



**INDEPENDENT QUALITY ASSURANCE AGENCY
FOR EDUCATION (IQAA)**

THEMATIC ANALYSIS

Analytical review of accreditation results for the professional area “Pedagogy and Psychology”

Compilers:

**Sh. Kalanova,
A. Shaizada**

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INTRODUCTION

Accreditation of the Pedagogy and Psychology professional program was conducted in 2020, 2021, 2022, 2023 based on applications submitted to the Independent Quality Assurance Agency in Education (IQAA) by the following institutions of higher education:

- “BOLASHAQ” Academy;
- Eurasian Humanities Institute;
- Zhezkazgan University named after O. A. Baikonurov;
- Karagandy Buketov University;
- Yessenov University;
- Akhmet Baitursynuly Kostanay Regional University;
- Kyzylorda Bolashak University;
- International Taraz Innovative Institute named after Sh. Murtaza;
- Miras University;
- Zhumabek Tashenov University;
- Shymkent University;
- South Kazakhstan State Pedagogical University.

The listed 12 universities (Annex 1) were evaluated in accordance with the Law on Education of the Republic of Kazakhstan dated July 27, 2007) and the regulations on standards for accreditation of educational programs of higher education institutions based on ESG-2015 of the Independent Agency for Quality Assurance in Education.

The analysis of compliance with the accreditation criteria of the Pedagogy and Psychology program was conducted in accordance with the standards and guidelines for quality assurance of the European Higher Education Area (ESG - Part I).

STANDARD 1. Educational program objectives, quality assurance and academic integrity policies

In the era of globalization and active innovation processes, the requirements for human resources in the economy, business, production, health care and other sectors are constantly growing. In this regard, educational institutions are faced with the task of ensuring the quality of education, which is the key to success and the main tool for the development of society and all industries.

Based on the report of the external expert committee (hereinafter - EEC), it can be determined that in all the listed universities the objectives of the educational

program “Pedagogy and Psychology” (hereinafter - P&P) are quite clearly formulated and defined, focused on training qualified specialists in the field of education and psychology. Educational programs are aimed at training pedagogical personnel who are able to use modern technologies and adapt to the changing conditions of education and society. It is worth noting that in almost all the reviewed universities there is compliance of the goals and objectives of the program with the requirements of the Law of the RK “On Education”, the Professional Standard “Teacher”, as well as the National Qualifications Framework. The main objectives of the programs include training of quality specialists in accordance with the needs of the labor market, application of student-centered teaching methods and compliance with professional standards. In general, the reviewed HEIs have well defined objectives of the P&P program providing quality training of specialists ready to work effectively in the field of education and psychology, taking into account modern requirements and challenges.

One of the main principles of the quality management system in education is the continuous improvement of the educational process based on the monitoring results. Systematic monitoring, efficiency assessment, and revision of quality assurance policy are carried out in the reviewed HEIs. According to the report of the EEC, it is noteworthy that such HEIs as BOLASHAQ Academy, Eurasian Humanities Institute, Karagandy Buketov University re-master and update the quality assurance policy once a year. The effectiveness of the quality system is monitored through internal and external audits. Internal audits allow to identify weaknesses and inconsistencies within the university itself, providing an opportunity to adjust and improve processes. At the same time, external audits conducted by independent parties help to confirm the compliance of the quality system with standards, legal requirements and employers' expectations. This integrated approach to monitoring allows HEIs to ensure continuous improvement of the quality system and increase the satisfaction of all stakeholders.

Internal quality assurance is analyzed and adjusted based on feedback from students, teachers and employers by organizing round tables, methodological seminars and regular questionnaires. In addition, most of the reviewed HEIs have a structural unit responsible for monitoring the quality of the educational process, which regularly checks the compliance of educational programs with the requirements of regulatory documents:

- Educational Process Quality Monitoring Department - Eurasian Humanities Institute;
- Accreditation Planning and Quality Assessment Center - Zhezkazgan University named after O.A. Baikonurov;
- Department of Quality Assurance and Risk Assessment - Karagandy Buketov University;
- Department of Academic Standards and Quality Assurance - Yessenov University;

- Internal Quality Assurance and Strategic Analysis Department - Kyzylorda Bolashak University;
- Internal Quality Assurance Department - International Taraz Innovation Institute;
- Department of Quality Management, Accreditation and Monitoring - Tashenev University (formerly Syrdarya University);
- Accreditation and Internal Quality Assurance Department - Shymkent University;
- Management and Monitoring Department - South Kazakhstan State Pedagogical University.

In the remaining universities this function falls on the graduating departments. In addition, it should be noted that in some universities (Kyzylorda Bolashak University, International Taraz Innovation Institute, Miras University) special commissions for ensuring the quality of education are created.

An important element of the policy in the field of quality assurance of EP is the policy on combating corruption in HEIs, which includes anti-corruption measures, accessibility of HEIs' management, faculty for teachers and students, flexibility of response to requests. All reviewed HEIs have an active policy on the formation and development of anti-corruption outlook and behavior among students and staff in order to ensure information transparency and accessibility of educational services. The HEIs have developed a comprehensive plan of anti-corruption activities.

The common provisions among the listed HEIs relate to their efforts in fighting corruption and observing academic integrity. Most of the reviewed HEIs have developed anti-corruption strategies, plans and programs:

Karagandy Buketov University. In order to introduce democratic principles of governance and prevent corruption manifestations, the university has developed an Anti-Corruption Strategy for 2015-2025 and an Anti-Corruption Action Plan for 2020-2022 academic year.

Yessenov University. One of the priority tasks of the University is the fight against corruption, which is implemented through anti-corruption policy and program with a comprehensive implementation plan (2012-2021), approved by the Academic Council of the University.

Kostanay Pedagogical University. The University has an anti-corruption policy with a developed program “On Combating Corruption”, on the implementation of comprehensive anti-corruption measures aimed at creating intolerance to manifestations of illegal actions in any form and flexible response to them in the form of questionnaires of faculty and students, the work of anonymous mail, the work of the Appeals Commission.

Analyzing the report of the EEC, it can be noted that the represented HEIs demonstrate a serious attitude to fighting corruption and supporting academic

integrity. They have developed a variety of strategies, policies and programs aimed at preventing corruption and creating an anti-corruption culture in the university community. Each university organizes events, conducts outreach and provides channels for reporting corruption. In addition, HEIs actively involve students, faculty and staff in anti-corruption activities and provide monitoring and feedback mechanisms to assess the effectiveness of measures taken. This shows that HEIs strive to create a transparent and fair educational environment, which is important for building trust in the educational process and compliance with the principles of ethics.

