 61.5%, good - 30.8%, which in general is 92.3%.

The strengths of the EP are:

-existence of a certificate of compliance with the requirements of ST RK ISO 9001-2016 "Quality Management Systems. Requirements" № kz 7500207.07.03.00283 from 05.04.2018 to 05.04.2021

- Responsibilities for business processes are clearly defined and the responsibilities of the personnel are clearly defined.

EEC recommendations

- Ensure the effectiveness of the information and feedback system for learners, employees and stakeholders;

- systematize the work on updating the content and analyzing the effectiveness of changes in educational programs, taking into account the interests of stakeholders.

The EEC notes that the specialized profile of the college according to this standard contains 7 strong, 13 satisfactory positions, 2 require improvement.

5.2 Standard "Educational Programme Specifics"

• - *The organization of TaPE should demonstrate the existence of developed graduate models of the educational program, including knowledge, skills, abilities, skills, basic and professional competences, personal qualities.*

• - *TaPE should provide evidence of the involvement of the teaching staff and employers in the development and quality assurance of EP.*

• - *The organization should determine the content, scope and logic of the interrelation of academic disciplines, as well as the impact of disciplines, industrial training and professional practice on the formation of basic and professional competencies of graduates.*

• - *The management of the EP should demonstrate the existence of a professional context in the content of academic disciplines.*

• - *The EP leadership should demonstrate an effective balance between theoretical and practice-oriented disciplines.*

• - *The list and content of disciplines should be accessible to learners. Disciplines should comprehensively cover all issues, problems in the field of teaching.*

• - *The structure of the educational program should provide for different types of activities, the content of which should contribute to the development of basic and professional competencies of students, taking into account their personal characteristics.*

• - *An important factor is the updatability of educational programs taking into account the interests of employers.*

• *Evaluation criteria: individualization of educational programmes.*

• - *The management of EP should ensure equal opportunities for students, including regardless of the language of instruction.*

• - *The EP manual should ensure the existence and effective functioning of a system of individual assistance and counseling for students on the educational process.*

• - *The Guidelines create conditions for effective learning of the EP.*

• - *The guidelines should demonstrate the use of the advantages, individual characteristics, needs and cultural experiences of learners in the implementation of EP.*

• - *The EP manual should demonstrate the individual support of learners in the implementation of EP.*

• - *The EP manual should demonstrate that there is a system in place to monitor learners' achievements.*

• *Evaluation criteria: assessment of learners' performance.*

• - *The EP guidance should ensure the existence and effective functioning of a mechanism for objective, accurate and comprehensive assessment of learning outcomes.*

• - *The management of the EP should ensure the objectivity of the assessment of learning outcomes and the degree of formation of basic and professional competencies of students, transparency and adequacy of tools and mechanisms for their assessment.*

- - *The EP guidelines should ensure that the procedures for assessing the level of knowledge, skills and abilities of learners are consistent with the planned learning outcomes and objectives of the programme.*
- - *The management of the EP should diagnose the knowledge and skills of the learners when starting the course of study and learning the subjects.*
- - *Processes and criteria for assessing learning outcomes should be transparent.*
- - *The EP should ensure that learners have the skills to continue their education at the next educational levels.*

Evaluation criteria: learning methodology.

- - *The leadership of the EP should ensure the systematic development, implementation and effectiveness of active learning methods and innovative teaching methods.*
- - *When implementing an educational programme, the trainee's independent work should be monitored.*
- - *The EP management should ensure the possibility of passing the on-the-job training and professional practice in the specialty/qualification of students and monitor the satisfaction of students, managers of enterprises - places of practice and employers.*
- - *The EP management should ensure the implementation of the results of practical achievements of teachers in the educational process.*

The probative part

The expert group analyzed the working curricula and programs to improve their content. Educational work at the college is carried out in accordance with the regulatory legal acts on the organization of the activities of TaPE institutions of the Ministry of Education and Science of the Republic of Kazakhstan.

Implementation of EP is carried out on the basis of educational and methodical complexes of disciplines on specialties, according to the Regulation "Educational and methodical complex of discipline", on the basis of which developed educational and methodical complexes in all disciplines studied, including: methodological development of theoretical and practical lessons, theses of lectures, presentations, methodological instructions to practical exercises, control and measuring materials (test assignments, control questions, etc.).

The content of the working curricula of educational programs provides for the study of the cycle of general education, general humanitarian, socio-economic, professional and special disciplines. The structure and content of the work plans and programs includes a block of information containing a logically completed unit of educational material, a target program of activities and methodological guidance to ensure the achievement of goals, that is, the creation of conditions for students to acquire knowledge and skills, as well as the formation of relationships / behavior necessary for the future profession.

The mastery of general competences covers: general education, social and ethical competences, economic and organizational and managerial competences; readiness to perform social, economic, professional roles, geographical and social mobility in accordance with the level of education. Mastery of professional competences allows graduates to be ready to perform labor functions in accordance with professional activities.

Planning and organization of educational activities are carried out on the basis of curricula, work plans and programs, schedules of educational processes are developed on the basis of standard curricula and programs, taking into account the requirements of employers. the number of working training programs and CTU on specialties corresponds to the list of disciplines of the standard curriculum.

Specificity of EP for each specialty determines the tasks for the preparation of a specialist who is able to perform the tasks assigned to him/her while working at various enterprises of the relevant industry. OP demonstrates the graduate model, which is built on the basis of the specialist model (specialist's personality model, specialist's work activity model, specialist's competence model) of modern and predictable.

