



**ACCESSIBILITY AND HARMONIZATION OF HIGHER
EDUCATION IN CENTRAL ASIA THROUGH CURRICULUM
MODERNIZATION AND DEVELOPMENT**

Project № 561553-EPP-1-2015-1-BG-EPPKA2-CBHE-JP

**ERASMUS+ Programme
KA2 - Capacity-building in the Field of Higher Education**

Coordinated by Burgas Free University

**WP1 Research
Dev. 1.1
App. 8.8 Institutional Report – KSPI, Kazakhstan**



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Dissemination level Deliverable target group	PU Members of the consortium including EACEA and Commission services and project reviewers as well as all interested parties
Language	English

INSTITUTIONAL SUMMARY REPORT – P8 KSPI, Kazakhstan**A. General information****COUNTRY:** Kazakhstan**INSTITUTION:** Kostanay State Pedagogical Institute /KSPI/**ADDRESS:** Republic of Kazakhstan, Kostanay, Taran Street 118**FACULTIES** (or other university units):

1. Natural-mathematical faculty
2. Faculty of foreign languages
3. Faculty of the Russian and Kazakh philology
4. Psychological and pedagogical faculty
5. Faculty of History and Art
6. The Faculty of physical culture, sport and tourism
7. Faculty of distance learning

B. Information related to Engineering and Engineering Trade Subject Area**I. Academic Programs in Engineering and Engineering Trade Subject Area**

Please, specify only Bachelor's and/or Master's Degree Programs which the university is expected to provide education in over the period of the Project (the next three academic years: 2015-18)¹, with indication of the Area (see table) where the academic program should be considered.

Engineering	Area 1
Engineering Trade	Area 2

Table 1. Description of Academic Programs in the field of Engineering and Engineering Trade

Area	Name of the Academic Program	Educational degree provided (<i>Bachelor, Master</i>)	Form of study (<i>part-time, full-time, distant education</i>)	Approximate total number of students	Total number of academic staff
Area 1	Computer Science	<i>Bachelor</i>	<i>part-time</i>	2	11
Area 1	Computer Science	<i>Bachelor</i>	<i>full-time</i>	83	11
Area 1	Computer Science	<i>Bachelor</i>	<i>distant education</i>	17	11

II. Current State of Education

¹If the university does not offer academic programs in Engineering and Engineering Trade subject area, please, in Table 1 fill in academic programs whose program's curriculum includes courses/subjects related to Engineering Sciences.

Please, provide the following information for your university.

II.1. Quality of the Program's Curriculum and the Teaching Programs. Provide the information for each Bachelor Degree and Master Degree.

a) The indicators in this section refer to the Program's Curriculum. They aim to assess the consistency of the academic program with the requirements of the European higher education.

Share of core (required), Compulsory Specialized subjects, specialized subjects, common and optional subjects, and elective courses included in the Program's curriculum:

TYPE/AREA		NUMBER OF CREDITS
<i>Bachelor (part-time)</i> Area 1	CORE	33
	COMPULSORY SPECIALIZED	20
	SPECIALIZED	5
	ELECTIVE	71
	ADDITIONAL TYPES OF TRAINING (PHYSICAL CULTURE)	8
	INTERNSHIP OR TRAINING ACTIVITIES	21
	FINAL PROJECT AND STATE EXAMINATION	3
	TOTAL PER TYPE	161
<i>Bachelor (full-time)</i> Area 1	CORE	33
	COMPULSORY SPECIALIZED	20
	SPECIALIZED	5
	ELECTIVE	71
	ADDITIONAL TYPES OF TRAINING (PHYSICAL CULTURE)	16
	INTERNSHIP OR TRAINING ACTIVITIES	17
	FINAL PROJECT AND STATE EXAMINATION	3
	TOTAL PER TYPE	165
<i>Bachelor (distant education)</i> Area 1	CORE	33
	COMPULSORY SPECIALIZED	20
	SPECIALIZED	5
	ELECTIVE	71
	INTERNSHIP OR TRAINING ACTIVITIES	8
	FINAL PROJECT AND STATE EXAMINATION	3
	TOTAL PER TYPE	140

b. Do you collect information on Program's curriculum, teaching programs, learning materials related to similar academic programs at European higher academic institutions (HEIs)?

