

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

**Addressed to
Accreditation Council
of IAAR**

THE REPORT
OF EXTERNAL EXPERTS COMMISSION (EEC)
ON RESULTS OF SPECIALIZED ACCREDITATION
ON EDUCATIONAL PROGRAMS
5B010100 – PRESCHOOL EDUCATION AND TRAINING
5B010200 – PEDAGOGICS AND METHODOLOGY OF PRIMARY EDUCATION,
5B011400 – HISTORY, 6M020300 – HISTORY
PSE «SH.UALIKHANOV KOKSHETAU STATE UNIVERSITY»

From December, 18th till December, 20th, 2015

Kokshetau, 2015

According to the order # 38-15 of December 15, 2015 of Independent agency for accreditation and rating from December, 18 till December, 20th, 2015 the External experts commission evaluated the conformity of educational programs 5B010100 – Preschool education and training, 5B010200 – Pedagogics and methodology of primary education, 5B011400 – History, 6M020300 – History of Sh.Ualikhanov Kokshetau state university to standards of specialised accreditation of IAAR.

The report of an external experts commission (hereinafter – EEC) contains an evaluation of the presented educational programs according to criteria of IAAR, EEC recommendations about the further perfection of educational programs and profile parameters of educational programs of Sh.Ualikhanov Kokshetau State University.

Structure of EEC:

- 1. The chairman of the commission** – Adlet Toybaev, candidate of pedagogical sciences, associate professor, Kazakh State Women's Pedagogical University (Almaty);
- 2. Foreign Expert** - Dmitry V.Vasilyev, Ph.D., associate professor, Institute of Public Administration, law and innovative technologies, expert 'Guild of experts in the field of vocational education "(Moscow, Russia);
- 3. Expert** – Nurzhamal Aldabek, Doctor of History, Professor, Kazakh National University. Al-Farabi Kazakh National University (Almaty);
- 4. Expert** – Larisa Shkutina, doctor of pedagogical sciences, professor, E.A. Buketov Karaganda State University. (Karaganda);
- 5. Expert** – Clara Torebaeva, Doctor of Pedagogy, professor, ZhubanovAktobe regional State University. (Aktobe);
- 6. Expert** - Dmitry Pak, Ph.D., Associate Professor, Karaganda State Technical University (Karaganda);
- 7. Expert** – Nurbolat Sembayev, Ph.D., associate professor of S.Toraygyrov Pavlodar State University. (Pavlodar);
- 8. Expert** – Murat Rakhimov, Ph.D., Associate Professor, Karaganda State Technical University (Karaganda);
- 9. Expert** – Kymbat Shaikenova, candidate of agricultural science, associate professor of S. Seifullin Kazakh Agro Technical University (Astana);
- 10. The expert** – Valery Kalytka, Dr. PhD, S. Seifullin Kazakh Agro Technical University (Astana);
- 11. An observer from the Agency** – Inara Mukhtarova, project manager of institutional and specialized accreditation of IAAR (Astana);
- 12. The employer** – Serik Kaskenov, director of "Kaskenov and Company" (Kokshetau)
- 13. Student** – Madina Zainulin, 4th year student of the specialty "History" "Kokshe" Academy (Kokshetau).

CONTENT

1 PRESENTATION OF SH.UALIKHANOV KOKSHETAU STATE UNIVERSITY AND ITS EDUCATIONAL PROGRAMMES	4
2. OVERALL EVALUATION OF EDUCATIONAL PROGRAMS.....	6
3 DESCRIPTION OF EEC VISIT	7
4 CONFORMITY TO STANDARDS OF SPECIALISED ACCREDITATION.....	8
RECOMMENDATIONS	30
RECOMMENDATION TO ACCREDITATION COUNCIL	31
PARAMETERS OF SPECIALISED PROFILE	32

Independent Agency for
Accreditation and Rating

1 PRESENTATION OF SH.UALIKHANOV KOKSHETAU STATE UNIVERSITY AND ITS EDUCATIONAL PROGRAMMES

Kokchetav pedagogical institute was opened according to the order #563 of 25 July, 1962 confirmed by the Council of Ministers of KSSR. I.S. Gorohvodatsky, a candidate of historical sciences was appointed a rector of the Institute in March 29, 1965. According to the decision of the Council of Ministers of the Kazakh SSR and order #241 Kokchetav Pedagogical Institute was named after the first Kazakh scientist-educator Shokan Chingizovich Ualikhanov.

According to the order of the Ministry of Education of the Republic of Kazakhstan dated from May 23, 1996 #143, Kokshetau Pedagogical Institute named after S.Sh.Ualikhanov was subjected to liquidation, and on its basis a new university Sh. Ualikhanov Kokshetau University was established, which included agricultural institute and a branch of the Karaganda Polytechnic Institute. The first rector of the university was the doctor of physical and mathematical sciences, professor Abai Akhmetgalievich Aytmukhambetov.

According to the Governmental order of the Republic of Kazakhstan Sh.Ualikhanov Kokshetau State University was renamed the Republican State Enterprise "Sh.Ualikhanov Kokshetau State University" in 2001. According to the decision of the Government of the Republic of Kazakhstan dated from April 28, 2012 #544 Republican state enterprise "Sh.Ualikhanov Kokshetau State University" MSE of RK is reorganised in the Republican state enterprise on the right of economic conducting "Sh.Ualikhanov Kokshetau State University" the Republic Kazakhstan Ministries of Education and Science.

According to the results of national institutional accreditation in 2013, the university is accredited for five years. In accordance with the results of specialized accreditation, 16 educational programs are accredited for five years.

The ranking was conducted by the Center of Bologna process and academic mobility of MES in 2014. Two specialties of Sh. Sh.Ualikhanov Kokshetau State University honored the 3rd place: 5B011200 - Chemistry and 5B091200 - Restaurant and hotel business. Sh.Ualikhanov Kokshetau State University became a member of the European Association and the Eurasian Association of Universities in 2015.

Nowadays Sh. Ualikhanov Kokshetau State University is an top institution in the regional market of educational services. It has successfully passed the state certification in 2013, it also passed recertification for compliance with international standards ISO 9001-2008 in 2012, confirming a high level of academic, educational, human, and financial and other processes of the university.

Sh. Ualikhanov Kokshetau State University was awarded an "European Quality" International award for striving to achieve high quality of products (services) in accordance with European standards. Within the program "Leaders of the XXI Century" Sh. Ualikhanov KSU was awarded the International Award "Millenium" for effective use of advanced technologies, introduction of extraordinary, innovative solutions and development in the professional field in 2009. The Magna Carta (Bologna Declaration) was signed in September, 2010.

Currently, the university carries out a professional training on 53 specialities of a bachelor degree on full-time, part-time and distant learning basis on 28 Master's specialities and 4 PhD specialities.

There are 23 chairs in the university, where more than 300 teachers are employed. Among them there are 22 doctors of sciences, 14 professors, 77 candidates of science, 52 associate professors, 34 owners of the grant «Best teacher of high school of Republic Kazakhstan» that testifies high professionalism of teaching stuff and inexhaustible creative energy

To promote research work and enlarge applicable tasks, new scientific laboratories and institute are opened. They are the Euroasian centre of a sustainable development the NOOSPHERE of Vernadsky, nuclear magnetic resonance-spectroscopy laboratory, laboratory wind power installations made from composite materials, scientific research institute of region, research laboratory of agroinnovations and linguistics laboratory.

The University acts in accordance with the state license for the provision of educational services (№ 12019134 of December 11, 2012), issued by MES. The highest collegiate governing body of the University is the Academic Council, which acts on the basis of the Charter and Regulations of the Academic Council.

The mission of the university is the formation of scientific and educational environment, which is implemented to train highly qualified professionals in demand in the labor market of the northern region of Kazakhstan and the country, who have values, knowledge and competencies according to the current needs of society.

Academic quality policy of Sh. Ualikhanov Kokshetau State university is aimed at compliance with international accreditation, the priorities of industrial-innovative development, innovative approaches to the formation of the content of educational programs of specialties. The quality policy is focused on employing highly-qualified, competitive and perspective specialists; continuous quality improvement of educational activities through the introduction of innovative educational technologies; conducting competitive research in line with the strategic objectives of development of the region; to ensure integration into the international educational space through the implementation of academic mobility development programs "double diploma" to engage leading foreign experts to cooperate and use international accreditation tools.

Educational activities in high school are conducted on a three-level training system: Bachelor - Master - PhD. Admission is based on state educational grants and contractual basis. The University occupies a leading position among the universities of the republic by the number of owners of the state grant "Mangilik el-industriaga." Everlasting country is for industry.

The infrastructure of the university consists of 4 modern educational buildings, equipped with the latest computers, linguistic and multimedia rooms, including 5 reading rooms, a biological museum, educational laboratories, the scientific research laboratory and the educational research laboratory, training workshops, canteens, dormitories. The sports camp "Tulpar" is a pride of the university, located in the recreation area of Zerenda of Akmola region, sanatorium "Arasan", comfortable "Student House". An educational-scientific-industrial complex "Elite" was created for students to gain some practical skills.

The university has an access to the catalogs of the Republican Inter university Electronic Library, the Kazakh National Digital Library and to the world databases such as «SpringerLink», «Thomson Reuters», «ELSEVIER», «POLPREDsom», "RGB" and others. Annually library fund is updated, more than 700 thousand books are counted.

The information technology AIS «Platonus», electronic document management system is widely used at the university. The official website of the university www.kgu.kz operates in Kazakh, Russian, English, where the strategy, mission, information about the educational process, international programs, the results of accreditation and ranking of educational programs and other important information can be found.

2. OVERALL EVALUATION OF EDUCATIONAL PROGRAMS

Sh.Ualkihaniov Kokshetau State University operates on EP 5B011400 - History (state license series number 12019134), issued by the Committee for Control of Education and Science of MES of 11.12.2012); 6M020300 - History (State license number 12019134 issued by the Committee for Control of Education and Science of MES of 11.12.2012), EP 5B010100 - Preschool training and education, 5B010200 - Pedagogy and methodology of primary education (State license #12014846 of 5 October 2012, issued by the Committee for Control of Education and Science of the Ministry of Education and Science) in accordance with the State Program of Education Development of Kazakhstan for 2011-2020, State educational standards, general provisions, the Strategic Development Plan of KSU for 2014-2018 years. (Approved 09/25/14., Protocol #1).

The content of educational programs designed to meet the modern achievements of science and technology and production requirements. Annually the catalog of elective subjects (CED) and work study programs are updated.

Evaluation of educational achievements and the level of student sand undergraduates training is provided through the use of score-rating system. Provision of required training quality is carried out with the use of modern educational technologies. The main executors of such educational processes are highly qualified staff members. Planning, management and implementation of educational programs is performed in accordance with long-term plans of the University and the Faculty of Social Sciences.

Training of educational programs 5B010200 - Pedagogy and methodology of primary education and “5B010100 - Pre-school education and training” has been carridout since 2007; 5B011400 - History - since2011; 6M020300 - History - since 2009.

According to an independent agency for accreditation and rating in 2014 specialty 5B011400 - History and 6M020300 - History among higher educational institutions of the Republic of Kazakhstan took 2nd place.

Forms of study are full-time and part-time, and the languages of instruction are Kazakh and Russian.

The content of educational programs is formed in accordance with the requirements of scientific, theoretical and practical areas of professional and social competence and includes the study of the cycle of general subjects, basic subjects and majors, internship in the relevant sphere.