The graduate model allows to reveal the structure of personal qualities, abilities, character traits, peculiarities of intellectual development, perception, world understanding and outlook, as well as to determine the goals and ways of implementing individual educational trajectories of students through the volume of knowledge, skills and abilities necessary in the future life activity.

All working curricula are developed by teachers of special disciplines, agreed with employers, discussed and approved at the meetings of cyclic methodical commissions and approved by the head of the college.

Work curricula for all types of practices are developed by teachers of special disciplines and agreed with employers and approved by the head of the college.

Theoretical and practical classes are aimed at acquiring practical skills and professional competences in accordance with the qualifications assigned to them. The terms, content, scope and interrelation of academic disciplines and professional practice are determined by the working curricula, the schedule of the educational process and working curricula.

Professional practice is carried out in the relevant organizations, at workplaces provided by employers on the basis of a contract, and is aimed at developing professional competencies of trainees.

Practical training (laboratory and practical classes in the disciplines defined by the organization of education, general professional and special disciplines, industrial training, professional practice, course and diploma design) corresponds to at least 40% of the total amount of teaching time of compulsory education (excluding general education and socio-economic disciplines).

Educational programs include, along with compulsory disciplines, disciplines defined by the organization of education, optional classes and consultations. Counseling and optional classes are aimed at ensuring the individual abilities and needs of students, taking into account their personal characteristics.

After graduation, all specialties are awarded a national diploma.

Analyzing the feedback of enterprises on the quality of training and characteristics of students who have been trained in leading educational organizations, we can conclude that the students have a conscious attitude to the labor process, an active life position, good professional knowledge, which will determine their demand in the labor market, competitiveness, self-actualization in future professional activities.

Analytical part

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

- 97.8% of students are fully satisfied with the information about the courses, educational programs, and academic degrees;
- 95.6% of students are fully satisfied with the clarity of the course program;
- 97% of students are fully satisfied with the existing educational resources of the college;
- 91.1% of students are fully satisfied with the assessment of learning outcomes.

Analyzing the work on the standard "Specificity of the educational program" it can be noted that the professional training of qualified specialists depends largely on the quality of educational programs that meet the qualification framework of educational levels and the requirements of the labor market.

Strengths

- content, scope, logic of interrelation of academic disciplines, influence of academic disciplines, production practice on formation of professional competences of graduates;
- effective balance between theoretical and practice-oriented disciplines;
- Availability of individual student support.

EEC recommendations

- Consider the possibility of involving practitioners and determining the proportion of special disciplines they read to improve the quality of educational programmes;
- improve the model of graduates of educational programs taking into account the specifics of development of regional needs of the labor market;
- to observe the requirements of strict reporting in accordance with the requirements of the legislation of the Republic of Kazakhstan (order of the Ministry of Education and Science of the Republic of Kazakhstan dated 23.10.2007, № 502)

The EEC notes that the specialized profile of the college according to this standard contains 8 strong positions, 14 - satisfactory positions, 2 require improvement.

5.3 Standard "Teaching Staff and Teaching Effectiveness"

- *In order to implement educational programmes, the management of EP should involve practitioners and determine the proportion of subjects they read.*
- *The EP guidelines should motivate the teaching staff to continuously innovate in the educational process.*
- *The EP guidelines should demonstrate that the human resources of the teaching staff are appropriate to the specifics of educational programmes.*
- *TaPE should demonstrate that information about the teaching staff is available to the public.*
- *The EP guidelines should ensure monitoring of the work of the teaching staff, systematic assessment of the competence of teachers, comprehensive assessment of the quality of teaching.*
- *The workload of teachers should include various activities. The EP guidelines should demonstrate evidence of teachers meeting all types of planned workloads.*
- *The EP guidelines should provide targeted action for the development of young educators.*
- *The EP guidelines should demonstrate mechanisms to stimulate professional and personal development of educators and staff.*
- *The EP guidelines should ensure that the satisfaction of the teaching staff is being monitored.*
- *The EP guidelines should demonstrate the IT competence of the teaching staff and the use of innovative teaching methods and forms.*
- *An important factor is the participation of the teaching staff in the life of the society.*

The probative part

The personnel policy of the college is aimed at improving the ways and means of achieving the goals applied in practice in order to ensure the high quality of the educational process. In this regard, the college pays great attention to the processes of recruitment and training, namely, the selection and recruitment of employees is carried out taking into account their basic professional education, as well as practical experience, individual abilities, professional knowledge and other indicators.

The College has developed and approved the College Charter, internal (labor) regulations, Regulations on structural subdivisions, job descriptions of the College staff and others.

The number of teaching staff in accordance with the contingent of students at the college is controlled by the management of the college and is 100% in accordance with the norms of the Law of RK "On Education".

According to the EP: 0101000 "Pre-school education and training", 010101 3 - Pre-school education and training, 010101 3 - The number of teaching staff in the academic year 2018-2019 is - 31 people, including regular teachers - 29 people. Among them there are full-time teachers: with the highest category -7 persons, with the first category -5 persons, with the second category -8 persons, without the category -9 persons, master -6 persons.

According to OP: 0105000 "Primary education", 0105013 - "Primary education teacher", 0105033 - "Foreign language teacher of primary education", 0105061 - "Nanny" number of teaching staff in the academic year 2018-2019 - 32 people, including regular teachers - 31 people. Among them there are full-time teachers: with the highest category -7 persons, with the first category -4 persons, with the second category -11 persons, without the category -9 persons, masters -6 persons.

