

## Substantive Change Report

### by the Independent Agency for Accreditation and Rating (IAAR)

Register Committee

Ref. RC23/C29

Ver. 1.0

Date 12/04/2019

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Decision of:	03/04/2019
Report received on:	26/09/2018
Agency registered since:	20/06/2017
Last external review report:	February 2017
Registration until:	28/02/2022
Absented themselves from decision-making:	none
Attachments:	<a href="#">Substantive Change Report</a> , with appendices: <ol style="list-style-type: none"> <li>1. <a href="#">Standards for institutional accreditation in the Kyrgyz Republic</a></li> <li>2. <a href="#">Standards for ex-ante programme accreditation</a></li> <li>3. <a href="#">Guidelines for IAAR/ACQUIN joint accreditation</a></li> <li>4. <a href="#">Guidelines for the organisation and conduct of external evaluations</a></li> </ol>

1. The Register Committee considered the Substantive Change Report of 26/09/2018.
2. The Register Committee took note of the establishment of the Supervisory Board and the additional student members of the Accreditation Council. Given that IAAR was considered to only partially comply with ESG 2.2 when admitted to the Register, due to the limited involvement of students, the Committee welcomed the change but underlined that its full impact is to be assessed in the next external review of IAAR.
3. The Register Committee took note of the changes in relation to IAAR's appeals and complaints procedures. While welcoming the development in light with the only partial compliance with ESG 2.7, the Committee underlined that a full assessment of this change's impact is to be carried out as part of IAAR's next review.
4. The Register Committee took note of the newly developed handbooks and guidelines for accreditation in the Kyrgyz Republic, for ex-ante programme accreditation and for joint accreditation procedures with

ACQUIN. The Committee further took note of the revision of the standards for institutional and specialized accreditation.

5. The Committee considered that IAAR's separate documentation for the different activities seemed to be modelled around common procedural principles and standards, which are substantially aligned with the ESG.
6. The Register Committee reminded IAAR that it will be expected to show clearer evidence of the separation between consultancy and accreditation in its next external review, given that this matter led to only partial compliance with ESG 3.1.
7. The Register Committee also noted that some of the changes reported did already occur in 2016 or 2017. The Committee underlined that these should have been reported then, i.e. right after the respective handbooks/guidelines were finalised and launched.

## Register Committee

**Ref.** RC23/C29

**Ver.** 1.0

**Date** 12/04/2019

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Reference #	13364196
Status	Complete
Agency name	Independent Agency for Accreditation and Rating (IAAR)
Expiry of registration	28/02/2022
Contact person	Timur Kanapyanov
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Is the change you are reporting a merger that involves other organisations than the reporting agency/ies mentioned above (i.e. that are not registered on EQAR)?	No
A. Has the organisational identity of the registered agency changed? This might include: changes to the legal form or status; merger with/into another body/entity, another body/entity becoming part of the agency; changes in parent entity, if applicable; liquidation, bankruptcy or similar proceedings.	No
B. Has the organisational structure changed? This might include: role or composition of governing or managing bodies (only changes of the general composition/membership categories – there is no need to report regular changes of individuals, e.g. when their terms end); establishment or discontinuing of governing or managing bodies; major/dramatic changes in the staffing or financial situation; outsourcing of activities with significant relevance for the agency's external quality assurance activities.	Yes
Please describe the changes in the agency's organisational structure:	<p>As a follow-up to the analysis of the ENQA experts report in 2017 the IAAR revised its governance structure, the Charter and created a new governing body - the IAAR Supervisory Board. The amendments were discussed at the meetings of the collegial bodies of the IAAR (Expert Councils, Accreditation Council).</p> <p>The Charter now fully defines the transparent exclusive responsibility and an authority of the Accreditation Council for all academic matters related to the accreditation activities of the agency and provides a clear distinction between the role of the Accreditation Council and its responsibilities, as well as the powers of the Founder and Director of the IAAR.</p> <p>The main goal of the Supervisory Board is to create the dominant body to discuss the broad issues of policy, management and strategic development of the agency's activities, assisting the IAAR Director in shaping the policy for further strategic development of the agency. According to the Provisions on the Supervisory Board, the Director of the Agency reports to the Supervisory Board on the results of the IAAR operations once a year.</p> <p>The Supervisory Board consists of an odd number of members, at least 5 (five) people. The composition of the Supervisory Board is available on the IAAR website</p>

<http://iaar.kz/en/about/supervisory-board>

Based on the Action Plan for the implementation of the ENQA experts' recommendations, the IAAR expanded the representation of students in the Councils' membership.

In April 2018 the IAAR signed a Memorandum of Cooperation with the Republican student movement Alliance of Kazakhstan students. According to the Memorandum, the parties agreed to cooperate in involving students from the Alliance of Kazakhstan Students to the IAAR collegial bodies and to the expert panels.

At the meeting of the IAAR Accreditation Council on May 11, 2018 it was decided to expand the membership of the IAAR Accreditation Council by including 2 more student representatives in the Council, who were recommended by the Alliance of Kazakhstan Students. The updated composition of the IAAR Accreditation Council is published on the website following the link <http://iaar.kz/en/about/accreditation-council>. Thus, to date, the Accreditation Council of the IAAR has wider representation of students stakeholders who are directly involved in decision-making process on accreditation of education organizations.

These changes fully comply with ESG standards and correlate with the recommendations of ENQA experts on further development.

Are there new types of activities?	Yes
Are there changes in existing activities (e.g. changes to their methodology, criteria or procedures)?	Yes
Have some or all existing activities been discontinued?	No
Please describe the following key aspects of the new and changed activities: purposes and development of the activity, involvement of stakeholders (ESG 2.2) criteria used, how they were developed, measures implemented to ensure consistency, how ESG 1.1 – 1.10 are reflected in the criteria (ESG 2.1 & 2.5) review team composition, selection, appointment and training of reviewers (ESG 2.4) site visits (ESG 2.3) publication of reports (ESG 2.6) follow-up (ESG 2.3) appeals system (ESG 2.7) embedding in thematic analyses and internal quality assurance of the agency (ESG 3.4 & 3.6) For new activities, please explain if they were developed from scratch or on the basis of existing activities that were subject to the last external review.	<p>Overview of the new and changed activities</p> <p>(1) new types of activities</p> <p>Since 2017, the IAAR has introduced the following significant changes and innovations:</p> <p>1) Introduction of the accreditation practice in the Kyrgyz Republic</p> <p>On April 6, 2017 the Independent Agency for Accreditation and Rating (IAAR) was included in the register of the Ministry of Education and Science of the Kyrgyz Republic. Thus, the IAAR became a transnational accreditation body and was recognized in the Kyrgyz Republic as an international body for the accreditation of HEIs and study programs.</p> <p>The IAAR conducts international accreditation of higher education institutions of the Kyrgyz Republic in compliance with the Procedure for Recognition (Decree of the Kyrgyz Republic Government as of September 29, 2015 No. 670), following the established criteria for institutional and program accreditation of the Independent Agency for Accreditation and Rating designed for higher education institutions of the Kyrgyz Republic on the basis of ESG with due account of the statutory requirements (Appendix 1).</p> <p>The accreditation procedure in the Kyrgyz Republic is no different from the procedure in Kazakhstan and is governed by the same agency provisions.</p> <p>So far two major HEIs of Kyrgyzstan and 4 study programs have been accredited by the IAAR. Reports and decisions on accreditation are published on the IAAR website (<a href="http://iaar.kz/en/accreditation/external-review-reports/higher-educational-institutions">http://iaar.kz/en/accreditation/external-review-reports/higher-educational-institutions</a>)</p> <p>2) Introduction of the ex-ante accreditation procedure</p> <p>Based on the study of international experience, following the analysis of the higher education system in the Republic of Kazakhstan, analysis of the survey results of HEIs and experts, the IAAR came to the conclusion that it is necessary to introduce ex-ante accreditation for new study programs. International experience indicates the availability of an ex-ante accreditation procedure in many quality assurance agencies. At the same time, this is due to the fact that the IAAR has a threshold requirement for accepting an application for accreditation, which does not allow accepting applications from study programs that was not released or have no student body. Whereas, according to the national legislation, funding of study program and the allocation of</p>

grants for prospective university students depend on accreditation. It turns out that new study programs cannot get accredited and remain out of the educational services market.

For this purpose, the agency developed "Standards for an ex-ante specialized accreditation of study programs of higher and post-graduate education organizations" (Appendix 2).

The proposed standards take into account the principles of the Bologna Process (objectivity, transparency, mobility, public awareness) and are intended to be used as a model for self-evaluation of the study program, harmonization of the national education quality system in compliance with the requirements of the European Community.

These standards and criteria are harmonized with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015) and developed with due account of the main directions for quality assurance:

- the responsibility of the higher and (or) postgraduate education for the quality of the educational services provided;
- conformity of education to the demands of various higher education systems (on the international educational market), other organizations and students;
- the orientation of the organization of higher and (or) postgraduate education on the development of quality culture.

Criteria for standards aim to determine the level of quality of student-oriented educational services.

Principles and methods of conducting ex-ante accreditation did not change significantly.

### 3) Joint international accreditation of the Kazakhstani HEIs based on ESG standards

In 2017 for the first time in Kazakhstan the IAAR in collaboration with the German Institute for Accreditation, Certification and Quality Assurance (ACQUIN), conducted a joint international accreditation based on ESG (Part 1). For this end, the Guidelines for the Joint International Accreditation (Independent Accreditation of the Independent Agency for Accreditation and Rating (IAAR) and the Accreditation, Certification and Quality Assurance Institute (ACQUIN)) have been developed (Appendix 3.) This Guidelines details the procedure for joint accreditation, including the decision-making process and the formation of a joint external expert panel.

The objective of the international accreditation procedure is to evaluate and recognize the high quality of offered study programmes against international accreditation standards according to European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG-ENQA) based on the principles of professionalism and accessibility, voluntariness and independence, objectiveness and professionalism, transparency and credibility, collegiality and publicity of results.

### (2) changes in existing activities

- Review of the standards of institutional and specialized accreditation of HEIs in Kazakhstan in 2017

In connection with the ENQA experts' recommendation, in 2017, the IAAR revised the standards of higher education on institutional and specialized accreditation. The review involved greater harmonization of the IAAR standards with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). Also the survey of experts and HEIs identified the need to optimize and reduce the criteria for standards.

Standards were reviewed based on the "Instructions on the development and improvement of IAAR standards", taking into account the recommendations of HEIs, academic experts, employers, representatives of students and professional organizations. The draft of new standards was developed by the working group, was also discussed at the meetings of the Supervisory and Accreditation Council, the Expert Council on Higher Education of the IAAR.

In the course of the systemic work on optimizing criteria for standards of institutional and specialized accreditation, the following results were achieved:

- Submission of specific criteria for institutional and specialized accreditation standards by optimizing the quality assessment parameters. For instance, according to the standards of institutional accreditation "Strategic development and quality assurance" (initially 18 criteria, in the new edition - 7); "Development and approval of

study programs" (initially 24 criteria, in the new edition - 12); "Students" (initially 19 criteria, in the new edition - 12); "Teaching staff" (initially 16 criteria, in the new edition - 12); "Research activities" (initially 16 criteria, in the new edition - 10).

- Changing the structure of standards for institutional and specialized accreditation by including an additional standard, "Continuous Monitoring and Periodic Evaluation of Study Programs", to ensure the quality assessment procedure by the system for determining the relevance of study programs to current needs, and the satisfaction of stakeholders with the quality of content.

Standards for specialized accreditation of higher education study programs (2017) and Institutional Accreditation Standards for higher education institutions implementing higher and postgraduate education programs (2017) are available on the website of the IAAR at the following link <http://iaar.kz/en/accreditation/standards/kazakhstan#higher-educational-institutions>

- Amendments and additions to the "Regulations on the Commission for the Review of Appeals and Complaints" have been introduced

To implement the recommendation of the ENQA Board, The IAAR has set up working group (by the Order No. 3-17 / 1-OD as of January 13, 2017) to be focused on making amendments and additions to the Regulations on the Commission for the Review of Appeals and Complaints (hereinafter - the Commission).

The working group, having studied the documentation and practices of other agencies, made suggestions on amending and supplementing the "Regulations on the Commission for the Review of Appeals and Complaints". The proposals were considered at the meetings of the Expert Councils, the Accreditation Council and the Supervisory Board.

Upon the recommendation of the Supervisory Board, it was decided to amend the Regulations on the Commission for the Review of Appeals and Complaints.

The clause No. 4.2 of the "Regulations on the Commission for the Review of Appeals and Complaints" determines the procedure for processing and examination of complaints. According to these changes, the conceptual framework of the "complaint" has been expanded. Now complaints can be submitted by any person both in relation to an accredited institution of education or study program, and in relation to the agency, its personnel or accreditation processes. Also, the "Regulations on the Commission for the Review of Appeals and Complaints" defines the procedure for the decision-making process by the Commission for Review of Appeals and Complaints. The decision of the Commission depends on the nature and subject of the specific complaint and shall be deemed as final.

Thus, according to the new edition of the Regulations on the Commission for the Review of Appeals and Complaints, the IAAR has clearly documented procedures for complaints that may be filed by any persons against the agency, its personnel or accreditation processes, as well as on institutions accredited by the IAAR. Review of complaints will allow to identify violations during the accreditation process, as well as timely monitor and evaluate the effectiveness of the procedures conducted, maintain the openness and responsibility of the agency's employees, in compliance with the system of internal quality assurance. "Regulations on the Commission for the Review of Appeals and Complaints" is published on the agency's website.

The commission consists of 5 (five) independent members, of which 2 are permanent members (Chairman and Deputy Chairman) and 3 non-permanent members, including a student. Permanent members of the Commission are recommended by professional associations of employers and cannot be members of other IAAR councils at the same time.

Non-permanent members of the Commission are recommended by the Chairman of the Commission from among employers, representatives of institutions of education as qualified specialists in the field of education organizations for comprehensive and objective consideration of appeals and complaints that are not members of other councils, IAAR experts and employees of the educational organization being examined. "Regulations on the Commission for the Review of Appeals and Complaints" and the permanent composition of the Commission is posted on the agency's website <http://iaar.kz/en/about/appeals-and-complaints-commission>

Generic characteristics that applies to all of the activities described

Purposes and development of the activity, involvement of stakeholders (ESG 2.2)

The IAAR continues to actively consult with stakeholders when developing a

methodology for assessing the organization of education and standards for accreditation. Also, all innovations and procedural documents are discussed in the collegial governing bodies of the IAAR (Supervisory Board, Accreditation Council, Expert Councils), with representatives of employers and students.

Criteria used, how they were developed, measures implemented to ensure consistency, how ESG 1.1 – 1.10 are reflected in the criteria (ESG 2.1 & 2.5)

Most of the criteria used for new processes are taken from existing ones and developed in compliance with ESG standards. The process of developing and revising standards and criteria has not changed for all new and changed activities. The standards were developed and revised in accordance with the "Instructions for the development and improvement of the IAAR standards" (<http://iaar.kz/en/about/iaar-documents/regulations>), taking into account the recommendations of HEIs, academic experts, representatives of employers and students, as well as professional organizations. New standards and criteria are developed by the working group, discussed at the meetings of the Expert Council on Higher Education, the Accreditation Council and the Supervisory Board of the IAAR. The standards are discussed at the IAAR seminars to take into account the views of stakeholders. New activities are sequenced by ensuring compliance of all procedures with ESG standards, and all new activities related to accreditation at all levels are regulated by a single "Guidelines for the organization and conduct of external assessment in the process of accrediting the education organization" (Appendix 4).

Review team composition, selection, appointment and training of reviewers (ESG 2.4)

The IAAR continues to do a great job of forming external expert panels to assess the organization of education and study programs. The IAAR constantly conducts seminars on the training of experts. The selection, appointment and training of experts is carried out according to previously established requirements.

Site visits (ESG 2.3)

All new types of accreditation (accreditation in the Kyrgyz Republic, ex-ante accreditation, joint international accreditation) involve a visit to the institution of education. The visit to the educational organization is also regulated by the "Guidelines for the organization and conduct of external evaluation in the process of accrediting the education organization" (Appendix 4).

Publication of reports (ESG 2.6)

Responsibility for the publication of EEP's review reports and the results of accreditation is also rests on the IAAR. The policy for publication of the IAAR reports has not changed and is being extended to all new activities of the IAAR.

Follow-up (ESG 2.3)

Subsequent activities for new types of operations remain the same as for the existing activities. All activities are regulated by a single "Regulations on the procedure for post-accreditation monitoring of educational organizations/study programs", which is published on the website at the following link <http://iaar.kz/en/accreditation/post-accreditation-monitoring>

Appeals system (ESG 2.7)

Appeal process is available for all educational organizations under the established procedure. Procedures for complaints and appeals are regulated in accordance with the Regulations on the Commission for Review of Appeals and Complaints (<http://iaar.kz/en/about/appeals-and-complaints-commission>), which in 2017 was slightly amended and supplemented on recommendation of ENQA experts (amendments and additions are described above).

Embedding in thematic analyses and internal quality assurance of the agency (ESG 3.4 & 3.6)

The IAAR is actively continuing the work on the thematic analysis to use the

information contained in the EEP's accreditation reports to inform educational and public organizations about the development of the national quality assurance system and the trends of higher education in general. The IAAR actively participates in several Erasmus + projects focused on improvement of the quality assurance system of education, and also participates in a project funded by the World Bank, "Conducting a review of best practices to develop a systematic approach to aligning the National Qualifications Framework with professional and higher education programs ". Work is under way to improve the internal quality assurance system (hereinafter – IQAS).

The IAAR, having studied the report of ENQA experts, revised and supplemented the "Guidelines on the internal quality assurance system" for more complete implementation of internal quality assurance procedures. To this end, the order of the IAAR Director (Order No. 3-17 / 1-OD as of January 13, 2017) established a working group to implement the recommendations of the ENQA Council. One of the objectives of the working group was to formalize internal reporting and to introduce a mechanism for the wider use of periodic feedback surveys for the productivity and effectiveness of internal quality assurance procedures.

By the Order of the IAAR Director (Order No. 68-18 / 1-OD as of 25/05/2018), paragraph 8.2.2 of the "Guidelines on the Internal Quality Assurance System" was amended in terms of formalizing internal reporting to determine the productivity and effectiveness of procedures. According to these amendments, at least once a year a working group on internal audit shall be set up. The results of the audit are formalized in the form of a report and submitted for consideration to the Director of the agency. The Director, on the basis of this report, carries out corrective and preventive actions to improve the IQAS.

Paragraph 5.6 of the IQAS Guidelines was also amended to provide a mechanism for the wider use of surveys by accredited HEIs and agency experts to improve accreditation procedures aiming to introduce feedback practices.

To date, the agency has two types of survey of accredited HEIs and experts: 1) after each visit; 2) once per year.

When developing the survey form of the accredited HEI for feedback, after each accreditation procedure, the ENQA questionnaire on feedback for agencies was used as the benchmark questionnaire.

The results of this survey at least once a year are summarized and analyzed by the Information and Analytical Project, submitted for consideration by the Expert Councils and submitted in the form of recommendations to the IAAR Director for decision-making. This process is also regulated by the IQAS Guidelines.

The results of internal audit and stakeholder interviews are widely used in compiling annual activity plans and implementation plans for the IAAR strategy.

The results of the survey are compiled in the form of analytical references and are posted on the website at the following link <http://iaar.kz/en/about/iaar-reports/analytical-reports>

For new activities, please explain if they were developed from scratch or on the basis of existing activities that were subject to the last external review.

Despite the fact that the new activities correspond to the requirements of the time, all the implemented processes and methodology were based on the existing processes and long-term experience of the IAAR in the field of institutional and program accreditation.

The changes, described above, fully comply with the ESG standards, corresponds to the recommendations of ENQA experts for further development and enable to improve the procedure for the external quality assurance.

Item #55	<a href="#">Appendix_1.Standards_for_institutional_accred_Kyrgyz.pdf (1787k)</a>
Item #56	<a href="#">Appendix_2.Standards_of_Ex-ante_program_accreditation.pdf (1879k)</a>
Item #57	<a href="#">Appendix_3.Guidelines_Joint_Accreditation_IAAR_and_ACQUIN.pdf (657k)</a>
Item #59	<a href="#">Appendix_4.GUIDELINES_on_external_assessment.pdf (3746k)</a>
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«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# STANDARDS

FOR INSTITUTIONAL ACCREDITATION OF HIGHER  
EDUCATION INSTITUTIONS IMPLEMENTING PROGRAMS OF  
HIGHER PROFESSIONAL AND POSTGRADUATE EDUCATION

Astana 2016



Independent agency for  
accreditation and rating

**STANDARDS**

**FOR INSTITUTIONAL ACCREDITATION OF HIGHER  
EDUCATION INSTITUTIONS IMPLEMENTING PROGRAMS  
OF HIGHER PROFESSIONAL AND POSTGRADUATE  
EDUCATION**

**Astana, 2016**

*Recommended by the Expert Council  
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Standards for Institutional Accreditation of Higher Education Institutions  
Implementing Programs of Higher Professional and Postgraduate Education / -  
Astana, 2016. - 27 p.

These Standards are developed in accordance with ESG (2015) and define the requirements for the preparation and implementation of the procedure for institutional accreditation of the higher professional education organization, regardless of its status, organizational and legal form, departmental subordination and form of ownership.

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## **Foreword**

**1 DEVELOPED AND INTRODUCED** by the Non-Profit Institution “Independent Agency for Accreditation and Rating”

**2 APPROVED AND PUT INTO EFFECT** by the order of the Director of the Non-Profit Institution “Independent Agency for Accreditation and Rating” as of October 17, 2016 No. 39-16-1-OD.

**3** This Standard implements provisions of the Law of the Kyrgyz Republic “On Education” as of April 30, 2003 No. 92 (as amended on January 16, 2015 No. 15).

**4 FIRST EDITION**

This standard cannot be fully or partially reproduced, replicated and distributed without permission of the non-profit institution “Independent Agency for Accreditation and Rating”.

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# **STANDARDS AND CRITERIA OF INSTITUTIONAL ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS IMPLEMENTING PROGRAMS OF HIGHER PROFESSIONAL AND POSTGRADUATE EDUCATION**

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## **Main provisions**

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### **1. Applicable Scope**

1.1 These Standards determine the requirements for higher education institution (hereinafter – HEI) and institutional accreditation of HEI.

1.2 These standards are used during the institutional accreditation procedure of higher education institution regardless of their status, legal corporate form, institutional subordination and form of ownership.

1.3 These standards are applied to HEIs implementing education programs of either both higher and postgraduate education or only of higher professional education.

1.4 These standards may also be applied by higher education institution for an internal assessment of its activities and the development of the correspondent internal regulatory documentation.

### **2. Regulatory References**

These standards contain references to the following regulatory documents:

2.1 The Law of the Kyrgyz Republic “On Education” as of April 30, 2003 No. 92 (as amended on January 16, 2015 No. 15)

2.2 Education Development Concept of the Kyrgyz Republic until 2020.

2.3 Education Development Strategy of the Kyrgyz Republic for 2012-2020.

2.4 Resolution of the Government of the Kyrgyz Republic “On Strategic Directions for the Development of the Education System in the Kyrgyz Republic” of 23 March 2012 No. 201.

2.5 The State Educational Standards for Higher Professional Education of the Ministry of Education and Science of the Kyrgyz Republic. - B: 2015. - 371 p.

2.6 Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (new edition) (Approved at the Yerevan Conference of Education Ministers in May 14-15, 2015).

2.7 Guidelines for the Use of ECTS (European Credit Transfer and Accumulation System). - Office of the European Union Publications, 2015, ISBN 978-92-79-43562-1 (Approved at the Yerevan Conference of Education Ministers in May 14-15, 2015).

### 3. Terms and Definitions

This standard applies the terms and definitions in accordance with the Law of the Kyrgyz Republic “On Education” and other normative legal acts of the Kyrgyz Republic in the field of education.

In addition to them in the current standards the following definitions are established:

**Accreditation** - the assessment procedure of the quality level of an educational organization as a whole or its individual educational programs by an accreditation agency, during which the conformity of an educational organization or educational program with certain criteria and standards is recognized.

**Institutional accreditation** - procedure for the recognition by the accreditation agency of the conformity of the quality level of the educational organization as a whole to certain criteria, standards and its status.

**The European Credit Transfer and Accumulation System (ECTS):** a system based on the student's workload required to achieve the specified learning outcomes. According to the ECTS, 60 credits correspond to the full academic load of the student for one academic year.

**Quality of educational programs:** compliance of the level of competencies of students and graduates with the requirements of professional standards and additional requirements established by the organization implementing educational programs.

**Competence:** a predetermined social requirement (norm) for the educational preparation of a student (trainee), necessary for his effective productive activity in a certain sphere.

**Competency:** an integrated ability of a person to independently apply various elements of knowledge and skills in a specific situation (educational, personal and professional).

**Credit (credit unit):** a numerical value corresponding to the units of the discipline for describing the workload of the student, necessary for completing it, and reflecting the amount of necessary work on each course relative to the total volume of work to complete the full annual academic studies at the university. ECTS credit can be obtained only after the necessary work has been performed and an appropriate evaluation of the achieved learning outcomes is obtained.

**Module:** part of the educational program or part of the academic discipline that has a certain logical completeness in relation to the established goals and outcomes of education and upbringing.

**Educational monitoring services:** collection and analysis of data on the processes and procedures of the educational activity.

**Basic educational program:** a set of educational and methodological documentation, regulating goals, expected results, content and implementation of the educational process in the relevant area of training.

**Customer:** a person or organization that receives a product or service (students, their parents, employers, government).