Please, provide information about the ways to collect such data and give specific examples.
NO.

c. Share of the teaching staff with a doctoral degree/PhD (% of the full-time academic staff providing education at university or Faculty level) (average)

50 %

d. Policy toward usage of modern approaches and methods of teaching

Please, give evidence on the usage of modern approaches and methods of teaching. Describe the policy for upgrading academic staff qualification. Mention specific actions taken such as seminars, workshops, training courses, etc. which aim to raise teachers' awareness of contemporary methods in higher education.

Professional development of teachers in the field of modern innovative technologies of teaching and learning through organizing and conducting training seminars and courses; coordination and cooperation with educational institutions of the city and region; implementation in practice of the advanced training of scientific and methodological developments and innovative technologies is a priority.

Modern approaches in continuing education, the use of interactive technologies and teaching methods have greatly improved the quality of teaching. As part of self-development techniques, self-improvement, self-mastered methods of activation of mental activity of students in the learning process.

At present, teachers actively implement pedagogical innovations in the learning process, giving:

- special courses;
- seminars;
- training;
- «round table»;

e. Existence of a Quality Assurance System at National level or International QAS followed. Please explain QAS, if any, to recognize degrees nationwide and follow up system, if any, to reaccredit degrees after being implemented for a given number of years.

In 2004, Regional State Enterprise Kostanay State Pedagogical Institute received the state license to conduct educational activities in the field of higher education without time limits № 0000208, issued by May 14, 2004.

In 2010, the Institute passed the state certification and got the state license № 0137415, AB series, issued by February 3, 2010. Currently, the institute has the state license № 120148 given by the Ministry of Education and Science of the Republic of Kazakhstan, the Committee for Control of Education and Science from October 5, 2012.

Between June 17-21, 2014 the Institute passed for compliance with the licensing requirements of the Ministry of Education and Science. In the period from 31 March to 6 April 2015 the Institute passed the state certification, in accordance with the order of the Head of CCSES№ 485 issued by April, 14 2015 and all 23 specialties, which are taught at the institute, were certified.

In November 2010, the Institute successfully passed the institutional accreditation, in accordance with the standards of IQAA, the university was given the Certificate № 0004. In 2013 the Institute had the re-accreditation procedure. 22 specialties passed specialized accreditation in the same agency between October, 13-16 2014. In the spring 2005 the Institute applied for and signed the contract with IQAA to carry out institutional accreditation. In December 2015 the Institute successfully passed re-accreditation procedure again.

KSPI ensures the continuity of the process of maintaining the quality of educational services at the proper level.

Since 2005, the Institute has implemented and always maintains a quality management system. Every three years, namely in 2008, 2011, 2014 the university was held recertification process to confirm compliance with the requirements of international standards ISO 9001: 2008, which resulted in the institution to issue a certificate for a period of three years. The results of the certification audit revealed that the quality management system developed by the Kostanay State Pedagogical Institute meets the requirements of ISO 9001: 2000. At the same time, the Institute annually confirms the quality of its quality management system at the time of the inspection of the external audit. Currently, the quality management system is being developed and maintained.

f. Share of new courses (subjects) which have been introduced in the Program's curricula for the last 3 years (% of the total number of courses/subjects in the Program's curriculum)

IS - 22% / CES - 43%,

Information technology
 Computer modeling
 Computer networks
 Computers architecture
 Program and hardware software of the learning process
 Combinatorics for programmers
 Computer modeling in education ungraded school
 Methods of optimization
 Antivirus software
 Vocationally-orientated Foreign Language

g. Usage of contemporary references

Please, specify the approximate average number per University/Faculty/Department according with the data used at your university, specify which one.

Share of core readings (references) issued over the last five (0-5) years (% of the total number of core readings)	Share of core readings (references) issued over the last ten (0 - 10) years (% of the total number of core readings)	Share of the digital references in e-format (% of the total number of references)
50 %	50 %	90 % (downloaded lessons in pdf format)

II.2. ICT facilities and ICT based education

II.2.a This section aims to shed light on the usage of ICT-based facilities and teaching methods as well as the digital competencies of the teaching staff.