Educational programs 5B010100 - Preschool education and training, 5B010200 - Pedagogy and methodology of primary education, 5B011400 - History, 6M020300 - History has the following positive aspects:

- development plan of educational programs is discussed in public with representatives of all parties, individual and unique development plan of education is provided, its consistency with national development priorities and strategies of the organization of education;
- Ensuring that the teaching staff meets qualification requirements, the level and specificity of the educational program;
- creating a learning environment that reflects the specificity of educational programs, which includes personalized online resources (with access outside the classroom) including teaching materials and tasks, providing the possibility to have trial self-assessment of students' knowledge through remote access to the portal (website) University and others;
- Expanding bachelor training considering specific aspects of the region according to the directions: EP 5B010100 - Preschool education and training: pre-school education management, Methodology of the educational process in preschool educational institution; EP 5B010200 -

Pedagogy and methodology of primary education: Management in primary education (multilingual education), Corrective Pedagogy; EP 5B011400 - History: The history and religious studies;

- the content of EP is focused on the formation of students' practice-oriented training;
- Implementation of "Serpin" program;
- Cooperation with employers during the training, having employers' survey to identify their opinions on the quality of educational services;
- electronic library with unlimited access to the library resources;
- Access to free WI-FI;
- The availability and completeness of AMSS in all disciplines of educational programs;
- A high level of informing in educational process.

3 DESCRIPTION OF EEC VISIT

A visit of foreign experts committee to Sh.Ualikhanov Kokshetau State University was organized in accordance with a program agreed in advance with the Chairman of the EEC (appendix) and approved by the rector of the university.

In order to coordinate the work of EEC, introductory meeting was held during which the authorities were distributed between members of the Commission and also the schedule of the visit was clarified on December 18, 2015, the issues in selecting expertise methods were agreed.

The meetings with EEC and target groups were held in accordance with the updated visit program where the established time period was observed. Personnel of Sh.Ualikhanov Kokshetau State University provided the presence of all the persons mentioned in the visit program.

Besides target groups, during the visit, EEC members talked to students, master students, lecturers, graduates and employers.

Data about the employees and students, participated in meetings with EEC of IAAR

Category of participants	Number
Rector	-
Vice rectors	4
Deans	4
Heads of Departments	7
Directors of departments and heads of departments	15
Teachers	19
Students	18
Master students	10
Alumni	17
Employers	8
Total	102

EEC members attended lessons and exams on accredited educational programs.

EP 5B010100 – Preschool education and training:

- Exam (oral) on the subject "Theory and methods teaching preschool children nature studies" (2 year), the examiner Taldykina A.V. (Room # 301, Building #1);

EP 5B010200 - Pedagogy and methodology of primary education:

- An examination on the subject "Methods of teaching the Kazakh language in primary school" students' specialty is "Pedagogy and methodology of primary education" (1 year students, Kazakh department.). Examiners are Amrenova R.S. (PhD), Қайыrbekova I.S., committee members: senior lecturer of Kazakh Philology Department: Iskakova G.Zh., Ashkenova A.K.

EP 6M020300 - History:

- Lectures on the subject "Historiography and background in the history of Kazakhstan", associate professor Kazhenova G.T. The topic of the lecture "Theoretical and methodological problems of historiography and background studies" (1 year);

- The state exam on the subject "History of Kazakhstan" (1 year students, Russian. Dep.) Chairman of SAC PhD in History, prof. Abuev K.K.

During the tour, EEC members have been acquainted with the material and technical base conditions. They visited the ethnographic museum, a library, classrooms, specialized classrooms (archeology), computer classes, House of students, faculties, departments, a canteen, a sport complex.

Activities, planned during EEC of IAAR visit contributed to detailed acquaintance with the educational infrastructure experts and university logistic resources, teaching staff, representatives of organizations (employers), learners and graduates. This allowed EEC members of IAAR to carry out an independent evaluation and expertise to ensure that the data reported in the self-evaluation reports of educational programs is being operated in compliance with the specialized accreditation standards criteria.

As part of the planned program to improve the activities of the university, the recommendations elaborated by EEC were presented at a meeting with the leaders on December, 20 2015.

4 CONFORMITY TO STANDARDS OF SPECIALISED ACCREDITATION

4.1. Standard "Educational program management"

Strategic planning of the development of educational programs 5B010100 - Preschool education and training, 5B010200 - Pedagogy and methodology of primary education, 5B011400 - History, 6M020300 - History is based on the State Program for Education Development of Kazakhstan for 2011-2020., the order of MES RK #343 of August, 16 in 2013., Dublin descriptors agreed with the European Qualifications Framework. The implementation of educational programs and their development strategy are carried out in accordance with the mission, vision and priorities of the university fixed in the Strategic Plan of Sh. Ualikhanov KSU in 2014-2018 (approved in September, 25 in 2014.protocol#1).

The developed system of education quality in Sh.Ualikhanov Kokshetau State University is provided with the necessary legal and regulatory materials (placed in the university portal - www.kgu.kz and is available). Training chairs carry out the planning, implementation, monitoring and evaluation (monitoring), analysis to improve the quality of their work on the implementation of educational programs 5B010100 - Preschool education and training, 5B010200 - Pedagogy and methodology of primary education, 5B011400 - History, 6M020300 - History on the basis of the developed and documented procedures.

Teaching stuff in the training chairs carry out data analysis obtained in the systematic survey to identify the needs of the labor market for teachers taking into account the provisions of the State program of education development of RK for 2011-2020.; the real position of educational programs in accordance with the needs of key stakeholders, namely students, parents, employers, partners and the public.

Development plan of educational programs are systematically reviewed during report discussion on chairs activities in managing educational programs that is reflected in the relevant documents of departments.

Discussion of plans for development EP is public, since the meeting with the participation of the various stakeholders were held in accordance with the schedule..

Teaching staff in the training chairs in the implementation of educational programs 5B010100 – Preschool education and training, 5B010200 - Pedagogy and methodology of primary education, 5B011400 - History, 6M020300 - History examines the needs of educational programs to provide the necessary resources (including financial, information, personnel, material, technical base).

The educational process in students training is carried out in educational and specialized classrooms, reading and sports halls, computer labs with Internet access and integrated local network. Classrooms are equipped with special furniture, computer equipment, traditional and multimedia and interactive whiteboards, visual aids.

The study area is used in the learning process, meet sanitary and fire safety standards, regulatory parameters established by SCES of RK, and provides the implementation of all kinds of theoretical and practical training of students.

Teaching staff of the training chairs systematically monitors the students performance in order to ensure the quality of education within the framework of internal quality assurance. Monitoring includes observing, students' lesson attendance, task performance and IW, current tasks delivering, MTA and final testing; implementation of individual learning plan. Monitoring results are reported to the administrative managers and stakeholders.

Transparency of education programs management is reached through the information availability in all areas of the university for interested parties on the university website; feedback system involves faculty and students in the collegiate bodies of the university; base formation for regulatory documents and their availability for students and faculty; implementation of information systems that support of the educational programs implementation; the functioning of the quality management system that provides transparency in planning and reporting. Educational programs management is available for interaction with the students, faculty, employers through personal reception, e-mail, etc.).

Survey among teaching staff conducted during the EEC of IAAR visit showed that the teaching staff is involved in decision-making and strategic management that is 86.3 %, which is good and 13.7% of teaching staff is not involved in this process.

EEC of IAAR conducted meetings, had conversations and interviews with the rector, vice-rectors, deans, heads of departments, managers and employees of structural divisions, teaching staff, representatives of employers' organizations and alumni, and they also carried out a survey among students and lecturers. EEC member became acquainted with educational infrastructure of the university, logistics, information, methodological resources and required documents and noted the following strengths:

The strengths of EP are:

- Orientation of educational programs to meet the needs of the state and the region, stakeholders and students;
- Consistency of the development of educational programs with national policies in education, science and innovation development;
- Transparency and evidence of management processes and the implementation of EP development through the activities;
- To develop adequately the development plan for educational programs with available resources;

- The availability of information systems that accompany the educational process for accredited educational programs.
- To promote documenting of the particular business processes in which the implementation of EP is shown;
- Specify the structure of stakeholder groups in decision-making in the educational program management;

EEC of IAAR recommends the following, in order to develop further and improve the work in the University in implementing the accredited educational programs:

- to mark and distinguish functions of collegial bodies, involved in the implementation of educational programs.

"Educational programs management" standard according to accredited educational programs has 16 strengths and 17 satisfactory positions.

4.2. Standard "Development and approval of educational programs"

The university developed a procedure for the approval, periodic review (review) and monitoring of educational programs and documents regulating the process.

Adoption of the educational program includes the following steps: the development and discussion of the educational program, reviewing the implementation of educational programs, reconsideration of curriculum to take into account suggestions and comments made by employers and other stakeholders, to discuss the educational program, a recommendation for approval, the approval procedure.

The source documents for the development of modular educational programs are SOES and specialty SAC and SAC of compulsory subjects and national framework of qualifications and professional standards (if there are any).

Modular educational program that provides the implementation of individual educational trajectories of students is developed by teacher training chairs: social and developmental pedagogy: EP 5B010100 - Preschool education and training, EP 5B010200 - Pedagogy and methodology of primary education; World History and Philosophy: EP 5B011400 – History of Kazakhstan; EP 6M020300 - History. Graduate's model for each EP is designed on the basis of modular educational programs. Verification and validation of the graduate's model passes through the peer review, carried out by employers and consumers.

In the introductory phase of teaching staff and the Chair the basic requirements for the contents of discipline module and competences are identified, in accordance with Dublin descriptors the following is defined: interdisciplinary communication to form the module and competencies, accord with the professional and / or industry standards, the requirements of the labor market and employers to the future professionals. Teaching staff put forward their suggestions and offers to the head of the Chair in formation of modules in accordance with the discipline objectives with an indication of the learning outcomes of the module and the amount and duration.

The content of the modular educational programs is agreed by the employers, heads of departments providing the possibility to amend educational programs in accordance with their suggestions. Chairs define and implement various interaction forms (questionnaires with employers' participation in department meetings with the typical representatives of employers) to ensure that representatives from employers' organizations are involved. The contents of educational program that is agreed with the employers is reviewed and approved at chair and faculty meetings.

Educational programs are approved by the university rector on the basis of the decision of the Academic Council after the approval of the QMS.

To implement the EP annually the catalogs of elective disciplines are developed in which short descriptions of elective disciplines, prerequisites and post requisites can be found.

CED is always available on paper basis and electronic portal (in AIS "Platonus", the dean, in dean's office and at the chairs). The structure and content of working curricula of specialties and meet SAES requirements for enrollment in 2013-2014, 2014-2015, 2015-2016 and new SAC. The sequence of study subjects is built on the basis of pre- and post requisites. Program courses are designed at the proper scientific and methodical level.

Process and procedure for the approval of educational programs are supported through the development of legal and administrative documentation and its availability to the teaching staff. Workflow system is carried out through «Alfresco» system.

To provide educational programs with relevant content of education reviews, supplementation of developed professional and skill-oriented modules and internships are carried systematically.

The university identified and documented procedures for assessing the quality of educational programs within QMS. Assessment of the quality of educational programs is based on the analysis of curricula, the catalog of elective courses, schedules, students' individual plans, internal normative documents regulating the implementation of educational programs, questioning students and employers.

The university set intervals, forms and methods of assessing the quality of the educational program. Responsible bodies for these procedures are the process holders.

Educational programs are ready for cooperation with similar programs of other universities, therefore there studied WP of other universities of Kazakhstan and neighboring countries which trains bachelors and masters in the EP 5B010100 - Preschool education and training, 5B010200 - Pedagogy and methodology of primary education, 5B011400 - History, 6M020300 - History. This work is carried out with L.Gumilyov Eurasian National University, E.A.Buketov Karaganda State University, F.M. Dostoevsky Omsk State University, Bashkir State University, Omsk State Pedagogical University and Baltic International Academy (Riga, Latvia).