**Procedure:** an established way of carrying out a process or activity.

**Process:** The set of interrelated or interacting activities that transform “inputs” to “outputs”.

**Learning outcomes:** competences acquired as a result of training in the basic educational program / module.

**Productivity:** the implementation degree of planned activities and achievement of planned results.

**Quality system:** A set of procedures, units and officials in an organization that perform certain quality management functions in accordance with the established rules and accepted practices and ensure compliance of all graduates of the educational program with the requirements established in accordance with professional Standards.

**Student-centered learning:** the fundamental principle of the Bologna reforms in higher education, implying a shift of the emphasis in the educational process from teaching (as the main role of the teaching staff in the "translation" of knowledge) to learning (as an active educational activity of the student).

**Customer satisfaction:** consumers’ perception of the implementation extent of their requirements.

**Efficiency:** the relationship between the result achieved and the resources used.

#### 4. Notations and Abbreviations

In this Standard, abbreviations are used in accordance with the regulatory documents referred to in paragraph 2 herein.

In addition, the following notations and abbreviations are used in this Standard:

**KR** - Kyrgyz Republic;

**MES KR** - Ministry of Education and Science of the Kyrgyz Republic;

**HEI** - Higher Educational Institution;

**EEC** - External Expert Commission;

**SES** - State Educational Standard;

**AC** – IAAR Accreditation Council;

**IAAR** - Independent Agency for Accreditation and Rating;

**RW** - Research work;

**BEP** – Basic Educational Program;

**ECTS** - European System of Credit Transfer and Accumulation;

**ESG** - Standards and Recommendations for Quality Assurance in the European Higher Education Area;

**TS** – Teaching Staff;

**NSQ** - National System of Qualifications;



## **5. The Procedure for Institutional Accreditation**

5.1 Submission by higher education institution of the application for institutional accreditation with copies of the legal and permit (authorization) documentation.

5.2 Consideration by IAAR of the educational organization's application.

5.3 IAAR decision to start the procedure for the institutional accreditation. An agreement between the agency and HEI to conduct the institutional accreditation is concluded.

5.4 Management of educational institution and IAAR organize training to explain the criteria and procedures for the institutional accreditation to internal experts of educational institution at the special seminars on the theory, methodology and techniques of the institutional accreditation.

5.5 Educational institution conducts self-assessment according to the requirements established by IAAR, and submits self-assessment report (in Russian and English languages) to IAAR in e-format and 1 hard copy in each of the languages.

5.6 On the basis of analysis of HEI's self-assessment report IAAR has the right to make the following decisions:

- to develop recommendations on the need to improve self-assessment materials;
- to conduct an external peer review;
- to change the accreditation term as it is impossible to conduct the institutional accreditation procedure due to non-compliance of the self-assessment report to the criteria of these standards.

5.7 In the event accreditation continues IAAR generates external expert commission (hereinafter – EEC), which shall be approved by the IAAR director to assess HEI. The structure of the EEC includes representatives of the academic community, employers and students of Kyrgyz Republic, also foreign experts.

5.8 In the event accreditation continues IAAR agrees with the educational organization on the dates for the institutional accreditation and EEC's visit program.

5.9 The duration of the EEC's visit accounts for 3-5 days. During the visit, the organization of education creates working conditions for the EEC under the Service Agreement:

- provides for each member of the Commission an electronic and paper version of the self-assessment report;
- provides the necessary office equipment in consultation with the IAAR representative and based on the number of EEC members;
- organizes the inspection of infrastructure and resources, meetings, questionnaires, interviews and other forms of EEC's work in accordance with the EEC's program of the visit;
- provides information requested;
- organizes photo and video recording of the EEC's work;

- prepares a video clip for the meeting of the IAAR AC, which provides brief characteristic of education organization and information on the EEC visit.

5.10 At the end of the visit EEC is preparing a report on evaluation of education program and a presentation on EEC visit.

5.11 The report contains a description of the EEC's visit, a brief assessment of the HEI's compliance with the IAAR criteria, recommendations to the HEI for performance improvement and quality assurance, recommendations to the Accreditation Council. Recommendations to the Accreditation Council provide information on the status of the educational organization and recommended accreditation period.

5.12 The EEC's report, including recommendations is prepared by members of the EEC collectively.

5.13 The EEC's report on the evaluation of the HEI and self-assessment report of the HEI serve as the basis for the Accreditation Council's decision on institutional accreditation.

5.14 The Chairman of the EEC presents to the Accreditation Council outcomes of the EEC's visit. If there are objective reasons IAAR director appoints a member of the EEC to attend a meeting of Accreditation Council and present a report. Replacement of the Chairman of EEC is made by the order of IAAR Director.

5.15 The exclusive competence of the IAAR Accreditation Council includes decision-making on accreditation or refusal of accreditation of HEI. The composition of the Accreditation Council is determined in accordance with the Regulations of its activities. The meeting is held if a quorum is present. Accreditation Council shall have the right to make a grounded decision not corresponding with the EEC recommendations.

Accreditation Council makes decision:

- on accreditation:

- 1 year - in the event of compliance with the criteria as a whole, but with some shortcomings and opportunities for improvement;

- 3 years - with positive results in general, but with some minor shortcomings and opportunities for improvement;

- 5 years - with positive results in general;

- on non-accreditation.

On expiry of the accreditation period of **5 years** and successful completion of the post accreditation monitoring of HEI shall be entitled to apply for a re-accreditation. In the case of re-accreditation of HEI and its positive results, the organization of education has the right to apply for the period of **7 years**.

5.16 In the event of positive decision on accreditation IAAR sends an official letter to the education organization with the results of the accreditation and a certificate of institutional accreditation of a HEI, signed by the IAAR Director. The decision on accreditation of educational organization the Agency sends to the MES KR and publishes the information on the IAAR website. The EEC report is also published on the website.

After receiving the certificate of accreditation the educational organization publishes a self-assessment report on its website.

5.17 In the event of the Accreditation Council's negative decision on accreditation the IAAR sends a letter to the organization of education indicating the adopted decision.

5.18 The organization of education in the prescribed manner under the Service Agreement and the Regulations of the Commission on Appeals and complaints may send to IAAR an appeal against the decision of the Accreditation Council. In case of doubts in the competence of the EEC and representatives of the Agency, or gross violations committed by members of the EEC, the organization of education may file a complaint to IAAR.

## **6. Follow-Up Procedures**

6.1 In the event of positive accreditation decision of the IAAR Accreditation Council, the educational organization submits to IAAR an Action Plan on the quality improvement under the external expert commission's recommendations (hereinafter - the Plan), which is signed and sealed by the chief executive officer, an organization enters into a Service Agreement with IAAR. An agreement and Plan are the basis for the post accreditation monitoring.

6.2 In accordance with the Regulation on the post accreditation monitoring procedure of educational organizations / educational programs, accredited education institutions should prepare interim reports under the Plan. Interim reports are sent to the IAAR before the expected date of post accreditation monitoring.

6.3 Post accreditation monitoring of HEI's BEP is conducted as follows:

Validity of the accreditation period	3 years	5 years	7 years
Periodicity of interim reports and review visit	One time in 1,5 years	two times every two years	three times every two years

6.4 In the event of failure to implement the Plan and the requirements put forward by the IAAR in relation to the HEI, as well as lack of awareness of the changes carried out in the educational organization the Accreditation Council shall have the right to adopt the following decisions:

- to temporarily suspend the effectiveness of the HEI's accreditation status;
- to revoke accreditation of HEI, which may result in the cancellation of all previously achieved results of accreditation.

6.5 In the event of waiver of the educational organization from the post accreditation monitoring through the failure to sign the Service Agreement with IAAR, under the paragraph 6.4 IAAR Accreditation Council may decide to terminate and withdraw accreditation status.

6.6 In the event of early termination and withdrawal of accreditation the educational organizations are not allowed to submit an application for accreditation to IAAR within one year after the decision to revoke the accreditation of HEI.

## **7. Standard « Strategic Development and Quality Assurance »**

### **7.1 General provisions**

7.1.1 The activity of the HEI is determined by its mission, which reflects the place of the HEI in the educational space. The development strategy of the HEI should provide for the consistent implementation of policies to ensure the quality of education.

7.1.2 The activity of HEI should fully comply with the current laws of the KR in the field of education and science, including the SES of the RK.

7.1.3 HEIs should undergo external quality assurance procedures in accordance with European Standards and recommendations on a regular basis.

7.1.4 This Standard is evaluated on the basis of:

7.1.4.1 analysis of the current mission and strategy, plans and monitoring system for their implementation;

7.1.4.2 analysis of the mechanism for the formation and revision of the mission and strategy;

7.1.4.3 analysis of information resources and processes for disseminating information about the mission and strategy;

7.1.4.4 analysis of the resource support and organizational structure mechanism aimed at the implementation of the mission and strategy;

7.1.4.5 analysis of the internal and external environment, as well as the market for determining the initial parameters of the mission and strategy;

7.1.4.6 survey of information resources, material and technical base of the HEI;

7.1.4.7 interviewing and surveying teaching staff, personnel, HEI students, employers and other stakeholders.

### **7.2 Evaluation criteria**

7.2.1 The HEI should demonstrate the development of a unique strategy based on an analysis of external and internal factors, with the broad involvement of a variety of stakeholders.

7.2.2 The HEI should demonstrate the focus of the mission, vision and strategy to meet the needs of the state, society, real economy sectors, potential employers, students and other stakeholders.

7.2.3 The HEI should demonstrate the transparency of the processes of formation, monitoring and regular revision of the mission, vision, strategy and policy of quality assurance.

7.2.4 The institution should have a published quality assurance policy, mission and strategy.

7.2.5 The HEI develops documents on specific areas of activity and processes (plans, programs, regulations, etc.) that specify the quality policy.

7.2.6 The quality assurance policy should reflect the relationship between research, teaching and learning.

7.2.7 The HEI should demonstrate the development of a quality assurance culture.

## **8. Standard «Leadership and Management»**

### **8.1 General provisions**

8.1.1 The management system of the HEI is aimed to implement the vision, mission and strategy.

8.1.2 The assessment of the quality of leadership and management is carried out on the basis of:

8.1.2.1 analysis of minutes of collegiate management bodies, orders of the rector, management documentation;

8.1.2.2 interviewing and questioning of employees, students of the HEI and stakeholders;

8.1.2.3 conformity analysis of the professional qualifications of the top management of the HEI and the distribution of job responsibilities.

### **8.2 Evaluation criteria**

8.2.1 The HEI implements management processes, including the planning and allocation of resources in accordance with the strategy.

8.2.2 The HEI should demonstrate the successful functioning and improvement of the intra-university quality assurance system.

8.2.3 The HEI should demonstrate an analysis of risk management.

8.2.4 The institution should demonstrate the efficiency analysis of the changes made.

8.2.5 The HEI should demonstrate an analysis of identified nonconformities, implementation of the developed corrective and preventive actions.

8.2.6 The HEI should demonstrate a clear definition of those responsible for business processes, unambiguous distribution of the personnel duties, delineation of the functions of collegial bodies.

8.2.7 An important factor is the management of the educational process through the management of educational programs, including an assessment of their effectiveness.

8.2.8 The HEI demonstrates the development of annual activity plans, including for the teaching staff, based on the development strategy.

8.2.9 Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including in the implementation of joint / dual-degree education programs and academic mobility.

8.2.10 The HEI should provide evidence of the transparency of the HEI's management system.

8.2.11 The HEI should ensure the participation of students and teaching staff in the work of collegiate management bodies.

8.2.12 The institution should demonstrate evidence of openness and accessibility of managers and administrators for students, teaching staff, parents and other stakeholders.

8.2.13 The HEI should demonstrate the management of innovations, including the analysis and implementation of innovative proposals.

8.2.14 The HEI should strive to participate in international, national and regional professional alliances, associations, etc.

8.2.15 The HEI should provide training to the management (rector, advisers, pro-rectors, deans, heads of structural units, heads of departments) on educational management programs.

8.2.16 The institution should strive to ensure that the progress achieved since the last external quality assurance procedure is taken into account in preparing for the next procedure.

## **9. Standard « Information Management and Reporting»**

### **9.1 General provisions**

9.1.1 The HEI should have a system for collecting and analyzing external and internal statistics and facts to make informed decisions.

9.1.2 The institution should provide the information to be measurable, reliable, accurate, timely and complete.

9.1.3 The HEI uses a variety of methods to collect and analyze information.

9.1.4 Evaluation of information management and reporting processes is carried out on the basis of:

9.1.4.1 analysis of methods and forms of information collection and analysis;

9.1.4.2 analysis of decisions taken by collegiate bodies and evidence-based management;

9.1.4.3 surveys of information systems and software used at the HEI for the purpose of information management;

9.1.4.4 surveys of information resources of the education organization;

9.1.4.5 interviewing and questioning of students, teaching staff and stakeholders.

### **9.2 Evaluation criteria**

9.2.1 The HEI should ensure the functioning of the system for collection, analysis and management of information using modern information and communication technologies and software.

9.2.2 The HEI should demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.

9.2.3 The HEI should have a system of regular reporting at all levels of the organizational structure, including an assessment of the efficiency and productivity of the activities of structural units, basic educational programs, research and their interaction.

9.2.4 The HEI should establish the periodicity, forms and methods of the management of the BEP's evaluation, the activities of collegial bodies and structural units, top management, the implementation of scientific projects.

9.2.5 The HEI should demonstrate the definition of order and ensure protection of information, including the identification of responsible persons for the reliable and timely analysis of information and data provision.



9.2.6 An important factor is the involvement of students, employees and teaching staff in the processes of collection and analysis of information, as well as decision-making on their basis.

9.2.7 The HEI should demonstrate the existence of a mechanism of communication with students, employees and other stakeholders, including the existence of conflict resolution mechanisms.

9.2.8 The HEI should provide a measure of the degree of satisfaction of the needs of the teaching staff, personnel and students and demonstrate evidence of addressing the deficiencies found.

9.2.9 The HEI should evaluate the efficiency and productivity of its activities, including in the context of the BEP.

9.2.10 The information collected and analyzed by the HEI should take into account:

9.2.10.1 key performance indicators;

9.2.10.2 dynamics of students population in the context of forms and types;

9.2.10.3 level of academic achievement, student achievement and failing students rate;

9.2.10.4 students' satisfaction with the implementation of the BEP and the quality of education at the HEI;

9.2.10.5 availability of educational resources and support systems for students;

9.2.10.6 employment and career development of graduates.

9.2.11 Students, employees and teaching staff should confirm in writing their consent to the processing of personal data.

9.2.12 The HEI should facilitate the provision of all necessary information in the relevant fields of science.

## **10. Standard «Development and Approval of Basic Educational Programs»**

### **10.1 General provisions**

10.1.1 The implementation of the BEP is aimed to develop professional competence of future specialists, corresponding to qualification frameworks for education levels and to satisfy labor market needs.

10.1.2 The HEI should define its own requirements for various forms (full-time, evening, part-time) and levels of education as well as technologies used (including distance learning).

10.1.3 The BEP provides for the possibility of constructing an individual educational pathway, taking into account the personal needs and abilities of students.

10.1.4 Analysis of the quality of development and approval of educational programs is carried out based on:

10.1.4.1. Analysis of curricula, catalog of elective disciplines, working educational schedules, individual plans of students' programs, internal regulatory documents governing the implementation of basic educational programs;

10.1.4.2 analysis of protocols of collegiate bodies;

10.1.4.3 interviewing and questioning of students, teaching staff and stakeholders.

## **10.2 Evaluation criteria**

10.2.1 The HEI should define and document the procedures for the development of the BEP and their approval at the institutional level.

10.2.2 The HEI should demonstrate the compliance of the developed BEP with the established objectives, including the expected learning outcomes.

10.2.3 The HEI should demonstrate the existence of the developed models of the BEP's graduates, describing the results of training and personal qualities.

10.2.4 The HEI should demonstrate the conduct of external evaluations of the BEP.

10.2.5 The qualification obtained on completion of BEP shall be clearly defined, clarified and consistent with a certain level of the NSQ.

10.2.6 The institution should determine the impact of disciplines and professional practices on the formation of learning outcomes.

10.2.7 An important factor is the possibility of students' preparation for professional certification.

10.2.8 The HEI must provide evidence of the participation of students, the TS and other stakeholders in the development of the BEP, ensuring its quality.

10.2.9 The complexity of the BEP should be clearly defined in Kyrgyz credits and ECTS.

10.2.10 The institution should ensure that the content of the academic disciplines and learning outcomes correspond to the level of study.

10.2.11 The structure of BEP should provide for various activities corresponding to the learning outcomes.

10.2.12 An important factor is the existence of joint BEP with foreign educational organizations.

## **11. Standard «Constant Monitoring and Periodical Assessment of Basic Education Programs»**

### **11.1 General provisions**

11.1.1 Monitoring and periodic evaluation of the BEP are aimed to achieve the objectives of the BEP, the full formation of planned learning outcomes.

11.1.2 The HEI should define its own requirements for the format of monitoring and periodic evaluation.

11.1.3 Support services should ensure the identification and satisfaction of the needs of different groups of learners.



11.1.4 A key role in the support of students belongs to the administration and specialized services.

11.1.5 The HEI provides professionalism of employees of support services and development of their competence.

11.1.6 Analysis of procedures for monitoring and periodic evaluation of the BEP is carried out based on:

11.1.6.1 analysis of curricula, catalog of elective disciplines, individual plans of students, internal regulatory documents governing the implementation of the BEP, their monitoring and evaluation;

11.1.6.2 analysis of the protocols of collegiate bodies;

11.1.6.3 interviewing and questioning of students, teaching staff and stakeholders;

11.1.6.4 analysis of the results of observations of the activities of the support services.

## **11.2 Evaluation criteria**

11.2.1 The HEI should monitor and periodically evaluate the BEP in order to ensure that the goal is achieved and meet the needs of students and society. The results of these processes are aimed at the continuous improvement of the BEP.

11.2.2 Monitoring and periodic evaluation of BEP should consider:

11.2.2.1 the content of the programs in the light of the latest scientific achievements in a specific discipline to ensure the relevance of the discipline being taught;

11.2.2.2 changes in the needs of society and the professional environment;

11.2.2.3 workload, academic performance and graduation;

11.2.2.4 the effectiveness of evaluation procedures for students;

11.2.2.5 expectations, needs and satisfaction of students with BEP study;

11.2.2.6 the educational environment and support services and their compliance with the objectives of the BEP.

11.2.3 The institution must provide evidence of the participation of students, employers and other stakeholders in the revision of the BEP.

11.2.4 All stakeholders should be informed of any planned or undertaken actions in relation to the BEP. All changes made to the BEP shall be published.

11.2.5 The HEI should provide a review of the content and structure of the BEP, taking into account changes in the labor market, the requirements of employers and the social demand of the society.

## **12. Standard «Student-Centered Learning, Teaching and Performance Evaluation»**

### **12.1 General provisions**

12.1.1 The HEI should introduce student-centered learning processes into its programs.

12.1.2 Student-centered learning plays an important role in the achievement of learning outcomes by students.

12.1.3 Evaluation of knowledge should objectively evaluate the achievement of learning goals by each student.

12.1.4 The evaluation of student-centered learning and the objectivity of knowledge assessment processes is carried out on the basis of:

12.1.4.1 analysis of curricula, catalog of elective disciplines, timetables, individual plans of students, internal regulatory documents governing the implementation of educational programs;

12.1.4.2 analysis of teaching methods and organization of independent work of students;

12.1.4.3 analysis of planned learning outcomes;

12.1.4.4 analysis of applied techniques and technologies for evaluation of learning outcomes;

12.1.4.5 analysis of the compliance of training results planned by the education organization with professional standards and relevant levels of the NSQ;

12.1.4.6 interviewing and questioning of students, teaching staff, employers and stakeholders;

12.1.4.7 observations results of the conduct of classes in the organization of education;

12.1.4.8 analysis of the methodology and observations results of the procedure for assessing the competencies of students.

## **12.2 Evaluation criteria**

12.2.1 The institution should ensure respect and attention to the different groups of learners and their needs, providing them with flexible learning paths.

12.2.2 The HEI should ensure the use of various forms and methods of teaching and learning.

12.2.3 An important factor is the availability of own research in the field of methods of teaching the academic disciplines.

12.2.4 The HEI should demonstrate the availability of a feedback system on the use of different teaching methods and the evaluation of learning outcomes.

12.2.5 The HEI should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.

12.2.6 The institution should demonstrate the existence of a procedure for responding to student complaints.

12.2.7 The institution should ensure the consistency, transparency and objectivity of the evaluation mechanism, including the appeal.

12.2.8 The HEI should ensure that the procedures for evaluating the learning outcomes of students are consistent with the planned learning outcomes and program objectives. Criteria and methods of evaluation should be published in advance.

12.2.9 Mechanisms for ensuring that each graduate has mastered the learning outcomes must be defined and the completeness of their formation is ensured.

12.2.10 Evaluators should possess modern methods for evaluation of learning outcomes and regularly improve their qualifications in this field.

### **13. Standard «Students»**

#### **13.1 General provisions**

13.1.1 The institution must demonstrate certain, published and consistently applied rules that govern all periods of study, including admission, academic achievement, recognition and certification.

13.1.2 The institution should determine the order of formation of students' population on the basis of:

13.1.2.1 minimum requirements for entrants;

13.1.2.2 the maximum size of the group for conducting seminars, practical, laboratory and studio sessions;

13.1.2.3 forecasting the number of government grants;

13.1.2.4 analysis of available material, technical, information resources, personnel potential;

13.1.2.5 analysis of the social conditions provided to students, incl. providing places in dormitories.

13.1.3 The HEI should determine the procedure for recognizing the previous learning outcomes, competences that have been mastered within academic mobility, additional formal and informal education.

13.1.4 This standard is evaluated on the basis of:

13.1.4.1. analysis of internal regulatory documents governing the educational process;

13.1.4.2 analysis of individual plans of students, personal files, orders;

13.1.4.3 analysis of transcripts, degree diplomas and attachments to them, confirming the achievement of learning outcomes;

13.1.4.4 surveys of the field of study, including information support of the educational process;

13.1.4.5 questioning and interviewing of students.

#### **13.2 Evaluation criteria**

13.2.1 The HEI should demonstrate the policy of forming students' population from admission to graduation and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to completion) must be defined, approved, published.

13.2.2 The HEI should provide for special adaptation and support programs for newly enrolled and foreign students.

13.2.3 The institution must demonstrate its compliance with the Lisbon Recognition Convention.

13.2.4 The HEI should cooperate with other educational organizations and national centers of the "European Network of National Information Centers for

Academic Recognition and Mobility / National Academic Recognition Information Centers” ENIC / NARIC to ensure comparable recognition of qualifications.

13.2.5 The institution should demonstrate the existence and application of a mechanism to recognize the results of academic mobility of students, as well as the results of additional, formal and informal study.

13.2.6 The institution should provide an opportunity for external and internal mobility of students, as well as assist them in obtaining external grants for study.

13.2.7 The HEI should make the maximum amount of efforts to provide students with practice places, facilitate the employment of graduates, and maintain communication with them.

13.2.8 The institution must provide the graduates with documents confirming the received qualification, including the results achieved, as well as the context, content and status of the education received and evidence of graduation.

13.2.9 Monitoring of the employment and professional activities of graduates is an important factor.

13.2.10 The institution should actively encourage students to self-education and development outside the main program (extracurricular activities).

13.2.11 An important factor is the existence of an active association / union of graduates.

13.2.12 An important factor is the availability of a support mechanism for gifted students.

## **14. Standard «Teaching Staff »**

### **14.1 General provisions**

14.1.1 The HEI should ensure objective and transparent personnel policy including recruitment, professional growth and staff development, as well as to ensure the professional competence of the entire personnel.

14.1.2 Personnel policy of the formation and development of the teaching staff:

14.1.2.1 defines responsibility, job responsibilities and qualification requirements;

14.1.2.2 contains activities aimed to develop and upgrade the qualifications of the teaching staff, administrative and management personnel, university staff;

14.1.2.3 takes into account possible risks;

14.1.2.4 regulates the organizational and functional structure of personnel management and its development, including the system of recruitment;

14.1.2.5 ensure that the qualifications of the teaching staff are in line with the needs of the BEP;

14.1.2.6 ensure the functioning of staff motivation mechanisms, the adaptation of new employees, including foreign ones, attestation and application of disciplinary measures against employees, procedures for the dismissal of employees;

14.1.2.7 contains the principles of ethical behavior of personnel.

14.1.3 The HEI is responsible for its employees and provides them with favorable working conditions.

14.1.4 The role of the teacher is changed in the HEI due to the transition to student-centered learning.

14.1.5 The conformity assessment of this standard is carried out on the basis of:

14.1.5.1 analysis of documents defining job duties, rights, responsibilities, professional development, the system of motivation, adaptation, dismissal and other personnel issues;

14.1.5.2 interviewing TS, staff and management;

14.1.5.3 analysis of data on ethical behavior, corporate culture of the HEI.

## **14.2 Evaluation criteria**

14.2.1 The HEI should have an objective and transparent personnel policy, which includes recruitment, professional growth and development of staff, which ensures the professional competence of the entire personnel.

14.2.2 The HEI should demonstrate the conformity of the personnel potential of the TS with the development strategy of the HEI and the specifics of the BEP.

14.2.3 The institution should demonstrate awareness of responsibility for its employees providing them with favorable working conditions.

14.2.4 The HEI should demonstrate a change in the role of the teacher in connection with the transition to student-centered learning.

14.2.5 The HEI should determine the contribution of the TS to the implementation of the development strategy of the HEI and other strategic documents.