The main goal in the work with teachers and employees of the educational program is to create conditions for their professional and personal growth. This is facilitated by the development of a set of measures aimed at the formation of a system of professional development of teachers, ensuring social protection of employees and the development of a positive social environment in the college, improving the system of financial incentives for teachers and employees.

The need for accredited EPs in the professional qualification level of the teaching staff is determined by the direction of training of students, licensing requirements. For the implementation of the accredited EPs, persons with professional education of the relevant profile, the level of qualification of which corresponds to the specifics of the accredited EPs, are involved. All teachers have basic education corresponding to the subjects taught. Selection and recruitment of teaching staff is carried out in accordance with basic education and practical experience.

In general, it can be stated that SRs are fully staffed with qualified teaching staff (according to the staff schedule) for the entire period of training.

The level of professional competence of teachers is constantly improved through various forms of training: national and regional professional development courses, seminars, scientific - theoretical and scientific - practical conferences.

The PPP survey conducted during the visit of EEC IAAR showed that:

- The college has an opportunity to provide the pedagogical collective in use of innovations in the process of training - 61,5 %;
- Teachers are satisfied with the content of the educational program 100%;
- the level of teachers' feedback to the management is 79.9%;

Analytical part

Analyzing the work on the standard "Pedagogical team and the effectiveness of teaching" it can be noted that the leadership of the teaching staff is constantly stimulating the pedagogical team to apply innovative pedagogical technologies, which contributes to the personal development of

teachers.

Strengths

- The college ensures transparency in monitoring the activities of the teaching staff and systematic assessment of the competence of teachers;
- Participation of the teaching staff in the life of the college.

EEC recommendations

- Activate the work on the organization of traineeships for teachers of special disciplines at enterprises on the profile of the specialty;
- To strengthen the work of the methodological office of the college on the implementation of the results of practical achievements of teachers in the educational process, providing them with assistance in the development of educational and methodical complexes with the assignment of ISBN;
- develop innovative projects for the development of teachers' and students' professional competencies.

Conclusions of the EEC by criteria:

The EEC notes that the specialized profile of the college according to this standard contains 7 strong positions, 3 - satisfactory positions, 1 requires improvement.

5.4 "Learners" standard

- *The management of the EP should demonstrate the policy of formation of the EP contingent of learners and the transparency of its procedures.*
- *The EP guidelines should demonstrate an understanding of the main roles (professional, social) of learners based on learning outcomes.*
- *An important factor is the possibility of professional certification of students in the field of specialization in the learning process.*
- *An important factor is the availability of programs to support gifted students.*
- *The EP guidelines should make every effort to ensure that graduates have access to employment and maintain links with graduates.*
- *An important factor is the monitoring of employment and professional activity of graduates.*
- *The EP management should actively encourage students to self-education outside the core curriculum (as part of extracurricular activities).*
- *The EP guidelines should provide opportunities for students to exchange and express their opinions.*
- *The EP guidelines should create a mechanism to monitor student satisfaction with the activities of TaPEs in general and individual services in particular.*
- *The EP manual should demonstrate the functioning of a feedback system that includes rapid reporting of learning assessment results.*

The probative part

Formation of the contingent of students is carried out on the basis of the following regulatory legal acts of the Republic of Kazakhstan: the Law of the Republic of Kazakhstan dated July 27, 2007 "On Education", the Resolution of the Government of the Republic of Kazakhstan dated January 19, 2012 №130 "On approval of the Standard rules of admission to education in educational institutions implementing educational programs of technical and vocational education" with changes and additions dated 12.05.2016, the Order of the Minister of Education and Science of the Republic of Kazakhstan dated January 20, 2015 №19 "On approval of the Rules of transfer and restoration of students

The college accepts citizens of the Republic of Kazakhstan having the main secondary (main general), general secondary (general secondary), technical and professional (initial professional and secondary professional), foreign citizens and stateless persons in accordance with the Law on Education of the Republic of Kazakhstan dated 27.07.2007 "On Education". For reception of statements from entrants on training, carrying out of entrance examinations and transfer in structure of students the selection committee is created. The composition of the admissions committee is approved by the order of the college director. The Admissions Committee organizes its work guided by the standard rules of admission for training in educational organizations implementing professional training programs of technical and vocational education in accordance with the decree of the Government of the Republic of Kazakhstan dated 19.01.2012, № 130, standards of public services provided in the field of technical and vocational education "Reception of documents in the organization of technical and vocational education, after secondary education" dated 14.04.2015, № 200 and the established plan for recruitment.

The reception dynamics is presented in the following tables.

Table 1. Enrollment in college on the EP "Pre-school education and upbringing"

Acceptance.	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total	66	62	53	55	50
By state order	50	50	20	50	50
On a paid basis	16	12	33	5	
In the state language.	66	62	53	-	-

Table 2. Enrollment in EP "Primary Education»

Acceptance.	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total	-	-	42		
By state order	-	-		53	50
On a paid basis	-	-	42		
In the state language.	-	-	42	53	50

The analysis of the number of trainees shows the stability of the contingent.

Table 3: Contingent of students on EP "Pre-school education and upbringing" over the last 5 years

№	Academic year	Total	1 year	2 year	3 year	4 year
1	2014-2015	164	61	35	64	
2	2015-2016	171	57	66	48	
3	2016-2017	171	20	33	63	55
4	2017-2018	167	55	50	62	
5	2018-2019	171	50	66	55	

Table 4: Contingent of students on EP "Primary education"

№	Academic year	Total	1 year	2 year	3 year	4 year
1	2014-2015	82		6	28	48
2	2015-2016	49		7	16	26
3	2016-2017	75		42	9	24
4	2017-2018	90	53	28	9	-
5	2018-2019	128	50	60	28	-

The college has created conditions for the education and development of students. Foreign students are provided with a dormitory. A canteen has been built and is in operation, taking into

account the views of students. For the organization of extra-curricular activities there is an assembly hall equipped with the necessary equipment.