There is a conformation that to implement educational programs the chair involves representatives of the Department of Kazakh scientific and research organizations. However, the number of involved representatives of Kazakh scientific and research organizations are not significant.

Nowadays joint educational programs with foreign universities are being developed. During the meeting with the students of educational programs 5B010100 - Preschool education and training, 5B010200 - Pedagogy and methodology of primary education, 5B011400 - History, 6M020300 - History it was found that not all students have a clear understanding of the methods and forms of inclusion in work on the development of educational programs.

The students survey conducted during EEC of IAAR visit, showed the following results:

- Availability and responsiveness of the university management is assessed as high - 75%;
- Accessibility to the academic advising rated as high - 78.8%;
- The level of satisfaction with the overall quality of training programs - 85%.

EEC of IAAR notes the following things, having conducted meetings, conversations and interviews with the rector, vice-rectors, deans, heads of departments, managers and employees of structural educational divisions, teaching staff, representatives of employers' organizations and alumni, also having carried out a students and faculty survey, Having had detailed introduction of Experts from the University of educational infrastructure, logistics and information and methodological resources and required documents:

Strengths of EP are the following:

- Disciplines have professional context, the results of current research achievements of modern science are taught in the field;
- Educational programs are periodically renovated;
- Content of educational programs is comprehensive for students;
- Having a system for monitoring the students'/ graduates' progress and achievements according to the educational trajectories.

EP weaknesses are:

- There is no harmonization in the content of educational programs with similar educational programs of leading international and Kazakhstani educational organizations;
- The lack of joint educational programs with foreign educational organizations.

In order to develop and improve further work of the University in implementing the accredited educational programs EEC of IAAR recommends the **following**:

- To intensify work to harmonize the content of educational programs with similar educational programs of leading international and Kazakhstani educational organizations;
- To work on the formation of joint educational programs with foreign educational organizations;
- To increase students' participation in development of educational programs;
- To document students' and employers' offers in the development of educational programs.

In the standard "Development and approval of educational programs" the accredited educational programs have 21 strong, 7 satisfactory and 2 positions that need further improvement.

4.3. Standard "Student-centered learning, teaching and performance assessment"

Education programs management ensures the students, regardless the language of instruction on the formation of individual educational trajectory. Individual educational trajectory is reflected in the modular educational programs and individual education plans, which, along with general, basic disciplines of compulsory component there are also elective courses and internships that aim to provide with professional competencies. Elective courses are selected by students on their own and recorded in AIS "Platonus".

Taking into account individual characteristics, needs and cultural experience of students is carried out in the various aspects of the scientific and educational activity: when choosing elective courses; when choosing a practice base; the determination of the thesis topic; when choosing the head of the thesis; with the participation of students in research work (scientific projects and research projects of the department).

In choosing the topic for graduation thesis postgraduates' social experience, previous work, graduates and his supervisor's scientific interests are taken into consideration and that can serve as the main criterion in selecting the theme of work.

Educational-methodical council manages the educational and methodical work of the department and according to the annual plan at their meetings, problems of improving teaching quality using active learning methods and innovative technologies are discussed. In the educational process the following interactive methods are used: business game, brainstorming, discussion, training, problem-based learning, case technologies, group work, project work; information and communication technologies: video workshop, visual aids of teaching materials and also Internet is used to perform practical tasks (glossary training, compiling a bibliography, the creation of virtual folders on the topic). A number of lectures are supported with thematic documentaries and movies such as "Archeology", "Psychology of Religion" and others.

Teaching staff of the department is actively involved in the introduction of innovations, techniques and methods of training, including the research projects, focused on the needs of employers and consumers. Teaching staff develops teaching methodology of disciplines as well.

Analysis of curricula, CED has shown that they are annually updated to reflect new developments in the theory and methodology of professional education. For example, the result of a joint (with employers) discussion and development of EP "History and Religion" in 2013-2014 was included in the curriculum of discipline "Innovative educational technology." EP 5B010100 –“Pre-school education and training” was offered to select the following disciplines: "Animation", "Game Technologies", "Professional ethics of the teacher", "Pedagogical excellence", "Psycho-pedagogical basis of games." Employers noted that with the implementation of inclusive practices in education and preschool educational process, students need to master correctional skills and therefore "Correctional pedagogy in preschool" was included in EP.

Disciplines "Teaching Technologies in Education" and "Pedagogy of primary education in foreign countries" were included in EP 5B010200 –“Pedagogy and methodology of elementary education”.

The university regularly conducts internal and external social research to evaluate the degree of students’ satisfaction with the quality of educational services and develop feedback from students. Online surveys among teaching staff and students are conducted to get feedback about quality of the educational process. The obtained data is used to improve the implementation of educational programs. Complaints and suggestions boxes can serve as means of feedback. "Rector's blog" operates on the university site.

Monitoring students’ individual work is carried out by the current, mid-term and final assessment. Current assessment of students' knowledge is carried out in the base of score-rating evaluation system, monitoring is carried out on all types of classroom (lectures, seminars, workshops) and extracurricular activities. Monitoring the current students’ assessment is carried out by the teacher in the classroom according to the schedule in accordance with the syllabus.

The results of current, mid-term and final assessment necessarily announced to the students and all interested parties and by means of information and communication technologies.

Evaluation on students’ satisfaction with internship organizations is carried out during internship and introductory week and the conference after finishing the internship.

Monitoring of students’ promotion on educational trajectory is carried out in complex and at various stages of educational process. The results of monitoring are recorded in AIS “Platonus” in the relevant sections. The accuracy of students’ assessment is regulated by the scoring criteria that are developed before testing and it is agreed with the head of the department and announced to students in advance.

Evaluation for students’ training is carried out according to established disciplines assessment tools.

Students’ academic performance rate

Year of study	Absolute average course grades					
	2012-2013		2013-2014		2014-2015	
	Average grade	Quality %	Average grade	Quality %	Average grade	Quality %
5B010100 – Preschool education and training						
1 year	88,5	88,5	87,5	87,5	91,6	91,6
2 year	82,4	82,4	80,9	80,9	79,8	79,8
3 year			90,2	90,2	87,5	87,5
4 year					88,1	88,1
5B010200 – Pedagogy and methodology of primary education						

1 year	92,8	92,8	90,6	90,6	92,5	92,5
2 year	90,2	90,2	93	93	92,6	92,6
3 year			85,8	85,8	88	88
4 year					89,6	89,6
5B011400 – History						
1 year	89	81	87	91	90	99
2 year	84	83	83	82	85	97
3 year	85	90	75	72	87	93
4 year	88	95	89	90	80	87
6M020300 – History						
1 year	87,5	100	88,68	100	89,8	100
2 year	90,0	100	94,75	100	84,9	100

Evaluation of employers' satisfaction with the students' training is carried out through surveys and questionnaires, as well as in the references given to the interns on the bases of practice.

On the basis of the monitoring results decisions on the further development of educational programs, the expansion of the activities in teacher training departments to form a contingent to create a common educational space.

EEC of IAAR conducted meetings, conversations and interviews with the rector, vice-rectors, deans, heads of departments, managers and employees of structural divisions, teaching staff, representatives of employers' organizations and alumni, carried out a survey with students and faculty members, obtained a detailed information about the experts from the University of educational infrastructure, logistics and information and methodological resources and required documents and notes the following:

The strengths of the EP are:

- students have equal opportunities to create an individual educational regardless of the language of instruction;
- conducting research and the having elaborations in the field of teaching methodology of disciplines on EP;
- A system for monitoring the students' performance in the educational trajectory;
- Objectivity of knowledge assessment and the formed level of students' professional competence, transparency and value criteria, instruments and mechanisms for their evaluation.

In order to improve the University activities in implementing the accredited educational programs EEC of IAAR recommends:

- To promote research in the field of teaching methods of disciplines of EP.

"Student-centered learning, teaching and performance assessment" standard on the accredited educational has 8 strengths and 4 satisfactory positions.

4.4. Standard "Students"

The university has formed a clear and transparent policy formation of a contingent of students and undergraduates. In students' contingent formation the university follows the existing regulatory and legal framework, Standard admission rules to be enrolled in educational organizations that implement professional training programs of higher education (approved by Decision of the Government of the Republic of Kazakhstan of January, 19 2012 #111, with amendments of April, 19 2012 #487). Formation of students' contingent is carried out by

placing the state educational order for training scientific and pedagogical staff and on the tuition fees bases at the expense of citizens and other sources.

Number of students

Academic year	Study type	Total number of students	Number of grant holders	Number of students paying fee	Number of students studying in the Kazakh departments
5B010100 – Preschool education and training					
2012/2013	Full-time	18	14	4	3
	Part-time	55	15	40	19
2013/2014	Full-time	12	11	1	4
	Part-time	77	14	63	30
2014/2015	Full-time	21	17	4	9
	Part-time	40	9	31	8
5B010200 – Pedagogy and methodology of primary education					
2012/2013	Full-time	35	17	18	8
	Part-time	102	13	89	51
2013/2014	Full-time	34	17	17	7
	Part-time	83	13	70	42
2014/2015	Full-time	23	9	4	7
	Part-time	32	5	27	15
5B011400 – History					
2012/2013	Full-time	71	29	42	26
	Part-time	50	1	49	17
2013/2014	Full-time	53	15	38	20
	Part-time	41	1	40	18
2014/2015	Full-time	53	21	32	20
	Part-time	30	1	29	13
6M020300 – History					
2012/2013	Full-time	13	9	4	7
2013/2014		14	3	11	10
2014/2015		13	2	11	9

At present time 57 students study according to EP 5B010100 - Pre-school education and upbringing, there are students from 29 full-time department and 28 part time students, 31 students who has got grants for education and 21 students studying with official language of instruction.

54 students study according to EP 5B010200 - Pedagogy and methodology of primary education, there are 25 full-time students, 29 part-time students; 20 grant holders and 12 students studying in the official language.

67 students study on EP 5B011400 – History, there 47 full-time students, 20 part-time students, 30 grant holders and 33 students studying in the official language.

In Master's study on 6M020300 - History 8 undergraduates are enrolled, including 4 of them are 1 year students and the rest 4 are second year students; 4 grant holders and 4 students studying in the state language.

The university has a system of internal monitoring of the knowledge quality a survey among students is carried out systematically. As the commission noted one of the strengths of the University is the well-developed policies in the educational process and the information availability for students. AIS “Platonus” and educational web portal www.kgu.kz are used as a source for obtaining the operational network of electronic teaching materials of disciplines, curricula, information about students’ performance.

Students’ Union representatives are also included in rectorate and various commissions. For example, SarsekovaGauhar, a student from group ISR-22 (a specialty "History") became a member of the faculty Counsel of history, law, art and sports, student council president (until September 1, 2015)

Students studying according to educational programs 5B010100 - Preschool training and education, 5B010200 - Pedagogy and methodology of elementary education, 5B011400 - History, 6M020300 - History are actively involved in research work. The results of the students’ and undergraduate’s research work are reflected in graduation thesis, term papers, master’s theses, and published in scientific conferences and scientific journals.

The number of students’ scientific publications (per academic year)

Educational programme	2012/2013	2013/2014	2014/2015	2015/2016
5B010100 – PET	5	4	5	5
5B010200 – PMPE	2	3	-	-
5B011400 – History	9	4	9	1
6M020300 – History	16	12	18	2

Teacher training chairs have an academic mobility program. In the framework of academic mobility, students study abroad for one term and have internships as well.