14.2.6 The HEI should provide opportunities for career growth and professional development of the teaching staff.

14.2.7 The institution should involve practitioners from the relevant sectors.

14.2.8 The HEI should provide targeted actions for the development of young teachers.

14.2.9 The HEI should demonstrate the motivation for the professional and personal development of teachers, including encouraging both the contribution to the integration of research and education, and the use of innovative teaching methods.

14.2.10 An important factor is the active use by the TS of information and communication technologies in the educational process (for instance, on-line training, e-portfolio, Massive Open Online Courses (MOOCs), etc.).

14.2.11 An important factor is the development of academic mobility, attracting the best foreign and domestic teachers.

14.2.12 An important factor is the involvement of the TS in the life of society (the role of the faculty in the education system, the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).

## **15. Standard « Research Work »**

### **15.1 General provisions**

15.1.1 The HEI consistently implements the integration of science and education.

15.1.2 The HEI demonstrates communicating the results of the research work of the teaching staff and students to the general public, including the international community, as well as their application in the learning process.

15.1.3 The evaluation of research work is carried out on the basis of:

15.1.3.1. analysis of the plans for the research work of the HEI, individual students' plans, project and program planning;

15.1.3.2 analysis of publications of teaching staff and students;

15.1.3.3 analysis of reliable facts, recognition of the results of the research work of the teaching staff and students;

15.1.3.4 analysis of financial resources for the implementation of research work;

15.1.3.5 survey of scientific infrastructure;

15.1.3.6 examining the possibilities of access to information resources, including the database of scientific publications;

15.1.3.7 questioning, interviewing the TS and students, as well as stakeholders.

### **15.1 Evaluation criteria**

15.2.1 The HEI should demonstrate that the priorities of research work are in line with the national policy in the field of education, science and innovative development.

15.2.2 The HEI should ensure that the research activities are in line with the mission and the strategy of the HEI.

15.2.3 The HEI should plan and monitor the productivity of research work.

15.2.4 The HEI should demonstrate the availability of processes for attracting students to research activities.

15.2.5 The HEI should demonstrate assistance in presenting the scientific positions of researchers, teaching staff and students at various scientific sites, including publication of scientific results.

15.2.6 The HEI should promote the introduction of research results, including consulting and commercialization.

15.2.7 The HEI should promote the recognition of the results of scientific research, including the registration of scientific projects in authorized bodies, the design of patents and copyright certificates.

15.2.8 The HEI should strive for joint research with foreign HEIs.

15.2.9 The HEI should strive to diversify the forms of funding research activities.

15.2.10 The HEI should stimulate research activities using various forms of motivation.

## **16. Standards «Finance»**

### **16.1 General provisions**

16.1.1 The HEI demonstrates the degree of implementation of the principles of sustainability, efficiency, productivity, priority, transparency, responsibility, delegation of authority, delineation and autonomy of the HEI's funding system.

16.1.2 Financial sustainability is assessed on the basis of an analysis of the financial reports (balance sheet, income and expense reports), as well as interviews with employees of the accounting and financial analysis of the HEI, heads of the HEI's structural units and stakeholders.

### **16.2 Evaluation criteria**

16.2.1 The HEI should formulate development scenarios consistent with the development strategy, taking into account the risk assessment.

16.2.2 The HEI should demonstrate the operational and strategic planning of its budget.

16.2.3 The institution should demonstrate the existence of a formalized financial management policy, including financial reporting.

16.2.4 The HEI should demonstrate the existence of an internal audit system.

16.2.5 The HEI should demonstrate an external independent audit.

16.2.6 The HEI should have a mechanism for assessing the adequacy of financial support for various types of activities of the HEI, including strategy for the development of the HEI, the development of the BEP, scientific projects.

## **17. Standards «Education Resources and Student Support Systems»**

### **17.1 General provisions**

17.1.1 The institution should guarantee a sufficient number of accessible and correspondent with the learning objectives training resources and support services for students.

17.1.2 The institution should ensure the availability and effective functioning of the system of individual assistance and counseling of students in the educational process.

17.1.3 The continuous improvement of material, technical and information resources is a factor in ensuring the quality of education at the HEI.

17.1.4 The students' learning environment, including material and technical resources and information resources, should correspond to the development strategy of the HEI and the objectives of the BEP.

17.1.5 The institution creates conditions for the student to advance on an individual educational pathway, including counseling.

17.1.6 The institution should ensure the creation of conditions for study, research and work on its territory. The corresponding development of the infrastructure used to implement the BEP should be based on the results of

monitoring satisfaction of students, teachers, employees and other stakeholders with the infrastructure.

17.1.7 The evaluation of the quality of the material and technical and information resources used in the implementation of the BEP is carried out on the basis of:

17.1.7.1 analysis of the adequacy of library resources (book fund, e-resources, access to scientific databases), the availability of high-speed communication, a unified automated information system, information and communication systems, laboratory and educational equipment, software;

17.1.7.2 examinations of the material, technical and information resources of the education organization;

17.1.7.3 interviewing and questioning students, teaching staff and stakeholders.

## **17.2 Evaluation criteria**

17.2.1 The HEI should demonstrate the sufficiency of material and technical resources and infrastructure.

17.2.2 The HEI should demonstrate the existence of support procedures for various groups of students, including information and counseling.

17.2.3 The HEI should demonstrate the compliance of information resources with the specifics of the BEP, including compliance in the following areas:

17.2.3.1 technological support for students and teaching staff in accordance with basic educational programs (for instance, online training, modeling, databases, data analysis programs);

17.2.3.2 library resources, including a fund for educational, methodological and scientific literature on general education, basic and profiling disciplines in paper and e-media, periodicals, access to scientific databases;

17.2.3.3 examination of the results of research, final papers, dissertation papers on plagiarism;

17.2.3.4 access to educational Internet resources;

17.2.3.5. the functioning of WI-FI in the area of the educational organization.

17.2.4 The HEI should strive to ensure that the training equipment and software used to develop the BEP are similar to those used in the relevant industries.

17.2.5 The institution should ensure that safety requirements are met in the learning process.

17.2.6 The HEI should strive to take into account the needs of different groups of students (adults, working, foreign students, as well as students with disabilities).



## **18. Standards «Public Information»**

### **18.1 General provisions**

18.1.1 The HEI should demonstrate public information of its activities, conditions and features of implementing the BEP.

18.1.2 The institution should inform the public about its activities based on the principles of transparency, openness, involvement and awareness of students, teaching staff, employers and other stakeholders, their initiative, continuous development and adaptation to changing conditions.

18.1.3 This standard is evaluated on the basis of:

18.1.3.1 analysis of internal documents regulating communication with the public;

18.1.3.2 analysis of publications on the activities of the HEI and the implementation of the BEP;

18.1.3.3 survey of information resources of the HEI;

18.1.3.4 interviewing and questioning students, teaching staff and stakeholders.

### **18.2 Evaluation criteria**

18.2.1 The information published by the HEI should be accurate, objective, relevant and should include:

18.2.1.1 programs to be implemented, indicating expected learning outcomes;

18.2.1.2 information on the possibility of awarding qualifications at the end of the BEP;

18.2.1.3 information on teaching, training, evaluation procedures;

18.2.1.4 information on “pass” scores and educational opportunities provided to students;

18.2.1.5 information on employment opportunities for graduates.

18.2.2 HEI management should use a variety of ways to disseminate information (including media, web resources, information networks etc.) to inform the general public and stakeholders.

18.2.3 Public information should support and explain national development programs of the country and the system of higher professional and postgraduate education.

18.2.4 The HEI should publish audited financial report on its own web resource.

18.2.5 The HEI should demonstrate the reflection on the web resource of information that characterizes the HEI in general and in the context of the BEP.

18.2.6 An important factor is the availability of adequate and objective information about the TS in the context of personalities.

18.2.7 An important factor is the placement of information on cooperation and interaction with partners, including scientific / consulting organizations, business partners, social partners and educational organizations.

18.2.8 The institution should post information and links to external resources based on the results of external evaluation procedures.

## **19. Procedure for amendments and additions**

19.1 Amendments and additions are made to the current Standard of Accreditation in order to further improve it.

19.2. Amendments and additions to the Standard are introduced by IAAR.

19.3 In case of initiating amendments and additions to existing Standards by educational organizations and other stakeholders, proposals and remarks are sent to IAAR.

19.4. IAAR conducts an examination of the proposals and comments received on their validity and purposefulness following the established procedure.

19.5 Amendments and additions to the current Standard of Accreditation after their approval in a new edition with amendments are endorsed by the order of the director of the IAAR or in the form of a brochure-leaflet to the current Standard.

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«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# STANDARDS

FOR EX-ANTE SPECIALIZED ACCREDITATION OF EDUCATIONAL  
PROGRAMS OF HIGHER AND POST GRADUATE  
EDUCATION INSTITUTIONS

Astana 2018



## **STANDARDS**

for ex-ante specialized accreditation of educational programs  
of higher and post graduate education institutions

**Astana, 2018**

## **Foreword**

**1 DEVELOPED AND INTRODUCED** by the Non-Profit Institution "Independent Agency for Accreditation and Rating".

**2 APPROVED AND PUT INTO EFFECT** by the order of the Director of the Non-Profit Institution "Independent Agency for Accreditation and Rating" as of May 25, 2018 No. 68-18/1-OD.

**3** These Standards implements provisions of the Law of the Republic of Kazakhstan "On Education" as of July 27, 2007 no. 319-III, provisions of the Law of the Republic of Kazakhstan "On Technical Regulation" as of November 9, 2004 no. 603-II.

**4** These standards harmonized with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (new edition), approved at the Yerevan Conference of Education Ministers in May 14-15, 2015).

**5 HOLDER OF THE ORIGINAL DOCUMENT** Independent Agency for Accreditation and Rating: 010000, Astana, B.Momyshuly av., 2, EP-4G

## **6 FIRST EDITION**

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## Introduction

The key guidances of these standards are determined on the basis of the tasks set for the education system, clearly articulated in the State Program on the Development of Education and Science of the Republic of Kazakhstan for 2016-2019, the State Program for Industrial and Innovative Development of the Republic of Kazakhstan for 2015-2019 and the National Plan - 100 concrete steps on implementation of 5 institutional reforms.

Harmonious integration of national tasks and European requirements in standards and criteria of institutional accreditation contributes to the improvement of the activity of higher and (or) postgraduate education organizations and increases the responsibility for the quality of the provided educational services.

The procedure of independent ex-ante specialized accreditation is carried out in accordance with standards and criteria consistent with the content of standards and guidelines for quality assurance in the European Higher Education Area (ESG), providing for the formation of a quality culture at a higher level while preserving the best traditions.

The proposed standards take into account the principles of the Bologna Process (objectivity, transparency, mobility, public information) and are intended to be used as a model for self-assessment of the educational program, harmonization of the formed national system of education quality in accordance with the requirements of the European Community.

These standards and criteria are harmonized with the Quality Assurance Standards in the European Higher Education Area (ESG, 2015), developed taking into account the main directions of quality assurance:

- responsibility of higher and (or) postgraduate education organization for the quality of the provided educational services;
- compliance of education to the needs of various higher education systems (on the international educational market), other organizations and students;
- orientation of higher and (or) postgraduate education organization on the development of a culture of quality.

Criteria for standards are aimed at determining the level of quality of student-oriented educational services.



# **STANDARDS AND CRITERIA OF EX-ANTE SPECIALIZED ACCREDITATION OF EDUCATION PROGRAMS**

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## **Main provisions**

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### **1. Applicable Scope**

1.1 These Standards determine the requirements for higher and (or) post graduate education institution and ex-ante specialized accreditation of education programs.

1.2 These standards are used during the ex-ante specialized accreditation procedure of educational programs of higher and (or) post graduate education institution in the absence of students and graduates regardless of their status, legal corporate form, institutional subordination and form of ownership.

1.3 These standards submitted for use by higher and (or) post graduate education institution for an internal assessment of its activities, quality of designed and (or) implemented education programs and for the development of the correspondent internal regulatory documentation.

### **2. Regulatory References**

These standards contain references to the following regulatory documents:

2.1 The Law of the Republic of Kazakhstan "On Education" as of June 27, 2007 no. 319-III.

2.2 The Law of the Republic of Kazakhstan "On Technical Regulation" as of November 9, 2004 no. 603.

2.3 The Law of the Republic of Kazakhstan "On accreditation of the conformity assessment" as of July 5, 2008 no. 61-IV.

2.4 Strategic Development Plan of the Republic of Kazakhstan until 2020 approved by the Presidential Decree of the Republic of Kazakhstan as of February 1, 2010 no. 922.

2.5 Decree of the President of Kazakhstan as of December 18, 2015 no. 1012 "On approvement the Concept of strengthening and developing Kazakhstan identity and unity".

2.6 Decree of the President of Kazakhstan as of March 1, 2016 no. 205 "On approval of the State Program on the Development of Education and Science of the Republic of Kazakhstan for 2016-2019".

2.7 Resolution of the Government of the Republic of Kazakhstan as of August 23, 2012 No. 1080 "On approval of the state compulsory education standards for the corresponding levels of education".

2.8 The President of Kazakhstan N. Nazarbayev's Address to the Nation of Kazakhstan «Third Modernization of Kazakhstan: Global Competitiveness», January 31, 2017.

2.9 Order of the Minister of Education and Science of the Republic of Kazakhstan as of November 1, 2016 No. 629 «On Approval of the Rules of Recognition of Accreditation Bodies, Including Foreign Accreditation Bodies, and Formation of the Register of Recognized Accreditation Bodies, Accredited Education Organizations and Educational Programs».

2.10 Order of the Minister of Education and Science of the Republic of Kazakhstan as of April 20, 2011 No. 152 "On Approval of the Rules for Organization of the Educational Process based on credit technology of education".

2.11 Order of the Minister of Industry and Trade of the Republic of Kazakhstan dated October 29, 2008 No. 430 "On approval of forms of accreditation documents in the field of conformity assessment and standard forms of pre-accreditation, post accreditation agreements".

2.12 Order of the Acting Minister of Industry and New Technologies of the Republic of Kazakhstan as of December 28, 2012 No. 495. "On approval of the Rules for the development, recording, approval, examination, amending, cancellation and enactment of national Standards, preliminary national Standards, classifiers of technical and economic information, excluding military Standard for goods (products), works, military and dual-use services."

### 3. Terms and Definitions

These standards apply the terms and definitions in accordance with the regulatory documentation as specified in paragraph no. 2 and in addition the following terms are used with the corresponding definitions:

**3.1 Academic Mobility:** The transfer of students or teachers-researchers for learning or research for a certain academic period (semester or academic year) to another higher educational institution (domestically or abroad) with mandatory credit transfer of studied learning programs, disciplines at the current higher educational institution or to continue studying in another higher educational institution.

**3.2 Specialized accreditation:** The evaluation of the quality of educational programs implemented by organization of education.

**3.3 Ex-ante specialized accreditation:** The initial evaluation of the quality of educational programs.

**3.4 Analysis:** The method of research, characterized by the allocation and / or study of certain parts of the accreditation object, the process of determining, collecting data for assessing the quality of educational services.

**3.5 Audit:** Systematic independent documented process for obtaining audit certificate (checking) and objective assessment in order to establish the degree of compliance with agreed criteria.

**3.6 Visit of the external expert commission:** A generally accepted component of a holistic accreditation process that involves checking the reality of the previously submitted self-assessment report of the university, assessing the quality and effectiveness of the provided educational services, the interview and questioning of stakeholders, and developing recommendations for improving the quality.

**3.7 Framework of Qualifications for the European Higher Education Area:** The structure of qualifications covering three levels of higher and postgraduate education: bachelor's, master's and doctoral degrees, universal Dublin descriptors for each level based on the results of education and competencies, as well as the range of credits for the first and second levels.

**3.8 Distance learning technologies:** Training carried out with the use of information and communication technologies and telecommunications with mediated (at a distance) or not completely mediated interaction between the student and teacher.

**3.9 European Credit Transfer and Accumulation System (ECTS):** a student-centered method of planning, describing educational programs, recording and recognizing learning outcomes, and monitoring the dynamics of student progress through an individual educational pathway, by determining the laboriousness of disciplines for all its components.

**3.10 Quality of educational programs:** Compliance of the level of competencies of students and graduates with the requirements of professional standards and additional requirements established by the organization implementing educational programs.

**3.10. Credit technology of education:** training based on the choice and self-planning of students for the sequence of studying disciplines with the use of credit as a unified unit for measuring the amount of academic work of the student and teacher.

**3.11 Monitoring of Educational Services:** Collection and analysis of data on the processes and procedures of the educational activity.

**3.12 Informal learning:** Learning, carried out as part of the implementation of work activities, involving learning in everyday work situations.

**3.13 Educational monitoring:** Systematic observation, analysis, assessment and forecast of the status and dynamics of changes in the results and conditions of the implementation of educational processes, student population, the network, as well as the rating indicators of achievements of educational organizations.

**3.14 Educational program:** A single set of basic characteristics of education, including the goals, results and content of training, the organization of the educational process, the ways and methods of their implementation, the criteria for assessing learning outcomes.

**3.15 Assessment:** Method for determining the achievement degree of the planned results of educational services, the educational objectives of the program

for decision-making and determining the further direction of improving the quality. Interpretation of data and evidence collected during the analysis.

**3.16 Self-assessment report:** The document developed by the university on the basis of self-assessment and submitted for consideration and decision by the accredited body.

**3.17 Quality assurance policy:** The main directions that characterize the key priorities and value orientations of development on quality assurance, determined on the basis of collective discussion and approved by the management of the organization.

**3.18 Post accreditation monitoring of the organization's activities:** Monitoring of the organization's compliance with the requirements of the IAAR set out in these standards, implemented after the Accreditation Council's decision on accreditation and before the end of the term of this decision.

**3.19 Self-assessment:** The procedure for self-assessment of the university based on standards and criteria for institutional and / or specialized accreditation.

**3.20 Quality system:** A set of procedures, units and officials in an organization that perform certain quality management functions in accordance with the established rules and accepted practices and ensure compliance of all graduates of the educational program with the requirements established in accordance with professional Standards.

**3.21 Special Conditions for Education:** Conditions that include special educational learning programs and methods of teaching, technical and other means.

**3.22 Stakeholder:** A natural person, a group of persons or an organization that is interested and / or involved in activities, making decisions in a certain area.

**3.23 Student-centered learning:** The fundamental principle of the Bologna reforms in higher education, implying a shift of the emphasis in the educational process from teaching (as the main role of the teaching staff in the "translation" of knowledge) to learning (as an active educational activity of the student).

**3.24 Expert assessment:** The procedure for obtaining an assessment on the basis of an analysis of the problem considered by the experts with a view to the subsequent decision-making.

**3.25 Effectiveness:** Degree of implementation of the planned activity and achievement of the planned results.

## 4. Notations and Abbreviations

In these Standards, abbreviations are used in accordance with the regulatory documents referred to in paragraph 2 herein. In addition, the following notations and abbreviations are used in these Standards:

**RK** - Republic of Kazakhstan;

**MES RK** - Ministry of Education and Science of the Republic of Kazakhstan;

**AC** - Accreditation Council;

**EEC** - External Expert Commission;

**SCES** - State Compulsory Educational Standards;

**SPDE** - State Program for the Development of Education;

**MOOC** – Massive Open Online Courses;

**IAAR** - Independent Agency for Accreditation and Rating;

**RW** - Research Work;

**RLA** - Regulatory Legal Acts;

**NQF** - National Qualifications Framework;

**NSQ** - National System of Qualifications;

**EO** – Educational Organization;

**EP** - Educational Program;

**TS** – Teaching Staff;

**ECTS** - European System of Credit Transfer and Accumulation;

**ESG** - Standards and Guidelines for Quality Assurance in the European Higher Education Area.

## 5. The Procedure for Ex-Ante Specialized Accreditation of Educational Programs

5.1 Submission by EO of the application for ex-ante specialized accreditation with copies of the title and permit (authorization) documentation.

5.2 Consideration by IAAR of the educational organization's application.

5.3 IAAR decision to start the procedure for the ex-ante specialized accreditation. An agreement between the agency and EO to conduct the ex-ante specialized accreditation is concluded.

5.4 Management of EO and IAAR organize training to explain the criteria and procedures for the ex-ante specialized accreditation to internal experts of EO at the special seminars on the theory, methodology and techniques of the ex-ante specialized accreditation.

5.5 EO conducts self-assessment according to the requirements established by IAAR, and submits self-assessment report (in Kazakh, Russian and English languages) to IAAR in e-format and 1 hard copy in each of the languages.

5.6 On the basis of EO's self-assessment report IAAR has the right to make the following decisions:

- to develop recommendations on the need to improve self-assessment materials;
- to conduct an external peer review;
- to change the accreditation term as it is impossible to conduct the ex-ante specialized accreditation procedure due to non-compliance of the self-assessment report to the criteria of these standards.

5.7 In the event accreditation continues IAAR generates External Expert Commission, which shall be approved by the IAAR director to assess EO. The number of experts is determined depending on the review volume. The structure of the EEC includes representatives of the academic community, stakeholders in Kazakhstan, including employers, students, foreign / international experts.

5.8 In the event accreditation continues IAAR agrees with the EO on the dates for the ex-ante specialized accreditation and EEC's visit program.

5.9 The duration of the EEC's visit accounts for 3-5 days. During the visit, the organization of education creates working conditions for the EEC under the Service Agreement:

- provides for each member of the Commission an electronic and paper version of the self-assessment report;
- provides the necessary office equipment in consultation with the IAAR representative and based on the number of EEC members;
- organizes the inspection of infrastructure and resources, meetings, questionnaires, interviews and other forms of EEC's work in accordance with the EEC's program of the visit;
- provides information requested;
- organizes photo and video recording of the EEC's work;
- prepares a video clip on the IAAR AC's work, which provides brief characteristic of education organization and information on the EEC's visit.

5.10 At the end of the visit EEC is preparing a report on evaluation of educational programs and a presentation on EEC's visit.

5.11 The report contains a description of the EEC's visit, a brief assessment of the EP's compliance with the IAAR criteria, recommendations to the EO for performance improvement and quality assurance, recommendations to the Accreditation Council. Recommendations to the Accreditation Council provide information on the status of the educational program and recommended accreditation period.

5.12 The EEC's report, including recommendations is prepared by members of the EEC collectively.

5.13 The EEC's report on the evaluation of EP and the EO's self-assessment report of EP serve as the basis for the Accreditation Council's decision on ex-ante specialized accreditation.

5.14 The Chairman of the EEC presents to the Accreditation Council outcomes of the EEC's visit. If there are objective reasons IAAR director appoints a member of the EEC to attend a meeting of Accreditation Council and present a report. Replacement of the Chairman of EEC is made by the order of IAAR Director.

5.15 The exclusive competence of the IAAR Accreditation Council includes decision-making on accreditation or refusal of accreditation of education program of EO. The composition of the Accreditation Council is determined in accordance with the Regulations of its activities. The meeting is held if a quorum is present. Accreditation Council shall have the right to make a grounded decision not corresponding with the EEC recommendations.

Accreditation Council makes decision:

- on accreditation:
  - 1 year - in the event of compliance with the criteria as a whole, but with some shortcomings and opportunities for improvement;
  - 3 years - with positive results in general, but with some minor shortcomings and opportunities for improvement;
  - 5 years - with positive results in general.
- on non-accreditation.

5.16 In the event of positive decision on accreditation the Accreditation Council of IAAR sends an official letter to the education organization with the results of the accreditation and a certificate of ex-ante specialized accreditation of a EP, signed by the IAAR Director. The decision on accreditation of educational program IAAR sends to the MES for inclusion in the Register of accredited educational programs (Register 3) and places the information on the IAAR website. The EEC report is also published on the website.

After receiving the certificate of accreditation of EP the educational organization publishes a self-assessment report on its website.

5.17 In the event of the Accreditation Council's negative decision on accreditation the IAAR sends a letter to the education organization indicating the adopted decision.

5.18 EO in the prescribed manner under the Service Agreement and the Regulations of the Commission on Appeals and complaints may send to IAAR an



appeal against the decision of the Accreditation Council. In case of doubts in the competence of the EEC and representatives of the Agency, or gross violations committed by members of the EEC, the educational organization may file a complaint to IAAR.

## 6. Follow-up Procedures

6.1 In the event of positive accreditation decision of the IAAR Accreditation Council, EO submits to IAAR an Action Plan on the quality improvement under the external expert commission's recommendations (hereinafter - the Plan), which is signed and sealed by the chief executive officer, an organization enters into a Service Agreement with IAAR. An Agreement and Plan are the basis for the post accreditation monitoring.

6.2 In accordance with the Regulation on the post accreditation monitoring procedure of educational organizations/educational programs, educational organizations which passed ex-ante accreditation should prepare interim reports under the Plan. Interim reports are sent to the IAAR before the expected date of post accreditation monitoring.

6.3 Post accreditation monitoring of EO's EP is conducted as follows:

Validity of the accreditation period	3 years	5 years
Periodicity of interim reports and review visit	One time in 1,5 years	two times every two years

6.4 In the event of failure to implement the Plan and the requirements put forward by the IAAR in relation to the EO, as well as lack of awareness of the changes carried out in the educational organization, the Accreditation Council shall have the right to adopt the following decisions:

- to temporarily suspend the effectiveness of the EP's accreditation status;
- to revoke accreditation of EP by excluding it from the Registry 3, which may result in the cancellation of all previously achieved results of accreditation.

6.5 In the event of waiver of the educational organization from the post accreditation monitoring through the failure to sign the Service Agreement with IAAR, under the paragraph 6.4, IAAR Accreditation Council may decide to terminate and withdraw accreditation status.