There is a library, reading room and computers connected to the Internet for independent work.

The College strives to support talented children. The College has clubs and sports sections, a student scientific society, a debate club, a volunteer school and a youth affairs committee.

Gifted children of EP have the opportunity to develop their scientific, professional and creative potential through participation in competitions, projects, scientific and practical conferences and other intellectual events.

Students take an active part in the public life of the college, the region and the Republic of Kazakhstan.

The College monitors the employment of graduates.

Table 5. Results of the employment of graduates for 4 years in the EP "Pre-school education and training"

Academic year	Employment		Occupation	
	people	%	people	%
2014-2015	40	69	7	12
2015-2016	31	70,4	5	11,4
2016-2017	48	68,6	8	11,4
2017-2018	47	67,1	10	14,2

Table 6. Results of placement/employment of graduates in 4 years on the EP "Primary Education"

Academic year	Employment		Occupation	
	people.	%	people.	%
2014-2015	20	68,9	4	13,8
2015-2016	19	61,3	6	19,3
2016-2017	8	61,53	3	23,1
2017-2018	7	58,4	3	24,9

The survey of the trainees conducted during the visit of EEC IAAR showed that:

- 91.1% were satisfied with the availability of computer classes and Internet resources;
- 100% satisfied with the availability of library resources;
- 97.8% are satisfied with the fairness of examinations and certification.

According to the "Trainees" standard, it can be noted that, the conditions and quality of the implementation of the EP meet the needs and expectations of students. The employment results show the demand for Arystanbab graduates in the labour market. Regional employers are satisfied with the

quality of training of graduates on accredited EPs.

Strengths

- *Transparency of procedures for the formation of the student population;*
- *Encouragement of students to self-education outside the main educational program.*

EEC recommendations

- *Strengthen the role of student activists and participation in professional competitions of pedagogical skills;*
- *Consider the possibility of professional certification of students in the field of specialization in the learning process.*

Conclusions of the EEC on the criteria:

The EEC notes that the specialized profile of the college according to this standard contains 3 strong, 6 satisfactory positions and 1 requires improvement.

5.5 Standard "Resources used in the process of carrying out educational programs

Continuous improvement of material, technical and informational resources is a factor in ensuring the quality of the educational programme. The learning environment for students, including material, technical and informational resources, is appropriate to the objectives of the educational programme and its specifics. Material-technical and information resources are implemented at the expense of the own, local and national budgets.

When inspecting the base of Arystanbab College LLP, it was found that the institution has the necessary resources to implement accredited educational programs.

The Arystanbab College has a canteen, which provides potential opportunities for the organization. The menu includes hot meals, a wide range of baked goods and soft drinks. There is a primary health care clinic that provides primary health care.

One factor in the development and use of new information technologies is their constant development. Arystanbab College is actively working to introduce information technologies into the educational process. The college has established a common local wired network and a WI-FI system, which provides access to the Internet for wireless devices.

An IP video monitoring system is in operation, ensuring higher security for students and college staff.

All the conditions for the Internet access are created for the teachers, employees and students of the college. All the computers of the college are connected to the local network and have access to the Internet through a broadband Internet channel with the speed of up to 10 MB/s, also for wireless access to the Internet there is a separate Internet channel with the installed WI-FI system for wireless access to information Internet resources.

The college actively uses computer rooms united in a single local network, rooms with interactive whiteboards, created a library stock, including electronic textbooks.

There are 5 computer classrooms, consisting of 125 computers of new generation, which are connected to the local network INTERNET. In addition, all the offices of the heads of structural subdivisions have computers connected to the INTERNET network. In total, there are 178 new-generation computers, 10 laptops, 8 TV sets, 8 multifunctional institutions, 8 multimedia projectors with a screen, and an interactive whiteboard. All computers of the college are connected to the local network and have access to the Internet. For printing and photocopying of educational documentation the structural subdivisions of the college are equipped with copying and multiplication equipment: printers, photocopiers, MFPs 3 in one; printer/xerox/scanner, photo printer. Scanning, printing and photocopying of training documentation in black and white format is carried out in the offices of heads of departments.

The college has a system of electronic timetable, three monitors broadcast the schedule of groups, both for one day and for the whole semester with the indication of classrooms and teachers in the discipline.

The college library provides students with the necessary educational, methodological, socio-political, medical, natural science and fiction literature. The library provides free access to college students and Internet teachers.

The library has a total area of 131.6 sq.m. and consists of a subscription, a reading room for 60 seats and a book depository of 31.44 sq.m.

The content and volume of the library stock corresponds to the accredited educational programs:

The fund of educational and information-methodical literature on EP "Preschool education and training" is 4868 copies.

Educational literature on electronic media on EP "Preschool upbringing and education" -262, magnetic -117.

The fund of educational and information-methodical literature on EP "Primary education" is 2569 copies.

The educational literature on EP "Primary education" on electronic media is -292, and on magnetic media -117.

Subscriptions to periodicals over the past three years averaged 31 titles annually.

Literature purchased over the past three years amounted to 2,822,125 tenge, 1766 copies.

The library has 10 computers with access to the Internet to assist students in self-study.

A system has been introduced for the comprehensive automation of library processes and the creation of electronic catalogues.

