

**EXTERNAL ASSESSMENT REPORT REGARDING
THE "EDUCA TEMPUS PROJECT" OF THE:**

**BACHELOR AND MASTER DEGREE IN
PSYCHOLOGY AND PEDAGOGY**

**ABAI KAZAKH NATIONAL PEDAGOGICAL
UNIVERSITY
(KAZAKHSTAN)**

INDEX

I.- INTRODUCTION OF THE PROCESS

II.- COMMENTS ABOUT THE SELF ASSESSMENT OF THE UNIVERSITY

III.- COMMENTS ABOUT THE EXTERNAL ASSESSMENT

I. INTRODUCTION OF THE PROCESS

The aim of the evaluation process is to assess compliance with previously established minimum criteria, and to identify the **strengths and weaknesses** of a programme. The process culminates with the setting out of **improvement recommendations** which should be implemented in order to improve the teaching concerned about the EDUCA tempus project and the implementation of the European Credit System (ECTS) in the Abai Kazakh National Pedagogical University (KAZNPU).

The composition of the External Review Team is the following:

Academic and President of the committee:	Miguel Ángel Santos Rego (University of Santiago de Compostela)
Student Representative of the committee	Jesús García Álvarez (University of Santiago de Compostela)
Secretary of the Committee:	Luis Carlos Velón Sixto (ACSUG Quality Manager)

The **evaluation process** is organised into two stages:

1. SELF-ASSESSMENT

Self-assessment is a process whereby the education programme under assessment must reflect on, describe, analyse and evaluate its situation, basing its conclusions on objective facts.

2. EXTERNAL ASSESSMENT

The external assessment panel is appointed by ACSUG. The members of the panel analyse the self-assessment report and then a site visit is organised. During the visit they will verify the evidence supplied in the self-assessment report and will interview the various stakeholders with an interest in the qualification. With all this information, the panel issues a report, in which the strong and weak points detected during the evaluation process are outlined, and also proposals for improvement for any aspects judged to require it, while highlighting any elements they consider to be critical or fundamental for quality assurance.

II. COMMENTS ABOUT THE SELF-ASSESSMENT OF THE UNIVERSITY

The KAZNPU has written a good and well structured self-assessment report, including information of the Bachelor and Master Degree in Psychology and Pedagogy: objectives of the program, number of credits, description of the competences the students should acquire,

teaching methodologies, description of the material resources, basic information about the teaching staff, agreements, information about the rates and indicators, coordination in general and teaching coordination mechanisms in particular, etc.

The review team can conclude that the university made a really good and well coordinated job preparing the self assessment report, even more considering that the time available for doing this task was not so much.

Nevertheless, the review team saw that some information was related only to the Bachelor in Psychology and Pedagogy, for example:

- Rates and indicators.
- Subjects included in the program.
- Structure of the study program.

Regarding the rates and indicators is normal that the university focused these information on the Bachelor because they didn't have data of the Master results. But, it had been useful for the review team to have in the self-assessment report the information about the study program and subjects of the Master in Psychology and Pedagogy. These information had to be compiled during the site visit.

III. COMMENTS ABOUT THE EXTERNAL ASSESSMENT

1. SITE VISIT

The first issue to take into account regarding the site visits is that the final planning was decided with not too much time in advance and until the last moment we didn't know really if we could travel to Central Asia (because of travel requirements). So, we want to give thanks especially to the project coordinators and to the universities for their effort to make possible our trip and to organize the travel arrangements and the visits very fast.

The 06/03/2015 the review team did the site visit to the KAZNPU facilities. The initial planning in a correct way and the duration of the visit was from 09:00 AM to 19:00 PM. Meetings were held with the governing body of the university, the students, the teaching staff and other stakeholders (mainly representatives of schools). The external committee reviewed also the main university facilities during a guided visit.

We want to highlight as a strong point of the visit the PowerPoint summary of the TEMPUS project activities in the KAZNPU made by the students.

Also, the presentation of the activities carried out by the students of the voluntary collaboration group were really interesting.

During the visit the coordination was excellent and also the participation of the attendees.

2. POSITIVE REMARKS OF THE EXTERNAL EVALUATION

We want to emphasize some positive remarks detected during the external evaluation.

- **The active self analysis made by the university to identify the areas for improvement regarding the EDUCA project.**

- **We observe interest in the governing of the university to change the teaching methodology according to the European credit system.**

- **The use of the electronic technology to serve as a tool for the improvement of the student's possibilities is considered as a major axis of the new educational orientation for the university connection with the social needs in this times. The university has recently implemented an internal network based on moodle and we encourage the university to continue extending the use of this tool to all the teachers and students.**

- **In the presentation of the activities made by the students, we saw in a really positive way the connection of the teaching activities with possible social needs in this framework: attention to disadvantaged social groups, activities with elder people, promotion of the ecology, etc. Thus, in pedagogical terms, such activities, could be understood in a way similar to the service-learning (learning by doing).**

- **As we observe in the meeting with the teaching staff, the promotion of teachers it seems clear according with the criteria established by the university.**

- **The students showed very honest and open perspectives about their own training and they manifested interesting views to advance in the improving of the educational processes.**

- **We observe that the university is working in an appropriate way with the stakeholders and we recommend continuing the feedback with them. In this sense, it**

would be very interesting to expand the actives associated to the relation between the schools and the university.

3. RECOMMENDATIONS

We want to make also recommendations and opportunities for improvement, even more, taking into account the recent implementation of the new credit system (2012).

- **The implementation of the new European credit system is a possibility to reinforce the educational research actions linked to the improvement of the educational system of the country. For example with the periodically organization of international conferences.**

- **To improve the academic resources (books, laboratories, etc) in order to reinforce the student learning and the independent work of the students according to the Bologna process.**

- **We consider appropriate to analyze the duration of the practicum stage, in order to increase the professional development of the future teachers.**

- **It is crucial to improve, in general, the English level at the university to make easier the international collaborations, the mobility and the interchanges with foreign universities.**

- **The university website has to be in permanent updating, with clear information oriented to the stakeholders (especially current and also future students). It is really important the accessibility to the website information because nowadays the websites are sometimes the unique contact between the stakeholders and the universities.**