6.6 In the event of early termination and withdrawal of accreditation the educational organization are not allowed to submit an application for accreditation to IAAR within one year after the decision to revoke the accreditation of EO.



## 7. Standard «Management of Education Program»

### 7.1 General provisions

Management of EP is determined by its objectives and development plan. EP should fully comply with the legislation of RK in the field of education and with the SCES of RK.

### 7.2 Evaluation criteria

7.2.1 The higher and (or) post graduate education organization should have a published quality assurance policy. The quality assurance policy should reflect the relationship between research, teaching and learning.

7.2.2 The higher and (or) post graduate education organization should demonstrate the development of a culture of quality assurance, including in the context of the EP.

7.2.3 Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint / dual degree education and academic mobility.

7.2.4 The management of the EP demonstrates commitment to ensuring transparency in creating of an EP's development plan based on an analysis of its functioning, the actual positioning of EO and the focus of its activities on meeting the needs of the state, employers, students and other stakeholders. The plan should contain the start dates for the implementation of the educational program.

7.2.5 The management of the EP demonstrates the existence of a mechanisms for the formation and regular revision of the development plan of the EP and monitoring of its implementation, assessing the achievement of the training objectives, meeting the needs of students, employers and society, making decisions aimed at the continuous improvement of the EP.

7.2.6 The management of the EP should involve representatives of stakeholder groups, including employers, students and teaching staff, in the development of an EP's development plan.

7.2.7 The management of the EP should demonstrate the individuality and uniqueness of the development plan for the EP, its coherence with national development priorities and the development strategy of the higher and (or) post graduate education organization.

7.2.8 The higher and (or) post graduate education organization should demonstrate a clear definition of those responsible for business processes within the framework of the EP, unambiguous distribution of the duties of the staff, delineation of the functions of collegial bodies.

7.2.9 The management of the EP should provide evidence of the transparency of the educational program's management system.

7.2.10 The management of the EP should demonstrate the existence of the internal quality assurance system of the EP, including its design, management and monitoring, their improvement, decision-making based on facts.

7.2.11 The management of the EP should implement risk management, including in the framework of the EP passing ex-ante accreditation and demonstrate system of measures aimed at risk reduction.

7.2.12 The management of the EP should ensure the participation of representatives of employers, teaching staff, students and other stakeholders in the collegial bodies of management of the educational program, as well as their representativeness in making managerial decisions related to the educational program.

7.2.13 EO should demonstrate the management of innovation within the framework of the EP, including the analysis and implementation of innovative proposals.

7.2.14 The management of the EP should demonstrate evidence of readiness for openness and accessibility for students, teaching staff, employers and other stakeholders.

7.2.15 The management of the EP should be trained in management of education programs.

## **8. Standard «Information Management and Reporting»**

### **8.1 General provisions**

EO should demonstrate the existence of the system for collection and analysis of statistics on the population of students and graduates, available resources, staffing, consulting, research and international activities and other areas for intensive use in the EP's management. EO should ensure that the management of the EP, as well as other activities, is carried out through the collection, analysis and use of relevant information which provide measurability, reliability, accuracy, timeliness and completeness of information in the context of the EP.

### **8.2 Evaluation criteria**

8.2.1 EO should demonstrate the existence of the system for collection, analysis and management of information using modern information and communication technologies and software. EO uses a variety of methods to collect and analyze information in the context of EP.

8.2.2 The management of the EP should demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.

8.2.3 The management of the EP should demonstrate fact-based decision making.

8.2.4 Under the EP there should be provided a system of regular reporting, reflecting all levels of structure, including an assessment of the effectiveness and efficiency of activities of structural units, departments and research.

8.2.5 EO should establish the periodicity, forms and methods of the EP's evaluation management, the activities of collegial bodies and structural units, top management, the implementation of scientific projects.

8.2.6 EO should demonstrate the definition of order and ensure protection of information, including the identification of responsible persons for the reliable and timely analysis of information and data provision.

8.2.7 An important factor is the existence of a mechanism of the involvement of students, employees and teaching staff in the processes of collection and analysis of information, being the basis for making decisions.

8.2.8 The management of the EP should demonstrate the existence of a mechanism of communication with students, employees and other stakeholders, including the existence of conflict resolution mechanisms.

8.2.9 EO should demonstrate the existence of mechanisms for providing a measure of the degree of satisfaction of the needs of the teaching staff, personnel and students under the EP.

8.2.10 EO should provide evaluation of the effectiveness and resulting quality of its activities, including in the context of the EP.

8.2.11 The information estimated to be collected and analyzed by the EO should take into account:

- key performance indicators;
- dynamics of students population in the context of forms and types;
- level of academic achievement, student achievement and failing students rate;
- students' satisfaction with the implementation of the EP and the quality of education at the EO;
- availability of educational resources and support systems for students.

8.2.12 EO should confirm the implementation of the processing of personal data of students, employees and teaching staff based on their consent in writing form.

## 9. Standard «Development and Approval of Educational Programs»

### 9.1 General provisions

The implementation of the EP is aimed to develop professional competence of future specialists, to establish relevant qualification frameworks for education levels and to satisfy labor market needs. The EP provides for the possibility of constructing an individual educational pathway, taking into account the personal needs and abilities of students.

### 9.2 Evaluation criteria

9.2.1 EO should define and document the procedures for the development of the EP and their approval at the institutional level.

9.2.2 The management of the EP should demonstrate the compliance of the developed EP with the established objectives, including the expected learning outcomes.

9.2.3 The management of the EP should ensure the existence of the developed models of the EP's graduates, describing the results of training and personal qualities.

9.2.4 The management of the EP should demonstrate the conduct of external reviews of the EP's content and planned results of its implementation.

9.2.5 The qualification obtained on completion of EP should be clearly defined and consistent with a certain level of the NQF.

9.2.6 The management of the EP should determine the impact of disciplines and professional practices on the formation of learning outcomes.

9.2.7 An important factor is the possibility of students' training for professional certification.

9.2.8 The management of the EP should provide evidence of the participation of students, the staff and other stakeholders in the development of the EP, ensuring its quality.

9.2.9 The complexity of the EP should be clearly defined in Kazakhstan credits and ECTS.

9.2.10 The management of the EP should ensure that the content of the academic disciplines and planned learning outcomes corresponds to the level of study (bachelor's, master's, doctoral).

9.2.11 The structure of EP should provide for various activities ensuring achievement by students the planned learning outcomes.

9.2.12 An important factor is the correspondence between the content of the EP and the results of EP's learning outcomes implemented by an organization of higher and (or) postgraduate education in the EHEA.

## 10. Standard «Constant Monitoring and Periodical Assessment of Education Programmes»

### 10.1 General provisions

Monitoring and periodic evaluation of the EP are aimed to achieve the objectives of the EP, the full formation of planned learning outcomes. The management of the EP should define its own requirements for the format of monitoring and periodic evaluation. Support services should ensure the identification and satisfaction of the needs of different groups of learners.

### 10.2 Evaluation criteria

10.2.1 EO should identify mechanisms of monitoring and periodically evaluate the EP in order to ensure that the goal is achieved and meet the needs of students and society. The results of these processes should be aimed at the continuous improvement of the EP.

10.2.2 Monitoring and periodic evaluation of EP should provide:

- the content of the programs in the light of the latest scientific achievements in a specific discipline to ensure the relevance of the discipline being taught;

- changes in the needs of society and the professional environment;
- workload, academic performance and graduation;
- the effectiveness of evaluation procedures for students;
- expectations, needs and satisfaction of students of teaching methods under the EP;
- the educational environment and support services and their compliance with the objectives of the EP.

10.2.3 EO, management of the EP should identify a mechanism for informing all stakeholders of any planned or undertaken actions in relation to the EP.

10.2.4 All changes made to the EP shall be published.

The management of the EP should develop a mechanism for review of the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of the society.

## 11. Standard «Student-Centered Learning, Teaching and Performance Evaluation»

### 11.1 General provisions

Student-centered learning plays an important role in the achievement of learning outcomes by students. EO should introduce student-centered learning processes into its programs. Evaluation of knowledge should provide objectively evaluate the achievement of each learning goal for each student.

### 11.2 Evaluation criteria

11.2.1 The management of the EP should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths.

11.2.2 The management of the EP should ensure the use of various forms and methods of teaching and learning.

11.2.3 An important factor is the availability of own research in the field of methods of teaching the academic disciplines.

11.2.4 The management of the EP should demonstrate the availability of a mechanism for feedback system on the use of different teaching methods and the evaluation of learning outcomes.

11.2.5 The management of the EP should demonstrate the existence of a mechanism of support for the autonomy of students with simultaneous guidance and assistance from the teacher.

11.2.6 The management of the EP should demonstrate the existence of a procedure for responding to student complaints.

11.2.7 EO should ensure the consistency, transparency and objectivity of the learning outcomes evaluation mechanism for each EP, including the appeal.

11.2.8 EO should ensure that the procedures for evaluating the learning outcomes of students of EP are consistent with the planned learning outcomes and

program objectives. Criteria and methods of evaluation should be published in advance.

11.2.9 Mechanisms for ensuring that each graduate of EP has mastered the learning outcomes must be defined in EO, and the completeness of their formation is ensured.

11.2.10 Reviewers should know modern methods for evaluation of learning outcomes and regularly improve their qualifications in this field.

## 12. Standard «Students»

### 12.1 General provisions

EO should have иметь certain, published and consistently applied rules that govern all periods of study, including admission, academic achievement, recognition and certification. The management of the EP should determine the procedure for recognizing the previous learning outcomes, competences that have been mastered under the framework of academic mobility, additional formal and informal education.

### 12.2 Evaluation criteria

12.2.1 EO should demonstrate the existence of a policy of forming students' population from admission until graduation and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to graduation) must be defined, approved, published.

12.2.2 The management of the EP should determine the order of formation of students' population on the basis of:

- minimum requirements for entrants;
- the maximum size of the group for conducting seminars, practical, laboratory and studio sessions;
- forecasting the number of government grants;
- analysis of available material, technical, information resources, personnel potential;
- analysis of potential social conditions provided to students, incl. providing places in dormitories.

12.2.3 The management of the EP should demonstrate willingness to provide for special adaptation and support programs for newly enrolled and foreign students.

12.2.4 EO must demonstrate its compliance with the Lisbon Recognition Convention.

12.2.5 EO should cooperate with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers" ENIC / NARIC to ensure comparable recognition of qualifications.

12.2.6 The management of the EP should demonstrate the existence of a mechanism to recognize the results of academic mobility of students, as well as the results of additional, formal and informal training.



12.2.7 EO should provide an opportunity for external and internal mobility of students of EP, as well as provide willingness to assist them in obtaining external education grants.

12.2.8 The management of the EP should demonstrate the willingness to provide practice-enrolled students, facilitate the employment of graduates, and maintain communication with them.

12.2.9 EO should provide an opportunity for providing graduates of EP with documents confirming the received qualification, including the results achieved, as well as the context, content and status of the education received and evidence of graduation.

12.2.10 An important factor is the existence of mechanism for monitoring of the employment and professional activities of EP's graduates.

## 13. Standard «Teaching Staff»

### 13.1 General provisions

The higher and (or) post graduate education organization should realize objective and transparent personnel policy and be responsible for its employees and provides them with favorable working conditions. EO should demonstrate the changed role of the teacher due to the transition to student-centered learning.

### 13.2 Evaluation criteria

13.2.1 EO should have an objective and transparent personnel policy, earmarked for the specific EP, which includes hiring, professional growth and development of staff, ensuring the professional competence of the whole manning power.

13.2.2 EO should demonstrate the conformity of the personnel potential of the faculty with the development strategy of the EO and the specifics of the EP.

13.2.3 The management of the EP should demonstrate the awareness of responsibility for its employees providing them with favorable working conditions.

13.2.4 The management of the EP should demonstrate a change in the role of the teacher in connection with the transition to student-centered learning.

13.2.5 EO should determine the contribution of the faculty to the implementation of the development strategy of the EO and other strategic documents.

13.2.6 EO should provide opportunities for career growth and professional development of the EP's teaching staff.

13.2.7 The management of the EP should demonstrate the willingness to involve practitioners in the relevant sectors.

13.2.8 EO should demonstrate the motivation for the professional and personal development of teachers, including encouraging both the integration of research and education, and the use of innovative teaching methods.

13.2.9 An important factor is willingness to develop of academic mobility under the EP, attracting the best foreign and domestic teachers.

## 14. Standard «Education Resources and Student Support Systems»

### 14.1 General provisions

The students' learning environment, including material, technical and information resources should correspond to the development strategy of the EP. The corresponding development of the infrastructure used to implement the EP should be based on the results of monitoring satisfaction of students, teachers, employees and other stakeholders with the infrastructure.

### 14.2 Evaluation criteria

14.2.1 EO should guarantee a sufficient number of accessible and correspondent with the learning objectives training resources and support services for students.

14.2.2 EO should demonstrate the sufficiency of material and technical resources and infrastructure taking into account the needs of different groups of students under specific EP (adults, working, foreign students, as well as disabled students).

14.2.3 The management of the EP should demonstrate the existence of support procedures for various groups of students, including information and counseling. The management of the EP should demonstrate the compliance of information resources with the specifics of the EP, including:

- technological support for students and teaching staff in accordance with educational programs (for instance, online training, modeling, databases, data analysis programs);
- library resources, including a fund for educational, methodological and scientific literature on general education, basic and major disciplines in hard or soft copies, periodicals, access to scientific databases;
- examination of the results of research, final papers, dissertation papers on plagiarism;
- access to educational Internet resources;
- the functioning of WI-FI in the area of the educational organization.

14.2.4 EO should strive to ensure that the training equipment and software used to develop the EP are similar to those used in the relevant industries.

## 15. Standard «Public Awareness»

### 15.1 General provisions

EO should have a mechanism for public awareness of its activities, conditions and features of implementing the ex-ante accredited EP. The management of the EP should perform its activities based on the principles of transparency, openness,



involvement and awareness of students, teaching staff, employers and other stakeholders in implementation of the EP, as well as principles of imitativeness, continuous development and adaptation to changing conditions.

### **15.2 Evaluation criteria**

15.2.1 EO should publish reliable, objective, relevant information about the educational program and its specifics, which should include:

- expected learning outcomes of the implemented educational program;
- qualification and (or) qualifications, which will be awarded upon completion of the educational program;
- approaches to teaching, training, and systems (procedures, methods and forms) of evaluation подходы;
- information on “pass” scores and educational opportunities provided to students;
- information on employment opportunities for graduates c.

15.2.2 The management of the EP should use a variety of ways to disseminate information (including media, web resources, information networks etc.) to inform the general public and stakeholders.

15.2.3 Public awareness should support and explain national development programs of the country and the system of higher and postgraduate education.

15.2.4 EO should publish audited financial statements on its own web resource including in reference to specific EP.

15.2.5 An important factor is the availability of adequate and objective information about the faculty of EP.

15.2.6 An important factor is public awareness about cooperation and interaction with partners under the EP.

## **16. Standards by Specific Specialties**

### **16.1 General provisions**

It is necessary diverse practical experience, acquisition of skills in programs related to social sciences, economics, business and law, and, on the contrary, to emphasize fundamental knowledge within the framework of humanities, natural and technical sciences.

### **16.2 Evaluation criteria**

#### **16.2.1 EDUCATION**

16.2.1.1 Educational program in the field of "Education" should meet the following requirements:

16.2.1.1.1 The management of the EP should provide the existence of mechanisms to ensure learning outcomes in the field of psychology and communication skills, analysis of personality and behavior, methods of preventing and resolving conflicts, motivating learners for graduates.

16.2.1.1.2 The management of the EP should demonstrate the availability in the program of disciplines teaching to innovative teaching and planning methods of instruction, incl. interactive methods of teaching, methods of teaching with high involvement and motivation of students (games, case studies / situations, use of multimedia tools).

16.2.1.1.3 The management of the EP should emphasize various types of practices:

- attending lectures and other classes conducted by teachers;
- holding special seminars and discussions of the latest teaching methodologies and technologies;
- students should be able to study at least one discipline in their field of specialization, taught by a practicing specialist.

16.2.1.1.4 The content of the EP should provide students with the of the world systems of knowledge, skills and methods of pedagogy, as well as knowledge in the field of education management.

## **16.2.2 SOCIAL SCIENCES, HUMANITIES, ECONOMICS, BUSINESS AND LAW, SERVICES**

16.2.2.1 Educational program in the areas of “Social sciences, Economics and Management”, “Humanities” and Law” should comply with the following requirements:

16.2.2.1.1 The management of the EP should provide that the teaching within the program is conducted on the basis of modern achievements of world science and practice in the field of specialization, as well as using modern and advanced teaching methods.

16.2.2.1.2 The management of the EP should provide an opportunity for the access of students to the modern and relevant data (statistics, news, scientific results) in the field of specialization in paper editions (newspapers, statistical data collections, textbooks) and electronic media.

16.2.2.1.3 Objectives and results of the EP should be aimed at providing learners with specific skills required in the labor market.

16.2.2.1.4 The EP should include a sufficient number of disciplines and activities aimed at providing students with practical experience in applying theoretical knowledge, such as industrial placement, training in enterprises, participation in lectures and workshops of practicing specialists, etc.

## **16.2.3 NATURAL, AGRICULTURAL AND TECHNICAL SCIENCES AND TECHNOLOGIES**

16.2.3.1 Educational program in the areas of "Natural Sciences", "Technical sciences and technologies" should comply with the following requirements:

16.2.3.1.1 EP should include disciplines and activities aimed at gaining practical experience and skills in the specialty as a whole and majoring disciplines in particular, including:

- site visits to enterprises in the field of specialization (factories, workshops, research institutes, laboratories, scientific and experimental households, etc.);
- individual lessons or complete courses on specialization of enterprises;
- workshops for solving practical problems of relevance at companies in the field of EP's specialization, etc.

16.2.3.1.2 The teaching staff involved in the EP shall include in-house practitioners who have long-term experience working at enterprises in the field of EP's specialization.

16.2.3.1.3 The content of all disciplines of EP should be based and have a clear relationship with the content of the fundamental natural sciences.

16.2.3.1.4 The management of the EP should provide measures for strengthen practical training in the field of specialization.

16.2.3.1.5 The management of the EP should provide the training of students in the field of application of modern information technologies.

#### **16.2.4 ART**

16.2.4.1 Educational program in the areas of "Art" should comply with the following requirements:

16.2.4.1.1 The management of the EP should provide that the graduates have a program of theoretical knowledge in the field of arts, and skills of self-expression through creativity, related to competencies of the ex-ante accredited EP.

16.2.4.1.2 The management of the EP should provide the formation of the skills of self-learning and self-development among students.

16.2.4.1.3 EP should provide an opportunity for students to be taught to at least one discipline in their field of specialization by a practicing specialist.

16.2.4.1.4 EP should include the maximum possible number of disciplines and activities wherewith skills are taught individually or in small groups.

16.2.4.1.5 The management of the EP should provide for students the maximum possible number of events that facilitate the demonstration by students of the acquired creative skills.

16.2.4.1.6 Creative work, participation in concerts, competitions, performances, etc. under particular specialization is part of scientific activity.

16.2.4.1.7 EP should include disciplines and activities aimed at obtaining practical experience and skills in the specialty in general and in the relevant disciplines in particular in order to familiarize students with the professional environment and current issues in the field of specialization, as well as to acquire skills on the basis of theoretical training, including:

- site visits to enterprises in the field of specialization (museums, theaters, design bureaus, etc.);
- some classes or whole courses taught at the specialization enterprise;
- seminars to solve practical problems relevant to enterprises in the field of specialization, etc.

16.2.4.1.8 An important factor within the framework of the EP is the availability of the collegial assessment mechanism of the creative papers of students.

## 17. Procedure for Amendments and Additions

17.1 Amendments and additions are made to the current Standard of Ex-ante Specialized Accreditation in order to further improve it.

17.2 Amendments and additions to the Standard are introduced by IAAR.

17.3 In case of initiating amendments and additions to existing Standards by the higher and (or) post graduate education organizations and other stakeholders, proposals and remarks are sent to IAAR.

17.4 IAAR conducts an examination of the proposals and comments received on their validity and purposefulness following the established procedure.

17.5. Amendments and additions to the current Standard of Ex-ante Specialized Accreditation are amended in a new edition with amendments or in the form of a brochure-leaflet to the current Standard by the order of the director of the IAAR.

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Independent agency for  
accreditation and rating

Guidelines for joint international  
accreditation (public accreditation by the  
Independent Agency for Accreditation and  
Rating (IAAR) and the Accreditation,  
Certification and Quality Assurance  
Institute (ACQUIN))

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## I. JOINT INTERNATIONAL ACCREDITATION PROCEDURE

### Goals and objectives of international accreditation procedure

The objective of the international accreditation procedure (hereinafter - accreditation) is to evaluate and recognize the high quality of offered study programmes against international accreditation standards according to European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG-ENQA).

The joint international accreditation procedure serves the common goal of quality evaluation of higher education study programmes and adhering to the European standards. When conducting joint international accreditation the specific legislation of relevant countries is taken into account.

The standards and procedures of joint international accreditation comply with the current legislation of the Republic of Kazakhstan, German legislation and the main principles and documents of the Bologna process.

The main principles of joint international accreditation are: professional and public character of evaluation; voluntary basis; independence; objectiveness and professionalism; transparency, credibility and relevance of information about accreditation procedures; collective decision making, publicity of positive and negative outcomes.

### Procedure for carrying out joint international accreditation

The site visit schedule, conditions and financial provisions of the accreditation are determined by an agreement between the Independent Agency for Accreditation and Rating (IAAR), the Accreditation, Certification and Quality Assurance Institute (ACQUIN) and the educational institution.

The procedure includes the following steps:

1. Submission of an accreditation application.
2. Preparation of the self-evaluation report.

The educational institution independently organizes and carries out the self-evaluation of the study programme (cluster of programmes) in order to establish the programme's compliance with the international accreditation standards and prepares a self-evaluation report.

The educational institution is provided with guidelines and methodological materials to facilitate the preparation of the self-evaluation report.

3. The external evaluation of the level and quality of the implementation of the study programme (cluster of programmes) against the standards of joint international accreditation is carried out by an external evaluation panel during the site visit to the educational institution. The site visit results in the preparation of the report on the outcomes of the external evaluation.

The report on the outcomes of the external evaluation is sent to the educational institution not later than four weeks after its completion. During two weeks after the receipt of the evaluation report the educational institution can send its commentaries about technical and factual errors if there are any.

On the basis of the analysis of the documents and information submitted by the educational institution, the self-evaluation report, the final report of the external evaluation panel IAAR and ACQUIN prepare information and analytical materials (summary reports) for the accreditation decision-making and publish them in Russian and English on the official web-sites.

#### Decision-making by IAAR

Self-evaluation and the External Evaluation Panel (EEP) report are the basis for taking final decision of the IAAR Accreditation Council (AC). The AC has a right to make a collegial reasoned decision, not complied with the External Evaluation Panel (EEP) recommendations. The AC is guided by the principles of independence, objectivity and reliability of the facts, equality of all HEIs, regardless of ownership.

The AC has the right to take following decisions:

- accreditation for 1 year at compliance with the criteria in general, but in the presence of some shortcomings and opportunities for improvement;
- accreditation for 3 years at positive results in general, but with some minor shortcomings and opportunities for improvement;
- accreditation for 5 years at positive results in general;
- accreditation for 7 years at positive results in the case of re-accreditation;
- denial of accreditation for non-compliance with standards and criteria.

On expiry of the accreditation period of 5 years and successful completion of the post accreditation monitoring the educational organization shall be entitled to apply for a re-accreditation. In the case of re-accreditation and its positive results, the organization of education has the right to apply for the period of 7 years.

In the event of positive decision on accreditation the Accreditation Council of IAAR sends an official letter to the education organization with the results of the accreditation and a certificate of institutional accreditation of a HEI, signed by the IAAR Director. The decision on accreditation of educational organization the Agency sends to the Ministry of Education and Science of the Republic of Kazakhstan for inclusion in the Register of accredited educational institutions (Register 2) or the Register of accredited educational programmes (Register 3) and places the information on the IAAR website. The EEP report is also published on the website.

After receiving the certificate of accreditation the educational organization publishes a self-evaluation report on its website.

In the event of the Accreditation Council's negative decision on accreditation the IAAR sends a letter to the organization of education indicating the adopted decision.

Decision-making by the ACQUIN Accreditation Commission

In Germany the accreditation decision is made by Accreditation Commissions of quality assurance agencies, in this case by the ACQUIN Accreditation Commission.

On the basis of the external evaluation report (Gutachterbericht), the HEI's commentary to the external evaluation report (Stellungnahme der Hochschule) and recommendations

of the Expert Committee (Fachausschuss) the ACQUIN Accreditation Commission (Akkreditierungskommission ACQUIN) can make the following decision:

*Unconditional accreditation (Akkreditierung ohne Auflagen).* The study programme has no deficits with regard to content and structure. However, every study programme can and should be further developed. Therefore recommendations can be given that should be considered with regard to quality development by those in charge of the study programme. In case of first time accreditation the term is 5 years. During the second accreditation ACQUIN makes sure that the HEI implemented the recommendations given after the first procedure. Programmes which are accredited for the second time receive an accreditation for 7 years.

*Accreditation with conditions (Akkreditierung mit Auflagen).* The study programme is accredited with certain conditions as it reveals certain content and structural weaknesses or inconsistencies that may be corrected within a 12 month period. This, in fact, may be a high quality programme which needs improvement in some areas. In case of conditional accreditation the accreditation term is reduced. After the submission of documents testifying to the timely implementation of obligations and the confirmation of this fact by the Accreditation Commission the term is extended to the normal period. If the implementation of obligations has not been confirmed the accreditation is not extended. This means that the study programme needs, at least in some areas, improvement.