1. **Eurasian Humanities Institute.** The Institute is actively engaged in the fight against corruption and academic integrity. The institute holds regular events and lectures to develop an anti-corruption social value system among students, faculty and staff. Students and faculty members actively participate in activities aimed at maintaining academic integrity, such as “Good Integrity Hour”. The Institute also provides opportunities for both students and staff to address management, which contributes to the creation of an open and responsible educational environment.
2. **BOLASHAQ Academy.** The Academy actively organizes events and meetings aimed at combating corruption and maintaining academic integrity. The Academy has developed an Anti-Corruption Strategy and an Anti-Corruption Action Plan for the current academic year. Student self-governance is built on social partnership, which promotes the involvement of students in the management and control of the university. The Academy also has a Council on Ethics and Academic Integrity, regular meetings with the Rector and questionnaires of students and teachers.
3. **Kyzylorda Bolashak University.** The university actively fights corruption and supports academic integrity. The university has developed a Code of Academic Integrity, which all students are obliged to know and comply with. The rector of the university regularly meets with students and receives their appeals through the rector's blog and helpline.
4. **International Taraz Innovation Institute.** The Institute actively organizes meetings, seminars and events aimed at combating corruption and academic integrity. The Institute holds events together with the staff of the Department of Anti-Corruption and regularly organizes seminars and round tables on this topic.
5. **Miras University.** The University has developed and approved the Anti-Corruption Policy, which includes a set of interrelated principles, procedures and activities aimed at preventing and combating corruption offenses. The University has established a Public Council on Combating Corruption and a working group on anti-corruption activities, which are engaged in the coordination of activities and control over their implementation.

In addition, some of the reviewed HEIs (Eurasian Humanities Institute, Kyzylorda Bolashak University, International Taraz Innovation Institute, Syrdarya University) actively carry out activities to organize and conduct the action “Clean Session” aimed at creating a favorable educational environment during the exam period. Events such as lectures “Peace and Youth”, meetings with representatives of anti-corruption bodies and round tables on topical issues of social values and anti-corruption orientation are regularly organized. For example, Yessenov University carries out systematic and consistent work in the form of webinars and meetings with students. For example, in April of this year alone, 7 events were organized: Жемқорлыққа мүлдем төзбейміз, 23.04.2021; Сыбайлас жемқорлыққа қарсы күрестегі заманауи үрдістер, 16.04.2021; Anti-corruption culture, 13.04.2021 and others. In Kyzylorda University in October 2021 on the initiative of the Department of the Agency of the Republic of Kazakhstan on Combating Corruption in Kyzylorda region held a competition of social videos among undergraduate and graduate students in the field of formation of anti-corruption culture in society, where the video of the creative team of the Kyzylorda Bolashak University on the theme “Болашағыңа балта шаппа, жемқорлықтың жібін үз” took the first place.

Within the framework of cooperation with the Department of the Agency of the Republic of Kazakhstan on combating corruption are held events such as “Hour of Integrity”, organized by the club “Саналы ұрпақ” with the participation of students and teachers of Eurasian Humanities Institute, International Taraz Innovation Institute.

The reviewed universities actively conduct activities both within the university structures and cooperate with external organizations and anti-corruption agencies to create a more favorable and fairer educational environment.

During the accredited period, no exam cheating and plagiarism were recorded in the faculties of higher education institutions, no violations and complaints were reported, including those related to discrimination of both teachers and students studying in the P&P EP. This indicates that HEIs try to maintain a high level of academic integrity and ethical standards, as they actively implement and comply with preventive measures against exam fraud and plagiarism.

General remarks for higher education institutions

Eurasian Humanities Institute, Kostanay Pedagogical University and Yessenov University should revise the objectives of training of pedagogical-psychologists, psychologists in accordance with the directions of training (pedagogical and social sciences), as the results of accreditation by the EEC group revealed that the purpose of the educational program is formulated too narrowly, not revealing all types of professional activities of the future pedagogical-psychologist. In turn, in Shymkent University on the contrary, the purpose of the educational program is formulated voluminously.

STANDARD 2: Development, approval of educational programs and information management

Educational programs are developed taking into account the national qualifications framework and professional standards, and their effectiveness is assessed on the basis of standard indicators and results of external expertise.

The key grounds for the development, approval, control and updating of educational documentation for Bachelor's, Master's and Doctoral degree programs on P&P EP for all HEIs are the requirements set out in the following normative documents: the Law on Higher Education of the RK; Classifier of educational and professional fields of higher education; Decree on state requirements for higher education at educational qualification levels “Bachelor”, “Master”, “Doctoral” and “Specialist in...”; Decree on the implementation of the national qualification framework and professional standards. Additional components of the educational documentation are regulated by special university rules and regulations, which ensures the uniqueness of the process of teaching students on P&P in different HEIs.

The conclusions and analysis of the implementation of Standard 2 of the P&P relate to three main points:

- procedures of development, approval, monitoring and updating of training documentation;
- specifics of the educational documentation for Bachelor, Master and Doctoral programs;
- qualification specifications, curricula and study programs, and the participation of all stakeholders in these processes.

The review of university and faculty administrative and educational documents, in accordance with which students are trained on P&P EP gives grounds to assert that there are adopted and valid Standards or Rules and procedures for the development, approval and updating of educational documentation, regulated by its mandatory requisites. In terms of content, the training documentation for Bachelor's, Master's and Doctoral programs also takes into account modern achievements in a particular scientific field corresponding to the profile of the professional field. A significant part of the educational documentation is presented on the official website of the respective university and faculty.

In the **Eurasian Humanities Institute** the development of educational program Pedagogy and Psychology is carried out strictly with the internal normative document “The order of development and approval of modular educational programs of the Eurasian Humanities Institute” by the Academic Council, which includes developers, representatives of students and employers, its composition is updated annually.

Karaganda Buketov University has the rules for the creation and approval of educational programs “Guidelines for the design and design of educational program” (as amended from 27.06.2022, minutes of the Academic Council № 18). The EP itself is developed by the graduating department of “Preschool and psychological-pedagogical training”.

In **Kyzylorda Bolashak University** the educational program is developed and approved in accordance with the internal regulations on the development and approval of the educational program, approved by the Academic Council of the university 31.08.2021, Minutes № 1; regulations on the development of modular educational program, approved by Minutes № 1 of the Academic Council from 28.08.2019 and re-approved by the Academic Council in 2019 (Minutes № 1 from 29.08.2019).

In the **International Taraz Innovation University** the educational program on specialty Pedagogy and Psychology is developed in accordance with the rules of development and approval of educational programs of the university, including the process of administration, implementation and evaluation of their effectiveness.