Indicator	Value
Teaching e-platform accessible online to support general teaching activities	Yes MOODLE
On-line platform for non-presential education courses	Yes
ICT lab facilities for students and percentage of students that access to them	Yes – 100%
Number of software products used for educational purposes	More then 25 (e.g. Pascal ,C, Builder C++, Delphi, Borland Pascal, Lazarus, Visual Basic, 3D StudioMax, Coreldraw, ActivInspier, JT Editor, My Test, EasyQuezy and other)
Access to Wi-Fi at the university campus	Yes

Average share of academic hours per course/subject requiring usage of ICT- based teaching methods (i.e. computers and software, multimedia devices)	65 %
Average share of academic hours per course/subject held in a computer lab	45 %
Average share of the teaching staff who regularly use ICT-based methods of teaching	85 %
Type of e-learning devices used by teaching staff (i.e. personal computer, smartphones, tablets, etc.)	Personal computers, laptops, tablets, interactive board
Devices used by students in classrooms (type of personal devices: i.e. laptop, smartphones, tablets, etc.)	Smartphones, laptops, tablets
E-learning materials (e-based content) based on e-platform (i.e. Moodle, Sakai, Caroline, etc.)	Please, specify type only if you use an e-platform (ie chat, blog...) MOODLE
Web based learning-MOOCs	No
Students evaluation methods	Traditional exam, Online tests, Portfolio, Multiple choice tests, Project presentation
Other non-traditional evaluation methods for transversal competences	

III Digital Framework

1 Is your university following a strategic plan for Digital implementation? YES/NO. Describe it in max 700 words.
NO

2. Describe how your university develops its Digital Strategy in terms of Concerns and Key Actions during the last 2 years (i.e. training courses, sessions, workshops, financial assistance offered to academics for qualification upgrading, etc.):

	CONCERNS	KEY ACTIONS
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Articulation by faculties, schools and CSUs of plans for technology use		
Student experience and support in ICT use	Willingness and ability of students to use learning management system	Learning of training methods and techniques of working with ICT
Administrative Staff training and support in ICT use to improve the digital competence	Ability of administrative staff to use ICT skills	Training seminars
Faculty Staff training and support in ICT use to improve the digital competence	Planned activities to improve the skills Faculty Staff. Learning new methods of teaching using ICT.	Training Plan Training seminars
Library services. Research tools	Availability of texts and books for students and academic staff	Local library and online access to e-books, e-texts catalogue
Technological support for assessment activities	Updating the software system for evaluating knowledge	Updating the software system
MOOCs or online courses	Possibility to offer open academic courses	Availability of different MOOCs in KSPI
On-line services addressed to the students (class timetable, exam timetable, courses history, grades, digital library and etc.)	Providing students with the official information on the web portal	Submission of information to authorized users

3. Describe the digital methodology used in your **Learning Environment, giving examples in different types of subjects related with the type of subjects described in B.1.**

You should include a small explanation with the following information:

- **Type of ICT methodology used:** (i.e. Blended learning, flipped learning, face-to-face learning, gamming learning, partnering learning, etc.)

Teachers in classes widely use a variety of techniques both as traditional, as innovative technologies (multimedia, e-learning, interactive learning technology, etc.) with the use of ICT. Most activities are carried out with the use of digital educational resources. It is used a variety of forms of organization of educational process (business games, scientific mini-conferences, brainstorming, etc.).

- **Type of learning:** independent, collaborative, formally scheduled.

Classes are conducted using different teaching methods: methods of collective training sessions with the creation of mutual learning situation, critical thinking; unconventional techniques, group projects, joint development, and others.

In modern conditions the practical application of conceptual maps in the classroom, technology project-based learning, video lectures contribute to the revitalization of the students in the classroom, ability independently to extract the necessary information, the right to use, share new knowledge with their fellow students, building effective communication skills.

Much attention is given to autonomous learning, which helps to acquire knowledge independently, consciously take responsibility for their own learning, to take the initiative in relation to their training and constant supervision of the achieved level of education.

Students have great interest in the technology of "Case-study", which is a model for different situations in real life, deciding that the student demonstrates in practice a set of acquired knowledge and skills. This technology combines

both role playing and project-based learning, and situational analysis. As the results of a survey, students' interest is growing in studying the discipline, develop qualities such as social activities, communication skills, ability to listen and competently express their thoughts.