### *Rejection*

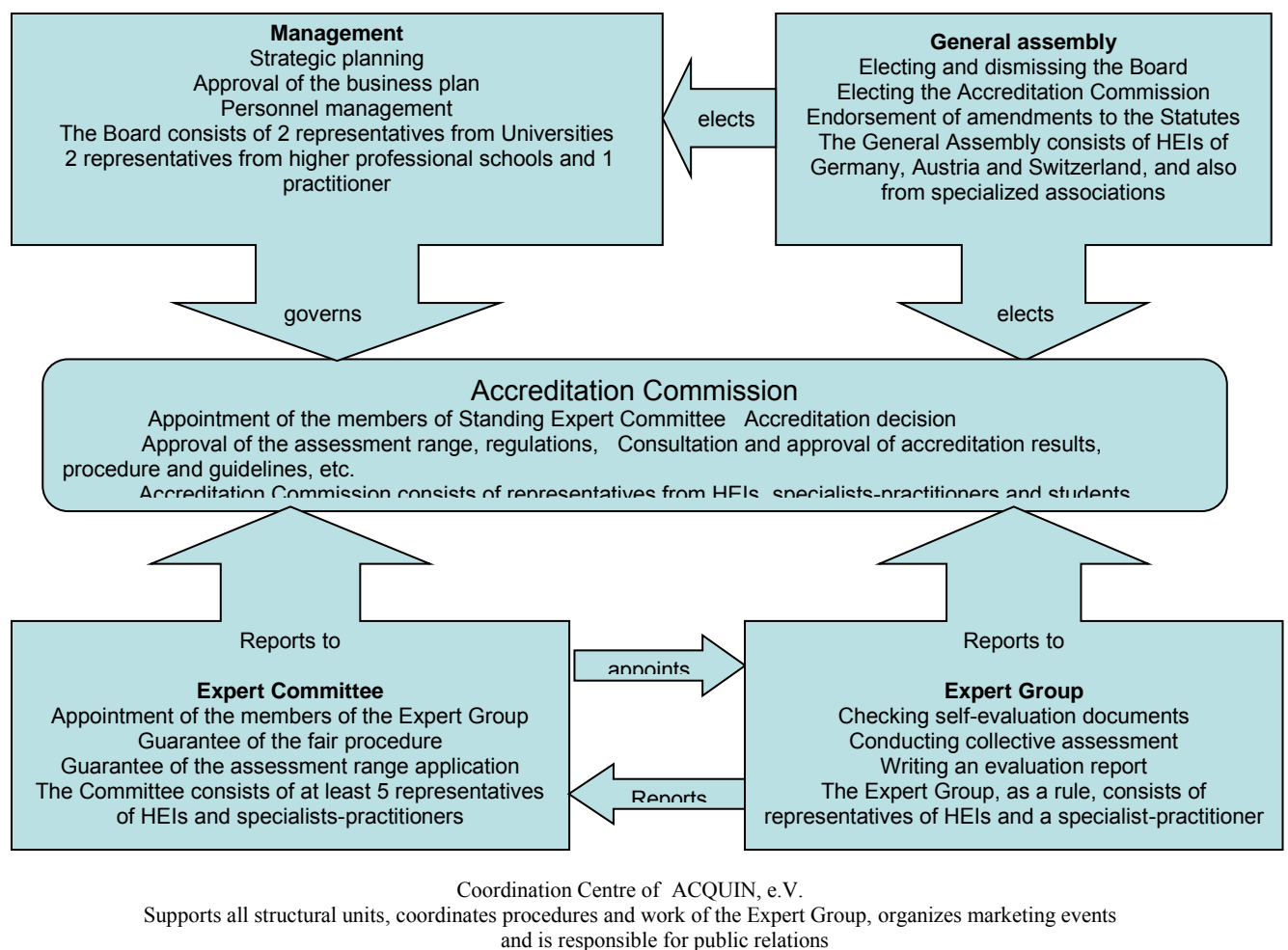
The accreditation is denied when the study programme has fundamental content and/or structural deficits which further revision cannot correct during the period of 12 months. On the grounds of the HEI's application the procedure may be suspended one time for a term which does not exceed 18 months, if there is evidence that the HEI may be able to correct these deficits during this period.

### *Suspension of the procedure*

The decision on the suspension of the accreditation procedure is taken on the ground of a written application of the HEI explaining the reason and stating the term within which

the HEI can apply for the renewal of the procedure. When the procedure is renewed decisions may be made on the repetition of the stages of the accreditation procedure. If during the established period the application about the renewal of the procedure is not submitted, the decision about the rejection of accreditation is taken.

In case of unconditional or conditional accreditation each study programme is awarded the Quality Label (Urkunde).



### The Expert Group (External Evaluation Panel)

External review of a study programme (a cluster of programmes) is performed by an external evaluation panel (an expert group) which consists of independent experts including foreign experts experienced in teaching and quality assurance, a representative

of employers in the field of the study programme and a student representative.

A review panel (an expert group) includes:

- Review chair, responsible for coordination of the panel work, preparation and oral presentation on preliminary conclusions, which were drawn up during the site visit.
- Deputy chair, responsible for drafting the final Report on the results of the external review of an educational programme (a cluster of programmes).
- External reviewers – representatives of the academic community.
- External reviewer – a representative of the professional community (an employer) who is to assess whether the educational programme(s) (a cluster of programmes) under review and professional competencies of its graduates comply with the labour market requirements.
- External reviewer - a representative of a student organization, who is responsible for assessment of the compliance between the study programmes under review and students' needs and expectations.

IAAR and ACQUIN appoint coordinators responsible for the coordination of the expert group's work from the list of their employees. The educational institution, for its part, appoints a person in charge of the process of joint international accreditation of study programmes.

## II. SELF-EVALUATION REPORT

The self-evaluation report (SER) is one of the basic documents of joint international accreditation.

Key principles of the report of preparation

1. Structuring: strict compliance of the presented information with the sections of the document.
2. Readability: the text of the document should be easy for apprehension from the point of view of printing, semantic and stylistic features of the text.
3. Analyticity: analysis of advantages and disadvantages, analysis of development dynamics.
4. Criticism: objectiveness of assessment.
5. Conclusiveness: provision of facts, data, information as arguments for conclusions.

Those features of the study programme which have not been described in the guidelines should be included in the documents of the corresponding part.

During the cluster accreditation the aspects common to all programmes are described once in the introductory section to avoid repetition.

The final document should be well-structured, the pages numbered (including annexes). The report should not exceed 50-60 pages (without annexes).

The SER should be submitted to the agencies in hard copy and in the electronic format in Russian and English.

Structure of the SER

The contents of the SER should be presented in accordance with the following structure:

Table of contents

Introduction

1. General information

2. Compliance with the standards of international accreditation:

ESG Part 1. Standard 1.1: Policy for quality assurance

- *Description of activity;*
- *Achievements for the last 5 years;*
- *Fields of activity, which require improvement.*

ESG Part 1. Standard 1.2: Design and approval of programmes

- *Description of activity;*
- *Achievements for the last 5 years;*
- *Fields of activity which require improvement.*

ESG Part 1. Standard 1.3: Student-centred learning, teaching and assessment

- *Description of activity;*
- *Achievements for the last 5 years;*
- *Fields of activity which require improvement.*

ESG Part 1. Standard 1.4: Student admission, progression, recognition and certification

- *Description of activity;*
- *Achievements for the last 5 years;*
- *Fields of activity which require improvement.*

ESG Part 1. Standard 1.5: Teaching staff

- *Description of activity;*
- *Achievements for the last 5 years;*
- *Fields of activity which require improvement.*

ESG Part 1. Standard 1.6: Learning resources and student support

- *Description of activity;*
- *Achievements for the last 5 years;*
- *Fields of activity which require improvement.*

ESG Part 1. Standard 1.7: Information management

- *Description of activity;*
- *Achievements for the last 5 years;*



- *Fields of activity which require improvement.*

ESG Part 1. Standard 1.8: Public information

- *Description of activity;*
- *Achievements for the last 5 years;*
- *Fields of activity which require improvement.*

ESG Part 1. Standard 1.9: On-going monitoring and periodic review of programmes

- *Description of activity;*
- *Achievements for the last 5 years;*
- *Fields of activity which require improvement.*

ESG Part 1. Standard 1.10: Cyclical external quality assurance

- *Description of activity;*
- *Achievements for the last 5 years;*
- *Fields of activity which require improvement.*

### 3. Conclusions

### Annexes

### Contents of the SER

The SER consists of introduction, three main sections and annexes.

It is recommended that the introduction should include information on the conditions and organization of self-evaluation, its goals and objectives.

The first section presents general information on the structural division of the educational institution, which implements the study programme (cluster of programmes) under review:

- brief background;
- organizational and legal provision of activity;
- organizational structure and management system;
- interaction with educational, research, professional organizations on the local, regional and national levels;

- international activity;
- quantity of students (in each year);
- dynamics of the quantity of students of different educational forms during the last 3-5 years.

The second section includes the analysis of the study programme's compliance with the standards of international accreditation.

The articles of the section are supposed to be arranged according to the order suggested in the guidelines. The SER should provide answers to all the main questions and include all necessary documentary evidence in the annexes.

The department of the educational institution should provide information on the achievements of the study programme for the last 3-5 years individually for each article of the second section of the report. It is also supposed to point out problems and areas for improvement which were revealed with the help of the SWOT analysis.

The third section of the report is supposed to include general findings and the conclusion of the self-evaluation process, which provide grounds for the application for external review.

Annexes should include tables, general information about the educational institution, information about the study programmes under review, achievements of the study programmes (no less than 2 pages) according to the structure suggested in Annex 5, and the list of materials and documentary evidence, which are presented for the consideration of the external review panel on site.

The SER should be presented in two languages – Russian and English<sup>1</sup> – in hard and electronic version if there were no other preliminary agreements.

The SER should be presented in the name of the head of the educational institution and signed by the head of the educational institution.

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<sup>1</sup> Large documents can be submitted in the original language on condition that they are accompanied by a short summary in English

The main provisions and conclusions of the report should be brought to notice of all participants of the self-evaluation process; they also should be published and posted on the web-site of the educational institution.

The front page

The front page of the SER for each specialism is given separately.

Table 1

#### GENERAL INFORMATION ABOUT THE EDUCATIONAL INSTITUTION

Full name of the educational institution	
Founders	
The year of foundation (the year of renaming and the new name if applicable)	
The current accreditation status :	
Location	
Rector	
License	
State accreditation	
Number of students (full-time, part-time)	

Table 2

#### INFORMATION ABOUT THE STUDY PROGRAMMES UNDER INTERNATIONAL ACCREDITATION (EXAMPLE)

PART I	
Study programmes	<i>"Information Science and Computer Engineering"</i> (230100.62, 230100.68), <i>"Applied Informatics"</i> (230700.62, 230700.68)
Level/ Period of study	<i>Bachelor / 4 years</i> <i>Master / 2 years</i>

Structural unit (Head)	<i>The Faculty of Communication Engineering (Ivanov Ivan, Dr. of Technical Sciences, professor Petr Petrov, Candidate of Technical Sciences, senior lecturer)</i>
Major departments (Heads of the departments)	<i>The Department of Computer Engineering (Sidorov Ivan, Dr. of Technical Sciences, professor)</i>
Dates of site visit	<i>2-4 March 2015</i>
Person responsible for accreditation (tel./fax/ e-mail)	<i>Vice-rector for Academic Affairs, Ivanov Ivan, Dr. of Technical Sciences, professor</i>

Table 2 continued

PART II (ACQUIN requirements)	
Number of ECTS credits	
Study duration (number of semesters) and type of studies	
Beginning of studies (winter semester/summer semester)	
Date of introduction	
Previous accreditation (date, term of validity, accreditation agency)	
Outcome of previous accreditation(unconditional, with conditions: due date of the HEI's report on fulfilling obligations)	
Subject field	
Target group	
Admission requirements	
Possibilities for further education (upon the completion of the programme)	
Goals and objectives of the programme	
Short description of the programme	
Learning outcomes	
Specialisms	
Additional features	
Number of students to be admitted	

Tuition fees	
Employability, possible career fields	

### Curriculum (Study Plan)

The front page is followed by the curriculum which contains the following information:

- Modules/courses/disciplines;
- Number of ECTS credits for each module and the length of the module (number of semesters);
- The total number of ECTS credits/distribution of credits in each semester or academic year;
- If possible indicate the method of delivery: lecture, seminar, practical class, etc. Examinations and evaluation methods.
- Practical experience and writing a graduate qualification paper, final examinations (the semester and the number of ECTS credits).

### Annexes to the self-evaluation report

Required annexes:

#### 1. Documents on the organization of the study process:

- Study and examination regulations.
- Admission regulations.
- National Diploma and Diploma Supplement.
- Diploma Supplement with the indication of studied disciplines and ECTS. (Diploma Supplement, official academic transcript).
- Regulations on work experience and placement.

#### 2. Documents regulating the contents of the study process:

- Module catalogue with a detailed description of the individual modules (including work experience modules and relevant handbooks on writing the graduate qualification work).
- Curriculum and the working study plan of the educational programme.

Additional annexes:

- Qualification profiles of the teaching staff.
- Capacity plan for the entire duration of the study programme (target/realization).
- Description of existing and prospective cooperation agreements (documents on cooperation agreement).
- Regulations on the teaching staff appointments.
- Information materials for prospective and current students (fliers, brochures, etc.).
- The decision on previous accreditation, the report of the external expert group, accreditation certificate, a letter from the accreditation agency about the fulfillment of obligations and recommendations (if applicable).
- Normative and legal documents (the list of Orders by the Ministry of Education, etc.).

Documents on the quality management system:

- Results of evaluation surveys on student and teacher workload.
- Student questionnaires (e.g. polling first year students at the end of the first semester).
- Students' evaluation of the content of teaching.
- Information on the employment of graduates.

Statistical data (should be transparent, understandable, accessible, verifiable and confirmed):

- Data on the current number of students in each discipline as of the date of compilation of the self-evaluation report.
- Examination results.

- The total number of applicants, the number of admitted students, the number of graduates, and the drop-out percentage.
- The number (percentage) of foreign students.
- Gender ratio.

### III. JOINT INTERNATIONAL STANDARDS

The self-evaluation procedure at the international level is similar to the national procedure and should contain the following parts: ESG Part 1. Standards 1.1 – 1.10 and relevant annexes.

#### ESG Part 1. Standard 1.1: POLICY FOR QUALITY ASSURANCE

##### Standard:

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

##### Guidelines:

Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.

Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports

- the organization of the quality assurance system;
- departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;
- academic integrity and freedom and is vigilant against academic fraud;



- guarding against intolerance of any kind or discrimination against the students or staff;
- the involvement of external stakeholders in quality assurance.

The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.

The quality assurance policy also covers any elements of an institution's activities that are subcontracted to or carried out by other parties.

## ESG Part 1. Standard 1.2: DESIGN AND APPROVAL OF PROGRAMMES

### Standard:

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

### Guidelines:

Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.

### Programmes

- are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;
- are designed by involving students and other stakeholders in the work;
- benefit from external expertise and reference points;

- reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts);
- are designed so that they enable smooth student progression;
- define the expected student workload, e.g. in ECTS;
- include well-structured placement opportunities where appropriate;
- are subject to a formal institutional approval process.

## ESG Part 1. Standard 1.3: STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

### Standard:

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

### Guidelines:

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.

### The implementation of student-centred learning and teaching

- respects and attends to the diversity of students and their needs, enabling flexible learning paths;
- considers and uses different modes of delivery, where appropriate;
- flexibly uses a variety of pedagogical methods;
- regularly evaluates and adjusts the modes of delivery and pedagogical methods;
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;
- promotes mutual respect within the learner-teacher relationship;
- has appropriate procedures for dealing with students' complaints.

Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:

- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;
- The criteria for and method of assessment as well as criteria for marking are published in advance;
- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;
- Where possible, assessment is carried out by more than one examiner;
- The regulations for assessment take into account mitigating circumstances;
- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;
- A formal procedure for student appeals is in place.

#### ESG Part 1. Standard 1.4: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

Standard:

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

Guidelines:

Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.

It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the programme is provided.

Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.

Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility. Appropriate recognition procedures rely on

- institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;
- cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.

Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

## ESG Part 1. Standard 1.5: TEACHING STAFF

### Standard:

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

### Guidelines:

The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population

and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).

Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively.

Such an environment

- sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognize the importance of teaching;
- offers opportunities for and promotes the professional development of teaching staff;
- encourages scholarly activity to strengthen the link between education and research;
- encourages innovation in teaching methods and the use of new technologies.

## ESG Part 1. Standard 1.6: LEARNING RESOURCES AND STUDENT SUPPORT

Standard:

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Guidelines:

For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.

The needs of a diverse student population (such as mature, part-time, employed and

international students as well as students with disabilities), and the shift towards student-centered learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support.

Support activities and facilities may be organized in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

## ESG Part 1. Standard 1.7: INFORMATION MANAGEMENT

### Standard:

Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programmes and other activities.

### Guidelines:

Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyze information about study programmes and other activities feed into the internal quality assurance system.

The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:

- Key performance indicators;
- Profile of the student population;
- Student progression, success and drop-out rates;
- Students' satisfaction with their programmes;
- Learning resources and student support available;

- Career paths of graduates.

Various methods of collecting information may be used. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.

#### ESG Part 1. Standard 1.8: PUBLIC INFORMATION

##### Standard:

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

##### Guidelines:

Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public.

Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information.

#### ESG Part 1. Standard 1.9: ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES

##### Standard:

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Guidelines:

Regular monitoring, review and revision of study programmes aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students.

They include the evaluation of:

- The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date;
- The changing needs of society;
- The students' workload, progression and completion;
- The effectiveness of procedures for assessment of students;
- The student expectations, needs and satisfaction in relation to the programme;
- The learning environment and support services and their fitness for purpose for the programme.

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analyzed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

## ESG Part 1. Standard 1.10: CYCLICAL EXTERNAL QUALITY ASSURANCE

Standard:

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Guidelines:

External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the



quality of the institution's activities.

Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organisational levels (such as programme, faculty or institution).

Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

#### Remarks on the ACQUIN procedure

##### Responsibility of the **ACQUIN** programme coordinator

The ACQUIN programme coordinator, who accompanies the expert group on-site, is responsible for organizational aspects of the site visit. In addition, the coordinator explains the course of the accreditation procedure, but he/she does not act as an evaluator him/herself.

##### The site visit

The evaluation procedure is based on the examination of the submitted self-evaluation report of the HEI and on-site meetings with the directors of the study programme, core teaching staff, students, the HEI management, employers and graduates. Emphasis should be put on the consistency of the objectives, concept and implementation of the programme in consideration of the respective HEI-specific circumstances. In case of an international procedure, whose objective is to award the IAAR's Certificate of joint international accreditation and the ACQUIN's Quality Label (Urkunde), the basic documents are Standards and Guidelines for Quality Assurance in the European Higher Educational area and relevant country-specific regulatory documents.

The ACQUIN accreditation commission is the sole decision-making body, which is elected by the HEIs-members of ACQUIN for the period of two years. The accreditation commission is composed of 6 HEI professors, 6 professors from higher schools of different profiles, 2 professors in the profile "music and art", 2 representatives of the professional community and 4 students.

Sample of a front page

Name of the HEI

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Name of the Faculty

Name of the Department

APPROVED

Rector

\_\_\_\_\_ Name, Surname

signature

« \_\_\_\_\_ » \_\_\_\_\_ 20\_\_

seal stamp

## SELF-EVALUATION REPORT

ON THE CLUSTER OF STUDY PROGRAMMES

"Name of the programme"

Director

Name of the Institute

Name, Surname

Head of the Department

Name of the Department

Name, Surname

City, year

## ACQUIN Application Sample

FOR JOINT INTERNATIONAL ACCREDITATION OF STUDY PROGRAMMES (BACHELOR,  
MASTER, PHD)

1. Full name of the University, status of the University (National, State, Private etc.)
2. Contact information of the applicant (Full name, academic title, position, address, phone, fax, e-mail)
3. Contact person responsible for accreditation procedure (Full name, academic title, position, address, phone, fax, e-mail)
4. Educational programmes

Institute / Faculty	
Full name	
Degrees awarded	
Length of the programme	
Total workload in ECTS	
Field of the professional activity	
Short description of the programme	

Appendix:

## Curriculum of the programme (sample)

Name of the Course	Grading	Total workload (in ECTS)
TERM I		
Core compulsory module (disciplines)		
Professional compulsory module (disciplines)		
Elective module (disciplines)		
TERM II		

Name of the Course	Grading	Total workload (in ECTS)
Module (disciplines)		
...		
TERM III		
Module (disciplines)		
...		
TERM IV		
Research practice		
Pedagogic practice		
Final state assessment		
Total workload of the programme		

« \_\_\_\_ » \_\_\_\_\_ 20\_\_ .      Applicant's signature: \_\_\_\_\_

Responsibilities of the coordinating person from IAAR in the procedure of joint international accreditation

The tasks that are carried out by the coordinating person from IAAR are:

- Providing informational exchange with the educational institution, ACQUIN and the review panel members during the procedure of public accreditation of an educational programme (a cluster of programmes).
- Providing regulatory and methodological materials on organizing and performing self-evaluation of an educational programme (a cluster of programmes) developed by IAAR and ACQUIN.
- Consulting the coordinating person from the educational institution via telephone and e-mail on the issues of self-evaluation and drafting the self-evaluation report.
- Organizational and methodological support of the procedure of external review of an educational programme (a cluster of programmes).
- Agreeing the time limits of the site visit with ACQUIN and the educational institution under review.
- Appointing the Kazakh review panel members and agreeing the panel composition with ACQUIN and the Institution under review in order to avoid a conflict of interests.
- Instructing the external panel members (via telephone and e-mail) on the requirements of joint international accreditation.
- Providing the external panel members with regulatory and methodological materials (developed by IAAR and ACQUIN), which determine the activity of the external review panel.
- Liaising between the external panel members, the ACQUIN coordinator and the persons in charge of accreditation procedure in the Institution under review.

- Providing the external panel members with an electronic version of the self-evaluation report of an educational programme (a cluster of programmes) 35 days before the site visit.
- Agreeing the schedule of site visit by the coordinator from the educational institution under review, ACQUIN coordinator and the chair of the external review panel.
- Organizing the transfer and accommodation of the external review panel members.
- Organizing informational support of the preliminary meeting of the external review panel members before the site visit.
- Coordinating the work of the external review panel during the site visit.
- Agreeing the draft report on the results of external review of an educational programme (a cluster of programmes) with the educational institution under review and ACQUIN for the purpose of avoiding any factual errors.
- Mailing the final report on the results of the external review to the educational institution.
- Preventing public disclosure of any information concerning the evaluation of an educational programme (a cluster of programmes), provided in working papers of the external review panel.
- Processing and visualization the materials on external review of an educational programme (a cluster of programmes) for the meeting of the Accreditation Council.

Responsibilities of the coordinating person from the higher education institution under review in the procedure of joint international accreditation

It is the responsibility of the coordinating person from the higher education institution under review (hereinafter – Institution coordinator) to:

- Act as a liaison person with IAAR;
- Coordinate the self-evaluation process of the study programme(-s) (cluster of programmes), as well as the process of the self-evaluation report writing;

- Ensure that the self-evaluation report on educational programme (a cluster of programmes) is submitted to IAAR on time (not later than 35 days prior to the site visit);
- Prepare a provisional timetable of activities for the site visit and agree it with IAAR;
- Provide necessary additional information about the educational programme (the cluster of programmes) on request of the members of the external review panel.
- During the site visit - arrange the meetings and interviews of the panel members with HEI administration staff members who are in charge of delivering the programme(-s) under review, as well as with the teaching staff and support staff, employers, students, postgraduate students, graduates and alumni of the programme(-s).



## Preparation of the site visit by the panel of reviewers

Materials to be reviewed by the review panel before a site visit

The following methodological and legal documentation are circulated to the members of the external review panel:

- Normative documents relating to external reviews of study programme(-s)
- Guidelines for joint international reviews of study programmes
- Self-evaluation report provided by the study programme(-s) under review
- Information about the composition of the review panel
- The schedule of the site visit
- Additional information about the study programme (upon request of the external review panel members)

Review of the self-evaluation report of the higher education institution under review

Upon receipt of the self-evaluation report (SER) of the educational programme (a cluster of programmes) under review by IAAR and ACQUIN, the copies of the SER are sent to the panel not later than 35 days prior to the site visit.

Every panel member should carefully study the SER prior to the pre-visit panel briefing, during which the following issues should be discussed:

- Does the SER contain sufficient information regarding all aspects specified in Guidelines for Conducting Self-evaluation at the Programme Level?
- What additional information on the programme(-s) under review should be provided?
- To what extent is the specificity of the programme(-s) under review reflected?
- Are strategic purposes achieved?
- Are the Institution's strategic management mechanisms clearly specified for the study programme(-s) under review?

- Are the problems related to the realization of the programme(-s) under review clearly formulated? Have any concrete ways to address the problems been presented?
- What are the preliminary outcomes of the evaluation against the key ESG standards and criteria?
- What are the main lines of inquiry which need particularly to be addressed during the site visit?

The chair of the external review panel and the panel members should discuss their impressions gained from the pre-visit information so that they can identify any additional documentation which they would like to have access to, as well as determine the basic structure and strategy of the site visit.

#### Organizational support to the review panel

Organizational support the external review panel is provided by IAAR coordinator, ACQUIN coordinator and the coordinator from the educational institution under review. IAAR coordinator maintains contact with ACQUIN and the educational institution in order to be informed about the readiness of the institution for the site visit; provides organizational, methodological, informational support.

