



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

**on the results of the work of the external expert committee
committee for compliance with the requirements of standards of specialised
accreditation of educational programmes «5B011800 Russian language and Literature»,
«5B012200 Russian language and Literature Russian language and Literature in schools
with non-Russian language of education», «5B011700 Kazakh language and literature»,
«5B012100 Kazakh language and Literature Kazakh language and Literature in schools
with non-Kazakh language of education», «5B020500 Philology»**

**RSE on REU "Pavlodar State Pedagogical University"
MES RK**

from "11" to "13" March 2019

Pavlodar

March 13, 2019



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I LIST OF SYMBOLS AND ABBREVIATIONS

BD - Basic disciplines
EEEE - External evaluation of educational achievements
EW - Educational work
EEC – External expert Commission
SCC - state certification Commission
SES - State obligatory standard of education
SPIID – State programme of industrial and innovative development of the Republic
DET-distance educational technologies
The UNT – Unified national testing
ICT - Information and communication technologies
IEP - Individual educational plan
CC - component of choice
CYA - Committee on youth Affairs
KLL – Kazakh language and Literature
CCES - Committee on control in education and science MES RK
KLN- Kazakh language and Literature in schools with non-Kazakh language of instruction
CT - complex testing
CTE – comprehensive testing of the entrant
CLT - Credit learning technology
CED - catalogue of elective disciplines
MES - Ministry of education and science of the Republic of Kazakhstan
MEP - Modular educational programme
IAAR - Independent Agency for accreditation and rating
NAS RK - National Academy of Sciences of the Republic of Kazakhstan
RW - Research work
SRWS - Scientific–research work of students
NIS - Nazarbayev Intellectual School
IKAQAE - Independent Kazakhstan Agency for Quality Assurance in Education
NQF – national qualifications framework
NCAS - National Center for Advanced Studies
RC - Required component
GS - General subjects
EP - Educational programme
RO – registration office
PSPI – Pavlodar state pedagogical Institute
PSPU – Pavlodar state pedagogical University
PD - Majors
Teaching staff - teaching staff
RSE on PCV - Republican state enterprise on the right of economic management
RLL – Russian language and Literature
RIO - Editorial and publishing Department
RK - Republic of Kazakhstan
RLN– Russian language and literature in schools with non-Russian language of instruction
EP – work programme
WC - working curriculum
DLS - distance learning System
Media - mass media
QMS – quality management system

School – secondary school

IWL – Independent work of the learners

IWS - Independent work of students

SRSP - independent work of students under the guidance of a teacher

TC - Typical Curriculum

TSS - Training and support staff

TC- Training complex

EMCD-Educational and methodical complex of discipline

UMKS - educational and methodical complex of specialty

UMC - Educational and methodical Council

EUMK – Electronic educational-methodical complex

EUMKD – Electronic educational-methodical complex of discipline



II INTRODUCTION

In accordance with the order number 10-19-OD from 01/26/2019. From March 11 to March 13, 2019, an independent accreditation agency and an external expert committee conducted a conformity assessment of Pavlodar State Pedagogical University (hereinafter referred to as PSPU) to the standards of specialized accreditation of educational programmes of the IAAR (February 10, 2017 No. 10-17-OD, fifth edition).

The report of the external expert commission (EEC) contains an assessment of the conformity of the PSPU activities within the framework of specialized accreditation of educational programmes to the criteria of the IAAR, recommendations of the EEC for further improvement of the parameters of the specialized profile.

The composition of the EEC:

Состав ВЭК:

The chairman – Nibiphanova Bibigul Nurgaliyevna, the first vice-rector of the Kazakh National Academy of Choreography (Astana).

Foreign expert - Dimitar Vesselinov, professor of St. Kliment Ohridski University in Sofia (Sofia, Bulgaria).

Foreign expert - Levs Alyona Yuryevna, Ph.D., head of the department of biology, geography and methods of teaching them, Ishim Pedagogical Institute. P.P. Ershova (branch), Tyumen State University (Ishim, Russia).

National expert - Bakenova Zhenisgul Birzhanovna, head of the accreditation department of the Kazakh National Agrarian University, PhD, associate professor (Almaty).

National expert - Berdenov Zharas Galimzhanovich, PhD, and an associate professor of the Department of Physical and Economic Geography of the Eurasian National University. L.N.Gumilev (Astana).

National expert – Bodikov Seyfolla Zhamauovich, senior lecturer in the department of visual arts and design at Karaganda State University named after academician E.A. Buketov, member of the Union of Designers of the Republic of Kazakhstan, member of the Eurasian Union of Designers (Karaganda).

National expert – Burbekova Saule Zorabekovna, Ph.D., Head of the Department of Translation Studies, Suleyman Demirel University (Almaty).

National expert - Kamkin Victor Alexandrovich, Ph.D., associate professor of the Department of Biology of Pavlodar State University. S.Toraigyrov (Pavlodar)

National expert – Kuzbakova Gulnara Zhanabergenovna, Ph.D. in Art History, Musicologist, Associate Professor in the Department of Musicology and Composition of the Kazakh National University of Arts, member of ICTM (International Council of Traditional Music) (Astana).

The national expert – Kusanova Bibigul Khakimovna, Doctor of Philology, Professor, First Vice-Rector of Aktobe University. S. Baisheva (Aktobe).

National expert – Mazhitayeva Shara, D.Sc., professor, head of the Kazakh linguistics department of the Karaganda State University. E.A. Buketov (Karaganda).

National expert - Mamyrkhanova Zhamilya Temirgalievna, Ph.D., Dean of the Faculty of Humanities of Taraz State University. M.Kh.Dulati (Taraz).

National expert - Omarbekova Aikumis Ilyasovna, Ph.D., associate professor of the department of social pedagogy and self-knowledge of the Eurasian National University. L.N.Gumilev (Astana).

National expert – Onalbayeva Aigul Tynybekovna, Doctor of Philology, Acting Professor of the Kazakh State Women's Pedagogical University (Almaty).

National expert - Orynkhanova Gibadat Amanzholovna, Ph.D., associate professor of the Kazakh State Women's Pedagogical University (Almaty).

National expert - Khan Natalia Nikolaevna, Doctor of Pedagogical Sciences, Professor of the Kazakh National University. Abay (Almaty).

National expert – Yusupova Adalat Akhmetovna, MBA Master, Head of the Medical and Technological Center, Lecturer of the Department "Vocal Art" and "Music Education and Pedagogical Innovations" of the Kazakh National Conservatory. Kurmangazy (Almaty).

The employer – Vladimir Pitrov, director of the branch of the Pavlodar region of the Unified Accumulative Pension Fund (Pavlodar).

The employer – Akhmetova Gulnar Zeinullova, the head of the music education department of the College of Music for gifted children (Pavlodar).

Student – Esimkhanova Aigerim, 3-year student of the specialty "5B011700 Kazakh language and Literature" of Pavlodar State University. S.Toraigyrov (Pavlodar).

Student - Magroeva Zarina Berikova, 2-year student of the specialty "5B050300 Psychology" of the Innovative University of Eurasia (Pavlodar)

Student - Omarova Lyubov Oralovna, 3-year student of the specialty "5B012000 Vocational training" of Pavlodar State University. S.Toraigyrov (Pavlodar).

Student - Pazyl Aidar Kanatovich, a student of the 1st course of the specialty "5B070100 Biotechnology" of the Innovative University of Eurasia (Pavlodar).

Observer –Niyazova Guliyash Balkenova, project manager for the institutional and specialized accreditation of universities of the IAAR.

III REPRESENTATION OF THE ORGANISATION OF EDUCATION

Pavlodar Pedagogical Institute (PPI) was opened on December 1, 1962. For almost a year it was located on the fourth floor of school No. 3, with four classrooms. In two faculties: history-philology and physics and mathematics - 150 people were trained, 14 teachers conducted classes.

In the period from 1996 to 2004, the Pavlodar Pedagogical Institute was part of PSU named after. S. Toraigyrov.

In 2017, Pavlodar State Pedagogical Institute was renamed to Pavlodar State Pedagogical University. PSPU is a single-industry institution of higher education. Higher education specialists are trained on the basis of the State license No. KZ66LAA0001094405, reissued by the KKSON MES RK on February 5, 2018 and annexed to it on the right to carry out educational activities on educational programmes, areas and specialties in the field of technical and vocational, higher and postgraduate education. Applications to the state license are available in undergraduate majors - 32, magistracy - 18, doctoral - 6, technical and vocational education - 7.

To meet the needs of students in the higher education, training is carried out on the basis of general secondary education (CCA), with accelerated periods of study on the basis of technical and vocational education (VET) and higher education (VO), full-time and part-time forms of education, in state and Russian languages. Since 2012, the training of trilingual teachers on 6 educational programmes.

At present, there are 271 full-time teachers in the university, 4879 students enrolled, 4,645 undergraduate programmes, 226 undergraduate programmes, and 8 doctoral programmes.

In order to improve the quality of education and the effectiveness of the management system at the university, since 2007, a quality management system has been introduced in relation to the design and development of educational services and the training of personnel with higher professional education.

In December 2016, the university successfully passed a recertification audit, receiving a certificate of compliance with the requirements of the International Standard ISO 9001: 2015, issued by the International SGS Certification Company (SGS KazakhstanLtd., Switzerland) for a period of 3 years. The quality management system of PSPU was assessed and certified as meeting the requirements of the International Standard ISO 9001: 2015.

As well as the university has developed, documented and published the academic policy of the PSPU to ensure the quality of educational programmes.

Educational activities of the university are carried out on the basis of its academic policy, which is a system of measures, rules and procedures for planning and managing educational activities and effective organization of the educational process aimed at implementing student-oriented education and improving the quality of education.

IV DESCRIPTION OF PREVIOUS ACCREDITATION PROCEDURE

In May 2014, educational programmes of specialties "5B012200 Russian language and literature in schools with non-Russian language of instruction" and "5B0121000 Kazakh language and Literature in schools with non-Kazakh language of instruction", "5B020500 Philology" were specialized accredited by the IAAR.

During the accreditation, the IAAR Commission developed recommendations for improving educational programmes. According to the received recommendations, a plan was drawn up for the implementation of the recommendations of the EEC of the IAAR. All recommendations of the IAAR were successfully implemented to improve educational programmes.

Post-accreditation monitoring of educational programmes "5B011800-Russian language and Literature in schools with non-Russian language of instruction" and "5B0121000- Kazakh language and Literature in schools with non-Kazakh language of instruction", "5B020500-Philology" was held in April 2016 and September 2018 as part of action plan for the implementation of the recommendations of the EEC and was carried out in accordance with the criteria for its implementation.

Post-accreditation monitoring showed that, in general, the recommendations of the EEC are implemented successfully and systematically. The measures taken and actions contributed to improving the quality of the educational process, positive trends in research and teaching staff, and creating conditions conducive to the formation of the individuality of the EP student.

In June 2014, EP "5V011700-Kazakh language and Literature", "5B011800- Russian language and Literature" are accredited by a foreign accreditation agency - the accreditation institute for quality assurance certification ACQUIN (Germany) for a period of 5 years.

The measures taken and actions contributed to improving the quality of the educational process, positive trends in research and teaching staff, and creating conditions conducive to the formation of the student's personality. According to educational programmes, the commission notes that the measures taken and the actions of departments to implement the recommendations of the EEC have contributed to improving the quality of the content of educational programmes, forms, methods and assessment of knowledge, practical skills, as well as the development and writing of educational literature in the state and English languages.

Information on the results of external evaluation procedures of accredited EP is presented on the website of the Faculty of Humanities and the pages of the departments: <http://pspu.kz/ru/obrazovatelnyie-programmemyi>.

V DESCRIPTION OF EXTERNAL EXPERT COMMISSION VISIT

The visit of the external expert commission to the PSPU was organized in accordance with the programme agreed in advance with the chairman of the EEC and approved by the rector of the university.

In order to coordinate the work of the EEC on March 10, 2019, an orientation meeting was held during which powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of examination methods.

During the visit, in addition to working with target groups, there were talks with students, undergraduates, faculty members, graduates and employers.