In order to make information about the activities of the college and the educational services provided to interested parties accessible, the college has created a website (www.arstanbab.kz) in the state language.

The survey of the trainees conducted during the visit of EEC IAAR showed that satisfaction:

- Available computer classes - 93.3%;
- Available laboratories - 91.1%;
- dormitory security - 95.6%;,+
- Availability of health services for students - 100%.

According to the standard "Resources used in the implementation of educational programs" it can be noted that the material base of the college is sufficiently equipped with modern computer equipment and has all the necessary conditions for the implementation of EP at a high level.

EEC recommendations

- replenish the library stock of accredited specialties with electronic educational and methodical complexes;
- to place teaching aids for teachers of special disciplines in the reading room of the library for open access to students.

Conclusions of the EEC by criteria:

The EEC notes that the specialized profile of the college according to this standard contains 6 strong, 8 satisfactory positions and 1 position suggests improvement.

5.6 Standard "Standards in the context of individual professions

An important factor is the use of modern pedagogical technologies, which contribute to the formation of a creative style of activity of a future specialist, and significantly increase the motivation, depth and completeness of mastering the profession. Great attention is paid to the training of specialists in their specialties: they focus on the work aimed at acquiring and improving practical skills. The combination of theoretical training and practice is achieved through the use of practice-oriented technologies and competence-oriented tasks. Issues related to the organization of practical training and professional development of teachers are regularly discussed, as well as problems related to the improvement of teaching methods, the use of innovative technologies, and the

state of methodological support of the educational process.

Special attention is paid to technologies, forms and methods of organizing the educational process. The main pedagogical innovations are related to the application of interactive teaching methods. Interactive methods are based on the principles of interaction, activity of students, support on group experience, mandatory feedback. The college has created an environment of educational communication, which is characterized by openness, interaction of participants, equality of their arguments, accumulation of joint knowledge, the possibility of mutual evaluation and control. Much attention is paid to the application of information technologies in the educational process. Electronic textbooks and computer programs are actively used at the classes. A computerized testing system has been introduced, where a database of test assignments in all disciplines has been created.

Every year, the Centre's ten-day classes are planned, which include open classes and extracurricular activities to enrich the experience of teachers, promote the introduction of new technologies, and improve the quality of students' knowledge.

The students' research work is carried out through participation in scientific and practical conferences.

Professional practice is an integral part of the main vocational education and training program and an effective form of professional training of qualified personnel for professional activities.

Practice programs in combination with a set of working documentation allow teachers, practice leaders, employers, as well as students to better understand the tasks and prospects of mastering professional skills, ensure the unity of approaches and requirements for the content of practice and reporting on its results.

All of these factors strengthen practical learning in the college, making it easier for graduates to adapt to the classroom. The duration and content of the practices are in line with the State Compulsory Standard of Education TaPE. The schedules of educational, industrial and pre-graduate practices take into account the suggestions of employers and are approved by the college director in the schedule of the educational process.

During the period of professional practice, practical training of students is carried out, basic professional skills and abilities are formed in accordance with qualification characteristics, knowledge is expanded, deepened and systematized on the basis of studying the updating of educational content, and initial professional experience is acquired.

Agreements with social partners are concluded in a timely manner in order to conduct pre-diploma and production practices. The practice bases correspond to the students' future professional activities. The internship periods correspond to the hours provided for in the curriculum.

Analyzing the work on the standard "Standards in the context of individual specialties" it can be noted that in order to familiarize students with the professional environment and relevant issues in the field of specialization, as well as to acquire skills through theoretical training, the education program includes a number of activities in the form of work circles, optional courses and elective courses aimed at gaining practical experience and skills in the field of specialty.

In terms of accredited specialties, it can be noted that the achievements of students are at a fairly good level and fully meet the requirements of the standard.

Strengths

- successful employment of graduates in the labor market in accordance with the specialty and qualifications obtained.

EEC recommendations

- Organize professional competitions at the college with the participation of social partners.

Conclusions of the EEC by criteria:

The EEC notes that the specialized profile of the college according to this standard contains 3 strong and 2 satisfactory positions.

VI. REVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD

5.1 Standard "Educational Programme Management":

-existence of a certificate of compliance with the requirements of ST RK ISO 9001-2016 "Quality Management Systems. Requirements" № kz7500207.07.03.00283 of 05.04.2018 to 05.04.2021

- Responsibilities for business processes are clearly defined and the responsibilities of the personnel are clearly defined.

5.2 Standard "Specifics of the educational program":

- Content, volume, logic of interrelation of academic disciplines, influence of academic disciplines, production practice on formation of professional competences of graduates;

- effective balance between theoretical and practice-oriented disciplines;

- Availability of individual student support.

5.3 Standard "Pedagogical staff and teaching efficiency":

- The college provides transparency of monitoring of the activities of the teaching staff, systematic evaluation of teachers' competence;

- participation of the teaching staff in the life of the college.

5.4 Learning Standard:

- Transparency of procedures of formation of a contingent of students;

- Encouragement of students to self-education outside the main educational program.

5.6 Standard "Standards in the context of individual professions":

- successful employment of graduates in the labor market in accordance with the received specialty and qualification.

VII. REVIEW OF THE RECOMMENDATION FOR QUALITY IMPROVEMENT

List of EEC recommendations on all standards related to meeting the criteria

5.1 Standard "Educational Programme Management"

EEC recommendations

- Ensure the effectiveness of the information and feedback system for learners, employees and stakeholders;
- systematize the work on updating the content and analyzing the effectiveness of changes in educational programs, taking into account the interests of stakeholders.