The coordinator from the educational institution provides assistance to IAAR and ACQUIN on the issues of the site visit.

#### Recommendations for scheduling the review panel work

The institution supplies a provisional timetable of activities for the site visit to IAAR, ACQUIN and to the review chair for consideration.

The agenda of the site-visit should be well-planned in order to make schedule more efficient. The planned meeting should provide opportunity for crosschecking the facts provided in the self-evaluation report.

The timetable should include meetings with institutional management, department chairs, employees, students, postgraduate students, graduates and representatives of professional associations.

When planning the site visit, it should be kept in mind that the review panel should have a sufficient amount of time for conducting panel meetings at which the panel members can review the evidence presented, draw and discuss preliminary findings, as well as decide the basic structure and agenda of the following meetings and interviews with key institution and programme personnel and stakeholders. The panel should also have a reasonable amount of time for the panel to meet with the Institution's staff members and students individually.

The site visit timetable for the external evaluation of the review panel should also include the information on participants from the educational institution.

To use the time allocated for the site visit with maximum benefit, the panel may be divided in smaller teams for conducting meetings and interviews at the Institution.

#### SITE-VISIT BY THE PANEL OF REVIEWERS TO THE HIGHER EDUCATION INSTITUTION UNDER REVIEW

##### Meetings and interviews on site

During meetings and interviews with representatives of the educational institution the panel checks information provided by the institution in the self-evaluation report. The planned meeting should provide opportunity for crosschecking of the facts.

Results of the meetings and interviews provide the basis for evaluation of an educational programme (a cluster of programmes). For this purpose each panel member is provided with reference tables with the review criteria.

##### Preliminary meeting of the review panel

A day before the site visit the review panel holds a preliminary meeting. The IAAR and ACQUIN coordinators and the responsible person from the institution under review may participate in the meeting.

The chair-person of the meeting should instruct the review panel on the programme of the site-visit.

The review panel members should:

- Discuss the self-evaluation report and emphasize the issues, which need special attention of the review panel;
- Determine additional information, which should be requested from the educational institution.

#### Meeting with the managerial staff

Meeting with the managerial staff is aimed at getting general information about the activity of the educational institution, mechanisms of quality assurance policy, the fulfillment of regional and national requirements in quality assurance.

In the course of interaction the parties discuss issues of the involvement of all the stakeholders (administrative bodies, teaching staff, students and employers) in determining goals and the development strategy of the educational institution and separate educational programmes.

#### Meetings with department heads

Interviews with department heads are aimed at the discussion of issues related to the development and implementation of the programme(-s) under review, as well as research activities and general management.

The optimum number of group discussions participants is from five to fifteen people.

### Meetings with students

Students are a valuable source of information, though students' opinions should be compared with the information provided by the teaching staff.

From interviews with students, the panel gain impressions on the amount of the workload, the level of teachers' professional competency, consistency and coherence of the study programmes, clarity of goals and objectives, curriculum design, as well as on the material resources available for carrying out the educational process.

Interviews with students should be conducted in a safe atmosphere, at the meetings organized for communication of the panel with students only. The optimum number of students for the meeting – no more than fifteen people. The students invited to the meeting should study the programme under review.

It is advised that it's the panel members who are to carry out the selection of student candidates for the meeting.

### Meetings with the teaching staff

During the meetings and interviews with the teaching staff issues connected with the delivery of the educational programme (cluster of programmes) as well as research, mobility, resources and financing are discussed.

Also, themes/questions are raised that have been earlier discussed at meetings with students.

The preferred number of participants is 10-15 people.

### Meeting with postgraduates

Interviewing postgraduates provide information on continuity and consistency of educational levels; role of research work on each level of education; quality and availability of material and technical resources for research work.

The group should include postgraduates of different years of study, alumni of the educational programme (a cluster of programmes) under review.

#### Meeting with alumni

Alumni are a very important source of information. Opinions of alumni provide information on contentment with the level of education, realization of expectations in career progress and pay increase, employability and opportunity for further education.

The interview should be conducted in the absence of the teaching staff in order to make the respondents feel free to express their opinions. The optimal number of group participants – up to 15 people. The group should include alumni, who studied the educational programme (a cluster of programmes) under review.

#### Meeting with employers

The key issue that should be discussed during the meetings with employers is the level of competence of graduates of the programme (cluster of programmes) under review, demand for the graduates on the regional labor market. The problems of cooperation and interaction with the educational institution in the field of management, agreeing the content of the educational programme and quality evaluation are also discussed at the meetings.

Teaching staff members are not supposed to participate in the meeting. The group of employers should include representatives of organizations that regularly employ graduates of the programme (a cluster of programmes) in question. If possible, employer organizations should not be represented by former students of the institution offering the study programme under review.

The optimal number of group participants is 10-15 people.

The final meeting of the external review panel members with representatives of the educational institution

The chair of the external review panel should clearly and laconically present the key issues, which are important for effective realization of educational programmes (clusters of programmes), point out advantages and disadvantages of the educational programme in question, propose alternative ways of solving identified problems and recommendations on the plan of actions aimed at improving the quality of the educational programme (the cluster of programmes).

Conclusions on the results of the review should not be mentioned. There is no discussion on the findings of the review.

Working facilities for the review panel

For the time of the site visit the Institution should provide the review panel with a separate working room as a place for panel meetings and review sessions. For the whole time of the site visit only panel members will have access to the room.

The room for the panel work should be spacious and separated from other rooms, and contain a big table for the documents, a table for the panel collegiate work, and be equipped with a telephone with international access, and a computer with an access to the Internet, and a printer.

All the documentation related to the external review process including the list of the teaching staff members, curricula, work programmes, student works, research papers, catalogues, leaflets, etc. should be gathered in the specified working room.



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# GUIDELINES

ON THE ORGANIZATION AND CONDUCT OF AN EXTERNAL  
ASSESSMENT PROCEDURE IN THE ACCREDITATION PROCESS OF  
AN EDUCATION ORGANIZATION AND (OR) STUDY PROGRAM

Astana 2017



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**GUIDELINES**  
**on the organization and conduct of an external assessment procedure in the**  
**accreditation process of an education organization and (or) study program**

**Astana, 2017**

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## **1. The Purpose and Objectives of the External Expert Panel's Visit to the Organization of Education**

1.1 The purpose of the Independent Agency for Accreditation and Rating (hereinafter - IAAR) External Expert Panel's (hereinafter referred to as "the EEP") visit to the educational organization (hereinafter - EO) is to evaluate the quality of EO and/or study program (hereinafter - SP) using institutional and (or) specialized accreditation criteria of the IAAR and develop recommendations on accreditation for consideration by the Accreditation Council (hereinafter - AC).

1.2 To achieve the goal, the following objectives are defined:

- control completeness and reliability of self-assessment results of EO and/or SP;
- conduct an assessment in compliance with the IAAR Standards for the external evaluation of EO and/or SP;
- develop EEP report based on the evaluation of the EO and/or SP;
- prepare recommendations on improving the quality of the EO and/or EP;
- elaborate accreditation recommendations for the AC in accordance with the EO and/or SP level of preparation to institutional and (or) specialized accreditation.

1.3 The IAAR's statutory documents include Standards, Regulations on the EEP, this Guidelines for the organization and conduct of the external evaluation procedure under the accreditation process of the EO and (or) the study program and other IAAR documents.

1.4 Sections of the EEP report should be covered in accordance with the criteria of the Standards of Institutional and (or) specialized accreditation of the IAAR. The main document to the EEP report is the Assessment Table "Parameters of the Institutional or Specialized Profile", and the Expert Notebook completed by the EEP members during the visit serves as an auxiliary material.

1.5 The quality of the EO and/or SP is assessed by EEP strictly on the basis of compliance with the Standards of Institutional and (or) specialized accreditation. In the external evaluation of the EO and/or SP, comparisons are not allowed with other EO and/or SPs.

1.6 The main principles of external quality assessment are: objectivity, reliability, integrity, openness, transparency, observance of moral and ethical norms in the process of external evaluation and visit to the EO.

1.7 In order to ensure a qualitative assessment of the study program and the effectiveness of the EEP, a cluster approach is implemented that envisages division of accredited SPs into clusters. One cluster includes no more than 6 homogeneous study programs. It is allowed to assess no more than 5 clusters per EEP visit.

1.8 In the event of joint international accreditation, the procedure for the formation of EEP and clusters is governed by separate Guidelines to be developed between partner agencies.

## **2. The External Expert Panel**

2.1. The IAAR forms EEP for external evaluation and visit to the EO.

2.2 The EEP is created for each EO under accreditation, taking into account the activities and the educational services provided. The EEP is formed on the basis of the IAAR Director order from the number of certified representatives of the academic, professional and student community.

2.3 The EEP is formed by the IAAR, depending on the number of SPs in the EO being accredited. Changes and additions to the composition of the EEP are made by the order of the IAAR Director.

2.4 The EEP does not include more than two representatives of one organization.

2.5 The EEP may include at least one expert who participates in the EEP for the first time.

2.6 If necessary, the EO provides an interpreter for a foreign expert being member of the EEP.

2.7 When conducting institutional accreditation the number of EEP experts reaches 5-6 people.

2.7.1 By the order of the IAAR Director the EEP consists of the following members for the specialized accreditation procedure:

Chair of the EEP – 1 person;

Foreign expert – 1 person;

National expert - 1-2 persons;

Employer – 1 person;

Student – 1 person;

Observer from the IAAR – 1 person.

Institutional accreditation is considered as a separate cluster.

2.8 In specialized accreditation procedure, the EEP is formed depending on the number of SPs under accreditation.

2.8.1 By the order of the IAAR Director the EEP consists of the following members for the specialized accreditation procedure:

Chair of the EEP – 1 person;

Foreign expert - 1-2 persons (if more than three clusters are evaluated at least 2 experts are included in joint accreditation);

National expert - 1 or more persons (depending on the number of SPs);

Employer - 1-2 persons (if more than three clusters are assessed at least 2 experts are included in joint accreditation);

Student - 1 or more persons (1 expert for each cluster);

Observer from the IAAR – 1 person.

2.9 In the event of joint institutional and specialized accreditation procedures, a foreign expert and an expert from employer organization are additionally represented in the EEP.

Study programs falling under the primary accreditation are placed in a separate cluster.

2.10 The composition of the EEP:

- The Chair of the EEP is a certified expert from the academic community who has work experience in the EO, and the most experience and knowledge of the accreditation process;
- National expert - a certified expert whose field of activity or interests are related to education and science;
- Foreign expert - a certified expert from the database of the IAAR experts and (or) foreign accrediting partner agencies;
- An expert from employer organizations - a certified expert, a representative of a professional association or community, relevant agencies, or employers' associations;
- An expert from the students community is a certified expert who is studying at the senior course of the EO that implements the technical and vocational, post-secondary, higher and postgraduate technical study programmes, nominated by the EO, in addition to the one being under accreditation procedure, or by student organizations and associations;

2.11 If it is necessary to divide the EEP into groups, the Chair should lead one group of experts and assign responsibility for another group to one of the members of the expert panel.

2.12 Responsibility for the compilation of the EEP report on the basis of in-depth analysis by the EEP members of the quality of the EO and/or SP in accordance with the IAAR standards is vested in the Chair.

2.13 All EEP members sign the Statement of Obligation on the Absence of Conflict of Interest and the Code of Ethics of the External Expert of the IAAR during each visit.

2.14 The expert is obliged to notify the IAAR observer about any connection with the EO or his own interest, which may lead to a potential conflict associated with the external evaluation process.

2.15 Each member of the EEP shall perform qualitatively the functions and responsibilities stipulated by these Guidelines. Non-fulfillment and refusal without a justified reason are considered as violation of the Code of Ethics of an external IAAR expert and may lead to a reduction in the payment of a fee proportional to the work not yet completed.

2.16 The IAAR renders organizational and technical support to the EEP activities. The IAAR observer organizes and coordinates the work of the EEP.

### **3. Arrangement of the EEP Activity**

3.1 The IAAR maintains liaisons with the EO at all stages of accreditation.

3.2. The IAAR concludes an agreement with each member of the EEP on the provision of paid services.

3.3. The IAAR provides EEP members with accommodation, meals during the visit to the EO and arranges transfer.

3.4 The EEP visit to the EO is conducted based on a program approved by the IAAR director and agreed with the CEO of the EO.

3.5 The IAAR provides members of the EEP with the following materials:

- Standards and Guidelines for institutional and (or) specialized accreditation;

- IAAR statutory documents on external evaluation of the EO and/or SP;
- self-assessment report and its annexes;
- an expert's notebook.

#### **4. Functions and Responsibilities of the EEP Members and the IAAR Observer**

##### ***4.1 Chair Functions***

- Participation in the development of the visit program to the EO and responsibility for its implementation, management and coordination of the EEP members work, preparation of the EEP report with recommendations for improving quality of the EO and/or SP and recommendations for the AC;
- interaction with the IAAR observer prior to an external evaluation on the organization of the visit and the coordination of the program;
- defining the agenda and holding meetings;
- assuring participation of the expert panel members in the meetings with various target groups, as well as monitoring the compliance of experts with the main objective of the external evaluation and of the visit to the EO;
- ensuring collegial discussion by the entire EEP of the assessment table "Parameters of the institutional or specialized profile" in accordance with the Standards of the IAAR;
- holding a concluding meeting with the EEP members to agree on recommendations for accreditation;
- presentation of the visit outcomes to the EO and the main provisions of the EEP report at the meeting of the AC. In the event of his absence for a good reason, the presentation of the visit outcomes to the EO is carried out by one of the members of the EEP.

##### ***4.2 Chair Duties***

###### *Before the visit:*

- to get acquainted with the EO related information;
- to study self-assessment report of the EO and write a review according to the IAAR requirements;
- to take part in the development of the EEP's visit program;
- to formally introduce all members of the EEP at a preliminary meeting, communicate the purpose of the visit, conduct a discussion of the visit program and the self-assessment report of the EO and/or SP.

###### *During the visit:*

- to hear the views of the EEP members on self-assessment of the EO and/or SP and to identify areas requiring clarification;
- to distribute responsibilities among the EEP members;
- to have discussions at meetings with target groups;

- to hold a concluding meeting with the EEP members to agree on the recommendations;
- to provide an oral feedback on the EEP's visit outcomes, to familiarize with the draft recommendations of a general nature during the final meeting with the leadership of the EO.

*After the visit:*

- to prepare a draft report on the results of the EEP visit and coordinate it with the members of the EEP;
- to send a draft report on the outcomes of the EEP visit for consideration by the IAAR;
- in the event of any actual inaccuracies revealed after the review of the EEP report by the EO, make necessary amendments therein and coordinate their approval with the EEP members;
- in case of disagreement with the comments of the EO to the EEP report, to prepare jointly with the IAAR observer an official response to the EO with the rationale indicated;
- to prepare EEP report for subsequent presentation to the AC.

#### ***4.3 Functions of a National, Foreign Expert, Employer and Student***

- Evaluation of the completeness and reliability of self-assessment results of the EO and/or SP in accordance with the Standards of the IAAR;
- preparation for each meeting with the target groups of the EO with the definition of the key issues in accordance with the IAAR Standards;
- drafting report on the external evaluation results of the EO and/or SP for compliance with the IAAR Standards;
- drafting recommendations for improving the quality of the EO and/or SP;
- drafting recommendations for the AC on accreditation in accordance with the level of the EO's and/or SP's preparation to the institutional and (or) specialized accreditation procedures.

#### ***4.4 Duties of the National, Foreign Expert, Employer and Student***

*Before the visit:*

- to study all the documentation, including self-assessment report and any other available information (Standards of the institutional and (or) specialized accreditation, legal acts in the field of education, websites of the IAAR, EOs, etc.);
- to maintain liaisons with the IAAR and the EEP Chair;
- to prepare a review (except for employers and students) for compliance with the Standards and criteria for the institutional and (or) specialized accreditation in accordance with the IAAR requirements;
- to discuss a visit to the EO with the IAAR observer and the Chair;
- to agree with the IAAR observer on the details of the visit;
- to participate in preliminary meeting of the EEP.

*During the visit:*

- to actively participate in all meetings and discussions, contribute to the EEP work;
- to carry out duties within the EEP related to the evaluation procedure;
- to inform the IAAR observer and the Chair about any doubts and questions arising in the course of the EEP work;
- not to interrupt EEP work during the whole period of the visit;
- to speak at meetings as it may be agreed with the EEP Chair;
- to document the data received;
- to provide the EEP Chair with the necessary documentation related to the data received during the external evaluation;
- to conduct interviews with the target groups;
- to attend various types of classes, study rooms, training places, etc. according to the program of the EEP visit;
- to participate in the online survey of teachers and students aiming to identify the degree of satisfaction with the educational process;
- to receive through the IAAR observer and the Chair additional information necessary for the analysis of the prospects of the EO and/or SP.

*After the visit:*

- to participate in the preparation of the EEP report;
- to destroy confidential materials received during the visit;
- not to disclose the external evaluation results of the EO and/or SP prior to the adoption of a formal decision by the AC.

**4.5 IAAR's Observer Functions**

- organization and technical support of the EEP activities;
- coordination of the EEP work (providing necessary documentation of the EEP members, regulating the EEP activities, interaction with the EO's coordinator, etc.);
- providing EEP experts with a self-assessment report prior to the EEP's visit (**at least 6 (six) weeks prior to the visit**);
- participation in the formation of the EEP;
- provision of the IAAR's AC with the EEP report;
- ensuring confidentiality in the accreditation procedure.

**4.6 Obligations of the IAAR Observer**

*Before the visit:*

- to maintain communication with the EO and participate in meetings on accreditation procedures;
- to organize EEP visit (accommodation, meals, transfer, etc.);
- to advise the EO on the accreditation procedure;



- to carry out technical evaluation of the self-assessment report for completeness and applicability (if important omissions are discovered, request the missing materials from the EO's coordinator);
- to provide timely information, including self-assessment report to EEP members for study and review;
- to send recommendations, if necessary, to the EO on the finalization of the self-assessment report on the basis of expert reviews;
- to provide the EEP members with the approved visit program;
- to send the EEP composition to the EO to avoid conflicts of interest 14 calendar days prior to the visit;
- to inform the EO on the timing of the EEP visit;
- to act as the main contact person between the EEP, EO and IAAR.

*During the visit:*

- to regulate EEP activities, provide the necessary methodological materials;
- to create favorable psychological climate for the EEP work;
- to monitor the integrity of the accreditation process and ensure compliance with the IAAR requirements.

*After the visit:*

- to send the draft EEP report to the EO to eliminate the actual inaccuracies;
- to ensure timely delivery of materials to the secretary of the AC;
- to send the report of the EEP to the EO after the AC decision on the accreditation of the EO and/or SP is taken (in case of a positive decision by the AC on accreditation, to request the Action Plan for the implementation of the EEP recommendations);
- to inform EEP members about the decision of the AC;
- to provide feedback on the accreditation procedure of the EO and/or SP (an online survey of the EEP members and the EO after the accreditation decision).

## **5. Scope of Interaction with the EO Coordinator**

5.1 The coordinator is appointed by the head of the EO. It is not required for the coordinator to be the head of the working group for the preparation of the institutional and (or) specialized self-assessment of the EO and/or SP. The coordinator interacts with the IAAR observer on the planning and organization issues of the visit to the EO.

5.2 To maximize the effectiveness of the accreditation procedure, the EO coordinator shall:

- coordinate the process of the self-assessment report preparation related to the EO and/or SP;
- ensure timely submission of a self-assessment report to the IAAR;
- facilitate timely coordination of the EEP visit program;
- ensure the organization of site visits according to the program of the visit, including transportation;

- assure conduct of EEP members' meetings with EO target groups during the EEP visit;
- organize coordinated approvals of the EEP report for the presence of actual inaccuracies.

## **6. Confidentiality of External Assessment Materials and Data Received by the EEP**

6.1 Information about the EO received during the external evaluation is presented as confidential and shall not be subject to disclosure.

6.2 EEP members should not publicize or comment on the draft outcome of an external assessment before the AC decision is taken.

6.3 The expert shall destroy materials (including the draft report) relating to the external assessment of the EO at the end of the visit to the EO and after consideration of the EEP report.

## **7. The Procedure for Conducting an External Evaluation and a Visit to the EO**

7.1 The EO shall send a report on institutional and (or) specialized self-assessment and all necessary attachments to the IAAR at least **eight (8) weeks** prior to the EEP visit.

7.2. The IAAR sends experts a self-assessment report for review at least **six (6) weeks** before the visit.

7.3 The expert reviews self-assessment report on compliance with the IAAR Standards, prepares and sends a review to the IAAR within 10 (ten) calendar days. In case of non-compliance with the IAAR requirements (Appendix 1), the review is sent to the expert for revision. In the event of repeated inconsistencies, the IAAR has the right to remove this expert from participation in the EEP work.

7.4. In order to avoid conflict of interests, 14 (fourteen) calendar days prior to the visit the IAAR sends an official letter to the EO on the composition of the EEP.

7.5. The EO has the right to send to the IAAR an official letter of notice on the existence of a conflict of interest with correspondent justification within 3 (three) business days. The IAAR, if necessary, replaces the expert.

7.6. The total duration of the EEP visit to the EO accounts for 3-5 days under the Regulations on the External Expert Panel of the IAAR.

## **8. EEP Workplace**

8.1 EO provides the EEP with a separate study room for work and individual meetings with the EO's representatives. For the entire period of EEP work, unauthorized persons are not allowed to enter this office. The main meetings with the target groups may take place in the classrooms and rooms, predetermined in the program of the visit.

8.2 The documents (or copies) related to the self-assessment report shall be kept in this office.

8.3 The room for the EEP member team shall be:

- isolated, spacious, having enough office furniture;
- equipped with a telephone, printer, copying device, computers for each EEP member with an Internet access.

## **9. Preliminary Meeting of the EEP**

9.1. The preliminary meeting of the EEP is held with a view to mutually agree and have the responsibilities of the EEP members being allocated by the Chair, discuss the program of the EEP visit, the report on the institutional and (or) specialized self-assessment to identify key issues and matters requiring additional information.

9.2 The preliminary meeting of the EEP is held according to the program the day before the visit to the EO. Only EEP members shall be present at the meeting.

9.3 The preliminary meeting stipulates consideration of the following issues:

- extent of coverage in the self-assessment report of the IAAR Standards of institutional and (or) specialized accreditation;
- transparency in defining the problems of the EO and ways of their resolution;
- identification of the main aspects that require careful study during the visit.

## **10. EEP Visit Program**

10.1 The program of the visit shall be developed by the EEP Chair and the IAAR observer in collaboration with EO. The coordinated program of the EEP visit shall be approved by the IAAR Director at least 2 (two) weeks before the visit to the EO.

10.2 The work schedule of the EEP shall extend from 9:00 to 18:00 hours with a break for lunch from 13.00 to 14.00 hrs.

10.3 The EEP visit shall be carried out strictly within the approved program.

10.4 The EO is not recommended to conduct presentations that include materials from the self-assessment report during the meetings with target groups.

10.5 The EEP visit program shall include a meeting with the management of the EO at the beginning and at the end of the visit.

10.6 The meeting with teachers, trainees, alumni and employers shall take place without participation of the EO management.

10.7 The structure and content of the program shall be developed taking into account the specifics of the EO and/or SP following the sample of the EEP visit program (Appendix 2).

10.8 It is recommended that the following events be included in the program of the EEP visit:

- meeting with the management of the EO (from 30 minutes to 1 hour);
- meeting with the structural units representatives from the EO (training department, representatives of student services, admission committee, on-the-job

training division, career center, library, financial management, marketing department, international department, employment center, etc.) (from 30 minutes to 1 hour );

- visual inspection of EO (in case of specialized accreditation only facilities for accredited SPs) (from 1 to 2 hours);

- meeting with the leaders of SP being accredited (managers, deans, directors, etc.) (from 30 minutes to 1 hour);

- meeting with lecturers - a select group of teachers that does not include representatives of the EO's management (from 45 minutes to 1 hour);

- meeting with students - from different training courses or can be interviewed separately for clusters (from 45 minutes to 1 hour);

- meeting with employers (from 45 minutes to 1 hour);

- meeting with alumni of EO and (or) accredited SP (from 30 minutes to 1 hour);

- attending classes (at least one class per accredited SP should be attended from the beginning to the end). When attending classes, experts should not interrupt the learning process;

- the EEP meeting to discuss the interview results and prepare for the next meetings should be held at least twice a day (from 30 minutes to 1 hour).

10.9 If necessary, the EEP can be divided into groups for the optimal use of the visit time.

10.10 In the program of the visit or in the appendices it is necessary to indicate the full name and positions of the participants.

## **11. Meeting with the Leadership of the EO (*from 30 minutes to 1 hour*)**

11.1 The first meeting with the management of the EO is conducted with a view to get acquainted and discuss strategic issues of the EO's development. This meeting is necessary to clarify the current situation and prospects for the development of EO.

11.2 The final meeting with the management of EO is conducted with a view to present a preliminary oral review with the draft general recommendations following the EEP visit.

11.3 Preliminary oral review stipulates:

- strengths and weaknesses identified during the EEP visit;

- constructive and correct presentation of the preliminary results of the external assessment of EO and/or SP;

- drafting general recommendations for improvement of the EO and/or SP quality.

## **12. Interviews**

12.1 Interviews with the management and target groups of EO are considered as the main means of obtaining information during the EEP visit.