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

Category of participants	Amount
Acting Director	1
Vice Rectors	3
Deans	4
Heads of Chairs	8
Heads of departments	13
Lecturers	17
Students	25
Graduates	24
Employers	20
Total	115

The members of the EEC attended March 12 training sessions on accredited educational programmes:

According to OP "5V011800 Russian language and Literature":

- a lecture lesson on the subject "History of foreign literature of the 19th and 20th centuries", associate professor Toktarova L.K. Lecture on the topic "Realism in France" (1st year);

- a lecture lesson in the discipline "Word Formation and the Morphology of the Russian Language", Professor G.Yu. A lecture on the topic: "A numeral as a part of speech" (2nd year);

According to OP "5V011700 - Kazakh language and literature":

- practical lesson on the subject "Kazirgy Kazak tilinin sөzhasam men morphology" professor, Ph.D. Y.B.ShaGaman. The topic of the practical lesson is "Сөзжасамдық тәсілдер" (2nd year).

During the tour, the EEC members familiarized themselves with the state of the material and technical base, visited the library, the center of biocenology and environmental research, the educational and scientific laboratory of functional morphology and histology, the educational laboratory "Anatomy, morphology and ecology of animals", educational workshops, i-studio, Center for Practical Psychology, scientific laboratory of experimental psychology and psychodiagnostics, classrooms, computer classes, the hostels.

The events planned during the visit of the EECA contributed to a detailed familiarization of experts with the university's educational infrastructure, material and technical resources, faculty members, representatives of employers' organizations, students and graduates. It allowed the members of the EEC of the IAAR to carry out an independent assessment of the conformity of the data set out in the reports on the self-assessment of the educational programmes of the university to the criteria of specialized accreditation standards.

As part of the planned programme, recommendations for improving the university's activities, developed by the EEC based on the results of the examination, were presented at a meeting with the management on March 13, 2019.

VI CONFORMITY TO SPECIALISED ACCREDITATION STANDARDS

6.1 Standard "Management of the educational programme"

The activities of the PSPU are regulated by certain regulatory documents of republican, regional and intra-university significance. The latter includes the developed and documented Academic Policy of the PSPU approved by the Academic Council of the university (protocol No. 5 of April 25, 2018).

It was developed in accordance with the Law of the Republic of Kazakhstan dated July 27, 2007 "On Education", normative legal acts in the field of education, regulating the activities of universities.

You can get acquainted with the academic policy of PSPU in the field of quality on the official website of the university, which allows you to get an idea of this policy, reflecting the development strategy of the educational organization and logically connected with the strategic management of the organization (<http://pspu.kz/ru/sistema-menedzhmenta-kachestva-pgpu>).

Availability of documented procedures of all parties to the activities of the PSPU ensures their interconnection. Such major components of a university's activities as teaching, learning, and scientific research are subordinated to the single strategic goal of the PSPU functioning and represent the implementation of the objectives of such development.

Scientific studies of the teaching staff of the department, implementing EP, also aimed at providing high quality educational services. Scientific studies of the faculty are aimed at developing theoretical and applied aspects of modern pedagogical problems.

In order to ensure transparency and accessibility of the university's strategic documents (Strategy of development of the university, Policy and Quality Objectives, the university Development Programme) to all interested parties, they are placed on the site PSPU freely available.

The uniqueness and individuality of the EP development plan is determined by its compliance with national and world educational trends.

For example, the requirement to update the content of school education as a priority of Kazakhstan education is reflected in the following paragraphs of the plan: "Effective management of quality implementation of EP and improvement of management mechanisms", "Training of competitive personnel", "Development of resource potential for the implementation of EP". Consideration of the requirements of the Bologna process is reflected in the paragraph "Research and innovation activities in the development of EP". Work in these areas involves not only improving the structure and content of EP, but also attracting foreign specialists to the implementation of EP, internships of teaching staff and students, advanced training of teaching staff, academic exchange. The planning of EP development is carried out in order to meet the key requirements of stakeholders and further improve the educational process, as well as allocate resources for its implementation in accordance with the development strategy of the university and department.

The specificity and uniqueness of EP "5B011800 - Russian language and literature", "5B012200 - Russian language and Literature" in schools with non-Russian language of instruction, "5B011700 - Kazakh language and Literature", "5V012100 - Kazakh language and Literature in schools with non-Kazakh language of instruction", "5B020500 - Philology" is characterized by the uniqueness of the PSPU, its competitive advantages, which include training in modular educational programmes, the availability of a base of practices, accounting for the updated content of school education, which allows university students to complete professional practice directly in the field of education and generate substantive competence that helps to maximize the employment of graduates OP and the creation of conditions to meet the needs and interests of the region.

Development and correction of EP "5B011700 Kazakh language and literature", "5B012100 Kazakh language and Literature in schools with non-Kazakh language of instruction", EP "5B011800 Russian language and Literature," 5B012200 Russian language and Literature in schools with non-Russian language of instruction", "5B020500 Philology" is carried out taking into account a number of factors: the introduction of new academic disciplines recommended at the level of the MES RK; introduction of general university disciplines; analysis of elective disciplines in the specialty, etc.

Planned changes to the content of the EP are discussed at the meetings of the department with the involvement of employers and undergraduate students. Students are particularly active in this regard after having completed work experience, when the first teaching experience allows students to express reasonable opinions about the need for a particular elective discipline, the

logic of its construction, its place in the MEP structure, etc. For example, after discussing with students EP 5B011700 Kazakh language and Literature, 5B012100 Kazakh language and Literature in schools with non-Kazakh language of instruction with students, it included disciplines "History of Kazakh writing and Latin graphics" in connection with the transition to the Latin script and "Regional studies" in the framework of the programme "Ruhani zagyr" (protocol No. 01 of the meeting of the department dated August 27, 2018); The disciplines of "Pedagogical rhetoric", "Communicative image of a teacher" (protocol No. 8 of 03/16/2017) were included in the educational programme "Russian language and Literature".

. The content of the study programme as a whole and of each discipline in particular is prepared with the participation of all stakeholders. The surveys of directors and experienced methodologists of secondary schools in the city and region are held annually in order to take into account opinions when developing and updating the EP.

Thus, in the developed for the first year EP "Russian language and literature", "Russian language and Literature in schools with non-Russian language of instruction", the structure and content of the modules of the database modules and PD are correlated with the content of the Model Programme of the Russian language and Literature school course. For example, the disciplines of the linguistic cycle are combined into the "Communication in Russian" module, and the traditional courses "Modern Russian", "Russian Literature" are revised to reflect the latest trends (see protocol No. 6/1 of January 19, 2019). Requirements for the faculty of the accredited EP are set out in the job description of the faculty. Instructions are stored in the departments that implement training in an accredited EP, they are accompanied by sheets of familiarization, which contain the signature of the faculty.

The transparency and collegiality of the processes of formation of the EP development plan is confirmed by the participation of the whole team, students, stakeholders, employers.

This is evidenced by their periodic participation in the activities of the Academic Council, educational and methodological council, department meetings, providing management of the main processes of the university. The participation of representatives of interested persons in the composition of collegial bodies is confirmed by the participation of faculty members and students in meetings of the Academic Council of the university in accordance with the provision of the QMS P01-2018 "Academic Council" and the Council of the Faculty. So, Andryushchenko O.K. was a member of the Academic Council of the University for 2014-2016, Temirgazina Z.K. was a permanent member of the Academic Council until 2016. The Council of the Faculty of Humanities includes representatives of the departments of the faculty (Suyunova G.S., Sutzhanov S.N., Omarov N.R., Amrenov A.D. and others) (protocol of the faculty No. 1 of August 28, 2018). Tokatova L.E. for 3 years she headed the faculty's scientific and methodological council.

Stakeholders participate in the implementation of the EP and influence the representativeness of decisions by involving them in the educational process within the EP. Thus, for several years, the practice teachers were the chairmen of the SJC for the accredited educational institutions (director of the gymnasium No. 3 for gifted children Z. Karambaev, T.M. Timchenko, head teacher of the lyceum No. 1 of Ekibastuz). In addition, practicing teachers annually conduct master classes for students accredited by the EP (Fesik N.V., Baishukir A., Adenova B.O. and others).

Monitoring of educational programmes is carried out by analyzing:

- 1) the level of training of graduates in view of the satisfaction of representatives of educational institutions during the passage of professional practices;
- 2) information resources and the reflection of updated information in the plans for the development of educational programmes;
- 3) a resource support mechanism and a management structure aimed at the implementation of educational programmes;
- 4) internal and external environment and the market to determine the initial parameters of the development of educational programmes.

Analysis of the functioning of "5B011800 Russian language and Literature", "5B012200 Russian language and Literature in schools with non-Russian language of instruction", "5B011700 Kazakh language and Literature", "5B012100 Kazakh language and Literature in schools with non-Kazakh language of instruction", "5B020500 Philology" shows their focus on meeting the needs of the state, stakeholders and students and the uniqueness of educational programme development plans, its consistency with national development priorities and the development strategy of the university.

The management of the EP on an ongoing basis carries out risk management. Risks are identified by collecting relevant information, including through a survey of employers and faculty, the analysis of data on the potential enrollment of applicants analyzed by the EP, etc. For example, the key for EP "5V011800 Russian language and Literature" are such risks as reducing the number of students and aging personnel. Analysis of the vocational guidance base shows a significant decrease in the interest of graduates of secondary schools in the city and region to the teaching profession, including the specialties "5B011800 Russian language and Literature", "5B012200 Russian language and Literature in schools with non-Russian language of instruction". A similar situation is typical for all universities of the Republic of Kazakhstan and the Russian Federation, providing training for similar EP. The risk of aging personnel is reduced by training in the specialties of the magistracy (Belova E., Tezekbayev A., Nurmukhambetova G.) and the doctoral programme (Valova M.V.) with the prospect of consolidation in the department. The activities of the departments to reduce risks for the EP are reflected in the development plan of the EP in the item "Measures to reduce the impact of risks for the EP".

The functioning of accredited EPs involves the introduction of innovations in their structure and content. This is achieved during the detailed analysis of the EP. For example, in January 2019, the departments of the Kazakh language and literature, the Russian language and literature were held to discuss the content of EPs, work programmes of the NIS, the Model Programme for the updated content of the subjects "Kazakh Language", "Russian Language", "Literature". Representatives of the department, teachers of the NIS of Pavlodar and schools of the city have developed common approaches to the content of EPs of the new generation, which reflected the classical foundations of these specialties, disciplines of an innovative nature, new trends in updated content on the specified subjects.

Thus, in the Russian language and Literature, there are 10 educational modules, 5 of which include elective specialties. The modules "Communication in Russian" (including sections of the course "Modern Russian"), "Analysis and interpretation of the text" (disciplines of the literary cycle) were proposed, these names denote fundamental approaches to the modern teaching of Russian language and literature in school, including and in niche. At the suggestion of teachers, the discipline "Comparative Literary Analysis" was introduced (protocol No. 6/1 of January 19, 2019).

Educational programmes "5B011700 Kazakh language and Literature", "5B012100 Kazakh language and Literature in schools with non-Kazakh language of instruction" were also subjected to a similar analysis, during which joint decisions with employers and subject teachers of NIS and SOSH were adopted (protocol No. 5 / 1 of 01/19/2019 g): discipline is included «Шығармашылық жазба жұмыстарының негіздері»; in one united discipline «Аударма теориясы», «Аударма ісі», called «Аударма теориясы және ісі». Also combined discipline «Қазақ тілінің өзекті мәселелері», «Қазақ әдебиетінің өзекті мәселелері».

The University on a regular basis informs the public and key stakeholders about all aspects of its activities, conditions and features of the implementation of educational programmes, within the existing accreditations and licenses. In its information activities, the University relies on the principles of timeliness, objectivity, and openness.

Information on educational programmes "5B011800 Russian language and Literature" and "5B012200 Russian language and Literature in schools with non-Russian language of instruction" is available on the website of the Department of Russian language and Literature (<http://pspu.kz/modules/kaf/ril/index.php?lang=ru>) and updated in a timely manner; about EP "5B011700 - Kazakh language and Literature", "5B012100 - Kazakh language and Literature in

schools with non-Kazakh language of instruction" information is presented on the website of the department of Kazakh language and Literature (<http://pspu.kz/modules/kaf/ri/ index. php? lang = en>).