- **Feedback:** student, faculty and administrative staff
Students have different types of surveys, which can determine the level of quality of given educational services.
- **Digital facilities:** i.e. Meetings, seminars, conferences, exhibitions, social and community activities
The institute practices all types of activities – online meetings, webinars.

IV. Competitiveness of Education

The goal is to assess the competitiveness of your university and the academic program at a national, regional and EU-wide level as well as its conformity with the labor market requirements.

1. Do you receive a feedback from students – current and former ones – about the quality of education in the academic programs? Please answer at university level, Faculties or by areas described in Table 1, according with the characteristics and data of your institution giving information about the ways for collecting such information (i.e. questionnaires, surveys; regular meetings with graduates; alumni associations, etc.). Present specific documents, if applicable. Summarize the results.

The Institute maintains close contact with graduates and employers and monitors the professional achievements of graduates. At the beginning of the school year, city and district departments of education sends a confirmation of the arrival of our students to the places of distribution.

In addition, the department responsible for science graduates, monitor achievement and professional development of its graduates. Methods of collecting information: questionnaire, survey, providing official documents.

Electronic journal, which records the academic achievement of students, is filled with the indicative plan, data of questionnaires of the satisfaction of the activities of the university in all strategic directions. Feedback allows management and controls of high school in a timely manner to adjust their activities.

2. Do you collect information from employers of your students about the quality of education and students' professional qualification and preparation? Please, give information about the ways for collecting such information (i.e. questionnaires, surveys; regular meetings with employers, employers' associations, labor market institutions, etc.). Present specific documents, if applicable. Summarize the results.

Employers participate in performance of the expert opinions of educational programs attract, who give their expert opinions on the structure and composition of the educational program, provide feedback on graduates involved in the survey

3. Student and teaching staff mobility per University/Faculty/Area described in table 1

Average number of students per year over the last 2 years who have <u>studied</u> abroad (excluding the EU countries)	No..... (Please, specify the total number of students and the countries which students prefer. Take into account students' mobility programs, students' exchange programs, research grants, etc.)
Average number of student per year over the last 2 years who have <u>studied</u> in the EU	No..... (Please, specify the total number and the EU countries which students prefer. Take into account students' mobility programs, students' exchange programs, research grants, etc.)

Average number of teachers per year over the last 2 years who have visited foreign academic institutions (excluding the EU countries) for the purposes of delivering lectures/seminars, conducting scientific research, project participation	No..... (Please, specify the total number and the share in the full-time faculty staff and the most visited EU member states.)
Average number of teachers per year over the last 2 years who have visited academic institutions in the EU for the purposes of delivering lectures/seminars, conducting scientific research, project participation.	No..... (Please, specify the total number and the share in the full-time faculty staff and the most visited EU member states.)

4. Employability of graduates. (Please give answers by University/Faculty/Areas described in Table 1)

The next two indicators estimate the degree of qualification mismatch for your graduates. Please, provide data on:

- Share of graduates (% of the average total number of graduates per year) who over the last 5 years have started a job which require professional qualification and theoretical knowledge in the field of Engineering and Engineering Trade. These are students who work in accordance with their field of study/specialty (this indicator is related to the extent of horizontal qualification mismatch).

Training of specialists of educational programs 5B011100 «Computer science» had operated from 2004, the first edition was held in 2008. During the implementation of this educational program was formed and operated by qualified teaching staff, created the necessary information and material and technical base. The quality of their training determined the demand for graduates of this program, both in the field of education, as well as across the country. It clearly shows almost 100% of employment of graduates. Graduates of the educational program "5B011100 – Computer science", by virtue of universal knowledge in the field of IT-technology and pedagogy, specialists are in demand in the national education system and have a quick career.

- Share of graduates (% of the average total number of graduates per year) who over the last 5 years have taken working positions which require the same educational degree (i.e. bachelor or master) as that they possess. These are students who work in accordance with the educational degree acquired (this indicator is related to the extent of vertical qualification mismatch).

.....
(Please, provide an analysis of the results and discuss the reasons in case of low shares)

5. Education and training provided in a real-life working environment

5.1. Per areas described in table 1, please share the courses/subjects type for which part or all classes are conducted in a real-life working environment (i.e. companies, banks, factories, etc.)