Undergraduates studying on specialty 6M020300 - History had scientific internships: Sharipov A.A., Otarbayev J., A. Sharipov, Tolepbergenov G.M. in BSU, Ergaliyev Zh.Kh., Orazbayeva G.K. Abdrakhmanov S.A., Yeslyamova A.Z., Idrisov R.A., Bektasov Sh.T., Tretyakov I.S. in Fyodor Dostoyevsky Omsk State University. A candidate for Master degree Nurmakhanov A. studied 1 term in Baltic International Academy (Latvia, Riga).

The decision about submitting the results obtained at the other university is discussed at the meetings of department with advisors. The basis for the recognition of gained credits is the transcript with courses and learning outcomes at another university.

Students academic mobility statistic data

2011-2012, 2013-2014, 2015-2016

Student name	Specialty	Term of study	Country, city	University
BayguzhinAlibek	5B011400 - History	5 th term 2011-2012	RK, L.N.Gumilev Eurasian National University	Sh. Ualikhanov Kokshetau State University
Nurmakhanov Azamat	6M020300 - History	3 rd term 2013-2014	Baltic International Academy (Latvia)	Sh. Ualikhanov Kokshetau State University
Hayyrzhanov Maksat	5B011400 - History	6 th term 2013-2014	RK, E.A.Buketov Karaganda State	Sh. Ualikhanov Kokshetau State

			University	University
Kurmangaliye va Zhanargul	5B011400 - History	6 th term 2015-2016	Sh. Ualikhanov Kokshetau State University	A.Myrzakhmetov Kokshetau University
Kalilaeva Aidana	5B010100 – Preschool education and training	3 rd term 2013-2014	Abai Kazakh National University	Sh. Ualikhanov Kokshetau State University

The department of social developmental pedagogy has a scientific club "Important issues of family relations" that considers interaction problems between family and school, readiness for family life, gender differences in education and in the family, the formation of the ideal healthy and strong families (Supervisor is Zh.K. Mukutova).

Club members use the studied material in writing and defense of graduation thesis.

The department of history of the motherland and the KPA, World History and philosophy has a research club "Ancient time and civilization", "Atameken", "Azamat", "NOMA", "Rukhaniyat" which deal with the history, archeology, the study of historical monuments in the region, some aspects of religious culture, the life of Akmola region in XIX-XXI centuries etc.

On the basis of this research results research projects, student works presented at conferences are developed:

Students - Makhmetova Ayagoz, Makhmetov Akan, Kakonov Daniyar with the work "The importance of national idea in formation of intellectual nation" have been awarded the 1st place and 1st degree certificate in IV Republican student's subject Olympiad on a specialty 5B11400 - «History» held in Almaty in 2012.

Nurlan Rauyat has been awarded the 3rd place in the annual Republican competition of students' research works with the work "The role of representatives from Akmola oblast in establishing Islam" in 2015.

Employment of graduates is carried out on the basis of employers' applications. Career center assist in students' employment issues.

Graduates' employment rate

EP	2012-2013				2013-2014				2014-2015			
	Num ber	Employment rate %			Nu m ber	Employment rate %			Num ber	Employment rate %		
	Tota l	Full- time	Part- time	Tot al	Total	f/t	p/t	Tota l	Tota l	f/t	p/t	Total
5B010100 – PET					3	3		100	6	5		83
5B010200 – PMPE	1	1		100	12	9		75	9	9		89
5B011400 – History	33	86	100	93	36	822	100	91	31	86	100	93
6M020300 – History	8	100	-	100	5	100	-	100	9	100	-	100

- During the meeting with students and postgraduates studying according to educational programs 5B010100 - Preschool education and training, 5B010200 - Pedagogy and methodology of primary education, 5B011400 - History, 6M020300 - History it was found that:
- Percentage of students involved in scientific research and consulting is not high;
- there is a low percentage in students' external and internal mobility in specialties 5B010100 - Preschool education and training, 5B010200 - Pedagogy and methodology of primary education, 5B011400 - History, 6M020300 – History:

The survey of students conducted by EEC of IAAR showed the following results:

- 97.6% are satisfied with the program, methods, forms of study and teaching staff;
- 8.8% is not fully satisfied with the availability of computer classes and Internet resources.

EEC of IAAR conducted meetings, conversations and interviews with the rector, vice-rectors, deans, heads of departments, managers and employees of structural divisions, teaching staff, representatives of employers' organizations and alumni, carried out a survey with students and faculty members, obtained a detailed information about the experts from the University of educational infrastructure, logistics and information and methodological resources and required documents and notes the following:

The strengths of the EP are:

- Students' study cycle from admission to graduation is regulated, approved and published;
- The availability and use of tools for data collection, monitoring and decision-making for further activities on the basis of information about student' academic achievements;
- Encouraging students to self-development not only in the framework of the program;
- Operation of the feedback system to support students by means of reporting the results of the students' assessment.
- Absence of professional certificates on accrediting EP;
- Insufficient level of students' external and internal mobility;

EP weaknesses are:

- Insufficient cooperation with other organizations and national education centers ENIC / NARIC to ensure recognition of comparable qualifications;
- No professional certification enrolled in accredited educational programs;
- Students' internal and external mobility is insufficient.

For further development of the university activities in implementing the accrediting educational programs, EEC of IAAR recommends the following:

- Increase cooperation with other organizations and national education centers ENIC / NARIC to ensure recognition of comparable qualifications;
- To carry out professional certification of the accrediting educational programs if the university has an opportunity to do so;
- Enhance the work on students' external and internal mobility.

By the "Students" standard, accredited educational programs have 8 strong, 7 satisfactory and 3 positions, suggested for improvement.

4.5. Standard "Faculty and teaching effectiveness"

Qualitative and quantitative results of teaching staff confirm the presence of human capacity required for the implementation of educational programs and the relevant qualification requirements for the licensing of educational activities.

The main provisions of the personnel policy are reflected in the charter of Sh. Ualikhanov KSU, the Strategic Plan of Sh. Ualikhanov KSU for 2014-2018, documented procedures "Personnel management".

Presently, at the teacher training chair "Social and developmental pedagogy" the total number of teachers is 24, including 8 part-time teachers. There are full-time teachers, including 2 associate professors, 8 senior lecturers (including 5 masters in Pedagogy and Psychology, "pre-school training and education", "Pedagogy").

There are 5 candidates of science at the chair. The number of lecturers having degrees and titles is 31.5%, the average age is 56.4. 63% of lecturers with degrees work on specialty "PTE" and "PMPE", compulsory subjects such as "History of Kazakhstan", "Computer science", "Philosophy", "Foreign languages", "Psychology and human development" are taught by doctors and candidates of sciences, basic and profiling subjects are taught by members of the department with scientific degree: Shayakhmetova A.A. (PhD), Kramarenko B.V. (Ph.D., assistant professor), Seylova Z.T. (PhD), A.Kh.Argynov (PhD), Zhumakanova R.A. (Ph.D., assistant professor), Navy L.N. (Ph.D., assistant professor).

To implement educational programs experienced teachers are involved, for example, Golovchenko I.N. (director of school №1 Kokshetau), Baltasheva A.K. (director of grammar school #3) are internship supervisors of the students studying on specialty "Pedagogy and methodology of elementary education" Svetlichnaya T.N. (methodist in the nursery-school "Akku", Kokshetau), Beysenbaeva S.A. (head of the kindergarten "Kuanysh") are also internship supervisors of students studying on specialty "Preschool education and training", Ermolenko O.A.Basharova D.U. (MG №5 «Tandau») performed as reviewers of students' graduation thesis.

At present the teacher training chair World History and Philosophy has 11 lecturers (1 part-time lecturer). There are 11 full-time lecturers, 3 docents, 8 senior lecturers, (including the masters of history and humanities). 5 lecturers have PhD degree. The amount of full-time lecturers with academic degrees and titles is 45.5%, the average age is 51.

The chair of history of Kazakhstan and APK has 10 lecturers, including 2 part-time lecturers. There are 8 full-time teachers, including 1 professor, 5 associate professors, 4 senior lecturers (including 2 masters in "History"). With advanced degrees - 1 doctor of sciences, 5 candidates: The amount of full-time lecturers with academic degrees and titles is 50%, and the average age is 48.6.

To implement educational programs experienced teachers are involved. For ex., Professional in Public Education of the Kazakh SSR Zhaparova K.G. and Abdrakhmanov S.A., R.A. Idrisov, Shaimerdenova Zh.K. who had worked in the secondary schools as history teachers are now experienced methodologists, heads of professional (teaching) internships, managers of EMD, the authors of study guides and manuals for a number of elective courses on specialty "History", advisors, mentors of young teachers.

Personnel policy of Sh. Ualikhanov KSU aims at accurate planning the development of teaching staff promotion and encouragement for good achievements in work. Encouragement types for teaching staff and their application are defined by legislation of the Republic of Kazakhstan, the orders of the rector and the collective agreement. According to the rating system, additional payment is given to full-time teaching staff and candidates of science and doctors of science for the formation of creative qualities.

Information on the teaching staff qualification, working according to educational programs is available on the educational portal of the university.

The university supports lecturers for research and development and consulting through training seminars, giving opportunities to have internships in the foreign countries.

Teaching staff at the chair of Social and Developmental Pedagogy do research projects on the basis of economic contracts, so lecturer Shayakhmetova A.A. won a research project on the basis of economic contracts under the program "Business Road Map 2020" on the theme "Lingvotourism as a new format of the individual willingness to work in multilingual environment during preparation for EXPO-2017" (funding amount is 3 000 000 mln. tenge).

Teaching staff at the Chair of the History of Kazakhstan and APK, World History and Philosophy perform scientific work (projects) with different funding sources, including those funded by MES and initiative research:

Theme of the work	Performer	Customer
Encyclopedia "Akmola region" (in the Kazakh and Russian languages)	Teaching staff at the Chair of the History of Kazakhstan and APK, History and Philosophy. Research supervisor: K.K. Abuev	Self-support–Akimat of Akmola oblast
Encyclopedia “Ch. Valikhanov” (in the Kazakh and Russian languages)	Teaching staff at the Chair of the History of Kazakhstan and APK, History and Philosophy. Research supervisor: K.K. Abuev	Self-support–Sh. Ualikhanov Kokshetau State University
Encyclopedia “AbylaiKkan” (in the Kazakh and Russian languages)	Teaching staff at the Chair of the History of Kazakhstan and APK, History and Philosophy. Research supervisor: K.K. Abuev	State-financed – Science Committee MES RK

Initiative Research

Lecturers' name, degree, title	Themes of the work
K. K. Abuev, Doctor of History, professor	History of Siberian Khanate
A. A. Seitkasymov, candidate of historical science, acting professor	Social political situation in the Northern Kazakhstan in 20-30 XX century
Bekseitova AT, candidate of historical science, acting professor	Research institute of Aga sultan
G. T. Kazhenova, candidate of historical science, acting docent	Kazakh nomadic society in social collapse in XX century
M. Z. Utegenov, candidate of historical science, docent	Social-economic development of Akmola oblast at the end of XIX-XX century.
A. B. Kushpaeva, candidate of historical science, docent	Kazakh-Russian relations in XVIII – XIX century.
R. Zh. Abdullina, candidate of philological science, docent	Problems of modern religious state of RK
G. Zh. Esmagulova, candidate of philological science	Urgent problems of philosophical anthropology
G. M. Tlenshina, candidate of historical science, docent	Gender equality as a factor of permanent development of RK
Bazarov K. T. candidate of historical science, docent	Problems of administrative – territorial structure of Kazakhstan in XX century
S. A. Abdrakhmanova, Master of Humanities, senior lecturer	Zhumabek Tashenov is a great public figure
R. K., Zhussupova, MA in History, senior lecturer	General national idea of Kazakhstan: problems of cultural identities and intercultural dialogue
R. A. Idrissov, Master of	Smagul Sadvakasov is a public representative

Humanities, senior lecturer	
G.B.Akhmetova, MA in History, senior lecturer	Sh.Ualikhanov's heritage.
N.E. Kukusheva, MA in History, senior lecturer	Demographical and immigration processes in Kazakhstan in 1989-1999 (on the base of Northern Region)
T.A.Ualiev, Master of History, senior lecturer	Prosperity and collapse of Eurasian nomads
A. T.Shukeeva, MA in History, senior lecturer	"Social-economical and cultural development of Kokshetau and post-war period (1946-2014)"
A.A.Shapkenov, Master of Humanities, senior lecturer	Gubaidulla Ualikhanov: his life and political activity
Zh.K. Shaimerdenova, senior lecturer	"Religious-outreach activities of Akmolain Kazakhstan".