During the reporting period, the leadership provided training for the heads of the university's departments in educational management programmes.

For example, in 2017, a training seminar "On the need for training managers of structural units to the requirements of ISO 9001: 2015" was held in the amount of 8 hours, at which the essence of the requirements and their implementation in the QMS were examined, the structure of the ISO 9001: 2015 standard was given, a comparative analysis sections ISO 9001: 2008 and ISO 9001: 2015, the main changes in terminology, canceled and new requirements in the new version of the standard. The application of risk-based approach in MS ISO 9001: 2015, the basic principles of QMS was considered. At the end, all participants were issued a certificate. For example: KS Yergaliev has certificates: "Requirements of the International Standard ISO 9001: 2015" (Kazakhstan, Pavlodar, 2017), "Management in education" (Russia, Omsk, 2016), L.Ye. Tokatova.

A survey of students, conducted during the visit of the EEC of the IAAR, showed that the level of accessibility and responsiveness of the university management is assessed as high - 84.9%; availability for academic counseling is estimated as high - 80.2%; support of educational materials in the learning process - 89.7%.

The EEC IAAR, having held meetings, conversations and interviews with vice-rectors, deans, heads of departments, managers and employees of structural units, students, faculty members, representatives of employers' organizations and graduates, as well as conducting a survey of students and faculty members, detailed familiarization of experts with the educational infrastructure of the university, material and technical, information and methodological resources, as well as the necessary documents Notes the following:

Strengths / Best Practices

- the goals and objectives of the EP are strictly correlated with the strategic goals and objectives of the development of the university;
- the EP takes into account the requirements of science and society to modern higher education, which is reflected in the system of learning outcomes and the list of competencies of the graduate.
- the list evenly represents the relevant for the pedagogical proper and the specific component of the learning outcomes.
- the ideology, structure and content of the EP is formed taking into account the modern realities of school education, including the experience of the NIS, for which systematic and consistent work is carried out jointly with all subjects of the educational process (stakeholders). As a result of this work, approaches to teaching language and literature at school are fundamentally changing.
- transparency of the development plan of EP based on an analysis of its functioning, the real positioning of the university and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.
- the functioning of mechanisms for the formation and regular review of the EP development plan and the monitoring of its implementation, evaluation of the achievement of learning objectives, compliance with the needs of students, employers and society, decision-making aimed at continuous improvement of EP.

EEC recommendations

To harmonize educational programmes taking into account the experience of leading foreign universities; to look for opportunities to develop joint educational programmes with foreign universities for the implementation of the "Two-degree education" programme.

According to the Standard "Management of the educational programme", the educational programmes being accredited have 10 - strong positions, 6 - satisfactory, 1 -

suggest improvements.

6.2 Standard "Information Management and Reporting"

PSPU provides regular collection, analysis and monitoring of information in order to effectively manage the EP and ensure the quality of the educational services provided.

The university has created and successfully operates a unified system for collecting, analyzing and managing information flows: 1) internal information flow - between the structural units implementing the EP, and administrative and management units, between faculty and students, 2) external information flow - between structural units GPPU, carrying out the implementation of EP, and consumers - management of education of the region, districts, secondary schools, colleges, parents of students, etc.

This system contributes to the qualitative monitoring and systematic analysis of the performance of employees, departments and educational institutions in general in order to make informed management decisions aimed at the effective use of available resources and continuous improvement of the quality of scientific and educational processes.

The main way to access Internet resources is to connect users of a corporate network to a university proxy server. This server allows you to provide access for users (employees, teachers, students) based on corporate logins and passwords. These logins and passwords are used to connect to the corporate network, both wired and wireless. Such a system ensures the protection of information and personal data of faculty and students in the Platonus system and the distance learning portal. Surveys of faculty and students are conducted anonymously, so consent to the processing of personal data is not required. All interested persons are involved in the process of collecting information through monitoring activities (questionnaires, appeals to the PSPU site, posting information on social networks, etc.). The collected information allows to improve the quality of EP implementation: analysis of similar EPs in universities of the Republic of Kazakhstan and abroad, studying the experience of leading universities, identifying priorities in EP content, identifying relevant academic disciplines with the possibility of their inclusion in the accredited EP.

In order to effectively use conflict of interest resolution mechanisms, as well as informing and feedback systems for monitoring students' satisfaction levels, the following functions are available at the university's website: Rector's Blog, Anti-Corruption tab. Students here can directly contact the university management to resolve a conflict situation and receive assistance in cases of corruption, as well as inform about the facts of corruption on the part of faculty and staff.

The degree of satisfaction of the faculty is revealed in the course of a survey on the organization of the educational process, the quality of information and material resources of the PSPU. For example, questionnaires of faculty and staff demonstrate satisfaction with faculty members in working conditions. Questioning employers for satisfaction with the quality of OP. For example, in February 2018, employer questionnaires were analyzed on the topic of satisfaction with the quality of educational programmes "5B011800 - Russian language and Literature", "5B012200 - Russian language and Literature in schools with non-Russian language of instruction" (protocol No. 1-1 dated February 13, 201 g.). Satisfaction with the infrastructure of the EP is revealed by questioning students, teaching staff, employees and other interested parties. The survey demonstrates the satisfaction of students and teachers with the infrastructure of the accredited EP. Material-technical, Library and information resources used for organizing learning processes are expensive and meet the requirements of implemented software programmes. The creation of an informational database of data, which is monitored in each of the structural sections, and allows for a flexible and flexible solution of the production issues.

Waiting for the needs and satisfaction of students with education at PSPU was revealed based on the results of surveys conducted in 2016, 2017, 2018. As the results of the survey show, students are satisfied with the quality of teaching. Some respondents note insufficient social,

humanitarian and psychological knowledge. Most students indicated that their health-saving competencies were not developed. In rare cases, the absence of technological, professional information, research competencies is indicated. The students attributed a biased assessment of knowledge to negative phenomena in the educational environment of PSPU. In general, 100% of respondents are satisfied with the quality of the organization of the educational process in PSPU. In general, the EEC notes that the university uses modern information systems, information and communication technologies and software in order to adequately manage information.

The EEC IAAR, having held meetings, conversations and interviews with vice-rectors, deans, heads of departments, managers and employees of structural units, students, faculty members, representatives of employers' organizations and graduates, as well as conducting a survey of students and faculty members, detailed familiarization of experts with the educational infrastructure of the university, material and technical, information and methodological resources, as well as the necessary documents Notes the following:

Strengths / Best Practices

- functioning in the university of the system of collecting, analyzing and managing information through the use of modern information and communication technologies and software;
- within the framework of EP, there is a regular reporting system at the university reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the departments and departments, and research;
- EP management actively involves students, employees and teaching staff in the process of collecting and analyzing information, as well as making decisions based on them.
- students' satisfaction with the implementation of the EP and the quality of education at the university;
- graduates of specialties are in demand in the labor market, 100% employment.

EEC recommendation

To improve the information analysis mechanism in order to identify and predict the risks of educational institutions "5V011700 Kazakh language and Literature", "5B012100 Kazakh language and Literature in schools with non-Kazakh language of instruction"; "5B011800 Russian language and Literature", "5B012200 Russian language and Literature in schools with non-Russian language of instruction", "5B020500 Philology".

According to the Information Management and Reporting Standard, they have strong positions - 8, satisfactory - 7, 3 - implies improvements.

6.3 Standart "Development and approval of the educational programme"

The PSPU has rules and procedures for the development, approval and updating of educational programmes, the content of which corresponds to the established goals. In general, the procedures for designing and developing accredited educational programmes of the EP are regulated by the regulatory legal acts of the Republic of Kazakhstan and the internal documents of the university: Law of the Republic of Kazakhstan "On Education"; Model rules for the activities of educational organizations implementing educational programmes of higher and postgraduate education; State obligatory standard of higher education; Rules for the organization of the educational process on the credit technology of education; QMS SO 4.01-2017 "Design and development of educational services"; - QMS SO 4.16-2018 "Formation of educational programmes."

When designing an educational programme, its main objectives, main planned educational results and learning outcomes are determined, correlated with the strategic goals of the university.

The formed personality of graduates of accredited EP is the main result of the implementation of this programme, aimed at the formation of the competence model of a

graduate with three groups of key competencies: general cultural, general professional and special. The model of the graduate of EP includes knowledge, abilities, skills, competencies, personal qualities. Qualifications received upon completion of the educational programme are defined, fixed in the model of the graduate, explained and correspond to a certain level. The graduate competence model describes the influence of disciplines and professional practices on the formation of graduates' professional competence through the matrix of competencies in the EP.

External expertise EP. The external experts are: employers, practical teachers, representatives of domestic and foreign universities, chairmen of the State Attestation Committee, heads of pedagogical practices.

Presented reviews of external experts on the EP. The results of the external examination of employers and subject teachers EP "5B012200 Russian language and Literature in schools with non-Russian language of instruction" are presented in the reviews Aubakirova M.K., Secondary School No. 35; Sukhaninskaya U.I., NIS; Kustavletova A., Begezhanova A., specialized school "Zhas Daryn", etc.). at OP "5B011800, the Usk language and literature has reviews by N. Miroshnikova, gymnasium No. 3; Bryukhovets O.L, SOPSMT number 11; Sukhaninskaya U.I., NIS, etc.).

There are reviews from universities of the Republic of Kazakhstan, as well as Russia, Hungary, Finland, OmGPU expert opinion, Tomsk State University, a branch of Tomsk State University - D. Mendeleev Tobolsk Pedagogical Institute, Vitebsk State University named after P. Masherov, University. Laurand Etvesh, University of Helsinki.

In the national qualification framework of accredited EPs correspond to level 6, where knowledge corresponds to a wide range of theoretical and practical knowledge in the professional field, skills and abilities imply independent development and promotion of various options for solving professional problems using theoretical and practical knowledge. Personal and professional competencies of the NQF level 6 include independent management and control of labor and educational processes within the framework of the strategy, policies and objectives of the organization, discussion of the problem, arguing the conclusions and competent handling of information.

Professional practice is an obligatory and strategically significant component of the EP specialties of higher education, including those accredited by the EP, since it plays a fundamental role in the formation and consolidation of the pedagogical knowledge and skills of students. Professional practice is planned and conducted in accordance with the academic calendar of the university and the working curricula and is conducted from 1 to 4 courses of all forms of education. The total amount of all types of professional practices is at least 6 credits.

The purpose of industrial pedagogical practice is to consolidate professional competence, the acquisition of practical skills and professional experience. In the competence model of the graduate of the EP, his universal and professional competencies are described, the presence of which should allow him to successfully carry out professional activities. Significant for the passage of professional (industrial pedagogical) practice are the professional competencies described in terms of: A - knowledge and understanding, B - application of knowledge and understanding, C - forming judgments, D - communicative abilities, E - personal abilities.

When setting the goals of the EP, the opinions of internal and external stakeholders are taken into account: conducting a survey, engaging employers in the examination of an established programme and discussing the content of the EP.

The overall complexity of the educational programmes of PSPU: theoretical training - 129 credits (206 ECTS); practice (by type) - 20 credits (23 ECTS); IGA (state specialty exam, thesis or state exam in two major disciplines) - 3 credits (12 ECTS). The complexity of a Kazakhstani theoretical training loan, taking into account classroom instruction and independent student work, is 45 hours.

Recalculation of ECTS credits into credits of the Republic of Kazakhstan is carried out by dividing ECTS credits into a conversion factor, depending on the amount of 1 ECTS credit for each discipline, ranging from 1.5 to 1.8.

The structure of the EP provides for various activities during the study of disciplines. The classroom load is distributed by the main types of training sessions (lectures, practical seminars, laboratory classes). Class schedules are compiled for academic periods (semesters - for full-time students and trimesters - for students enrolled in distance education technology).

In addition to classrooms, the student's independent work (IWS) is also envisaged, which contains the student's independent work together with the teacher (IWST). SRSP is carried out according to a specially designed schedule.

Strengths / Best Practices

- participation in the development of EP faculty, employers and students, consideration of EP at the level of collegial bodies and independent peer review for quality assurance;
- coordination and review of working curricula, recommendations and implementation of elective courses by employers;
- the effectiveness of the organisation and conduct of professional practice.