Mandatory internship is foreseen for the following subjects/courses:

1. Computer Science

5.2. The average number of academic hours per course/subject conducted in a real-life environment

NUMBER OF CREDITS: 8

5.3. Additional evidence on the practical orientation of the study and the practical training of students (i.e. internships during study, etc.).

To acquire professional skills and abilities of students there have created all the necessary conditions. One such condition is the presence of more than 300 bases practices across Kostanay region.

Practices are provided with educational and instructional literature, teaching materials package for the full scope of tasks and record-keeping.

During the final conference on the practice of inviting teachers, students, parents, managers of databases practice. They give characteristic student teachers indicate their strengths and weaknesses. Repeatedly by the leaders practices database is submitted to the Institute of thank-you letters, petitions, inviting the employment of our graduates.

The results of practice are discussed at meetings of the chairs, the Faculty Council and the Academic Council of the Institute. Thus, the department continuously monitors the results of the practice, working to improve, as the structure of the objects of practice, and promote the acquisition and development of skills by function.

6. University – Business links

Please, provide information on participation of specialists, experts, entrepreneurs, etc. in the educational process and/or curricula development, if any. Specify the average share of lectures/seminars delivered by them (% of total academic hours per course/subject.)

Our university provides a close cooperation with employers taking into account our priority to training highly qualified specialists, focused on the modern labor market.

In order to reflect the interests of employers in the development of educational programs in the formation of catalogs of elective subjects are actively involved school principals, teachers, and methodologists, representatives of city and regional departments of education.

Transfer of employers from the position of passive consumers of educational services in the position of interested participants in the educational process, all possible assistance to students mastering complex professional competencies, KSPI ensures the following measures:

- 1) Round tables with educational institutions of Kostanay region;
- 2) Carrying out online-conferences with representatives of the schools;
- 3) Inviting practitioners from schools in the educational-methodical seminars, faculty meetings, where they discuss the catalogs of elective subjects;
- 4) Review and examination catalogs of elective courses and curricula of elective subjects;
- 5) Conducts surveys among the leaders of the bases of practice and practitioners on the subject of formation of professional competence and the inclusion of its results in the directory structure.

7. Does your university study the current tendencies and requirements of the labor market?

(Please, provide specific information about the ways to collect labor market data. Describe records, databases, analysis you prepare, if any.)

The department of practices and employment is working for the coordination of employment from February 1, 2011. Division, in collaboration with the deans of faculties and organized meetings with employers, concludes an agreement of cooperation, carries out to the distribution of graduates trained at the expense of the state educational grants. Also the information is collected on the availability of vacancies for employment. Information about the vacancies submitted regularly places on the internal digital resources to the Institute.

8. Does your university/faculty offer or plan to offer joint degree programs with partner universities?

(Please, provide general information about joint degree programs per area described in 1 with other universities in your home country or abroad, if any.)

No.....

9. Please, discuss the Lifelong Learning (LLL) policy of your institution.

In the Republic of Kazakhstan, as noted in the "State Program of Education Development for 2011-2020", the entire population, regardless of age and social status the opportunity is given to acquire and improve basic skills, including the acquisition of new basic skills through various forms of training in vocational and technical, higher education and private providers of educational services (distance learning, short courses retraining, formal, informal, inclusive).

In our Institute implemented training programs to people who are appropriate to state requirements for admission to universities. Distance learning programs are implemented, also a program of inclusive education.

10. Future teaching methodologies and their implementation

Thinking about future students, current learning strategies followed by many of them before entering university, and ICT technologies:

Which key competences, skills and practices do you think that will be needed at university level to enhance students learning experience? Explain briefly under faculty staff, student and stakeholders' point of view.

Achievement of the new quality of educational and scientific activities through the use of information and telecommunication innovations, is realized through the following objectives: expansion of foreign channels of access to the Internet to ensure high-speed data transmission, expansion and improvement of the use of automated systems of university management to implement and active opportunities computer telecommunications, the use in the educational process of innovative forms of teaching: lectures via video conference, online discussions, improved equipment of faculties, departments multimedia equipment, computers, modern office equipment, structural modernization, information updating and constant maintenance (including parts of the operational reflect changes) Web-site of the Institute on the Internet.