12.2 The interview is conducted to verify the reliability of the self-assessment results of EO and/or SP, including methods such as cross-checking the facts,

comparing and contrasting the data specified in the self-assessment report of EO and/or SP. The interview involves obtaining additional information from the target groups for a better evaluation of EO and/or SP.

12.3 The number of interviewees with target groups is no more than 20 (twenty) people. An interview participant can only represent one target group.

12.4. The target group for interviewing alumni and employers shall be formed by the IAAR in advance from the list provided by EO. Graduates and employers should not be employees of EO. The target group for interviews with students and lecturers shall be formed by the EEP from the general list of lecturers and students during a visit to EO.

12.5 In the event of initial accreditation, interviews with alumni and/or EO's students shall not be conducted.

### **13. Individual External Assessment**

13.1 The individual external assessment is carried out by the expert in accordance with clause 1.3 of section 1 "Goals and objectives of the visit to the education organization", paras. 3.3, 3.4, section 3 "Responsibilities of the EEP members and the IAAR observer".

13.2 Each member of the EEP fills in an expert's notebook (*Appendix 3*).

13.3 The results of an individual external assessment are introduced for peer review of the EEP.

### **14. Summarizing and Drafting Recommendations**

14.1 Summary based on the assessment table "Parameters of the institutional and (or) specialized profile" is conducted on the basis of an individual external evaluation collectively.

14.2 The evaluation table "Parameters of the institutional and (or) specialized profile" is the final document for the generalization of the EEP work.

14.3 The evaluation table "Parameters of the institutional and (or) specialized profile" allows the EEP to determine position of EO and/or SP, which is evaluated for each criterion as follows:

- "Strong" is characterized by a high level of indicators of one of the standard of institutional and (or) specialized accreditation criterion. Position of this criterion allows us to serve as an example of good practice for dissemination among other EOs.

- "Satisfactory" is determined by the average level of indicators of one criterion of the standard of institutional and/or specialized accreditation.

- "Assumes improvement" is characterized by a low level of indicators of one criterion of the institutional and (or) specialized accreditation standard.

- "Unsatisfactory" means that this criterion of EO and/or SP does not comply with the institutional and (or) specialized accreditation standard.

14.4 Based on the collegial decision of the assessment results, the EEP prepares for the AC a report with recommendations for accreditation and for improving the

quality of EO and/or SP.

14.5 The EEP provides the following recommendations for the AC:

- accredit EO and/or SP for a period of 1/3/5 years, (in the event of re-accreditation procedure, the panel may recommend other terms);
- do not accredit EO and/or SP.

14.6 In the event that EO and/or SP meets the IAAR Standards, the EEP makes a recommendation for quality improvement.

14.7 In case of non-conformity of EO and/or SP to the Standards of the IAAR, the EEP recommends that the measures necessary to bring EO and/or SP to conformity with the IAAR Standards be determined.

## **15. The Report of the EEP**

15.1. The EEP report as an official document presents to EO an analysis and conclusions on the EEP visit outcomes based on which the AC makes accreditation decision. The EEP report serves as the basis for the subsequent activities of EO on quality improvement.

15.2 The EEP report should be written using clear language and presented consistently and clearly.

15.3 The purpose of the report:

- provide the AC with the necessary material on the compliance of EO and/or SP with the IAAR Standards requirements for decision making;
- serve as a document for subsequent development and quality improvement of EO and/or SP;
- inform all stakeholders about the external evaluation results of EO and/or SP.

15.4 The Draft EEP Report is considered by the IAAR and sent for approval to EO. In the event that the EO reveals actual inaccuracies, the Chair shall coordinate its approval with the EEP members and make the necessary changes to the EEP report. In case of disagreement with the EO's remarks to the EEP report, the Chair together with the IAAR observer prepares an official response with justification.

15.5 The EO informs the IAAR about actual inaccuracies at the latest 5 (five) working days after receiving the draft EEP report for approval.

15.6 After finalizing the draft with EO, the final version of the EEP report is sent to the IAAR for consideration by the AC.

15.7. Within 2 (two) months after the adoption of the accreditation decision, the IAAR posts on its website EEP report.

15.8 The IAAR conducts post-accreditation monitoring in accordance with the Regulations on the post-accreditation monitoring procedure for EOs and (or) SPs based on the EEP report.

## **16. Structure and Content of the EEP Report**

16.1 The structure of the EEP report is determined based on the structure of the IAAR Standards, the content is formed taking into account all the criteria.

16.2 The EEP report should contain an introductory, basic, implicit evidentiary

and analytical aspects, and a concluding part providing recommendations. The evidence is formed based on the evaluation of the quality of EO and/or SP under the IAAR Standard's criteria, provides references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), oral evidence) and any other available evidence. The analytical part provides the result of the compliance analysis of the evidentiary part with the criteria of the IAAR Standard, and describes possible reasons or gives an explanation of the conformity or non-conformity of the EO and/or SP to the criteria of the IAAR Standard.

16.3 The EEP report should be in the following format: Times New Roman font, size 12, single interval, margins: left - 30 mm, right - 10 mm, top - 15 mm, bottom - 20 mm. The volume of the EEP report shall not exceed 50 pages without applications. Recommendations for improving quality of the EO and/or SP and for accreditation should start with a new sheet (page). Illustrations or tables should be placed immediately after the text in which they are mentioned for the first time or on the next page. All illustrations or tables should be referenced in the EEP report. Illustrations or tables should be numbered with Arabic numerals through consecutive numbering.

16.4 The EEP report should be drafted following the sample form of the EEP report on institutional (*Appendix 4*) and specialized accreditation (*Appendix 5*).

## ***Appendix 1. Requirements for Reviewing Self-Assessment Report of the HEI***

Drafting a review to the self-assessment report of the HEI requires a compliance analysis of the description of its activities with the criteria of institutional or specialized accreditation standards for the IAAR.

Review of the self-assessment report of the HEI involves the disclosure of the main items, a reasoned assessment of the content, taking into account the entity of accreditation.

The introductory part of the review contains brief information about the entity of accreditation (EO and/or SP).

The review shall clearly and precisely determine merits and demerits of the submitted report. In the recital part of the review to the self-assessment report it is necessary to assess the conformity of the content of the report sections with the standard's criteria. Particular attention should be given to the completeness of the disclosure criteria in the report. Also, the analysis assesses the presence of development prospects.

The review should include an assessment of the validity of the data by comparing and contrasting the information in the report with the materials presented in the annexes to the report and contained on the EO's website.

The analytical part of the review shall note and analyze the inadequacies of the report in detail. Significant drawbacks of the report include the presence of discrepancies in the text and actual errors, the use of erroneous terminology and wording, stylistic errors.

The review is presented in accordance with an exemplary structure:

1. Full name of the institution.
2. Analysis of the disclosure and completeness of the report in accordance with the Standard's criteria.
3. Analysis of additional materials submitted by the HEI.
4. Conclusions and recommendations.
5. Full name, academic title, academic degree, position, place of work, signature of the reviewer.

The final part includes general comments on all sections of the report and indicates the need for finalizing the report, the degree of readiness of the self-assessment report, determines the feasibility and the possibility of continuing the accreditation process by the EEP, as well as the conclusions and recommendations of the expert, both general and specific sections of the Standards.



## *Appendix 2. Sample Program of the EEP Visit (specialized)*

**AGREED**

Rector \_\_\_\_\_  
(institution of education)

**APPROVED**

Director, Independent Agency for  
Accreditation and Rating

\_\_\_\_\_ Full name  
2017 «\_\_» \_\_\_\_\_

\_\_\_\_\_ A.B. Zhumagulova  
2017 «\_\_» \_\_\_\_\_

### PROGRAM OF THE VISIT FOR THE IAAR EXTERNAL EXPERT PANEL TO \_\_\_\_\_ *institution of education*

**Date of the visit: November 28-30, 2016**

**Arrival day: November 27, 2016 (Sunday)**

**Departure day: December 1, 2016 (Thursday)**

#### Study programmes for accreditation (for specialized accreditation)

<b>Cluster 1</b>	SP
	SP
	SP
<b>Cluster 2</b>	SP
	SP
	SP
<b>Cluster 3</b>	SP
	SP
	SP

Date and time	EEP work with target groups	Full name and job title of the target groups	Venue
<b>«__» _____ 201__</b>			
During the day	Arrival of the EEP team members		Hotel
16.00-18.00	Preliminary meeting of the EEP team (mutual introduction of the EEP members,	<i>External experts of the IAAR</i>	Hotel

	distribution of responsibilities, discussion of the key issues and the visit program)		
18.00-19.00	Dinner (only members of the EEP)	<i>External experts of the IAAR</i>	
<b>Day I, «    »                      201</b>			
9.00-9.30	Discussion of organizational issues with experts	<i>External experts of the IAAR</i>	Main building, office for the EEP
9.30-10.00	Meeting with the head of EO	Head of the institution (full name)	Office of the head of EO
10.00-10.30	Meeting with the deputy heads of the organization (Vice-rector, Deputy director, Vice-presidents)	<i>Job title, full name</i>	Main building, Conference hall
10.30-11.15	Meeting with heads of structural units	<i>Job title, full name (or Appendix no. __)</i>	Main building, Conference hall
11.15-11.30	Coffee-break for working discussions	<i>Only EEP members</i>	EEP room
11.30-12.45	<i>Visual inspection of the EO (in the case of specialized accreditation only facilities for SPs under accreditation)</i>	<i>Job title, full name</i>	Itinerary based
13.00-14.00	Lunch (only EEP members)	<b><i>Lunch break</i></b>	
14.00-14.15	EEP work		EEP room
14.15-15.00	Meeting with heads of accredited SPs	<i>Job title, full name (or Appendix no. __)</i>	Main building, Conference hall
15.00-15.45	Meeting with the heads of the chairs of accredited SPs	<i>Job title, full name (or Appendix no. __)</i>	Main building, Conference hall
15.45-16.00	Coffee-break for working discussions	<i>Only EEP members</i>	
16.00-17.00	Meeting with teachers of accredited SP	<i>Lecturers' list (Appendix No. __)</i>	1-cluster: lecture theater 1 2-cluster: lecture theater 2 3-cluster: lecture theater 3
17.00-18.00	Questionnaire survey by lecturers (in	<i>Academic teaching staff of the SPs under accreditation</i>	Computer rooms no.513-519

	parallel)		
17.00-18.00	Work of the EEP (discussion of results and summarizing outcomes of the 1 <sup>st</sup> day)		EEP room
18.00-19.00	Dinner (only EEP members)		
<b>Day 2, « » 201</b>			
09.00-09.30	The work of the EEP (discussion of organizational issues)		EEP room
09.30-12.30	Visit to the graduate chairs	<i>Job title, full name</i>	Academic building no. 5  Academic building no. 2
09.30-12.30	Attending classes	According to the schedules of SPs under accreditation	Academic buildings no. 2, 5
12.30-13.00	Work of the EEP (exchange of views)		EEP room
13.00-14.00	Lunch (only EEP members)	<b>Lunch break</b>	
14.00-15.00	Meeting with students	<i>Students of SPs under accreditation (Appendix no. __)</i>	1-cluster: lecture theater 1 2-cluster: lecture theater 2 3-cluster: lecture theater 3
15.00-16.00	Questionnaire survey of students (in-parallel)	<i>Students of SPs under accreditation</i>	Computer rooms no. 513-519
15.00-16.00	Meeting with employers	<i>Representatives of state and financial institutions, heads of manufacturing enterprises and organizations (Appendix No. __)</i>	Lecture theater 1
16.00-16.30	Coffee-break for working discussions	<i>Only EEP members</i>	EEP room
16.30-17.00	Meeting with graduates of SPs	<i>Graduates - representatives for each SP (Appendix no. __)</i>	Lecture theater 1
17.00-18.00	Work of the EEP (discussion of results and summarizing outcomes of the 2 <sup>nd</sup> day)	<i>Only EEP members</i>	EEP room
18.00-19.00	Dinner (only EEP members)		
<b>Day 3, « » 201</b>			
09.00-09.30	The work of the EEP (discussion of		EEP room

	organizational issues)		
09.30-12.30	Site visits to professional internship venues, branches of departments (clinical cites, educational and clinical centers)	<i>Professional internship venues</i>	<i>Appendix no. __</i>
12.30-13.00	Work of the EEP (collegial coordination and preparation of an oral preliminary review of the visit results)		EEP room
13.00-14.00	Lunch (only EEP members)	<i>Lunch break</i>	
14.00-16.30	Work of the EEP		EEP room
16.30-17.00	Final EEP meeting with the management of the EO	<i>Management of HEI and its structural units</i>	Main building, Conference hall
18.00-19.00	Dinner (only EEP members)		
Schedule based	<i>EEP members departure</i>		
« » 201			
Schedule based	<i>EEP members departure</i>		

### *Appendix 3. Expert's Notebook*

No.	Evaluation criteria	Comments	Position of the organization of education			
			strong	satisfactory	implies improvement	unsatisfactory
1	Standard "Management of the study programme"					
1.1	The quality assurance policy should reflect the relationship between research, teaching and learning.					
1.2	The HEI should demonstrate development of a quality assurance culture, including in relation to the SPs.					
1.3	Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint / double-degree programs and academic mobility.					

***Appendix 4. EEP Review Report Template (for institutional accreditation procedures)***

***INDEPENDENT AGENCY FOR ACCREDITATION AND RATING  
External expert panel***

***Addressed to the IAAR  
Accreditation Council***



Independent agency for  
accreditation and rating

**REPORT**

**on the results of the external expert panel's work  
on assessment of compliance with the requirements of institutional accreditation standards**

**(organization of education)**  
from " \_\_\_\_ " to " \_\_\_\_ " 20 \_\_\_\_  
**(date of on-site visit)**

\_\_\_\_ (city)

20 \_\_\_\_ " \_\_\_\_ " \_\_\_\_  
**(date of the last visit day)**

## CONTENT

*(The content should be in the form of an automatically collected table of contents with page numbers)*

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## **(I) LIST OF SYMBOLS AND ABBREVIATIONS**

## **(II) INTRODUCTION (1-2 pp.)**

The basis of the external evaluation (the order of the IAAR about the EEP, the Standards of the IAAR, according to which the external evaluation (**order number, date and publication**) is conducted), the object of accreditation (name of the EO and/or SP), the composition of the EEP.

## **(III) INTRODUCTION OF THE ORGANIZATION OF EDUCATION (1-3 pp.)**

Brief information on its establishment, areas of activities and main achievements of the EO, information on EPs under accreditation (information on licenses, students' cohort, qualitative and quantitative composition of teachers, graduate employment, academic mobility, research projects, commercialization).

## **(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE (1-2 pp.)**

*(only in case of re-accreditation procedure)*

The basis of the previous accreditation (the order of the IAAR about the EEP, the Standards of the IAAR, according to which the external evaluation (**order number, date and publication**) is conducted), the composition of the EEP, the recommendations of the EEP, AC decision.

Analysis of the current state of the EO and/or SP on the implementation of the previous EEP recommendations *(This information should be deleted before sending to the education organization to agree on actual inaccuracies and before publishing the report on the website).*

## **(V) DESCRIPTION OF THE EEP VISIT (1-2 pp.)**

Brief information on the fulfillment of the visit objectives, on the methods for assessing the quality of the EO and/or SP, implementation of the EEP visit program: organizational arrangements (meetings, interviews), visit sites (classes, on-the-job training bases, etc.).

## **(VI) CONFORMITY TO THE STANDARDS OF INSTITUTIONAL ACCREDITATION (20-40 pp.)**

### **6.1. Standard "Strategic Development and Quality Assurance"**

✓ The HEI should demonstrate the development of a unique strategy based on an analysis of external and internal factors with the wide involvement of a variety of stakeholders.

✓ The HEI should demonstrate the focus of the mission, vision and strategy to meet the needs of the state, society, real economy sectors, potential employers, students and other stakeholders.

✓ The institution should demonstrate transparency in the processes of formation, monitoring and regular revision of the mission, vision, strategy and policy of quality assurance.

✓ The institution should have a published quality policy, mission and strategy.



- ✓ *The HEI develops documents on specific areas of activity and processes (plans, programmes, regulations, etc.) that specify the quality policy.*
- ✓ *The quality assurance policy should reflect the relationship between research, teaching and learning.*
- ✓ *The HEI should demonstrate the development of a quality assurance culture.*

### ***The Evidence***

The evidence is generated based on the quality assessment of the EO and/or SP in accordance with the IAAR Standard criteria. This part provides evidence on the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), interview results and any other available evidence.

### ***Analytical part***

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

## **6.2. Standard "Leadership and Management"**

- ✓ *HEI implements management processes, including planning and allocation of resources in accordance with the strategy.*
- ✓ *HEI should demonstrate the successful functioning and improvement of the intra-university quality assurance system.*
- ✓ *An institution should demonstrate an analysis of risk management.*
- ✓ *An institution should demonstrate an analysis of the effectiveness of the changes.*
- ✓ *HEI should demonstrate an analysis of the identified non-conformities, the implementation of the developed corrective and preventive actions.*
- ✓ *HEI should demonstrate a clear definition of those responsible for business processes, unequivocal distribution of the duties of the staff, delineation of the functions of collegial bodies.*
- ✓ *An important factor is the provision of management of the study process through the management of study programs, including an assessment of their effectiveness.*
- ✓ *HEI demonstrates the development of annual activity plans, including teaching staff, based on the development strategy.*
- ✓ *Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint/double-degree education and academic mobility.*
- ✓ *HEI should provide evidence of the transparency of the HEI's management system.*
- ✓ *HEI should ensure the participation of students and teaching staff in the work of collegiate management bodies.*
- ✓ *An institution should demonstrate evidence of openness and accessibility of managers and administrators for students, teaching staff, parents and other stakeholders.*
- ✓ *The HEI should demonstrate the management of innovations, including an analysis and introduction of innovative proposals.*
- ✓ *The HEI should strive to participate in international, national and regional professional alliances, associations, etc.*

- ✓ *The HEI should provide training to the management (rector, advisers, vice-rectors, deans, heads of structural divisions, heads of departments) under the management programs of education.*
- ✓ *The HEI should strive to ensure that the progress achieved since the last external quality assurance procedure is taken into account in preparing for the next procedure.*

### ***The Evidence***

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

### ***Analytical part***

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

## **6.3. Standard "Information Management and Reporting"**

- ✓ *The HEI should ensure the functioning of the system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software.*
- ✓ *An institution should demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.*
- ✓ *The HEI should have a system of regular reporting at all levels of the organizational structure, including an assessment of the performance effectiveness and productivity by units, SPs, research and their interaction.*
- ✓ *The HEI should establish the periodicity, forms and methods for assessing the management of the SP, the activities of collegial bodies and structural units, senior management, the implementation of scientific projects.*
- ✓ *The HEI should demonstrate the definition of order and ensure the protection of information, including the identification of responsible persons for the reliability and timeliness of the analysis of information and the provision of data.*
- ✓ *An important factor is the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as decision making.*
- ✓ *The HEI should demonstrate the existence of the communication mechanism with students, employees and other stakeholders, including the existence of conflict resolution mechanisms.*
- ✓ *An institution should provide a measure of the satisfaction degree of the needs of the teaching staff, personnel and students, and demonstrate evidence of addressing the deficiencies found.*
- ✓ *The HEI should evaluate the effectiveness and productivity of its activities, including in the context of the SP.*
- ✓ *Information collected and analyzed by the institution should take into account:*
  - *Key performance indicators;*
  - *the dynamics of students population in the context of forms and species;*
  - *the level of academic achievement, student achievement and deduction;*
  - *Students' satisfaction with the implementation of the SP and the quality of training in the HEI;*
  - *availability of educational resources and support systems for students;*

- *Employment and career growth of graduates.*
  - ✓ *Students, employees and teaching staff must confirm their consent to the processing of personal data.*
  - ✓ *An institution should promote all the necessary information in the relevant fields of science.*

### ***The Evidence***

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

### ***Analytical part***

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

## **6.4. Standard "Design and Approval of Educational Programmes"**

- ✓ *An institution should define and document the procedures for the development of the SPs and their approval at the institutional level.*
- ✓ *An institution should demonstrate the compliance of the developed SPs with the established objectives, including the expected learning outcomes.*
- ✓ *HEI should demonstrate the existence of the developed graduate models of the SP, describing the results of training and personal qualities.*
- ✓ *HEI should demonstrate the conduct of external assessment of the SP.*
- ✓ *The qualification obtained upon the completion of the SP shall be clearly defined, clarified and consistent with a certain level of the NQF.*
- ✓ *An institution should determine the impact of disciplines and professional practices on the formation of learning outcomes.*
- ✓ *An important factor is the possibility for preparing students for professional certification.*
- ✓ *HEI should provide evidence of the participation of students, teaching staff and other stakeholders in the development of the SP, ensuring their quality.*
- ✓ *Complexity of the SP should be clearly defined in Kazakhstan credits and ECTS.*
- ✓ *HEI should ensure the content of educational disciplines and learning outcomes correspondent to the level of study (bachelor's, master's, doctoral).*
- ✓ *SP's structure should stipulate various activities corresponding to the learning outcomes.*
- ✓ *An important factor is the existence of joint SPs with foreign educational organizations.*

### ***The Evidence***

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical

documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

### ***Analytical part***

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

## **6.5. Standard "On-going Monitoring and Periodic Review of Education Programmes"**

✓ *An institution should monitor and periodically assess the SP in order to ensure that the goal is achieved and meet the needs of students and the community. The results of these processes aim to continuously improve the SP.*

✓ *Monitoring and periodic review of SPs should consider:*

- *the content of the programs in the light of the latest scientific achievements in a specific discipline to ensure the relevance of the discipline being taught;*
- *changing the needs of society and the professional environment;*
- *workload, academic performance and graduation;*
- *effectiveness of students' assessment procedures;*
- *expectations, needs and students' satisfaction with the learning process in vocational education;*
- *the educational environment and support services and their compliance with the objectives of the SP.*

✓ *The HEI should provide evidence of the participation of students, employers and other stakeholders in the revision of SPs.*

✓ *All stakeholders should be informed of any planned or undertaken actions in relation to the SP. All changes made to the SP shall be published.*

✓ *The HEI should provide a review of the content and structure of SPs taking into account changes in the labor market, the requirements of employers and the social demand of the society.*

### ***The Evidence***

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

### ***Analytical part***

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

### ***6.6. Standard "Student-Centered Learning, Teaching and Performance Evaluation"***

✓ An institution should ensure respect and due attention given to different groups of students and their needs, providing them with flexible learning paths.

✓ An institution should ensure the use of various forms and methods of teaching and learning.

✓ An important factor is the availability of own research on teaching methods of the academic disciplines.

✓ HEI should demonstrate the availability of a feedback system on the use of different teaching methods and evaluation of learning outcomes.

✓ An institution should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.

✓ An institution should demonstrate the existence of a procedure for responding to student complaints.

✓ An institution should ensure the consistency, transparency and objectivity of the evaluation mechanism, including the appeal procedure.

✓ An institution should ensure that the procedures for evaluation of the learning outcomes of students are consistent with the planned learning outcomes and program objectives. Criteria and methods for evaluation should be published in advance.

✓ An institution should determine the mechanisms for ensuring the completion of each graduate's learning outcomes and ensure completeness of their formation.

✓ Evaluation staff should possess modern methods for assessment of the learning outcomes and regularly improve their qualifications in this field.

### ***The Evidence***

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

### ***Analytical part***

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

### 6.7. Standard "Students"

- ✓ HEI should demonstrate the policy of forming students' population from admission to graduation and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to graduation) should be identified, approved, published.
- ✓ HEI should make provisions for special adaptation and support programs for newly enrolled and foreign students.
- ✓ HEI should demonstrate the conformity of its actions to the Lisbon Recognition Convention.
- ✓ HEI should cooperate with other educational organizations and national centers of the "European Network of European Network of Information Centers - National Academic Recognition Information Centers" ENIC / NARIC in order to ensure comparable recognition of qualifications.
- ✓ HEI should demonstrate the existence and application of a mechanism to recognize students' academic mobility results, as well as the results of additional, formal and informal study.
- ✓ HEI should provide an opportunity for external and internal mobility of students, as well as assist them in receiving academic grants.
- ✓ HEI should make maximum efforts to provide on-the-job-training placements, facilitate the employment of graduates, and maintain communication with them.
- ✓ An institution should provide graduates with documents confirming the received qualification, including learning outcomes, as well as the context, content and status of the education obtained and evidence of the degree course completion.
- ✓ An important factor is the monitoring of the employment and professional activities of graduates.
- ✓ An institution should actively encourage students to self-education and development outside the main program (extracurricular activities).
- ✓ An important factor is the existence of acting association/association of graduates.
- ✓ An important factor is the availability of a support mechanism for gifted students.

### ***The Evidence***

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

### ***Analytical part***

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

### 6.8. Standard "Teaching Staff"

- ✓ HEI should have an objective and transparent personnel policy, which includes hiring, professional growth and development of personnel, ensuring the professional competence of the whole state.
- ✓ HEI should demonstrate the conformity of the personnel potential of the teaching staff with the development strategy of HEI and the specifics of the SP.



- ✓ HEI should demonstrate awareness of responsibility for its employees and provision of favorable working conditions for them.
- ✓ HEI should demonstrate a change in the teacher's role due to the transition to student-centered learning.
- ✓ HEI should determine the contribution of the faculty to the implementation of the development strategy of HEI and other strategic documents.
- ✓ HEI should provide opportunities for career growth and professional development of the teaching staff.
- ✓ HEI should involve practitioners in the relevant sectors.
- ✓ HEI should provide targeted actions to develop young teachers.
- ✓ HEI should demonstrate the motivation for the professional and personal development of teachers, including encouraging both about the contribution to the integration of research and education, and the use of innovative teaching methods.
- ✓ An important factor is the active use of the faculty information and communication technologies in the educational process (for instance, on-line training, e-portfolio, massive open on-line course, etc.).
- ✓ An important factor is the development of academic mobility, attracting the best foreign and local teachers.
- ✓ An important factor is the involvement of the faculty in the life of society (the role of teaching staff in the education system, the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).