EEC recommendation

Systematize activities aimed at the implementation of multilingual education.

Consider the possibility of creating and implementing joint EPs with leading foreign (in the specialties "5B011800 Russian language and Literature", "5B012200 Russian language and Literature in schools with non-Russian language of instruction"), with Kazakh educational organizations (in the specialties "5B011700 Kazakh language and Literature" , "5B012100 Kazakh language and Literature in schools with non-Kazakh language of instruction"; "5B020500 Philology").

According to the Standard "Development and Approval of Educational Programmes" have 9 - strong, 2 - satisfactory positions, 1 - suggests improvements.

6.4 Standard "Continuous monitoring and periodic evaluation of educational programmes"

To ensure the effective implementation of EP and create a favorable learning environment for students, the university monitors, periodically evaluates and updates educational programmes. Monitoring and planning of the EP is regulated by the documents of the QMS SO 5.03-2018 "Management of the processes of monitoring and measurement of processes", CO 5.04-2018 "Strategic planning. Management of risks". The quality assessment of the EP is carried out once a year. The main forms and methods of assessing the quality of the EP are: requirements analysis and research results in order to determine the necessary competencies of the graduate, ensuring its competitiveness in the labor market; expert ratings from stakeholders; questioning of students for content satisfaction EP.

The approved plan of the department provides for monitoring the load, student performance and graduation of students, the results of which are discussed at the meetings of the department, faculty councils, the Academic Council.

At the meetings of the department, the advisers inform about the current progress of students, the results of the midterm control and the examination session. Monitoring of academic achievements at the University was carried out in accordance with the regulatory documents and documents developed by the university: State compulsory educational standards, Rules of the educational process on the credit technology of education, Model Rules for the ongoing monitoring of progress, intermediate and final certification of students.

Rules of transfer and recovery of students in educational institutions, CO 5.02-2009 "The process of controlling and measuring the knowledge and skills of students", PSPU academic policy. The leadership of the EP monitors the progress of students, the results of the progress are discussed at the meetings of the department following the results of 1 and 2 semesters. Student performance of 1-4 courses of accredited EP has the following indicators:

Every year, students of accredited EP successfully undergo an external assessment of educational achievements: in 2016 EP "5B011800 Russian language and Literature", "5B012200 Russian language and Literature in schools with non-Russian language of instruction" was 103.1 points; "5B012200 Russian language and Literature in schools with non-Russian language of instruction" amounted to 144 points and became the best among the universities of Kazakhstan.

In order to obtain feedback on the use of teaching methods and knowledge control, monitoring is conducted (questionnaire, oral survey, open discussion), which allows to identify the interest of faculty in applying and improving their quality.

All stakeholders are informed about the results of the implementation of the accredited EP (on the department website there are employers' reviews on EP, reviews on graduates, information on the EP rating).

The EEC IAAR, having held meetings, conversations and interviews with vice-rectors, deans, heads of departments, managers and employees of structural units, students, faculty members, representatives of employers' organizations and graduates, as well as conducting a survey of students and faculty members, detailed familiarization of experts with the educational infrastructure of the university, material and technical, information and methodological resources, as well as the necessary documents Notes the following:

Strengths / Best Practices

- to ensure the effective implementation of EP and create a favorable learning environment for students, the university monitors, periodically evaluates and updates educational programmes;
- monitoring and planning of the EP is regulated by the documents of the QMS SO 5.03-2018 "Management of the processes of monitoring and measurement of processes", CO 5.04-2018 "Strategic planning. Risk Management", which ensures the reliability and transparency of the planning process of the accredited EP;
- Each year, students of the accredited EP successfully pass an external evaluation of educational achievements;
- all interested parties are informed of any actions planned or taken in relation to the EP;

EEC recommendations

Regularly analyze the labor market, types of employment and the needs of the region for graduates, for example, in the pedagogical sphere and related spheres of social and cultural practices, monitor employment by specialty and adjust reception plans and content of EP in this regard.

To provide for the possibility of giving students the right to simultaneously form an individual learning path in two directions: major (in-depth mastering of the discipline) and minor (additional mastering of the discipline).

According to the Standard "Continuous Monitoring and Periodic Evaluation of Educational Programmes", they have 5 - strong positions, 4 - satisfactory and 1 - suggest improvements.

6.5 Standard "Student-Centered learning, teaching and performance assessment"

The forms and methods by which educational programmes are implemented stimulate the active involvement of students in the educational process and increase their independence and responsibility for the results of the educational process. The content of the EP is focused on the best domestic and foreign analogues, including the communicative-cognitive approach in foreign language education with a balanced use of audio-lingual and grammatical-translational methods, strengthening the activity-procedural component of students' educational activity.

In the teaching of academic disciplines of accredited EP, the results of their own research of teaching staff in the field of teaching methods are used. Particular attention is paid to the modern approach to the discipline "Methods of Teaching" as the most important subject that forms the special competencies of a graduate of a pedagogical university. Teachers-methodologists are trained at the Center for Strategic Education, the received modern knowledge is used in the teaching of disciplines

of the methodical cycle (Sutzhanov S.N., Orazkhanova M.I., Shakman I.B., Tokatova L.Ye., Garanina E.P., Abzuldinova G. K.). Also, faculty in their research focuses on the development of modern actual problems of education. For example, Tokatov L.E. (Teacher's Professional Guidance "in the system of university teaching: a view from the inside), Temirgazina Z.K. (Training of philology teachers in the Kazakh higher school: new realities), Starchenko G.N. (Communicative orientation in teaching Russian in secondary school).

Feedback with students in order to analyze the effectiveness of the use of certain pedagogical methods and the organization of the educational process is carried out through their personal appeals to the leadership of the university, faculty, department, through curators and public student organizations. The site of the university and the distance learning portal provide an opportunity for students to ask questions that are answered by representatives of departments. In addition, in order to establish feedback systematically conducted surveys of students on the organization of the educational process. The use of these documents makes it possible not only to effectively provide feedback to students, but also to improve the quality of education at all levels of specialist training.

Information about the current system of assessments in the university the student receives in the first year when holding meetings with the dean, head of the graduating department, curator (adviser).

According to the standard, students can send complaints and suggestions as follows: leave messages in specially equipped complaint and suggestion boxes at the faculty, opened once a month by a specially created commission that draws up the autopsy report and records complaints and suggestions in a special journal; apply personally to the heads of departments, deans, vice-rectors, and rector in a special time.

The technology for evaluating students' educational achievements is determined by the requirements of the competence-based approach and represents a complex process of forming the assessment of students' educational achievements, in which the scale of 100 points is integrated and presented in a certain scale work on practical classes, testing, performing practical work, exams, etc. Criteria for a student's grading system are indicated in the syllabus and AIS "Platonus". Information about the current rating system students receive in the first year.

The assessment system for students is documented and fully corresponds to the planned learning outcomes. Evaluation of student performance is carried out by teaching staff of the department, who own methods of testing students' knowledge and improve their skills in this area. To ensure the independence and objectivity of the assessment, the current examinations are taken by independent examiners. When conducting state final certification of graduates, the commission includes independent experts from among employers, and the chairman of the commission is also an employer.

Independent assessment of the quality of training of students is carried out through their participation in relevant programmes of remote assessment, as well as in various kinds of competitions, contests, scientific and practical conferences with reports and presentations on the results of research works.

The EEC IAAR, having held meetings, conversations and interviews with vice-rectors, deans, heads of departments, managers and employees of structural units, students, faculty members, representatives of employers' organizations and graduates, as well as conducting a survey of students and faculty members, detailed familiarization of experts with the educational infrastructure of the university, material and technical, information and methodological resources, as well as the necessary documents Notes the following:

Strengths / Best Practices

- The content of the EP is focused on the best domestic and foreign analogues, including the communicative-cognitive approach in foreign language education with a balanced use of audiolingual and grammatical-translational methods, strengthening the activity-procedural component of students' educational activity.

- in the teaching of academic disciplines of the accredited EP, the results of their own research of teaching staff in the field of teaching methods are used. Particular attention is paid to

the modern approach to the discipline "Methods of Teaching" as the most important subject that forms the special competencies of a graduate of a pedagogical university.

-on the site of the university and the distance learning portal provides an opportunity for students to ask questions, which are answered by representatives of structural divisions.

- the assessment system for students is documented and fully corresponds to the planned learning outcomes.

EEC recommendation

- improve the conditions for ensuring inclusive education (presence of ramps, etc.).

According to the Standard "Student-centered learning, teaching and assessment of progress" accredited educational programmes have 3 - a strong position, 7 - satisfactory, 0 - suggest improvements.



6.6 Standard "Students"

To form a high-quality enrollment of applicants, a comprehensive career guidance is being conducted at the university. The university maintains a close relationship with the education department of Pavlodar region, with district akimats, and educational organizations of the region. Admission and admission to training takes place in accordance with the normative documents of the MES RK.

In order to form a contingent of teaching staff of the department, some work is being done to attract students from secondary and general schools to research work in student circles. Thus, in December 2015, a cycle of events was held for the anniversary of Pavlodar poet J. Nurkenov (open lectures, preparation of a scientific project, a poetic evening, a contest for readers) (Secondary School No. 39, Secondary School No. 9, Secondary School No. 11, Secondary School No. 19, Secondary School No. 25).

In September 2017, a competition event "The history of my city" was held among students of secondary school No. 9 in Pavlodar. Each team presented the story of one of the streets of Pavlodar, the students guessed the views of the old Pavlodar, and also told about their famous countrymen. The competition was decorated with poems about Pavlodar, which the participants read. All this work with students of secondary schools was carried out within the framework of the grant project of the MES RK "General cultural landscape of Pavlodar as an encyclopedic phenomenon" (head - Dr. Phil. Sc., Professor Suyunova GS).

Guide EP provides a social programme of adaptation and support for students arriving on mobility, as well as enrolled in the university for training by transfer. The programme is a multifactorial process of entry, development and formation of the student's personality in the educational space of the university. Students are provided accommodation in the students' house. Also in the university organized student clubs, mass cultural, sports mass, sports and recreational and scientific and educational activities.

Objective recognition of higher education qualifications, periods of study and prior education, including recognition of non-formal education, is an integral component of student achievement in the learning process and promotes mobility. The recognition procedure is regulated by the Academic Policy of the PSPU, including the order of transfer, deduction and restoration of students.

The university provides the opportunity for external and internal mobility of students of EP. Data on the academic mobility of students accredited EP are given in the table.

All students are provided with places of practice: EP "5V012100-Kazakh language and Literature in schools with non-Kazakh language of instruction", "5B012200- Russian language and Literature in schools with non-Russian language of instruction" - Secondary School No. 35, Secondary School No. 22, EP "5B012100 Kazakh language and Literature in schools with non-Kazakh language of instruction", "5B020500 - Philology", "5B011800 - Russian language and Literature" - Secondary school №39, Secondary school №9.

Students who pass the final certification, confirmed the mastery of the relevant

professional higher education programme, the decision of the GAK awarded the academic degree of "bachelor".

Graduates of EP in demand in the labor market. This shows the dynamics of employment of graduates of EP of all accredited specialties.

Graduates of the accredited EP in the last 3 years receive a 100% distribution in educational organizations. So, in 2016, 6 people were subject to mandatory distribution according to EP "5B011800 Russian language and Literature" and "5B012200 Russian language and Literature in schools with non-Russian language of instruction", in 2017 - "5B011800 Russian language and Literature" - 7, "5B012100- Russian language and Literature in schools with non-Russian language of instruction" - 1 person, in 2018 - "5B011800- Russian language and Literature" - 10 people, "5B012200 Russian language and Literature in schools with non-Russian language of instruction" - 5. On the work of graduates of the accredited EP there are positive feedback from employers and practicing teachers.

Graduates are employed both in schools in the city of Pavlodar and Pavlodar region, and in advanced educational organizations: Sukhaninskaya U.I., Nurmagambetova G.K., Buzova I.S., Makhsathan A. work in the Nazarbayev intellectual school in Pavlodar and Astana. A graduate of the EP "5B011700- Kazakh language and Literature" Asanbayeva E.B. Works as Deputy Dean for Academic and Methodological Work and Employment for the Humanities Faculty, A. Ibrayeva. (PhD doctoral programme of PSU named after S.Toraigyrov); Kibatova S.B. is the deputy director for educational work of school №35. Graduates of the EP "5B020500 Philology" A.Zharkynbek, A.Oralkhan work in the editorial offices of the regional media.