5.2 Standard "Specifics of educational program"

EEC recommendations

- Consider the possibility of involving practitioners and determine the proportion of special disciplines they read in order to improve the quality of educational programs (up to 01.09.2019);
- improve the model of graduates of educational programs taking into account the specifics of development of regional needs of the labor market (up to 31.12.2019);
- comply with the requirements of strict reporting requirements in accordance with the legislation of the Republic of Kazakhstan (order of the Ministry of Education and Science of the Republic of Kazakhstan dated 23.10.2007, № 502) (up to 01.09.2019).

5.3 Standard "Teaching Staff and Teaching Effectiveness"

EEC recommendations

- intensify the work on the organization of internships for teachers of special disciplines at the enterprises on the profile of the specialty (until 31.12.2019);
- strengthen the work of the methodological office of the college to implement the results of practical achievements of teachers in the educational process, to assist them in the development of educational and methodical complexes with the assignment of ISBN (up to 01.09.2021);
- develop innovative projects for the development of professional skills of teachers and students (until 01.09.2021).

5.4 "Learners" standard

EEC recommendations

- Strengthen the role of student activists and participation in professional competitions of pedagogical skills (until 01.09.2020);
- Consider the possibility of professional certification of students in the field of specialization in the learning process (until 01.09.2021).

5.5 Standard "Resources used in the implementation of educational programs"

EEC recommendations

- replenish the library stock of accredited specialties with electronic educational and methodical complexes (until 01.09.2020);

- to place teaching aids for teachers of special disciplines in the reading room of the library for open access to students (01.09.2019.).

5.6 Standard "Standards in the context of individual professions"

EEC recommendations

_Organize professional competitions on the basis of the college with the participation of social partners (until 31.12.2021).



Appendix 1: Assessment Table "SPECIALIZED PROFILE PARAMETERS

(signed by all EEC members)

№	Assessment criteria	Position of the educational organization			
		Strong.	Satisfactory	Supposed to be improved	Unsatisfactory
Educational Programme Management Standard					
1	TaPE demonstrates the development of the EP plan and its focus on meeting the needs of the State, stakeholders and learners.		+		
2	TaPE should ensure that the EP development plan is adequate to the available resources, the needs of the labour market and the education policy of the Republic of Kazakhstan.		+		
3	TaPE should involve representatives of stakeholder groups, including students, the teaching staff and employers, in the development of the EP plan.			+	
4	TaPE organization demonstrates transparency of the processes of formation of the development plan for EP. TaPE ensures that stakeholders are informed about the content of the EP Development Plan and the processes of its formation.		+		
5	The TaPE organization should determine the mechanisms of formation and regular revision of the plan of development of EP and monitoring of its implementation.		+		
6	TaPE systematically collects, collects and analyzes information about the implementation of EP and conducts self-reviews in all directions, develops and revises the EP development plan.		+		
7	The development plan of the EP is discussed publicly with the representatives of all stakeholders, on the basis of proposals and amendments of which the authorized collegial body of the TaPE organization makes changes to the project			+	
8	TaPE demonstrates the degree of implementation of the principles of sustainability, efficiency, effectiveness, priority, transparency, responsibility, delegation of authority, delineation and independence	+			

	of the funding system.				
9	EP management should include:				
9.1	Management of activities through processes	+			
9.2	mechanisms for planning, development and continuous improvement	+			
9.3	monitoring, including the establishment of reporting processes to determine the dynamics of activities and implementation of plans		+		
9.4	change effectiveness analysis		+		
9.5	evaluation of efficiency and effectiveness of subdivisions' activities and their interaction"		+		
10	All major business processes regulating the implementation of the EP should be documented in the TaPE organization	+			
11	The organization of TaPE should demonstrate a clear definition of those responsible for business processes, unambiguous distribution of job duties of the personnel, division of functions of the collegial bodies involved in the implementation of the EP	+			
12	The organization of TaPE should demonstrate the procedure of approval, periodic review (revision) and monitoring of educational programs and documents regulating this process		+		
13	The organization of TaPE should ensure that an information and feedback system for learners, employees and stakeholders is in place and functioning effectively	+			
14	The management of the TaPE should demonstrate the successful functioning of the quality assurance system of the EP, including its design, management and monitoring, its improvement, evidence-based decision-making		+		
15	The EP management should provide evidence of the transparency of the educational programme management system.		+		
16	The organization of TaPE should demonstrate the existence and evidence of intensive use of the statistical collection and analysis system in the management processes of EP.		+		
17	The management of the EP should ensure that the needs of the teaching staff, staff and learners are measured in terms of satisfaction, and demonstrate evidence of deficiencies in the measurement process.		+		

18	The EP manual should demonstrate evidence of openness and accessibility to learners, staff and parents.	+			
TOTAL		7	13	2	
Standard "Specifics of the educational program"					

Evaluation criteria: EP content

19	The organization of TaPE should demonstrate the existence of developed graduate models of the educational program, including knowledge, skills, abilities, skills, basic and professional competences, personal qualities		+		
20	TaPE should provide evidence of the involvement of the teaching staff and employers in the development of EP, ensuring their quality		+		
21	The organization of TaPE should determine the content, scope and logic of the interrelation of academic disciplines, as well as the impact of disciplines, industrial training and professional practice on the formation of basic and professional competencies of graduates	+			
22	The EP manual should demonstrate that the content of the academic disciplines has a professional context	+			
23	The management of the EP should demonstrate that there is an effective balance between theoretical and practice-oriented disciplines	+			
24	The list and content of disciplines should be accessible to students. Disciplines should comprehensively cover all issues, problems in the field of teaching		+		
25	The structure of an educational programme should include various activities that should contribute to the development of students' basic and professional competencies, taking into account their personal characteristics		+		
26	An important factor is the updatability of educational programs taking into account the interests of employers				+