The research results are being introduced in the educational process, in elective courses, research and teaching and learning aids and textbooks.

Training and retraining of teaching staff is carried out through Master's programmes, short courses, seminars, internships at the leading universities of Kazakhstan and foreign countries.

Professional skills training (number of certificates in an academic year)

Professional development	2012/2013	2013/2014	2014/2015	2015/2016
Chair of social and developmental pedagogy				
RK	2	2	4	2
Near abroad		1		
Foreign country	1	1	1	
Chair of History and Philosophy				
RK	11		3	
Near abroad	2	1		
Foreign country	1	1	1	1
The Chair of History of Motherland and APK				
RK				
Near abroad	2	-	-	-
Foreign country	1	2	2	1

The research results of lecturers are reflected in scientific articles published in journals, presentations and various scientific conferences.

The number of scientific publications of teaching staff (per academic year)

	2012/2013	2013/2014	2014/2015	2015/2016
Chair of Social and Developmental Pedagogy				
International Scientific journals Tomson Reuters		1	1	
Top rated journals (RCI etc.)		1	2	
Journals recommended by EMC of MES	3	1	1	7
Foreign journals	5	9	10	6
International conferences	21	20	13	16

Monographs	1	1		
Textbooks	4	5	5	4
Electronic books	1			
Total	35	28	32	33
Chair of History and Philosophy				
International Scientific journals Tomson Reuters				
Top rated journals (RCI etc.)			1	
Journals recommended by EMC of MES		1		
Foreignjournals	12	15	16	2
International conferences	37	37	41	12
Monographs	1	1	1	
Textbooks, manuals	3	6	11	
Electronic books		1		
Total	53	60	69	14
Chair of History of Motherland and KPA				
International Scientific journals Tomson Reuters		1		
Top rated journals (RCI etc.)	2	1	1	
Journals recommended by EMC of MES	4	3	5	
Foreignjournals	6	8	12	2
International conferences	38	54	53	8
Monographs	3	2	3	
Textbooks		1	1	
Electronic books				
Total	53	70	75	10
Total	141	158	176	57

Moral and psychological climate in the departments is characterized as stable and creative. Labor discipline at the proper level.

The university ensures the completeness and adequacy of individual planning of teaching staff in all activities, monitoring the effectiveness and efficiency of individual plans. The workload is reflected in the teachers' individual plans, which show the educational, methodical, scientific work. Workload calculation is carried out on the basis of university academic curriculum according to specialties according to the organization rules of educational process on credit technology (MES order №152 of April, 20 2011).

In the framework of academic mobility of teaching staff for the Department of EP assistant professor Kramarenko B.V. in April 2015 participated in the III International scientific-practical conference "Social partnership: pedagogical support of the subjects of education" organized by the Federal state scientific institution "Institute for Psychological and pedagogical problems of childhood" RAE (Russian Academy of Education) and the charity fund "Big Break" held a master the class, stated in advance in the program on "Situational Pedagogy in practice working with children left without parental care."

Teaching in the framework of educational programs involved participation of foreign professors from leading universities: for EP "PET" the course "Psycho-pedagogical basis of the game" was delivered by the doctor of pedagogical sciences, professor Chikaleva N.V. (Omsk State University), for the EP "PMPE" discipline "Psychology of younger pupils' development" delivered by Ph.D. M.Y.Burykina (Bryansk. Educational programs management supports young

teachers. For example, of A.V.Taldykina under supervision of Shayakhmetova A.A. and Kudabayev N.S. created a textbook "Basic and applied research of educational student motivation in the conditions of experimental area "University- School ".

Teaching according to educational programs on history involved participation of foreign teachers from leading universities: Bukanova R.G., Doctor of History, Professor, Honored Scientist of the Republic of Belarus (Russian Bashkir State University, Ufa); Yuri Sorokin, Doctor of History, Professor (Omsk State University. Dostoevsky) GulikhanAktay, PhD (Adam Mitskevichuniversity in Poznan, Poland)

Education programs management supports young teachers. Thus, science and commercialization service supports a Council of Young Scientists, which is the permanent collegial advisory body and represents a meeting of young authoritative people (under 35 years old) university faculties, forming and executing the youth policy, protecting the interests of young scientists and specialists.

Favorable conditions for the scientific capacity development for young scientists and students are created. Young teachers have an opportunity to improve their research capacity. Departments support for young teachers effectively. For ex., scientific-methodological and scientific-theoretical seminars and demonstration lessons are conducted. Young teachers are assigned to experienced lecturers and professors.

Teaching staff actively participate in social life, appear in periodical press, radio and television, for example, A.A.Shayakhmetova wrote in the newspaper "Akmola Veracity" (2015) with the article "The regions are getting closer" writing about the peculiarities of students' adaptation enrolled in the program "Serpik -2050"; Kramarenko B.V. TV broadcast on the message of the President of the Republic of Kazakhstan (2015). They participate in creative contests, deliver lectures in courses for district governors, heads of primary organizations NDP "NurOtan" for employees of law enforcement bodies, the military commissariat etc.

Lecturers of the department act as permanent lecturers in the branch of JSC "Orleu", "Institute for professional development of teachers in Akmola oblast (Abuev K.K., Bekseitova A.T., Kazhenova G.T., Kushpaeva A.B.). Teachers take part in television programs (heading "Important talk" // Kazakhstan-Kokshetau channel) and others.

Lecturers Ph.D., professor Stukalenko N, M., Ph.D., professor Zhahina B.B., Abuev K.K., A.T. Bekseitova, Kazhenova G.T. became the winners of the republican contest "The best teacher of high school" and two teachers became holders of international scholarship "Bolashak" (Kazhenova G.T., Shapkenov A.A.)

Teaching staff survey conducted during the visit EEC of IAAR showed the following results:

- University gives the teaching staff good opportunities for usage of innovation in education - 98.7%;
 - Teaching staff is satisfied with the content of the educational program. The result is very good and good - 97.3%;
 - 90.5% of teaching staff appreciates the support of the university and its management for research and development activities;
- Feedback satisfaction between teaching staff and managerial body is 93.1%;
- 5.5% of teaching staff is dissatisfied with the organization of academic mobility;
 - 21.9% of teaching staff find difficult to combine teaching with research.

EEC of IAAR conducted meetings, conversations and interviews with the rector, vice-rectors, deans, heads of departments, managers and employees of structural divisions, teaching staff, representatives of employers' organizations and alumni, carried out a survey with students and faculty members, obtained a detailed information about the experts from the University of

educational infrastructure, logistics and information and methodological resources and required documents and notes the following:

The strengths of the EP are:

- The active participation of faculty in social life;
- The adequacy in individual planning of teaching staff activities, monitoring the effectiveness and efficiency of individual plans;
- The link between research and teaching;
- Systematic evaluation of teachers' competence;
- teaching staff conduct research work on the basis of national grant programs and research initiatives.

EP weaknesses are:

- not systematic involvement of practicing teachers (practitioners) in implementing;
- Insufficient level of academic mobility of teaching staff;
- Insufficient level of collaborative research with foreign scientists.

In order to develop and improve further activities of the University in implementing the accrediting educational programs EEC of IAAR recommends the following:

- improve the involvement of practitioners in the implementation of educational programs;
- Raise the level of academic mobility of teaching staff;
- accelerate involvement of foreign and local teachers to conduct joint research in the implementation of educational programs.

"Faculty and teaching effectiveness" standard according to accredited EP has 9 strengths, 10 satisfactory and 3 positions to be improved.

4.6. Standard "Educational resources and students support system"

During the audit committee was ascertained that there is a sufficient material and technical base to carry out educational process and implement the mission, goals and objectives of the university. The university has a modern material and technical basis, the resources to provide quality educational services.

The university and faculties are have logistical and information resources to provide a good level of educational process. Students studying on EP 5B010100 –“Preschool training and education”, 5B010200 –“Pedagogy and methodology of primary education” study in the building #1 where the number of classrooms equipped with multimedia teaching tools is sufficient. The following classrooms are used in educational process: 301 (30 sq. meters), 302 (30 sq. m.), 303 (30 sq. m.), 304 (30 sq. m.), 305 (30 sq.m.) 318 (45 sq. m.), 325 (45 sq.m.), a study of self-knowledge, a sports hall with total area of 1359.6 sq. m.

Students studying on EP 5B011400 - History study in building #4, which has the required number of classrooms equipped with multimedia teaching tools. In accordance with the implementation of educational programs, lectures and workshops are held in the classroom # 109, 217, 222, 301, 302, 303, 304, 305, 306, 307, 311, 314. There are some specialized offices:

- The history classroom named after Abylaikhan –room #306, Equipped with a multimedia projector, a set of historical maps and educational booths;
- History classroom - room 311 equipped with a multimedia projector;
- A branch office of the History Institute –room 217, Equipped with a computer, scientific and educational literature;
- Archaeology classroom – room 222 which is equipped with educational booth, models and archaeological equipment;
- Specialized ethnography museum – room 314;

- Research office of history – room 307 equipped with a computer and special literature on history.

Total used educational area is fully consistent with standard indicators, norms of sanitary and fire fighting service. There are certificates from SES and fire service.

In general, provision of EP 5B010100 - Preschool education and training, 5B010200 - Pedagogy and methodology of primary education, 5B011400 - History, 6M020300 - History of information resources corresponds to the licensing requirements, the development of the resource base and updating of library fund in accordance with SOES RK 5.03.010- 2006 "Information resources and library fund."

Educational and scientific literature fund

Educational Programme	Number of students, postgraduates	Educational literature (units)		Scientific literature (units)	
		The Kazakh language	The Russian language	The Kazakh language	The Russian language
5B010100 – PET	37	1567	4990	270	470
5B010200 – PMPE	30	549	2379	889	10470
5B011400 – History	53	2433	6584	1318	2064
6M020300 – History	13	2433	6584	1318	2064

Students have access to training materials and assignments through personalized IR (also available outside the classroom). Students have an opportunity to test their knowledge themselves through remote access to the university site. Technological support for students and teachers is carried out by means of AIS “Platonus”.

The survey of students conducted during the EEC of IAAR visit has showed that the following results of satisfaction:

- library resources availability - 96.3%;
- existing educational resources of the university - 93.8%;
- the availability and accessibility of computer classes and Internet resources - 87.5%.

EEC of IAAR conducted meetings, conversations and interviews with the rector, vice-rectors, deans, heads of departments, managers and employees of structural divisions, teaching staff, representatives of employers' organizations and alumni, carried out a survey with students and faculty members, obtained a detailed information about the experts from the University of educational infrastructure, logistics and information and methodological resources and required documents and notes the following:

The strengths of the EP are:

- Modern scientific and educational infrastructure;
- relevant information and educational environment for teaching staff and students;
- the availability of library resources, specialized rooms, social facilities of the University;
- personalized online resources (with access outside the classroom) including teaching materials and tasks, providing students with the opportunity to test their knowledge themselves through remote access to the university portal (website);
- Free access to educational resources online, the operation of free WI-FI in the territory of the university.