A survey of students of EP "5B011700-Kazakh language and Literature", "5B012100 Kazakh language and Literature in schools with non-Kazakh language of instruction", "5B020500 Philology" revealed their satisfaction with the possibility of extracurricular activities. For example, students noted participation in intra-university, city, regional cultural events (Shalkar A, Ertugan A., Kusainova J., etc.). A. Abdasadik, S. Sanat, J. Kusainova, A. Ilyasova actively participate in the cultural life of students, in clubs of cheerful and resourceful, debate tournaments. There are akyn school at the KIL department, of which participants are students: Aktasova A. , Shynar M., Madina A., Biibala A., Huatbek N., Ramazan B., Mukhametali A., Mart A, etc.

Since 2012, the Alumni Association has been functioning in PSPU, bringing together graduates of different generations, employees, and student youth. With the participation of representatives of the Association, the PSPU corporate events - conferences, round tables, PSPU Day, general university graduation party, informal meetings of graduates, etc. are taking place. .

The PSPU provides support for gifted students. First of all, it concerns students who are actively engaged in research activities. The Student Scientific Society, which is a scientific association of students of Pavlodar State Pedagogical University, who are actively involved in scientific, organizational and research work and operates on the basis of this provision, was established in the Perm State Pedagogical University.

At the departments of the Kazakh language and Literature, the Russian language and Literature, scientific and creative circles function, coordinating the development of students and the formation of research competences in them. So, at the department of CIL, since 2013, the student community «Ізденіс» has been functioning (the head of the Ph.D., associate professor N.B. Agaliyeva). In 2016, this scientific circle in the competition "The Best Scientific Circle" in the framework of the "Days of student science" won the third. At the Department of Russian Language and Literature for several years worked the circle "Literary Local Studies" (headed by Ph.D., Associate Professor G.N. Starchenko), which in 2017 took 1st place among the scientific circles of the university.

To support and stimulate the activity of students, an annual competition "The Best Student of PSPU" is held.

Students who have only "excellent" marks as a result of the examination session have the right to receive an increased scholarship, a nominal scholarship, and also a Presidential scholarship.

The EEC IAAR having held meetings, conversations and interviews with vice-rectors, heads of departments, heads of departments, students, faculty, representatives of employers' organizations and graduates, as well as conducting a survey of faculty and students, detailed familiarization of experts with the educational infrastructure of the university, material and information-methodical resources and the necessary documents notes the following.

The strengths of the EP are:

- The EP's management provides for a social programme of adaptation and support for students arriving at mobility, as well as enrolled in a university for training by transfer.
- active participation of students in national competitions and conferences;
- availability of a support mechanism for gifted prospective students;
- the presence of a mechanism to support gifted students;
- the effectiveness of the organization and conduct of professional practice (secondary school No. 35, secondary school No. 22, secondary school No. 39, secondary school No. 9, NIS).

EEC recommendation

Assist students and faculty members in obtaining international grants (Russian World, DAAD, Erasmus +, Bolashak, etc.), participation in socially important republican, regional, city projects, as well as international projects, conferences and international internships;

According to the Standard "Students", the accredited educational programmes have 3 - strong, 9 - satisfactory positions.

6.7 Standard "Teaching staff"

Pavlodar State Pedagogical University has an objective and transparent personnel policy, including in the context of the EP, which ensures the competence of the staff of the faculty.

The staff of the accredited EP is staffed in accordance with the legislation of the Republic of Kazakhstan and the Rules of competitive filling of posts of faculty and researchers of higher educational institutions. By order of the rector of December 29, 2018 No. 695, the regulations on the competition for filling the posts of the faculty of the PSPU were approved.

The existing personnel policy ensures the compliance of the staff potential of the faculty with the development strategy of the university and the specifics of EP, as it allows you to get a holistic view of the teacher's professional viability, determine its suitability for the vacant position, as well as the potential for professional growth and development.

University management at all levels is responsible for its employees and provides them with favorable working conditions. The activity of the university in this direction is reflected in the Charter of PSPU, in the collective agreement of PSPU workers, in the wage system. The concept of favorable working conditions includes both material and non-material conditions. The material conditions include the provision of employees with workplaces that are equipped with necessary equipment, as well as the provision of educational and scientific literature. In PGPU systematic work is carried out to improve the material and technical conditions of work of teachers. The University has a material and technical base that allows you to conduct all kinds of teaching and research work of teaching staff. To intangible favorable working conditions can be attributed to the psychological climate that has developed in the departments that implement the EP. The favorable psychological climate is determined by the peculiarities of the distribution of the academic load, taking into account the scientific interests of each teacher who implements the EP, and an adequate distribution of public instructions.

When introducing student-centered learning, the requirements for teaching activities also change:

- the teacher becomes an assistant, the responsibility for training is borne by both the teacher and the student;
- students are considered as individuals - their experience, features, perception abilities, interests and needs are taken into account;

- the learner is involved in the process of choosing what to study;
- the learning process is not only a transfer of knowledge, but also a deeper understanding and formation of critical thinking.

In order for the teaching staff to meet the new requirements for teaching as part of student-centered education, it is necessary to train teachers related to the development of general and professional competencies in this field.

Teachers of the departments implementing EP regularly undergo training at the Republican Institute for Advanced Studies "Orleu" and the Center for Teaching Excellence of the Nazarbayev Intellectual Schools AO: New Approaches in Teaching and Learning programme (Omarov N.R.), courses for trainers of level programmes improve the qualifications of teachers of the Republic of Kazakhstan (Garanina E.P.), the programme of advanced training for teaching staff of universities engaged in the training of teachers and the training of teachers in pedagogical specialties of universities of the Republic of Kazakhstan (Tokatova L.E., Abzuldinova G.K.), the programme "Inclusive Education" (Tokatova L.E.), "Innovative Directions in Education" (S.N. Sutzhanov), courses in level programmes improvement of qualifications of pedagogical workers of the Republic of Kazakhstan (M.I.Orazkhanova, I.B.Shakaman, G.A.Sagnaeva, B.Sh. Kuralkanova), "The programme of advanced training for teachers of pedagogical specialties of the university" in the Republican institute of qualification pedagogical workers of the system about nations RK (S.N. Sutzhanov, N. B. Agaliyeva, M.A. Seitova, N.Kh.Akhtaeva, A.D. Amrenov, Z.K.Zhubantayeva).

The teaching staff of the accredited educational institutions participate in the implementation of the development strategy of the university in accordance with their official duties. The contribution of each employee can be evaluated in the PPP rating, the results of which are material incentives.

Also recognition of professional achievements of teaching staff is to receive awards of international and national level. For example, Professor Temirgazina Z.K. Awarded a diploma and the European Medal (Diploma di Merito for 2016 in science, culture and education). This award is awarded by the European Chamber of Commerce and Industry for outstanding contributions to science, education and culture; Professor Temirgazina Z.K. (2012), Suyunova G.S. (2017), associate professors Andryushchenko O.K. (2016), Ergaliev K.S. (2017), associate professors Amrenov AD (2015), Orazkhanova M.I. (2016) are the owners of the title "The best teacher of the university" through the MES RK (2012, 2016, 2017). In addition, faculty members participate in republican competitions for the award of scientific awards and scholarships: Andryushchenko O.K. - winner of the prize. M. Auezov for talented young scientists; Temirgazina Z.K., Suyunova G.S., Andryushchenko O.K. - holders of scientific scholarships under the auspices of the Ministry of Education and Science of the Republic of Kazakhstan (2014, 2017), teacher Asanbayeva Ye.B. - The owner of the state scientific scholarship for talented young scientists under the age of 35 years (2017).

The university management stimulates the professional and personal development of all faculty members. The university has a system of financial and non-financial motivation of teaching staff, which is fixed in the Collective Agreement between the employer and employees of Pavlodar State Pedagogical University to regulate socio-economic and labor relations for 2018-2020 (approved by the general meeting of the labor collective on January 25, 2018). The management of accredited educational programmes attracts to the teaching the practitioners of the relevant industry, that is, those members of the teaching staff who have experience in organizations of secondary and secondary vocational education (Shakkaman I.B., Sagintayeva Zh.K., Orazkhanova M.I., Ergaliev K. S., Temirgazina Z.K., Starchenko G.N., etc.).

The university and departments, where the accredited EPs are implemented, create conditions for the development and professional growth of young teachers. The University has a Council of Young Scientists, which includes Masters S.K. Lartsev, E.B. Asanbayeva, Z.E. Kuandyk, A.E. Erlanova, A.B. The activities of the Council of Young Scientists are aimed at assisting young scientists in scientific work, including - on advisory and organizational assistance with the participation of young teachers in competitions at various levels. So, in 2018,

the above-mentioned masters took part in the regional competition "Zhas Galym", organized by the Office for the Development of Youth Policy.

In the departments that implement training in the accredited EP, there is a mentoring.

Information and communication and innovative technologies are used by teaching staff in teaching subjects of both theoretical and methodical cycle. The use of information and communication technologies in the disciplines of the methodical cycle makes it possible to simulate the process of school education in the classroom at the university, thereby contributing to the development of practice-oriented training and preparing students for further pedagogical activity. Training sessions are conducted mainly in active creative forms: debates, round tables, seminars, etc. The lectures always use elements of a problem conversation, a discussion that allows students to engage in active interaction with the teacher. Also activating the student's learning activities is facilitated by the use of group work forms, problem-based learning methods, criteria-based assessment technology, etc.

As part of the accredited educational programmes, systematic work is carried out to develop academic mobility. Academic mobility of faculty is developed on the basis of cooperation agreements with Kazakh and foreign partner universities in accordance with the department's work plan for the academic year (Istanbul University, University of Helsinki (Finland), Löränd Eorantves University (Hungary, Budapest), Russian University of Peoples Friendship and others).

In the 2017-2018 academic year, lectures by Doctor of Philology, Professor of Tobolsk State Pedagogical Institute named Mendeleev Vyhrystyuk MS and Doctor of Philology, professor of Chuvash State University named I.N. Ulyanov Ivanova A.M. According to the programme of internal academic mobility, lectures of Ph.D., professor of the Eurasian National University named after. L.N. Gumileva Zhunusovoj J.N. and d.filol.n., prof. KazNPU them. Abay Hasanuly B.

In the first semester of the 2018-2019 school year, classes for Ph.D., associate professor of the branch of the Omsk State Pedagogical University in Tara T.Yu. Berezina (RF), and Doctor of Philology., Professor of Kobdin State University of the Republic of Mongolia Bayan-Ulgiy Zhyldaydar Khinalgan. In the second semester, classes of Ph.D., prof. Novosibirsk State University.

The faculty of the department is actively involved in the cultural life of society. So, the teachers of the Russian Language and Literature Department Andryushchenko OK, Garanina EP, Abzuldinova GK, Starchenko GN, Tokatova L.E., Suyunova G.S. since 2014, they have been volunteers of the international educational campaign "Total dictation".

Teachers of the Kazakh language and literature department are volunteers of the all-Kazakhstan open dictation "Astana Beibitshilik besigi". The teachers of the department actively cooperate with the museums of the city of Pavlodar: the Bukhar-Zhyrau Museum, the Pavlov Vasilyev House-Museum, the Schafer House-Museum, as well as the Slavic Cultural Center, the Regional Library. S. Toraigyrov and the City Library. P. Vasiliev. The teachers are members of the jury in literary and creative contests held by museums (for the 200th anniversary of M.Yu. Lermontov, for the anniversary of Vs. Ivanov, for the anniversary of M. Gorky, etc.).

The strengths of the EP are:

- compliance of the level of the faculty with the licensing requirements;
- the presence of the practice of attracting employers to conduct classes.
- along with the introduction of modern academic subjects, the classical core of linguistic and literary disciplines is preserved, which makes it possible to harmonize the EP with the content of similar EP of domestic and foreign universities.