Assessment criteria: individualization of EP

27	The EP guidelines should ensure equal opportunities for learners, including regardless of the language of instruction	+			
28	The EP should ensure that a system of individual support and counselling for learners on the educational process is in place and functioning effectively		+		

29	Management creates the conditions for effective implementation of the EP	+			
30	The management of the EP should demonstrate the use of the advantages, individual characteristics, needs and cultural experience of the learners in the implementation of the EP		+		
31	The management of the EP should demonstrate individual support of the learners in the implementation of the EP	+			
32	The management of the EP must prove the existence of a system for monitoring the achievements of the trainees	+			

Assessment criteria: assessment of student outcomes

33	The management of the EP should ensure that a mechanism for objective, accurate and comprehensive assessment of learning outcomes is in place and functioning effectively		+		
34	The management of the EP should ensure the objectivity of the assessment of learning outcomes and the degree of development of basic and professional competencies of students, transparency and adequacy of tools and mechanisms for their assessment		+		
35	The EP's management should ensure that the procedures for assessing the level of knowledge and skills of the learners are consistent with the planned learning outcomes and objectives of the programme		+		
36	The management of the EP should diagnose the knowledge, skills and abilities of the learners when starting the course of study and learning the subjects		+		
37	Processes and criteria for assessing learning outcomes should be transparent		+		
38	The EP guidelines should ensure that learners have the skills to continue learning at the following educational levels		+		

Assessment criteria: training methodology

39	The leadership of the EP should ensure the systematic development, implementation and effectiveness of active learning methods and innovative teaching methods		+		
40	When implementing an educational programme, the trainee's independent work should be monitored		+		

41	The management of the EP should ensure the possibility of passing the on-the-job training and professional practice in the specialty/qualification of students and monitor the satisfaction of students, managers of enterprises - places of practice and employers	+			
42	The EP should ensure that the results of teachers' practical achievements are incorporated into the educational process			+	
TOTAL		8	14	2	
Standard "Pedagogical staff and effectiveness of teaching"					
43	In order to implement educational programmes, the management of EP should involve practitioners and determine the proportion of subjects they read			+	
44	The EP guidelines should motivate the teaching staff to continuously apply innovations in the educational process	+			
45	The management of the EP should demonstrate that the human resources capacity of the teaching staff is appropriate to the specifics of educational programmes	+			
46	TaPE should demonstrate that information about the teaching staff is available to the public	+			
47	The EP guidelines should ensure monitoring of the work of the teaching staff, systematic assessment of the competence of teachers, comprehensive assessment of the quality of teaching	+			
48	The workload of teachers should include various activities. The EP manual should demonstrate evidence of teachers meeting all types of planned workloads			+	
49	The EP guidelines should provide targeted action for the development of young educators			+	
50	The EP guidelines should demonstrate mechanisms to stimulate the professional and personal development of teachers and staff	+			
51	The management of the EP should ensure that the satisfaction of the teaching staff is monitored			+	
52	The EP guidelines should demonstrate the IT competence of the teaching staff, the use of innovative methods and forms of learning	+			
53	An important factor is the participation of the teaching staff in the life of the society	+			
TOTAL		7	3	1	
The Learning Standard					

54	The management of the EP should demonstrate the policy of formation of the EP contingent of learners and the transparency of its procedures	+			
55	Awareness of the main roles (professional, social) of learners based on learning outcomes should be demonstrated in the EP		+		
56	An important factor is the possibility of professional certification of students in the field of specialization in the learning process			+	
57	An important factor is the availability of programmes to support gifted students.		+		
58	The management of the EP should make every effort to ensure that graduates are employed and that they maintain contact with graduates		+		
59	An important factor is the monitoring of employment and professional activity of graduates		+		
60	The management of the EP should actively encourage learners to self-education outside the core curriculum (as part of extracurricular activities)	+			
61	The EP guidelines should provide opportunities for learners to share and express their opinions	+			
62	The management of the EP should establish a mechanism to monitor student satisfaction with the activities of the TaPE organization in general and individual services in particular		+		
63	The management of the EP should demonstrate the functioning of the feedback system, including the prompt provision of information on the results of the assessment of learning outcomes		+		
TOTAL		3	6	1	
Standard "Resources used in the implementation of educational programs					
64	The EP manual should ensure that as much structured, organised information as possible on the subjects taught is available to learners: e.g. presentation materials, lecture notes, mandatory and additional literature, practical exercises, etc.	+			
65	The training equipment and software used to master the training programmes should be similar to those used in the respective industries and should meet the operational safety requirements	+			
66	The organization of TaPE provides a learning environment that supports the development of basic and professional competencies and that is responsive to the individual needs and capabilities of the learners	+			