At **Miras University** the order of development of the educational program is determined by the Methodical Instruction on the development of the educational program (approved by the decision of the Academic Council Minutes № 2 of August 28, 2020, with amendments and additions Minutes № 6 of January 30, 2023).

Development and approval of Pedagogy and Psychology EP in South Kazakhstan State Pedagogical University is carried out in accordance with the “Methodological instructions for the development of modular educational programs”, approved by the Academic Council of South Kazakhstan State Pedagogical University (Minutes № 9 of April 26, 2016) with additions and amendments of 26.04.2017, № 7 of 24.05.2019 and № 12 of June 30, 2020, the results are presented on the website.

The requisites of training documentation are available for all specialties of Bachelor's, Master's and Doctoral programs on Pedagogy and Psychology EP. Qualification characteristics are built on the basis of normative documents, requirements of NQF of the Republic of Kazakhstan (levels 6, 7 and 8), in accordance with the standard qualification characteristics of the positions of pedagogical workers and persons equated to them, approved by the order of the Minister of Education and Science of the Republic of Kazakhstan from November 16, 2018. No. 634 without requirements for work experience in accordance with the qualification requirements; in accordance with the requirements of the State Educational Standards of August 3, 2022, No. 348; in accordance with the standard curricula of the cycle of general education disciplines for organizations of higher and (or) postgraduate education from 12.12.2022, No. 185; Competent specialists from various universities demonstrate a clear desire to specialize student training, as well as to increase its relevance and significance for practice. Almost everywhere

the qualification characteristics fulfill their main purpose - to orient stakeholders regarding the specifics, expected results and career opportunities of students as a consequence of their participation in educational activities. With few exceptions, the requirements for the presence of compulsory, elective and optional courses are observed, and the ratio between them is within different limits; in a number of curricula there is a constant increase in the share of elective and optional disciplines (Kyzylorda Bolashak University, International Taraz Innovation University).

In the majority of curricula of Bachelor's and Master's programs a certain balance between theoretical and practical training, between pedagogical and special academic disciplines has been achieved, based on the specifics of the Bachelor's or Master's program.

The curricula of all academic disciplines for Bachelor's, Master's and Doctoral programs in the Pedagogy and Psychology EP reflect the organizational and content aspects of student training in the relevant scientific field. In different universities they are presented in a form regulated by standards or procedural rules for the preparation and approval of educational documentation. In most of them, curricula contain all the necessary requisites, their content provides information about fundamental and innovative theses in the scientific field in accordance with the academic discipline, their organization orients students to the goals and expected learning outcomes.

Academic achievements of students in the professional field of Pedagogy and Psychology are evaluated on the basis of clearly defined, justified and pre-announced criteria, taking into account the level of theoretical and practical training of students, including the results achieved at the end of the study. There are many systems for assessing students' achievements in different universities, but all of them are in the context of the knowledge, skills and competencies - personal and professional - embedded in the NQF of the Republic of Kazakhstan (levels 6, 7 and 8).

Most of the curricula of Pedagogy and Psychology EP were developed, adopted and updated with the participation of students and employers:

In order to improve the effectiveness and efficiency of the educational processes implemented at **BOLASHAQ Academy**, the Academic Committee for the development of the educational program 6B01101- "Pedagogy and Psychology" for 2019-2020 academic year was established, which included candidate of pedagogical sciences, associate professors, senior lecturer of the Department of Pedagogy and Psychology, employer of "Karaganda Technical and Construction College, graduate of the Academy 'BOLASHAQ' and 2nd year student.

In the **Eurasian Humanities Institute** in order to optimally regulate the participation of stakeholders in the formation and improvement of the EP was created Academic Council for the educational program of Pedagogy and Psychology, which includes developers, representatives of students and employers,

its composition is updated annually. The university conducts systematic work on the organization of round tables, methodological seminars with the participation of employers, regular surveys of students, teachers, employers, which allows to monitor the needs of the labor market.

Zhezkazgan University has an Academic Council, which directly carries out the development of the EP. The Academic Council consists of its chairman and members from among faculty, students and employers. However, as a result of the study of the EP it was revealed that students did not participate in the discussion of the EP and in the programs themselves there are no signatures of undergraduates as developers.

In **Karaganda Buketov University** the EP was developed taking into account the opinion of students, employers, graduates and other stakeholders according to the results of the questionnaire survey to determine the key competencies of the EP graduate.

In **Kostanay Pedagogical University** the main tool for monitoring and evaluating the quality of the EP is a questionnaire survey of students and employers. The EP undergoes internal examination at the level of educational and methodological department of the university and external examination by the employer.

At the Department of Pedagogy, Defectology, **Kyzylorda Bolashak University** created an Academic Committee, which is engaged in the development of the EP, which included faculty, employer in the person of the director of the communal state institution of local health department and a student of the 3rd year. During the development of the EP the opinion of the faculty, employers and students was taken into account, at the request of employers the following academic disciplines were included in the of P&P EP: - psychological practice; - organization of psychological service at school; - psychological and pedagogical support in education.

The **International Taraz Innovation Institute** conducts sociological surveys on student satisfaction with the content of the EP and individual courses, the department annually develops a catalog of elective disciplines, the development of which is coordinated with employers. The development was carried out by the head of the department and the senior lecturer of the department together with employers: the head of the methodical cabinet of the regional education department, the directors of School № 12, School № 23, School № 44, School № 47, № 53 and a 3rd year student.

At **Miras University**, the educational program was developed with the participation of local school principals, practicing psychologists and students. The program is annually updated, an elective discipline “Workshop on Art Therapy” proposed by employers was introduced.

At **Syrdarya University**, the Career Center systematically analyzes the degree of satisfaction of EP consumers, collecting feedback from employers on the quality of elective disciplines from the director of school No. 5, deputy director and pedagogical psychologist from 21.12.2017. The graduating department organizes meetings with employers, thus actively involving corporate partners in the development and updating of the EP.

In **South Kazakhstan State Pedagogical University**, the graduating department of psychology actively cooperates and regularly involves employers in the discussion of the EP, including: the administration and teachers of schools-gymnasiums. For example, 2019-2020 academic year the following disciplines were introduced: “Psychology of personality”, “Art therapy in psychology”, “Pedagogical management”, “Psychology of business communication”, “Psychological service in school”. The program is updated annually by 30%, while taking into account the wishes of students and employers.