- The teaching staff of the accredited programmes has an appropriate scientific and pedagogical qualification, is regularly trained in modern areas of university teaching, both in the theoretical cycle and in the field of management;

- University and departments, where accredited EPs are implemented, create conditions for the development and professional growth of young teachers.

- within the framework of accredited educational programmes systematic work is carried

out to develop academic mobility of teaching staff.

EEC recommendations

To motivate the participation of faculty in competitions for grant financing of the MES RK and the performance of contractual works.

In order to improve the scientific qualification of teaching staff of the graduating departments of accredited programmes, to promote the obtaining of targeted places in the doctoral programmes of leading universities in the country and abroad.

According to the Standard "Teaching staff" have 4 strong, 8 satisfactory positions.

6.8 Standard "Educational resources and student support systems"

The university has a material-technical base, providing all kinds of practical training and research work of faculty and students, provided by the curriculum of the University and the relevant current sanitary-epidemiological and fire regulations and rules.

12 educational computer classes equipped with modern processors of the 6th generation of SkyLake, 6 open access computer classes, including 1 open access computer class for self-preparation of students in the Student House No. 1, 50 multimedia lecture complexes equipped with interactive panels, LCD- TVs, interactive boards, projectors, acoustics, a conference room, an assembly hall, 6 classes of open access for 60 user places. There are 621 computers in total, of which 215 are directly involved in the educational process. On the 4th floor of the main building there is an IT-HUB, where students can learn their question on the Internet, take an exam, learn the basics of Mac OS.

For efficient operation of the infrastructure, software and hardware are being upgraded.

The information educational environment of PSPU supposes a complete transition from the use of individual personal computers to a full-fledged intra-University computer network and its integration into the global Internet through dedicated lines of two data channels.

Students and lecturers of the departments of Russian language and literature and Kazakh language and literature have free access to the Internet from any computer. Access to Internet resources is provided in computer classes and lecture halls equipped with interactive whiteboards, lcd TVs and other multimedia equipment, 4 electronic reading rooms for 100 seats, an open access class "student House" for 15 seats. Since February 2015, the equipment has been installed and a video Studio has been launched, where video lectures are recorded and installed.

Shares, files, audio and video sharing of PPC is carried out through the internal communication "IC: Enterprise". This type of electronic services of the Internet network without any special efforts helps to exchange real time documents with service documents.

For today, in all buildings there are Wi-Fi zones in the lobby of the first floor (main building), a self-study class of the house of students № 1, halls (buildings 3, 5, 6), buffets, open access classes, in all reading rooms of the scientific library, a total of 45 Wi-Fi zones.

The book fund of the accredited educational institutions corresponds to the profile of preparation.

The chairs of the Russian language and Literature and the Kazakh language and Literature fill in the applications for the acquisition of a new literature. According to the plan of publication of the scientific and educational literature in the scientific and educational department of the PSPU, the works of the training center (educational, educational and technical services) are published, which makes it possible to improve the health care programme. In the departments there is a library coordinator from the number of experienced teachers.

Since 2007, the library has moved to the new software "IRBIS 64". The volume of the electronic catalogue is 190,246 entries. Includes bibliographic and full-text databases, such as: "Books", "Periodicals", "Article", "Digital collection", "Audiovisual materials", "Abstracts of theses", "Portals and Web sites", "Repository of works of scientists of PGPM".

PSPU positions itself as a socially responsible University, which creates conditions for quality education for students with disabilities. This is due to the objectives of the development

of inclusive education, enabling students with disabilities to actively participate in the academic process, and in research projects, business centers, in various student organizations.

Students with disabilities, along with other students, attend lectures, practical and IWST.

EEC IAAR holding meetings, interviews and interviews with the rector, Vice-rectors, heads of departments, heads of departments, students, teaching staff, representatives of employers ' organizations and graduates, as well as carrying out a survey of the teaching staff and students, detailed acquaintance of experts with the educational infrastructure of the University, material and information and methodological resources and the necessary documents notes the following.

The strengths of the EP are:

Effective support system for different groups and categories of students;

- Compliance of the information management system of the University mission, goals and objectives;

- Availability of information management automation elements.

- Availability of examination results, research, final papers and dissertations for plagiarism;

EEC recommendations:

To Increase the volume of modern educational-methodical and scientific literature in languages on accredited OP in the field of modern linguistics, methods of teaching languages and literature, history and theory of literature, poetics, analysis of literary texts.

Promote the opening of special language laboratories, media libraries, modern language laboratories.

According to the Standard "Educational resources and student support systems" have strong -2, satisfactory – 8 positions.

6.9 Standard «Public Information»

The University regularly informs the public and key stakeholders about all aspects of its activities, conditions and features of educational programmes, within the framework of existing accreditations and licenses. In its information activities, the University is based on the principles of timeliness, objectivity and openness. Through information policy, the University demonstrates the constant development of educational programmes, adaptation to the trends of education in the world. In its information work the University uses all available channels and technologies, including media, scientific journals, specialized events, publications and portals of partners of the University. The Internet and social networks are actively used. Lecturers often become guests on city TV channels, where are the information about the OP. In addition, students and faculty actively publish information about OP in various media: "Star Priirtyshya", "City week", "PMPI khabarshysy", etc.

Methods of dissemination of information PSPU varied for each information messages are selected the most effective channels of communication and ways of transmitting information. The University has a Call-center, where everyone can get any necessary information about the activities of the University, including by phone and via e-mail – request. The information center regularly sends news and useful information to employees, staff. University web resource has the following characteristics.

The site is presented in three languages (Kazakh, Russian, partially English), in addition, there is a version for the visually impaired.

The site provides information about the educational process, research activities of faculty and staff of the University:

- "About the University", "Student", "Entrants", "Education", "Science", "Youth policy»;

- Platonus, TO, Mail, Electronic catalogue, photo Gallery, 3D-tour of pgpu, State symbols;

- The blog of the rector, PMPI habercisi, the Programme of development of PSPI for 2016-2019, Speeches and articles by the rector, the Books, the President's Message, Рухани Жаңғыру

PSPU, anti-corruption policy, Investors;

- News, Announcements, Contests, Conferences.

The section "Departments" provides the following information: "About us", "teaching staff", "Teaching activities", "Scientific activities".

Information about educational programmes "5B011800 Russian language and Literature" and "5B012200 Russian language and Literature in schools with non-Russian language learning" presented on the website of the Department of Russian language and Literature (<http://pspu.kz/modules/kaf/rii/index.php?lang=ru>) and in a timely manner actualizarea; about EP 5V011700 – Kazakh language and Literature "5B012100 Kazakh language and Literature in schools with non-Kazakh language learning" information presented on the website of the Department of Kazakh language and Literature (<http://pspu.kz/modules/kaf/kil/index.php?lang=ru>).

These sites also provide information on the results of external evaluation of educational achievements of students and the rating of EP.

Their participation in external evaluation procedures is an important factor in the development of the OP.

In the period from 2015 to 2019 accredited EP participated in the ratings conducted by the agencies of IAAR and IKAQAE. EEC IAAR, having held meetings, conversations and interviewing with the rector, Vice-rectors, deans, heads of departments, heads and employees of structural units, students, teaching staff, representatives of employers' organizations and graduates, as well as carrying out a survey of students and faculty, a detailed acquaintance of experts with the educational infrastructure of the University, material, technical and information and methodological resources, as the necessary documents notes the following.

The strengths of the EP are:

- regular informing of the public and key stakeholders about all aspects of its activities, conditions and features of educational programmes, within the framework of existing accreditations and licenses;

- use of various methods of information dissemination (mass media, web-resources, information networks, etc.) to inform the General public and interested persons.

EEC recommendation

Up-to-date information about Teaching staff on the site, including personal pages academic staff.

According to the Standard "public Awareness" accredited educational programmes have strong positions - 7, 5 - satisfactory, 1 - suggest improvements.

6.10. Standard "standards in the context of individual specialties»

"Russian language and Literature", "5B012200 Russian language and Literature in schools with non-Russian language of education", "5B011700 Kazakh language and Literature", "5B012100 Kazakh language and Literature" in schools with non-Kazakh language of education, "5B020500 Philology", their structure and content are implemented in accordance with the state educational standards.

According to the standard programmes and curriculum of accredited EP for the study of disciplines related to the study of the personality of students, namely "Psychology", "Physiology of development of students" is allocated 5 credits.

Disciplines responsible for the development of communication skills "Foreign language", "Kazakh (Russian) language", "Professional languages" are studied during 2 courses in the amount of 16 credits. Such disciplines as "Economic sociology", "Religious Studies" and "Fundamentals of law and anti-corruption culture" 7 credits are very useful for the development of motivational skills, management in the education system and in conflict resolution.

All theoretical knowledge of these sections, students demonstrate the passage of various types of practices on the basis of secondary schools, as well as draw up reports on practice.

Students-interns for high professional skills and abilities are awarded with diplomas and letters of thanks from schools and bases of practice.

Students of these educational programmes form competencies in the field of information technology, through the studied discipline "Information and communication technologies" (the discipline is conducted in English since 2016) and have the skills of basic functions and software of a modern computer, such as editing and creating texts, tables, databases, the use of multimedia resources, the skills of using Internet browsers. Students perform tasks and systematically create presentations in PowerPoint, Word, Excel, etc., which they always demonstrate on the defense of term papers, practice reports and thesis.

One of the new disciplines that meets new trends in the methodology of teaching Russian and Kazakh language is the discipline "Professional guidance of teachers" 3 credits, as well as "Communication-oriented innovations in Philology", "Integrated lesson at school", "Inclusive education", "Theory and methodology of educational work", "Professional guidance of teachers". In the study of these disciplines, students gain knowledge and skills in teaching Russian and Kazakh languages using new learning technologies. This group work, dialogue training, the use and development of critical thinking in teaching the discipline. Attention is paid to ICT in the learning process and what opportunities appear for teachers of Russian / Kazakh languages with the development of digital technologies. The study of these disciplines is of great interest to students of Philology, and helps to develop interest in teaching language subjects at school.

It should also be noted that students in the study of disciplines are already involved in the updated content of language disciplines and are capable of new types of learning assessment. Learning inclusive education helps students implement learning for students with different levels of knowledge of language material.

In the study of the discipline "Professional guidance of teachers" very much attention is paid to the development of motivation in language learning. Here we consider the individualization of learning in order to activate talented and gifted students. Students Russian language and literature", "5B012200 Russian language and Literature in schools with non-Russian language of education" have the opportunity to listen to lectures given by practitioners – teachers of Russian language and Literature of the highest category (Valova M. V., gymnasium №3 for gifted children).

It should be noted that the practice-oriented disciplines of EP "5V011800 Russian language and Literature", "5V012200 Russian language and Literature in schools with non – Russian language of education " - " Communicative image of the teacher "and" Word Formation and morphology of the SRYA " is read by Professor Suyunova GS, who works in a specialized school for gifted children" Zhas Daryn". Course of Russian literature of the 19th century is taught by a senior teacher Garanina E. P., who works in the gymnasium №3 for gifted children of Pavlodar. The Department of Russian language and literature keeps in touch with this school and collaborates in terms of development of EP.

According to the EP "5B011700 Kazakh language and Literature", "5B012100 Kazakh language and Literature in schools with non-Kazakh language of instruction" leading specialists are involved in lectures of the Department of Kazakh language and Literature – Yergaliyev K. S., Orazhanova M. I., Akhtayeva N. Amrenov A.D., who are the scientific supervisors of students in preparation for the Olympics and scientific competitions. In addition, Kuralbaev B. S. is working in a specialized school for gifted children "Zhas Daryn".

Particular attention in the preparation of the EP is paid to the pedagogical direction of training. In the context of compulsory and basic disciplines, students learn and apply knowledge and skills in the disciplines of "Pedagogy", "Management of the pedagogical process in the conditions of ungraded schools", "Theory and methods of educational work", "Management in education", "Technology of criteria-based assessment", "Inclusive education". All these KSP students actively demonstrate the passage of teaching practice and writing a thesis. It should be noted that employers mark students as competent teachers in reviews and letters of thanks.