EP weaknesses are:

- Lack of interactive academic tutorials in the planning and implementation of the EP;
- Poor conditions to create and develop the research groups and research schools involving students in research activities.

In order to develop and improve further work of the University in implementing the accredited educational programs EEC of IAAR recommends the **following**:

- to increase the number of online academic tutorials in planning and developing of the EP;
- to increase the number of appropriate educational, methodical and scientific literature in the disciplines of educational programs in the official and English languages.

"Educational resources and students' support system" standard according to accrediting educational programs has 13 strengths, 10 satisfactory and 2 positions that should be improved.

4.7. Standard "Information management and reporting"

The University introduced information management processes, including data collection and analysis. The university has data collection and data analysis to evaluate the effectiveness of activities, to determine the degree of mission implementation, goals, challenges and opportunities for further improvement of the providing service.

In the management of the main processes (educational, methodical, scientific and educational), the following regulatory documents are used: the decision of collegial management bodies, order of the rector and orders of vice-rectors on activities, students documents (orders of personnel, students, Master students, PhD students students), planned documents, analysis, reports, financial and accounting documents.

Record management in all university departments is conducted in accordance with the approved nomenclature of affairs, and documents are kept and archived, also at the moment electronic document management is being introduced. Information is delivered to the executors electronically via e-mail address through the electronic document management system in the local network.

In order to manage the information portal of the university departments use the university site <http://www.kgu.kz>, where access to university regulations is free and fast information exchange with departments is carried out through a document management system "Alfresco".

Information resource and database system "Platonus" designed to support the students assessment process in rating system, exam admission by computer testing, keeping rating record to control students' knowledge and to fill electronic journal.

Evaluation of the effectiveness and efficiency in the implementation of educational programs is carried out due to the reviews submitted by employers, petitions, invitations of visiting scholars and expanding internship organizations etc. Successful completion of internships and their further career development can serve as the effectiveness criterion of educational programs. Quality indicators of educational programs are the qualified students and high employment rate.

According to the work plan of teacher training departments, within an academic year all teachers attend classes of each other in order to exchange experience. Teaching staff attend classes of their colleagues in accordance with the schedule and record it the special journal for records.

In general, all the work of departments is reflected in the semi-annual and annual reports on EMW, which analyzes the individual work of each teacher on teaching methods, educational work, international cooperation, academic mobility, the publications of the teaching staff.

In improving the quality of students training and the development of educational programs, monitoring is carried out to know students feedback on educational programs.

According to EEC the university uses modern information systems, information and communication technologies and software tools to manage information adequately.

EEC of IAAR conducted meetings, conversations and interviews with the rector, vice-rectors, deans, heads of departments, managers and employees of structural divisions, teaching staff, representatives of employers' organizations and alumni, carried out a survey with students and faculty members, obtained a detailed information about the experts from the University of educational infrastructure, logistics and information and methodological resources and required documents and notes the following:

The strengths of the EP are:

- Embedded information management processes, including data collection and analysis;
- Identifying opportunities to improve the EP;
- Implementation of research results in the educational process.

EP weaknesses are:

- Insufficient number of students and teaching staff is involved in collecting and analyzing information and decision-making;
- The lack of technique to evaluate conducting research.

In order to develop and improve further work of the University in implementing the accredited educational programs EEC of IAAR recommends the **following**:

- To enhance participation of students and teaching staff in data collecting, analyzing information and decision-making;
- Organize the work on data analysis to identify and predict the risk of implementation and development of educational programs;
- Develop techniques to evaluate the results of ongoing research.

"Information management and reporting" standard according to accrediting educational programs has 12 strengths and 8 satisfactory positions.

4.8. Standard "Public awareness"

The main mechanism of public relations is a portal University <http://www.kgu.kz>. Formation of positive public attitudes to educational institutions is carried out in the following directions: a regular update of the university site; work of University Museum; holding traditional activities, positioning activities within the University and outside the university (Open Hours, First-year student days, job fairs, and others); since 1997 monthly newspaper "Alau" is published in the university.

Sh.Ualikhanov KSU established sustainable social partnerships with social organizations and government authorities of the region (the Electoral Commission, the Council of Veterans, and others.), acting student council, trade union of employees implementing protection teaching staff's rights and interests had been acting for more than 50 years.

Objective information on the activities and specific educational programs includes a support system for students and academic staff (information and communication, resource, support related to Publications educational, methodical and scientific literature, social support etc.) as the study results letters of thank are sent to parents letters, especially to the parents of the excellent students who participate in various republican activities etc.

One way to deal with complaints or suggestions of stakeholders is to appeal directly to the head of the university in his personal blog, located on the home page of the University, through which any interested person can ask a question and get a qualified answer.

- Through questionnaires analysis for students and teaching staff their satisfaction in obtaining information is entirely investigated;
- Analysis of the content of the university website revealed that:
- Information placed on the site is not updated regularly and is not translated into different languages as it was stated;

- Information transparency, complaints through placing complaints in a virtual book for consumers on the university website is not provided;
- information about the interaction with research / consulting organizations and educational organizations that implement similar educational programs is not provided.

EEC of IAAR conducted meetings, conversations and interviews with the rector, vice-rectors, deans, heads of departments, managers and employees of structural divisions, teaching staff, representatives of employers' organizations and alumni, carried out a survey with students and faculty members, obtained a detailed information about the experts from the University of educational infrastructure, logistics and information and methodological resources and required documents and notes the following:

The strengths of the EP are:

- A variety of ways to spread information including information networks to inform the public and interested parties;
- Educational programs are involved in a variety of procedures, external evaluation, including ratings and rankings of educational programs.

In order to develop and improve further the University activities in implementing accrediting educational programs EEC of IAAR recommends the following:

- To update the information on the site regularly in languages as it was stated above;
- provide with the information transparency of complaints by placing a virtual book of complaints for consumers on the university website;
- To reflect information about the interaction with research / consulting organizations and educational organizations that implement similar educational programs.

"Public Awareness" standard on educational programs has 6 strengths, 5 satisfactory positions.

4.9. Standard "Standards in the context of the individual disciplines"

In accordance with the Civil Code of RK 08-2009 «Specialties classifier of higher and postgraduate education of the Republic of Kazakhstan», approved by Order of the Committee for Technical Regulation and Metrology, Ministry of Industry and Trade of the Republic of Kazakhstan dated March, 20, 2009 #131-ED ED 5B010100 - Pre-school education and training, 5B010200 - Pedagogy and methodology of primary education, 5B 011400 - History belong to "Education" and EP 6M020300 - History belong to "Social science, humanities, economics, business and law services."

During study according to educational programs 5B010100 - Preschool education and training, 5B010200 – “Pedagogy and methodology of primary education” students get relevant knowledge in the field of pedagogy, psychology, form communications skills, personality and behavior analyzing skills, conflict prevention and resolution and others. They are carried out in accordance with key competencies presented in MEP.

Teaching is based on modern achievements of world science and practice in the specializing field, as well as on the usage of advanced methods and techniques of teaching such as role play, brainstorming, discussion, training, problem-based learning, group work, project work etc. Information and communication technologies are widely used in teaching. For ex., video workshop, visual teaching aids, Internet search engines to perform practical tasks (glossary training, compiling a bibliography, the creation of virtual folders on the topic). The education program focuses on different types of practices to form specific skills and key competencies.\

Educational programs 5B011400 - History, 6M020300 - History of the study include the following cycles of disciplines: basic and specialized disciplines and meets the following requirements:

- basic Bachelor and Master educational program are developed on the basis of state educational standards, typical curricula and includes working curricula, subject programs, courses, educational practice and internship programs;
- Requirements to compulsory minimum for the content of the basic educational program of bachelor's and master's programs, to the conditions of its implementation terms are determined by the State Compulsory Educational Standards;
- basic educational training program for bachelor's, master's programs are formed on the basis of essential component of the disciplines and elective courses in accordance with student's or Master's student's choice;

Within the framework of educational programs 5B011400 - History, 6M020300 - History students should master the competencies described in the SCES.

During the training special attention is paid to the practical aspect implemented within specialization.

Graduates enrolled in educational programs 5B011400 -History, 6M020300 - History has in-depth theoretical knowledge in the field of pedagogy, methodology of teaching special disciplines of the humanities.

The graduates have in-depth research skills.

Educational programs 5B011400 - History, 6M020300 - History is implemented within the framework of the overall program of study general studies and humanities.

EEC of IAAR conducted meetings, conversations and interviews with the rector, vice-rectors, deans, heads of departments, managers and employees of structural divisions, teaching staff, representatives of employers' organizations and alumni, carried out a survey with students and faculty members, obtained a detailed information about the experts from the University of educational infrastructure, logistics and information and methodological resources and required documents and notes the following:

The strengths of the EP are:

- Students have self-learning skills;
- Discipline program has innovative teaching methods and planning methods.

In order to develop and improve further University activities in implementing accrediting educational programs EEC of IAAR recommends the following:

- Contribute to hold regular special seminars and discussions on the latest methodologies and learning technologies.

"Standards in the context of individual disciplines" standard according to accrediting educational programs on direction "Education" has 3 strengths and 3 satisfactory positions; "Social, humanitarian sciences, economics, business and law, services" has 4 strengths and 3 satisfactory positions.

RECOMMENDATIONS

Recommendations on specialized accreditation of educational programs 5B010100 - Preschool education and training, 5B010200 - Pedagogy and methodology of primary education, 5B011400 - History, 6M020300 - History:

- To intensify efforts to accord with the content of educational programs with similar educational programs in leading foreign and Kazakh institutions of education and formation of joint educational programs;
- to carry out professional certification of the accredited educational programs if the university has an opportunity to do so;
- Enhance internal and external mobility of students and teaching staff;
- To increase a number of students studying in state and English language of instruction, the number of corresponding educational, methodical and scientific literature in the disciplines of educational programs.

Independent Agency for
Accreditation and Rating

RECOMMENDATION TO ACCREDITATION COUNCIL

Members of the external expert commission came to unanimous opinion that the educational programs «5B011400 – History», «6M020300 – History», «5B010100 – Preschool education and training», «5B010200 – Pedagogics and methodology of primary education» of Sh.Ualikhanov Kokshetau State University can be accredited for a period of 5 years within specialised accreditation.