Some inconsistencies and remarks were revealed, in connection with which the following recommendations were formulated to improve the work in this direction:

General comments for HEIs

In several universities there are significant problems in the participation of various stakeholders in the development of educational programs. At Zhezkazgan University, Master's students are not involved in the discussion and development of the program on pedagogy and psychology, which may lead to a lack of consideration of their needs and the requirements of the labor market. At Miras University, employers are not fully involved in the development of graduate program topics, which may lead to non-compliance with market requirements. Similar problems are present in Shymkent University, where employers are also insufficiently active in the development of the program. In South Kazakhstan State Pedagogical University also noticed insufficient involvement of employers and students in the development of the educational program, which can negatively affect the adaptation of students to the requirements of the labor market.

STANDARD 3. Student-centered learning, teaching and assessment

Sometimes the adaptation process is long and not always successful, and a significant part of first-year students have problems with adaptation, which is associated with the personal qualities of the students themselves, lack of skills for independent learning activities, lack of professional self-determination. Successful solution of these problems is associated with the introduction of such a form of

interaction with students, which would contribute to a more effective adaptation of freshmen at different levels.

A positive practice is the implementation of flexible support policy for students of different categories for more successful implementation of student-centered learning and active participation of students in the educational process in three universities:

- In **BOLASHAQ Academy** to provide psychological support organized the work of relaxation room for students and faculty, which is located in the auditorium of the administrative building.
- In **Karaganda Buketov University** as part of the Faculty of Philosophy and Psychology at the Department of Psychology there is a Center for psychological support of the educational process, which was established in 2014 and whose activities are related to the provision of psychological advice to students by experienced teachers of the Department of Psychology in case of communicative, interpersonal, adaptation problems.
- In **Kostanay Pedagogical University** since 2018 the Office of Inclusive Education for support of students with disabilities has been functioning in order to realize psychological and pedagogical, information-adaptive and material-technical support of students with disabilities.

Higher education institutions play an important role in the formation of personality, as it is in higher education institutions that the main attention is paid to the ideas of socialization, development of communication skills and the ability to work collectively. One of the forms of such interaction, which in every way inclines to personal and collective development, is clubs of interest and student self-governments as unique formats of student association. Versatile development has a positive impact on the main activity of a student in the university - study. According to the reports of the ECC, the following student associations have been created and are functioning in the 5 reviewed universities to support students' independence, professional growth, and aspiration for personal freedom:

- In **BOLASHAQ Academy** students participate in clubs on interests - Club of humane pedagogy, Club “Personality Plus”, Poetry Club, Volunteer Club “Meyirim”, Debate Club, Circle “Rukhaniyat”, Circle “Zhas-tilshi”, Circle “Adilet”, etc.
- In **Karagandy Buketov University** the Youth Affairs Committee of KarU, Youth Affairs Committees of faculties, Student Parliament, Student Ombudsman, student councils of hostels, student associations - the active youth wing “Zhas Otan” of KarU, Youth School of Public

Service, Alliance of Students of KarU, Council of Heads of Academic Groups, Student Councils of Hostels, Interethnic Cultural Center, Student Labor Exchange, Student Volunteer Squadron - take an active part in the implementation of the state youth policy in the university. Every year within the framework of the competition “Student of the Year of KarU named after E.A. Buketov” the best students are determined in the nominations “Student of the Year”, “Intellectual of the Year”, “Talent of the Year”, “Athlete of the Year”.

- In **International Taraz Innovation Institute** such organizations as “Alliance of Students of Kazakhstan”, “Supreme Student Council of KPU”, Youth Wing of “Zhas Otan”, as well as press center QMPY “Zhastar Media” are created and functioning
- In **Kyzylorda Bolashak University** the following organizations and movements of students' interests in each branch were created: - TV project “Bolashak TV”; Volunteer club “Meyirim”; Debate club “Oidariya”; BU club youth of the future “Zhaidarman”, etc.
- In **Syrdarya University** regularly organize with students various cultural and mass events of educational character: holidays “Nauryz”, traditional events “Knowledge Day”, festivals and competitions KVN, concerts for important dates “Teacher's Day”, “Independence Day of the Republic of Kazakhstan”, there are creative circles.

Students are trained on the basis of the requirements set out in regulatory documents. Both traditional classical and modern methods, including interactive ones, are used in the educational process. Such a combination allows to ensure dynamism in work with students, aimed at achieving their optimal learning activity and obtaining high academic results.

According to reports of the ECC in some universities (Eurasian Humanities Institute, Karagandy Buketov University, Yessenov University, International Taraz Innovation Institute, Syrdarya University) stimulation of students of Pedagogy and Psychology to active participation in the learning process is carried out through the developed electronic courses in various academic disciplines. The faculties are increasingly successful in introducing distance learning, offering electronic learning resources. University students have their own accounts to enter the educational portal, where they can find educational, methodological, informational, reference materials and their own assignments. Faculty and students implement the distance learning system through the platforms Platonus, Webex Meetings, Meet.google, Zoom, Miro, Google documents, messengers Whatsapp, Telegram, Trello, Cahoot, Dashboard, Miro Online Whiteboard, Discord, Jamboard, etc., upload teaching and methodological complexes of disciplines, teaching materials and assignments, organize feedback with students. Digital online platforms are used for organizing

students' work, organizing feedback, conducting current survey and control during the class, etc.

Active participation of students in the development and adoption of management decisions is achieved through the interaction of student self-governance bodies with the university management. Thus, for example, in Karagandy Buketov University, Kyzylorda Bolashak University, International Taraz Innovation Institute, Miras University regular meetings and consultations are held between the student council and the university management, where students can present their ideas and views on improving the quality of training and general education. In these universities students are members of the Academic Council, academic commissions, where they represent the interests of students. Students take an active part in the organization of the educational process, the universities have a successful Quality Assurance Commission, which includes students of Pedagogy and Psychology. Students participate in the choice of forms of current control: oral exam, testing, written exam, for this purpose they conduct questionnaires with students, as well as conversations.

In universities where the Platonus system is used (BOLASHAQ Academy, Eurasian Humanities Institute, Zhezkazgan University, Karagandy Buketov University, Kyzylorda Bolashak University, International Taraz Innovation Institute, Syrdarya University), students can personally find out in advance about the ways of examinations and assessment methods by going to a special section of the system. This applies to both semester and state examinations. Taking into account the opinion of students in the choice of teaching methods is carried out on the basis of sociological survey and questionnaires.

In higher education institutions there is a practice of conducting sociological surveys of students on their satisfaction with the quality of education. For this purpose, the structural unit responsible for monitoring the quality of education develops an annual plan of sociological surveys, which are institutional in nature. The topics of the surveys are aimed at identifying student opinion on the quality of the organization of the educational process, examination session, assessment of knowledge, guest lectures of foreign professors, academic mobility programs, etc. The results of the surveys are considered at the scheduled meetings of the University. The results of the questionnaires are considered at the scheduled meetings of the departments, the Scientific and Methodological Council of the University.