Strength of EP:

- Involvement of teachers-practitioners for various forms of work with students. Students

Russian language and Literature", "5B012200 Russian language and Literature in schools with non-Russian language of education" have the opportunity to listen to lectures given by practitioners – teachers of Russian language and Literature of the highest category (Valova M. V., gymnasium №3 for gifted children).

The programme includes disciplines that teach innovative methods of teaching and learning planning, including interactive teaching methods, teaching methods with high involvement and motivation of students (games, case studies/situations, the use of multimedia);

- Modules accredited EP carefully thought out for representation in them relevant, modern and promising disciplines of all three blocks, allowing students to gain knowledge corresponding to the current level of pedagogical and humanitarian science.

EEC recommendations

To motivate teaching staff to conduct research in the field of development and implementation of new educational technologies and advanced training methods for accredited EP.

According to the Standard "Standards in the context of individual specialties": 5 strong, 1 satisfactory position.

VII REVIEW STRENGTHS/ GOOD PRACTICES FOR EACH STANDARD

1. The goals and objectives of the EP are strictly correlated with the strategic goals and objectives of the University.

2. The EP takes into account the requirements of science and society to modern higher education, which is reflected in the system of learning outcomes and the list of competence of the graduate.

3. The list equally presents significant for the actual pedagogical and actually special components of learning outcomes.

4. The structure and content of the EP is formed taking into account the modern realities of school education, including the experience of NIS, for which systematic and consistent work is carried out together with all subjects of the educational process (stakeholders). As a result of this work, approaches to teaching language and literature at school are fundamentally changing.

5. Transparency of development of the EP development plan based on the analysis of its functioning, the real positioning of the University and the focus of its activities to meet the needs of the state, employers, stakeholders and students.

6. Functioning of mechanisms for the formation and regular review of the development plan of EP and monitoring its implementation, evaluation of the achievement of learning objectives, compliance with the needs of students, employers and society, decision-making aimed at continuous improvement of the EP.

7. Functioning of the system of collection, analysis and management of information based on the use of modern information and communication technologies and software.

8. As part of the EP in the University there is a system of regular reporting, reflecting all levels of the structure, including the assessment of the effectiveness and efficiency of departments and departments, research.

9. The management of the EP actively involves students, employees and staff in the process of collecting and analyzing information, as well as making decisions based on them.

10. Satisfaction of students with the implementation of EP and the quality of education at the University.

11. Demand in the labor market of graduates of accredited specialties, 100% employment.

12. Participation in the development of EP staff, employers and students, consideration of EP at the level of collegial bodies and independent review to ensure quality.

13. Approval and review of working curricula, recommendations and implementation of elective courses by employers.

14. The efficiency of the organization and conduct of professional practice.
15. To ensure the effective implementation of the EP and create a favorable learning environment for students, the University conducts constant monitoring, periodic evaluation and updating of educational programmes.
16. Monitoring and planning of EP is regulated by QMS documents CO 5.03-2018 "Management of monitoring and measurement processes", CO 5.04-2018 "Strategic planning. Risk management».
17. Each year, students of accredited EP undergo external evaluation of educational achievements.
18. All interested persons are informed of any planned or undertaken actions with respect to the EP.
19. The content of the EP is focused on the best domestic and foreign analogues, including the communicative-cognitive approach in foreign language education with a balanced use of audio-lingual and grammatical-translation methods, strengthening the activity-procedural component of the educational activity of students.
20. In the teaching of accredited EP used results of own researches of the teaching staff in teaching methodology. Special attention is paid to the modern approach to the discipline "Methods of teaching" as the most important subject that forms the special competence of a graduate of a pedagogical University.
21. On the website of the University and the portal of distance learning provides an opportunity for students to ask questions answered by representatives of structural units.
22. The system of evaluation of students is documented and fully corresponds to the planned learning outcomes.
23. The management of the EP, provides for a social programme of adaptation and support for students coming on mobility, as well as enrolled in the University for training by transfer.
24. Active participation of students in national competitions and conferences.
25. The presence of a mechanism to support gifted prospective students.
26. The presence of a mechanism to support gifted students.
27. The effectiveness of the organization and conduct of professional practice (school №35, school № 22, school №39, school № 9, NIS).
28. Appropriate level of qualification of the teaching staff licensing requirements.
29. There was a practice of the involvement of employers in training.
30. Along with the introduction of modern academic subjects, the classical core of linguistic and literary disciplines is preserved, which makes it possible to harmonize the IJP with the content of similar OP of domestic and foreign universities.
31. Teaching staff of accredited programmes has the appropriate scientific and pedagogical qualification, regularly trained in modern areas of University teaching, both theoretical cycle and in the field of management.
32. The University and the departments where accredited IJP are implemented create conditions for the development and professional growth of young teachers.
33. Within the framework of accredited educational programmes systematic work on the development of academic mobility of teaching staff is carried out.
34. Effective support system for different groups and categories of students.
35. Correspondence of the University information management system to the mission, goals and objectives.
36. The presence of elements of the automation of information management.
37. The expertise of the research results, final papers and dissertations for plagiarism.
38. Regular informing of the public and key stakeholders about all aspects of its activities, conditions and features of educational programmes, within the framework of existing accreditations and licenses.
39. Use of various methods of information dissemination (mass media, web-resources, information networks, etc.) to inform the General public and interested persons.

40. Involvement of teachers-practitioners for various forms of work with students. Students Russian language and Literature", "5B012200 Russian language and Literature in schools with non-Russian language of education" have the opportunity to listen to lectures given by practitioners – teachers of Russian language and Literature of the highest category (Valova M. V., gymnasium №3 for gifted children).

41. The programme includes disciplines that teach innovative methods of teaching and learning planning, including interactive teaching methods, teaching methods with high involvement and motivation of students (games, case studies/situations, the use of multimedia).

42. Modules accredited EP carefully thought out for representation in them relevant, modern and promising disciplines of all three blocks, allowing students to gain knowledge corresponding to the current level of pedagogical and humanitarian science.

VIII REVIEW OF THE RECOMMENDATION ON IMPROVING THE QUALITY

1. To harmonize educational programmes with the experience of leading foreign universities; to look for opportunities to develop joint educational programmes with foreign universities for the implementation of the programme "double-Degree education".

2. Improve Russian information analysis mechanism in order to identify and predict the risks of EP "5B011700 Kazakh language and Literature", "5B012100 Kazakh language and Literature in schools with non-Kazakh language of instruction", "5B011800 Russian language and Literature", "5B012200 Russian language and Literature in schools with non-Russian language of instruction", "5B020500 Philology".

3. Systematize and improve the efficiency of activities aimed at the implementation of multilingual education.

4. To consider on a joint EP with the leading foreign (in the field of "5B011800 Russian language and Literature", "5B012200 "Russian language and Literature in schools with non-Russian language learning"), with Kazakhstan educational institutions (in the field of "5V011700-Kazakh language and Literature", "5B012100 "Kazakh language and Literature in schools with non-Kazakh language learning", "5B020500 Philology").

5. Conduct regular analysis of the labour market, types of employment and the needs of the region for graduates, for example, in the teaching profession and related fields of social and cultural practices, to track employment in the field and adjust in this regard, the admission and the contents of EP.

6. Provide for the possibility of providing students with the right to simultaneously form an individual learning path in two directions: major (in-depth development of the discipline) and minor (additional development of the discipline).

7. Improve conditions for inclusive education (availability of ramps, etc.).

8. To assist students and faculty in obtaining international grants (Russian world, DAAD, Erasmus +, Bolashak, etc.), participation in socially important national, regional, city projects, as well as in international projects, conferences and international internships.

9. To motivate participation of staff in competitions for grant financing of the Ministry and performance of contractual works.

10. With the aim of increasing scientific qualification of faculty members from graduate departments on the accredited programmes to help them acquire the target places in the PhD programmes of the leading universities of the country and abroad.

11. To increase the volume of books supply with modern educational and scientific literature in the state and Russian languages in the accredited EP in the field of modern linguistics, methods of teaching languages and literature, history and theory of literature, poetics, analysis of literary texts.

12. Promote the opening of special language laboratories, media libraries, modern language laboratories.
13. Up-to-date information about TS, including the personal pages of faculty members.
14. To motivate teaching staff to conduct research in the field of development and implementation of new educational technologies and advanced training methods for accredited EP.



Appendix 1. Evaluation table "SPECIALISED PROFILE PARAMETERS"

for educational programmes “5B012200 Russian language and Literature in schools with non-Russian in schools with non-Russian language of instruction”, “5B011800 Russian language and Literature”, “5B012100 Kazakh language and Literature in schools with non-Kazakh language of instruction”, “ 5B011700 Kazakh language and Literature ”, “ 5B020500 Philology "RSE on PVC" Pavlodar State Pedagogical University "MES RK

№ п\п	№ п\п	Criteria of assessment	Position of the organisation of education
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			Strong	Satisfactory	Assumes improvement	Unsatisfactory
Standard «Educational programme management»						
1	1.	The University must have a published quality assurance policy.	+			
2	2.	Quality policy should reflect the link between research, teaching and learning.		+		
3	3.	The University should demonstrate the development of a culture of quality assurance, including in the context of OP		+		
4	4.	Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint double-degree education and academic mobility			+	
5	5.	The management of the EP ensures transparency of the development plan of the EP based on the analysis of its functioning, the real positioning of the University and the focus of its activities to meet the needs of the state, employers, stakeholders and students.	+			
6	6.	The management of the EP demonstrates the functioning of mechanisms for the formation and regular review of the development plan of the EP and monitoring its implementation, assessing the achievement of training goals, meeting the needs of students, employers and society, making decisions aimed at continuous improvement of the EP.				
7	7.	The management of the EP should involve representatives of stakeholder groups, including employers, trainees and PPP, in the development of the EP.	+			
8	8.	The management of the EP should demonstrate the individuality and uniqueness of the development plan of the EP, its consistency with national development priorities and development strategy of the organization of education	+			
9	9.	The University should demonstrate a clear definition of those responsible for business processes, within the EP, a clear distribution of job responsibilities of staff, the division of functions of collegial bodies.		+		
10	10.	The management of the EP should provide evidence of the transparency of the educational programme management system.	+			
11	11.	The management of the EP should demonstrate the successful functioning of the internal quality assurance system of the EP, including its design, management and monitoring, their improvement, decision-making on the basis of facts.		+		

12	12.	The management of the EP should manage the risks		+		
13	13.	The management of the EP should ensure the participation of representatives of interested persons (employers, teachers, students) in the collective management bodies of the educational programme, as well as their representativeness in decision-making on the management of the educational programme	+			
14	14.	The University should demonstrate innovation management in the framework of the EP, including the analysis and implementation of innovative proposals.	+			
15	15.	The EP management should demonstrate evidence of openness and accessibility to learners, faculty, employers and other stakeholders.	+			
16	16.	Management of the EP should be trained in education management programmes		+		
17	17.	The management of the EP should ensure that the progress made since the last external quality assurance procedure is taken into account in preparing for the next procedure.	+			
Total in the Standard			10	6	1	0
Standard «Information management and reporting»						
18	1.	The University should ensure the functioning of the system of collection, analysis and management of information through the use of modern information and communication technologies and software.	+			
19	2.	The management of the EP should demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
20	3.	Within the framework of the EP, there should be a system of regular reporting, reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the units and departments of scientific research.	+			
21	4.	The University should establish the frequency, forms and methods of evaluation of management of EP, the activities of collegial bodies and structural units, senior management, implementation of research projects.		+		
22	5.	The University should demonstrate the order and protection of information, including the identification of those responsible for the accuracy and timeliness of information analysis and reporting.		+		
23	6.	An important factor is the involvement of students, employees and teaching staff in the processes of collection and analysis of information, as well as decision-making based on them	+			
24	7.	The management of the EP should demonstrate that there is a mechanism for communication with learners, workers and other stakeholders, including conflict resolution mechanisms.		+		
25	8.	The University should provide a measure of the degree of satisfaction of the needs of faculty, staff and students within the framework of EP and demonstrate evidence of elimination of the found shortcomings.			+	
26	9.	The University should evaluate the effectiveness and efficiency of activities, including in the context of OP		+		