### ***The Evidence***

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### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

## **6.9. Standard "Research Work"**

- ✓ HEI should demonstrate that the priorities of research work are in line with the national policy in the field of education, science and innovative development.
- ✓ HEI should ensure that the research activities correspond to the mission and the strategy of the HEI.
- ✓ An institution should plan and monitor the effectiveness of research.
- ✓ HEI should demonstrate the availability of processes to attract students to research activities.
- ✓ HEI should demonstrate assistance in presenting the scientific positions of researchers, teaching staff and students at various scientific platforms, including the publication of scientific results.
- ✓ HEI should promote the introduction of research results, including those on consulting and commercialization.
- ✓ HEI should promote the recognition of the research work results, including the registration of scientific projects with the authorized bodies, the design of patents and copyright certificates.

- ✓ *HEI should strive for joint research with foreign HEIs.*
- ✓ *HEI should strive to diversify the forms of financing research activities.*
- ✓ *An institution should foster research activities using various motivation schemes.*

### ***The Evidence***

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### ***EEP recommendations***

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### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

## **6.10. Standard "Finance"**

- ✓ *An institution should design development scenarios that are consistent with the development strategy, taking into account the risk assessment.*
- ✓ *HEI should demonstrate the operational and strategic planning of its budget.*
- ✓ *HEI should demonstrate the existence of a formalized financial management policy, including financial reporting.*
- ✓ *HEI should demonstrate the existence of an internal audit system.*
- ✓ *An institution should demonstrate an external independent audit.*
- ✓ *There should be a mechanism at the HEI for assessing the adequacy of financial support for various types of HEI's activity, including strategy for the development of HEI, SPs, and scientific projects.*

### ***The Evidence***

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A list of strengths/best practices identified in the analysis is provided.

***EEP recommendations***

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***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

**6.11. Standard "Learning Resources and Student Support Systems"**

✓ *HEI should demonstrate the sufficiency of material and technical resources and infrastructure.*

✓ *An institution should demonstrate the existence of support procedures for various groups of students, including information and counseling.*

✓ *HEI should demonstrate the compliance of information resources with the specifics of SPs, including compliance in the following areas:*

- *Technological support for students and teaching staff in accordance with study programs (for instance, online training, modeling, databases, data analysis programs);*
- *Library resources, including the fund of educational, methodological and scientific literature on general education, basic and major courses on paper and electronic media, periodicals, access to scientific databases;*
- *examination of the results of research, graduation papers, dissertations on plagiarism;*
- *access to educational Internet resources;*
- *functioning of WI-FI in the territory of the organization of education.*

✓ *HEI should strive to ensure that the training equipment and software used to develop SPs are similar to those used in the relevant industries.*

✓ *An institution should ensure compliance with safety requirements in the learning process.*

✓ *HEI should strive to take into account the needs of different students groups (adults, employees, foreign students, as well as students with disabilities).*

***The Evidence***

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***Analytical part***

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***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part.

### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

### ***6.12. Standard "Public Awareness"***

✓ *The information published by HEI should be accurate, unbiased, relevant and should include:*

- *Implemented programs, indicating expected learning outcomes;*
- *information on the possibility of awarding qualifications upon the completion of SP;*
- *information on teaching, learning, assessment procedures;*
- *information on passing scores and educational opportunities provided to students;*
- *information on employment opportunities for graduates.*

✓ *HEI's management should use a variety of ways to disseminate information (including media, web resources, information networks etc.) to inform general public and stakeholders.*

✓ *Public information should support and explain national development programs of the country and the system of higher and postgraduate education.*

✓ *HEI should publish audited financial statements on its own web resource.*

✓ *HEI should demonstrate the reflection on the web resource of information that characterizes HEI in general and in the context of SP.*

✓ *An important factor is the availability of adequate and unbiased information about the faculty in the context of personalities.*

*An important factor is the publication of information on cooperation and interaction with partners, including scientific / consulting organizations, business partners, social partners and educational organizations.*

✓ *An institution should publish information and links to external resources on the results of external assessment procedures.*

### ***The Evidence***

The evidence is generated based on the evaluation of the quality of the EO and/or SP in accordance with the Standard criteria. This part provides evidence for the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), and oral evidence (interview results) and any other available evidence.

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### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the

conclusions of the analytical part.

***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

## **(VII) REVIEW OF STRENGTHS/BEST PRACTICES ON EACH STANDARD (1 p.)**

*A list of strengths / best practices for all standards is provided.*

## **(VIII) REVIEW OF RECOMMENDATIONS ON QUALITY IMPROVEMENT ON EACH STANDARD (1-2 pp.)**

*List of EEP recommendations on all standards related to the implementation of the criteria*

## **(IX) REVIEW OF RECOMMENDATIONS ON DEVELOPMENT OF THE EDUCATION ORGANIZATION (1 p.)**

*List of EEP recommendations related to the development of the EO. These recommendations do not refer to measures to improve the quality and compliance with the IAAR standards (if any)*

## **(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL**

*The recommendation of the EEP on accreditation for 1/3/5 years or the refusal of accreditation, which is signed by all members of the EEP, is given.*

*Recommendations may be presented as follows:*

- *"The members of the EEP agreed unanimously that the EO and/or SP is recommended for accreditation for a period of 1/3/5 years";*
- *"EEP members have come to a unanimous opinion that the EO and/or SP is not recommended for accreditation";*
- *"There is no consensus between the EEP members".*

*(this section should be deleted before sending it to the education organization to agree on actual inaccuracies and prior to publication of the report on the web-site)*

## **Annex 1. Assessment table "PARAMETERS OF THE INSTITUTIONAL PROFILE"**

*(to be signed by all members of the EEP)*

## **Annex 2. PROGRAM OF THE VISIT TO EDUCATION ORGANIZATION**

*(this section should be deleted before sending it to the education organization to agree on actual inaccuracies and before publication of the report on the WEB-site)*

## **Annex 3. RESULTS OF THE SURVEY QUESTIONNAIRE OF TEACHERS**

*(this section should be deleted before sending it to the education organization to agree on actual inaccuracies and before publication of the report on the WEB-site)*

## **Annex 4. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS**

*(this section should be deleted before sending it to the education organization to agree on actual inaccuracies and before publication of the report on the WEB-site)*

***Appendix 5. EEP Review Report Template (for specialized accreditation procedures)***

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**  
***External expert panel***

***Addressed to  
the IAAR Accreditation Council***



Independent agency for  
accreditation and rating

**REPORT**

**on the results of the external expert panel's assessment  
for compliance with the standard requirements of the specialized accreditation  
of study programs**

***(SP with reference numbers)***

***(organization of education)***

**from " \_\_\_\_ " to " \_\_\_\_ " \_\_\_\_\_ 20 \_\_\_\_.**  
***(on-site visit dates)***

\_\_\_\_\_ city

\_\_\_\_\_ 20\_\_\_\_\_  
***(date of the last visit day)***

## **CONTENT**

*(The content should be in the form of an automatically collected table of contents with page numbers)*

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## **(I) LIST OF SYMBOLS AND ABBREVIATIONS**

## **(II) INTRODUCTION (1-2 pp.)**

The basis of the external evaluation (the order of the IAAR about the EEP, the Standards of the IAAR, according to which the external evaluation (**order number, date and publication**) is conducted), the object of accreditation (name of the EO and/or SP), the composition of the EEP.

## **(III) INTRODUCTION OF THE ORGANIZATION OF EDUCATION (1-3 pp.)**

Brief information on its establishment, areas of activities and main achievements of the EO, information on EPs under accreditation (information on licenses, students' cohort, qualitative and quantitative composition of teachers, graduate employment, academic mobility, research projects, commercialization).

## **(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE (1-2 pp.)**

*(only in case of re-accreditation procedure)*

The basis of the previous accreditation (the order of the IAAR about the EEP, the Standards of the IAAR, according to which the external evaluation (**order number, date and publication**) is conducted), the composition of the EEP, the recommendations of the EEP, AC decision.

Analysis of the current state of the EO and/or SP on the implementation of the previous EEP recommendations *(This information should be deleted before sending to the education organization to agree on actual inaccuracies and prior to publication of the report on the website).*

## **(V) DESCRIPTION OF THE EEP VISIT (1-2 pp.)**

Brief information on the fulfillment of the visit objectives, on the methods for assessing the quality of the EO and/or SP, implementation of the EEP visit program: organizational arrangements (meetings, interviews), visit sites (classes, on-the-job training bases, etc.).

## **(VI) CONFORMITY TO THE STANDARDS OF SPECIALIZED ACCREDITATION (20-40 pp.)**

### **6.1. Standard "Management of Study Programme"**

- *An institution should have a published quality policy.*
- *The quality assurance policy should reflect the connection between research, teaching and learning.*
- *HEI should demonstrate the development of a culture of quality assurance, including in the context of the SP.*
- *Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint/double-degree education and academic mobility.*
- *The management of the SP provides transparency in the development of the SP's development plan based on an analysis of its functioning, the actual positioning of the institution and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.*

- The management of the SP demonstrates functioning of the mechanisms for the formation and regular revision of the SP's development plan and monitoring its implementation, assessing the achievement of the learning objectives, meeting the needs of students, employers and society, and making decisions aiming to the continuous improvement of the SP.
- The management of the SP should involve representatives of stakeholder groups, including employers, students and faculty, in developing the development plan of a SP.
- The management should demonstrate the individuality and uniqueness of the development plan, its coherence with national development priorities and the development strategy of the organization of education.
- HEI should demonstrate a clear definition of those responsible for business processes within the framework of the SP, unambiguous distribution of the staff duties, and delineation of the functions of collegial bodies.
- The management should provide evidence of transparency in the management of the study program.
- The management team should demonstrate successful functioning of the internal quality assurance system of the SP, including its design, management and monitoring, its improvement, decision-making based on facts.
- Management should implement risk management.
- The management should ensure involvement of stakeholders (employers, teaching staff, students) in the collegial administration bodies of study programmes, as well as their representativeness in making decisions on the management of the educational programme.
- HEI should demonstrate the management of innovations within the framework of the SP, including the analysis and implementation of innovative proposals.
- The management should demonstrate evidence of openness and accessibility for students, teachers, employers and other stakeholders.
- The management of the SP must be trained on programs of education management.
- The management of the SP should strive to ensure that the progress achieved since the last external quality assurance procedure is taken into account when preparing for the next procedure.

### ***The Evidence***

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### ***Analytical part***

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### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part. For each SP the recommendations are given **SEPARATELY**.

### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

## **6.2. Standard "Information Management and Reporting"**

- HEI should ensure the functioning of a system for collection, analyzing and managing information based on the use of modern information and communication technologies and software.
- The SP management should demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.
- Under the SP, there should be a system of regular reporting, reflecting all levels of the structure, including



*an assessment of the effectiveness and productivity of the divisions and departments, research.*

- *An institution should establish periodicity, forms and methods for assessing the management of the SP, the activities of collegial bodies and structural units, senior management, the implementation of scientific projects.*

- *HEI should define the procedure and ensure the protection of information, including the identification of responsible persons for the reliability and timeliness of information analysis and data provision.*

- *An important factor is the involvement of students, employees and teaching staff in the processes of data collection and information analysis, as well as decision making based on such data.*

- *The management should demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, including the availability of conflict resolution mechanisms.*

- *An institution should provide a measure of the satisfaction degree of the needs of the teaching staff, personnel and students under the SP and demonstrate evidence of addressing the deficiencies found.*

- *HEI should evaluate the effectiveness and productivity of activities, including in the context of the SP.*

- *The information collected and analyzed by HEI under the SP should take into account:*

- *Key performance indicators;*

- *the dynamics of students' population in the context of forms and types;*

- *the level of academic performance, student achievements and deductions;*

- *students' satisfaction with the implementation of the SP and the quality of learning at the HEI;*

- *availability of educational resources and support systems for students;*

- *employment and career growth of graduates.*

- *Students, employees and teaching staff must give documentary consent to the processing of personal data.*

- *The management of the SP should facilitate the provision of all necessary information in the relevant fields of science.*

### ***The Evidence***

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### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

### **6.3. Standard "Design and Approval of the Study Programme"**

- *HEI should define and document the procedures for the development of the SP and their approval at the institutional level.*

- *The management of the SP should ensure that the developed SP meets the objectives set, including the expected learning outcomes.*

- *The management team should ensure that there are developed models of the graduate student describing the learning outcomes and personal qualities.*

- *The management of the SP should demonstrate the conduct of external evaluations of the SP.*

- *The qualification obtained at the end of the SP shall be clearly defined, clarified and consistent with a*

certain level of the NQF.

- Management should determine the impact of disciplines and professional practices on the formation of learning outcomes.
- An important factor is the possibility of students learning for professional certification.
- The management should provide evidence of the participation of students, staff and other stakeholders in the development of the SP, ensuring their quality.
- The complexity of SP should be clearly defined in Kazakhstan credits and ECTS.
- The management should ensure that the contents of the academic disciplines and the learning outcomes correspond to the level of study (bachelor's, master's, doctoral).
- The SP's structure should provide for various activities corresponding to the learning outcomes.
- An important factor is the existence of joint SPs with foreign educational organizations.

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The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

## **6.4. Standard “Continuous Monitoring and Periodic Review of Study Programmes”**

- An institution should monitor and periodically evaluate the SP in order to ensure that the goal is achieved and meet the needs of students and the community. The results of these processes aim to the continuous improvement of the SP.
- Monitoring and periodic review of SP should consider:
  - The content of programs in the light of the latest achievements of science in a specific discipline to ensure the relevance of the discipline being taught;
  - Changes in the needs of society and professional environment;
  - The workload, progress and students' graduation;
  - Effectiveness of evaluation procedures for students;
  - Expectations, needs and satisfaction of students;
  - Educational environment and support services and their compliance with the objectives of the SP.
  - HEI and the management of the SP must provide evidence of involvement of students, employers and other stakeholders in the revision of the SP.
- All stakeholders should be informed of any planned or undertaken actions in relation to the SP. All changes made to the SP shall be published.
- The management of the SP should ensure that the content and structure of the SP are reviewed, taking into account changes in the labor market, the requirements of employers and the social demand of the community.

### ***The Evidence***

The evidence is generated based on the quality assessment of the EO and/or SP in accordance with the IAAR Standard criteria. This part provides evidence on the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), interview results and any other available evidence.

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### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

### **6.5. Standard "Student-Centered Learning, Teaching and Progress Assessment"**

- *The management team should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths.*
- *The management should ensure the use of various forms and methods of teaching and learning.*
- *An important factor is the availability of own research on methods of teaching the academic disciplines of the SP.*
- *The management should demonstrate the availability of a feedback system on the use of different teaching methods and the evaluation of learning outcomes.*
- *The management of the SP should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.*
- *The management should demonstrate the existence of a procedure for responding to students' complaints.*
- *An institution should ensure the consistency, transparency and objectivity of the evaluation mechanism for each training program, including an appeal.*
- *An institution should ensure that the procedures for evaluating the learning outcomes of students are consistent with the planned learning outcomes and program objectives. Criteria and methods of evaluation within the framework of the SP should be published in advance.*
- *An institution should determine the mechanisms for ensuring that each graduate has mastered the learning outcomes and ensures the completeness of their formation.*
- *Evaluators should possess modern methods for assessment of learning outcomes and regularly improve their qualifications in this field.*

### ***The Evidence***

The evidence is generated based on the quality assessment of the EO and/or SP in accordance with the IAAR Standard criteria. This part provides evidence on the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), interview results and any other available evidence.

### ***Analytical part***

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part. For each SP the recommendations are given **SEPARATELY**.

### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

## **6.6. Standard "Students"**

- HEI should demonstrate the policy of forming students' population in the context of the SP from admission to graduation and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to graduation) should be identified, approved, published.
- The management of the SP should demonstrate special adaptation and support programs for the newly enrolled and foreign students.
- An institution should demonstrate the conformity of its actions to the Lisbon Recognition Convention.
- HEI should cooperate with other educational organizations and national centers of the "European Network of Information Centres - National Academic Recognition Information Centres" ENIC/NARIC to ensure comparable recognition of qualifications.
- The management should demonstrate the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and informal training.
- An institution should provide an opportunity for external and internal mobility of students, as well as assist them in obtaining external grants for training.
- The management of the SP should make the maximum amount of effort to provide practice-based practitioners, facilitate the employment of graduates, and maintain communication with them.
- An institution should provide the graduates with documents confirming the received qualifications, including the results achieved, as well as the context, content and status of the education received and evidence of its completion.
- An important factor is the monitoring of the employment and professional activities of graduates of the SP.
- The leadership of the SP should actively encourage students to self-education and extra development besides the main program (extracurricular activities).
- An important factor is the existence of an acting association of graduates.
- An important factor is the availability of a support mechanism for gifted students.

### ***The Evidence***

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### ***Analytical part***

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### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part. For each SP the recommendations are given **SEPARATELY**.

### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

### **6.7. Standard "Teaching Staff"**

- *HEI should have an objective and transparent personnel policy, including in the context of the SP, which includes hiring, professional growth and staff development, which ensures the professional competence of the whole personnel.*
- *HEI should demonstrate the conformity of the personnel potential of the teaching staff with the development strategy of HEI and the specifics of the SP.*
- *The management of the SP should demonstrate awareness of responsibility for its employees and provision with favorable working conditions.*
- *The management should demonstrate the change in the role of the teacher in relation to the transition to student-centered learning.*
- *HEI should determine the contribution of the teaching staff to the implementation of the development strategy of HEI, and other strategic documents.*
- *HEI should provide opportunities for career development and professional development of the SP's faculty.*
- *The management team should involve practitioners from the relevant industries.*
- *The management of the SP should ensure that targeted actions are taken to develop young teachers.*
- *HEI should demonstrate the motivation for the professional and personal development of the teaching staff, including the promotion of both the integration of research and education, and the use of innovative teaching methods.*
- *An important factor is the active use by the teaching staff of information and communication technologies in the educational process (for instance, on-line training, e-portfolio, massive open online courses, etc.).*
- *An important factor is the development of academic mobility within the framework of the SP, attracting the best foreign and domestic teachers.*
- *An important factor is the involvement of the teaching staff of the SP to the life of society (the role of the teaching staff in the education system, in the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).*

### ***The Evidence***

The evidence is generated based on the quality assessment of the EO and/or SP in accordance with the IAAR Standard criteria. This part provides evidence on the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), interview results and any other available evidence.

### ***Analytical part***

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### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***



Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part. For each SP the recommendations are given **SEPARATELY**.

***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

#### 6.8. Standard "Educational Resources and Student Support Systems"

- *The management should demonstrate the adequacy of the material and technical resources and infrastructure.*
- *The management should demonstrate the existence of support procedures for different groups of learners, including information and counseling.*
- *The management of the SP should demonstrate the correspondence of information resources to the specifics of the SP, including compliance:*
  - *of the technological support of students and teaching staff with educational programmes (for instance, online training, modeling, databases, data analysis programs);*
  - *library resources, including the fund of educational, methodological and scientific literature on general education, basic and profiling disciplines on paper and electronic media, periodicals, access to scientific databases;*
  - *examination of the results of research, graduation papers, dissertations on plagiarism;*
  - *access to educational Internet resources;*
  - *WI-FI availability in the territory of the organization of education.*
- *HEI should strive to ensure that the educational equipment and software used to develop study programs are similar to those used in the relevant industries.*
- *An institution must ensure compliance with safety requirements in the learning process.*
- *HEI should strive to take into account the needs of different groups of students in the context of the SP (adults, employees, foreign students, as well as students with disabilities).*

#### ***The Evidence***

The evidence is generated based on the quality assessment of the EO and/or SP in accordance with the IAAR Standard criteria. This part provides evidence on the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), interview results and any other available evidence.

#### ***Analytical part***

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#### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

#### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part. For each SP the recommendations are given **SEPARATELY**.

***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

### 6.9. Standard “Public Awareness”

- The information published by HEI within the framework of the SP should be accurate, objective, relevant and should include:
  - Implemented programs, indicating expected learning outcomes;
  - information on the possibility of awarding qualifications at the end of the SP;
  - information on teaching, learning, evaluation procedures;
  - information on passing scores and educational opportunities provided to students;
  - information on employment opportunities for graduates.
- The management should use a variety of ways to disseminate information, including the media, information networks to inform the general public and stakeholders.
  - Public information should provide support and clarification of national development programs of the country and the system of higher and postgraduate education.
  - HEI should publish on its Web resource audited financial statements, including in the context of the SP.
  - HEI should demonstrate the reflection on the web resource of information that characterizes HEI in general and in the context of study programs.
  - An important factor is the availability of adequate and objective information about the teaching staff of the SP, in the context of personalities.
  - An important factor is informing the public about cooperation and interaction with partners within the framework of the SP, including with scientific / consulting organizations, business partners, social partners and educational organizations.
  - An institution should post information and links to external resources based on the results of external assessment procedures.
  - An important factor is the involvement of HEI and implemented SP in various external evaluation procedures.

#### ***The Evidence***

The evidence is generated based on the quality assessment of the EO and/or SP in accordance with the IAAR Standard criteria. This part provides evidence on the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), interview results and any other available evidence.

#### ***Analytical part***

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#### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

#### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part. For each SP the recommendations are given **SEPARATELY**.

#### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

### 6.10. Standard “Standards in the Context of Independent Specialties”

*Evaluation criteria depending on the direction of the SP EDUCATION / SOCIAL SCIENCES, HUMAN SCIENCES, ECONOMICS, BUSINESS AND LAW, SERVICES / NATURAL SCIENCES, AGRICULTURAL SCIENCES, TECHNICAL SCIENCES, AND TECHNOLOGIES / ART*

### ***The Evidence***

The evidence is generated based on the quality assessment of the EO and/or SP in accordance with the IAAR Standard criteria. This part provides evidence on the implementation of the standard criteria in the form of references to written documents (statutory and analytical documents, self-assessment report, survey results, etc.), interview results and any other available evidence.

### ***Analytical part***

The analytical part is compiled on the basis of the compliance analysis of the evidence with the criteria of the IAAR Standard. Describes possible causes or explains the conformity or non-compliance of the EO and/or SP with the criteria of the IAAR Standard.

### ***Strengths/best practice***

A list of strengths/best practices identified in the analysis is provided.

### ***EEP recommendations***

Recommendations are given to improve the quality of the EO and/or SP based on the conclusions of the analytical part. For each SP the recommendations are given **SEPARATELY**.

### ***Conclusions of the EEP on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)***

The quantitative indicators of the criteria are given according to the assessment table "Parameters of the institutional and/or specialized profile".

## **(VII) REVIEW OF STRENGTHS/BEST PRACTICES ON EACH STANDARD (1 p.)**

*A list of strengths / best practices for all standards is provided.*

## **(VIII) REVIEW OF RECOMMENDATIONS ON QUALITY IMPROVEMENT ON EACH STANDARD (1-2 pp.)**

*List of EEP recommendations on all standards related to the implementation of the criteria*

*For each SP the recommendations are given **SEPARATELY**.*

*For example,*

Standard "Management of the Study Program"

- Recommendations for SP Economics, Finance, Management (in the case of general recommendations for the group of SP):
- Recommendations for SP Economics (in case of recommendations only for this SP):

## **(IX) REVIEW OF RECOMMENDATIONS ON DEVELOPMENT OF THE EDUCATION ORGANIZATION (1 p.)**

*List of EEP recommendations related to the development of the EO. These recommendations do not refer to measures to improve the quality and compliance with the IAAR standards (if any)*



## **(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL**

*The recommendation of the EEP on accreditation for 1/3/5 years or the refusal of accreditation, which is signed by all members of the EEP, is given.*

*(this section should be deleted before sending it to the education organization to agree on actual inaccuracies and prior to publication of the report on the web-site)*

*Recommendations may be presented as follows:*

- *"The members of the EEP agreed unanimously that the EO and/or SP is recommended for accreditation for a period of 1/3/5 years";*
- *"EEP members have come to a unanimous opinion that the EO and/or SP is not recommended for accreditation";*
- *"There is no consensus between the EEP members".*

## **Annex 1. Assessment table "PARAMETERS OF THE SPECIALIZED PROFILE"**

*(to be signed by all members of the EEP)*

No.	No.	Assessment criteria	Position of the organization of education			
			Strong	Satisfactory	Assumes improvement	Unsatisfactory
Standard "Management of the study program"						
1	1.	An institution should have a published quality policy.				
2	2.	The quality assurance policy should reflect the relationship between research, teaching and learning.				
3	3.	HEI should demonstrate the development of a culture of quality assurance, including in the context of the SP.				
4	4.	Commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including in the implementation of joint / double degree education and academic mobility.				
5	5.	The management of the SP provides transparency in designing a development plan for the SP based on an analysis of its functioning, the actual positioning of an institution and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.				
....	6.	.....				

## **Annex 2. PROGRAM OF THE VISIT TO EDUCATION ORGANIZATION**

*(this section should be deleted before sending it to the education organization to agree on actual inaccuracies and before publication of the report on the WEB-site)*

## **Annex 3. RESULTS OF THE SURVEY QUESTIONNAIRE OF TEACHERS**

*(this section should be deleted before sending it to the education organization to agree on actual inaccuracies and before publication of the report on the WEB-site)*

## **Annex 4. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS**

*(this section should be deleted before sending it to the education organization to agree on actual inaccuracies and before publication of the report on the WEB-site)*