According to the EEC reports, practically in all the reviewed HEIs, with the exception of Yesenov University and Eurasian Humanities Institute, there are adopted rules with clearly defined criteria for assessing the results of student training.

General remarks

There is insufficient use of the scientific and pedagogical potential of the department at BOLASHAQ Academy for knowledge transfer, such as the creation of educational and methodological publications and multimedia presentations in English. Several HEIs reviewed, including Yesenov University, Miras University, Shymkent University and South Kazakhstan State Pedagogical University, have observations on student academic mobility. Some of them have weak external academic mobility, insufficient conditions for students with special educational needs, as well as insufficient implementation of internal and external academic mobility programs.

STANDARD 4: Student admission, achievement, recognition and certification

HEIs have well established mechanisms related to the popularization of specialties under Bachelor's, Master's and Doctoral programs, admission of students, educational activities and attestation. Within the framework of career guidance work, the universities have developed information and promotional materials for applicants (booklets, information sheets of the department), as well as various activities in the form of promotional works, by the heads of schools, colleges, etc. Information about the departments is presented on the websites of the universities. Most universities have a policy of active cooperation with local schools and colleges to motivate students to continue higher education in the specialty of Pedagogy and Psychology.

In BOLASHAQ Academy the graduation department annually prepares a plan and schedule of work on career guidance work: in schools №35, №32, №15, №53, №41, №93, Karaganda Humanities College, Higher College BOLASHAQ. The following activities are organized in the mentioned schools and colleges: school principals, teachers and class teachers, pupils, as well as their parents are provided with information about BOLASHAQ Academy, advertising brochures.

Eurasian Humanities Institute conducts targeted professional orientation of schoolchildren to choose educational programs. Managers of educational programs annually conduct professional orientation work in more than 80 secondary schools, lyceums, gymnasiums and colleges of Astana city and Akmola region.

The faculty of South Kazakhstan State Pedagogical University, providing the Pedagogy and Psychology EP in accordance with the plan of the department carries out systematic career guidance work in schools and colleges of the city and region. General education schools of the city are assigned to the faculty: school-gymnasium №40 named after Alpamys Batyr, school-lyceum №7 named after K. Satbayev, school-gymnasium №60 Y. Altynsarin, school-gymnasium №1 named after A.S.

Pushkin, secondary school №46, secondary school №37 named after Furkat, nursery-kindergarten №11 “Aruzhan”.

The life cycle of a student in the professional sphere is clearly defined and structured. The status of students is regulated and publicly announced in the Regulation on the organization and activities of universities, the Regulation on the management of educational activities and the Regulation on the admission of students. There are systems of intra-university documents regulating separate elements of the processes of admission, education and realization of students.

In general, the admission of students to Pedagogy and Psychology is carried out in accordance with the Model Admission Rules of the Ministry of Education and Science of the Republic of Kazakhstan and on the basis of developed and approved rules of universities on the admission of applicants, which set out all the requirements for the selection and admission of applicants. In particular, in all the reviewed universities a single set of requirements for applicants to the educational program:

- availability of a document on graduation from high school, college;
- a passing score in the disciplines of entrance testing;
- certificate of passing the Unified National Testing or Comprehensive Testing of applicants;
- certificate of state educational grant or passing score.

All procedures and rules of application are also published on the websites of universities.

To facilitate the adaptation of students and improve the quality of education, a system of academic mentoring (tutoring) has been introduced. For example, in BOLASHAQ Academy, Eurasian Humanities Institute, Karagandy Buketov University, Kyzylorda Bolashak University, Zhezkazgan University, International Taraz Innovation Institute every year first year students are provided with a guide book, which can be useful for students during the adaptation period and planning of the learning process. The information in the guide-book is intended to help the student and familiarizes students with the rules of internal regulations, the mode of operation of all services, telephone inquiry, the order of payment for tuition, information about courses of study, the mission of the university, the educational process of credit technology, the order of subscription to academic disciplines, the general rules of using the scientific library, the rules of current, interim and final control of knowledge of students, the rules of transfer and reinstatement of students. Knowledge of the information presented in the handbook helps students to become more independent and confident in their actions, which is important for successful completion of the study program and further career. In addition, during the first week, meetings are held for 1st year students with the administration, representatives of all support services, and faculty members of the department. Book exhibitions, visits to the library and reading room are organized. Advisor’s work aimed at quick

adaptation of students, as well as conduct a presentation of elective disciplines in accordance with the catalog of elective disciplines P&P EP, giving recommendations, help students decide on the choice of their path of study.

In accordance with the modernization of higher education related to the formation of key skills of the 21st century in students, one of the important components of higher education is the introduction of entrepreneurship education model. So, in the BOLASHAQ Academy in the framework of informal learning for the current period, students of the 4th year (6 people) of EP were trained on the Project “School of Young Entrepreneur” for entrepreneurs and population with entrepreneurial initiative, organized by the Ministry of National Economy of the RK and the National Chamber of Entrepreneurs “Atameken” in the framework of “State program of business support and development ‘Business Roadmap 2020’.

Information platforms with personal files of trainees have been developed. All documents related to the education and qualification of students meet the accepted state standards and comply with the basic requirements for their specific content. For example, students have access to the electronic logbook in the Information system “Platonus”, which reflects the results of tests, examinations, average current and final grades. The capabilities of Information system “Platonus” allow students to see their grades for the current semester (attestations, coursework, exams and final grade for the course), which allows to ensure compliance with the principles of continuity and continuity, transparency and consumer orientation.

The European diploma for Kazakhstan universities is an important tool for the integration of the Kazakhstan higher education system into the world educational space and increasing the competitiveness of graduates in the international labor market. Thus, students in some universities (Eurasian Humanities Institute, Yesenov University, Miras University, Shymkent University), who passed the final attestation and confirmed the mastering of the relevant educational program, by the decision of the Academic Committee are awarded an academic degree and issued diplomas with annexes in 3 languages, as well as the European Diploma Supplement, reflecting the obtained qualification, achieved learning outcomes, context, level, content and status of learning. Diplomas of higher education in all the reviewed HEIs are issued in accordance with the Rules on the organization of issuance of documents of own sample, Regulations on issuance of European Diploma Supplement.

In Karaganda Buketov University and Kyzylorda Bolashak University “postgraduate support” is practiced, which is manifested in various forms of interaction of the Faculty of Education with graduates and employers. Cooperation of the faculty with employers has a systematic character: there is a practice of coordinating the content of the educational program with employers in the region, involving employers in the management of practices, reviewing theses and methodological developments of teachers, including employers in the commission for final certification, assessing the satisfaction of employers with the quality of

training specialists, holding Career Days with the participation of employers. Teachers of the department maintain contacts with graduates of the educational program. There is a feedback mechanism with graduates and employers, the department has letters of thanks and feedback on graduates.