67	The organization of TaPE should create the conditions for the development of applied skills of students and teaching staff in the disciplines studied and the possibility to implement these skills in competitions and competitions or in any other way in practice		+		
68	TaPE should assess the dynamics of the development of material and technical resources and information support for EP	+			
69	A training environment for EP should be created in the organization of TaPE, which includes:				
69.1	Technological support for students and teaching staff in accordance with the specifics of the educational programme		+		
69.2	Academic accessibility - learners have access to personalized educational resources		+		
69.3	Academic Advice - personalized educational resources are available to help students		+		
69.4	vocational guidance - students have access to personalized educational resources to help them choose and achieve their career path		+		
69.5	Necessary number of classrooms equipped with modern technical means of education, corresponding to sanitary and epidemiological norms and requirements		+		
69.6	the required number of computer rooms, reading rooms, multimedia and language laboratories, and the number of seats in them	+			
69.7	the book fund, including the fund of educational and methodical literature on paper and electronic media, periodicals in the context of teaching languages			+	
69.8	free access to educational Internet resources	+			
70	The management of the EP should determine the extent to which information technologies are introduced into the learning process of EP, monitor the use and development of innovative learning technologies by the teaching staff, including those based on ICTs		+		
71	The EP management should demonstrate the reflection of the information characterizing EP on the web resource		+		
TOTAL		6	8	1	
"Standards in the context of particular professions"					
Education					

72	Educational programs in the field of "Education", such as "Pre-school education and training", "Organization of educational work (by levels)", "Primary education", etc. should meet the following requirements				
72.1	The management of the EP should demonstrate that the graduates of the program have practical knowledge in the field of psychology and skills in the field of communication, analysis of personality and behavior, methods of prevention and resolution of conflicts, motivation of students	+			
72.2	The management of the EP should demonstrate the literacy of the graduates of the program in the field of information technologies, corresponding to the requirements of the educational sphere, the wide use of information and communication technologies in educational institutions	+			
72.3	The management of the EP should demonstrate the existence of disciplines in the curriculum, teaching and learning organization, innovative teaching and learning planning methods, including interactive learning methods		+		
72.4	The management of the EP should demonstrate that students have the ability to develop self-study skills		+		
72.5	The management of the EP should demonstrate that it has a clear, evidence-based understanding of what specialties (qualifications) and skills within individual specialties are in demand in the market, what is the approximate number of professionals required in the market for the profession it teaches and provide examples of successful employment of most graduates in the profession (qualification) in the first six months after graduation	+			

Social sciences, services, economics, business and law

73	Educational programmes in the areas of services, economics and management and law, such as law enforcement, patenting, translation (by type), tourism (by sector), catering, social work, marketing (by sector), finance (by sector), etc.p. should meet the following requirements: the guidelines of the EP should guarantee the access of students to the most up-to-date and up-to-date data (statistics, news, scientific results) in the field of specialization in paper (newspapers, statistical data collections, textbooks) and electronic media The Social Science, Economics and Business EP and				
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	the Law EP should also meet the following requirements				
74	EP in the areas of "Social Sciences, Economics and Business" and "Law" must also meet the following requirements:				
74.1	The EP objectives and results should be aimed at equipping students with specific skills required by the labour market				
74.2	The EP guidelines should demonstrate that the graduates of the programme have these skills and that these skills are indeed in demand in the market				
74.3	The EP should include a significant number of disciplines and activities aimed at providing students with practical experience in applying theoretical knowledge, such as industrial practice, training at enterprises, participation in lectures and master classes of practitioners, etc.				

Natural and technical sciences

75	Technical education programmes such as "Metallurgy and Mechanical Engineering", "Communication, Telecommunications and Information Technology", "Production, Installation, Operation and Repair (by industry)", "Communication, Telecommunications and Information Technology", etc. should meet the following requirements				
75.1	In order to familiarize students with the professional environment and topical issues in the field of specialization, as well as to acquire skills through theoretical training, the education programme should include disciplines and activities aimed at acquiring practical experience and skills in the field of specialization in general and major disciplines in particular, including				
75.1.1	Excursions to enterprises in the field of specialization (factories, workshops, research institutes, laboratories, etc.)				
75.1.2	Conduct of individual classes or entire disciplines in the specialty enterprise				
75.1.3	use of workshops for practical training, solving practical problems relevant for enterprises in the field of specialization, etc.				
75.2	The teaching staff involved in EP should include practitioners who have experience working in the field of EP.				

Art.

76	Educational programs in the field of "Art and culture", such as "Social and cultural activities and folk art (by profile)", "Instrumental performance and pop music (by type)", "Painting, sculpture and graphics (by type)", "Music theory", etc., should meet the following requirements				
76.1	The management of the OP should demonstrate that graduates of the program have theoretical knowledge in the arts, practical skills and skills of self-expression through creativity, such as modeling, drawing, singing, etc.				
76.2	The EP should demonstrate students' self-learning and self-development skills, ability to engage in art activities				
76.3	The EP should include as many disciplines and activities as possible in which skills are taught to students individually or in small groups, e.g. master classes for honoured persons in the field of specialization				
76.4	The management of the EP should organize as many activities as possible for the trainees to showcase their creative skills, e.g. concerts and exhibitions				
76.5	The EP should contribute to the enrichment of creative experience in the different practices of the profession				
76.6	In order to familiarize students with the professional environment and topical issues in the field of specialization, as well as to acquire skills through theoretical training, EP should include disciplines and activities aimed at gaining practical experience and skills in the field of specialization in general and major disciplines in particular, including				
76.6.1	Excursions to enterprises in the field of specialization (museums, theatres, design offices, etc.)				
76.6.2	Conduct of individual classes or entire disciplines in an enterprise specializing in the field				
76.6.3	Holding seminars to solve practical problems relevant for enterprises in the field of specialization, etc.				
76.7	An important factor within the EP is the availability of a mechanism of collective evaluation of the creative examination works of students				
TOTAL		3	2		
GENERAL TOTAL		34	46	7	