Chairman: _____ Adlet Toibayev
(signature)

Members of the commission:

_____ Dmitri Vassilyev
(signature)

_____ Nurzhamal Aldabek
(signature)

_____ Larissa Shkutina
(signature)

_____ Dmitri Pak
(signature)

_____ Clara Torebayeva
(signature)

_____ Murat Rakhimov
(signature)

_____ Valeriy Kalytka
(signature)

_____ Nurbolat Sembayev
(signature)

_____ Kymbat Shaikenova
(signature)

_____ Serik Kazkenov
(signature)

_____ Madina Zainullina
(signature)

_____ Inara Mukhtarova
(signature)

PARAMETERS OF SPECIALISED PROFILE
(EEC assessment according to IAAR Specialised Standards)

No.	No.	Criteria for evaluation	The position of the organization of education			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard “Management of the educational program”						
1	1.	University is obliged to publish the policy of quality assurance		+		
2	2.	The policy of quality assurance ought to reflect the relation between research, teaching and learning.		+		
3	3.	University is obliged to demonstrate development of culture of quality assurance.		+		
4	4.	Policy of quality assurance shall also refer to any activities performed by contractors and partners (outsourcing).		+		
5	5.	University demonstrates the development of EP plan based on the analysis of its functioning, the actual positioning of the University and focusing its activities on meeting the needs of the state, employers, interested parties and learners.		+		
6	6.	University determines the mechanisms of formation and regular revision of EP development plan and monitoring of its implementation.		+		
7	7.	Monitoring of the EP implementation and periodic assessment ought to ensure the achievement of learning objectives, meet the needs of students, employers and society. Based on the results of monitoring and evaluation decisions ought to be taken that are aimed at continuous improvement of EP.		+		
8	8.	University demonstrates transparency of formation processes of the EP plan development. The University informs interested parties about the content of the EP plan development and the processes of its formation.	+			
9	9.	University ought to involve representatives of stakeholders’ groups, including employers, students and HETS (higher education teaching staff) to take part in the formation of the EP plan development.	+			
10	10.	The development plan of EP undergoes public hearings with representatives of all stakeholders, on the basis of proposals and amendments which the authorized collegiate body of educational institution has the right to introduce in		+		

		the project / existing plan and approve it.				
11	11.	University ought to demonstrate the individuality and uniqueness of the development plan of EP, its consistency with the national development priorities and the development strategy of educational institution.	+			
12	12.	University ought to ensure compliance of the development plan of EP and available resources (including financial, information, personnel, material and technical basis).	+			
13	13.	The educational institution ought to record all major business processes, regulating the implementation of the EP.		+		
14	14.	University ought to clearly define the personnel who are responsible for the business processes, official duties of the staff, difference in functions of the collegiate bodies involved in the implementation of the EP.		+		
15	15.	University systematically collects, accumulates and analyzes information on the implementation of the EP and conducts a self-examination in all directions, based on the development and measurement processes to analyze the success of strategy implementation of EP development through such indicators as “effectiveness” and “efficiency”.	+			
16	16.	EP management ought to provide evidence of the transparency of educational program management.	+			
17	17.	University demonstrates compatibility of consulting and research work priorities, implemented by the HETS (higher education teaching staff) of EP, with actual problems of economics, priorities of the state development, national policy in the sphere of education, science and innovative development.	+			
18	18.	EP Supervisors ought to demonstrate successful functioning of internal quality assurance system of the EP, including its design, management and monitoring, their improvement and making decisions based on facts.		+		
		The management of EP ought to include:				
19	19.	management through processes;	+			
20	20.	mechanisms of planning, development and continuous improvement;	+			
21	21.	risk assessment and identifying ways to reduce these risks;		+		
22	22.	monitoring, including the establishment of reporting processes, allowing to determine the dynamics in the activity and implementation plans;	+			

23	23.	analysis of the identified discrepancies and implementation of corrective and preventive actions;		+		
24	24.	analysis of the changes effectiveness;		+		
25	25.	evaluation of the effectiveness and efficiency of divisions' activity and their interaction;		+		
26	26.	cooperation with employers.	+			
27	27.	An important factor is to ensure the representativeness of spokesmen from the groups of stakeholders while taking decisions on the management of the educational program.	+			
28	28.	An important factor is the participation of stakeholder representatives (employers, HETS, students) as part of the collegiate management bodies of an educational program.	+			
29	29.	An important factor is the cooperation and sharing experience with other educational institutions, implementing such educational programs.		+		
30	30.	University demonstrates the implementation degree of principles of sustainability, effectiveness, efficiency, prioritization, transparency, responsibility, delegation of authorities, separation and independence of the finance systems in the implementation of the educational program.	+			
31	31.	EP management ought to measure the degree of needs satisfaction of the HETS (higher education teaching staff), staff and students and demonstrate evidence of deficiencies detected in the framework of the measurement process.		+		
32	32.	EP management ought to demonstrate evidence of openness and accessibility for students, HETS (higher education teaching staff), employers (the official reception hours on personal questions, e-mail communication, etc.).	+			
33	33.	University ought to demonstrate to the administration the availability of a communication channel by which any interested person may make innovative suggestions to improve the activities of the EP. University ought to demonstrate examples of analysis of these proposals and their implementation.	+			
Total			16	17		
Standard "Development and approval of the educational program"						
34	1.	University ought to define and document procedures for the quality assessment of EP.	+			
35	2.	University ought to establish the frequency, form and methods of quality assessment of the educational program.	+			
36	3.	University ought to demonstrate the procedure for the approval, periodic review (the review) and monitoring of educational programs and documents regulating this process.	+			

37	4.	University ought to determine its own requirements for EP depending on their nature, forms of training and levels, as well as the technologies used (including distant).	+			
38	5.	Qualification obtained upon completion of the educational program ought to be clearly defined and clarified to meet a certain level of NSQ (national system of qualifications).	+			
39	6.	University has to demonstrate the developed models of graduate educational programs that include knowledge, abilities, skills, competences and personal qualities.	+			
40	7.	University ought to demonstrate participation of the HETS (higher education teaching staff) and employers in the development and management of educational programs, as well as ensure their quality.	+			
41	8.	University ought to prove that the employers involved in the design and implementation of the EP are typical representatives of employers (representativeness) and express the interests and views common to most employers.	+			
42	9.	EP management ought to demonstrate students' participation in the development of EP.		+		
43	10.	EP management ought to ensure the representation of students in the collegiate governing bodies of the EP.		+		
44	11.	EP management ought to demonstrate the results of external examination of the EP.		+		
45	12.	The EP ought to be approved by officials or collegiate bodies that bear no relation to the development of the program.	+			
46	13.	EP management ought to clearly define the objectives of the EP.		+		
47	14.	EP management ought to demonstrate the logic and reasons of making curricula and EPs, in particular the reasons including any discipline in the list of the curriculum, the reasons for assigning the status of post - or prerequisites, matching names and content of the disciplines relevant to the areas of economic development of the country.	+			
48	15.	University ought to determine the content, scope, logic of creating individual educational trajectories of students.	+			
49	16.	EP management ought to demonstrate the continuity of the EP content at different levels, including the logic of academic disciplines interrelation, consistency and succession.		+		
50	17.	EP management ought to provide an annual review of curricula content and educational programs taking into account changes in the market, the demands of employers, students and teachers.	+			

51	18.	EP management ought to demonstrate continuous progress of students, personal growth and student's development in the process of mastering the program.	+			
52	19.	EP management ought to demonstrate the impact of disciplines on formation of students' professional competence, skills and blocks of knowledge.		+		
53	20.	The Complexity of the EP ought to be clearly defined in the Kazakhstani credits and ECTS.	+			
54	21.	Disciplines ought to contain results of actual scientific research and other relevant information in the field of teaching. Disciplines ought to deal exhaustively with all questions in the field of teaching.	+			
55	22.	EP management ought to demonstrate the existence of an effective balance between theoretical and practice-oriented disciplines with the focus on solving actual problems of economics.	+			
56	23.	The structure of the educational program ought to provide various activities that will contribute to the formation of students' professional competence based on their personal characteristics.	+			
57	24.	EP management ought to demonstrate the presence in the content of academic disciplines of the professional context.	+			
58	25.	EP management ought to provide places for professional training, where necessary.	+			
59	26.	EP management ought to ensure compliance of the content of academic disciplines and intended learning outcomes with the level of learning.		+		
60	27.	The list and content of the disciplines ought to be available for students.	+			
61	28.	An important factor is the harmonization of the content of curricula with similar educational programs of leading foreign and Kazakhstani educational institutions.			+	
62	29.	An important factor is the presence of joint educational programs with foreign educational institutions.			+	
63	30.	An important factor is the involvement of Kazakhstani scientific-research organizations to the educational process.	+			
Total			21	7	2	
Standard "Student-centered learning, teaching and assessment"						
64	1.	EP management ought to provide equal opportunities to each student in spite of which is aimed at the development of professional competence.	+			
65	2.	EP management ought to demonstrate the use of students' achievements, their individual characteristics and needs, cultural experience when implementing the	+			

		EP.				
66	3.	EP management ought to provide systematic development, introduction and efficiency of modern teaching techniques and innovative teaching methods.		+		
67	4.	EP management ought to prove that different researches are conducted and that there are projects supervised by the teaching staff in the field of teaching disciplines of the EP.		+		
68	5.	EP management ought to demonstrate the existence of a feedback system on the use of different methods of teaching and learning and its results.		+		
69	6.	In the process of EP implementation students' independent work must be monitored and mechanisms for its adequate evaluation must be established.		+		
70	7.	EP management ought to monitor the level of satisfaction of students and employers of those enterprises where students are planning to have their practical training.	+			
71	8.	EP management ought to demonstrate the policy of decision taking based on the results of students' feedback system and the level of their satisfaction.	+			
72	9.	EP management ought to prove the functioning of student progress and achievements system.	+			
73	10.	EP management ought to provide effective functioning of objective, accurate and complete assessment of students' knowledge and skills which have been acquired in the process of study as well as collegiate appeal mechanism.	+			
74	11.	EP management ought to provide objective assessment of students' knowledge and the level of their professional competence, as well as transparency and adequacy of assessment criteria.	+			
75	12.	EP management ought to provide compliance of knowledge assessment procedures with the planned study outcomes and the aims of the EP. Assessment criteria and methods ought to be published in advance.	+			
Total			8	4		
Standard "Students"						
76	1.	EP supervisors ought to demonstrate the policy of forming its contingent starting with students' admission to their graduation and ensure transparency of its procedures.		+		
77	2.	Procedures regulating students' lifestyle starting with their admission to graduation ought to be defined, approved and published.	+			

78	3.	Admission and enrolment in an EP ought to be accompanied by an introductory course, containing information on educational process organization and specificities of an EP.	+			
79	4.	University administration ought to demonstrate compliance with the issues of the Lisbon Recognition Convention.		+		
80	5.	University ought to cooperate with other educational institutions and ENIC/NARIC national centers to ensure recognition of qualifications.			+	
81	6.	EP supervisors ought to demonstrate the availability and use of tools and methods appropriate for data collection, monitoring and decision-making taking into account the information about students' academic achievements.		+		
82	7.	EP supervisors ought to demonstrate awareness of students' main roles (professional, social) based taking into account their learning outcomes.	+			
83	8.	The possibility of students' professional certification is one of the key factors.			+	
84	9.	Attracting students to scientific and research work is one of the key factors.		+		
85	10.	The possibility of participating in internal and external mobility of students is one of the key factors.			+	
86	11.	EP supervisors ought to demonstrate recognition of prior academic outcomes, academic outcomes acquired during mobility programmes and during additional, formal and informal learning modes.	+			
87	12.	Support of talented students is one of the key factors.	+			
88	13.	University ought to provide graduates with the documents confirming the obtained qualification, including the achieved academic outcomes, as well as the context, contents and status of the acquired education and certificates of its completion.		+		
89	14.	EP supervisors ought to make all possible efforts to ensure employment of graduates, to maintain communication with them and to set up a community of graduates of different EPs.	+			
90	15.	Employment and professional activities monitoring is one of the key factors.	+			
91	16.	EP supervisors ought to encourage students to self-education and self-development being engaged in extracurricular activities.		+		
92	17.	EP supervisors ought to make it possible for students to exchange and express their points of view – e.g. via Internet forums, student associations.		+		
93	18.	EP supervisors ought to demonstrate functioning of student feedback system including prompt presentation	+			