STANDARD 5. Teaching staff

Special attention is paid to the selection of teaching staff, it is the teaching staff that affect, first of all, the effectiveness of the implementation of the educational program “Pedagogy and Psychology”. In all the considered universities the formation of teaching staff at the departments is carried out in strict accordance with the qualification requirements for universities of the Republic of Kazakhstan. In each of them the work on the formation of teaching staff is carried out, methods and approaches slightly differ depending on specific conditions and requirements, but in general it is very similar and is realized according to one principle. The reviewed HEIs have developed the principles of strategic management and staff development, the following internal regulatory documents are in place: HEI statutes, internal regulations; rules of competitive substitution of positions of teaching staff and researchers, regulations on attestation of teaching staff; Code of honor of an employee; job descriptions of staff and teaching staff.

Admission of teachers to the Department of Pedagogy and Psychology is carried out by competitive selection of applicants for the position of teaching staff with the subsequent conclusion of an employment contract in accordance with the Rules of competitive replacement of positions of teaching staff.

Regarding the picture of professional composition of teaching staff of different universities, their academic titles and degrees, as well as age structure:

BOLASHAQ Academy. Teaching of basic and specialized disciplines is carried out by 11 teachers, including 5 candidates of sciences. Provision of full-time teachers is 100%, the average age of full-time teachers serving the program was 44 years for the 2019-2020 academic year.

Eurasian Humanities Institute. There are 36 full-time regular faculty members, which amounted to 90.9% of the total number of faculty members. The number of teachers with academic degrees and titles - 22 people, which amounted to 50% of the total number of teaching staff, of which PhD - 1, PhD - 19. The tenure of faculty members amounted to 54.6%. The average age of faculty members with academic degrees and titles was 47 years.

Karaganda Buketov University. The total number of full-time faculty serving the program is 49 people, including 3 doctors, 10 candidates of sciences and 4 PhDs. Availability of full-time faculty is 100%.

Yesenov University. In realization of EP specialty Pedagogy and Psychology 26 teachers of the University take part, including 11 candidates of sciences and 1

doctor of sciences. The share of teaching staff with academic degrees and titles amounted to 46.1%. Basic education in the field of training have 100% of teachers, where the average age of faculty members was 45 years.

Kyzylorda Bolashak University. Educational program 6B01101 - Pedagogy and Psychology is served by 21 teachers, including: 8 candidates of sciences, 1 doctor of sciences, 2 PhD, Ostepennennosti department 53%, the average age of full-time teachers - 50 years.

International Taraz Innovation Institute. The number of doctors and candidates of sciences - 12, which amounted to 54% of the total number of teaching staff. Basic education in the direction of training 6B01101 - Pedagogy and Psychology have 100% of teachers, the average age - 45 years, scientific and pedagogical work experience of more than 15 years.

Syrdarya University. In the training of specialists on the analyzed educational program involved 11 employees: 2 doctors of sciences, 3 candidates of sciences, 1 doctor of philosophy (Phd), 5 masters of sciences. The indicator of teachers with academic degrees in the current academic year is - 54.6%.

Miras University. The total number of teaching staff for the current academic year Pedagogy and Psychology EP amounted to 29 employees, including 3 doctors of sciences, 13 candidates of sciences, 13 masters. The share of teachers with academic degrees and titles from the number of full-time teachers amounted to 55.1%.

Shymkent University. Training of specialists in the profile of this program is carried out by 17 teachers, 16 of them are full-time. Among full-time teachers there are 7 candidates of sciences, 3 doctors of sciences, 6 masters. Tenure of the teaching staff in the profile of this program amounted to 62.5%. Basic education in the direction of training has 100% of teachers, where the average age of teaching staff was 45 years.

South Kazakhstan State Pedagogical University. The composition of the Department of Psychology is represented by: one Doctor of Pedagogical Sciences, Professor; 6 Candidates of Pedagogical Sciences; 7 Masters of Sciences. The indicator of scientific staffing was 50%, which corresponds to the licensing requirements. The average age of the teaching staff of the department is 45 years.

It can be seen that most universities have a staff of teachers with a high level of education and scientific degrees. For example, the presence of doctors of sciences, candidates of sciences and PhDs among the teaching staff indicates the high quality of education and professional competence of teachers. The average age of lecturers varies from 44 to 50 years old across the universities. This indicates the presence of both experienced and young teachers, which contributes to the balance between experience and innovation in the educational process. Each university has its own peculiarities in the composition of the teaching staff, which may be due to the

specifics of educational programs, academic requirements and scientific directions of the universities.

Thus, it can be concluded that there is a high level of qualification and professionalism of university teaching staff, as well as a sufficient number of full-time teachers to ensure a quality educational process.

General comments for HEIs:

At Zhezkazgan University, shortcomings were identified in the reflection of staff and student research activities in annual plans and department reports, as well as a low retention rate of teaching staff reading specialized disciplines (41%).

Yesenov University also has a low percentage of tenure of staff serving certain educational programs, and weak publication activity in international peer-reviewed scientific journals. South Kazakhstan State Pedagogical University, Miras University and Syrdarya University, among others, found insufficient staff activity in the realization of the results of research activities, including publications in highly rated journals and participation in project work. Kostanay Pedagogical University received a comment on the indicator of low internal and external academic mobility of teaching staff.

STANDARD 6: Learning resources and student support

The reviewed HEIs actively develop their educational resources and offer various forms of student support. The provision of various forms of student support reflects the HEIs' commitment to improving the quality of education and meeting the needs of the modern learner. Advanced technologies and online resources allow HEIs to expand access to knowledge and make the learning process more flexible and accessible. This creates a favorable educational environment that promotes the development of professional and personal qualities of students, which ultimately contributes to the progress and prosperity of society as a whole.

All the universities reviewed have created conditions for the quality organization of the educational process, various student support services are in place to meet the educational, personal and career needs of students. The universities have sufficient resources to provide educational services, material and technical resources are available in quantity, quality and scale sufficient for effective implementation of the mission and strategy of the educational program.

As mentioned earlier, universities have structural units responsible for psychological support of students. The psychological service provides effective assistance in the adaptation of freshmen to the conditions of study at the university and in solving psychological problems of students. In all higher education institutions in each building there is a medical room equipped with necessary

medical equipment and medicines. Students are provided with primary health care in the medical center.