	10.	The information collected and analyzed by the University within the EP should take into account:				
27	11.	key performance indicator;		+		
28	12.	dynamics of the contingent of students in the context of forms and types;		+	+	
29	13.	the level of academic achievement, student achievements, etc;	+			
30	14.	satisfaction of students with the implementation of EP and the quality of education at the University;	+			
31	15.	availability of educational resources and support systems for students	+			
32	16.	employment and career growth of graduates	+			
33	17.	Students, employees and teaching staff must document their consent to the processing of personal data			+	
34	18.	The guidebook of the EP should facilitate the provision of all necessary information in the relevant fields of science.	+			
Total in the Standard			8	7	3	0
Standard «Development and approval of the educational programme»						
35	1.	The University should define and document the procedures for the development of EP and their approval at the institutional level.	+			
36	2.	The guidebook of the EP should ensure that the developed EP meets the stated objectives, including the expected learning outcomes	+			
37	3.	The EP guide should ensure that the developed models of the EP graduate describing the learning outcomes and personal qualities are available	+			
38	4.	EP leadership must demonstrate the conduct of external examinations OP	+			
39	5.	The qualifications obtained at the end of the EP should be clearly defined, clarified and correspond to a certain level of the NSC.	+			
40	6.	The management of the EP should determine the impact of disciplines and professional practices on the formation of learning outcomes	+			
41	7.	An important factor is the ability to prepare students for professional certification.		+		
42	8.	The management of the EP should provide evidence of the participation of students, faculty and other stakeholders in the development of the EP, ensuring their quality.	+			
43	9.	The complexity of EP must be clearly defined in the Kazakhstan credits and ECTS		+		
44	10.	Management EP should provide the content of academic disciplines and learning outcomes level (bachelor, master, doctoral).	+			
45	11.	The structure of the EP should provide for different activities corresponding to the learning outcomes.	+			

46	12.	An important factor is the presence of joint EP with foreign educational organizations.			+	
Total in the Standard			9	2	1	
Standard «Continuous monitoring and periodic evaluation of EP»						
47	1.	The University should conduct monitoring and periodic evaluation of the EP in order to ensure the achievement of the goal and meet the needs of students and society. The results of these processes are aimed at continuous improvement of OP	+			
		<i>Monitoring and periodic evaluation of the EP should consider:</i>				
48	2.	the content of the programmes in the light of the latest achievements of science in a particular discipline to ensure the relevance of the taught discipline;	+			
49	3.	Changes in the needs of society and the professional environment;		+		
50	4.	Workload, academic performance and graduation;	+			
51	5.	Effectiveness of students ' assessment procedures:		+		
52	6.	Expectations, needs and satisfaction of students with EP training;		+		
53	7.	Educational environment and support services, and their compliance with the objectives of the OP;.	+			
54	8.	The University and the management of the EP must provide evidence of the participation of students, employers and other stakeholders in the revision of the EP.	+			
55	9.	All stakeholders should be informed of any planned or undertaken actions with respect to the EP. All changes made to the EP must be published.			+	
56	10.	The management of the EP should ensure that the content and structure of the EP are reviewed in the light of changes in the labour market, employers ' requirements and social demands of the society.		+		
Total in the Standard			5	4	1	0
Standard «Student-centered learning, teaching and performance assessment»						
57	1.	The leadership of the EP should ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths.		+		
58	2.	The guidebook of the EP should ensure the use of different forms and methods of teaching and learning.		+		
59	3.	An important factor is the availability of own research in the field of teaching methods of academic disciplines EP.		+		
60	4.	The guidebook of the EP should demonstrate the existence of a feedback system on the use of different teaching methods and evaluation of learning outcomes		+		
61	5.	The leadership of the EP should demonstrate support for the autonomy of students, with simultaneous guidance and assistance from the teacher.		+		
62	6.	EP leadership must demonstrate the existence of procedures for responding to complaints of students.	+			

63	7.	The University should ensure consistency, transparency and objectivity of the learning assessment mechanism for each EP, including appeal.	+			
64	8.	The University should ensure that the procedures for assessing the learning outcomes of students EP planned learning outcomes and objectives of the programme. The criteria and methods of evaluation for the EP should be published in advance.	+			
65	9.	The University should identify mechanisms to ensure the development of each graduate EP learning outcomes and ensure the completeness of their formation.		+		
66	10.	Evaluators should be familiar with modern methods of assessing learning outcomes and regularly improve their skills in this area.		+		
Total in the Standard			3	7	0	0
Standard «the learners»						
67	1.	The University should demonstrate the policy of formation of the contingent of students in the context of EP from admission to graduation and ensure transparency of its procedures. The procedures governing the life cycle of students (from admission to completion) should be defined, approved and published.		+		
68	2.	The management of the EP should demonstrate the implementation of special adaptation and support programmes for newly enrolled and foreign students	+			
69	3.	The University must demonstrate its compliance with the Lisbon Convention on recognition.		+		
70	4.	The University should cooperate with other educational institutions and national centers" European network of national information centers for academic recognition and mobility /national academic information centers of Recognition " ENIC / NARIC to ensure comparable recognition of qualifications»		+		
71	5.	The management of the EP should demonstrate the existence and application of a mechanism to recognize the results of academic mobility of students, as well as the results of additional, formal and non-formal education		+		
72	6.	The University should provide an opportunity for external and internal mobility of students, EP, as well as assist them in obtaining external grants for training.		+		
73	7.	The management of the EP should make the maximum amount of effort to provide students with places of practice, to promote the employment of graduates, to maintain communication with them.	+			
74	8.	The University must provide the graduates of the EP with documents confirming the qualifications obtained, including the achieved learning results, as well as the context, content and status of the education received and evidence of its completion.		+		
75	9.	An important factor is the monitoring of employment and professional activity of graduates, EP.		+		

76	10.	The leadership of the EP should actively encourage students to self-education and development outside the main programme (outside the training activities).		+			
77	11.	An important factor is the presence of the existing Association of alumni Association		+			
78	12.	An important factor is the availability and support mechanism for gifted students	+				
Total in the Standard			3	9	0	0	
Standard «Teaching staff»							
79	1.	The University should have an objective and transparent personnel policy, including in the context of the EP, including recruitment, professional growth and development of personnel, ensuring the professional competence of the entire staff.	+				
80	2.	The University should demonstrate the compliance of the staff potential of the faculty with the University development strategy and the specifics of the EP.		+			
81	3.	The management of the EP should demonstrate a sense of responsibility for its employees and ensure a favourable working environment for them.					
82	4.	The leadership of the EP should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.					
83	5.	The University should determine the contribution of PPP EP in the implementation of the development strategy of the University, and other strategic documents.					
84	6.	The University should provide opportunities for career growth and professional development of PPP EP.					
85	7.	Manual EP should bring to the teaching practices of the respective industries					
86	8.	The leadership of the EP should ensure targeted actions for the development of young teachers.					
87	9.	The University should demonstrate the motivation of professional and personal development of teachers of EP, including the promotion of both the integration of research and education, and the use of innovative teaching methods.					
88	10.	An important factor is the active use of information and communication technologies in the educational process (for example, on-line training, portfolio, MOE, etc..)					
89	11.	An important factor is the development of academic mobility within the EP, attracting the best foreign and domestic teachers.					
90	12.	An important factor is the involvement of PPP EP in the life of society (the role of PPP in the education system, in the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programmes, etc..)					
Total in the Standard			4	8	0	0	
Standard «Educational resources and student support systems»							

91	1.	The management of the EP should demonstrate the adequacy of logistical resources and infrastructure.		+		
92	2.	EP leadership must demonstrate the existence of procedures for support of different groups of students, including informing and consulting		+		
93		The management of the EP should demonstrate the compliance of information resources with the specifics of the EP, including				
94	3.	technological support for students and faculty according to the EP (e.g. online training, modeling, databases, data analysis programmes)		+		
95	4.	library resources, including the Fund of educational, methodical and scientific literature on General education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases;		+		
96	5.	examination of the results of research, final works, theses on plagiarism;		+		
97	6.	access to educational Internet resources;	+			
98	7.	the functioning of WI-FI in the territory of the organization of education.		+		
99	8.	The University should strive to ensure that the educational equipment and software used for the development of educational programmes are similar to those used in the relevant industries.		+		
100	9.	The University must ensure compliance with safety requirements in the learning process.	+			
101	10.	The University should strive to take into account the needs of different groups of students in the context of EP (adults, workers, foreign students, as well as students with disabilities).		+		
Total in the Standard			2	8	0	0
Standard «Public information»						
		<i>The information published by the University within the EP should be accurate, objective, relevant and should include:</i>				
102	1.	implemented programmes, indicating the expected learning outcomes;		+		
103	2.	information on the possibility of qualification at the end of OP;	+			
104	3.	information on teaching, training, assessment procedures;	+			
105	4.	information about credit points and training opportunities provided to students	+			
106	5.	information about the employment opportunities of graduates.	+			
107	6.	The leadership of the EP should use a variety of ways to disseminate information, including media, information networks to inform the General public and stakeholders	+			
108	7.	Public awareness should include support and clarification of the country's national development	+			

		programmemes and the higher and postgraduate education system				
109	8.	The University should publish audited financial statements on its own web resource, including in the context of EP			+	
110	9.	The University should demonstrate the reflection on the web resource of information characterizing the University as a whole and in the context of OP	+			
111	10.	An important factor is the availability of adequate and objective information about the PPP EP, in the context of persons.		+		
112	11.	An important factor is to inform the public about cooperation and interaction with partners in the framework of the EP, including scientific and consulting and organizations, business partners, social partners and educational organizations.		+		
113	12.	The University should post information and links to external resources based on the results of external evaluation procedures.		+		
114	13.	An important factor is the participation of the University and implemented EP a variety of external evaluation procedures.		+		
Total in the Standard			7	5	1	0
Standards in the context of specialties						
EDUCATION						
		Educational programme 5B012000-Professional training in the direction of «Education» must meet the following requirements:				
115	1.	The management of the EP should demonstrate that the graduates of the programme have theoretical knowledge in the field of psychology and skills in communication, analysis of personality and behavior, methods of conflict prevention and resolution, motivation of students;	+			
116	2.	The leadership of the EP should demonstrate the literacy of graduates of the programme in the field of information technology.	+			
117	3.	Management of the EP should demonstrate the presence in the programme of disciplines that teach innovative methods of teaching and training planning, including interactive teaching methods, teaching methods with high involvement and motivation of students (games, case studies/ situations, the use of multimedia);	+			
118	4.	EP leadership must demonstrate the availability of students ' ability to teach skills to self-study;	+			
119	5.	The EP should focus on different types of practices: - attending lectures and classes given by teachers - holding of special seminars and discussions on the latest methodologies and technologies of training - within the framework of the programme, students should be able to listen to at least one discipline in	+			

		the field of their specialization taught by a practitioner				
120	6.	Within the framework of the EP, students should be provided with knowledge and skills of systems and methods of pedagogy in the world, as well as knowledge in the field of education management	+	+		
Total in the Standard			6	1		
SOCIAL SCIENCES, HUMANITIES, ECONOMICS, BUSINESS AND LAW, SERVICES						
		Educational programmes in the areas of "Social Sciences, Economics and Business", "Humanities" and "Law", for example, such as "Management", "Economics", "Philology", "Law", etc., must meet the following requirements :				
121	1.	The EP's management must demonstrate that the teaching within the programme is conducted on the basis of modern achievements of world science and practice in the field of specialization, as well as using modern and advanced teaching methods;		+		
122	2.	The EP's management must guarantee students access to the most up-to-date and relevant data (statistics, news, scientific results) in the field of paper specialization (newspapers, statistical data collections, textbooks) and electronic media;	+			
123	3.	Objectives, respectively, and learning outcomes should be aimed at obtaining specific skills required for the labor market;	+			
124	4.	EP management must demonstrate that graduates of the programme possess these skills and that these skills are really in demand in the market;	+			
125	5.	EP should include a significant number of disciplines and activities aimed at obtaining practical experience of the application of theoretical knowledge, such as work experience, enterprise training, participation in practicing specialists in lectures and seminars, etc .;		+		
126	6.	EP management must demonstrate an analysis of the labor market and give examples of successful employment of graduates.		+		
Total in the Standard			3	3	0	0
Total			59	60	7	0