		of students' academic achievements.				
Total			8	7	3	
Standard "Teaching Staff and Teaching Efficiency"						
94	1.	EP management ought to demonstrate application of the personnel policy for the teaching staff involved in EP implementation.		+		
95	2.	University ought to elaborate and apply criteria for recruitment, appointment, promotion and dismissal.		+		
96	3.	EP management ought to define and provide the appropriate level of the teaching staff competency.	+			
97	4.	EP management ought to demonstrate compliance of personnel potential with the development strategy and the development plan of the EP.		+		
98	5.	EP management ought to ensure compliance of the teaching staff with the qualification requirements, the level and specificities of the educational program.		+		
99	6.	To implement the EP its supervisors ought to invite practitioners, determine both the necessity of inviting them and the share of disciplines delivered by them.			+	
100	7.	EP supervisors ought to motivate the teaching staff to implement innovative and information technologies in the educational process.		+		
101	8.	University ought to demonstrate transparency and objectivity of personnel procedures.	+			
102	9.	University ought to demonstrate availability of information about the teaching staff, including the teaching staff catalogues and post questionnaires on the website.	+			
103	10.	University administration ought to demonstrate the approachability principle.	+			
104	11.	EP supervisors ought to monitor activity of the teaching staff, carry out a regular assessment both of the teaching staff competence and the quality of teaching, including assessment of satisfaction level of teachers and students.	+			
105	12.	EP supervisors ought to ensure the completeness and adequacy of individual work planning for the teaching staff, evaluation of their achievements and efficiency of individual plans. EP supervisors ought to demonstrate the evidence that teachers carry out the planned load to the full extent. The workload of a teacher ought to include educational, methodical, scientific work (including preparation of projects and applications), organizational (including participation in different events), participation in internship programmes (including personal development and study of literature), activities in		+		

		professional sphere (e.g. membership in professional associations and consulting).				
106	13.	EP administration ought to demonstrate support of scientific and research work of the teaching staff, ought to ensure connection between scientific research and study.		+		
107	14.	EP administration ought to demonstrate that teachers are involved in practical activities in the sphere of their specialization.	+			
108	15.	EP administration ought to demonstrate compliance of teachers' qualification and the level of their professional and personal development with the goals of the EP.	+			
109	16.	Teachers' academic mobility is one of the key factors.			+	
110	17.	Within the academic mobility EP administration ought to invite the best foreign and domestic teachers and conduct joint researches.			+	
111	18.	EP administration ought to provide opportunities for young teachers to develop.		+		
112	19.	EP administration ought to demonstrate the use of different mechanisms for stimulation of professional and personal development of the teaching staff and employees.		+		
113	20.	EP administration ought to conduct monitoring of the teaching staff satisfaction level.	+			
114	21.	Invitation of famous scientists, social and political figures, honored workers is one of the key factors in EP realization.		+		
115	22.	Participation of the teaching staff in social life is one of the key factors (the role of the teaching staff in the system of education, in the development of science and region, participation in exhibitions, competitions, charity programmes, etc.).	+			
Total			9	10	3	
Standard "Educational resources and student support system"						
116	1.	University ought to demonstrate sufficient number of material, financial and human resources.	+			
117	2.	University ought to give an important role to students support services, ought to define their functions and procedures.	+			
118	3.	University ought to identify the support needs of different groups and categories of students.	+			
119	4.	Students ought to be aware of different procedures of students support services and have a free access to them.	+			

120	5.	University ought to provide efficient functioning of information and feedback system oriented to students, employees and other interested parties.	+			
121	6.	University ought to conduct a regular analysis of resources and students support systems, including the level of staff competency.		+		
		University ought to have such and educational environment which will reflect specificities of the EPs and which includes:				
122	7.	technological support of students and the teaching staff in accordance with EPs (e.g. on-line education, design in education) and smart requirements (database, data analysis programmes);		+		
123	8.	personified interactive resources (with access and in extracurricular time), including educational materials and assignments and possibility to have probe assessment of knowledge through a remote access to the University site;		+		
124	9.	interactive academic consultations carried out to help students plan and master EPs, making use of personified interactive resources;			+	
125	10.	professional orientation, assistance in the selection and achievement of career paths;	+			
126	11.	the sufficient number of classrooms, equipped with modern technical means of teaching, educational and science laboratories, educational and training grounds, industrial parks which go in correspondence with EPs, sanitary-epidemiological norms and requirements;		+		
127	12.	the sufficient number of computer classes, reading halls, multimedia, language and scientific-methodical classrooms;	+			
128	13.	the book fund, including the fund of educational, methodical and scientific literature on general disciplines, basic courses and majors in print, electronic media, periodicals in the context of languages of study;		+		
129	14.	structured information in the context of disciplines. For example, presentation materials, videos, lecture notes, compulsory and additional literature, practical tasks, etc.		+		
130	15.	scientific database, electronic scientific journals and their availability;	+			
131	16.	electronic versions of journals;		+		
132	17.	plagiarism expertise of research work results, graduation papers, dissertations;	+			
133	18.	open access to educational internet resources, free WI-FI;	+			

134	19.	University ought to support external and internal academic mobility of students.		+		
135	20.	Copyright compliance policy when publishing educational and methodical material in open access is one of the important factors.	+			
136	21.	The use of educational resources in open access, including mass online classes, is one of the important factors.		+		
137	22.	Educational equipment and software means which are used for the programme development ought to be similarly used in relevant spheres and meet the safety requirements.	+			
138	23.	University ought to create conditions for the development of research groups, science laboratories, scientific workshops, attracting students to scientific and research work, ensuring the participation of students and the teaching staff in scientific conferences and competitions.			+	
139	24.	University ought to demonstrate compliance of the infrastructure with the specificities of the EP, including classrooms, offices, laboratories, communication and computer equipment and other facilities.	+			
140	25.	University ought to define the degree of information technology implementation and monitor the use and elaboration of innovative learning technologies by the teaching staff.		+		
Total			13	10	2	
Standard “Information management and accounting”						
141	1.	University ought to introduce processes of information management, including information collection and analysis.		+		
142	2.	University ought to define the amount of the collected information, resources, frequency, time interval and responsible employees for reliability and timeliness of data collection.	+			
143	3.	University ought to use modern information systems, information and communication technologies and software with the aim of adequate information management.		+		
144	4.	University ought to provide measurability, reliability, adequateness, timeliness and completeness of the collected data.		+		
145	5.	University ought to use different forms of data handling, evaluation and analysis.		+		
146	6.	University ought to provide data protection and data safety.	+			

147	7.	EP administration ought to demonstrate decision taking policy based on facts.	+			
148	8.	The collected data ought to be used for improvement of the internal system of quality.	+			
149	9.	EP administration ought to make it possible to verify data and make use of information taken from alternative resources.		+		
150	10.	EP administration ought to evaluate efficiency of the EP as well as define the possibilities for its improvement on the basis of data analysis.	+			
151	11.	University defines the amount, type and structure of the collected data in accordance with the mission and strategy.	+			
		Information collected and analyzed by different educational institutions ought to include:				
152	12.	key indices of efficiency;	+			
153	13.	dynamics of students contingent in terms of forms and types;	+			
154	14.	the level of students' performance, achievements and the number of drop-outs;	+			
155	15.	the level of students' satisfaction with the EP;	+			
156	16.	availability of educational resources and support systems;	+			
157	17.	employment and career development of EP alumni.	+			
158	18.	EP administration ought to analyze data to identify and predict possible risks.		+		
159	19.	Students, employees and teachers ought to give documentary evidence of their consent to personal data processing.		+		
160	20.	Attracting students, employees and teachers to the processes of data collection and analysis is one of the key factors.		+		
Total			12	8		
Standard "Public Informing"						
161	1.	University ought to publish information about its activities and EP realization. The information ought to be clear, precise, objective, relevant and available.	+			
162	2.	University ought to provide reliable information about EP management on external information resources (the portal and/or website) containing description of process planning and evaluation of its efficiency for students, personnel and the public.	+			
163	3.	University ought to provide information about specificities of the EP, students' achievements, qualifications, educational process, teaching, evaluation, GPA, academic and employment opportunities.	+			

164	4.	EP administration ought to employ different means of information dissemination, including information networks for informing the public and other interested parties.	+			
165	5.	Informing the public ought to include support and explanation of national programmes for the country's development and the systems of higher and postgraduate education.	+			
		EP supervisors ought to post information on the website. This information ought to reflect specificities of the EP, efficiency of its usage for EP improvement which has the following characteristics:				
166	6.	complete objective information about specificities of the EP, including actual support systems, students' achievements and professional qualifications;		+		
167	7.	reliable and objective information about the teaching staff including teachers' personal pages;	+			
168	8.	transparency of information concerning complaints, including posting a virtual book of complaints for customers;		+		
169	9.	posting information about collaboration with scientific/consulting organizations as well as with educational institutions implementing similar EPs, including collaboration with foreign organizations;		+		
170	10.	posting information and links to external resources concerning results of external evaluation procedures.		+		
171	11.	EP involvement in different external evaluation procedures including ratings and rankings is one of the key factors.		+		
Total			6	5		
Standards for individual specialties						
EDUCATION						
<i>EPs in the field of "Education" ought to meet the following requirements:</i>						
172	1.	EP administration ought to ensure that alumni have acquired both theoretical knowledge in the field of psychology and communication skills as well as analysis of personality and behaviour, ways of preventing and resolving conflicts, learners' motivation;	+			
173	2.	EP administration ought to ensure that EP alumni are information technology literate, that they know the main functions and software of the modern computer, such as editing and creating texts, tables, databases, and how to use multimedia resources and internet browsers;	+			

174	3.	EP administration ought to ensure that the EP contains disciplines on innovative methods of teaching and planning of teaching including interactive methods of teaching with the high level of student engagement and motivation (games, case-study, use of multimedia resources);		+		
175	4.	EP administration ought to ensure that students have developed ability to teach skills of self-study;		+		
176	5.	The EP ought to lay emphasis on different types of practical training: - attending lectures and classes given by acting teachers; - conducting special seminars and discussing the latest methods and technologies of teaching; - students ought to have possibility to attend at least one course in the sphere of their specialization taught by a practicing professional.	+			
177	6.	Students of the EP should be given the knowledge and skills of pedagogical systems and methods in the world, as well as the knowledge in the sphere of education management.		+		
Total			3	3		
SOCIAL SCIENCES, HUMANITIES, ECONOMICS, BUSINESS AND LAW, SERVICES						
<i>EPs in the fields of “Social sciences, economics and business”, “Humanities” and “Law”, e.g. such as “Management”, “Economics”, “Philology”, “Law Studies”, etc. ought to meet the following requirements:</i>						
178	1.	Students ought to acquire actual knowledge about organization of the specialization field in other countries (comparative knowledge) or methods, theories, etc. elaborated and applied abroad;		+		
179	2.	EP administration ought to ensure that teaching is based on the most relevant and complete achievements of the world science in the field of specialization as well as on the use of the most modern and advanced methods of teaching;		+		
180	3.	EP administration ought to ensure that students have a free access to the most modern and relevant databases (statistics, news, scientific achievements) in the field of specialization on print (newspapers, textbooks, collections of statistics) and electronic media;		+		
181	4.	Aims and results of the EP ought to be directed to student acquisition of certain skills which are in demand on the labour market;	+			
182	5.	EP administration ought to demonstrate that alumni of the EP possess these skills and that these skills are really in great demand on the labour market;	+			

183	6.	The EP ought to contain an essential number of disciplines and events through which students will be able to get practical experience of applying theoretical knowledge such as: practical training, participation of practicing professionals in lectures and seminars, etc.;	+			
184	7.	EP supervisors ought to demonstrate that they have a clear understanding of what specialties and skills within separate specialties are in demand on the labour market, what the approximate number of specialists is that are demanded on the labour market, and give examples of successful employment of the most part of the alumni within the first half a year after graduation.	+			
Total			4	3		
TOTAL			100	74	10	

Independent Agency for
Accreditation and Rating