The system of social support for the period of study is effective in the universities reviewed. Discounts can be granted based on the social status of the student or his/her family, as well as on other criteria established by the university or government authorities. BOLASHAQ Academy, Yesenov University, Kyzylorda Bolashak University, International Taraz Innovation Institute, Miras University, Shymkent University have a system of discounts from 10% to 100% (set differently in each university), which encourages students who demonstrate excellent results in studies, sports, student life of the university, as well as supports children from large families, orphans, persons with disabilities and other students in need of support. Such discounts may be provided in the form of:

1. **Social Scholarships.** A form of financial support that may partially or fully cover the student's tuition fees. Scholarships may be awarded on the basis of the student's social status or academic success.
2. **Special preferential tariffs.** Universities provide discounts on tuition fees for students from low-income families or for certain categories of citizens, such as orphans or disabled persons.
3. **Grants and Targeted Support.** Some universities provide grants or targeted financial aid to students who are experiencing financial hardship to help them pay for tuition and related expenses.

Educational support is carried out in the form of stimulating students for high achievements in academic, sports, research and social activities. Material and social assistance to students is carried out on a permanent basis within the limits of funds approved in the budget for the academic year. Financial support of students is carried out on academic processes, as well as on the applications of students who have difficulties in paying tuition fees.

Higher education institutions also support students through the provision of modern tools to improve the learning process. In the electronic reading rooms for teachers and students there is access to educational electronic textbooks, electronic catalog, databases and Internet resources, free and unlimited access to Internet resources with WI-Fi service area.

The library fund contains all materials necessary for training and provides prompt access to the maximum amount of information resources to ensure the educational process, scientific research, cultural development and self-education process. There is a sufficient fund of reference editions: encyclopedias, dictionaries, reference books on various branches of knowledge. Traditional educational editions are supplemented by electronic materials: textbooks, laboratory works, lectures of teachers, reports, student works, abstracts, etc. The library and libraries are equipped

with a wide range of electronic materials. To automate library and bibliographic processes in Yesenov University, International Taraz Innovation Institute and South Kazakhstan State Pedagogical University the licensed library program “KABIS” (Kazakh Automated Information and Library System) developed by the company “Kazakh Soft” LLP is implemented. The database of the electronic catalog is represented by the following catalogs: “Books”, “Articles”, “Periodicals”, “Abstracts of dissertations. Dissertations”, ‘Proceedings of SCSPU faculty’, ‘Electronic editions’ and is constantly replenished with bibliographic records of new additions of literature and periodicals. The electronic catalog is constantly updated with new additions, access to it is provided through the website of the libraries. In addition, in Kargandy Buketov University, Kyzylorda Bolashak University, International Taraz Innovation Institute, Miras University, Syrdarya University, Shymkent University have access to modern electronic databases of the university, including foreign ones (Scopus, search database “Thomson Reuters”, Science Direct by Elsevier, reference and search database Scopus by Elsevier, database of Springer publishing house, E-library by RUNEB, Republican Interuniversity Electronic Library (RIEL), “Zan”, “Pragraf”). Access to such databases enriches the educational process, allowing students and researchers to conduct in-depth analysis of modern scientific data and delve into current topics.

According to the report of the ECC, all HEIs have computer rooms, which are fully equipped for students' academic and independent work. Access to the information bases of HEIs is provided through the local network, as well as from external networks, identification is carried out by login and password. Access to online resources of the library, including information servers of educational and information centers, is provided on the computers.

In order to determine the necessary amount of literature in the library fund for each discipline faculty of the department works closely with the library system. All educational resources are available for students, search possibilities are created. The library, reading and electronic reading rooms are constantly functioning, the Fund of resources is constantly replenished. For example, the sources of acquisition of the library of the BOLASHAQ Academy are: “Association of Universities of the RK”, LLP “Polygraph Combine”, LLP “Book Center ‘Erudit’, LLP ‘Business Literature’, RIO ‘Bolashaq-Baspa’, LLP ‘House of Book ’Alikhan Ermekov”, publishing house “Foliant”, LLP “AcademyMedia”, LLP “Flip kz”, publishing house “Bastau”, IE “Karasay”, “Lantar-Trade” and others. Higher education institutions use the possibilities of a unified system of information support for students in all educational programs.

STANDARD 7: Information management

The reviewed HEIs have established an appropriate organization to manage information flows, including through quality management systems. Information is collected, analyzed and used for effective management of learning in Bachelor's, Master's and Doctoral programs in Psychology and Pedagogy EP. Key indicators such as student satisfaction with programs, learning resources and available student support, graduate career development and training in similar programs at other institutions are tracked. In an accredited professional field, information on student performance, as well as all current data on students' overall academic status and development, is maintained both on paper in the academic department of the institution and in the institution's electronic management systems database. The information is divided into several main groups - academic (curricula and programs, class schedules, grades, etc.), social (student dormitories and scholarships), administrative (information and documents), and information on student admissions.

To manage and improve academic work, various forms of studying and analyzing students' opinions are used, primarily questionnaire surveys on satisfaction with programs, teachers and the course of the educational process, which are analyzed by faculty quality committees, including electronic evaluation cards, which are filled out annually by students.

Faculty quality committees conduct anonymous surveys of both students and faculty, as well as employers. During the period of accreditation many surveys were conducted, during which potential employers evaluated the quality of professional training of young specialists in Pedagogy and Psychology as high. The results of the surveys and the measures taken to remedy the situation were annually published in the reports on ensuring, maintaining and developing the quality of education and teaching staff of HEIs

Also, universities, represented by structural units responsible for the employment of graduates, as well as faculty members of the department are active in the employment of their graduates with their subsequent support, maintains close communication with employers and graduates, which allows you to track the career growth of graduates.

Employment of graduates of the Pedagogy and Psychology EP in the reviewed universities is as follows: BOLASHAQ Academy - 96%, Zhezkazgan University, South Kazakhstan State Pedagogical University - 90%, Shymkent University - 89%, Kyzylorda University - 84%, Miras University - 79%, International Taraz Innovation Institute - 76%, Syrdarya University - 68%.

Conditionally it is possible to divide the reviewed universities into 3 groups by the level of employment of graduates. The group with high level of employment: BOLASHAQ Academy, Zhezkazgan University, South Kazakhstan State Pedagogical University and Shymkent University. These universities demonstrate a

high percentage of successful employment, which may indicate the quality training of students and their good competitiveness in the labor market. Group with medium employment rate: Kyzylorda University and Miras University. The percentage of employment in these universities is lower than in the high level group, but is still at a level that allows most graduates to find a job. The group with low employment rate: International Taraz Innovation Institute and Syrdarya University. These universities have the lowest percentage of successful employment among all the universities listed, which may indicate possible difficulties in training students or difficulties in the labor market for graduates in a particular region.

Quite a good practice is the placement of information about educational programs, achievements of the university, announcements in the university newspaper “Zhastar alemi - World of Youth” at Karagandy Buketov University, and the newspaper “Lemonade” at BOLASHAQ Academy, which are run by students. Such practices provide students with a platform to express their opinions, ideas, creative works and research. It promotes social activism as well as exchange of thoughts and ideas within the university community.

Information on the implementation of students who have completed their studies in Pedagogy and Psychology in all universities is collected through established systems such as Information system Platonus, MirasApp, UNIVER 2.0. In Eurasian Humanities Institute, Kargandy Buketov University, Miras University there is a section “Graduates”, where lists of graduates of different years with photo gallery and information about career development are placed, and in BOLASHAQ Academy there is even a club of graduates, in which both current and graduated students of the specialty have the right to participate. This provides a good opportunity to share professional experiences, provide mentoring, and build partnerships. Information in the section “Alumni”, is displayed on official university websites and linked to the activities of university Career Centers, which provides an opportunity for individual faculties to track the professional realization of graduate students trained in Pedagogy and Psychology. Best practices in this context can be implemented in all HEIs.

In general, practically all websites and official pages of HEIs are of high quality and informative: they provide diverse and relevant, regularly updated information.

SWOT ANALYSIS

Strengths:

- Pedagogy and Psychology EP is implemented in accordance with the normative requirements;

- Pedagogy and Psychology EP is provided with the necessary documentation for admission and training of students;

- There are approved and publicly presented institutional documents covering all stages of the “life cycle” of students studying on the Pedagogy and Psychology EP;

- HEIs, which provide training on the Pedagogy and Psychology EP, have a very good material-technical and information base for conducting quality training of students;

- The majority of higher education institutions have qualified teaching staff to train students in Pedagogy and Psychology;

- The systems of regular monitoring and updating of training documentation on the Pedagogy and Psychology Program are developed;

- Students, users and employers' opinions are periodically surveyed;

- There are good opportunities for research and publication activities of faculty and students;

- Practical training of students on the basis of contracts with basic educational institutions is well organized;

Weaknesses:

- In some curricula the share of elective disciplines is small, and in some cases, there are no elective disciplines;

- In some curricula (Eurasian Humanities Institute, Kostanay Pedagogical University, Yesenov University) there are inconsistencies in the purpose of the Pedagogy and Psychology EP, as the purpose is formed narrowly, not disclosing all types of professional activities of a future teacher-psychologist;

- In almost half of the universities there is insufficient involvement of students and teachers in project and publishing activities (journals with impact factor according to JCR data or indexed in Web of Science Core Collection or CiteScore percentile in at least 25% of Scopus database);

- In some departments there is insufficient involvement of teaching staff in the development of Pedagogy and Psychology EP, the development is carried out by teaching staff with a master's degree (Yesenov University, Kostanay Pedagogical University, Shymkent University);

- Insufficient public information about some specialties, including on the web pages of faculties (insufficiently updated information on the website of Zhezkazgan University, insufficient information about the educational program is presented on the website of Kyzylorda Bolashak University and Shymkent University);

- In many universities, incoming and outgoing student mobility both within the country and internationally is rather weak.

- Not fully involved students and employers in the development of the EP Pedagogy and Psychology (Employers are not fully involved in the development of the Miras University, students do not participate in the discussion and development of the EP in Zhezkazgan University, in Shymkent University developers need to coordinate the EP with employers, as well as insufficient involvement of employers and students in the development of options South Kazakhstan State Pedagogical University).

Opportunities:

- Opportunity to increase the relative share of students involved in research and project work;

- Possibility to increase the number of students who have undergone academic mobility in both domestic and foreign HEIs;

- Encouraging students to take advantage of outbound and inbound mobility opportunities through various program as well as through concluded bilateral cooperation agreements;

- Maintaining good partnerships with schools, colleges, etc. to effectively utilize them as bases for practical training of students;

- Encouraging graduates to continue their studies for higher degrees;

- Collaboration with other universities and research organizations at home and abroad, which can be used to enhance faculty and student participation in national and international projects;

Threats:

- Lack of students' interest in continuing their studies for Master/PhD degree;

- Lack of financial resources for academic mobility and research work of faculty and students.

RECOMMENDATIONS.

The following recommendations are formulated on the basis of recommendations given to HEIs accredited in the specialty “Pedagogy and Psychology”:

- It is necessary to develop strategies for wider dissemination of information related to the preparation and results of research, project and publishing activities of teachers and students in P&P EP;
- Curricula should include a sufficient number of elective disciplines to provide students with a real choice according to their interests and wishes;
- The development of the EP should be carried out by more qualified faculty members who have a scientific title of doctor or candidate of sciences;
- Project and research activity of teachers and students should be more active;
- Publication activity of teachers and students should be more active;
- Student and faculty mobility under the program of various programs and other bilateral agreements should be increased;
- All faculties should periodically update the databases of students who have graduated from the university and started working in their respective specialty, as well as stimulate alumni recruitment activities.

Based on the SWOT analysis, the following conclusion can be drawn. Educational programs in pedagogy and psychology in the reviewed universities have certain strengths, such as compliance with regulatory requirements, availability of necessary documentation, good material and technical base. However, there are also weaknesses, including low involvement of students and teachers in project and publishing activities, as well as insufficient mobility, both external and internal. To improve the situation, it is recommended that the reviewed HEIs continue to work on increasing student and faculty mobility, developing more active strategies to disseminate information about the program, and stimulating more active research and publication activities. In addition, attention should be paid to the need for periodic updating of curricula, active cooperation with partners to organize practical training, and encouraging students to take advantage of mobility opportunities and participate in research projects. In general, further successful implementation of the Pedagogy and Psychology EP requires an integrated approach and active collaboration of all stakeholders, including educational institutions, students and employers.

List of used sources

1. External audit reports of HEIs that have passed the procedure of institutional accreditation in the Independent Agency for Quality Assurance.
2. Official websites of higher education institutions.

Appendices

Annex 1

List of externally audited HEIs in the period 2020-2023 considered for thematic analysis:

1. BOLASHAQ Academy;
2. Eurasian Humanities Institute;
3. Zhezkazgan University named after O. A. Baikonurov;
4. Karagandy Buketov University;
5. Yessenov University;
6. Akhmet Baitursynuly Kostanay Regional University;
7. Bolashak University;
8. International Taraz Innovative Institute named after Sh. Murtaza;
9. Miras University;
10. Zhumabek Tashenov University;
11. Shymkent University;
12. South Kazakhstan State Pedagogical University.